

**INSTITUTIONAL PROGRAM REVIEW 2015 – 2016**  
**Program Efficacy Phase: Instruction**  
**DUE: March 30, 2016**

**Purpose of Institutional Program Review:** Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each fall and an in-depth efficacy review each spring of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the small-group workshops (March 4 and March 25, 2016). Final documents are due to the Committee co-chair(s) by **Wednesday, March 30** at midnight.

*It is the writer's responsibility to be sure the Committee receives the forms on time.*

The efficacy process incorporates the EMP sheet, a curriculum report, SLO/SAO documentation. We have inserted the curriculum report for you. We have also inserted the dialogue from the committee where your last efficacy document did not meet the rubric. SBVC's demographic data will be available on or before February 26. Below are additional links to data that may assist you in completing your document:

California Community College Chancellor's Office Datamart: <http://datamart.cccco.edu/>

SBVC Research, Planning & Institutional Effectiveness:  
<http://www.valleycollege.edu/about-sbvc/offices/office-research-planning>

California Community Colleges Student Success Scorecard:  
<http://scorecard.cccco.edu/scorecard.aspx>

## Program Efficacy 2015 – 2016

Complete this cover sheet as the first page of your report.

**Program Being Evaluated**

Nursing

**Name of Division**

Science

**Name of Person Preparing this Report**

Tamara Maurizi

**Extension**

8919

**Names of Department Members Consulted**

Carol Wells

**Names of Reviewers (names will be sent to you after the committee meets on February 19)**

Andee Alsip, Paula M,

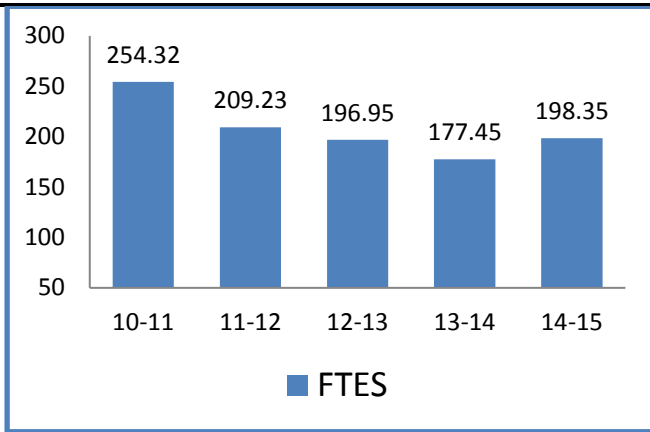
<b>Work Flow</b>	<b>Date Submitted</b>
Initial meeting with department	
Meeting with Program Review Team	
Report submitted to Program Review co-chair(s) & Dean	<b>by midnight on March 30, 2016</b>

**Staffing**

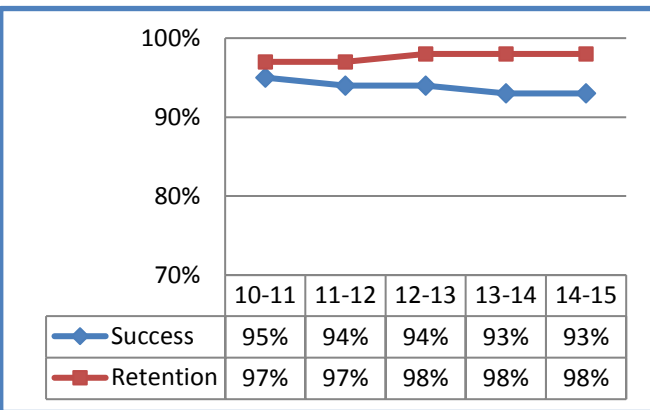
List the number of full and part-time employees in your area.

