Ohlone College
Program Review Report

- **Program Description and Scope:**
  1. **Program Review Title:** Nursing Program Review
  2. **Academic year:** 2012/2013
  3. **Review Type:** Instructional Disciplines
  4. **Program/Departments:** Nursing (12001)
  5. **Authority Code:** 43-Dean, Health & Environmental Sciences
  6. **External Regulations:** Yes X No

  **Describe:**
  Accredited by the BRN and NLNAC

  **Provide a brief narrative that describes the instructional program/discipline.**

  The Ohlone College Nursing Program is a two-year community college program, offering educational experiences beyond high school. With an open enrollment, students come from not only Fremont, Union City and Newark, but from surrounding cities and counties as well. With high unemployment rate from the recession and predicted nursing shortage in the near future, the number of applicants to the nursing program has remained high.

  The nursing program is designed to be completed in two years (four semesters) of full-time study. No part-time option is available. All theory classes are conducted on the Newark campus. The program does not offer distance education. A student will complete (39) thirty nine nursing units. The program prerequisites consist of anatomy, physiology, microbiology, English, intermediate algebra, developmental psychology across the lifespan, nutrition and speech. Each student must adhere to a student education plan (SEP).

  The nursing program is accredited by both the California Board of Registered Nursing (BRN) and the National League of Nursing Accrediting Commission. The program was initially accredited by NLNAC in 1978 and has been fully accredited for each eight-year cycle since 1978. The last NLNAC visit occurred in the Fall semester, 2010 and the program once again had been found to be in compliance with all the required standards for continued accreditation. The next NLNAC accreditation visit is scheduled for 2018.

  The California Board of Registered Nursing (BRN) recently completed its continuing approval visit. The program was found to be in full compliance with all the California Codes and Regulations. However, the Board issued four recommendations to further strengthen the program:

  a. Continue to ensure that the faculty is adequate in type and number to develop and implement the program and to meet program objectives.
  b. Develop and implement a policy for content expert roles, responsibilities and qualifications consistent with the BRN definition and requirements.
  c. Maintain a written system for verifying that RN preceptors hold an active,
clear RN license.

d. Review and modify all agency/facility contracts to ensure that all six elements of the regulation are addressed and develop a system to verify inclusion of all elements as contracts are renewed. Ensure that agreements for each healthcare system list all facilities utilized by the program.

The program's response to the above recommendations will be sent before the end of November, 2012. Despite the recommendations, our Nursing Education Consultant is recommending continuing approval of our program in the next meeting of the Education and Licensing Committee in January, 2013.

The BRN has changed the frequency of continuing program approval visits from every 8 to every 5 years. The next BRN visit will occur in Fall 2017.

8. Describe how the program specifically serves students, faculty and staff.

The purpose of the nursing program at Ohlone College is to prepare beginning practitioners who will function in the common domain of registered nurse practice after licensure. Nursing program graduates are prepared to care for a group of patients within a variety of structured health care settings, to collaborate with other health professionals, and to carry out independent, dependent, and interdependent nursing measures. Graduates are also prepared to continue learning through experience and education. In addition, the graduate is expected to participate in the development of the profession through engagement in the mentoring role and through affiliation with professional organizations. The faculty supports education and practice in nursing at multiple levels. The faculty recognizes that the scope of practice for all levels of nursing is influenced by a variety of factors, both within and external to the nursing profession. Clinical experiences are selected to expose students to diverse socio-economic populations, diverse multi-cultural and high-risk populations, and management of patients from birth to death.

9. Describe how the program addresses current needs and applies current technologies.

The role of the nurse has become increasingly diversified, requiring the registered nurse to possess an ability to critically think, supervise and manage the care of increasingly complex patient populations and to access information from a variety of technical communication systems. Patient care areas are suffused with technology, from the bedside IV pumps and ventilators keeping the patient alive to monitoring and caring for the patient from a remote site. Students are expected to access patient’s electronic medical record to obtain data necessary for providing patient care, administer medications using the bar code system, and to document assessments and other patient information. To prepare students in the use of technology in the health care settings, the nursing faculty utilize technology in the classroom. All classes are web-enhanced. Blackboard is used in all courses, from posting syllabi, submission of assignments to online testing. Discussion boards are utilized to discuss relevant topics to the course. Simulation scenarios leveled to each course are done using 3G Sim Man, the highest fidelity manikin at this time.
The program maintains the curriculum current and relevant by integrating new national initiatives such as Quality and Safety in Nursing Education (QSEN) concepts. QSEN focuses on integrating into the curriculum six identified competencies—patient-centered care, teamwork and collaboration, quality improvement, evidence-based practice, safety and informatics. These competencies are deemed necessary for pre-licensure students with the overall goal of reducing medical errors and promoting patient safety. Three of the nursing faculty are QSEN champions and have worked collaboratively with the rest of the nursing faculty in integrating QSEN in theory and clinical practice.

