Golden West College

INSTRUCTIONAL PROGRAM REVIEW

Spring 2016

Program Name: NURSING

Division Name: HEALTH SCIENCES

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INSTRUCTIONAL PROGRAM REVIEW PROMPT

PROGRAM INFORMATION: College's mission (check all that apply)

- ✓ ☒ **Career Technical Education**
- ✓ ☐ **Transfer**
- ✓ ☒ **Offer Degrees/Certificates**

COLLEGE'S MISSION:

The Doyle School of Nursing (SON) is a 2 year CTE program. Students are trained as pre-licensure candidates who will take the NATIONAL COUNCIL LICENSURE EXAMINATION (NCLEX) upon completion of the program. Successful passing of this exam allows the new graduate to become licensed as a Registered Nurse. The pass rate for first time testing has been 93% for GWC graduates, which exceeds the national average of 82%. Students in the second year of the program may opt to be co-enrolled in one of our partner bachelors of science in nursing programs (BSN) such as CSU Fullerton, Concordia, or Vanguard Universities, or they may apply to other CSU campuses that offer nursing degrees. Most hospitals in Orange County require a BSN to gain employment so obtaining this degree is essential. The students are trained in the art and science of nursing which involves technology in the patient care equipment, diagnostic tests, and the utilization of electronic medical records (EMR) computers.

The students are taught with a combination of venues and modalities: classroom, laboratory, human patient simulation, hospital/health agency clinical experience and preceptorship.

In summary the SON is a CTE program. Golden West College awards an Associate of Science Degree in Nursing and our students are either co-enrolled in a BSN program or apply to BSN programs after they have been licensed. Students have the option of pursuing and Associate Degree or a 30 unit only option.

The terms SON (school of nursing) and NSG (nursing are used synonymously throughout this document.

College goals(check all that apply):
- ☐ Institutional Mission & Effectiveness
  - ✓ ☒ Instructional Programs
- ☒ Student Support Services
  - ✓ ☒ Library and Learning Support Services
  - ✓ ☒ Student Engagement
  - ✓ ☒ Student Equity
  - ✓ ☐ Technology
  - ✓ ☐ Fiscal Resources

  - ✓ ☐ Community Relations
  - ✓ ☐ Business, Industry, Governmental Partnerships

COLLEGE'S GOALS:

- **LIBRARY/SUPPORT SERVICES:**

The SON encourages the use of the library and learning support services. The students are required to do several projects in all semesters that demonstrate Evidence Based Practice (in nursing) so the use of the library is essential in finding current, scientifically based research articles to apply to their practice.

- TECHNOLOGY: As stated above they are also well versed in the technology and science of health care and must be able to utilize computerized documentation of care.

- STUDENT ENGAGEMENT: Students are encouraged to join the California Student Nurses Association and the National Student Nurses Association, which helps develop leadership and networking skills within the health care community. Several students also participate in the Honor Society at GWC.

- STUDENT EQUITY: Qualified candidates (per the Chancellor's Multicriteria Admission) are fairly and impartially selected from a pool for each class. There are a multitude of ages, ethnicities, male and female, economically advantaged or disadvantages, and veterans.

- BUSINESS, INDUSTRY GOVERNMENTAL PARTNERSHIPS: The SON is in a consortium of local hospitals, health care agencies and other nursing schools in Orange County and Long Beach. Clinical assignment sites are coordinated within the Consortium so that all schools and agencies can provide the necessary nursing experiences for our students. Our industry partners also are kept abreast of changes in our program (ie curriculum, didactic and clinical hour requirements) as they occur as their cooperation is essential. The director, assistant director and/or department chair also participate in special meetings with our agencies. The SON is in close contact with the California Board of Registered Nursing, which is a branch of the Department of Consumer Affairs.

Program Contributions: Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

- The core nursing program is 4 semesters long but candidates must complete several prerequisites before they are allowed to apply to the SON. These

prerequisites (Anatomy, Physiology, English, Math) are taken in other campus departments. Also the students are working toward an Associate of Science Degree, which require other non nursing or non science courses to complete degree requirements. All of these non nursing courses are filled in large part by potential candidates or nursing students.

- The students in the nursing program are diverse in culture and nationality. Although most of the students are female a larger percentage of males and active duty military or veterans have completed the program in the last several years.
- The SON supports student success in a number of ways. Dr. Diane Restelli EdD provides all students who request or are referred to her assistance with identifying successful study and test taking strategies if they are struggling.

