

Bakersfield College

Program Review – Annual Update

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

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|--|---|--|
| <input checked="" type="checkbox"/> Faculty Request Form | <input checked="" type="checkbox"/> Classified Request Form | <input checked="" type="checkbox"/> Budget Change Request Form |
| <input checked="" type="checkbox"/> ISIT Form | <input checked="" type="checkbox"/> M & O Form | <input checked="" type="checkbox"/> Best Practices Form (Required) |
| <input type="checkbox"/> Other: _____ | | |

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 mission of Bakersfield College

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: Career and Technical Education

The RN program meets the core mission of CTE 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. Using a scale from 1-5 with 1 being low demand, 3 being balanced, 5 being high demand, **regional** surveys of Chief Nursing Executives indicates a ranking of 3.07. It must be noted that Kern County is included with Santa Barbara Monterrey and SLO, meaning our ranking is probably slightly lower. (Data extracted from <http://futurehealth.ucsf.edu/supplydemand/dashboard.html>)

Support for Strategic Initiative: Student Success

The RN Program fosters a teaching and learning environment that is conducive to student academic and/or career success and achievement. The ongoing assessment of program outcomes has led to the development of an early identification of at risk student process with individualized remediation plans to assist the underprepared student. These strategies have improved our National Council Licensure Exam (NCLEX-RN) pass rates for first time takers as well as improved overall retention.

Degrees and Certificates: List the degrees and/or Certificates of Achievement awarded by the program, if applicable.

- Associate in Science Degree, Nursing

II. Program Assessment:

- a. How did your outcomes assessment results inform your program planning?

Assessment of our program outcomes are summarized in the following table.

Program Learning Outcome	Evaluation of results and action plan
Student performance on state licensure (NCLEX-RN) examination will be at or above 95% for first time test takers.	<p><u>Evaluation:</u> Our annual pass rates have increased from 93% to 97% deeming our program successful.</p> <p><u>Plan:</u> Continue identified strategies that have increased student success (student success coach, utilization of online resources (ATI) early identification of at risk student with the development of learning contract).</p>
Program completion rate will improve by 5-10%	<p><u>Evaluation:</u> The number of students who complete the program in 4 semesters is at 74%. This has improved from 67% in 2010/11 to 74% in 2011/12. (Sourced from the Board of Registered Nursing annual report). The program would like to see a higher on time completion rate. <u>Plan:</u> To improve the on time completion rate, the program faculty are committed to implementing strategies that improve student success (using the early alert/early identification for struggling students, enhance the use of online remediation, 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.</p>
Student results on the program exit exam (which is a predictor of student success on the licensure exam) will be at or above 93% probability of success.	<p><u>Evaluation:</u> The predictor results indicate that 49/58 of our students have a 93% or greater probability of being successful on the licensure exam. <u>Plan:</u> Evaluation of exit exam results is twofold: 1) it provides information regarding topics in the curriculum that should be strengthened. This drives our curriculum evaluation and revision. 2) It identifies areas where the student needs to review/remediate prior to taking the licensure exam. This will increase the probability of success on the licensure exam.</p>

- b. How did your outcomes assessment results inform your resource requests this year?

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. 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. In addition, due to the increased need for online testing, as well as need for simulated concept/case studies the department will be asking for the development of LA107c to a thin lab – grant funding will be utilized. Another integral part of our student success is the faculty. We have had several resignations and will be requesting replacement faculty. Lastly, improving on our time completion rate will require continued use of success strategies (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, we will be asking for institutionalization of the educational advisor.

- c. Note any significant changes in your program's strengths since last year.

In April 2012, the NCLEX test plan and passing standard changed making the exam more difficult. Despite the increased difficulty of the exam, our NCLEX pass rates increased from 93% (2011/12) to 97% (2012/13) for first time test takers.

- d. Note any significant changes in your program's weaknesses since last year.

In 2012/13, we had 2 outcomes that we did not assess: student satisfaction (surveys) and employer satisfaction (surveys). The results of these surveys provide assessment data regarding student satisfaction with the program and employer satisfaction with our graduates. This information would inform our planning in the subsequent year.

- e. If applicable, describe any unplanned events that impacted your program.

By summer of 2013, we had 4 FT faculty resign for a variety of reasons with the common theme of seeking a higher wage.

