Department/Program Name: <u>Nursing</u>

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Submitted By: Sabina Karr

Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as the appropriate educational administrator, instructional assistants, classified staff members and students who have an interest in the present and future vision of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

Please attach your Department Statistics Report (DSR) and your ePAR Report when sending in your Program Review.

1)   <u>Relevancy</u>**: This section assesses the program's significance to its students, the college, and the community.**

    1a) To provide context for the information that follows, describe the basic functions of your program.

The faculty in implementing the curriculum for the Associate Degree Nursing Program prepares students to:

1. Apply the nursing process based on Roy's Adaptation Model to support and promote health when caring for clients in all states of the life continuum within a variety of healthcare settings.
2. Communicate effectively with clients, families, and within the health care team using therapeutic and interpersonal strategies and learned skills.
3. Teach health maintenance and promotion to clients and their families, and to members of the community.
4. Interact collaboratively as a member of the health care team and to assume leadership responsibilities in coordinating care for groups of clients in structured health care systems.
5. Demonstrate the principles of client advocacy; accept responsibility for nursing practice and function and accountability within the legal scope of registered nursing practice.
6. Assume responsibility and accountability for professional growth and lifelong learning.

1b) How does your program support the district mission, as quoted below? Please include an analysis of how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship?

"Sierra College provides an academic environment that is challenging and supportive for students of diverse backgrounds, needs, abilities, and goals with a focus on access, equity, student-centered learning, and achievement. The college is committed to practicing diversity and inclusion, and recognizes that a diverse and inclusive curriculum and workforce promotes its educational goals and values. Institutional learning outcomes guide the college's programs and services, <u>encouraging students to identify and expand their potential by developing knowledge, skills, and values to be fully engaged and contributing members of the global community</u>. Sierra prepares students by offering Associate's and transfer degrees, certificates, career and technical education, foundational skills, as well as lifelong learning and enrichment."

The mission of the Nursing Department is to prepare students as providers of care across the health-illness continuum. The program respects the individuality of students and recognizes that each student has different educational, experiential, cultural, spiritual, economic, and social backgrounds and a unique support system. The aim of the program is to provide a positive, innovative learning model that fosters the development of critical thinking and problem solving skills so that the student who completes this nursing program is equipped to deliver care to a culturally diverse population in a variety of health care settings and demonstrate success by passing the NCLEX-RN licensing examination on first attempt.

- The underlined areas show the congruency between mission statements.
- The department mission statement is aligned with and supports the district's mission statement, and speaks directly to the unique characteristics of the nursing program

1c) Program offerings align with which of the following mission categories (check all that apply):

☐Transfer ☒<u>Career Technical Education</u>
☐Basic Skills ☐Personal Development/Enrichment   ☐Lifelong Learning

1d) Please analyze your department's success in supporting the mission categories marked in 1c above. Please provide evidence in support of this analysis, including data from the dashboard relevant to this evaluation. If any of the following apply to your program, please address them in your analysis.

- Degrees, certificates, and/or licenses your department has generated:
  o The alignment of these awards with the district's mission and/or strategic goals. (See the district "Awards Data File, available from Research and Planning, for your numbers).
- Job placement or labor market information for your program's awards and licenses.
- The contribution your program makes to student transfer.

- Participation in basic skills programs.

ADN

We continue to strive to meet the needs of students and the community considering the following elements:

o Approximately 2188 students identify nursing as their major.
o Each spring, approximately 300-500 applications are submitted for 40 available seats in the ADN program.
o Each fall, current LVN's seeking licensure as a registered nurse (upward mobility) are admitted on a space available basis supporting LVNs pursuing RN licensure and contributing to the community need for additional registered nurses.
o Above efforts are designed to meet student needs; however, enrollment capacity is limited due to competitive clinical lab placements and Board of Registered Nursing stipulations.

The plan to address the initiatives outlined in SB 1440 (development of common general-educational requirements for CCC and ADN programs that meet CSU transfer admission requirements), and AB 1295 (seamless transfers) has been implemented starting with the 2016 graduating nursing class using a merger model rather than a transfer model. Student's received early advisement and followed well defined pathways throughout the ADN program to assist with the seamless merger to California State University Sacramento (CSUS). This program has accelerated the process towards students obtaining their BSN. The students in the ADN program who are eligible and successful in the CSUS merger program have been able to complete their BSN by December following graduation from the ADN program. The premise of this work is that there is "no difference in pre-licensure content, whether delivered at CCC or CSU".

