

Bakersfield College

Program Review – Annual Update

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

Program Type: Instructional Student Affairs Administrative Service Other

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 Public Health Sciences programs, and to each Medical Science course. 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 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, public health sciences, and medical sciences that will lead to gainful employment within our community, and aide 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 positive community reputation of our BC graduates, and build and maintain strong, collaborative community partnerships to maximize community resources and efficiency.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two.
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

Progress on 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.

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)	Status Update – Action Plan
1. Support major curriculum revision for the ADN Program with an anticipated start date of Fall 2017.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input checked="" type="checkbox"/> Completed: Fall 2016 (Date) <input type="checkbox"/> Revised: _____ (Date) <input type="checkbox"/> Ongoing: _____ (Date)	<p>The curriculum revision was completed and certified by the Board of Registered Nursing (BRN) in Fall 2016. The faculty were completely engaged in the process. The first courses of the new curriculum were scheduled in Fall 17.</p>
2. Stabilize department supportive staff	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date)	<p>At this point, all departmental support staff have been filled. This AY we filled one DA II, one DA III, and one Educational Advisor. This young staff is in process of learning their new roles in this very demanding setting, which has created some challenges in workplace, workload, and program efficiency.</p>
3. Support VN Accreditation	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input checked="" type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input checked="" type="checkbox"/> Completed: Document was completed Summer 2017 <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: Approval pending.	<p>The VN accreditation was completed, but Board of Vocational and Psychiatric Technicians approval is pending.</p>
4. Cultivate and maintain strong community partnerships.	<input type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date)	<p>Community relationships and input are necessary to ensure that our graduates are prepared for the local workforce needs. The department administrator and the leadership team actively participate in the community advisory board, fostering effective working relationships with community partners and promoting job placement for graduates.</p>

B. List new or revised goals (if applicable)

New/Replacement Program Goal	Which institutional goals will be advanced upon completion of this goal? (select all that apply)	Status Update – Action Plan
1. Seek CCCC and BRN approval to execute a new selection process (Multi-criteria) for the ADN Program	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	Selection Criteria was outlined, after a retrospective analysis was completed. The Criteria was sent to the both the CCCC and the BRN and approval was obtained. The program is on target to implement this new selection process Spring 2018.
2. SWI grants: Effectively Lead Regional Simulation grant Co-lead Regional faculty recruitment and retention grant.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input checked="" type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<p>The Simulation Grant is on target to meet its goals and budgetary targets. It has been highly collaborative with the 4 college participants. Each school will be hosting an event at their college for all partners, with a final culminating regional educational event with a national speaker to be presented in 2018.</p> <p>The Faculty and Recruitment and Retention project is a little bit slower moving. We were able to develop a course to train new nurse educators over the summer (a BVNPT requirement). We had 11 students enroll initially. The current project is focused around CNA and HHA faculty and programs, in that the goal is to increase the number of offered courses to meet the BLS projected demand of 80%.</p>
3. Cultivate and maintain strong community partnerships, including general advisory board and subcommittees.	<input type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	Although this is an ongoing goal in general, it has now been expanded to include subcommittees of the advisory board to include the education personnel and the human resources staff. This has been invaluable as it has provided an opportunity for the hospitals/ clinics and schools to align their resources and create smooth transitions for all parties.

Best Practices:

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.

Some best practices our programs have found effective include:

1. Orientations and intaking events, particularly for pre nursing and program students.
2. Mock interview panels and job connection fairs.

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).

1. Please report on any unexpected changes or challenges that your program encountered this cycle:

A. Increased programs growth and complexity leading to higher unit demand.

In efforts to meet the high demand of nurses in our community, and the nursing shortage in general, in addition to responding to a call to meet an increase in College FTES, our department has expand in nearly all programs and courses. 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.

B. Unit staffing and level of experience challenges

While expanding the programs, the nursing unit has undergone a complete transition in faculty and administration simultaneously. This unfortunately created a huge learning curve for all involved, and led to a highly challenging transition period for the entire workforce. This filling of the positions was further complicated by the slowness of the College's hiring processes, creating an unnecessary burden on the existing staff to carry the extra work load longer than necessary.

C. Grant Management

Currently the unit administrator is responsible for overseeing the Enrollment Growth Grant, leading the SWI Simulation Grant, and co-leading the SWI Recruitment and Retention Grant. This has been very time consuming due to learning curve associated with grant writing, grant management and reporting. However, the efforts have been well worth the time investment. The department was able to purchase a medication dispensing machine, an essential clinical piece of equipment beneficial to all programs, in addition to other laboratory for our students.