<b>Classification</b>	<b>Number Full-Time</b>	<b>Number Part-time, Contract</b>	<b>Number adjunct, short-term, hourly</b>
Managers	1 (Dean) 1 (Associate Dean/Director)		
Faculty	11		14 ?
Classified Staff	2		
<b>Total</b>	16		

## NURSING 2014-2015



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	1,326	1,122	1,047	952	1,050
FTEF	30.03	30.28	29.98	29.56	32.16
WSCH per FTEF	254	207	197	180	185



**Description:**

The nursing department offers a sequence of courses leading to an Associate of Science degree with a major in nursing. Graduates are eligible to take the national licensing exam and become licensed as a Registered Nurse in the state of California. Licensed Vocational Nurses may also take courses to prepare for RN licensure

**Assessment:**

- Program meets the standards of and is accredited by the California Board of Registered Nursing (BRN) and the Accreditation Commission for Education in Nursing (ACEN) formerly NLN
- FTES increased from 40 students to 54 students admitted in Spring 2015 and 57 students admitted in Fall 2015 due to Enrollment & Growth Grant 2014-2015.
- NCLEX licensing exam year to date pass rate for 2014-2015 is 80.77%

**Department Goals:**

- To have state of art technology that supports student learning for the discipline
- To improve student success rate to greater than or equal to 94% in program
- As per ACEN and BRN recommendations to have sufficient staff for student success
- Faculty to continue to expand knowledge and skills to remain current with advancing practice
- Maintain qualified and consistent adjunct clinical faculty
- To have adequate space, adding more skills lab space, to provide for expectations by accrediting agencies ACEN and BRN for increase use of technology and simulation
- To hire nursing counselor for remediation from Enrollment & Retention Grant
- Increase incorporation of human-patient simulation as per BRN and ACEN recommendation and provide more training for faculty

	10-11	11-12	12-13	13-14	14-15	<b>Challenges &amp; Opportunities:</b> <ul style="list-style-type: none"> <li>▪Improving the NCLEX pass rate</li> <li>▪Funding for professional development</li> <li>▪Expanding clinical sites</li> <li>▪Incorporation human-patient simulation into all courses</li> <li>▪Seeking a half-time simulator technician support specialist as recommended by BRN and ACEN</li> <li>▪Funding from Enrollment &amp; Growth Grant for HESI examinations and remediation materials for all courses</li> <li>▪Finish curriculum revision by end of Fall 2015</li> <li>▪Continue conversations with institutions to provide pathways to earn a Baccalaureate in Nursing (BSN)</li> </ul>
Sections	66	64	62	57	58	
% of online enrollment	0%	0%	0%	0%	0%	
Degrees awarded	83	87	76	73	58	
Certificates awarded	N/A	N/A	N/A	N/A	N/A	
TOP Code: 123000 Award Source: <a href="http://datamart.cccco.edu/Outcomes/Program_Awards.aspx">http://datamart.cccco.edu/Outcomes/Program_Awards.aspx</a>						<b>Action Plan:</b> <ul style="list-style-type: none"> <li>▪Develop evidence-based skills in writing and revising NCLEX-style test items</li> <li>▪Curricular innovations to help students build skills and knowledge</li> <li>▪Identify professional development opportunities to improve faculty exposure to advancing practice</li> <li>▪Complete curriculum revision Fall 2015 with initiation Fall 2017</li> <li>▪Work with community to build clear pathways from high school to RN to BSN</li> </ul>

### Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part I: Access</b>		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance.  If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs.  If warranted, plans or activities are in place to meet a broader range of needs.

DEMOGRAPHIC DATA

Demographics - Academic Years - 2012-13 to 2014-15		
Demographic Measure	Program: Nursing	Campus-wide
Asian	16.1%	4.9%
African-American	15.0%	13.4%
Hispanic	39.5%	61.8%
Native American	0.2%	0.3%
Pacific Islander	0.4%	0.4%
White	23.6%	15.4%
Unknown	5.2%	0.6%
Female	77.9%	55.1%
Male	22.1%	44.7%
Disability	1.1%	5.6%

Age Min:	18	15
Age Max:	61	83
Age Mean:	34	27

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

- The Nursing program has more females and fewer males compared to the college. The program has encouraged the recruitment of males into the program. The percentage has increased from 26% to 31.7% (spring 2016).
- The Nursing program has less Hispanics but more Asian, African-American, and Caucasian ethnicity compared to the college.
- Students in the nursing program are diverse with representation from all major groups.
- The Nursing Program is open to anyone that meets the pre-requisite requirements.