Several students are also in the DSPS program so that they may be more successful in testing despite any documented learning/testing problems

External Requirements: Indicate any requirements that are imposed on your program by the state, federal regulations, or other external accrediting bodies (if applicable)

- The nursing program is impacted by the rules/regulations of several state and national entities.
- 1) The California Board of Registered Nursing (BRN) reviews the program on a regular basis and determines if the SON will remain accredited in the state. They monitor/dictate the number of hours of didactic, laboratory and clinical hours for students. They also dictate student to instructor ratios in the classroom, laboratory and clinical.
- 2) The Accreditation Commission on the Education of Nurses (ACEN) is a national nursing education accrediting body which also has input in to the hours. In recent years because of survey visit findings from both BRN and ACEN there have been changes made to our curriculum, units, and hours of instruction. We are currently in the process of transitioning to a Concept Based Curriculum which will go live in fall 2016 with the admission of that first class. As that cohort progresses through the program each semester will institute the curriculum changes.
- 3)In the last couple of years the admission criteria for candidates have been tailored to the required Chancellor's Multicriteria Admission. This has changed the profile of the students admitted to the first semester. This will be discussed further later in the report in the SWOT section.

REVIEW OF LAST CYCLE PROGRAM REVIEW
Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved. (2 pg limit)

- Since the last program review done for 2010-2012 we have been able to accomplish the following goals that were identified as areas needing improvement:

1) Decreased the number of part time and temporary full time faculty. In 2015 we had only one temporary full time faculty and that contract expired December 2015. No other temporary faculty have been hired. We do, however, utilize adjunct faculty who take students to the hospital clinical sites. They do not have classroom or lecture assignments

2) When we have had new faculty they have been oriented utilizing the faculty handbook (nursing department,) new faculty orientation at the campus level and are mentored by faculty on the team to which they are assigned.

3) On time completion of the program is in progress. Courses (N260-Nursing Issues) was eliminated and the content threaded through the regular nursing courses.

4) The program evaluation/review is done monthly and is monitored by the Program Evaluation Committee (PEC.) The documentation is updated frequently.

5) Development of a new Concept Based Curriculum. The first cohort for the new curriculum will start in fall 2016. As that cohort progresses through each semester, that content will switch to the new curriculum model. So until spring 2018 a combination of curriculum models will be in place.

FOR CTE PROGRAMS ONLY

Labor Market Demand: How is your program meeting labor market demands? Should you expand, contract or stay the same? Is there competition from other programs in the area? If yes, from what institution? How is the competition affecting your program? Are there any other external factors about which you are concerned?

- The demand for Registered Nurses is increasing in this area. There is competition from several other Community Colleges with nursing programs (Cypress, Saddleback, Santa Ana.) There is also competition from the local state funded Bachelor of Science, Nursing (BSN) programs (UC Irvine, CSU Long Beach) and from the private BSN programs (West Coast University Vanguard, Concordia.) All of the programs are in the Orange County/Long Beach Consortium and we are in competition for our clinical and preceptorship sites. Hospitals often favor colleges that are BSN level or who provide them dollars (such as West Coast University.) Because of this it is becoming more and more difficult to secure hospitals to provide clinical practice for our students. In recent years the SON is being "squeezed out" of sites that we were welcomed to previously. The competition with existing BSN programs is because hospitals now have ready made candidates who will soon have their bachelor degrees which is desirable in most Orange County Hospitals because they are seeking or wish to maintain "magnet" status. This is a very special designation by the American Nurses Credentialing Council (ANCC) which mandates that a large percentage of nurses have advanced degrees. This requirement is also a recommendation from the Institutes on Medicine. It is also a barrier for GWC to compete with private colleges who donate large sums of money to hospitals who then readily take their

students. Currently due to the number of faculty, the mandated ratios and the limitation of clinical sites the SON should remain as it is.

VTEA Core Indicators: When reviewing the state VTEA core indicators, what are the trends that contribute to or impede student success? Why is this occurring? PERKINS GRANT INFO VOCATIONAL TECHNICAL

- The SON does not participate in the Perkins Grant funding.

Advisory Council Input: What type of inputs have your program received from your industry advisory council in the last three years?

- The Orange County/Long Beach Consortium meets on a regular basis. There is also a Nursing Advisory Committee that has had poor attendance in recent years. The purpose of this body is to discuss any planned changes in the nursing program and get advice from our industry partners as to the feasibility of such changes as they involve these clinical agencies and personnel. They have also had suggestions as to modifying the emphasis of training for our students. An example of this is that we should be preparing medical surgical nurses primarily and deemphasize specialty training such as pediatrics, obstetrics and mental health. The hospital representatives stated that their need is for medical surgical nurses and that any specialty training that they need will be provided to the experienced medical surgical nurse to meet the needs of the facility but that their main need was the medical surgical prepared candidate.

SWOT ANALYSIS

Strengths:
- What does your program do well?
- The nursing program is producing well prepared nursing graduates who fill the need for health care providers in our community. The classroom instructors also teach clinically and take the students to the hospitals. This helps strengthen and solidify theory to clinical application. The instructors know what the students have learned in the classroom and can bring practical application. Currently the SON utilizes a team teaching model for the medical surgical content. The team approach encourages the input and expertise of two classroom instructors, who are both experienced registered nurses, with years of practical knowledge and experience. Several of the instructors also work clinically in addition to being instructors, which keeps them current in the knowledge they present to the students.

What do you believe your students, potential employers, or transfer institutions see as your program's strengths?

