

Best Practices Form

Instructions: *Submit this form as a separate attachment with your completed Program Review.* Programs often do something particularly well; usually they have learned through assessment—sometimes trial and error—what solves a problem or makes their programs work so well. These are often called **Best Practices** and can help others. Please share the practices your program has found to be effective. The contact information lets others know whom to contact for more information. This part of Program Review is linked to the Student Success Strategic Goal: “Become an exemplary model of student success by developing and implementing best practices.” For examples of Best Practices visit the [Program Review Committee’s website](#).

Program/Department: _____ Registered Nursing _____ Name of Chair/Director/Manager: ___Jennifer Johnson, Department Chair

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Best Practice(s):

We have a strong internal student success program that has greatly improved our student success in completing the program. Internal data shows that at least 80% of those students involved in the success program complete the program on time. The success program includes student support programs (peer mentoring/tutoring, counseling, campus referrals). We have nursing student tutors and are expanding our pool. The faculty have developed an at risk identification/referral process for students. Once students are identified as being at risk (meaning they score less than an 80% on an exam) they meet with the faculty meeting and are referred to the appropriate entity (campus resources, financial assistance, skills lab/simulation experiences, etc.). We have also added a student success coach (a retired faculty member) who works part time with students on study/testing/reading/note taking/time management skills. This program has grown to the point that 3 faculty have volunteered to assist the success coach. These activities align with our PLO of improving on time completion and with the College Strategic initiative of student success.

Many faculty are incorporating remediation strategies in their course primarily due to the department involvement in the C6 grant. One tenet of the grant is to embed remediation strategies into classroom teaching. Embedding only requires a 10-15 min. introduction of the strategy in a course early in the semester followed by deliberate follow up sessions with the student to assess effectiveness and use of the strategy. In class activities also incorporate these strategies. The success of embedded remediation is due to the collaboration between the academic development department and the nursing faculty. These strategies include using Reading Apprenticeship, using the SQ3R strategy (Survey Questions, Read, Write, Review (3R)), and development of a detailed schedule to include time management and study planning strategies. All of these strategies enhance student learning and understating of content leading to greater student success.

A couple of nursing faculty have flipped the classroom. One faculty member uses CCC Confer to pre-record her lecture content. Students are provided a link to watch the presentation prior to class. Class time is spent doing activities that require application of the content. For example, when presenting the topic of blood gas interpretation, students watch the video and have access to the accompanying PowerPoint. In class, they are divided into groups where they work on a case study that includes blood gas interpretation. The instructor then facilitates the groups as they report out and discuss their findings.