

# Golden West College

## INSTRUCTIONAL PROGRAM REVIEW Fall 2010-12

**Program Name:** Nursing

**Division Name:** School of Nursing and Criminal Justice

**Overview of Program:**

The Associate Degree Nursing Program at Golden West College provides: 1) a four semester collegiate-level core program, 2) a bridge course for Licensed Vocational Nurses(LVN) to enter into the program at a level suitable to their knowledge and experience (this program was only able to be offered in 2010 because of budgetary limitations and lack of faculty); and 3) one elective online nursing course (N070 Basic EKG Interpretation) was offered to augment the core curriculum of the Nursing Program. The enrollment was not limited to Golden West College nursing students. The reputation of the Nursing Program has continued to excel as a premier nursing program in the community.

- **SUCCESS AS MEASURED BY ATTAINING A LICENSE FROM CALIFORNIA.**

The average graduate success rate on the Licensing Exam for Registered Nursing, NCLEX-RN since the 2010 Program Review Report is 90%; 91% in 2011; and 94% in 2012. The significance of this achievement is apparent when comparing it to the 2009 national average of 88%. More recent factors responsible for this attainment are made possible by supplemental grant dollars to provide for the addition of part time/adjunct nursing faculty and clinical teaching assistants (CTA) in the clinical setting; three non nursing faculty to support student success; a state of the art Simulation Center; the Information Systems Technician II facilitated increased incorporation of technology into the Curriculum. The Nursing Retention Aid assists with calculating program statistics but has limited student contact.

- **STUDENT ACCESS**

- **GENDER** The student accessing the Nursing program continues to be primarily female. The percent of male students remains stable at about 17-18%, when compared to male student enrollment from previous years. The total enrollment for Golden West College in spring, 2012 was 12,478. Total male enrollment was 46%.
- **AGE** Total enrollment for the Nursing program in 2010 was 376; 2011 was 341; and 2012 was 306. From 2010 through 2012 there was a drop in enrollment of 19%.

By age brackets the program enrollment was as follows:

YEAR	<= 19Yrs	20-24 Yrs	25-29 Yrs	30-34 Yrs	35-39 Yrs	40-49 Yrs	50+Yrs
2010	34	249	217	138	64	76	14
2011	13	211	206	74	53	65	17
2012	11	193	168	104	53	73	21

**The largest percentages of nursing students ranged in age from 20-34 years.**

- **ETHNICITY OF STUDENTS** From Spring 2010 through Fall 2012 the increase in the African American enrollee was only 0.7%; Asian/Pacific Islander 27%; Hispanic 11%; Non white 1.2%; White 51%; and Multiple ethnicity mix 9%
- **SUCCESS RATES** The Success percentages for traditional classroom instruction plus laboratory (includes 12 hours/week of hospital experience) were spring 2010=88.9%; summer 2010=91.7%; fall 2010=90.7%; spring 2011=92.1%; fall 2011=95.6%; spring 2012=95.3%; fall 2012=91.8%. There is only one online class and the compiled average success rate from spring 2010 through fall 2012 was approximately 78%. The possible reason for this disparity in success between the traditional instruction and the online instruction is the fact that the classroom faculty are also the faculty in the lab and in the clinic and have approximately 26 hours/week with each student and are very available and interactive. The online class is distance learning with no face to face interaction between the instructor and the students.
- **SUCCESS RATES BY ETHNICITY** The success rate for all ethnic groups in comparison to the white population remains only slightly less (93% for a compiled cohort of non whites vs. 96% for whites) which is consistent with the fall 2008 report. The ethnic diversity of the Nursing Faculty is an asset in recognizing the needs of the non-white population. The loss of the grant-funded Retention Coordinator has significantly diminished access in identifying the appropriate resources to meet needs to maximize success in all groups. The current Retention Aide is mostly used in a clerical and reception function.
- **NURSING SEATS** The Nursing Program in 2011-12 offered 4.9 % of the college seats. State and national nursing accrediting organizations and health care agencies (hospitals/clinics) unique to nursing mandate class size. Accrediting bodies mandate the faculty- to- student ratios and health care agencies have limited the number of students that can be placed. The flood of other public and private nursing schools impact student placements. To increase seats in the core courses, additional full-time faculty, and additional hospital/agency placements would need to be augmented. The latter of these factors has especially been prohibitive in achieving this goal. In spite of the low percentage of seats offered, Nursing supports other departments, being the largest declared major on campus filling classes that are mandatory prerequisites/co-requisites for nursing majors. The number of applicants to the program has decreased significantly since 2010 when there were 819 applications. In 2011 the number dropped to 556; and in 2012 the number dropped to 207. This is a staggering decrease of 75% over 3 years. Not all of these applicants qualified for the random selection pool because they had not met the “cut score.” A decrease in outside temporary funding and a reduction in available clinical sites contributed to a decreased enrollment of a maximum 60 students per semester in 2011 and 2012 for the first year (1<sup>st</sup> two semesters) of the program. For fall 2013 the first semester enrollment will be 45.