- The students benefit from several aspects of the program. They learn from experienced clinicians who are current in their practice. Presently the 4th semester students participate in a final clinical preceptorship where they work alongside an RN preceptor in the hospital learning the practical points of applying theory to hospital practice and patient care. This experience is 96 hours in length and is their last clinical experience while in training. The students are assigned to a variety of sites including hospitals, outpatient clinics, student health, home health agencies, Juvenile Hall, Orangewood (caring for abused or abandoned children.) The students have told us that this is the most valuable part of their clinical training.
- Potential employers have traditionally favored the GWC nursing graduate as one to be hired over other candidates from other schools. The students are known to be well prepared academically and clinically. Those students who are in concurrent bachelors programs are easily hired by our community agencies.
- The SON is well supported by administration

Weaknesses:

In what areas does your program need to improve?

- At present our program is in transition. We have a new director/assistant dean who is learning two new jobs (director and assistant dean) with new responsibilities. The learning curve is very steep.
- We are also in the process of transitioning to a Concept Based Curriculum.The first class to be taught in the new curriculum is Fall 2016. So for the next several semesters we will be in a transition between new and old curriculum.

- Current use of the Chancellor's Multicriteria Admission grid requires a minimum GPA of 2.0. The faculty notes that this fairly low GPA does not admit a student that is likely to be successful in the program. We will be requesting approval from the Chancellor to increase the minimum GPA to 2.5.

What are your program's immediate needs?
- *We have an immediate need for 3 permanent full time non nursing staff. 1) The clerical staff has been handling a much larger workload from the nursing faculty, health facilities and the program director. They have tasks that they never had before. There are only 2 full time clerical staff now, the Nursing Program Assistant and the Staff Aide. Depending on money there is also a part time, temporary person who assists a few hours/week. She is seeking a more permanent position. This person's position is variable and changes frequently. This makes it necessary for the permanent staff to frequently train a new person 2) We also have not had anyone to coordinate the laboratory in several years.*

This makes it necessary for instructors to order supplies and maintain equipment in addition to their classroom, lab and clinical duties. WE NEED THREE MORE NON NURSING STAFF: 2 more permanent full time clerical staff and a full time laboratory coordinator.

What limitations or barriers is your program experiencing?
- We have the barrier of not being able to award a bachelor's degree to our nursing graduates. Hospitals are requiring applicants to have the degree and unless our students are co enrolled they have a harder time getting the jobs. We are being limited in our use of clinical sites because other agencies are being favored and given priority because they are a BSN program and/or have a lot of private dollars to give to the facilities. This disadvantages GWC and almost guarantees clinical placement or employment to the students/graduates of those programs.
- It is getting harder and harder for the faculty to find clinical sites and preceptorship sites for our students.

Opportunities

What opportunities exist for your program?
- The SON is developing relationships with all of our partner agencies to continue the clinical training for our students..

What trends are happening in the field or subject area that may allow your program to expand?
- No expansion is feasible at this time.

What external funding opportunities are available for your program?
- The Enrollment and Growth Grant is applied for annually running from July 1-June 30. The current grant is for $90,000.

What potential industry, high school, college/university or other external partnerships can be established or expanded to benefit your program?
- We are pursuing partnerships with several BSN programs that would allow students to pursue their bachelor degrees as seamlessly as possible while still at GWC

Threats/Challenges

What challenges exist for your program?
- The major challenge that has developed in the last 3 years is the limitation of clinical sites/preceptorship sites for our students. Bachelor's programs and private bachelor's programs are being given preference over GWC. More and more hospitals in Orange

County require a bachelor's degree or higher in nursing as a condition for student placement or new RN hire.

- Currently the GPA of 2.0 does not bring the student who has the highest chance of making it through first semester where they often are not academically successful and are exited per department policy, usually academic insufficiencies. The faculty has requested that the minimum GPA for consideration is raised to 2.5.

What budgetary constraints is your program facing?

- There are no hospitals that currently provide any "soft money" funding to support the program. Faculty size is determined by funding from the district and from some grant money. Temporary faculty must leave the program when their contract is finished. This makes it difficult to keep consistency in the classes since the temporary faculty come and go. The temporary faculty must also be mentored by full time permanent member. When we have faculty that are in the program short term it puts a burden on the regular faculty adding to their work load.

What kind of competitive disadvantages is your program facing?

- The program is in competition with several local nursing programs that award bachelor degrees (UCI, CSULB, Concordia, Vanguard, West Coast.) Although all programs participate in the Orange County/Long Beach Consortium, clinical placements are given to these programs or our usual days are changed to accommodate their students. Since GWC does not award Bachelor degrees it puts our students at a great disadvantage.

Are there upcoming changes to state and federal regulations that will impact your program? If so, please explain.

