

Bakersfield College 2018-2019

Program Review – Annual Update - Non Instructional

Program Name: Associate Dean of Instructional Programs → Nursing (RN, VN, LVN-RN, 30- Unit Option) and Medical Science Courses (Lifespan, CPR-AHA, Medical Terminology, IV Therapy and Blood Withdrawal, Home Health Aide, Nurse Assistant, CNA).

Program Type (Administrative, Student Affairs, Academic Affairs, Other): **Administrative Services**

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 Associate Dean's (AD) administrative unit is in direct alignment with the Bakersfield College (BC) mission, vision, and core values. It provides continuous, direct administrative and clerical support to all Nursing and Medical Science courses. Operational services for all programs and courses support the College's mission by: ensuring compliance with institutional strategic directions; maintaining a student focused environment; overseeing legal and fair program selection processes so there is no disproportionate impact on any group(s) of our diverse student(s); providing ongoing faculty, staff, and student support in order to foster instructional excellence, efficient and consistent business practices, critical thinking, professional communication, student success, and optimal program outcomes; ensuring the state standards for each individual program/course are in place and upheld; and, maintaining record management.

Program Mission Statement:

The mission of the Associate Dean of Instruction's office is threefold: 1) to enrich the lives of our diverse students, and their families, by providing and supporting highly sought after career paths, degrees, and certificates in nursing and medical sciences that will lead to gainful employment within our community, and support in the smooth transition to universities and the workforce; 2) to support, empower, and cultivate faculty and staff development through effective leadership, professional development opportunities, effective budget administration, efficient operational practices, and open communication; and, 3) maintain the longstanding, well-respected reputations of our BC graduates, and, cultivate and maintain the collaborative community partnerships to maximize community resources and efficiency.

Program Goals:

A. 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. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

1. Program Goal(s): List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

Program Goal(s)	Alignment with Institutional Goals from BC's Strategic Plan	Progress on Goal Achievement	Status Update – Action Plan	Resource Requests
<p>Goal 1. Support major curriculum revision for the ADN Program as it progresses through a full 2 year cycle, and conduct a thorough analysis including trend data upon completion</p>	<p>#1 - Student Learning #2 - Student Progression & Completion #4 - Leadership and Engagement</p>	<p><input checked="" type="checkbox"/> Ongoing</p>	<p>The Board of Registered Nursing (BRN) certified the new curriculum in Fall 2016. The new curriculum began in Fall 2017 and has advanced up through the three of four semesters. After completion of semester four, a thorough analysis of curriculum, student success, on time completion, and attrition will be conducted, and changes will be made accordingly. Will lead department's curriculum committee through analysis.</p>	
<p>Goal 2. Obtain Ongoing Approval by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) for our Vocational Nursing (VN) Program</p> <p>Goal 3. Cultivate and maintain strong community partnerships accomplished by holding a minimum of one annual Advisory Board meeting.</p> <p>Goal 4. Seek CCCCO and BRN approval to execute a new blended combination selection process (Multi-criteria and lottery) for the ADN Program.</p> <p>Goal 5. Strong Workforce Initiative (SWI) Lead Regional & Local Simulation Projects and Co-lead Regional Faculty Recruitment and Retention Grant by: 1) Scheduling and participating in a minimum of 4 meetings per year, with one hosted in BC Sim Lab; and meet work plan goals as outlined in the Project submitted to state.</p>	<p>#1 - Student Learning #2 - Student Progression & Completion #4 - Leadership and Engagement</p> <p>#1 - Student Learning #2 - Student Progression & Completion #4 - Leadership and Engagement</p> <p>#1 - Student Learning #2 - Student Progression & Completion #4 - Leadership and Engagement</p> <p>#1 - Student Learning #3 - Facilities and Technology #4 - Leadership and Engagement</p>	<p><input checked="" type="checkbox"/> Completed</p> <p><input checked="" type="checkbox"/> Completed and <input checked="" type="checkbox"/> Ongoing</p> <p><input checked="" type="checkbox"/> Completed and <input checked="" type="checkbox"/> Ongoing</p> <p><input checked="" type="checkbox"/> Ongoing</p>	<p>On March 13, 2018, the BVNPT rendered full approval of our VN Program for the period of May 14, 2017 to May 13 2021. A certificate was issued to document this approval.</p> <p>Two Advisory meetings were held over the last year in order to share our new curriculum and other programmatic changes and address local workforce concerns/needs. In addition, the Advisory committee formed two subcommittees to address issues with graduate recruitment and the student clinical requirements and the orientation process for individual sites.</p> <p>The CCCCO and BRN Selection Criteria approved our programs new selection process Summer 2017. We used these new criteria when we seated the Fall 2018 cohort. The plan is to: 1) track the students on time completion and attrition rates; 2) compare to previous selection process data to current data; 3) identify and mitigate any disproportionate impact on any group (s) of students.</p> <p>All projects are on target, with year one work plan and budgetary goals met. A seminar was hosted by BC in September 2017. Our final regional educational event is targeted for November 2018. The Faculty and Recruitment/Retention project is also on track. A brochure was designed and distributed to all RNs in the state of California to spark interest in teaching nurses. Additionally, a course was offered to train nurses how to teach.</p>	<p>Need new carpet in office – year 3 request.</p>