The Nursing Program’s overall course success rate for the year 2010-2012 rose to 93.5% compared to 90% in 2010 and it exceeds the College’s rate by 19.4%. This most likely is the result of increased utilization of support services on campus and the other factors listed previously. Nursing is a very complex profession that has become more demanding and challenging with the changes in health care, advances in technology and the impact of the current financial crisis and the mandate that graduate nurses have a baccalaureate degree to be hired impacts job availability. Having a firmly rooted complement of 14 full- time, tenured faculty dedicated to meeting the challenges of preparing today’s future nurses continues to be the primary formula for a stellar

## Nursing Program at Golden West College.

**Program Contact Information:**

NURSING DEPARTMENT	OFFICE	PHONE/EXT.	E-mail Prefix
Ron Lowenberg- Dean of Health Sciences	CJ 119	714-896-8157	RLowenberg
Jacqueline Hils-Williams – Director of Nursing* *(on 1 year sabbatical August 2012-13)	NHS 140	714-892-7711	JHils-Williams

Barbara Miyadi – Assistant Director/Acting Director	NHS139	Ext 58946	BMiyadi
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Denise Sekins-- Department Chair	NHS 103C	Ext 51183	DSekins
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**Program Contact Name:**

Kate Hawkins	714-892-7711	ext 58285	KHawkins
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Classified Staff:	Title:	Phone ext.	Office	E-mail Prefix
Lani French	Program Assistant	58154	NHS141	LFrench
Kate Hawkins	Retention Aide	58163	NHS Lobby	KHawkins
Bradley Moore	Information Systems Technician II	714 981-3527 (Cell)	IT 150	BMoore

Full-Time Faculty:	Phone ext.	Office	Email Prefix
Brownell, Beverley	51190	103	BBrownell
Broyles, Ju-An	52087	108	JBroyles
Ching, Berlynn	51201	106	BChing
Goldstick, Deborah	51234	102	DGoldstick
Harelson, Karen	51181	102	KHarelson
Hashimoto, Rumi	51187	107	RHashimoto
Marinotti, Eva	52680	107	EMarinotti
Miyadi, Barbara	51272	101	BMiyadi
Pham, Diep	51192	101	DiPham
Potts, Eva	51194	109	EPotts
Rangel, Amy	52578	109	ARangel
Restelli, Diane	51189	106	DRestelli
Sekins, Denise	51183	103	DSekins
Thach, Amy	52539	108	AThach

**Current State of the Program****1. What does your program do well?**

- The Nursing Program Philosophy is sensitive to individuality and diversity. Implementation of this philosophy is seen throughout the curriculum as well as evidenced in its dedication to hiring qualified faculty who are

ethnically diverse.

- There is strong college-wide support for the Nursing Program from administration, faculty and classified employees. The college counseling department allocates two counselors for the School of Nursing. These counselors are well-versed on the nursing program and transfer requirements to baccalaureate (BSN) programs (CSU, and UC.)
- The college curriculum committee revised graduation options and allowed for a major in Nursing as opposed to a Certificate in Nursing. This change provides the students with an accepted degree for transfer to BSN programs. A 30 unit option (certificate only) is available but is rarely utilized by applicants. Students are given the opportunity to be concurrently enrolled at either of 2 universities. Opportunities for online baccalaureate programs are also being explored.
- Our program continues to have one of the highest NCLEX pass rate on first attempt and this exceeds the State and National averages. The Nursing Program continues to refine its curriculum to determine currency and seamless, logical flow and ensure our graduates are prepared to practice as entry level RNs
- The Nursing Department has well documented protocols, procedures and student learning objectives. Students can have realistic expectations of reasonable and predictable outcomes for their efforts.
- Our program continues to incorporate innovative technology in the Curriculum. The Nursing and Health Services building, houses a 48 computer lab that allows students to be tested on-line as preparation for the licensing exam.
- Additionally the Nursing Education Simulation Training (NEST) center contains both high fidelity and low fidelity simulation computerized mannequins and anatomical models which simulate all age groups from newborn to geriatric persons.
- Having an almost full complement of tenured or tenure track faculty minimizes the need for temporary full time, or temporary part time faculty. This ensures the consistency of curriculum delivery throughout the 4 semesters
- Our program offers a Preceptorship experience in the last four weeks of the 4<sup>th</sup> semester. This opportunity creates pairing qualified precepting registered nurses who are employed at the contracted facilities with the student nurse who works their schedule (days, nights, weekends.) This experience allows the student to work in a very realistic arena seeing how the nurse manages and coordinates the care of a patient load.
- Many faculty participate in local community organizations, work in private practice and/or other forms of employment, volunteer at school and church activities.
- In spring 2012 the State Chancellor's Multi-criteria Admissions Requirements were reviewed, adapted and weighted to meet the needs of our program. It was instituted in spring 2013 for admission into the fall 2013 and spring 2014 semesters. The hopes for adopting these admission criteria are that students who qualify are more likely to be successful and finish the program.
- An introduction to nursing class (N099) and a bridge program for Licensed Vocational Nurses (LVN) wishing to complete training to become a registered nurse (N190) will be reinstated for summer 2013. These classes are for students not yet enrolled in the Nursing Program. N099 will help the potential student to determine if he/she has an interest in nursing as a career. N190 is to bridge the education of the LVN wishing to become an RN.
- The GWC chapter of the National Student Nursing Association has become a leading student group on campus with the support of a dedicated faculty advisor. NSNA provides leadership opportunities for the nursing students at state and national levels and they participate in community service projects for the Orange-Los Angeles County area.
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## **2. What are the challenges to your program.**

### **Within your program's control**

- Making curriculum revisions to comply with the BRN's (Board of Registered Nursing) mandate limiting Simulation to 25% of clinical/lab experience. The BRN and the National League for Nursing have also limited the number of maximum academic units and clinical hours that may be offered.
- Maintain our current success rate on the RN-NCLEX Licensing Exam
- Align our program curriculum and clinical hours with the revised NLNAC standards, the BRN, and Coast Community College District contract requirements for academic units
- Unlike in past years the Preceptorship program does not necessarily improve the graduate nurse/newly licensed registered nurse's chance of becoming employed at that facility. Hospitals are seeking RNs with Baccalaureate (BSN) degrees as a condition of employment, to meet the criteria for "magnet" status, a desired designation for hospitals wishing to attract the best nurses; and the requirements of the Institutes on Medicine Report. Although the program is not able to change this we have aligned ourselves with 2 baccalaureate programs to co-enroll interested students to meet this educational need more easily and in a time efficient way.