Associate of Science Degree in Registered Nursing

2014-2015   28
2015-2016   38
2016-2017   39

These degrees align with Sierra Colleges Mission Statement of a supportive learning environment in career and technical education and lifelong learning allowing students to identify and expand their potential by developing knowledge, skills and abilities to work as Registered Nurses with an ADN or BSN degree.

It does continue to be a difficult task of retrieving data regarding job placement once the students have graduated. Data has been obtained through surveys, emails, text, phone calls, social media, and networking with alumni. The Student Resource Project (2012-2016) did not prove to be of value in collecting more consistent data. We will continue to look for alternative ways to capture the data regarding job placement.

The nursing program cohort starting in fall 2014 was offered an additional tract to nursing education. Sierra College and California State University Sacramento (CSUS) have worked together to provide a BSN merger program for our students. This aligns with the district's MOU for the university center as well as the IOM recommendation that 80% of the nursing workforce be bachelor prepared by 2020. The outcome of this merger is that fifteen randomized students (2016 cohort) who applied for this further education received their bachelor's degree six months after

receiving an ADN from Sierra College. Fifteen students from the second cohort for the merger received degrees in May 2017. The third cohort of fourteen students in the merger program will receive the ADN degree in May 2018. The Nursing department is also entering into a MOU with University of Phoenix to provide students an additional option to obtain their BSN. This additional option will be available in summer 2018.

Nursing Assistant:
The Nurse Assistant Certification program follows the guidelines set forth by the Department of Public Health (DPH). Students are required to complete a total of 60 hours of theory as well as 100 hours of clinical prior to taking their certification exam. In fall 2017 and spring 2018 an additional Nursing Assistant course was offered at the Grass Valley campus.

There is no way to evaluate if students are working as a certified nursing assistant once the course is completed. Anecdotally this is a course students may take prior to starting the Associate Degree in Nursing and may be a requirement for students taking a Licensed Vocational Nurse Program.

1e) Optional Additional Data: Comment on any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. Examples include but are not limited to contributions to student equity and success, diversity, campus climate, cultural enrichment, community ties, partnerships and service, etc. Include specific data and examples.

The Sierra College Student Nurses Association (SCSNA) is a motivated group of approximately 60 members that are active within our community participating in health fairs, and a variety of projects. The SCSNA has partnered with the Latino Leadership Council to provide education for underrepresented individuals in need of preventative health care. The SCSNA has also been active with Blood Source, volunteering in blood drives as well as Placer County Mental Health, working with the homeless and mentally ill in Placer and Sacramento Counties. These opportunities have allowed the students to experience other potential employment opportunities within our communities as well as building relationships with our community partners.

In alignment with CTE commitments, faculty participates in community education regarding health professions at local high schools. The nature of the nursing profession is aligned with service and the attributes listed in the district's core values. As previously stated our program mission is closely aligned with the district mission, which support the development of community partnerships in the healthcare environment. Advisory department meetings are held with our partners two times per year to exchange information and keep current with updated information.

2)   Currency: This category assesses the currency of program curricula as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.

2a) Curriculum: Comment on the currency of your program's curricula, including discussion of any recent or projected changes. Please describe your process for evaluating and revising curriculum, including the use of SLOs.

In 2016, the curricula for all courses in the Nursing Program were reviewed as part of the district-wide, scheduled, 3-year Curriculum Review process. Per the Instruction Office, the curricula for all nursing courses are 100% current. The next review for the nursing department is due in 2018-2019.

In fall of 2016, four of the registered nursing courses (NRSR 21, NRSR 22, NRSR 23, and NRSR 24) were reviewed, revised, and updated during three all-faculty, department curriculum meetings. Changes included content re-alignment between the courses, new content additions, textbook and methodology of instruction updates, and chronologic correction of content topics. Curricular changes were approved through the District Curriculum Committee plus clarification and updating of prerequisites at the committee's recommendation.
Course syllabi for these four courses were also reviewed at that time; they are currently aligned and reflective of the current curricula and program/course SLOs. All of the RN course clinical evaluation tools were rewritten for congruency to completely align with the course SLO.

In response to the dynamic nature of the healthcare environment, the Institute of Medicine's recommendations for the Future of Nursing, and the Quality and Safety Education for Nurses (QSEN) initiatives, the nursing curriculum revisions in fall 2016 incorporated and addressed these issues, thus adequately preparing our students for the NCLEX-RN licensing exam and professional practice. The revisions threaded the concepts of nursing theory, continuous quality improvement, leadership, patient education and professionalism between the four courses reviewed; concepts were leveled and customized for each course to reflect beginner to advanced student abilities.

