**Bakersfield College**

**Program Review – Annual Update**

**I. Program Information:**

Program Name: Associate Degree Nursing Program (Registered Nursing)

Program Type:  Instructional  Non-Instructional

Program Mission Statement:

The mission of the Associate Degree Nursing (RN) Program is to prepare entry-level registered nurses as providers and managers of care across the health/illness continuum and as members within the profession. Graduate nurses will collaborate with members of the health care team, be effective communicators, be politically aware, and demonstrate a commitment to life-long learning. Upon completion of the program, graduate RN’s will meet the standards of competency as required by the California Board of Registered Nursing (CCR, Title 16, Division 14, Article 4, Section 1443.5.

Program Description: Describe how the program supports the Bakersfield College Mission.

The Registered Nursing Program, as an integral part of Bakersfield College, supports the mission, core values and vision of the College by providing high quality education to our socially and ethnically diverse students.

**Support for the Core Mission: Workplace Skills**

As a Career and Technical Education (CTE) Program, the RN program supports the core mission by offering academic and vocational education to prepare men and women for careers in Nursing. Registered Nursing remains a high-wage, high-growth, high- demand occupation. Our advisory boards indicate the vacancy rate and turnover rate for nurses is equal to what BC, CSUB, or the proprietary agencies can provide and recommend that we maintain our current enrollment levels for the Registered Nursing (RN) Program. The 2013-2030 supply and demand forecasts for the RN workforce are based on data from the 2012 California Board of Registered Nursing (BRN) Survey, the US Bureau of Health Professionals 2008 National Sample Survey of RN’s, and data extracted from the BRN license records. This data indicates that the California RN supply is forecasted to match demand over the next 20 years if RN graduations remain stable and state to state migration does not significantly change. (Data extracted from <http://futurehealth.ucsf.edu/supplydemand/dashboard.html>)

**II. Program Assessment (focus on most recent year):**

1. How did your outcomes assessment results inform your program planning?

The RN program believes in assessment as an ongoing cycle of goal setting, measurement of outcomes and analysis of data resulting in subsequent improvement of the program SLO’s, curriculum, and instructional activities. The program acknowledges that the assessment of outcomes is focused on achievement data using the following data strands.

* Comprehensive Exit Exam results
* National council Licensure Exam (NCLEX) performance
* Student program satisfaction
* Program completion rates
* Employer satisfaction

The data gathered informs planning by identifying the need for professional development specific to success strategies, instructional methodologies that foster student engagement, and identifying areas for curricular assessment and/or change. (**\*R\*** indicates a tie to resource request)