### **Beyond your program's control**

- Finding adequate clinical sites especially for all rotations in the program. Many hospitals have refused clinical sites to ADN programs and have offered them only to BSN programs. This has occurred due to an assumption that this will improve the facilities chances for obtaining "Magnet Status".
- Finding continued sources of outside funding to maintain student enrollment above district funded levels and to maintain current strategies and fund new ones to enhance student success.
- Finding qualified clinical faculty that meet the BRN standards
- Competition for clinical sites from private, for profit BSN programs
- Due to budgetary decreases and loss of grant funding the School of Nursing has 1 Program Assistant and 1 Retention Aide. It has lost other key support personnel including the Nursing Innovation Clerk and the Retention Coordinator. The Retention Coordinator was also instrumental in writing for grants. These positions were not replaced leaving skeletal support staffs that are maximally overburdened. This leaves tasks that cannot be completed in a timely manner, and/or delegation of clerical tasks to faculty members in addition to their teaching duties. During times when the Retention Aide is not available the Nursing Office closes and is locked. This decreases student and public access to have questions answered and/or have problems addressed.
- Because of campus wide changes and reorganization/reassignment of departments and divisions, Health Sciences/Nursing is now with Criminal Justice under a new dean who was not completely familiar with the Nursing Program. This has not been a seamless transition, but with constant communication and clarification of functions, many issues are improving.
- The program is being influenced by a mandate from the State Chancellor's Office and the NLNAC limiting the entire program to 70units which includes prerequisites and co-requisites as well as core classes. Recently the Biology Department is now requesting to add another prerequisite to the Anatomy, Physiology and Microbiology courses which will ADD another 3 units. If our program exceeds 70units we will be unable to receive grants to support the program and will NOT be accredited by NLNAC (which is also needed for grant funding opportunities.)
- In the past the program was able to fund a full time Laboratory Assistant. This position has not been available since 2010. This directly affects students' ability to practice nursing skills and for early identification and intervention and remediation in identified areas of weakness. Currently funding is only available through

grants which vary from semester to semester.

### **3. What are the opportunities for your program**

- To explore the use of on-line/hybrid courses
- To continue exploration of developing a Bachelors of Nursing Program at Golden West College
- To explore new methods of instruction, moving to experiential learning modalities
- To facilitate our graduates' transition to BSN programs by exploring the possibility of making pathophysiology a pre-requisite or co-requisite for the nursing program. The math requirement will likely be a class in basic statistics, a requirement of a BSN. This effort is restricted by State entities limiting the number of units an Associate Program can offer maximally. Currently students are offered the opportunity to co-enroll with two local BSN programs (California State University, Fullerton and Concordia University.)

### **4. Identified areas in need of improvement**

- Continued decrease in the number of temporary full-time faculty by hiring more tenure track faculty
- New faculty orientation to both the program and the campus
- Retention of students and on-time completion. State entities are pushing to have all Associate Degrees completed in 4 semesters which include the prerequisites, co-requisites and core classes
- Use of an outcome-based Program Evaluation Plan
- Continued review and revision of curriculum to provide seamless ease of transition through each semester
- The program/students would greatly benefit from the return of a full time, district funded Retention Coordinator. As well as additional classified support personnel and a full time lab assistant.

**Report on Prior Program Review Objectives from 2010**  
**College-Wide Objectives**

#1 College Mission/Goals	#2 Program Objective	#3 Means of Assessment	#4 Analysis of Data Collected	#5 Use of Results
<p>1. Goal- <b>Enrollment Management:</b> "...aimed at reaching and maintaining the preferred enrollment level within adopted District guidelines."</p>	<p>1. Increase course enrollment at census.</p>	<p>1a. The overall number of students enrolled at census in courses offered by the program will increase by 1% each year.</p>	<p>1a. Nursing did not reach the college's goal of increasing enrollment by 1% each year. Nursing's enrollment is down by 19%. The number of students enrolled in the Nursing Program is limited by several factors including the number of qualified full time faculty, mandated ratios of faculty to student in lab and clinic, clinical site availability and the trend of hospitals limiting the number of students</p>	<p>1a. Will continue to monitor factors affecting enrollment.</p>
<p>2. Goal- <b>Student Achievement:</b> "The college will foster an approach to learning which focuses on student achievement and skill acquisition."</p>	<p>2. Improve the program's rate of student success.</p>	<p>2. The rate of students receiving a "C" grade or better in course success rate will increase by 1% each year.</p>	<p>2. (refer to <u>Success spreadsheet</u>) Goal met: The success rate has increased since 2010 when it was 88.9%. The upward trend has continued since then with success rates between 91% and 95%</p>	<p>2. No action necessary. Will continue to implement curriculum as developed utilizing our Program Evaluation Plan to refine and guide as needed.</p>
<p>3. Goal- <b>Student Achievement:</b> "Faculty will identify and regularly review Student Learning Outcomes (SLO) for all courses."</p>	<p>3. Identify student learning outcomes in one highly enrolled course each year: collect data, and report the use of results.</p>	<p>3. SLOs for at least two courses in the program will have been assessed and activities reported (see appendix for SLOs of all courses within the nursing program)</p>	<p>3. <u>N100, N150, N200, N200</u> Classroom (tests, quizzes, projects) data, student interaction and engagement: and evaluation of clinical performance in all courses. Analysis of ATI test scores by content areas in general Medical Surgical, pharmacology, specialty areas throughout each semester.</p>	<p>3. The faculty will determine content area deficiencies and will adjust course material and teaching methods. The desired level is a minimum of 75% on content mastery testing and overall GPA for each course. The ATI results should be a minimum of Level 2.</p>