For the 2018-2019 curriculum review the faculty has opted to have our curriculum evaluated by a Nurse Educator consultant to ensure our curriculum is up to date with national standards as well as the current NCLEX test plan.

The nursing department's commitment to monthly, all-faculty curriculum meetings provide ample opportunity to maintain curricular currency and evaluate program/course outcomes.

Please describe and analyze any effects of R4S and other developments in curriculum and program planning.

2b) Student Learning Outcomes Assessment: Analyze your program's assessment of course outcomes, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and analysis in the space provided.

Since the 2011 program review, the nursing department revised all program and course SLOs. At the program level, the SLOs were re-aligned to reflect California's Board of Registered Nursing requirements and the manner in which data is provided to that regulatory agency. Course SLOs were similarly re-aligned with the program SLOs, included into each course syllabus and course clinical evaluation tools. Every semester each student is evaluated for achievement of all course SLOs using the evaluation tool customized for that course.

A minimum of one SLO is assessed yearly per the district requirement. Selection of the assessed SLO is based on faculty discussion of assignments or projects that align with particular SLO's. However, every student is evaluated on all nursing SLO's every semester as a result of incorporating course SLO's into the student evaluation tool.

The planning and assessment day has provided the opportunity for reflection and planning to improve student learning. We consistently find that students are proficient in their competency regarding knowledge, skills, and / or abilities. One of the ongoing actions as a result of our meetings has been the desire to hire a Nursing skills lab coordinator. In spring 2018 we were finally able to make this desire a reality.

Once a month the faculty attend a three hour faculty/curriculum meeting to have on-going discussion regarding program improvement.

2c) Professional development: Please describe how your department's individual and group activities and professional development efforts serve to improve teaching, learning and scholarship.

Nurses are required to complete 30 continuing education units every two years to maintain licensure. An active, unrestricted license is a requirement of each faculty member teaching in the Associate Degree program. Many of the faculty dedicates some their required continuing education hours to education in nursing and/or topics they teach in the ADN curriculum. This requirement assists our program and faculty in maintaining currency.

There are many free regional professional development courses offered through Health Workforce Initiative and educational offerings at a minimal cost through California State University, Chico. Faculty also takes advantage of flex workshops, New Faculty Academy, Instructional Skills Workshop, Leadership Institute, SC4 and other courses when scheduling allows. Nursing is not required to participate in flex activities per the SCFA contract. Nursing faculty typically participates in continuing education requirements during flex week and/or takes advantage of other opportunities during this time.

Every year, half of the faculty attend a faculty development conference sponsored by the California Organization of Associate Degree Nurses (COADN). The conference is designed for Associate Degree Nursing faculty in Northern California. The costs for faculty attendance are funded by CTE. Some grant funding has been obtained for use in attending continuing education conferences, especially online due to the limit of funding for out of state conferences by the Chancellor's Office.

2d) Optional Additional Data: Enter additional data here that you believe to be an indicator of your program's effectiveness and explain why.

The nursing department currently has 7 full time professors as well as 9 part time instructors. Each member of our department is strongly committed to the success of our students and have worked well together as a team. Our ongoing commitment to the success of our students is evident by our recent acknowledgement of being voted the third best nursing program in California!

3) <u>**Effectiveness**</u>**: This section assesses the effectiveness of the program in light of traditional measurements.**

> **3a) Retention and Success: Identify and explain the three-year trends in your program's data contained in the DSR and analyze any relevant information found in the data dashboard related to retention and success.   Address separately the data for on ground and on-line course. Evaluate the significance of the trends, including any challenges experienced by the program and any relevant data/analysis from your course and program outcomes assessments. Please analyze any significant trends related to student equity and success. If you determine that you need to improve the program's performance, please describe how you plan to achieve this goal. Please include the results of your outcomes assessments, as appropriate.**

The program has had consistent average retention rate from 98.5% to 98%. This is still well above the district average of 85.5%. The average success rate for the same time frame has decreased from 94% to 91.7% as compared to an average district rate of 71.5%.