III. Technology and Facilities Analysis

- a. Has your program received new or repurposed technology in this cycle?

The rapidly changing health care environment has negatively impacted the availability of a variety of clinical learning opportunities. Included in these changes is the shift towards increased dependence and utilization of multiple levels of complex technologies in the hospital environment. Employment readiness for the student is dependent on their ability to function in the varied hospital environments, all of which have some mode of technology utilization. The Nursing department has recognized the need to prepare our students to function in these technology grounded environments and has equipped our skills labs with highly specialized technological equipment. This enables the department to provide simulated clinical learning experiences which are vital for student success and employment readiness. New technology that we have received this cycle:

- o Virtual IV arm
- o Nurse's Touch for the C6 cohort (an electronic resource focused on development of soft skills)
- o COW (Computer on Wheels) which contains electronic health record software for students to document their patient care activities
- o Electronic Health Record software.
- o Sim Pad (Remote control for Vital Sims (simulation manikins))

Sustainment of our technology and remaining abreast of new technologies will allow the faculty to continue increase the utilization of technology in the classroom to include but not limited to flipping the classroom, streaming simulations, podcasting, lecture capture, and i-clickers. All of these will improve student success.

- i. If yes, how have you assessed the outcome of the use of that technology and its effectiveness as it relates to student outcomes?

No assessment specific to the new items has yet occurred since some items were purchased late spring semester and utilization of some of the technologies has not yet occurred. Assessment of the newly acquired technology will occur in the AY of 2013/14. Previous use of technology and equipment that mirrors the hospital environment has been successful in improving our student's performance in the clinical setting. 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.

In working towards expanding program goal # 3(Student results on the program exit exam will be at or above 93% probability of success.), the department wishes to equip LA107 C with computers similar to the layout of SS 151 or SE 53. This will facilitate the implementation of administering the online exit exam and other proctored exams. 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.

- ii. If no, what technology could play a contributing factor in future student success and outcomes for your program? How would you evaluate the use of this technology?
- iii. How might other areas use this technology?

Our technology and equipment is discipline specific and would not be useful to other areas.

(NOTE: Technology requests can be made by filling out the [ISIT Request form](#).)

- b. Has your area received any facilities maintenance, repair or updating in this cycle? If yes, how has the outcome contributed to student success?

The department had a minor remodel of our simulation control room and debrief area. The changes enhanced the ability to provided realistic simulation experiences, improving student success during the simulation activity.

(NOTE: Facilities and M&O requests can be submitted by completing the [M&O request form](#))

IV. Trend Data Analysis:

Discuss any significant changes in data trends over the last year using data provided by Institutional Research. Metrics may include the following:

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

In reviewing the data, our male student numbers are trending down. While not a significant change of greater than 5%, we need to continue to monitor this trend. The significance of this trend also impacts our CTE reporting on core indicator 5a and 5b (nontraditional students). Ethnicity data has not changed significantly but the age category of 40 and older has dropped 4% since last year and 8% over the last 5 years. Our student demographics do not mirror the college specifically in the category of gender: the program has a significantly higher percentage of females and a lower percentage of males. Age demographics are similar only in the age group of 20-29 and ethnicity categories are relatively similar except the program is lower for Hispanic and higher for White (which is opposite of the college.) All of these demographic components correlate with the workforce demographic of a Registered Nurse: a thirty something, white female.

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Headcount (duplicated)	2599	2291	2026	1760	1628
sections	77	67	54	49	50
Course enrollment	34	34	38	36	33
FTES/FTEF	14.9	15.1	7.3	6.8	11.5

Our headcount and sections have decreased over the last 5 years during this time, our collaboration with Porterville College ended in Spring 2010 with the last cohort graduating in Fall 2011. The subsequent effect is decreased number of sections, which decreases our FTES/FTEF. The faculty recognizes that productivity at the College expectation of 17.5 is not realistic for our program. The ratio of faculty to student is 1:10 in the clinical setting which keeps us in compliance with the state regulations and mandates from the clinical facilities while at

the same time decreasing our productivity. Although the program productivity is below the college target, the nursing program is very successful in retention and success.