B. List new or revised goals (if applicable)

Program Goal -List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

New or Revised Program Goal	Institutional Goals Advanced Upon Completion of Goal	Progress on Goal Achievement	Status Update – Action Plan	Resource Requests																																										
<p>Enrollment Management Increase number of Associate Degrees by 4%; Increase Certificate Completion for Vocational Nurses by 2%; Increase number of Nurse Assistants by a minimum of 25% (by Spring 2019). Also, seek to hire a faculty with Home Health Aide (HHA) experience.</p>	<p>#2 - Student Progression & Completion</p>	<p>In Progress/ Ongoing</p>	<p style="text-align: center;">Trend Data / Baseline Data: Nursing Programs Registered Nursing (RN); Licensed Vocational Nurse (LVN) to RN; Vocational Nursing (VN); Nurse Assistant (NA); Home Health Aide (HHA)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9534f; color: white;"> <th></th> <th>2013-14</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>5 year total</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9d9d9;">AS – RN</td> <td>125</td> <td>134</td> <td>111</td> <td>126</td> <td>120</td> <td>616</td> </tr> <tr> <td style="background-color: #d9d9d9;">CERTIFICATES – VN</td> <td>17</td> <td>20</td> <td>20</td> <td>23</td> <td>TBD</td> <td>TBD</td> </tr> <tr> <td style="background-color: #d9d9d9;">CERTIFICATES – NA</td> <td>17</td> <td>21</td> <td>20</td> <td>23</td> <td>21</td> <td>102</td> </tr> <tr> <td style="background-color: #d9d9d9;">CERTIFICATES – HHA</td> <td>0</td> <td>0</td> <td>0</td> <td>12</td> <td>0</td> <td>12</td> </tr> <tr> <td style="background-color: #d9d9d9;">Total</td> <td>159</td> <td>175</td> <td>151</td> <td>184</td> <td>TBD</td> <td>TBD</td> </tr> </tbody> </table> <p>Apply for additional NA Course with the CDPH. Seek HHA Instructor as outlined by the CDPH so that we may resume HHA certificate program. Advertise for HHA/NA Instructor using the Strong Workforce Regional Faculty Recruitment and Retention Grant monies.</p>		2013-14	2014-15	2015-16	2016-17	2017-18	5 year total	AS – RN	125	134	111	126	120	616	CERTIFICATES – VN	17	20	20	23	TBD	TBD	CERTIFICATES – NA	17	21	20	23	21	102	CERTIFICATES – HHA	0	0	0	12	0	12	Total	159	175	151	184	TBD	TBD	<p>1) Program Manager beginning Spring 2019 (based on BRN increased enrollment approval) to assist with and ensure compliance with regulation and program directives. Additionally to assist with multiple grant management. 2) FT Faculty Fall 2019 – required to accommodate for increased number of students.</p>
	2013-14	2014-15	2015-16	2016-17	2017-18	5 year total																																								
AS – RN	125	134	111	126	120	616																																								
CERTIFICATES – VN	17	20	20	23	TBD	TBD																																								
CERTIFICATES – NA	17	21	20	23	21	102																																								
CERTIFICATES – HHA	0	0	0	12	0	12																																								
Total	159	175	151	184	TBD	TBD																																								
<p>BSN Transfers to Universities Increase number of Associate Degree transferring to CSUB and/or other universities</p> <p>Establish at least one partnership/articulation agreement with an online university that is 1) competitive in cost to CSUB, will allow students to complete in as little as 6 months and no more than 1 year.</p>	<p>#2 - Student Progression & Completion</p>	<p>In progress</p>	<p style="text-align: center;">Trend Data/Baseline Data: BC's ADN Transferred to CSUB</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9534f; color: white;"> <th></th> <th>AY 2016/17</th> <th>AY 2017/18</th> <th>AY 2018/19</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9d9d9;">Applicants applied</td> <td>39</td> <td>34</td> <td>17</td> </tr> <tr> <td style="background-color: #d9d9d9;">Applicants accepted</td> <td>26</td> <td>27</td> <td>17</td> </tr> <tr> <td style="background-color: #d9d9d9;">Acceptance Rate</td> <td>26%</td> <td>48%</td> <td>100%</td> </tr> </tbody> </table> <p>In progress negotiating with University of Phoenix and Grand Canyon University for a seamless, accelerated transfer for our ADN students to obtain their BSN.</p>		AY 2016/17	AY 2017/18	AY 2018/19	Applicants applied	39	34	17	Applicants accepted	26	27	17	Acceptance Rate	26%	48%	100%	<p>1) Program Manager beginning Spring 2019 (based on BRN increased enrollment approval) to assist with and ensure tracking criteria to meet transfer courses (Cohort) and compliance with regulations and program directives.</p>																										
	AY 2016/17	AY 2017/18	AY 2018/19																																											
Applicants applied	39	34	17																																											
Applicants accepted	26	27	17																																											
Acceptance Rate	26%	48%	100%																																											