- The Board of Registered Nursing has recently changed its rules about faculty approval in particular areas of clinical practice (medical surgical, pediatrics, mental health, women's health.) The newer rule has to do with recency of clinical experience. If the faculty has not been in an area for 5 years they cannot be assigned there without going through a lengthy remediation process which includes 120 hours of clinical time and 30 continuing education hours in that area. The faculty does this on their own time. They must also apply to IPD if they want the district to fund it. This makes it challenging to assign faculty to the areas that need to have instructors

CURRICULUM REVIEW

Course Outlines of Record: It is expected that all Course Outlines of Record (CORs) will be reviewed every three years. Starting in summer 2016, courses featured in the College Catalog will directly link to the courses' official CORs. It is crucial for all CORs to be reviewed to ensure their accuracy. Upon reviewing the courses in your disciplines through CurricUNET, please provide a 3 year timeline of when all of the CORs under your disciplines will be reviewed. Please follow the table format below.

	Timeline to complete review	Person responsible
N100*	November 2015/spring 2018	B.Miyadi
N150**	November 2015/spring 2019	E. Marinotti
N200***	November 2015/fall 2019	B. Ching
N250****	November 2015/fall 2021	D. Restelli
N099#	June 2014	E. Marinotti
N070	October 2015/fall 2018	J. Broyles

*this class will be changing to our new curriculum in fall 2016. It will be noted as G130 in the future catalog.

**this class will be changing to our new curriculum in spring 2017. It will be noted as G140 in the future catalog

***this class will be changing to our new curriculum in fall 2017. It will be noted as G240 in the future catalog

****this class will be changing to new curriculum in spring 2018. It will be noted as G270 in the future catalog

#This class is a credit/no credit course or graded and is offered to non nursing students who may have an interest in pursuing a nursing career. This class is given only when there is faculty able to teach it.

C-ID Designation: In 2006, the Academic Senate for California Community Colleges developed the Course Identification Numbering System (C-ID). This system improves curricular consistency for courses throughout the state and provides many articulation/transfer benefits to our students. Many courses at Golden West College have been approved for C-ID alignment. Please review the list provided by Office of Research, Planning, and Institutional Effectiveness and discuss the following:

1. Does your department plan to submit more courses for C-ID designation? If yes, which ones? (These courses may or may not be part of an ADT. See C-ID.net for more information regarding courses, descriptors, and ADTs.)

The planned redesignations will be as follows:

OLD NUMBER	NEW NUMBER	TITLE OF CLASS	SEMESTER YEAR IMPLEMENTED
N100	G130	Health & Illness I	Fall 2016
	G131	Professional Nursing I	Fall 2016
N150	G140	Health & Illness II	Spring 2017
N200	G240	Health & Illness III	Fall 2017
	G241	Professional Nursing II	Fall 2017
N250	G270	Health & Illness IV	Spring 2018
	G271	Professional Nursing III	Spring 2018

Dual-listed courses: Review the list of dual listed courses in your area and complete the following chart.

Dual Listed Courses	Date of Faculty Discussion and Review	Recommendations
N/A		

Curriculum Offering: Review the list of active courses in your programs that were offered and not offered in the last three years. Based on your review, what courses could you add, suspend, or retire to improve your overall program to ensure student success? (Data provided by ORPIE)

Course Name	Recommended Action (add/suspend/retire)
N099 (Intro to Nursing)	Add
N190 (LVN-RN Bridge)	Add

PROGRAM DATA AND ANALYSIS (Items in black font are provided by ORPIE)

SLO Assessments
List of courses with ongoing assessment
1) N099
2) N100
3) N150
4) N200
5) N250
6) N070

List of courses offered in the last 3 years that have not been assessed
- All courses have current SLOs

Question:
    Looking at all assessments of your programs and courses, describe proposed plans for improvement.
- The curriculum is in the process of changing to a Concept Based model. This process is long and tedious. The SON hired a consultant who has been assisting with the design and development of the new model since 2013. First and Second semester will roll out the new curriculum in fall 2016 and spring 2017 respectively

The second year curriculum will follow as the student cohort moves on.

Student Demographics (Headcount by Discipline) SEE GWC/NURSING INFO GRAPHS
- Gender: The average enrollment of **female** students at GWC from 2012-2015 is 54.7%. The average of **female** students in the SON is 79.5%. *As compared to number of females enrolled at GWC the SON is 25% higher*
- The average enrollment of male students at GWC from 2012-2015 is 46.3%. The average number of male students in the SON is 21%. *As compared to the number of males enrolled at GWC the SON is 25% lower.*

- Age: The age distribution of GWC and SON for 2012-2015 is as follows (in percentages) :

	<19	20-24	25-29	30-34	35-39	40-49	>50
GWC	29.1	38.8	14	6.3	3.4	4.7	3.6
SON	2.9	31	26.8	14.7	8.5	12.4	3.6

- The percentage of students older than 25 in the *SON is on average 8.5% higher than the similarly aged students enrolled at GWC.* The students are choosing nursing as they get older or as second careers

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- **Ethnicity:**
  - From 2012-2015 the comparison of ethnicities between GWC and SON was as follows (in %) American Indian/Alaskan (+1.1); Asian (-24.2); Black (+1.8); Hispanic (-23.1); Pacific Islander (-1.0); 2+ (+0.1);Unknown (+2.1); White 9+8.3). So of the major ethnicities counted the SON has less Asians and Hispanics and more white students as compared to GWC