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

	2008-09	2009-10	2010-11	2011-12	2012-13
Retention	94.9%	95%	95.6%	93.3%	96.3%
Success	91.2%	91.7%	89.1%	88.8%	91%

The retention and success rates for the RN Program are excellent and are much higher than the college average of 85% retention and 67.9% success.

d. Degrees and certificates awarded (five-year trend data for each degree and/or certificate awarded)

	2008-09	2009-10	2010-11	2011-12	2012-13
Degrees awarded	158	164	126	140	103

The RN graduate receives an AS degree. The number of degrees awarded has trended down in part due to the completion of the collaboration with Porterville College.

e. Other program-specific data (please specify or attach)

As a measure of support for the core mission of CE, 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.

V. Progress on Program Goals:

List the program's goals from the previous Program Review. For each goal, please discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

Previously Established Goal 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)*

Progress on Goal: Completed: _____ Revised/In Progress on 9/18/13

Comments on Goal 1: The on time completion rate is 74% for 2011/12 and 83% for 2010/11. The Nursing Faculty are committed to improving the on time completion rate. We expect to accomplish this by:

- Continuing to 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.)
- Continuing to make referrals to the success coach and tutors
- Strengthening the terms stated in learning contracts that are developed with the at risk student

Previously Established Goal 2: *To complete a major RN curriculum revision to include leveling of courses and inclusion of topics recommended by the Board of Registered Nursing.*

Progress on Goal: Completed: _____ Revised/In Progress: July 2013

Comments on Goal 2: Progress to date: Faculty has discussed new course sequencing and unit max for the program (keeping in mind the recommended number of transfer units). Faculty have reviewed and adopted curriculum

development software that will facilitate the curriculum revision. The timeline is to have the curriculum revised and in CurricUNET by fall of 2014 for implementation in fall 2015. Prior to fall 2014, the entire pram curriculum must be submitted to the Board of Registered Nursing for approval.

Previously Established Goal 3: *To complete the revision of the clinical evaluation tool for each program course.*

Progress on Goal: Completed: May 2103 Revised: _____

Comments on Goal 3: Although completed, the revised document is being implemented Fall 2013 and will be evaluated in Spring 2014.

Previously Established Goal 4: *To complete Self-study in preparation for Board of Registered Nursing Accreditation Visit in fall 2014.*

Progress on Goal 4: Completed: Revised/In Progress : : 9-18-13 (Date)

Comments on Goal 4: Faculty will meet monthly to work on the self-study. Expected completion 5/2014.

VI. Curricular Review (Instructional Programs only):

- a. List each of the courses offered within the discipline’s academic program in the first column, using one row per course. Place an **X** in the appropriate column to indicate when the course is scheduled for review.

Course	2013-2014 (2019-2020)	2014-2015 (2020-2021)	2015-2016 (2021-2022)	2016-2017 (2022-2023)	2017-2018 (2023-2024)	2018-2019 (2024-2025)
NURS 20	x(SP) **				**	
NURS 21	X (SP)**				**	
NURS 22			**		X	
NURS 23	x(SP)**				**	
NURS 24			**		X	
NURS 25			**		X	
NURS 26	x(SP)**				**	
NURS 27			X **			
NURS 28	x(SP)**				**	
NURS 29	x(SP)**				**	
NURS B70	X (SP)**		**			

**** Indicates anticipated plan for the 2-year cycle of CTE program review. The CTE curriculum review process has not yet been finalized.**

- b. List courses that are proposed for addition.
None
- c. List courses that are proposed for deletion.
None
- d. List any changes the program has made to online/hybrid/distance education courses.
As part of the TAACCT/C6 grant, the NURS B70 course was scheduled in a block schedule pattern. No curricular unit changes were made.

- e. Provide an update on the program's transition to adopting a [Transfer Model Curriculum](#) (AA-T or AS-T), if applicable.

The TMC for Nursing is currently on hold. 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 courses. As part of the curriculum revision, the department is attempting to decrease program units to align with the proposed TMC.

VII. Conclusions and Findings:

Present any conclusions and findings about the program.

In conclusion, the RN program is very successful. Measurements that validate its success include retention and success rates, NCLEX pass rate at 97%, and local employment at 90% or greater. These measures are also validated by the core indicators data that shows the RN program meets or exceeds the state benchmarks in the areas of completion and employment. The program faculty is committed to using strategies that will maintain the program success. The faculty recognizes the need for improvement and is working to develop strategies that will increase student on time completion. In order to sustain, the Program's success it is vital that all technology, M&O, and personnel requests be granted.