New or Revised Program Goal	Institutional Goals Advanced Upon Completion of Goal	Progress on Goal Achievement	Status Update – Action Plan	Resource Requests																
<p>Grant Management Manage and monitor budgets to ensure regulation compliance with grant/projects sources. Control and authorize expenditures according to stated work plan</p>	<p>#1 - Student Learning #2 - Student Progression & Completion #4 - Leadership and Engagement</p>	<p>Ongoing</p>	<p>Prepared detailed budget for College, Grants, and Projects in which I oversee Analyzed and identified budget to actual variances and worked closely with both BC and District Finance and Administrative Services personnel. (Gu001; CCCC Grant, SWI-Regional Simulation; SWI- Local Simulation; SWI-Regional Faculty Recruitment and Retention; Hospital Council Grant).</p>	<p>Program Manager – as enrollments increase so will the need for resources to maintain program sustainability. To accomplish this, the department will need budget assistance and management to track mandated data.</p>																
<p>Program On Time Completion (OTC) rates: Improve OTC rate to be greater than or equal to 90% in the ADN and 85% in VN programs</p>	<p>#1 - Student Learning #2 - Student Progression & Completion</p>	<p>Ongoing</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">Trend Data: BC's OTC Rates for Nursing Programs</th> </tr> <tr> <th></th> <th style="background-color: #800000; color: white;">AY 2015/16</th> <th style="background-color: #800000; color: white;">AY 2016/17</th> <th style="background-color: #800000; color: white;">AY 2017/18</th> </tr> </thead> <tbody> <tr> <td style="background-color: #cccccc;">ADN OTC rates (%)</td> <td style="text-align: center;">85</td> <td style="text-align: center;">88</td> <td style="text-align: center;">72</td> </tr> <tr> <td style="background-color: #cccccc;">VN OTC rates (%)</td> <td style="text-align: center;">73</td> <td style="text-align: center;">77</td> <td style="text-align: center;">TBD</td> </tr> </tbody> </table> <p>Success Coach/Mentor -- have hired a part time RN to serve as Success Coach/Mentor to meet CCCC grant requirement and student's needs. Reviewed and refined Early Identification and Early Remediation Plan. Working on increasing number of student tutors.</p>	Trend Data: BC's OTC Rates for Nursing Programs					AY 2015/16	AY 2016/17	AY 2017/18	ADN OTC rates (%)	85	88	72	VN OTC rates (%)	73	77	TBD	<p>Success Coach/Mentor</p>
Trend Data: BC's OTC Rates for Nursing Programs																				
	AY 2015/16	AY 2016/17	AY 2017/18																	
ADN OTC rates (%)	85	88	72																	
VN OTC rates (%)	73	77	TBD																	
<p>Maintain and cultivate strong community partnerships by actively participating in the Health Community Alliance Initiative, and Advisory Board meetings a minimum of</p>	<p>#1 - Student Learning #2 - Student Progression & Completion #3 - Facilities and Technology #4 - Leadership and Engagement</p>	<p>Ongoing</p>	<p>Ground floor planning, organizing, budgeting, collaborating and actively participating in the Health Community Alliance Initiative. Continue to work on steps for realizing a state of art, fully accredited, multidisciplinary simulation center. Working with industry partners seeking support for increase generic RN and LVN-RN nursing program enrollments numbers</p>																	
<p>By Summer 2019, identify subpopulations showing performance gaps and variables contributing to OTC, retention, attrition rates, and, first time pass rates on national exams.</p>	<p>#2 - Student Progression & Completion #4 - Leadership and Engagement</p>	<p>Ongoing</p>	<p>Work with Assessment Technology Institutes Delphi Project and Bakersfield College's IRT to disaggregate data for nursing programs. Analyze and trend achievement data and implement strategies to mitigate problem areas. Report to CCCC, faculty, and industry partners at advisory meeting.</p>	<p>Program Manager</p>																

Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time).