## Report on PRIOR Program Objectives identified in the 2010 Program Review Report

#1 College Mission/Goals	#2 Program Objective/ Intended Outcomes	#3 Means of Assessment/ (Criteria of Success)	#4 Analysis of Data Collected	#5 Use of Results
1. Goal- <b>Student Achievement</b>	1. Faculty will identify and regularly review SLOs for all Nursing Courses	1. One hundred percent of all Nursing courses will show evidence of SLO identification and review.	1. Objective met	1. Each team for every course made modifications or changes in the curriculum or method of instruction based on the results that would improve student success. Each team utilized the overall program SLO paradigms and identified specific leveling criteria and methods for measurement for each of the continuing/progressive courses for all 4 semesters of the program
2. Goal- <b>Student Support</b>	2a.b. The Nursing Program will support tutoring and mentoring programs and activities that increase student learning and student success. 2c. Continued request for a full time Retention Coordinator and full time lab assistant	2. a. Student course success will remain a + or – 2% of its current rate b. The early drop rate for the course will decrease by 1% each year. c. Student success on the RN-NCLEX will remain a + or - 2% of its current rate.	2a & b. Objective not met. Students have exited the courses/program in higher than previous numbers. Reasons: test failure, clinical deficiencies, loss of interest and change of desire to become a registered nurse 2c. Objective met	2. Will continue to use support services that increase student learning and success. Lack of funding from 2010-12 caused the suspension of N009, Intro to Nursing. This course, taken prior to application, was essential in helping potential candidates determine whether nursing was a good career choice for them.
3. Goal- <b>Campus Diversity</b>	3. Increase the admission and retention of under – represented groups	3. Percent of each group will demonstrate an increasing trend	3. Admission data shows a small to moderate increase in non white students (0.7-25%) increase since 2010	3. Continue to monitor admission data.



## **Program-Level Student Learning Outcomes for 2010-12**

(List the 3-5 most important expected student learning outcomes that were assessed over the last two years.)

*Complete a separate page for each major and/or certificate you assessed.*

For info on SLOs please refer to Institutional Effectiveness (IEC) website on SLOs:

<http://goldenwestcollege.edu/wpmu/iec/student-learning-outcomes/>

Name of the major or certificate: **Nursing**

### **SLO 1**

Step 1: Which G.E. area and group, major, and/or certificate does the SLO map to?

- Major in Nursing.

Step 2: What are the intended Program Student Learning Objectives?

- ***To prepare our graduates for entry level as Professional Registered Nurses.***

Step 3: What is the means of assessment and what were the criteria of success?

- a. Successfully pass the NCLEX examination.
- b. 85% of the graduates pass the exam on the first attempt.

Step 4: What is your analysis of the data collected?

- The average graduate success rate since the last College Program Review report is 92% on the first attempt based on the averages of the last three years (2010-2012).

Step 5: What did you do in response to your assessment outcomes?

- Outcome is being met. Plan is to continue monitoring success rate.

### **SLO 2**

Step 1: Which G.E. area and group, major, and/or certificate does the SLO map to?

- Major in Nursing.

Step 2: What are the intended Program Student Learning Objectives?

- ***Graduates will be communicators with integrity who provide safe, competent nursing care.***

Step 3: What is the means of assessment and what were the criteria of success?

- a. Preceptorship: students will complete 100 hours with hospital RN and faculty advisor.
- b. 100% of students pass preceptor component of the course.

Step 4: What is your analysis of the data collected?

- 97% of students have successfully completed the preceptorship. Those students who did not complete the preceptorship were exited for failure to practice safely.

Step 5: What did you do in response to your assessment outcomes?

- Continue the preceptorship as a means of preparing safe providers of care. Faculty work regularly with precepting nurses to determine the students' progress in becoming safe, competent nurses who demonstrate integrity and are good communicators.

### **SLO 3**

Step 1: Which G.E. area and group, major, and/or certificate does the SLO map to?

- Major in Nursing.

Step 2: What are the intended Program Student Learning Objectives?

- ***To prepare our graduates as Professional Nurses.***

Step 3: What is the means of assessment and what are the criteria of success?

- Successfully pass the NCLEX examination.
- b. 85% of the graduates will pass the exam on the first attempt.

Step 4: When is the assessment going to be done?

- Done after 4th semester upon completion of the nursing program. Data from the BRN shows the number/percentage of graduates passing the licensing examination.

Step 5: Who is going to conduct the assessment?

- The Director of the Nursing Program.

#### **SLO 4**

Step 1: Which G.E. area and group, major, and/or certificate does the SLO map to?

- Major in Nursing.

Step 2: What are the intended Program Student Learning Objectives?

- Utilize communication techniques to provide compassionate nursing care.