MEN IN NURSING

Because of a continued under-represented field of men in the nursing profession, the nursing program hosts four times more females than males. The department continues to recruit more male students by attending high school job fairs. We also emphasize the importance of men in the field of nursing and how quickly men can climb the nursing ladder. The number of men in nursing is steadily increasing. Men are pursuing a second career in nursing after they retire. Variables such as flexibility of schedule, excellent pay and the daily challenges of nursing make the job very rewarding. (2016, scrubsmag.com)

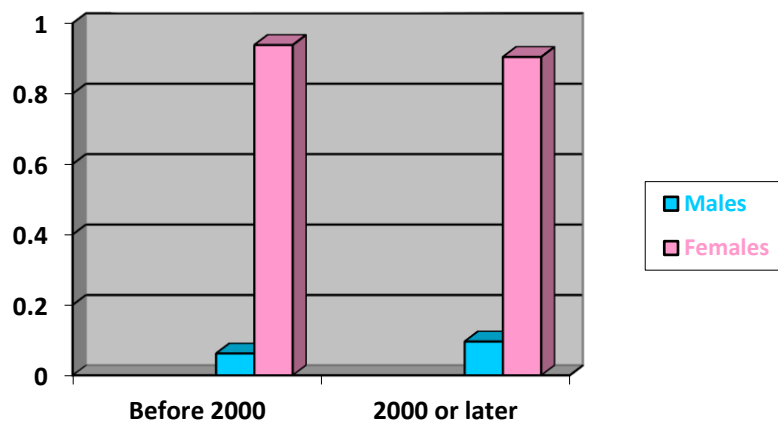
According to Scrubsmag.com, about 10 percent of nurses in the United States are men. However, men are represented in much higher numbers in nursing specialties that also pay higher salaries. For example, 50 percent of Certified Registered Nurse Anesthetists (CRNAs) in the U.S. are men. In 2011, the average salary for CRNAs was \$170,000, significantly higher than the average floor nurses, who are mostly women. Of course, a master's degree is required for a nursing specialization such as CRNA, which also increases the take-home salary.

Men seem to go for higher education in nursing than women do, increasing their take-home earnings. There are more men in RN programs than in Licensed Vocation Nurse (LVN) programs, and more men in BSN programs than in Associate Degree Nursing (ADN) programs.

Military nursing is also a popular option for men. More than 30 percent of nurses in the Army, Air Force, and Navy are men. Military nurses not only earn competitive salaries, but also benefit from financial incentives, such as help repaying student loans, special payments, housing allowances, and affordable insurance options.

With the downfall of the job market, it is hoped that more males will want to train for a high-paying, entry level position. We also anticipate that returning veterans may enter the nursing profession. The two year nursing programs provides such an opportunity.

GENDER OF EMPLOYED RNS, BY YEAR OF INITIAL REGISTERED NURSE LICENSE



<http://bhpr.hrsa.gov/healthworkforce.html>

ASIAN AND FILIPINO POPULATION

The Asian and Filipino populations are higher in the nursing program than that of the college. The program is seeing a younger group of students from these ethnic populations. They enter into the program, right out of high school, as soon as the prerequisites are completed. This could perhaps occur because of our close proximity to Loma Linda, California.

White	54%
African American	7%
Native American	0%
Asian	24%
Hawaiian	0%
Other/Mixed	15%

Race/Population of Loma Linda, California

<http://www.idcide.com/citydata/ca/loma-linda.htm>

#### AFRICAN-AMERICAN AND HISPANIC STUDENTS

The nursing program has more African-American and less Hispanic students than the college average. This is in part due to the private, Licensed Vocational Nursing (LVN) and Registered Nursing (RN) programs offered in the area. These programs include Summit College, Concord College, 4-D Success, West Coast University, and American Career College and are subsidized by the U S Government and both offer and pay for the education and training of students from lower socio-economic classes.

These schools accept most methods of payment including cash or debt card, check, money order or credit card towards student tuition payments. They also participate in the following federally sponsored financial aid loan or grant programs: Direct Subsidized Stafford Loan, Direct Unsubsidized Stafford Loan Program, Federal Direct Plus, Pell Grant, Supplemental Educational Opportunities Grant, and Direct Plus Loan Program. These grants and loans are available to any student who qualifies under the specific requirements set forth by the U.S. Department of Education.