Report on any Unexpected Changes or Challenges that Program(s) Encountered this Cycle

A. Challenge – Need for increased enrollment in Nursing Programs

1. From Fall 2015 to Fall 2018 the number of ADN applications has increased over 200% (see chart below), and is continuing to grow.
2. The Community’s Call for Increased Enrollment Numbers to fill nursing vacancy rates is creating a higher unit demand and unmanageable workload to meet the regulatory guidelines.

Trend Data: BC’s Nursing Program Application and Acceptance Rates

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018
Number of Eligible ADN Applications	206	319	264	285	362	375	408
Number of ADN Students Enrolled in Cohort	70	67	58	59	68	68	68
Number of LVN to ADN Applications		91		59		88	
Number of Students Enrolled in LVN - ADN	-		34		11		11

In efforts to meet the high demand of nurses in our community, and the need for an increase in supply of nurses to offset the forecasted shortage, the programs have to increase their enrollment numbers. This increase has, and will continue to contribute to an unsustainable workload for the unit if help is not allowed/approved. This will ultimately result in mandatory decrease in enrollment numbers in order to maintain the high caliber BC Nursing Programs and graduates the Community recognizes. This has increased number of program students has increased the office workload by nearly 400%, primarily due to record management required by the state of California, faculty and student support, and will continue to rise as we grow.

The LVN-ADN data shows a marked decrease in the number of student’s enrolled beginning in the Fall 2017. This is the time when the Cero Coso chose to stop participating in the distance education program. Therefore, the BRN required us to go back to the original number of seats approved before the distance education program was added. I am in the process of seeking approval to expand the number of seats to accommodate the interest (increased applications).

B. Challenge - Grants Management

Currently the unit administrator is responsible for overseeing multiple grants and budgets. This is very time consuming due to learning curve associated with grant writing, grant management reporting, and tracking. As the number of grants and reporting required increases the need for a program manager is apparent to ensure all required documents and mandates are met.

1. How does your trend data (or other data your area collects) impact your decision making process for your program?

Data is a key component of program success, and therefore is used heavily to guide decision for my unit. My unit tracks multiple data points such as: on time completion and attrition rates, NCLEX pass rates, and job placement each semester and annually. This trend data is reported to the Boards of Nursing (BON) annually, as continuing approval is reliant upon passing standards of minimal of 75% for each program.

Additionally, the results of trend data allows us to monitor and mitigate any problem areas within our curriculum. This is particularly important since we are implementing our new curriculum.

The programs do track job placement rates, which run between 95- 100% for our nursing graduates. The breakdown as to where they are employed have not been consistently tracked, however this is a goal for the next cycle.

Trend Data: On Time Pass Rates, Attrition, and First time NCLEX-RN Pass Rates ADN Program				
	AY 2014/15	AY 2015/16	AY 2016/17	AY 2017/18
On time Completion	79.%	77.4%	80.8%	TBD
Attrition Rate	12.1%	8.5%	9.5%	TBD
First time NCLEX- RN Pass Rates	91.13%	91.30%	91.35%	96.27%

2. Evidence of Program Dialog of data

- If you have had time to review and discuss your program’s data with members of your department, attach documentation of your discussion. Documentation can come in the form of minutes from meetings or retreats, email dialog or any other ways that show substantive discussion.

Programs data is discussed throughout the year in RN and VN meetings as the results are posted from the BON. The Director sends out an email to the Faculty within the respective programs ahead of time.

3. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle? (See

The average age of our students has consistently been in the 20-29 age group. However, we have seen a consistent increase in the 19 and younger age group. Most likely this change reflects outreach efforts with our high school students as we work to assist students to enter the path earlier and complete their educational plans.