Disability:

  - Overall compared to GWC the SON had (+0.7%) more disabled students. The SON also had (+5.9% more students with no disability

- **Economically Disadvantaged:**

  - From 2012-2015 there were (+72.9%) more economically disadvantaged students in the SON as compared to GWC. There were also (-23.3%) fewer advantaged students in the SON

- **Veteran Status:**

  - From 2012-2015 there were (-1.6%) veterans in the SON as compared to the number of veterans at GWC. There was also (-0.2%) less non veterans in the SON. Neither finding is statistically significant

- **Foster Youth :**
  - From 2012-2015 there (-3.2%) fewer fostered youth in the SON than at GWC. There were (-95.2%) fewer non fostered youth in the SON than at GWC

In summary between the years 2012-2015 comparing the SON to GWC, the SON showed:
GENDER: 25% more females; 25% fewer males.
AGE: The average ages of the students in the SON were older starting at age 25
ETHNICITIES: 24.2% fewer Asians
*   1.8% more Blacks*
*   23.1% fewer Hispanics*
*   8.3% more Whites*
DISABILITIES: 0.7% more disabilities

ECONOMICALLY
  DISADVANTAGED: 72.9% more disadvantaged
FOSTER YOUTH: 3.2% fewer foster youth
VETERANS: 1.6% fewer veterans

- There are no needed adjustments to the Nursing Program. The students are selected for admission on the Chancellor's Multicriteria Admissions grid. No favor or penalty is given for gender, age, ethnicity, or economic disadvantage. There are 4 additional points given on the grid for a veteran.

Program Enrollment (Filter by: Discipline, Session Type, Large Lecture Factor)
Enrollment at Census
Sections Offered (by CRN)
Fill Rate at Census
FTES/FTEF

ENROLLMENT:
- From 2012-2015 there were a total of 315,862 enrolled in GWC. This includes summer, fall and spring classes. In the SON during that same period there were 2,156 students enrolled. There were no summer classes offered in 2012 or 2013

SECTIONS OFFERED:

		Fall CRN	Spring CRN
Fall 2012	N100	57001	
	N150	57005	
	N200	57009	
	N250	57013	
Spring 2013	N100		60380
	N150		60383
	N200		60377
	N250		60384
	N070		60381

Fall 2013	N100	57001	
	N150	57005	
	N200	57009	
	N250	57013	
	N070		
	N099		
Spring 2014	N100		60380
	N150		60383
	N200		60377
	N250		60384
	N070		60381
Summer 2014	N099	46012	
	N190	45929	
Fall 2014	N100	57001	
	N150	57005	
	N200	57009	
	N250	57013	
	N070	60381	
Fall 2014	N100	57001	
	N150	57005	
	N200	57009	
	N250	57013	
	N070	60381	
Spring 2015	N100	60380	60380
	N150	60383	60383
	N200	60377	60377
	N250	60384	60384
	N070	60381	
Summer 2015	N099	46012	
Fall 2015	N100	57001	
	N150	57005	

	N200	57009	
	N250	57013	
	N070	60381	

- **FILL RATE AT CENSUS: SON 2156 students (100%)**

FTES/FTEF

	2012-2013	2013-2014	2014-2015
GWC	41.8	37.6	35.8
NSG	50.9	47.7	22.8

SESSION TYPES:

	2012-2013	2013-2014	2014-2015
GWC DAY	20765	21069	21182
NSG DAY	272	231	226
GWC EVENING	6530	6808	6283
NSG EVENING	0	0	39
GWC ONLINE	5124	5377	5935
GWC ONLINE	32	31	32

Questions:
Consider sections offered, session type, and your current PT faculty pool as part of your analysis.

- The SON trend in enrollment has been slightly variable from 2012-2015. Because there are 12 full time instructors we have to maintain a ratio of 1:20 in the classroom; 1:12 in laboratory and 1:10 in clinical. These are dictated by the California Board of Registered Nursing. Since we have fewer funding sources than we did in the past our pool of part time faculty is less; therefore we have had to admit fewer students to the program.
- Our class offerings are constant except for N099 (Intro to Nursing) and N190 (LVN to RN Bridge Program.) The N099 class was on hold in 2012-2013 because there was no funding. It is offered now only when there is an instructor available to teach it. The N190 class has only been offered in the summer depending on funding, which is not always available.
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Based on your review of the data, should you increase, decrease, or keep the same number of sections offered?
- We should keep the number of sections offered the same.
- How does your department average FTES/FTEF compare to college-wide average
  - In years 2012-2013 and 2013-2014 the FTES/FTEF in the SON was higher than GWC. In 2014-2015 it was lower.

