LMC Comprehensive Program Review
Instructional Units

2017-2018

Program/Discipline: __Registered Nursing_____

The following provides an outline of the required elements for a comprehensive unit/program review for Instructional Programs and Units. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

1. Program Changes

1.1. How have your degree and certificate offerings changed over the last 5 years? (e.g. new programs, discontinued or major changes to existing programs)
There have been no changes.

1.2. What changes are you planning to your degree and certificate offering over the next 5 years? What is the rationale for the anticipated changes? Will these changes require any additional resources?
Although this will not change the number of degree and certificate offerings, it will change how we structure time and clinical rotations to adhere to the new 16 week compressed calendar, according to Contra Costa Community College District.

2. Degree and Certificate Requirements

Please review the data provided on all degree/certificate completions in your program, including locally approved College Skills Certificates from Fall 2012—Spring 2017.

2.1. For each degree/certificate offered, map a pathway to completion of courses within the major in a maximum of 4 semesters, assuming a maximum of 6-10 units of major courses within a semester. Use the following format:
After students complete the prerequisites they then are admitted to the Registered Nursing Program where they complete 47 units of a California Board or Registered Nursing curriculum. The courses are as follows:

2.2.

Name of Degree or Certificate				
Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	RN-022 Foundations of Nursing Practice RN-023 Nursing Skills I RN-024 Pharmacology for Nurses	RN-026 Nursing in Health and Illness RN-027 Nursing Skills II RN-028 Pharmacology II	RN-020 Transition to RN Program Third Semester RN-031 Nursing in Health and Illness II RN-033 Nursing Skills Simulation III RN-034 Pharmacology III	RN-030 Leadership/Professionalism RN-036 Nursing in Health and Illness III RN-038 Nursing Skills Simulation IV RN-039 Pharmacology IV

3. Frequency of Course Offerings

Please review the data provided on frequency of all courses offered in your discipline in the last 2 years (Fall 2015-Spring 2017).

3.1. If a course has not been offered in the past two years, but is required for a degree or certificate, please explain why it has not been offered, and what the plan is to offer it in the future.
Not applicable

3.2. If the course is not required for a degree or certificate, is the course still needed in the curriculum or is the department considering deleting it?
SPCH-110 is not required for an Associate Degree in Registered Nursing however, the Board of Registered Nursing requires it in order for graduates to take their NCLEX (Licensure Exam). Therefore, SPCH-100 while not part of the program is must be completed prior to graduation.

3.3. For the next two years, project how frequently your program intends to offer each course. Please provide a rationale for any major changes from the last 2 years that you anticipate.

Course	Estimated Number of Sections Offered by Semester			
	Fall 2018	**Spring 2019**	**Fall 2019**	**Spring 2020**
RN-001	**XX (2)**	**XX (2)**	**XX (2)**	**XX (2)**
RN-022	**X (1)**		**X (1)**	
RN-023	**X (2)**		**X (2)**	

RN-024	X (1)		X (1)	
RN-026		X (1)		X (1)
RN-027		X (2)		X (2)
RN-028		X (1)		X (1)
RN-031	X (1)		X (1)	
RN-033	X (2)		X (2)	
RN-034	X (1)		X (1)	
RN-030		X (1)		X (1)
RN-036		X (1)		X (1)
RN-038		X (2)		X (2)
RN-039		X (1)		X (1)
Rationale for any Major Changes				
There are no major changes at this time or in the foreseeable future.				

4. Existing Curriculum Analysis

4.1. Course Outline Updates

Please review the data provided on the status of COORs in your discipline. (Note: This data does not reflect courses submitted after May 2017.) For each COOR that has *not* been updated since Spring 2012, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by April 18, 2018.

Course	Faculty Responsible for COOR Update
RNURS-001	Joanne Bent
RNURS-028	Mel Herman
RNURS-030	Colin McDowell
RNURS-033	Trang Nguyen and Veronica Turrigiano
RNURS-034	Colin McDowell
RNURS-038	Trang Nguyen and Veronica Turrigiano

4.2. Course Offerings/Content

How have your courses changed over the past 5 years (new courses, significant changes to existing courses)?	There have been no significant changes to courses over the past five years.
How have these changes enhanced your program?	Not applicable, see above.

5. New Curriculum Analysis

5.1. If you are creating new degrees or certificates in the next 5 years: (Indicate N/A if no new degrees or certificates are planned.)