#### RACIAL/ETHNIC BACKGROUND AND HIGHEST EDUCATION PREPARATION

In March 2012, 56.3 percent of RNs who reported being Asian and 55.7 percent of RNs who reported being Native Hawaiian/Other Pacific Islander graduated from baccalaureate programs. However, when both the initial and the post-RN education are taken into account, Asian, Native Hawaiian/Other Pacific Islanders, and Black/African American RNs were more likely than Hispanics and white (non-Hispanic) RNs to have a least baccalaureate preparation. Among Blacks/African American, 11.1 percent reported having master's or doctoral degree compared to 12.4 percent among white (non-Hispanic), 10.2 percent among Hispanics, and 5 percent among Asian nurses.

<http://bhpr.hrsa.gov/healthworkforce2016>

#### **Pattern of Service**

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

- The Nursing Program consists of a sequence of courses that can be completed in four semesters. There are no summer classes offered.
- Classes are scheduled 4 – 5 days per week, Monday through Friday during the day.
- There are day-time classes with day and evening (30%) hospital labs.
- Students are admitted twice a year in the fall and spring semesters.
- There are no on-line nursing classes offered at this time but that could be something to work on for the future. This would provide a more flexible schedule for the students.

Classes in the Nursing Program are provided in the day only. However, the clinical experiences are scheduled at various times at nearby hospitals and can include evening sessions. The clinical schedule is determined through various competitive selection processes designed by each hospital to accommodate the many public and profit-based nursing programs. The SBVC Nursing Program is a full-time program. The skills lab is open all day for students to use during any free time so that they can practice skills or receive tutoring. Additionally, special times are scheduled for the particular semester courses so the course faculty can be available to help with skill practice. The pattern of service of classes, skills lab, and clinical sites meets the needs of our students to become trained and educated nurses.



NURSING PROGRAMS ARE REGULATED BY THE CALIFORNIA BOARD OF REGISTERED NURSING (BRN) AND THE NURSE PRACTICE ACT.

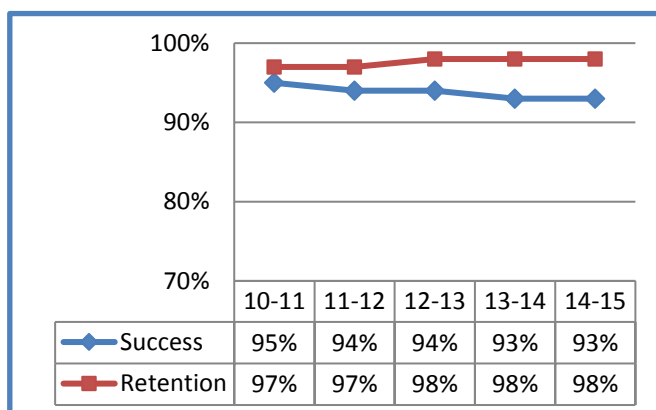
Nursing practice information, advisories, and guidelines are provided by the BRN to ensure ongoing communication of competency standards to consumers, registered nurses, advanced practice nurses, employers, educators, and other regulators. As the scope of nursing practice changes and grows, so does this information. <http://www.rn.ca.gov/regulations/practice.shtml>

THE NURSE PRACTICE ACT

The Nursing Practice Act (NPA) is the body of California law that mandates the Board to set out the scope of practice and responsibilities for RNs. The Practice Act is located in the California Business and Professions Code starting with Section 2700. Regulations which specify the implementation of the law appear in the California Code of Regulations. <http://www.rn.ca.gov/regulations/practice.shtml>

**Part II: Questions Related to Strategic Initiative: Student Success**

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part II: Student Success – Rubric</b>		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate <u>analysis</u> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals.  If applicable, supplemental data is analyzed.
Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy.  Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete.	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy.  Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete.



	10-11	11-12	12-13	13-14	14-15
Sections	66	64	62	57	58
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	83	87	76	73	58
Certificates awarded	N/A	N/A	N/A	N/A	N/A

TOP Code: 123000

Award Source:

[http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

The Nursing Department's retention, pass rate and fill rate are considerably higher than the college average.

There was a slight fall in the success rate in the 13-14 and 14-15 school year. These are the years that the changes were made in NCLEX testing. Another explanation could be the possibly of a recession. Because of the recession, students were forced to leave the program to find necessary work. The success rate remains at least 93-95%.