Retention and success statistics are evaluated each semester with the program evaluation process required by the Board of Registered Nursing. In this process, each student failure is analyzed for system and/or educational challenges that may have contributed to the student's failure. In addition, each failing student is interviewed at the time they exit the program. Although our retention and success rates are consistently high and stable, each student failure compels assessment and analysis with applicable changes as necessary. While our success rate is still well above the district level and that of other nursing schools, the decrease since the last program review has prompted discussions as to ideas for improvement.

The department continues to assess the readiness of graduates of the program to pass the NCLEX-RN licensing exam. Beginning fall 2017 the program began using Kaplan, to replace ATI, for this purpose. A Policy and Procedure has been developed to integrate the testing process into the nursing curriculum.

Nursing Assistant

The retention and success rates for spring 2014 were 100%. In spring 2014 statistics, the fill rate was 50%. This was due to six students dropping class before the start date. Dropping the class is termed as leaving the class prior to the start date, not once the class has begun. Historically the college provided one orientation to fill the fall and spring classes and it was felt that the reason for a high drop rate was due to this. To decrease this drop rate an orientation is now scheduled prior to the class starting each semester.

However, because the Department of Public Health sets a strict "no absence" policy, students may find this difficult to achieve. Also, we are competing with private CNA programs that offer compensation during on the job training and we lose students because of that.

3b) Enrollment Trends: Identify and explain the three-year enrollment trends in your program's DSR data. In addition, analyze any relevant information found in the data dashboard related to these trends. Address separately the data for on ground and on-line, as well as the data at the various centers in which your program may operate. Evaluate the significance of the trends including any challenges experienced by the program. Please analyze any significant trends related to student equity and success. If you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

Enrollment in the Associate Degree of Nursing (ADN) Program is limited per BRN regulation and available clinical learning space. Per Title 16, Article 3, Section 1424 (k) the faculty-student ratio in the clinical setting is based on "acuity of patient needs, objectives for learning experience, class level of the students, geographic placement of students, teaching methods and requirement established by the clinical agency." The nursing faculty has determined that a ratio of 8-10 students per clinical rotation meets the regulation and is in compliance with clinical space available in the Sacramento-Sierra region. Because of this, and the availability of qualified faculty, enrollment is limited to 40 students each fall semester.

The number of applications for admission consistently exceeds the space available. Typically over 400 applications are received each application cycle. After initial randomization we use the Chancellor's Predictive Score to select which students will move into the final group for acceptance consideration. The Chancellor's predictive reflects the overall college GPA, and course grades for Sciences and English. The Chancellor's predictive score is explained on the nursing web site so that each student is aware of the screening criteria. Data has shown that those students who achieve 84% or higher on that predictor score will pass nursing school and boards. Approximately 100 applicants move through the screening process and are used to select 40 students plus 10 alternates.

Nursing Assistant:
Enrollment is regulated by the Department of Public Health (DPH). This allows 15 students per one instructor. Renewal of this program was approved by DPH in September 2016.
This one-semester course admits each semester to the Rocklin campus and, as of spring 2017, to the Nevada County Campus (NCC).

3c) Productivity: Comment on how the program contributes to overall district productivity. Evaluate the significance of the trends including any challenges experienced by the program. If you believe the statistical trends need improvement, and can be affected by your actions, if you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

The ADN program does not contribute to the district productivity due to the regulated faculty-student ratios limiting enrollment. In addition, the patient acuity in the clinical environment has become critical requiring increased student supervision for high risk/high volume nursing skills and procedures for prescribed periods of time. This further detracts from our contribution to district productivity.

3d) Analysis and Planning: Referring to your ePAR Report of Goals, Strategies, Actions, and outcomes assessment cycle and relevant assessments/evaluations, please describe your program's plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals. Please describe and analyze the impact of any R4S initiatives on your program and incorporate any relevant information in the data dashboard related to student success, equity, and other measures of success including any relevant information addressed in sections 2 and 3.

Regarding our Instructional ePAR department goals:
- Goal 1: We have developed and implemented a grading rubric for nursing care plans in the first two semesters that has been helpful in leveling competencies.
- Goal 2: Clinical outcomes have been implemented in each course that related to understanding and application of therapeutic communication in the clinical setting as well as in class assignments.
- Goal 3: Each course has implemented assignments that relate to patient and /or family teaching that reinforces principles of adult learning while considering stressors as described in Roy's Adaptation theory
- Goal 4: Assignments have been implemented that incorporate principles of collaboration, group interaction, leadership and professional responsibilities. In addition the staff holds once a month curriculum review meetings to ensure courses are aligned and meeting principles outlined in the Nursing Practice Act and current healthcare standards.
- Goal 5: Monthly curriculum meetings are in place to ensure curriculum is reviewed and in alignment with principles outlined in the Nursing Practice Act and current healthcare standards.
- Goal 6: After each ATI / Kaplan proctored examination, students that have not achieved proficiency level 2 are required to remediate content and retest to ensure success at achieving a level 2. This action is to ensure the students are prepared for NCLEX upon graduation.

