

**Program Efficacy Report
Spring 2016**

Name of Department: Nursing

Efficacy Team: Andee Alsip, Paula Milligan, Robert Jenkins

Overall Recommendation (include rationale): **Conditional**

Nursing is moving as fast as it can to accommodate the myriad demands placed on it. Change, competence and safety are the rallying cries of the healthcare market place. The team commends the department on its consistently high success and retention rates. The department reported that it did not meet its NCLEX pass rate goal of 88%, but there are strategies in place to improve the student success on that exam. The department is able to track student passing rates for the NCLEX licensure exam and workforce entry. The employment rate is 98% within three months of graduation. The department's curriculum is not current; however, the curriculum is in revision and will be ready for 2017. The new curriculum reflects the current National Safety Standards.

Curriculum is out of date and must be updated immediately. In order to move to continuation all curriculum must be launched by the October 1, 2016 curriculum deadline.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	<i>The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population</i>	<i>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.</i>
<p>Efficacy Team Analysis and Feedback: Meets.</p> <p>The demographic data is analyzed. It discusses the expanding role of men in nursing and the transition of LVN's to RN. The Associate Degree in Nursing (ADN) reflects four times more women than men. Hispanic are under- represented in the program. The program is open to anyone that meets the pre-requisites and entry testing. There are competing vocational programs that attract a large Hispanic population. http://bhpr.hrsa.gov/healthworkforce2016. The department notes that recruitment for men is limited to high school job fairs and there is not plan to recruit from the Hispanic population.</p> <p>A separate graphic demonstrates gender of employed RNS by year of initial licensure. There is a discussion of Asian and Hispanic ethnicities in healthcare professions.</p> <p>There is an annual Nursing Advisory Committee meeting annually, to take the pulse of the local workforce. Monthly informational meetings are held as a recruitment strategy, as well as Group advisement and visiting prerequisite class groups in the sciences.</p>		
Pattern of Service	<i>The program's pattern of service is not related to the needs of students.</i>	<i>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.</i>
<p>Efficacy Team Analysis and Feedback: Meets.</p> <p>The program is intense and can be completed in 4 semesters. The didactics are daytime only, with clinical requirements happening at various scheduled times corresponding to work schedules in the local participating hospitals. Clinical sites competitively select which programs, public and private get a contract. The ADN program is full time. There is counseling, tutoring and an open skills lab. Nursing programs are regulated by the California Board of Registered Nurses and the Nurse Practice Act mandate the scope of practice and responsibilities for Registered Nurses.</p> <p>Online nursing classes are being explored as well as growing the computer labs, skills labs and potential virtual practice opportunities. The department notes that the campus skills lab is open all day for students to use during their free time but does not address the needs students may have in the evening.</p>		
Part II: Student Success		
Data demonstrating achievement of instructional or service success	<i>Program does not provide an adequate analysis of the data provided with respect to relevant program data.</i>	<i>Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.</i>