The retention rates continue to be almost 100%. With a full-time Skills Lab Coordinator/tutor, the retention and success rates continue to be in the upper 90%.

PASS RATES FOR THE NCLEX EXAM, 2011-2015	
2011-2012	82.14%
2012-2013	82.56%
2013-2014	74.65%
2014-2015	79.31%

<http://www.rn.ca.gov/schools/passrates.shtml>

NCLEX scores have dropped. Faculty have identified the following strategies to increase NCLEX scores:

- Integration of Elsevier Adaptive Quizzing required for all first semester and remediation of students re-entering the ADN program. Development of a remediation plan.
- Faculty development has been augmented through several conferences. These include strategies for teaching.
- Revision of nursing curriculum (in progress).
- Faculty attending test-item writing NCLEX style questions conferences.
- Utilization of Bloom's taxonomy.
- Utilization of test-item analysis on course exams.
- Using test blue prints.
- Utilization of standardized testing after each course.
- Purchase of NCSBM reports.
- Hiring new faculty as positions open.

We did not meet our goal of an 88% pass rate. With the purchase of new software, beginning this academic year our students now take a practice NCLEX exam and then work on the designated weak areas to improve before taking the national exam. We anticipate that these practice sessions will increase the NCLEX pass rate.

## Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

<p>Job market related to their majors or certificates: (resource: CC Benefits)</p>	<p>The job market is hiring new grads from the nursing program but with the increase in the number of nursing schools in the area it is more difficult to find employment. However most graduates receive jobs within 3 months of graduation.</p>
<p>Standards in the field</p>	<p>Program meets the standards of the California Board of Registered Nursing and ACEN.</p>
<p>Labor and other statistics (national, western states, regional) <a href="http://www.labormarketinfo.edd.ca.gov">www.labormarketinfo.edd.ca.gov</a></p>	<p>The Board of Registered Nursing workforce forecast study estimates an annual opening of 9,980 positions in California annually for Registered Nurses.</p>
<p>Comparison colleges</p>	<p>Moderate size compared to other colleges.</p>
<p>Job Placement</p>	<p>Many students are offered jobs before completion of the program. The employment rate of graduates is 98% within 3 months of graduation. On surveys, employers of graduates highly rate the program and are interested in hiring them.</p>
<p>Licensure rates</p>	<p>NCLEX scores have dropped as a result of changes on the NCLEX exam. It was estimated that the national average would drop up to 20% and SBVC's NCLEX passing scores were a little more than 20%. Strategies as listed above have been implemented and we are seeing an increase in the NCLEX scores</p>
<p>Advisory Committee Recommendations</p>	<p>Purchase and use equipment that is seen in the clinical agencies. Incorporate leadership into every semester.</p>

## Student Learning Outcomes

**Course SLOs.** Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. This section is required for all programs.

See [Strategic Goal 2.11](#)

Every semester the nursing program has collected student learning outcome data for all classes. The full-time faculty then analyzes the data and discusses trends in the data. The faculty develops strategies for improving instruction based on the data or recommend changes to the outcome or measuring instrument. By the end of Spring 2016 semester all nursing courses will have a 3-year review done.

Each semester, during the adjunct orientation, the full-time faculty meets with the part-time faculty to present the results from the previous semester and present initial thoughts regarding the performance. By having discussion with the adjunct faculty, they are aware of the progress of the SLO's and may be able to provide input to improve the outcomes. The full-time faculty welcomes any suggestions from the part-time faculty or hospital administrators.

In addition, the program has begun to assess and review on an annual basis the Program Evaluation Tool since the arrival of the new Director in 2013.

**Program Level Outcomes:** If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). Discuss how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 3-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

**(INSERT COURSE MAP IF AVAILABLE)**—Contact Dr. Celia Huston if you need assistance.

See [Strategic Goal 2.11](#)

### Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part III: Institutional Effectiveness - Rubric</b>		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>

#### Mission and Purpose:

*SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.*

What is the mission statement or purpose of the program?

The mission of the Nursing Program is to provide quality instructional programs to prepare a diverse group of students to work in the community as Registered Nurse.

How does this purpose relate to the college mission?