10. **Discuss the impact of the program on the college and/or other programs.**

The nursing program has a close alliance with the designated Health Science counselor who participates in nursing orientation, mandatory nursing evaluation of transcripts of applicants to the program, admission process and graduation checks. The Student Health Center works closely with the Nursing Program to assist the students in meeting clinical compliance requirements. The mental health counselor and life coach offers counseling to many students on an as needed basis. Evaluation of students for learning disability is coordinated with DSPS and accommodations are provided as necessary. Information technology works closely with the Nursing Program to provide support for computerized testing and the simulation laboratory. ECampus provides training and support for nursing’s web-enhanced classes on Blackboard. The nursing department believes in collaborative learning. Simulation scenarios have been created that include working with the students in the respiratory therapist program and theater department, simulating real life work environment.

11. **Discuss the impact of the program on the community and the impact of the community on the program.**

The global economic recession continues to adversely affect the hiring of Ohlone graduates. Many or our clinical partners continue to curtail new graduate training programs leaving many new graduates unemployed for a number of months before they can find a job. Hiring is still occurring although at a much slower pace. A few graduates have moved to other regions of California or to other states to find employment opportunities there. A few others decided to wait it out by going back to school to finish their baccalaureate degree. Now on its fourth year, the California State University, East Bay-Ohlone, Chabot, Los Medanos and Contra Costa College collaborative has produced more than 100 baccalaureate-prepared registered nurses.


The program has a Nursing Advisory Committee comprised of representatives from each hospital with which the Nursing Program has an affiliation agreement. The committee meets annually and an overview of the program and any interim changes, along with student statistics, are presented to the committee. Input from the participants is used to make program changes.

The program continues to respond to the needs of the community. The student nursing club, Nursing Students of Ohlone College (NSOC), participates in weekly blood pressure monitoring of seniors at the Newark Senior Center. They recently participated in the health fair and flu clinic sponsored by the Newark Senior Center. In the month of October, NSOC raised money for the American Cancer Society by participating in the Breast Cancer Walk.

Seven students attended the California Nursing Students Association (CNSA) convention in Irvine, California in October, 2012. One of the students was elected Secretary-Treasurer of the organization for this year.

**College Mission**

1. **Mission Statement**
The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

2. Vision Statement
Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

3. Core Values, Goals & Objectives:

   College Core Values
   - We provide life-long learning opportunities for students, college personnel and the community.
   - We open access to higher education and actively reach out to under-served populations.
   - We promote diversity and inclusiveness.
   - We maintain high standards in our constant pursuit of excellence.
   - We value trust, respect and integrity.
   - We promote team work and open communication.
   - We practice innovation and actively encourage risk-taking and entrepreneurship.
   - We demonstrate stewardship for our human, financial, physical and environmental resources.

   College Goals/Objectives
   1. Through innovative programs and services, improve student learning and achievement.
      1. By 2013, have in place an ongoing system for identifying and assessing student learning outcomes at the program and course levels, which includes faculty dialogue and appropriate improvement plans.
      2. By spring 2013, increase the college average course retention to a rate at or above the statewide average.
      5. By spring 2013, increase to 600 the number of students transferring to UC and CSU.
      6. By spring 2013, the number of students receiving associate degrees to a rate at or above the peer group average.
      9. By 2011, achieve 100% completion of professional development in online instructional methods and online course management for faculty who teach fully online or hybrid courses.

4. Briefly describe how the program supports the college mission, vision selected college values.

   See attached file.

5. Briefly describe how the program supports selected college goals.

   The Ohlone nursing program supports college goal 1, objectives 2 and 6.
6. Briefly describe how the program supports selected college objectives.

College Goal 1, Objective #1: By 2013, complete an assessment of student learning outcomes for all courses and programs.