Step 3: What is the means of assessment and what are the criteria of success?

- Assess through clinical documentation, clinical observation, simulation experiences and case studies.
- b. 85% of students will achieve the SLO.

Step 4: When is the assessment going to be done?

- Throughout each nursing course via assignments and clinical experiences.

Step 5: Who is going to conduct the assessment?

- Faculty for each nursing course.

#### **SLO 5**

Step 1: Which G.E. area and group, major, and/or certificate does the SLO map to?

- Major in Nursing.

Step 2: What are the intended Program Student Learning Objectives?

- ***Apply legal, ethical and professional practices while acting as client advocate in providing nursing care to a diverse population.***

Step 3: What is the means of assessment and what are the criteria of success?

- Assess through the application of HIPPA regulations as demonstrated in the written, oral and electronic transfer of health information for all clients.
- b. 100 % compliance.

Step 4: When is the assessment going to be done?

- During all clinical experiences and preceptorship in 4<sup>th</sup> semester.

Step 5: Who is going to conduct the assessment?

- Faculty; and faculty in collaboration with the clinical Preceptor.

## Program-Level Student Learning Outcomes for 2012-14

(List the 3-5 most important expected student learning outcomes to be assessed over the **next two years.**

Complete a separate page for each major and/or certificate you did not complete the assessment for the last 2 years.

Name of the major or certificate: Nursing

### SLO 1

Step 1: Which G.E. area and group, major, and/or certificate does the SLO map to?

- Major in Nursing.

Step 2: What are the intended Program Student Learning Objectives?

- **To prepare our graduates for entry level as Professional Registered Nurses.**

Step 3: What is the means of assessment and what were the criteria of success?

- a. Successfully pass the NCLEX examination.
- b. 85% of the graduates pass the exam on the first attempt.

Step 4: What is your analysis of the data collected?

- The average graduate success rate since the last College Program Review report is 92% on the first attempt based on the averages of the last three years (2010-2012).

Step 5: What did you do in response to your assessment outcomes?

- Outcome is being met. Plan is to continue monitoring success rate.

### SLO 2

Step 1: Which G.E. area and group, major, and/or certificate does the SLO map to?

- Major in Nursing.

Step 2: What are the intended Program Student Learning Objectives?

- **Graduates will be communicators with integrity who provide safe, competent nursing care**

Step 3: What is the means of assessment and what were the criteria of success?

- a. Preceptorship: students will complete 100 hours with hospital RN and faculty advisor.
- b. 100% of students pass preceptor component of the course.

Step 4: What is your analysis of the data collected?

97% of students have successfully completed the preceptorship.

Step 5: What did you do in response to your assessment outcomes?

Continue the preceptorship as a means of preparing safe providers of care.

### SLO 3

Step 1: Which G.E. area and group, major, and/or certificate does the SLO map to?

- Major in Nursing.

Step 2: What are the intended Program Student Learning Objectives?

- **To prepare our graduates as Professional Nurses.**

Step 3: What is the means of assessment and what are the criteria of success?

- Successfully pass the NCLEX examination.
- b. 85% of the graduates pass the exam on the first attempt.

Step 4: When is the assessment going to be done?

- Done each semester upon completion of the nursing program.

Step 5: Who is going to conduct the assessment?

- The Director of the Nursing Program.

**SLO 4**

Step 1: Which G.E. area and group, major, and/or certificate does the SLO map to?

- Major in Nursing.

Step 2: What are the intended Program Student Learning Objectives?

- Utilize communication techniques to provide compassionate nursing care.

Step 3: What is the means of assessment and what are the criteria of success?

- Assess through clinical documentation, clinical observation, simulation experiences and case studies.
- b. 85% of students will achieve the SLO.

Step 4: When is the assessment going to be done?

- Throughout each nursing course via assignments and clinical experiences.

Step 5: Who is going to conduct the assessment?

- Faculty for each nursing course.

**SLO 5**

Step 1: Which G.E. area and group, major, and/or certificate does the SLO map to?

- Major in Nursing.

Step 2: What are the intended Program Student Learning Objectives?

- ***Apply legal, ethical and professional practices while acting as client advocate in providing nursing care to a diverse population***

Step 3: What is the means of assessment and what are the criteria of success?

- Assess through the application of HIPPA regulations as demonstrated in the written, oral and electronic transfer of health information for all clients.
- b. 100 % compliance.

Step 4: When is the assessment going to be done?

- Throughout each semester, especially during clinical experiences.

Step 5: Who is going to conduct the assessment?

- Faculty in each semester. In 4<sup>th</sup> semester faculty in collaboration with the clinical Preceptor.

## Resource Planning

**Staffing** What staff changes or additional employees does your program need to function adequately?

### **Faculty:**

Currently 14 of the 15 full-time faculty are tenured or in tenured-track positions. The other two faculty members are grant funded. To meet BRN (Board of Registered Nursing) regulations and hospital requirements, there are 10 adjunct faculty (combined for all 4 courses) and 5 CTAs that are all grant funded. There is 1 temporary full time faculty. For our program to function adequately with the current number of students, these grant-funded positions must become district funded.

Since the last report, two tenured faculty have retired. We hope to receive one tenured position replacement for each retiree. President Bryan:

“In order to stabilize these programs at their current level of full-time faculty, I would like to set a minimum full-time faculty standard for each program. When, and if, any full-time faculty members retires or resigns from one of these departments, the position will be replaced by that particular department without the position going onto the rated list.”

Therefore, no request form will be submitted with this report.