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| Assessment data strand | Results with action plan |
| Comprehensive Exit Exam results | Analysis: Our target is to have 80% of the students achieve a 93% or higher on the exit exam. For the AY 2013/14- 96/139 (69%) of our students have a 93% or greater probability of being successful on the licensure exam. Plan: The results not only provide a probability of student success but also provide a breakdown of topics in which the students scored below the benchmark. This information drives our curriculum evaluation and revision. The content areas where less than 70% of the questions were answered correctly are pharmacological therapy, safety and infection control, and basic care and comfort. The Nursing curriculum committee (comprised of nursing faculty only) will discuss strategies to improve the integration of this content which may include a curriculum revision. (**\*R\*** as this proctored exam is administered online) |
| National council Licensure Exam (NCLEX) performance | Analysis: Our annual pass rate is 92.3%. This is a decrease from 12/13 (97%). The change was not unexpected and is attributed to the test changing in 4/13 with an increase in the level of difficulty. As a program we are pleased with the results and continue to consider our program successful.  Plan: Continue identified strategies that have increased student success (student success coach, educational advisor **\*R\*,** utilization of online resources (ATI) **\*R\***, and early identification of at risk student with the development of learning contract). |
| Student program satisfaction | Analysis: Return of surveys has been a problem but with the implementation of a new system in May of 2014, our participation rate has greatly increased. Summary of the results indicate 98% of the students (n-50) believe knowledge gained from the program was sufficient for entry level practice. 100% of this group would recommend the program.  Plan: Continue current process of surveying Program Graduates as well as enhance evaluation of the survey results through the analysis conducted as a classroom leadership exercise and Program Review by the Faculty. |
| Program completion rates | Analysis: The number of students who complete the program in 4 semesters is at 66.5%. Plan: To improve the on time completion rate, the program faculty are committed to continued implementation of strategies that improve student success (using the early alert/early identification for struggling students, enhance the use of online remediation **\*R\***, increased utilization of the Habits of Mind initiative by all program faculty and creating structured learning contracts for at risk students.) Continued assessment and implementation of various strategies will focus on improving our on-time completion rate. |
| Employer satisfaction | Analysis: Return of surveys has been a problem but with the implementation of a new system in May of 2104, our participation rate has greatly increased (n=39).Previous return rate was as low as 6. Using a scale of acceptable performance, satisfactory, improvement needed, and unacceptable performance, the employers identified 85% or greater of graduate performance was acceptable or satisfactory in the areas of communication, dependability, and initiative. In the areas of organization and judgment, 56%-74% of the employers found the new graduate performance as acceptable/satisfactory. Plan: The program will develop an action plan to improve student performance in organization and judgment, which will include simulation activities. **\*R\*** |

1. How did your outcomes assessment results inform your resource requests?

In general our program outcomes indicate our program is successful. However, a key component of our success lies with our use of technology, specifically our simulation equipment and the mobile laptops. In order to continue to foster and support student success, the maintenance of this technology is crucial. The resources that we are requesting focus on maintenance packages and warranties to keep our simulation equipment functional. Another integral part of our student success is the faculty. In addition, we are requesting a faculty position to serve as the Clinical Learning Lab Specialist to oversee the simulation lab and to coordinate the utilization of the simulation equipment. The addition of this position was recommended by the Board of Registered Nursing in our September 2014 Continuing Approval visit and will maintain the Program’s compliance with California Code of Regulations, Title 16, Article 2, Section 1424(d) – Resources.

Lastly, improving on our time completion rate will require continued use of success strategies such as early intervention for the at risk student, case management, facilitation of peer tutoring, and other strategies to assist the under prepared student. Coordination, referrals, and follow up are strategies which have been performed by the educational advisor and program manager. To sustain our student success and support strategies, as well as address concerns raised by the Board of Registered Nursing we will be asking for institutionalization of the funding source for the educational advisor position.

Failure to fulfill the staffing requests will result in a change to the Program’s organization and as such becomes an area of non-compliance with the regulations.

1. Instructional Programs only**:** How do course level student learning outcomes align with program learning outcomes?

The PLO’s are designed to prepare students to transition from student to entry-level Registered Nurse as defined by these roles: Provider of Care, Manager of Care, and Member of the Profession. The program has framed the SLO’s at the course level according to each of these roles. The course SLO’s are stated as simple outcomes in first semester with increasing complexity by the fourth semester. The table below is an example of the relationship between the course SLO and the PLO. (The program has a table for each PLO thread -provider of care, manager of care, and member of the profession).