2. How does your trend data impact your decision making process for your program?

Trend data is used heavily to guide decision for my unit. For example, evaluating the trend data shows a marked increase in enrollment numbers, without the corresponding increase in support staff. This coupled with the inexperienced staff and the complexity of the workload associated with maintaining compliance with our community partners and state a real challenge. I am very concerned that I may need to decrease enrollment numbers to effectively manage program and hospital compliance requirements with the number of staff afforded. (I have requested for an additional DA III position for the last 2 years) Also, a reduction in enrollments will to allow time for the new staff to acclimate to their positions and workload.

The ADN program is currently receiving between 400-500 applications per semester. We have been able to increase RN enrollments from 50 to 68 students per semester. Additionally, we are restarting the RN Extern program per the request of our community partners to aide in the transition graduates to effective employees, which will also increase FTES.

The LVN –RN Program currently has been decreased to 10 students per fall semester subsequent to the closing of our distant education program in Cerro Coso. The goal is to increase the number of LVN-RN students by 14 annually to meet student demand and the community’s needs.

The VN program continues to enroll 30 students per fall semester. The goal is to increase this number to 36 students in 2019 for the aforementioned reasons.

The CNA program is currently enrolling a total of 8 classes, during the spring and fall semesters, and 1 during the summer. The increase in course offered is in direct response to requirement of VN students to hold an active CNA certificate. We are no longer able to offer the Home Health Aide program due to lack of a specifically credentialed instructor.

Public Health Sciences course are expanding, with the development of intern track to the UCLA campus.

Trend data also supports increasing the enrollment numbers for nurses, CNA’s, and HHA’s in the Central Valley.

3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses?

N/A

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

N/A

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
<p>Positions: <i>Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.</i></p>	<input checked="" type="checkbox"/> 1: Classified Staff <input checked="" type="checkbox"/> 2: Faculty	<p>Two FT positions were filled to utilize in both the VN and RN programs – one for our Obstetrical Nursing specialty position, and the other for medical surgical position. These positions are required to maintain our program and the Board of Nursing mandates. Both faculty are acclimating well to their positions.</p> <p>Additionally, we have filled a DA III, DAII, and an Academic Advisor position. These positions are vital to the operational side of all programs and courses. The learning curve for the employees has been extremely steep. This is primarily due to the uniqueness of the individual programs, the specific program requirements mandated by the state, coupled with the high volume of students seen daily within our department, and learning new job skill sets.</p> <p>This significant turnover has created many challenges in program effectiveness, specifically on the operational side of the house. Staff are overwhelmed as they are learning their new roles, work is not as timely, and mistakes have been made. With the massive turnover, staff was not the only thing lost, but also the department lost experience. This lack of experience with program specific requirements has been the number one impedance in job performance.</p>
<p>Professional Development: <i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</i></p>	<input checked="" type="checkbox"/> 1: Provided Professional Development <input checked="" type="checkbox"/> 2: Attended Professional Development	<p>With the use of VTEA funds all faculty were sent to NCLEX Item writing course sponsored by HWI. This was very beneficial for faculty to stay compliant with item writing and NCSBN Blue Print alignment.</p>
<p>Facilities: <i>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.</i></p>	<input type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input checked="" type="checkbox"/> 4: Other Painting and carpeting <input type="checkbox"/> 5: Beyond Routine Maintenance	<p>In summer of 2016, the skills lab and 2 classrooms were painted. Additionally, the carpet in room MS 54 was replaced.</p> <p>The environment is now clean and has a more intellectual aesthetic fit for an academic institution. The carpet reduces the risk for reliability for trips, slips, and falls.</p>

<p>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?</p>	<p><input checked="" type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____</p>	<p>There were two obsolete laptop computers at the Weill which had to be retired. IT was able to replace the laptops with more current desktops. The computers are a vital component of instruction which allow the instructors to utilize various forms of programs, i.e. PPT, Excel, and YouTube.</p>
<p>Resource Request</p>		<p>Discuss How Effective Request is for Student Success?</p>
<p>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.</p>	<p><input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____</p>	<p>N/A</p>
<p>Budget: Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)</p>		<p>My General Fund justifications allowed to increase the number of Clinical Teaching Assistants which have proved an invaluable assets to our programs to aide in the transfer of our curriculum to the clinical setting. Additionally, this increase has allowed for our programs to increase in number of students in the ADN and CNA programs specifically.</p>

Conclusions & Snapshot:

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.

The Associate Dean’s administrative unit is focused on advancing the strategic directions of the College, in addition to creating opportunities for students to achieve learning outcomes (SLOs, PLOs, and ILOs), increase their employability and vastly contribute to the overall well-being of our community. I strongly believe that the overall effectiveness, functioning, and success of my unit would be markedly improved by being able to receive the additional funding to support a DA III. All programs are at their historically highest capacity for student enrollments. Despite this overall increase, support staff has actually decreased. – both in number and level of support. This additional position is vital to the continued support and maintenance of the increased enrollment numbers in our programs.