The Nursing Program has a systematic nursing program outcomes evaluation plan through which the nursing faculty evaluates the program or student learning outcomes. This plan is based on program themes which are embedded in the curricular infrastructure as well as the program outcomes. Program Themes arose from a compilation of professional standards, guidelines and competencies from the California Board of Nursing (BRN), National League of Nursing (NLN) and American Nurses Association (ANA). Additionally, the themes encompass attributes that faculty deems are essential for graduates to possess for professional nursing practice in a complex health care environment. These themes are:

 Ø Communication
 Ø Critical Thinking
 Ø Teaching
 Ø Professionalism
 Ø Management
 Ø Nursing Process

Other outcome measures are related to NCLEX-RN results (licensing exam), graduate employment patterns, graduate satisfaction, and student retention and attrition. Each program outcome has faculty-driven indicators to use as benchmarks to evaluate performance.

Goal 1, objective 2: By spring 2013, increase the college average course retention to a rate at or above the statewide average.

The faculty has established that the percentage of graduates in the nursing program should be greater than the state average of 70%. To meet this end, the faculty collaborates with the college student services to assist the students with program completion and to maintain the targeted attrition rate. Beginning in 2006, the admission criteria was changed by the California Community College Chancellor’s Office to better screen students and reduce the attrition rate. More weight was given to Science courses (anatomy, physiology and microbiology) and English 1A. The state developed a formula which weighs overall GPA, combined science GPA and English grade. A validation study was conducted to select the cut score, which was set at 75% The selection process still utilizes random selection (lottery) via a computer program. However, before students are placed into the lottery they must: (1) achieve the cut score and (2) earn a C or better on the pre-requisite courses of anatomy, physiology, microbiology,
English and intermediate algebra. To comply with the community colleges’ mission of equal and open access, a lottery selection process is utilized for qualified students. This process does achieve the goal of equal access; however, it doesn’t guarantee selection of the best qualified students who are able to withstand the rigors of nursing education. The lottery admission process is deemed by the faculty as one of the primary reasons for the attrition rate. Additionally, approximately 40% of the students cite personal factors that contribute to or result in attrition such as finances, losing the desire to be a nurse, medical problems, and divorce or child care issues.

The program retention rate for 2011-2012 is 82%, above the state average of 70%.

Goal 1, objective 6: By spring 2013, increase to 600 the number of students transferring to UC and CSU.
Goal 1, objective 10: Provide instruction that will consistently allow Ohlone transfer students to perform in their junior year at the university at a level at or above that of students who started at the university as freshmen.

Ohlone College continues to participate in the AB 1295 collaborative Seamless ADN to BSN education with University-East Bay (CSU East Bay), Chabot, Los Medanos, Merritt and Contra Costa Colleges. Eighteen percent (18%) of the spring 2012 graduates continued on to CSU East Bay to get their BSN degree. The program continues to promote higher education especially in the light of increasing number of hospitals giving preferential hiring to graduates with the baccalaureate degree in nursing. An informational meeting about CSU East Bay’s ADN to BSN and RN to BSN programs was sponsored by the Nursing Students of Ohlone College in October to instill awareness of different program options that students can pursue after obtaining their AS degree at Ohlone. The program director is currently soliciting information from many colleges and universities about ADN to MSN programs since many of our students already have a baccalaureate degree in other fields.

- Program SLOs & Assessment
  1. Program SLO -

  Qualify for state licensure as a registered nurse by achieving a passing score on the National Certification Licensing Exam for Registered Nurses (NCLEX-RN).

  a. Indicate program assessment strategies used.
     i. Vendor or Industry certification examination
  b. Describe the criteria and standards used to appraise student work.
     >85% pass rate on NCLEX-RN
  c. Enter assessment results and analyze student success in achieving this
program SLO.

BRN Quarterly Reports of NCLEX-RN Pass Rates for academic year 2011-2012:

07/1/11-09/30/11 = 100%
10/1/11-12/31/11 = 0 takers
01/01/12-03/31/12 = 91%
04/01/12-06/30/12 = 92.3%
07/01/12-09/30/12 = results pending.

The Nursing Program's NCLEX-RN pass rate among first time takers has been consistently well above the benchmark of >85%.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

Faculty continually strive to create and utilize both teaching and evaluation strategies that encourage, demand and nurture critical thinking. In addition, faculty review and keep abreast of any changes to the NCLEX-RN test plan. Test items are developed which reflect the current test plan and format as well as Bloom’s taxonomy, course objectives and program student learning outcomes. Creation and use of test items which are of comparable rigor to those included on the licensing exam and appropriate to the level of the student and the course is a curriculum goal.