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Course Retention and Success SEE DEMOGRAPHIC INFO/GRAPHS
Overall
By Ethnicity, Age, Gender
By Large Lecture
By Session Type (Day, Evening, Hybrid, Online)

Questions:
OVERALL RETENTION AND SUCCESS:
- From 2012-2015 the overall <u>retention</u> rate for nursing was 95% which is 8% higher than GWC for the same time period
- From 2012-15 the overall <u>success</u> rate for nursing was 91% which was 22% higher than GWC for the same time period

- From 2012 -2015 the retention and success rates per ethnic groups for nursing compared with GWC was as follows:
- RETENTION: American Indian N/A: Asian (+6.7%); Black N/A; Hispanic (+5%); White (-0.6%) Generally showing that nursing student had a higher rate of retention overall.
- SUCCESS: American Indian: N/A; Asian (+16%); Black N/A; Hispanic (+24%); White (+12%). There were significantly higher success rates among nursing students

GENDER RETENTION AND SUCCESS:
- The average female retention rate for the SON is 93% which is 6% higher than GWC
- The average female success rate for the SON is 90% which is 16% higher than GWC
- The average male retention rate for the SON is 90% which is 3% higher than GWC
- The average male success rate for the SON 87% which is 17% higher than GWC
- As nursing has day classes for the most part, occasional evening classes and one online offering the data may be slightly skewed.
    RETENTION:
        Days: SON had 4% higher than GWC
        Evenings: SON was 11% lower than GWC
        Online: SON was 7% higher
    SUCCESS
        Days: SON was 6% higher than GWC
        Evenings: SON was 7% higher than GWC
        Online: SON was 10% higher than GWC

- Looking at success rates for different demographic groups (age, gender, ethnicity), which groups are experiencing disproportionate impact (success rates for those groups are lower than the average success rates) in student success?
  - All ethnic groups in the SON showed significantly more positive trends in retention and success when compared to GWC.

- If there are student groups experiencing disproportionate impact, what's your department's plan to address the disproportionate impact?
  - Since there is not a problem then there is no need to address or develop a plan

Degrees and Certificates
Number of degrees and certificates conferred in the last 6 years
Completers are defined
- For the last 6 years (2009-2015) Nursing has awarded 644 ADN degrees; 307 certificates

Questions:
Based on the number of degrees/certificates you are awarding, discuss any differences between your expectations and actual numbers.
- There was no significant difference between the expected numbers and the actual numbers

-
  Please answer this question for programs that have fewer than 10 completers in the last 6 years: What strategies will you implement within your department to increase/attract completers or majors?
  - N/A

Faculty Staffing
Percentage of courses taught by full-time versus part-time faculty
- All classroom content is taught by full time faculty. The clinical portion of instruction may be taught by an adjunct faculty member.

In recent years, what successes/challenges have you had in hiring and retaining qualified part-time faculty?
- None with hiring and retaining PT faculty
- The problem is retaining full time faculty that are not on tenure track but working on short term contracts. They have to leave GWC when their contract has expired. The faculty may be excellent but cannot remain.

- Based on your department discussion, what do you see as your ideal number of full-time faculty to promote student success?

- Twelve full time faculty would meet the current needs. Three for each semester (Medical Surgical and Specialty.)

PROGRAM PLANNING

Based on your analysis of previous program review and current data:
- Transition into the new curriculum, which will take a solid 2 years. Be consistent between semesters so that the students get the didactic content as seamlessly as possible in the new model. Each semester will deliver higher levels of content as the students progress through the program.

What areas does your program plan to improve?
- Continue to maintain the regular evaluation of SLOs, CSLOs, and ongoing systematic program review/evaluation.
- Develop consistent format and evaluations between semesters, which are leveled according to the semester

What specific actions will you take to improve upon those areas?
- Continue what is already being done as it is working well
- Have faculty from each semester work as teams to continually evaluate and cross check

How will you assess whether your program has accomplished those goals?
- The student evaluations will hopefully reflect that all faculty are being more consistent at least in the documents and formats that the students use. This has always been a problem.

RESOURCE ALLOCATION
In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report.

- **Staffing—adding 3 more classified staff: 2 more for clerical duties and one as lab coordinator**
- Facilities—no changes
- Technology—no changes
- Equipment—no changes
- Funding for Professional Development—no changes

RESOURCES- PROGRAM REVIEW:

In Order for Administrative staff to support the innovative growths of the School of Nursing, the level of working knowledge and program duties, that have evolved and are now expected of these staff members, has grown to higher, more difficulty, and more complex levels.

Currently, two classified staff members of nursing are in ranges 52 and 48. They are expected to work at capacities beyond their current levels, which can be recognized now at 60 and 52 ranges. The Program is requesting a future reorganization that would result in the current staff at 52 to be raised to a 60 level and the current staff at 48 would be raised to a 52 level. This will support the Nursing Program's abilities to function and remain competitive with the current advanced-levels of our Nursing Program Community.