In November 2016 the nursing department had a Continuing Approval Visit from the Board of Registered Nursing (BRN). The visit went very well, ongoing accreditation was awarded and next visit is scheduled for fall 2021.

3e) Optional Additional Data: Enter additional data here that you believe to be an indicator of your program's effectiveness and explain why.

Since 2012, the average pass rate for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) was 97.83%. In 2015 the pass rate was 100%, 2016 96.88%, and in 2017 the pass rate was 100%. In the Sacramento-Sierra area, Sierra College ADN program has one of the highest and most consistent NCLEX-RN pass rates. Our high NCLEX-RN pass rates and strong reputation in the community enhance the marketability of our graduates. Survey results from the most recent graduating class reflect that students "agreed or strongly agreed" that they were prepared both theoretically and clinically to meet the needs of the current healthcare environment.

Our program enjoys strong support from the CTE committee related to the purchase of technology and equipment. Through grant funds our program has integrated approximately $12,000 in new

state of the art clinical equipment that has provided our students with the opportunity to learn and practice with this technology prior to entering the clinical setting. Adding this learning opportunity increases student comfort with technology allowing them to focus on direct patient care activities. The majority of our equipment costs are covered through CTE and grants. We make minimal requests through district funding.

Faculty have also been able to attend conferences to ensure content is up to date and relevant to the current health care trends.

4) **Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above.**

    4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency; include any analysis of R4S initiatives in the development of these goals and plans. Please incorporate analysis of any relevant outcome or other data in this description, including any data from the dashboard.

    Over the next three years, we hope to incorporate alternative clinical sites for our students. As healthcare stretches from the hospital setting into home health and clinics, nurses will have more opportunities in these placements. It is our hope that we can add supplementary sites that will provide more job prospects for our students.

    We also plan to bring additional technology into both the classroom and simulation labs in the form of electronic medical charting. Students no longer chart on paper and while they are oriented to each hospital's electronic medical record during orientation, we felt that having this in our classrooms and labs would be an asset to the student learning process and allow for a better transition into the hospitals.

    This past year, we were able to secure grant funds to purchase new high fidelity manikins that allow for real time simulation. This will also allow our faculty to increase the simulation experiences when hospitals are meeting with state and national accrediting entities and students cannot be in the clinical site.

    With the implementation of guided pathways and the work of R4S interest areas, we will need to continue with specialized counselors for better placement into career choices. Having a part time counselor specific to nursing continues to improve our student success and completion rates as transcript evaluations and application oversight is imperative.

    4b) Equipment and Technology: Comment on the adequacy of the program's equipment and technology funding level for the District as well as for specific sites, including a projection of equipment and technology needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

The program has secured CTE funds over the last 3 years to purchase equipment for our skills labs that reflects the technology that students use in our partner hospital facilities. In addition, grant funds have also been used to buy new equipment so that we have requested minimal funding from the district. All 4 of our labs can accommodate 40 students in a class, at the same time. All equipment purchased is in full use in lab classes each semester.

In the last 3 years we have purchased; intravenous pumps, diagnostic equipment such as thermometers and electronic blood pressure machines, manikins for student practice of specific skills such as intravenous catheter insertion, indwelling urinary catheterization, and nasogastric tube placement. We have also been able to update software for the use of our hi-tech human patient simulators. As our department is an active member of the Career and Technical Education (CTE) committee, we will continue to request funds so that our program offers the students the most realistic technology in nursing practice today.

Within the next 3 years, we hope to increase simulation experiences in our skills labs. Future resources may include a part time instructional assistant or classified staff member who could oversee the technical aspects of the high fidelity manikins and computers. Currently, faculty run the manikins and the simulation experience, in addition to teaching the students. Every other nursing program in northern California has a skills lab coordinator position that allows the faculty to focus on the teaching aspect. This has been suggested as a need by the Board of Nursing during their accreditation visit and while we reflect this in our ePar requests, we have not been successful in receiving this position.

We will continue to request funds from CTE for updated equipment as hospitals move towards more streamline technology. We will also continue to apply for the yearly Chancellor's office grants for remediation and retention purposes.