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| Provider of Care (PLO)  The student will provide safe nursing care through therapeutic nursing interventions to clients with critical and complex disease states. The care is characterized by consistent critical thinking and problem-solving skills, clinical competence, accountability, effective communication skills, respect for diverse cultures, with an emphasis on health education and a commitment to the value of caring. | | | |
| Student Learning Outcomes by Level for Provider of Care | | | |
| Level 1  (NURS B20, 21,22) | Level 2  (NURS B23,24,25) | Level 3  (NURS B25,27) | Level 4  (NURS B28.29) |
| The student will provide safe nursing care through therapeutic nursing interventions to clients that have predictable outcomes. The care is characterized by the ability to collect and organize client information, develop and implement nursing care plans, make basic clinical judgments, establish therapeutic nurse/client relationships, demonstrate respect for diverse cultures, and describe the nurse’s role as health educator and client advocate to address these basic needs. | The student will provide safe nursing care through therapeutic nursing interventions to clients that have anticipated and unexpected outcomes. The care is characterized by the ability to cluster nursing activities, recognize abnormal data and report the findings appropriately, develop and implement nursing care plans, utilize effective communication skills during unexpected situations, demonstrate respect for diverse cultures, as well as anticipate and implement the nurse’s role as health educator and client advocate. | The student will provide safe nursing care through therapeutic nursing interventions to clients that have increasingly complex outcomes. The care is characterized by the ability to cluster and prioritize increasingly complex nursing interventions, anticipate expected and unexpected outcomes, incorporate comprehensive assessment data into the plan of care, utilize effective communication skills, demonstrate respect for diverse cultures, educate clients regarding health needs, and promote client advocacy with increasing independence. | The student will provide safe nursing care through therapeutic nursing interventions to clients with critical and complex disease states. The care is characterized by consistent critical thinking and problem-solving skills, clinical competence, accountability, effective communication skills, respect for diverse cultures, with an emphasis on health education and a commitment to the value of caring. |

1. How do the program learning outcomes align with Institutional Learning Outcomes?

The RN PLO’s are comprised of two key components: the multi-bulleted statements as listed in CurricUNET and the expectations of student function on the roles of provider of care, manager of care, and member or the profession. When assessing the PLO’s the program has acknowledged the difficulty in measuring the outcomes and has therefore made the revision of the PLO’s as a top priority goal for the upcoming year. The alignment of the PLO’s with the ILO’s is identified in the table below.

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| --- | --- |
| PLO | ILO |
| Provider of Care– The student will provide safe nursing care through therapeutic nursing interventions to clients with critical and complex disease states. The care is characterized by consistent critical thinking and problem-solving skills, clinical competence, accountability, effective communication skills, respect for diverse cultures, with an emphasis on health education and a commitment to the value of caring. | Think Critically  Communicate effectively  Demonstrate competency |
| Manager of Care – The student will provide safe nursing care consistently utilizing critical thinking skills for clients who have critical and complex disease states. The care is characterized by the ability to assess and establish priority of care for a group of clients and delegation of appropriate aspects of nursing care to licensed and unlicensed personnel and directs their activities. The manager of care collaborates with other members of the health care team, including organizational and community resources, using effective oral and written communication skills. The manager of care recognizes roles and responsibilities within the levels of the career ladder and is competent in using technology to provide evidence-based nursing care. | Think Critically  Communicate effectively  Demonstrate competency |
| Member of Profession – The student will consistently demonstrate accountability, advocacy, legal/ethical, caring behavior, and responsibility for one’s own professional growth, behavior, and formal/informal education. The student nurse routinely participates in self-evaluation and makes changes to improve the practice of nursing, with the ultimate goal of making positive contributions to the nursing profession. | Engage productively in community and the world |

1. Describe *any significant changes* in your program’s strengths since last year.

Our primary strengths include our NCLEX pass rate, our state of the art simulation lab, and our procurement of grant funding. There have not been any significant changes in these areas.

1. Describe *any significant changes* in your program’s weaknesses since last year.

Previous weaknesses identified related to the outcomes we did not assess: student satisfaction (surveys) and employer satisfaction (surveys). The program has developed a process to improve collection of the surveys which has significantly increased the return of information. As a leadership assignment, 4th semester students are guided through the process of obtaining student satisfaction surveys with a return of 50/61 surveys. In addition the Program Director has scheduled appointments with each of our hospital partner’s leadership teams and conducted in person as well as paper surveys. The return increased to 39 from a previous return of 6.

1. If applicable, describe any unplanned events that affected your program.

Unplanned events include the instructional assistant for the lab going out on a medical leave of absence and the simulation coordinator (faculty) resignation. These personnel changes have left our skills/simulation lab without adequate staffing. We have covered the lab with the use of adjuncts, but it has resulted in fewer open lab hours for students to practice skills. The quality of instruction has been impacted due to the decreased knowledge base and lack of consistency being provided by the numerous number of adjunct faculty members. Requiring and encouraging students to use the skills/simulation lab as a means to improve their performance has been a program strategy to facilitate student success. As identified by the Board of Registered Nursing, these positions must be fully staffed and if not, will have a very negative impact on student success.

**III. Resource Analysis:**

1. Human Resources
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. (Faculty Request form; Classified Request form)

We are requesting institutionalization of funding for the Educational Advisor position. As mentioned earlier, The Educational advisor is a front line contact for Nursing and all Allied Health students not only providing pre-nursing advising, implementation of the Student Education Plan and evaluation of student readiness for application to the Program, but also provides assistance for program students for graduation checks, licensing and referral for transfer. This position supports our internal early alert system, provides intensive case management through support and referrals for the at risk student.

We are requesting a new faculty position - Clinical Learning Lab Specialist, an assignment that does not currently exist in the Nursing Program. We are collaborating with the Porterville College Nursing Program in the development of the new assignment responsibilities and duties. Through the utilization of simulation, student success is enhanced by allowing students the opportunity to critically think as they demonstrate knowledge and skills, as well as improves their communication skills (both verbal and written).

1. Professional Development (Professional Development form)

a. Describe briefly the effectiveness of the professional development your program has been engaged with (either providing or attending) during the last cycle, focusing on how it contributed to student success.

Seven faculty were afforded the opportunity to attend an Elsevier sponsored Nursing faculty development conference in January 2014. Below are a few statements from the faculty.

* ”After the conference, I purchased tools for use in the clinical setting and have been using them last semester and this semester. The change in the clinical setting involves providing feedback throughout the day and sitting with the students at the end of the day to discuss the assignment in its entirety. Student feedback has been quite positive as they feel that the thinking required is bringing their clinical reasoning to an entire different level.”
* The speaker had multiple ideas for using different levels of technology in a classroom setting. I have started incorporating Clinical Reasoning Case Studies in the Classroom as well as NCLEX questions in every presentation. Students have responded positively to these practices.
* I attended the session on Creating Civility to Promote Healthy Academic Environments. I particularly enjoyed this session because it relates to everyday situations we deal with, both with faculty and students. I have suggested activities that will develop faculty relationships in an effort to improve communication and teamwork within our own faculty. Some things we will be trying to implement this year includes: working in small teams to help complete total evaluation plan, working on a community service as a group, and having more informal social times once a month.
* From what I learned in the session on Civility, I have now begun to teach my students in both theory and the clinical setting about incivility, and that it is one of the main reasons for errors in the hospital setting. I teach them to assume goodwill, to work as a team, to communicate, and that this will always be in the best interest of their patient.
* The Ambassador for Students idea comes from the reception students often get, upon starting their clinical in a new setting. What was said was, it’s a comparison of “welcome” vs. “they’re here, today?” The ambassador role is meant to foster the former response, rather than the latter. The first day the students are on the unit, I plan to make a point of talking with the Manager, and Charge Nurses and asking that the take just a few minutes to introduce themselves. This way, they can welcome the students and the students can put a face with the management of the unit.
* The Barbee Bancroft video clip “Take this Job and Love It”) was shared with faculty who were unable to attend. The focus was on suggestions to prevent burnout, the use of humor in the classroom and everyday life, and reinforced why we are in this profession.

In addition, the department sponsors a 6-hour professional development activity (faculty retreat) at the beginning of each semester for all full time and part time faculty. The Fall 13 retreat was well attended with 35 of the 41 faculty members in attendance, we did not conduct a Spring 2014 retreat due to the loss of 2 classified personnel and the short time frame between campus closure and the start of school. The fall 2013 retreat included training on reading apprenticeship along with a presentation on “Making Clinical Meaningful”. These discussions provide information to support program activities, leading to improved student outcomes.

b. Provide rationale for future professional development opportunities and contributions that your program can make.

As a means of demonstrating support for the ILO of engagement in the community and the strategic initiative strand of professional development, the department will continue to offer professional development at the beginning of each semester. These activities provide an opportunity to discuss program strengths, weaknesses, and develop strategies for improvement. The department is also able to offer continuing education units for our part time faculty which are required for continued licensure.

1. Facilities (M&O requests can be submitted by completing the [M&O request form](https://committees.kccd.edu/sites/committees.kccd.edu/files/Copy%20of%2012%20M%26O%20Needs%20Workbook%2012-13%20APR.xlsx).)

Has your area received any facilities maintenance, repair or updating in this cycle?

1. If yes, how has the outcome contributed to student success?
2. If no, how will your facilities request contribute to student success?

**No.**

1. The program has outgrown its current space, using many classrooms and a small lab at the Weill. The request for an additional skills lab and a large capacity classroom will provide the needed space for the program. With a remodel, we suggested a move to the entire bottom floor of the MS building, once the new STEM space has been completed.
2. The program believes an appealing work/school environment can be an external motivator. Our desire is to create a clean, well maintained environment that motivates students: a place where students can do their work with a sense of personal commitment resulting in feelings of pride and well-being.
3. Technology (Technology requests can be made by filling out the [ISIT Request form](http://www.bakersfieldcollege.edu/irp/Annual%20Program%20Reviews/2012-13/13%20ISIT%20Priority%20Workbook%2012-13.xlsx).)
4. Has your program received new or repurposed technology in this cycle?

**Yes.**

1. The program used grant funds to purchase 100 laptops to facilitate the implementation of the program goal of improving student results on the program exit exam. The department wanted to equip LA107 C with computers similar to the layout of SS 151 or SE 53 but this was not feasible without losing the large classroom size; therefore, we opted for the mobile laptops. This will facilitate the implementation of administering the online exit exam and other proctored exams. We currently use net books for online exams but the technology is outdated and is no longer supported by IT. Since our state licensure exam is administered only on the computer, the faculty would like to move towards incorporating more computerized testing into program courses. Thus, we need updated computers.
   1. If yes, how has this technology contributed to student success?

The current technology has not yet been installed. However, the technology and equipment from the previous cycle has allowed us to equip our simulation lab to mirror the hospital environment. This has been successful in improving our student’s performance in the clinical setting as well as prepares graduates to function in the healthcare environment. Application of theory content (simulation) ties to the program outcomes of improving NCLEX pass rate, improving results on the exit exam, and improving employer satisfaction. The simulation environment increases student confidence and success.

* 1. If no, how will your new or repurposed technology request contribute to student success?

1. Do you need new or repurposed classroom technology to support student success and/or new office technology to support faculty/staff success? Justify your request.

**Yes**

The department is requesting technology upgrades in order to maintain the program strength of the simulation lab along with support for the utilization of online resources and exams. All of the department activities (internet resources, PowerPoint presentations, etc.) require current technology to facilitate student and faculty success. In accordance with the 5-year technology plan, the following are the technology needs for the Nursing department in order of priority:

1. The computers in our computer lab (MS 165) are over 5 years old and need to be in the cue for replacement.
2. The classroom computers in LA 107C, MS 156 and IT 201AB need to be replaced.
3. The projector in IT 201AB, MS 156 and LA 107C are aging and will need to be replaced soon.
4. Several faculty computers are 5-6 years old and need to be replaced.
5. Budget (Changes to the budget allocation can be requested using the [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)).

If you are requesting any additional funding, explain briefly how it will contribute to increased student success.

The additional funding requested is for the following:

1100- Salary increase: Clinical Learning Lab Specialist

2300 -Salary increase: Educational Advisor

5690 -Maintenance of simulation equipment (warranties)

The positons listed above are directly related to program activities which, impact student success.

* The Clinical Learning Lab Specialist will be responsible for the development of scenario based instruction and integration of simulation into the Nursing/Allied Health programs; providing faculty development with the use of simulation; simulation practice for students; evaluation of simulation strategies; and overseeing the operations of the simulation lab. This is an instructional position that has primary responsibility to organize the learning experiences that take place in the clinical simulation laboratory as well as to collaborate with nursing/allied health faculty who are teaching courses that require practice in the simulated clinical laboratory.
* The educational advisor provides case management, facilitates peer tutoring, referrals and follow up services for students, and is the key contact point for early intervention for the at risk student. These are strategies used to assist the under prepared student and to sustain our student success and support program.
* Maintenance of our simulation equipment is an absolute necessity due to the wear and tear and utilization of the equipment. High functioning equipment will allow the continued utilization of technology to improve student success. The simulation environment increases student confidence leading to improved performance in the hospital setting.

**IV. Trend Data Analysis:**

Highlight *any significant changes* in the following metrics and discuss what such changes mean to your program.

1. Changes in student demographics (gender, age and ethnicity).

There is a significant change in the African American population in the program. This greatly improves the diversity within the Nursing program; however, we are not sure why this change occurred in that we have not been aggressively targeting this population in outreach. It is not one of the core indicators\* that we have targeted as a Career and Technical Education (CTE) Program. (\*Core indicators are data sets included in required reports to the State Chancellor’s Office).

PROGRAM TREND DATA: African American population: 2012/13= 18 (4%) 2013/14 – 35 (7%)

1. Changes in enrollment (headcount, sections, course enrollment and productivity).

The significant change is in the areas of FTES, FTEF, and productivity. An increase in FTES along with a decrease in faculty in 2013/14 resulted in an increase in productivity. The faculty committed to take on extra classes/students (overload pay increased) in order to maintain the level of instruction and educational opportunity for students.

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|  | 2012/2013 | | 2013/2014 | |
| FTES | 355 | | 394 | |
| FTEF | #27.6 | 89% | 22.4 | 83% |
| Productivity | 11.5 | | 14.6 | |

1. Success and retention for face-to-face, as well as online/distance courses.

Our success and retention rates are at 89% and 94% respectively for F2F courses and 91% and 92% for distance education. The program is consistently above the college wide rates. However, in addressing the college initiative regarding distance education, the program will be evaluating the difference between the success and retention rates for our F2F courses when compared to our Distance education rates.

1. Other program-specific data that reflects significant changes *(please specify or attach).*

As a measure of support for the core mission of developing work place skills, job availability as well as employment is assessed. Anecdotal data for the RN program indicates that a least 90-95% of our graduates are employed locally. The Bureau of Labor Statistics job forecast identifies the projected need for Registered Nurses will be 26% for the time period of 2010-2020. Based on this forecast and local trend data regarding RN vacancies, the Nursing department’s efforts to meet the local demand for nurses demonstrates enactment of the college mission**.**

Core indicator data\* also provides information regarding program completion and employment. Success is determined by benchmark attainment as set by the state chancellor’s office. The 2013/14 data shows program completion rate at 100% (benchmark=82%) and employment rate at 97% (benchmark =80%).

(\*Core indicators are data sets provided by the State Chancellor’s Office and are included in the required CTE reports to the State Chancellor’s Office.)

**V. Progress on Program Goals:**

1. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

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| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?**  **(select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments**  **(if applicable)** |
| 1. To improve on time completion rate by 5%. (On time completion is defined as a student who completes the program in 4 consecutive semesters.) | 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | Completed:  \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_8/2014\_ (Date) | The on time completion rate is 74% for 2012/13 and 66.5% for 2013/14. The action plan developed by the Nursing faculty to improve the on time completion rate includes the following:  •Consistently utilize the program’s early identification process for the at risk student (student who are earning less than 80% at any time during a course). The process has been used but not in a consistent manner among all courses. It has been discussed at faculty meetings in detail to implement this strategy with every student on every exam.  •Use the SARS early alert system in conjunction with the early identification of the at risk student, allowing for multiple contacts with the student.  •Continue to make referrals to the success coach and tutors |
| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?**  **(select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments**  **(if applicable)** |
| 2. To complete a major RN curriculum revision to include leveling of courses and inclusion of topics recommended by the Board of Registered Nursing. | 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | Completed:  \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date)  X deferred- 8/2014 | Activity for this goal has been deferred. The faculty is waiting on the status of the TMC for nursing. (Vetting has closed, but no further information to date). The TMC will provide specific direction regarding curriculum. Since this will require an entire new curriculum, we only want to make one curriculum change/revision. |
| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?**  **(select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments**  **(if applicable)** |
| 3. To complete the revision of the clinical evaluation tool for each program course. | 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | Completed:  \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_8/2014\_ (Date) | The revised clinical tool was implemented in Fall 2013. However, the evaluation of the tool did not occur in the spring of 2014. The faculty has made evaluation of the new tool a priority for the next year. |
| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?**  **(select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments**  **(if applicable)** |
| 4. To complete the Self-study in preparation for Board of Registered Nursing Accreditation Visit in fall 2014.  ***Revised goal:***  ***The program will develop and implement a systematic evaluation and improvement process to ensure ongoing assessment, evaluation, and improvement cycles for the RN program.*** | 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | Completed:  \_9/2014\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_8/2104\_(Date)  Ongoing: \_8/2014\_\_\_ (Date) | Although this goal as stated has been completed (Continuing Approval visit was 9/10-11/2014), the faculty recognize the need to develop a consistent, systematic evaluation and improvement process to ensure ongoing assessment, evaluation, and improvement cycles for the RN program. This will also include the implementation of a tracking system that will streamline the collection of multiple data points required for accrediting and grant reports. |

1. New or revised goals (if applicable)

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| **New/Replacement Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| 1.To revise PLO’s | 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | We anticipate this will improve the ability to measure and assess the PLO outcomes. |
| **New/Replacement Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| 2. The program will develop an action plan to improve student performance inorganization and judgment which will include simulation activities. | 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | Employer surveys will reflect satisfaction above or equal to 80% in the area of organization and judgment. Because this will involve a program change through all courses in the program, it may take more than a year to see results. |
| **New/Replacement Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| 3. Participate in the college initiative of increasing online and distance education | 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | * The program will begin discussions about selecting 1-2 nursing courses that can be offered as hybrid. The next step will be to proceed through the curricular approval process for both the college and the BRN.   • The program will collect and assess the data on the nursing interactive courses versus face-to- face courses. We anticipate a significant difference in success. |
| **New/Replacement Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| 4. Address all areas identified in the Board of Registered Nursing continuing approval visit 1) compliance of faculty content experts 2) clerical support for DE program 3) curricular and instructional issues identified in NURS B25 and NURS B70. | 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | As mandated by the Board of Registered Nursing, addressing these issues will result in the Board granting continuing approval of the Program. In addition, this should also increase student success. |

**VI. Curricular Review (Instructional Programs only):**

1. Review of Course Information:
   * Column A list all of the courses associated with the degree.
   * Column B list the Fall term the review process will be started for ongoing compliance.
   * Column C list the compliance due date.
   * Column D list any changes to courses with regard to distance education.
   * Column E list corresponding C-ID descriptors if available. <http://www.c-id.net/>

**\*\*Dates listed should reflect a five year cycle allowing for one year of review to maintain ongoing compliance.\*\***

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| --- | --- | --- | --- | --- |
| **A. Course** | **B. Fall Term Review will be Submitted** | **C. Compliance Due Date** | **D. Distance Education Changes** | **E. C-ID Descriptors Available** |
|  |  | Fall semester |  |  |
| NURS 20 | 2013-2014  (SP 14) \*\* | 2019 |  |  |
| NURS 21 | 2013-2014  (SP 14) \*\* | 2019 |  |  |
| NURS 22 | 2015-2016\*\* | 2020 |  |  |
| NURS 23 | 2013-2014  (SP 14) \*\* | 2019 |  |  |
| NURS 24 | 2015-2016\*\* | 2020 |  |  |
| NURS 25 | 2015-2016\*\* | 2020 |  |  |
| NURS 26 | 2013-2014  (SP 14) \*\* | 2019 |  |  |
| NURS 27 | 2015-2016\*\* | 2020 |  |  |
| NURS 28 | 2013-2014  (SP 14) \*\* | 2019 |  |  |
| NURS 29 | 2013-2014  (SP 14) \*\* | 2019 |  |  |
| NURS B70 | 2013-2014  (SP 14) \*\* | 2019 |  |  |

\*\* indicates completion date for the 2 year cycle of CTE program review. The CTE curriculum review process has not yet been finalized.

1. Review of Program Information:

Is the program information housed in CurricUNET accurate? (Considerations: changes in course(s) names and/or suffixes as well as additions/deletions of courses). If not, then a program modification needs to be started in CurricUNET to reflect the necessary changes. Explain the requested changes below.

* ***The information is correct***.

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Is the program and course listing information in the current catalog accurate? If not, list the requested changes below. Catalog information should reflect what is in CurricUNET.

* ***The catalog is accurate.***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Student Education Plan (SEP) Pathway(s) uploaded to “Attached Files” in CurricUNET.

If applicable, SEP Pathway with CSU Breadth indicated? Yes or No

If applicable, SEP Pathway with IGETC indicated? Yes or No

If applicable, SEP Pathway with BC General Education indicated? Yes or No

**\*\*Please ensure that the information housed in CurricUNET and the current catalog match. \*\***

1. If applicable, provide a description of the program’s future adoption of C-ID descriptors and Associate Degree for Transfer (ADT) or Model Curricula.

Vetting for the TMC (now an IMSC – Intersegmental Model Curricula) for Nursing is closed, however the ISMC is still under review as of 9/23/14. Legislation is proposed to increase the minimum number of transfer units for Nursing to 70. Some of the nursing courses have been vetted; however, there is no consensus to date on the science (pre-requisite) courses. As part of the curriculum revision, the department is discussing decreasing program units to align with the proposed TMC. It is also hoped that the departments offering the pre-requisite courses will also come into alignment with the proposed TMC for nursing so that student completion and transfer will not be effected.

**VII. Conclusions and Findings:** Present any conclusions and findings about the program.

In summary, completion of the APR has facilitated the reflection and evaluation of the RN program.

This process has led to the following conclusions/action plans:

1. The RN program is very successful. Achievement data that supports this statement includes retention and success rates, NCLEX pass rate at 92%, and local employment rate at 90% or greater. The success is also validated by the CTE core indicator data that shows the RN program meets or exceeds the state benchmarks in the areas of completion and employment.
2. The program has established goals that will improve the integration of the college strategic initiatives and ILO’s.
3. The faculty is committed to using strategies that will improve as well as maintain the program success.
4. The faculty also recognizes the need for consistent and systematic evaluation and will develop strategies that will result in improved assessment and evaluation processes.

**VIII. Attachments (place a checkmark beside the forms listed below that are attached):**

[Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)

Professional Development  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview)  [M & O Form](http://committees.kccd.edu/bc/committee/programreview)

[Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IX. Certificates of Achievement:**

Programs with stackable certificates fill out the following form.

Stand-alone certificates fill out the entire Annual Update.