52 to 60 level include duties below, but are not limited to:

- Responsible for responding to sales inquiries, negotiating terms, and processing sales orders; and for responding to preview inquiries, and processing preview requests, confirmation and renewal letters, etc. Independently initiate and pursue customer contacts. Ongoing relationships with all Nursing vendors and partnerships for all aspects of program- student, faculty needs, as well as classroom, skills lab and simulation lab needs. Individually maintain all aspects of program budget –incoming funding, donations, expenditures, which generates ongoing fiscal and statistical records and reports.

- Coordination and management of other office staff. Train, oversee, generate, guide and delegate workloads and scheduling for clerical and non-clerical staff ranging from office to lab areas. Synchronize daily office and program flow to achieve effectiveness and efficiency.

- Working independently to assist and promote all inquiries regarding the School of Nursing- from the public community, outside agencies and vendors, Hospital personnel and administrators, State and Federal departments; such as BRN and ACEN, College District and other campus departments. High-levels of working knowledge, is expected, regarding all aspects of the Nursing Program from Admission criteria to NCLEX licensure preparation and results. Knowledge needed to perform ongoing programmatic needs when supervisors, administrators and department heads are not available for assistance.

- Advanced working knowledge and experience on legal contracts involving Hospital partnerships and Universities. Needs to be able to work independently with legal, risk management, and Hospital CNO departments. Strong working abilities to negotiate contract terms, functions, and special circumstances and essentials that involve nursing students, instructors and our educational facility. Self-sufficient capacity to collaborate with surrounding Universities to outline contracts for mentorship opportunities for the master-prepared nursing students.

- Proficient skills working independently or collectively to research, analyze, compile and input data for ongoing student and program reporting. Working closely with other staff to design and organize program systems to facilitate in collecting accurate data for BRN/ACEN self-study reports, ATI, NCLEX and other facilities that we work with that

require ongoing reports. These reports can include- pass rates, attrition, retention and student, program, course outcomes. Oversee accuracy and deadline compliance.

- Attending committees, advisory workshops and meetings -work alongside students, faculty and administrators to design, create, revise and edit program policies, procedures, curriculum, admission criteria, student and faculty handbooks and self-study reports. Working knowledge of all nursing program laws, legislated requirements, regulations and codes.

- Being available to meet with students at any time-in the role of as a confidential liaison, to discuss private details if needed- varies from entrance to Nursing program, current enrolled students success in program, financial issues, personal issues, background issues preventing licensure or entrance, graduation requirements, job placements, as well as decisions and steps to exit the program.

48 to 52 level include duties below, but are not limited to:

- Conduct research investigations and studies of various functions related to Nursing application screening criteria, LVN-RN program, curriculum changes, and accreditation. Compile, and analyze a variety of data and prepare reports related to self-study, pass rates and grants
in graphic, pictorial, tabular, written, and oral form.

- Contact public agencies, clinical sites, private firms, consultants, speakers, District personnel, and the public to obtain and impart information and data related to clinical requirements, clinical rotations and schedules, faculty and student clinical profiles, drug test and background checks, confidentiality agreements and orientation packets, student services or educational matters.

- Coordinate, oversee and perform a variety of specialized duties in support of Nursing Program admissions, orientation, and registration and student record-keeping functions. Coordinate the implementation of curriculum and program changes related to Nursing application, admission process screening, application and information revisions, applicant notifications, and informational materials.

- Evaluate applications to determine if eligible, ineligible, accepted or alternate status. Create spreadsheet with all application data and application status. Compose and mail determination letter.

- Communicate with College personnel, students and various outside agencies to exchange information, coordinate activities and resolve issues or concerns; respond to requests from other departments for registration services, verification of student programs, reports and other matters. Provide consultation and technical expertise to students, administrators, personnel and the Public, respond to inquiries, resolve issues and conflicts, and provide detailed and technical information concerning related forms, applications, laws, codes, standards, requirements, regulations, policies and procedures.

- Assist in the implementation of new procedures and technology to facilitate and enhance Program, screening processes and student record-keeping functions.

- Lead and participate in composing, preparing, revising and distributing a variety of correspondence such as letters, lists, forms, instructions, informational materials, flyers and notices.

- Maintain current knowledge of laws, codes, regulations and pending legislature related to Program operations and activities; assist in modifying programs, functions, policies and procedures to assure compliance with local, State and federal requirements as appropriate.

- Establish and maintain automated records and files; initiate queries, develop spreadsheets and generate computerized reports and documents related to Nursing application data, applicant status, incoming and continuing Nursing students, BRN and ACEN accreditation data, program data, and clinical requirements for medical, drug test and background clearance.