### **Management:**

The Director has been on a one year sabbatical (August 2012-13.) Currently, the Assistant Director has 100% release time to facilitate the program in the Director’s absence. The Department Chair (IUA) has no release time and carries a full academic/clinical load. The IUA receives a stipend of 2 LHEs. This is a temporary situation as the Director is scheduled to return in fall. The Assistant Director will be returning to the classroom with no release time, but will receive 2 LHEs

### **Classified:**

- The Nursing Program has three classified staff: Health Professions Program Assistant, Retention Aide, and Information Technician II.
- To function maximally , two –three additional grant-funded positions are required: Nursing Retention Coordinator, Nursing Innovations Coordinator, and Typist Clerk

**Hourly:** The three part time faculty members listed below are all grant-funded.

- part-time nursing faculty member assigned to work in the (NEST) Skills Lab 15 hrs/week to assist students with skills mastery

### **Considering your current employees, what staff development/training does your program need?**

Staff development/training needs have been met through Symposiums supported by IPD

**Technology** What improvements, in equipment dedicated to your program are needed to function adequately?

**Equipment or Software** (e.g., computers, AV, lab equipment): None

**Technical Infrastructure** (e.g., AV or computer infrastructure, cabling): None

**Facilities** What improvements or changes to the facilities would you need to function adequately?

**Physical Concerns** (e.g. electrical, gas, water, foundation, space, ventilation). None

**Health, Safety and Security** (e.g.) 1) Recently there has been a significant amount of trash around the nursing building, especially on Mondays (after the swap meet.) This trash includes a large amount of cigarette butts, rocks and food containers on the entry ways, the stairs and outside the classrooms on the 2<sup>nd</sup> and 3<sup>rd</sup> floors. These have not been cleaned up and continue to accumulate. 2) Also there has been an infestation of mice in several offices over the last few weeks. 3) The Edinger entrance to the campus is outside the nursing building. Students gather there and smoke despite the fact that the signage says they are to smoke in the parking lot. Faculty and students must pass through the smoke on a regular basis to get on campus. The smoke also wafts over to the nursing building. Security does not enforce the smoking restrictions and simply drives past the smokers. I have been told that they have “no authority” and “no back up” to enforce.

IUA and Dean Review

Complete this section after reviewing all program review information provided. IUA 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)

IUA/Dean

- (1) (1) a. Significant declines in enrollment and/or FTES over multiple years
- (0) ( ) b. Precipitous decline in enrollment and/or FTES
- (0) ( ) c. Significant change in facility and/or availability and cost of required or necessary equipment
- (1) (1) d. Scarcity of qualified faculty
- (0) ( ) e. Incongruence of program with college mission and goals, state mandates, etc
- (0) ( ) f. Significant decline in labor market
- (0) ( ) g. Continued inability to make load for full-time faculty in the program
- (2) (1) h. An over-saturation of similar programs in the district and/or region
- (2) (2) i. Other : 1)Reduction in budget and ability to secure adjunct clinical faculty; maintain previous  
2) Continued decrease in retention of students, especially in N100

Program Review Check-list

- (x) Department Contact Information is up to date: Department Chair, 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 **RON SHOULD HAVE THIS**
- ( ) Curriculum Inventory complete (See data table spreadsheet under Curriculum Inventory tab)**SEE TEMPLATES**
- ( ) SLO Inventory complete (See data table spreadsheet under SLO Inventory tab) **SEE TEMPLATES**
- ( ) Both the Dean and IUA has completed the Dean and IUA Review section.

**Signatures, Individual Comments**

**No further review necessary**

Department Chair: Denise Sekins *Denise Sekins* Date: 4/3/13  
Comments:

Division Dean: Ron Lowenberg Date: 4/30/13  
Comments:

**I recommend this program for Program Vitality Review**

Department Chair: NO Date: 4/3/13

Division Dean: No Date: 4/30/13

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.

- ( X )
- ( )
- ( )
- ( )

I have read the preceding report and wish to add signed comments to the appendices.

Signatures are on file in the division office.

- ( )
- ( )
- ( )
- ( )
- ( )

IUA Review: Name: Denise Sekins Date: 3/31/13

Dean Review: Name: Ron Lowenberg Date: 4/30/13



Student Learning Method N100	Method and Measurement of SLO	Describe results of data collected	Analysis of Data	Chan bas
<p><b>COMPETENT:</b> The student will provide safe and effective nursing care to adults by using evidence based practice and the nursing process.</p>	<p><i>Method:</i></p> <ol style="list-style-type: none"> <li>1. Demonstrate competency in safe and effective medication administration.</li> <li>2. Perform a physiological assessment of an acute care adult patient.</li> <li>3. Pass a national standardized test in Fundamentals of Nursing.</li> <li>4. Access and locate an EBP article on a given topic.</li> <li>5. Demonstration of competency with the use of the nursing process through a satisfactory NPR.</li> </ol> <p><i>Measurement:</i></p> <ol style="list-style-type: none"> <li>1. 75% of students will pass medication administration assessment on the first attempt. 100% of students will pass medication assessment by the third attempt.</li> <li>2. 95% of students will receive satisfactory on the first attempt with physical assessment testing. 100% of students will pass physical assessment by the second attempt.</li> <li>3. 100% of students will (a) receive a level 2 or above on the proctored ATI Fundamentals nursing exam or (b) if a level 2 proficiency is not met on the first exam, students will pass a non-</li> </ol>			

Golden West College

## Summary of Course-Level SLO Assessment Results

Department: Nursing

Semester:  Fall  Spring Year: 2011

Course #: \_\_\_\_\_ Course Title: Nursing Process 1

 Winter  Summer

This course maps to:  Institutional SLO, which one(s):  Gen Ed Area(s), which area(s):  
 Transfer Major  Basic Skills Sequence  
 Certificate of Achievement, which one(s):  
 Area of Emphasis, which one?

Step 1	Define the Expected Student Learning Outcome (SLO).	Provide safe and effective nursing care to adults by using evidence based practice, and the nursing process.				
Step 2	What method did you use to assess the SLO?	The results of a national standardized test in Fundamentals of Nursing given during the 12 <sup>th</sup> week of the semester. The student was proficient at a Level 2 and 3. If student was at a level 1 or below, remediation was given and the student took a non-proctored exam until 90% was achieved.				
Step 3	Describe the results of your assessment.	The test was given to the class of 57 students with following results: Level 3 = 10.5%; Level 2 = 68.4%; Level 1 = 21.1%; Below Level 1 = 0. Students at a Level 1 successfully reached 90% on the non-proctored exam within a week.				
Step 4	Describe your analysis of the data.	Please see attached form				
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	Please see attached form				
<table border="1" style="width: 100%;"> <tbody> <tr> <td style="width: 30%;">Name/Title of Person Completing this Form:</td> <td style="width: 40%;">Barbara Miyadi Team Leader Nursing Process 1</td> <td style="width: 10%;">Date:</td> <td style="width: 20%;">12/10/11</td> </tr> </tbody> </table>			Name/Title of Person Completing this Form:	Barbara Miyadi Team Leader Nursing Process 1	Date:	12/10/11
Name/Title of Person Completing this Form:	Barbara Miyadi Team Leader Nursing Process 1	Date:	12/10/11			

Golden West College

## Summary of Course-Level SLO Assessment Results

Department: Nursing

Semester:  Fall  Spring Year: 2011

Course #: Course Title: Nursing Process 1

 Winter  Summer

This course maps to:

Institutional SLO, which one(s):  Gen Ed Area(s), which area(s):

Transfer Major  Basic Skills Sequence

X  Certificate of Achievement, which one(s):

Area of Emphasis, which one?

Step 1	Define the Expected Student Learning Outcome (SLO).	Provide safe and effective nursing care to adults by using evidence based practice, and the nursing process.				
Step 2	What method did you use to assess the SLO?	The results of a national standardized test in Fundamentals of Nursing given during the 12 <sup>th</sup> week of the semester. The student was proficient at a Level 2 and 3. If student was at a level 1 or below, remediation was given and the student took a non-proctored exam until 90% was achieved.				
Step 3	Describe the results of your assessment.	The test was given to the class of 57 students with following results: Level 3 = 14%; Level 2 = 57.9%; Level 1 = 28.1%; Below Level 1 = 0. Students at a Level 1 successfully reached 90% on the non-proctored exam within a week.				
Step 4	Describe your analysis of the data.	Please see attached form				
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	Please see attached form				
<table border="1" style="width: 100%;"> <tbody> <tr> <td style="width: 30%;">Name/Title of Person Completing this Form:</td> <td style="width: 40%;">Barbara Miyadi Team Leader Nursing Process 1</td> <td style="width: 10%;">Date:</td> <td style="width: 20%;">5/15/11</td> </tr> </tbody> </table>			Name/Title of Person Completing this Form:	Barbara Miyadi Team Leader Nursing Process 1	Date:	5/15/11
Name/Title of Person Completing this Form:	Barbara Miyadi Team Leader Nursing Process 1	Date:	5/15/11			

**NURSING PROCESS 1  
FUNDAMENTALS OF NURSING  
RESULTS AND ANALYSIS OF DATA SPRING 2011**

TOPICS	FALL 2010		SPRING 2011		COMMENTS
	%	# of questions	%	# of questions	
Management of Care	79.7	4	73.2	4	
Safety and Infection Control	63.3	8	56.6	8	Lower scoring areas: Error prevention and med/surg asepsis <b>Plan:</b> (1) Do an environmental/safety "What's Wrong" simulation the first 2 weeks of the semester; then do the same station at the end of the semester to see how much knowledge was gained and (2) Add more content (isolation, hand washing, etc) to lecture for content. Questions will be given in the computer lab and then have the students rotate through the lab.
Health Promotion and Maintenance	69.8	16	68.6	16	Lower scoring area: Aging process. This content is covered in N200. <b>Plan:</b> No action to improve this area
Psychosocial Integrity	71.5	11	73.2	11	Lower scoring area: Sensory Perceptual Alterations – 32% <b>Plan:</b> See if we can take the aging simulation that was done in the first semester; will also look in Wilkinson to see topics related to this area.
Basic Care and Comfort	72.5	13	68.1	13	Lower scoring area: Complementary/Alternative Therapies – 32% content area is covered in N200. <b>Plan:</b> no changes at this time
Pharmacological	81.7	5	73.7	5	Lower scoring area: Dosage calculation. This question was part of a question; IVs are not covered until 2 <sup>nd</sup> semester. <b>Plan:</b> No action to improve this area