<p>Efficacy Team Analysis and Feedback: Meets.</p> <p>The team commends the department on its consistently high success and retention rates. There are test taking strategies throughout the program to monitor individual and group success. Success and retention are high, 90 and 98 per cent respectively. The nursing department's retention and fill rate are considerably higher than the college average. Remediation is built into the progression of classes and testing. The department did not meet its NCLEX pass rate goal of 88%, but there are strategies in place to improve the student success on that exam.</p>		
<p>Student Learning Outcomes and/or Student Achievement Outcomes</p>	<p><i>Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.</i></p>	<p><i>Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.</i></p>
<p>Efficacy Team Analysis and Feedback: Does not meet.</p> <p>Nursing is currently at the end of a 3 year SLO cycle. The full-time faculty “present the results from the previous semester and present initial thoughts regarding the performance.” They make the adjuncts aware of the progress. Part-time faculty may be included throughout the dialogues to address issues that arise as noted through the SLOs. They have been through BRN and ACEN accreditation, mandated curriculum updates. They have indicated which courses need modernization. Eleven of eighteen courses listed are past due for review. With the arrival of a new Director (2013) Program level outcomes are being aligned with the BRN, ACEN and licensure requirements.</p> <p>No program level outcomes were included in the document.</p>		
<p>Part III: Institutional Effectiveness</p>		
<p>Mission and Purpose</p>	<p><i>The program does not have a mission, or it does not clearly link with the institutional mission.</i></p>	<p><i>The program has a mission, and it links clearly with the institutional mission.</i></p>
<p>Efficacy Team Analysis and Feedback: Meets.</p> <p>The ADN prepares nurses for the workforce and for transfer to continuing education. The mission is to prepare nurses with the knowledge and skills to succeed in healthcare.</p>		
<p>Productivity</p>	<p><i>The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.</i></p>	<p><i>The data shows the program is productive at an acceptable level.</i></p>
<p>Efficacy Team Analysis and Feedback: Does Not Meet.</p> <p>The program is robust and productive. With a current growth grant, admission numbers will expand to 40. The wait list is over and a points system in place. Discuss why the standard measure of 525 does not meet goal.</p>		

Relevance, Currency, Articulation	<p><i>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</i></p> <p><i>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</i></p>	<p><i>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</i></p>
<p>Efficacy Team Analysis and Feedback: Does Not Meet</p> <p>The curriculum is in revision and will be ready for 2017. The new curriculum reflects the current National Safety Standards. All courses articulate for transfer. The department has streamed lined partnership of attaining a BSN with Azusa Pacific University and CSU San Marcos.</p> <p>Language needs to be clarified—acronyms and address why the articulations are specific only to those specific schools.</p>		
Part IV: Planning		
Trends	<p><i>The program does not identify major trends, or the plans are not supported by the data and information provided.</i></p>	<p><i>The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.</i></p>
<p>Efficacy Team Analysis and Feedback: Meets.</p> <p>The BRN and the ACEN provide direction and recommendation for trends. A recent growth grant as allow for an increase in enrollment and opportunities to test for enrichment and the consolidation of learning.</p>		
Accomplishments	<p><i>The program does not incorporate accomplishments and strengths into planning.</i></p>	<p><i>The program incorporates substantial accomplishments and strengths into planning.</i></p>
<p>Efficacy Team Analysis and Feedback: Meets.</p> <p>Rigor is a strength. The program achieved “continuation” from the BRN and ACEN. The program is well regarded in the community. The graduation rate is high and so the NCLEX licensing exam passing rate. The current Hospital partners are Community of San Bernardino and St. Bernardine’s Medical Center.</p>		
Weaknesses/challenges	<p><i>The program does not incorporate weaknesses and challenges into planning.</i></p>	<p><i>The program incorporates weaknesses and challenges into planning.</i></p>

Efficacy Team Analysis and Feedback: Meets.

Challenges: pending faculty retirements, changing market place. Not all nursing is hospital based. Students continue to struggle with math and writing assignments, even though the pre-requisites have changed. Space is a challenge: skills labs, computer labs. It is hard to escape the anxiety of keeping it all together.

Part V: Technology, Partnerships & Campus Climate

	<p><i>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</i></p> <p><i>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate.</i></p>	<p><i>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</i></p> <p><i>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</i></p>
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Efficacy Team Analysis and Feedback: Meets.

Nursing students learn to navigate lots of medical equipment, computerized systems, electronic medical records, medication delivery systems. Simulation and patient care models are utilized. Computer access, media and software is available to assist in skill building. There are ceremonies to recognize serial accomplishments by the students. The 4th semester students partner with student health services for “campus calls.” Direct contact with other students regarding health, surveys, and culminating in a health fair.

Part VI: Previous Does Not Meets Categories

<p><i>Program does not show that previous deficiencies have been adequately remedied.</i></p>	<p><i>Program describes how previous deficiencies have been adequately remedied.</i></p>
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Efficacy Team Analysis and Feedback (N/A if there were no “Does not Meets” in the previous efficacy review)