The purpose of the institution is to prepare students for transfer and the workforce. The Nursing Program engages both of these activities.

- The Nursing Program prepares students to have quality knowledge and skills to succeed in the healthcare professions
- Increases the number of healthcare workers in the workforce
- Promotes the quality of life and health in the Inland Empire

This nursing program serves the diverse population, enabling many students to continue with their education and provide for a better future. The statistics above support our diverse population.

## Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

The nursing program is accredited by the BRN and ACEN. Perkins funds have been used purchase simulators and equipment that is seen in the clinical agencies. The BRN allows 25% of the clinical hours to be used with simulation on campus. Clinical hours for Med/Surg II and Med/Surg III have changed to 10 hours and 12 hours respectively. To make up the rest of the clinical hours for the week. Simulation on campus is used. Nursing received a Enrollment and Growth Grant and retention grant which has afforded the program with many resources like Adaptive Quizzing and standardized testing after each course. The grant has also enabled the program to increase the amount of students accepted into the program from 40 to 57 starting Fall 2015

## Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

The Nursing program is in the process of curriculum revision. It is due to be completed Spring 2016 and implemented Spring 2017. The new curriculum will reflect the current safety standards.

**CURRICUNET REPORT IS PROVIDED**

<b>Science</b>				
<b>Nursing</b>				
	<b>Course</b>	<b>Status</b>	<b>Last Content Review</b>	<b>Next Review Date</b>
	NURS100 Introduction to the Associate Degree Nursing Program	Active	04/12/2010	04/12/2016
	NURS101 Application of Critical Thinking to First Level Nursing Practice	Active	04/12/2010	04/12/2016
	NURS102 Fundamentals of Nursing	Active	04/12/2010	04/12/2016
	NURS103 Application of Critical Thinking to Second Level Nursing Practice	Active	04/28/2008	04/28/2014
	NURS104 Medical-Surgical Nursing I	Active	04/28/2008	04/28/2014
	NURS108 Pharmacology for Nurses	Active	04/12/2010	04/12/2016
	NURS109 Vocational to Professional Nurse Transition	Active	04/12/2010	04/12/2016
	NURS110 Medical-Surgical Nursing II	Active	04/28/2008	04/28/2014
	NURS112 Maternity Nursing	Active	04/28/2008	04/28/2014
	NURS200 Medical-Surgical Nursing III	Active	04/12/2010	04/12/2016
	NURS201 Application of Critical Thinking to Third Level Nursing Practice	Active	04/28/2008	04/28/2014
	NURS202 Pediatric Nursing	Active	04/12/2010	04/12/2016
	NURS203 Application of Critical Thinking to Fourth Level Nursing Practice	Active	04/28/2008	04/28/2014
	NURS210 Nursing Care of Critically Ill	Active	04/28/2008	04/28/2014
	NURS211 Medical-Surgical Nursing IV	Active	04/28/2008	04/28/2014
	NURS212 Psychiatric Nursing	Active	04/28/2008	04/28/2014
	NURS217 Advanced Ethical and Legal Aspects of Nursing	Active	04/28/2008	04/28/2014
	NURS112 Maternity Nursing	Pending	04/28/2008	04/28/2014
	NURS021 Preparation for a Career in the Health Care Field	Historical		
	NURS021 Preparation for a Career in the Health Care Field	Historical		
	NURS100 Introduction to the Associate Degree Nursing Program	Historical		
	NURS101 Application of Critical Thinking to First Level Nursing Practice	Historical		
	NURS102 Fundamentals of Nursing	Historical		
	NURS108 Pharmacology for Nurses	Historical		
	NURS109 Vocational to Professional Nurse Transition	Historical		
	NURS109 Vocational to Professional Nurse			

Content Review

	Transition	Historical		
	NURS118 Nursing Care Plan Enrichment	Historical		
	NURS118 Nursing Care Plan Enrichment	Historical		
	NURS190A Selected Studies in Health	Historical		
	NURS190B Selected Studies in Health	Historical		
	NURS190C Selected Studies in Health	Historical		
	NURS191A Selected Studies in Nursing	Historical		
	NURS191B Selected Studies in Nursing	Historical		
	NURS191C Selected Studies in Nursing	Historical		
	NURS198 Nursing Work Experience	Historical		
	NURS198 Nursing Work Experience	Historical		
	NURS200 Medical-Surgical Nursing III	Historical		
	NURS202 Pediatric Nursing	Historical		