- Performs a full range of simple to complex clerical functions in support of assigned projects for new curriculum changes, self-study report, annual reports (BRN, ACEN, NLN, TEAS)

Program Review Feedback Form 2015-16

See attached introductory memo

Department: _____ Nursing _____

		Yes	No	Comments
For Office of Research, Planning, and Institutional Effectiveness Internal Review				
April 15 Submission	Did the department submit the first draft by April 15th to IEC and their Dean?	X		
May 2 Submission	Did the department submit final report by May 2nd to IEC and their Dean?			
Program Information				
Program Information	Does the report provide information about the program and the college's mission and goals that the program support?	X		
Review of Last Program Review Cycle	Does the report provide assessment of previous program review initiatives?	X		
CTE Information	If this is a CTE program, does the report provide information regarding labor market demand, VTEA Core indicators, and Advisory Council Input?	X		
SWOT Analysis				
Strengths	Does the report describe what the program does well?	X		
Weaknesses	Does the report provide the identified areas in need of improvement?	X		
Opportunities	Does the report describe the opportunities for the program to expand and adapt?	X		
Challenges	Does the report describe the challenges to the program?	X		
Curriculum Review				

Validation 2015-16

		Yes	No	Comments
Course Outlines of Record	Does the report provide timeline of when all CORs will be reviewed?	X		
C-ID Designation	Did the department address whether it plans to apply for additional C-ID designations?	X		
Dual-listed courses	If the department has dual-listed courses under their disciplines, does the report provide information on date of faculty discussion and recommendations for dual-listed courses? (If applicable)	X		
Curriculum Offering	Does the report provide recommendation of curriculum offerings?	X		
Program Data and Analysis				
SLO Assessments	Does the report describe overall proposed plans for improvement within the disciplines?		X	
Student Demographics	Does the report provide analysis of student population and potential adjustments to the program?		X	
Program Enrollment	Does the report provide analysis of enrollment trends and recommend whether the program should remain the same, expand, or contract?	X		
Course Retention and Success	Does the report provide analysis of course retention and success and areas with disproportionate impact?	X		
Degrees and Certificates	If the program confers degrees and certificates, does the report provide analysis of degrees/certificates conferred? If program has less than 10 completers within the last 6 years, does the report provide strategies that the department has to increase/attract completers and or majors?	X		
Staffing	Does the report address successes/challenges in hiring and retaining part-time faculty and provide ideal full-time faculty number for the department?	X		
Program Planning				

	Yes	No	Comments
Program Planning Does the report provide goals that the department wants to accomplish in the next three years?	X		
Areas for improvement Does the report provide information regarding areas the department wants to improve?	X		
Activities Does the report provide activities that departments will engage in/implement for the next program review cycle?	X		
Assessment Does the report provide information on how the department will assess whether program's goals were achieved?		X	
Resource Allocation Is the department requesting additional resources? (Optional)		X	
Department Review			
Have the dean, chair, and full-time faculty reviewed the Program Review?		X	Please include Dean's signature and review.
Are there concerns that need to be addressed?	X		Remove areas of concern from Program Vitality Review section.
Is the signature page complete?		X	Please include Dean's signature and review.

Reviewed and compiled by the Institutional Effectiveness Committee: _____X_____ Date _____4/21/16_____

Department acknowledgment of receipt of Feedback Form: Name _____ Date _____

Department Chair and Dean Review

Complete this section after reviewing all program review information provided. The Department Chair and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

Chair/Dean

(0) ( ) a. Significant declines in enrollment and/or FTES over multiple years

(1) ( ) b. Significant change in facility and/or availability and cost of required or necessary equipment

(1) ( ) c. Scarcity of qualified faculty

(0) ( ) d. Incongruence of program with college mission and goals, state mandates, etc

(0) ( ) e. Significant decline in labor market

(0) ( ) f. Continued inability to make load for full-time faculty in the program

(2) ( ) g. An over-saturation of similar programs in the district and/or region

( ) ( ) h. Other

Program Review Check-list

✓ ( )   Department Contact Information is up to date: Department Chairs, full-time faculty, classified

( )   Organization Chart: Verify that it is up to date: (q:\college information\org charts) Report necessary changes to the Director of Personnel

✓ ( )   Both the Dean and Department Chair have completed the Dean and Department Chair Review section.

Signatures, Individual Comments

Date of Department Discussion: MONTHLY FACULTY MEETINGS/ WEEKLY MEETINGS WITH DIRECTOR/ASSISTANT DIRECTOR/ DEPARTMENT CHAIR

Discussion Modality
    ✓ ☐Department Meeting   ☑ Emails   ☐ Online/Skype
☐Other : Enter text here

Summary of Discussion Outcome: *REGULAR REVIEW OF DEPARTMENT/SUPPORT. WE DISCUSS INCREASING IMPACT ON PROGRAM FROM CHANGING MARKET; NEED FOR MORE CLERICAL STAFF TO SUPPORT THE PROGRAM*

Departmental Recommendation

( ) No further review necessary

    ✓ **( ) We recommend this program for Program Vitality Review:** *The clerical staff need to be increased to at least 2 more full time people. There also needs to be a full time nursing laboratory coordinator.*

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.
( )
( )
( )

I have read the preceding report and wish to add signed comments to the appendices. Signatures are on file in the division office.
( )
( )
( )

Department Chair: DENISE SEKINS _Denise C. Ewin_ Date: 4-29-16
Comments:

Division Dean: ALBERT GASPARIAN_____ Date:
Comments:

Associate Dean Nursing: BEVERLEY BROWNELL_____Date: