**Bakersfield College**

**Program Review – Annual Update 2015**

**I. Program Information:**

Program Name: Associate Degree Nursing Program

Program Type: [x]  Instructional [ ]  Student Affairs [ ]  Administrative Service

***Bakersfield College Mission****:* Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

**Describe how the program supports the Bakersfield College Mission:**

The Registered Nursing Program (RNP) is in direct alignment with the Bakersfield College (BC) mission, vision, and core values. The RNP provides high quality education to our socially, culturally, and economically diverse student community by providing opportunities for the students to earn their Associate Degree in Nursing, obtain highly desired workplace skills, and smoothly transition to an institution of higher learning. Critical thinking and effective communication are integral skill sets woven throughout the RNP as they are vital components for professional development and effective transition into the workforce.

* Associate Degree

Upon completion of the RNP students are eligible to obtain an Associate in Science Degree. The RNP program awarded 121 Associate Degree in Nursing for the academic year of 2015-16.

* Workplace Skills

As a Career and Technical Education (CTE) Program, the RNP supports the Bakersfield College mission by offering high quality academic and vocational education to prepare our diverse student population for careers in nursing. Registered Nursing remains a high paying occupation, in which demands have continued to rise. According to the data released by the *Bureau of Labor Statistics* on September 2016, between 2012 and 2022 it is projected there will be more than a half a million vacancies for Registered Nurses. More specifically, the *Central Valley Labor Market Overview* reported Registered Nursing as the occupation with the largest demand from May 1, 2015 through April 30, 2016, accounting for nearly 20% of all job postings. This growth is attributed to the aging population, emphasis on preventative care, growing number of chronic health conditions, and an increased demand for health care from the baby-boomers.

Additionally, our local Advisory Board members report similar Registered Nurse vacancy rates consistent with both the regional and national data. They members of the Advisory Board members reported the number of graduated nurses produced by BC, CSUB, and the proprietary agencies combined is not enough to fill open vacancies, thereby recommending we at least maintain our current enrollment levels for the RN Program. The hospital partners also reported there is a particularly high demand in the specialty areas, such as critical care.

Transfer

The collegial relationship between the BC RN program and CSUB Nursing Program has provided us with the ability to track transfer data for the ADN to BSN program. Since the 2012-2013 academic year, we have had 46 transfers to CSUB. In the most recent enrollment cycle (2015-16) there were 105 students who transferred accounting for a 228% increase. We acknowledge that CSUB is not the only institution to which our students transfer, but based on student follow up information regarding transferring, we believe it is the primary institution. Additionally, to develop accurate records, the department has requested transfer rates from institutions who have expressed a desire to facilitate the attainment of the BSN degree.

**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.

**II. Progress on Program Goals:** 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.

The program has many ongoing goals and as such did not develop new goals but will continue working toward completing the current ongoing goals.

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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** |
| 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.) | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement   | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[x]** Ongoing: 8/2015\_\_\_\_\_ (Date) | On time completion rates for AY’s 2012/2013, 2013/2014, 2014/2015, 2015/2016 were 60%, 74%, 83%, and 85% respectively. Over the last 4 years this notable rising trend is largely in response to an action plan developed and implemented by nursing faculty to address improving on time completion rates. Specific success strategies implemented allowed for multiple contacts with students, including: •Consistent utilization of the program’s early identification process for the at risk students. •Consistent utilization of the SARS early alert system* Generating student referrals to the educational advisor and tutors
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| 2. To complete a major RN curriculum revision to include leveling of courses and inclusion of topics recommended by the Board of Registered Nursing. | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [x]  5: Leadership and Engagement  | [x]  Completed: Fall 2016 [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[ ]** Ongoing: \_\_\_ (Date) | Faculty began working on this goal during the AY 2014/15. At this time, the PLOs have been re-written and course content has been re-designed. Comprehensive and measurable SLOs which are mapped to both program and ILO’s for all program courses have been developed. The timeline for completion of this goal is Fall 2016 with all courses entered into CurricuNet along with simultaneous submission to the BRN for approval.  |
| **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** |
| 3. Revise the Clinical Evaluation Tool for each program course. | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement | [x]  Completed: Spring 2016[ ]  Revised: \_\_\_\_\_\_\_\_\_(Date)[ ]  Ongoing: \_\_(Date) | Along with the curriculum revision, this tool was updated and aligned with the new curriculum. Upon approval, the evaluation tool will be implemented Fall 2017. |
| 4. The program will develop and implement a systematic evaluation and improvement process to ensure ongoing assessment, evaluation, and improvement cycles for the RN program | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [x]  4: Oversight and Accountability [x]  5: Leadership and Engagement | [ ]  Completed: [ ]  Revised: [x]  Ongoing: Spring 2015 | The data for Spring 2016 was collected and analyzed, and subsequent goals were established. Data collected included on time completion and attrition rates, employer and graduate survey data, ADN student driven program review, and first time NCLEX-RN pass rates. This systematic evaluation process will be completed annually to ensure timely data analysis and response to areas of concern. In addition, the department began utilizing a new comprehensive student tracking system enabling staff and faculty to access and retrieve data more readily. The first major report prepared utilizing the new system found the data easily retrievable. Minor adjustments were made to improve the tracking system. |
| 5. To revise PLO’sRevision:Complete Program modification for the new curriculum.  | [x]  1: Student Learning [ ]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [x]  Completed: Fall 2015 [x]  Revised: Spring 15[ ]  Ongoing: (Date) | PLOs were successfully revised and mapped to be in alignment with the ILO’s, and were approved by department faculty in Spring 2015. Next step is to complete the changes program modification to include the new PLO’s in CurricuNet. |
| **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** |
| 6. The program will develop an action plan to improve student performance in organization and judgment which will include simulation activities. | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_ (Date)[x]  Ongoing: Spring 2015  | Employer surveys indicated the graduate nurse did not demonstrate organization and judgment skills at the expected level. Discussions are ongoing between faculty and hospital partners to identify specific realistic expectations and solutions by both parties. Re-instituting the Nurse Extern program (Work Experience) was solution discussed. The department has not identified other specific strategies to improve in these areas. |
| 7. Participate in the college initiative of increasing online and distance education. | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [x]  5: Leadership and Engagement | [ ]  Completed: \_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_ (Date)[x]  Ongoing: Spring 2015 | 1. The agreement with the Cerro Coso campus to provide the LVN-RN courses via distance education is no longer in effect. Therefore, the department increased the number of LVN-RN ladders to a total of 24 students effective Fall 2016. The department is discussing providing the LVN-RN program via ITV to Delano.
2. In the new curriculum, faculty are considering offering a hybrid pharmacology course.
3. The faculty are committed to using canvas as a portal for all courses.
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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** |
| 8. Institute a system to improve communication between semesters to better serve and support students and student outcomes.**(new goal Fall 15)** | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [x]  4: Oversight and Accountability [x]  5: Leadership and Engagement   | [ ]  Completed: (Date) [ ]  Revised: \_\_\_\_\_\_\_ (Date)[x]  Ongoing: (Date) | Implemented in Fall 2015 with initial evaluation of process Spring 2016. * Faculty engaged in multilevel course observation to strengthen understanding of Program leveling. This is still ongoing.
* Individual faculty showcased best practices on a monthly basis during faculty meetings.
* Faculty will perform handoff reports between semesters as students are progressing.
* Implemented a student tracking tool to promote communication amongst faculty. This data assists faculty to make decisions to promote student support, student clinical placement, and early identification of at risk students.
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| 9. Increase engagement of all faculty in the entire process of Program evaluation. | [ ]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [x]  4: Oversight and Accountability [x]  5: Leadership and Engagement  | [ ]  Completed: (Date) [ ]  Revised: \_\_\_\_\_\_\_ (Date)[ ]  Ongoing  | Implemented in Fall 2015 * Semi-annually evaluated all program outcome data and revised goals.
* Incorporated the program evaluation in faculty meetings, delegated teams to complete assigned portions.
* Implement a Student Program Review at the end of their first and second year in the program. The results will be shared with faculty at the beginning of each subsequent semester. This will begin Fall 2016.
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**List new or revised goals (if applicable)**

The program has many ongoing goals and as such did not develop new goals but will continue working toward completing the current ongoing goals.

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| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
|  | [ ]  1: Student Learning [ ]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  |  |

**III. 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).**

In reviewing our data, our percentage of male and female students remains largely unchanged over the last year with males comprising roughly 12% of our population. We serve a wide age range of students. In the last year, we have continued to experience an increase in the percentage of students age 20-29, from 57% to 63% and an evenly distributed corresponding decline in the percentage of students age 19 and younger, 30-39, and 40 and older.

Ethnicity data is changing in our program. The number of Hispanic/Latino students has increased from 50 to 54% in the last year with a corresponding decline in the number of white students. The percentage of students from other ethnicities represented in our program has remained largely unchanged over the last year.

In short, our students are largely female, age 20-29, and Hispanic/Latino. This remains unchanged in the last year. Our student demographics do not mirror the college in the category of gender: the program has a significantly higher percentage of females and lower percentage of males which correlates with the workforce demographics of Registered Nurses. The predominance of Hispanic/Latino students age 20-29 does mimic the college wide student population.

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

Our unduplicated headcount increased by 1% in the last year. The number of sections offered has remained unchanged. Our course enrollment remains unchanged at 35 but remains higher than the 32 students/section campus wide. Our productivity has improved from 13.9 to 15.1. This occurred as a result of a loss of FTEF. College wide productivity for the same period was between 17.4, but that is not a realistic number for Registered Nursing as the California Board of Registered Nursing requires a smaller ratio of students to instructors in the clinical setting than is typical in non-nursing college lab courses.

In summary, this means that our program is providing services for more students in the same number of sections with fewer faculty members. We have hired two additional full time faculty members for the 2016-2017 year.

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

Our success rates for face to face courses in 2015-2016 was 92%, unchanged from the previous year. Our retention rates in the same period were 97%, also unchanged. For distance education, our success rate was 90% and our retention rate was 96%. Our success rate among distance education students declined from 96 to 90%. This is largely due to the dwindling number of distance education students served by our program. In both our traditional and distance education courses our success and retention rates are significantly higher than those campus wide. This trend could be correlated with our smaller FTES/FTEF ratios.

Among our students, male students and students age 19 and younger have the lowest retention and success rates as do African American students. Our data correlates with disaggregated success and retention rates campus wide for the 2015-2016 year with the exception of our disproportionate loss of male students. On campus, success and retention is fairly evenly distributed between male and female students.

1. **Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.**

Our NCLEX pass rates remained fairly constant in the last year, up from 91.1% in 2014-2015 to 91.3% in 2015-2016. As a measure of support for the core mission of developing work place skills, job availability as well as employment is assessed. Our job specialist collected employment information from our graduates following graduation. In the 2015-2016 year we had 113 graduates and 108 of them were employed, or 96%.

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

Use attached **Assessment Report Form AU Tab**

1. Describe *any significant changes* in your program’s strengths since last year.
2. Describe *any significant changes* in your program’s weaknesses since last year.
3. If applicable, describe any unplanned events that affected your program.

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. **Human Resources and Professional Development:**
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.
* **Nursing Faculty position:**  We are requesting a full time tenure track faculty position. This position will replace a faculty resignation (effective June 2017) in the specialty area of OB Nursing. This position replacement is required in order to meet the mandates set forth by the Board of Registered Nursing.
* **Nursing Faculty position:**  We are requesting a full time tenure track faculty position. This position will replace a faculty resignation in the specialty area of Psychiatric/Mental Health Nursing. This position replacement is required in order to meet the mandates set forth by the Board of Registered Nursing.
* **Nursing Faculty Position:** We are requesting a full time tenure track faculty positon. This position will replace a faculty resignation/ retirement for the Certified Nursing Program. This position replacement is required in order to meet the mandates set forth by the Department of Human Services.
* **Classified Positon DA II:** This position is currently being paid 50% from GUOO1 and 50% from Grant RP117. In the event the grant is not renewed we need to incorporate the 50% grant cost into the GU001 budget.
* **Classified Positon DA III:** This is a duplicate request of both the Allied Health/Rad Tech and Nursing Programs. We are requesting a DA III full time, 12 month, classified positon to work directly with the RAD Tech, Public Health and Health Information Technology programs. The responsibilities of this position are centered on student services specific to the Allied Health programs, namely RAD Tech, Public Health, and Health Information Technology, thereby allowing the current DA’s to focus on the workload required by the regulatory agencies’ for the individual Nursing programs. This is vital because if one thing is missed in the checkpoints, students may not be able to attend their clinical, progress within their programs, or complete their programs. Also, if details are missed, the program approval may be jeopardized, causing potential interruption in, or closure of programs.
1. **Professional Development:**
2. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.
* Faculty attend the semiannual California Organization of Associate Degree Nursing Program Directors where the Board of Registered Nursing updates and clarifies the state regulations and BRN mandates, presents leadership topics, gives information and updates in regards to legislation, grant funding, and updates in practice and the NCLEX test plan. This information informs the programs goals and function.
1. What professional development opportunities and contributions can your program make to the college in the future?
* Individuals within the department will continue to participate in presentations during flex week, new faculty orientations, student mentoring, college wide career day, transfer day, program open house, and monthly awareness via the Student Health and Wellness Center, and health fairs.
1. **Facilities:**
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?
* Last year we requested class room painting and new carpet which didn’t happen. 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. The outside of the building was washed and painted which is aesthetically appealing.
1. How will your Facilities Request for next year contribute to student success?
* We are requesting painting of the classrooms and carpet replacement in several rooms. The Carpet is unravelling to the point is becoming a safety hazard. Students should have a clean, safe learning environment.

**C. Technology and Equipment:**

Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?

* Student success in the program is interwoven with the use of technology. In the hospital lab courses, data collection is required to be documented in an electronic health record. Students need to experience this type of documentation prior to entering the work force. The program also uses computers in class for proctored testing which prepares the student for taking the NCLEX exam. The purchase of new lap tops last planning cycle has improved the dependability and reliability of the technology and providing students with learning opportunities and skills that will transfer into the workplace.

**How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?**

The department is requesting replacement of faculty computers that are over 5 years old, of which there are four. Up to date technology is essential for the effective instruction.

**Discuss the effectiveness of technology used in your area to meet college strategic goals.**

Multiple measures are involved in the evaluation of the effectiveness of technology used in the program. Examples of the use of technology include but are not limited to YouTube/video clips/free apps specific to NCLEX testing and classroom surveys, online resources, and social media. Faculty examine course grades and student performance along with analyzing course survey and program survey results to determine effectiveness of technology. The analysis has shown that the use of varied technologies has contributed to increased student engagement leading to improves student success.

**D. Budget:** **Explain how your budget justifications will contribute to increased student success for your program.**

The additional funding requested is for the following line items:

* **1100** – No increase requested. Although we are requesting 3 full time tenure track faculty positions for replacement of resigning/retiring faculty, each of these are replacements are for previously budgeted positions. The cost of the Certified Nurse Assistant (CNA) faculty has been paid from the Nursing org. It is thought, in part because this position has co-taught in the VN program, but most recently the faculty has taught only in the CNA program. The CNA course has a MEDS course identifier, and therefore should have a budget line under the Allied Health org. Additionally, there is not a request for an increase due to the fact as new faculty, it is anticipated that they will not be hired at the same step/class at which the other positions are vacated.
* **2412** – Increase line item to $725,000 for Professional Experts due to decreasing dollars in grant funding, and increasing number of students within the programs, requiring increased number of Professional Experts.
* **4310** – Increase line item to $25000.00 due to increasing costs of medical supplies, increase number of program students, and lack of existing grants to support these costs.
* **4313** – Increase to $2000.00 to cover additional programs working within our office, increased number of courses, and faculty, and to cover increasing operational costs for the increasing number of students within each program.
* **5501** – No increase in line item. But anticipate potential increase next budget due to increasing number of students in all programs, particularly the CNA and ADN programs.
* **5810** – Increase line item to $13,000.00 to cover costs of CNA fingerprinting. The CNA program does not meet the CCCO definition of a program, however, their regulations require that fingerprinting costs be covered by the institution and cannot be passed on to the student. In response to the President’s call to increase FTES, this program has increased from one class to five classes annually, totaling 240 students (up from 90 students in the AY 2014/2015). The costs to cover this expense has been taken from Nursing’s budget. These are courses that have a MEDS course identifier and therefore should have a budget line under Allied Health. There isn’t a mechanism to identify and justify changes necessary to operate the CNA program.
* **5820** – No change requested. The department has 3 upcoming program accreditations – RN, VN, and CNA. This will require increased utilization of express/overnight services.
* **5861** – Increase to $500.00 due to increase in operational costs, students, and number of programs served.
* **5690** – Maintenance of simulation equipment (warranties). No increase requested this budget cycle however this cost ($approximately $20,000) is currently covered by grants. This grant funding is decreasing.

**VI. Conclusions and Findings:**

**Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.**

The ADN Program is stronger than ever! This is evidenced by an increased number of students transferring to CSUB by 300%, NCLEX‐RN pass rates greater than

91%, and job placement rates averaging 96%, an increase in on time completion rates, and a decrease in attrition. Also, the CTE core indicator data reported to

the Chancellor’s Office exceeds the benchmarks in the areas of completion and employment.

The ADN Program aligns with the BC Mission, core values, and strategic directions. The College President’s goal to increase FTES has been met by increasing

enrollment by 29.1%. The rigorous and supportive learning environment produces safe, competent entry‐level nurses, who are well prepared to care for patients

in our community, and surrounding areas. The BC ADN Program has been recognized by the BRN as a role model for other Programs. Success of the Program is

attributed to the hard working faculty and staff. Maintaining this success will require several things:

* Hiring an additional DA III is critical necessary due to the addition of the new programs and the expansion of existing programs in order to meet each of the six 6 individual overriding regulatory agency requirements and the requirements of the multitude of clinical facilities. The additional programs and their students and faculty, coupled with our current growth in the established programs has created a high demand for office support.
* To maintain compliance with the BRN, the two (2) vacated nursing faculty positions must be filled by qualified candidates to ensure program continuance.
* To maintain compliance with the Department of Human Services the CNA faculty position must be filled by a qualified candidate to ensure program continuance.

**VII. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

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

[x]  Curricular Review Form **(Instructional Programs Required)**

[x]  [Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

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

[ ]  Professional Development Form [x]  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview) [x]  [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

[x]  Other: Equipment