What additional courses will need to be created to support the new degree or certificate?	**N/A**
What significant changes to existing course content would need to be made to support the new degree or certificate?	N/A

6. Advisory Board Update (For all CTE TOP coded programs)

Give an overview of the current purpose, structure, and effectiveness of your Advisory Board. Include: membership, dates of last meetings over the past two years.

Purpose	Structure	List of Members	Meeting Dates (2015-2017)	Effectiveness
To receive input from our clinical and community healthcare partners, local industry, educational partners, and our students and staff. We also inform the Board of current data, updates to the program and in legislature as well as changes in job market, curriculum, equipment, funding and facilities	• *Faculty & Staff* • *Department Dean* • *Department Chair* • *Associate Dean* • *LVN Class President & VP* • *1st Yr RN and 2nd Yr RN Presidents & VPs* • *Clinical Partners & Agency Representatives* • *Workforce Development Rep* • *Admissions & Records Nursing Evaluator*	*Dr. A'kilah Moore* *Joanne Bent* *Sharon Goldfarb* *Colin McDowell* *Mel Herman* *Debra Hawkes* *Wayne Basye* *Karima Dunlap* *Ashley Moore* *Acela Vergara* *Alyssa Fumar* *Sophia Ervin* *Lynn Van Hofwegen* *Diane Hunter* *Lynda Creighton* *Holly Edmark* *Matti Vasankari* *Julie O'Brien* *Roxanne Holm* *Sheri Empeno* *Irene Pakel* *Sarah Eydam* *Julie Turner* *Terri Horvath* *Annette Hensley* *Anna Alvarado*	*May 5, 2015* *May 3, 2016* *May 2, 2017*	*Due to our Advisory Board we are able to inform faculty and students of changes in the job market including opportunities for internships. Our clinical partners are also able to inform of us of their policy changes and updates to their requirements. Our CSUEB partners bring us up-to-date on opportunities for transfer to BSN programs. We also receive important qualitative data from all members. All of this information helps inform all parties of necessary changes to current policies, requirements, protocols, curriculum, etc. to best adapt to the changes in the healthcare industry to better best educate our students.*

		Anne Rainero Julie Gurecki Patrice Moore Joyce O'Rourke Trang Nguyen Susan Reno Lety Cazares Paul Bayard Lillian Roselin Keith Archuleta		

7. Assessment Effectiveness:

7.1.   Course Level Assessment

Please review the data provided on assessment status of courses in your discipline in Cycle 1 (2012-2017).

7.1.1.   If there were any courses that were not assessed in Cycle 1, please explain why they were not assessed.
RNURS-001, RNURS-028, RNURS-030, RNURS-031, RNURS-034, RNURS-036 were not assessed due to the approval visit from the Board of Registered Nursing, the departure of a Director, understaffing of full-time RN faculty. The hiring of an Associate Dean of Nursing and additional adjunct faculty has enabled us to begin working on assessing these CSLOs.

7.1.2.   If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course?
  a.   Delete the course
  b.   Market/promote the course to gain enrollments
  c.   Other
The course(s) were offered and will be assessed in the upcoming year.

7.1.3.   Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M's.

Meaningful:

1	2	3
The assessment was not meaningful in collecting data or information that supported course	The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to	Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and

improvement or pedagogical changes.	the course or pedagogy to support the course were not clear.	changes were adopted accordingly.

Measurable:

1	2	3
The data collected did not inform teaching and learning.	The assessment produced some measurable information, but created more questions than answers.	Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable:

1	2	3
Assessment was not manageable.	The assessment process was somewhat manageable, but posed challenges to implement across the program.	The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

7.1.4.   What changes in the assessment process itself would result in more meaningful data to improve student learning?
Changes that will be implemented moving forward are: adequate staffing and to complete the assessments, clear responsibilities and appropriate training when needed.

7.1.5.   Share an outcome where assessment had a positive impact on student learning and program effectiveness.
Through assessment of RNURS-022 (first semester RN course), we noted that our attrition rate was increasing (i.e. the number of students in first semester were withdrawing at a high rate). Through grant funding we were able to implemented Sherpath (Instructional Software) and the HESI Fundamentals Specialty as a method for evaluating student learning. In addition, we implemented an "early alert" to students at-risk and changed to a "Student Success Plan" instead of our previous method of probation. For the first time, in a number of years the original cohort of first year RN students that began the program in fall 2016 (with the new implemented evaluations and remediation method) have all continued and are beginning their fourth semester, anticipating to graduate in May 2018.