[http://www.curricunet.com/SBVC/admin/reports/documents/content\\_review\\_before.cfm](http://www.curricunet.com/SBVC/admin/reports/documents/content_review_before.cfm)[2/10/2016 6:19:28 PM]

Articulation and Transfer

List Courses above 100 where articulation or transfer is <b>not</b> occurring	With CSU	With UC

All nursing courses offered by the department are current and articulate for transfer. The Nursing Program has made partnerships for better streamline to get a BS degree with APU and CSU San Marcos.

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.



We are following the recommendations from the BRN and ACEN.

## Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

All information provided in the college catalog is current and accurate. The admission criteria of the Point System is in progress and as of Spring 2016 the waiting list is gone. The catalog is updated to correspond with those criteria of the point system. The Nursing Program page on the college web site has information for prospective students on the change in admission process.

## Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part IV: Planning - Rubric</b>		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

- We no longer have a waiting list as of the application period for the Fall 2016 semester. Applicants are selected by the point system. There remains a challenge to obtain sufficient clinical experience space for nursing students in local hospitals. With the influx of nursing schools into the Inland Empire, space availability has become a real problem. Our program takes students into the evening shifts whenever necessary.

Simulation is now being utilized for teaching. The Board of Registered Nursing permits 25% simulation time in a class however; we are not using that amount of simulation time yet. If space becomes limited in the clinical facilities, we may spend more time on campus, using the simulators, so that the students will continue

to have the opportunities to learn. The simulators are underutilized at this time because of space availability and technical support. To accommodate for these problems. Construction of a simulation lab is in the works. The purchase of simulators have been purchased using Perkin's funds and the incorporation of simulation with every course is being done.

### Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

- The strength of the program is to prepare students with rigorous and current training to successfully pass the NCLEX examination and work in various areas of the nursing field. These students are also well prepared to transfer to a 4 year school to obtain their Bachelor of Science of Nursing (BSN).
- To enhance the reputation of the program, we continue with our recruitment activities: monthly information meetings, individual/group advisement, visits to high schools, and speaking at prerequisite classes.
- To maintain the quality of the program, the National League of Nursing granted accreditation and continued approval for a 4 year term.
- California Board of Registered Nursing accreditation continues. These two accreditations also enhance the reputation of the program.
- These are the activities for the program:
  - Two orientation meetings/receptions for new students every year.
  - Two Pinning Ceremonies for graduates of the program each year.
  - One Nursing Advisory Committee meeting each year.
  - Recruitment activities: monthly information meetings, individual/group advisement, visits to high schools, and speaking at prerequisite classes.
- Course retention remains high.
- The program has hospital partnerships with Community Hospital of San Bernardino and St. Bernardine Medical Center. This helps to supplement our faculty numbers with them providing clinical instructors.
- Graduates rate our program very highly according to our yearly surveys that are sent to the graduates.
- Employers give a high rating for our program. We receive feedback from the employers in the area by way of the yearly surveys sent to them.  
To continue student success, we are constantly working on developing more partnerships with the Department of Veterans Affairs Medical Center in Loma Linda, San Gorgonio Memorial Hospital in Banning, and San Antonio Community Hospital in Upland..

### Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

- Beginning fall, 2012, the program implemented a Point System for admission and students with a higher point accumulation will enter the program with their first application.
- One nursing instructor vacancy, shortage of adjunct faculty. After 3 failed searches for a nursing instructor, we still have this vacancy. With the possibility of retirements, there may be a real

shortage of instructors. We have hired 3 new faculty since 2014. We anticipate 3 retirements Spring 2016.

- Lower math, English, and critical thinking skills of students. The English and Math pre-requisites have been changed from English 015 to English 101 and Math 090 to Math 095. However, the students continue to struggle with the writing assignments and math assignments and quizzes. We are recommending that the students on the wait list enroll in the Pharmacy Technology 031 class, which is math skills, while they are waiting to enter the nursing program.