Trend Data: AGE for ADN Nursing Programs			
	AY 2015/16	AY 2016/17	AY 2017/18
19 years and younger	9%	15%	19%
20 – 29 years old	63%	58%	56%
30 – 39 years old	20%	19%	20%
40 years and older	8%	8%	5%

The ethnic group of Hispanic/Latino continues to increase, which is consistent with the Colleges student population and community population findings. The White ethnic group continues to decline, also consistent with population data. The Asians/Filipino/Pacific Islanders (program students range from 9-12%, compared to 5% of Collegewide) have a greater representation in the RN program when compared to the College findings, whereas the African American students have less representation (program students range for 2-4% compared to 5% of Collegewide). The larger number of Asians/Filipino nursing students is consistent with findings throughout the United States in the nursing profession. Historically, there are reasons attributing to these large numbers, including the migration to US largely based on economics – nurses can make a comfortable living, but also culturally caring for the sick is deeply ingrained in the Filipino culture . Additionally, due to the nursing shortage, hospitals have historically recruited heavily in the Philippines to fill their vacancies.

Trend Data: ETHNICITY for ADN Nursing Programs			
	AY 2015/16	AY 2016/17	AY 2017/18
Whites	30%	26%	23%
Hispanics/Latino	54%	56%	64%

In summary, our students are largely female, age 20-29, and Hispanic/Latino. This remains unchanged. 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.

4. Equity gaps

- Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#).

Trend Data: Gender for ADN Nursing Programs			
	AY 2015/16	AY 2016/17	AY 2017/18
Males	12%	12%	15%
Females	88%	87%	84%

Overall, *performance* amongst the demographic groups does not have a glaring difference. However, the program has not analyzed this data thoroughly, but definitely we will begin tracking this.

5. Please describe any recent achievements of members of your area who have won awards or distinctions, new projects your area has implemented, professional development work, professional conference presentations or recently published work.

- a. The CCCCO recognized our RN and VN Programs as Strong Workforce Stars for our VN and RN Programs. Specific recognitions included: the RN Program as a Gold Star recipient for 226% increase in earnings, 87% of students attained the regional living wage and 97% of students are employed in a job similar to their field of study. Our VN program was recognized as a Silver Star for a 113% increase in earnings and 67% of students attained the regional living wage.
- b. Our VN program was granted Continuing Approval for 4 years.
- c. Two faculty, Leah Elliott and Shae Flores earned their MSN.
- d. Leah Elliott, a faculty, has been nationally recognized by Dignity Health's Hello Human Kindness Steward Award.
- e. Director Carla Gard, was nominated as RN of the Year in Education/Academia
- f. We are in year 2 of participating in the Strong Workforce Regional and Local Grants including Simulation and Faculty Recruitment and Retention. Through these projects we have been able to update/modernized our skills lab and simulation arena, produced an educational course for nurse educators, and recruit nurse faculty.
- g. Dianthe Hoffman, nursing faculty, was instrumental with new online Assessment process.

6. The college has embarked on significant efforts such as Guided Pathways, affinity groups and completion coaching communities to improve the success and completion rates of our students. Please describe what your program/department/office is doing to contribute to these efforts.

Update Health Sciences Pathway website, incorporating video clips for our pathway, added biographies and pictures. At each outreach event we highlight all programs in our pathway. We completed and are waiting for a brochure. Ensuring that get on the path thru outreach events, hold pre-program workshops to ensure their major is accurate, make sure they are staying on their path by having touch points by way of advising and counseling and blast email correspondence. The Associate Dean, Educational Advisor and Counselor are all attending Starfish and Cognos course. We are holding biweekly Pathway meetings to ensure the Health Sciences Pathway is clear and encouraging suggestions potential concerns.

7. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.

N/A

Assessment Report - Annual Update –

SEE Workplan and Accomplishments 2017 2018 Attachment

- A. List your Administrative Unit Outcomes (AUOs)
- B. How did your outcomes results inform your program planning?
- C. How do the Administrative Unit Outcomes align with Institutional Learning Outcomes?

Analysis of Received Resources from Previous Cycle

Discuss the type of resources you received and their Impact on program effectiveness?

Facilities:

If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.

1: Space Allocation

2: Renovation – our skills lab and MS 156 were painted. And, MS 156 was recarpeted. Anesthetically, it has improved the overall environment. The learning environment is now consistent with the professional arenas in which we role model.

3: Furniture

4: Other - We still need carpet in our office – this is year 4 for request.

5: Beyond Routine Maintenance

Technology:

If your program received technology (audio/visual – projectors, TV's, document cameras) and computers, how does the technology impact your program and help contribute to student success?

1: Replacement Technology

2: New Technology

3: Software

4: Other _____

Other Equipment

If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.

Conclusion:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program's current circumstances and needs. Consider this a snapshot of your program if someone were to only read this portion of your annual program review.

A Synopsis of our Program's Current Circumstances and Needs