7.2.   Program Level Assessment

7.2.1.   In 2016-2017, units engaged in program level assessment. **Please submit all Program Level Assessment Reports using the link provided**. Describe one important thing you learned from your program level assessment.
We learned that more data needs to be collected for PSLO #1 as we are unable currently to locate and/or track alumni employment or further education. This made it difficult to address

this PSLO and apply for grant funding. We are working on developing surveys and various data collection instruments in an effort to obtain this data.

7.2.2. What was the biggest challenge in conducting program level assessment?
Having the administrative time and faculty available to conduct the program level assessment was a huge hurdle to overcome.

7.2.3. What resource needs, if any, were identified in your program level assessment?
We identified a data collection instrument that would provide us with the information on our alumni however, the instrument is costly and needs to be renewed. Currently, the College operating fund is unable to fund it. We are attempting to locate other funding sources. We also will be needing funding for continued support of the HESI RN Exit Exam. Which allows us to access additional data such as, comparing our students' success to those at other institutions.

8. Course Success/Retention Analysis

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to "Increase successful course completion, and term to term persistence." Our Equity Plan identifies African- American and low income students as disproportionally impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program)   Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
Completion Rate (program/discipline)	*100% (FA16)* *96.6% (SP17)*	*98.2%(FA16)* *99.1%(SP17)*	*98.6% (FA16)* *98.9%(SP17)*
Success Rate (program/discipline)	*83.6%(FA16)* *83.1% (SP17)*	*84.2%(FA16)* *92% (SP17)*	*85.9%(FA16)* *90.1%(SP17)*

8.1. In looking at disaggregated data on success/retention, is there anything else that stands out?

It is noted that the course success rates for African-American and Low-Income students in our program increased from 2015FA to 2014SP. In comparison to the course completion rate, it is still lower. We would like to begin dialog to move towards implementing strategies that may increase the course success rates for all students in our program.

8.2.   What are some strategies that might help students, particularly African-American, foster youth, and low income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

Utilizing Starfish for early alerts, support different learning styles by designing individualized student success plans based on their neurodiversity. In addition, refer students to various areas of support such as DSP&S, JFK, therapeutic support services, Financial Aid, Scholarship opportunities and EOP&S. Through grant funding we have been able to offer opportunities for students to apply for gas cards and uniform vouchers to help offset their clinical expenses. We have also utilized emergency funding through the Foundation to help students needing immediate financial assistance. We have also worked towards starting a summer 2017 course titled Spanish for Healthcare Professionals.

9. Goals

9.1. Review your program's goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.

Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success?	We have hired an Associate Dean of Nursing and new full-time and adjunct faculty. All faculty were involved in recruitment. We are incorporating QSEN in our curriculum.
Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?	All goals went according as planned.

9.2. Consider the College's Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources.	1. ACCESS: increase access through enrollment of students currently underserved in our community. 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. 3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses. 4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence. 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees,

	certificates of achievement, transfer, or obtain career employment. **6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.**

List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: **Increase training and professional development for new and continuing nursing faculty.**	**#3**	**#6**
Goal 2: **Increase number of online, hybrid and/or content captured courses**	**#1**	
Goal 3: **Increase more community health content to curriculum including more robust clinical placements**	**#2**	**#6**
Goal 4:		
Goal 5:		

OPTIONAL

9.3 Resource needs to meet five-year goals

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		**Strategic Objective - Reference #**	
Department/Unit Name		**Position Name/Classification**	**FTE**
Position Type	**Funding Duration**	**Funding Source**	**Est. Salary & Benefits**
☐ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other	

Justification:

Operating Resource Request

Department/Unit Goal - Reference #	Strategic Objective - Reference #	
#2	#3	

Department/Unit Name	Resource Type	
Nursing	☐ Equipment	☑ IT Hardware/Software
	☐ Supplies	☐ Facility Improvement
	☐ Service/Contract	☐ Other

General Description	Est. Expense
V Sim Clinical simulation software	$100 per student =$3200

Justification:

Using the safe virtual hospital environment to reinforce needed nursing skills.

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Objective - Reference #	
#1	#3	

Department/Unit Name	Resource Type	
Nursing	☑ Conference/Meeting	☐ Materials/Supplies
	☐ Online Learning	☐ IT Hardware/Software
	☐ Other	

General Description	Est. Expense

PDF Nursing Education boot camp brochure	
Justification:	
Needed faculty development	