Nursing Assistant
With the move to Sierra College main campus and the building of the Nursing Village the Nursing Assistant program has a designated skills lab used for clinical instruction and teaching classroom which has a bed and manikin which is helpful for demonstration while teaching theory.

> **4c) Staffing: Comment on the adequacy of your program's faculty, classified, and student help staffing levels for the overall District as well as specific sites, including a projection of staffing needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.**

Staffing:
Faculty and Part time Instructors
We are now at full staffing for tenured faculty. Should there be any vacant positions in the next three years we would need to use part time clinical faculty until a suitable candidate was hired. Part time clinical faculty varies each semester depending on availability. Over the next three years should we be allowed to increase enrollment we would need additional funding to support part time faculty.

Part time Counselor

In the past 3 years we have used grant funding to support a counselor designated to assisting students in the nursing department. This funding source will no longer be available. For consistency and especially with the CSUS, BSN merger we need to secure release time for a designated nursing counselor who would be able to navigate the pathway into higher education for our students.

Math Tutor

Historically nursing students have struggled with nursing math (dosage calculations) and our test score are evidence of this. In the past we have had math tutors specifically assigned to assist the nursing student who are struggling with dosage calculations. This was not well attended and the test scores showed no improvement. Anecdotally the students stated the math tutoring done by students in the learning center was not valuable.

We now pay for a math tutor, during the first two weeks of the first and second semesters of nursing school. This has dramatically improved our math test scores, reflected in each semester math test. We will continue to use departmental funds to support this tutor.

4d) Facilities: Comment on the program's fill rate and the adequacy of the facilities for the District as well as specific sites, including a projection of facility needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

Sierra College Nursing Village:
- 14 bed, realistic skills lab
- 2 spacious classrooms
- 9 spacious faculty offices
- 3 hi-fidelity simulation mannequins

There are no facility needs at this time. The nursing village can accommodate ten more students per semester should we be allowed to increase our enrollment.

4e) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):

Function/ Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests
	X	X	X				

5) <u>Summary/Closing</u>

5a) Based on the analysis above, briefly summarize your program's strengths, weaknesses, opportunities, and challenges.

The nursing department is successful and much supported on campus. We continue to graduate highly employable nurses with a consistently high NCLEX pass rate. We receive positive feedback from our hospital partners to both our program content and our student nurses. We employ faculty who continue to work at our local hospitals and who are then able to ensure that our curriculum reflects the latest evidence based practice.

We continue to struggle with more applications than program openings and have had some issues with first semester attrition due to the rigors of nursing school. Going forward, we will be implementing multi-criteria entrance to ensure that our students are prepared for a successful nursing career. We are also hopeful that with guided pathways and interest areas, the number of declared nursing majors will decrease but will be reflected in additional allied health career opportunities.

Challenges include state of the art skills labs, with the latest high fidelity manikins being used at less than the unlimited possibilities. With a part time person overseeing the technical aspects of simulation, we could provide incredible real life patient scenarios and deliver even better prepared nursing students to the hospital settings. Opportunities would increase with this position in collaboration with the EMT and fire safety programs as well.

The nursing department has a very strong culture and commitment to the collaborative process. Historically, nursing department faculty and curriculum meetings have required and achieved full faculty attendance. The department chair is currently struggling to schedule meetings due to the complex clinical schedule. E.g. 4/7 full-time faculty each semester are consistently assigned clinical duties Monday, Tuesday, and Wednesday, while the other 3 have a Thursday-Friday schedule. In addition to day-of-week conflict, 2-3 are assigned to 3 p.m. – 11 p.m. clinical lab and the remainders are scheduled from 7 a.m. – 3 p.m. Currently, the faculty meetings have been extended beyond the normal work hours expected of other district faculty (adjournment at 6 p.m.) or the clinical lab activity for students has been altered from the curricular design. Neither of these solutions to the problem have been viewed as satisfactory answers to the issue (faculty working overtime and curriculum not being implemented as needed).

5b) How has the author of this report integrated the views and perspectives of stakeholders in the program?

During our monthly staff meetings, all faculty views were solicited and integrated to produce the final report. Student surveys were considered and analyzed and incorporated when appropriate. Comments elicited during our yearly advisory meetings were also brought up and discussed so that multiple viewpoints were included and utilized. These advisory meetings include educators and nurse recruiters from our clinical sites, as well as clinical faculty members, nursing students from each semester and our administrative assistant.