**NURSING PROCESS 1  
FUNDAMENTALS OF NURSING  
RESULTS AND ANALYSIS OF DATA FALL 2011**

OVERALL TOPICS	SPRING 2011		FALL 2011		COMMENTS
	%	# of questions	%	# of questions	
Management of Care	73.2	4	81.3	6	Improvement noted
Safety and Infection Control	56.6	8	63.7	14	Improvement noted from last semester. Of note, med/surg asepsis received 40.4%. This was noted where reinforcement was needed. Increased emphasis on lab as well as in lecture. This semester, increased emphasis on lab as well as in lecture. This semester, increased emphasis on lab as well as in lecture. <b>Plan:</b> continue changes made last semester and reinforce areas mid semester
Health Promotion and Maintenance	68.6	16	66.9	7	Trending lower. When look at subcategories, Health Promotion/Disease Prevention scored 12.3% (1 question however). Other are low was Aging Process (49%) area is not covered in N100. <b>Plan:</b> need to make sure we include Health Promotion applicable lecture.
Psychosocial Integrity	73.2	11	69.5	5	
Basic Care and Comfort	68.1	13	69.5	14	
Pharmacological	73.7	5	74.3	6	Slight increase this semester however continues low from 2010. Lowest scoring area: Dosage calculation 69% exam given at beginning of semester. <b>Plan:</b> add questions to some exams/quizzes to maintain knowledge remains
Reduction of Risk Potential	81.6	2	51.6	5	Significant decrease. Low scoring areas: Changes in Risk Potential for Alterations in Body Systems, System Assessment. Question if this is in part to decrease in other semesters and decrease faculty member in this area. <b>Plan:</b> streamline assessments (mainly medication) and give more time to work on physical assessments and case scenarios. Reinforce topic area
Physiological Adaption	68.4	1	43.9	3	Not sure what is included in this area. Need to research more.

**N 150**  
**SLOs**

**INTEGRITY:**

The student will exhibit a professional nursing role in providing acute adult & maternal/newborn care as prescribed by the American Nurses Association Code of Ethics & Standards of Nursing Practice, California Nurse Practice Act, and the Golden West College School of Nursing Student Handbook.

**COMPETENT:** The student will apply safe evidenced based principles to manage the care of maternal & newborn clients.

**COMMUNICATOR:** The student will provide effective communication to acute care clients in collaboration with the healthcare team.

**COMPASSION:** The student will report utilizing compassion in the acute care of adults, infants, and related family members/significant others.

Golden West College

## Summary of Course-Level SLO Assessment Results

Department: Nursing

Semester:  Fall  Spring Year:

Course #: 57009

Course Title: Nursing process III

 Winter  Summer 2012

This course maps to:	<input checked="" type="checkbox"/> Institutional SLO, which one(s):	<input type="checkbox"/> Gen Ed Area(s), which area(s):
	<input type="checkbox"/> Transfer Major	<input type="checkbox"/> Basic Skills Sequence
	<input checked="" type="checkbox"/> Certificate of Achievement, which one(s):	
	<input type="checkbox"/> Area of Emphasis, which one?	

Step 1	Define the Expected Student Learning Outcome (SLO).	Competent: Provide safe and effective nursing care to individuals and groups focusing on geriatric and chronic illness populations, by using evidenced-based practice and nursing process.
Step 2	What method did you use to assess the SLO?	<ul style="list-style-type: none"> <li>- All students will satisfactorily perform patient specific assessment</li> <li>- Simulation</li> <li>- Concept map</li> <li>- Verbal report.</li> </ul>
Step 3	Describe the results of your assessment.	<ul style="list-style-type: none"> <li>- Keep the scores of the NPR</li> <li>- Keep the record of concept and/nursing process</li> <li>- Record of verbal report through anecdotal notes</li> </ul>
Step 4	Describe your analysis of the data.	<ul style="list-style-type: none"> <li>- 1/3 of the students did not succeed in the 1<sup>st</sup> try</li> <li>- more than 10% did not succeed in the 2<sup>nd</sup> try</li> </ul> <p>Students identified reasons for the reassess. Some reasons are valid and some reasons are not valid.</p>
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	
Name/Title of Person Completing this Form:		Ju-An Broyles
		Date:
		Fall 2012

Golden West College

## Summary of Course-Level SLO Assessment Results

Department: NURSING Semester:  Fall  Spring Year: 2012  
 Course #: N250 Course Title: NURSING PROCESS IV  Winter  Summer

This course maps to:	<input type="checkbox"/> Institutional SLO, which one(s):	<input type="checkbox"/> Gen Ed Area(s), which area(s):
	<input checked="" type="checkbox"/> Transfer Major	<input type="checkbox"/> Basic Skills Sequence
	<input checked="" type="checkbox"/> Certificate of Achievement , which one(s): NURSING	
	<input type="checkbox"/> Area of Emphasis, which one?	

Step 1	Define the Expected Student Learning Outcome (SLO).	Competent The student will provide and direct nursing care of the advanced medical/surgical and pediatric client, family/significant others that utilizes knowledge of expected growth and development principles; preventions and/or early detection of health problems; strategies to achieve optimal health.(Reference to ATI Management of Care)
Step 2	What method did you use to assess the SLO?	ATI standardized Comprehensive test
Step 3	Describe the results of your assessment.	58 students took the tests at 72.9% as group score, National Group Percentile Rank at 56% and Program at 56%
Step 4	Describe your analysis of the data.	Data match is consistent with National data. Spring 12 (72.9%) data is improved from Spring 2008 (70%)
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	In the last 4 years we have made changes to improve results: Students remediate by performing focused review and taking online remediation test without rationales.  For Spring 13, will continue with remediation as stated above.
Name/Title of Person Completing this Form:		Diep Pham
		Date: 12/18/12