Increasing NCLEX scores for the graduates. To improve the NCLEX scores, the instructors are writing exams, using NCLEX type test questions. This will familiarize students with that particular type of question style. The HESI exam is given periodically throughout the program. The HESI exam is a computerized nursing test given online. It tests comprehensive knowledge of nursing and keeps the students informed of their weak areas of learning. This will help them to concentrate on the specific areas for NCLEX review. NCLEX prep courses are provided in our computer lab for the students to use. Each student is given a 2 week period in their last semester to review the prep courses and take practice NCLEX exams.

### **V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships**

<b>Strategic Initiative</b>	<b>Institutional Expectations</b>	
	<b>Does Not Meet</b>	<b>Meets</b>
<b>Part V: Technology, Partnerships &amp; Campus Climate</b>		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

Technology:

- The program has and teaches students to use healthcare equipment common in community agencies where students go for clinical experience and where graduates will work. This prepares students to function safely and well.
- Media, instructional supplies, instructional software, and patient care models/simulators are used by health science students to practice and master clinical skills, reinforce learning, and to prepare students to safely care for patients.

Human patient simulation is a relatively new teaching strategy that allows learners to develop, refine, and apply knowledge and skills in a realistic clinical situation as they participate in interactive learning experiences designed to meet their educational needs. Learners participate in simulated patient care scenarios within a specific clinical environment, gaining experience, learning and refining skills and developing competencies; all this is accomplished without fear of harm to a live patient. The use of simulation as a teaching strategy can contribute to patient safety and optimize outcomes of care, providing learners with opportunities to experience scenarios and intervene in clinical situations within a safe, supervised setting without posing a risk to a patient. <http://www.ncbi.nlm.nih.gov/books/NBK2628/>

- Computer access and software are available to help students become proficient with technology.
- Patient care scenarios on computer software and on media promote development of critical thinking and problem solving skills. More and more nursing instructors are encouraging students to review online videos and guides to learn or review specific medical procedures. Computers are used to communicate information to students in a time- saving way, to teach critical thinking and problem solving, to provide simulations of reality.

[http://www.ehow.com/about\\_5583914\\_computer-requirements-nursing-school.html](http://www.ehow.com/about_5583914_computer-requirements-nursing-school.html)

Computerized test bank of the State Board examination questions help students' master nursing knowledge and prepare for the California Nursing Board license examination.

Implementation:

- The Nursing Department will continue to purchase and update our media, instructional software, instructional supplies, and patient care models and simulators.
- Faculty will continue to receive training in use of the complex computerized Human Patient Simulators. This will enable faculty to better use this advanced technology to promote student's nursing knowledge and critical thinking skills.
- This will enable students to become proficient in the latest technology, develop critical thinking/problem solving skills, prepare them for the California State Board examination, and make them ready to perform well in the workforce.

Partnership:

- Two partnership agreements with Community Hospital of San Bernardino and St. Bernardine Medical Center ended in 2013 as a result of economic decline.

**Campus Climate**

- Two completion ceremonies are held each year. The Pinning Ceremony marks the culmination of 4 semesters of arduous work in nursing classes as well as years of pre-requisites. This celebration of completion is not only for the students but their families, friends, and loved ones as well.

- A striping ceremony takes place each semester for the students starting their third semester. This acknowledgement recognizes the accomplishments of the students and encourages them as they start the final year.
- Nursing 211 collaborates with Student Health Services for campus-wide health fairs twice a year, spring and fall.
- 4<sup>th</sup> semester students (Nursing 211) do campus calls with the School Nurse which includes health screening, student surveys, and general contact with campus students twice a year. This interaction is a part of the student’s community health promotion project.
- The reputation of the nursing program at San Bernardino Valley College is outstanding. Replies from surveys as well as word of mouth hail this program as the best in the area.

### **VI: Previous Does Not Meets Categories**

Listed below, from your most recent Program Efficacy document, are those areas which previously received “Does Not Meet.” Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

The first two trends given; large waitlist and sufficient clinical space not clearly defined as trends in the field of nursing and may have been more appropriate as local challenges. There no planning attached to these trends. The third trend of simulation being used for teaching is clearly a trend in the field and program references the Board of Registered Nursing to support it. Program has plans and goals to increase simulated teaching up to the allowed 25%

**Address, in detail and with specific examples, how this deficiency was resolved:**