Continue to encourage students to visit Nursing Counselor or Life Coach to deal with personal problems which may affect student success.

Continue to have students take HESI comprehensive predictor for success assessment before graduation.

e. Future Action (Improvements)

Maintain current student learning plan

2. Program SLO -

Value responsibility for professional development and practice within the ethical and legal framework of nursing.

a. Indicate program assessment strategies used.
   i. Performance Assessment
   ii. Other

   Graduate survey

b. Describe the criteria and standards used to appraise student work.
Professionalism in the nursing program is measured by using the following criteria:

1. 75% of students at midterm and 90% of students at final will demonstrate behaviors, which are in accordance with the nursing code of ethics and legal standards:

The nursing faculty defines Professionalism as a way of being, exemplified through behaviors which are in accordance with a code of ethics, legal standards and a caring attitude. Professionalism entails the practice of lifelong self-reflection resulting in movement toward self-actualization within the discipline.

Each nursing student is assessed for evidence of professionalism from the beginning of the program. Some of the criteria used in the evaluation tool pertain to patient advocacy, maintaining patient confidentiality, informed consent, recognizing, reporting and evaluating ethical dilemmas, assessing own professional behaviors and providing information and support when seeking clarification of care and treatment.

2. 90% of graduates responding to the graduate survey will indicate professional development.

In the graduate survey, graduates are asked to indicate all professional activities in which they have participated or are currently engaged in: serve as a role model or mentor, membership in professional nursing organizations, pursuance of baccalaureate or graduate degree, and pursuance of national nursing certification.

c. Enter assessment results and analyze student success in achieving this program SLO.

Fall 2011 - Professionalism indicators met in all nursing courses at midterm and final.

Spring 2012 - Professionalism indicators met in all nursing courses at midterm and final.

Results of survey of Fall 2010 and Spring 2011 graduates (59% response rate) indicate that of the respondents, 52% have served as role model or mentor; 35% are members of professional nursing organizations; 47% have obtained or currently obtaining higher education (BSN, MSN); 9% are actively pursuing post RN national certification.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

Many different learning activities are incorporated in each course to achieve
this outcome. Scholarly written papers and group presentations on ethics and ethical dilemmas are required in N-303 Nursing Care of Women and Children, and N-305 Nursing Care of the Medical-Surgical Patient III. Vignettes depicting leadership and management issues such as conflict resolution, delegation, leadership and shared governance are assigned to students in N-307 Nursing Leadership and Preceptorship.

3. **Program SLO**

Synthesize principles of the nursing process and critical thinking to assist individuals, families and communities to achieve positive adaptation to change in health or a peaceful death.

a. *Indicate program assessment strategies used.*
   i. Rubrics
   ii. Performance Assessment
   iii. Other

   Clinical Evaluation Tool
   Nursing Care Plans
   Clinical assignments: pathophysiology diagram, lab analysis, medication sheet, nursing care plan

b. *Describe the criteria and standards used to appraise student work.*

   See attached: SLO #3

c. *Enter assessment results and analyze student success in achieving this program SLO.*

   See attached: SLO #3

d. *Describe revisions in curriculum or teaching strategies implemented to promote student success.*

   Formative and summative evaluation data consistently demonstrate that students have a greater level of difficulty with analysis and integration of all aspects of the patient’s medical treatment plan in upper-level medical surgical nursing courses. As a result of this finding, faculty has worked diligently to help students improve their critical thinking. Interventions used in the classroom setting to promote critical thinking are: Pre-Class Assignments (readings, case studies, pretests)

   - Diagramming/Concept Mapping
   - Guided Questioning (i.e., nursing process as framework)
   - Reflective Questioning
   - Inclusion of higher order questions (analysis, evaluation)
   - Inclusion of open-ended questions
   - Discussion
Faculty has developed leveled assignments which increase in complexity as the student progresses through the program. Course clinical evaluation tools also demonstrate this increasing complexity. For example, as students progress through the curriculum, they build upon the ability to collect and organize pertinent data, and then develop the ability to prioritize patient problems and evaluate their plan of care, and complete a reflection upon their developed plan of care, modified as necessary to complete this cycle of development.

Faculty also use role modeling in the classroom and in clinical by providing a template for students on how to think through a case study, setting the stage for students to develop this capacity. Students are provided frequent feedback on their performance in theory, skills and in the clinical setting.

Simulation has been integrated across the curriculum to provide students an opportunity to practice clinical decision-making, critical thinking, and technical skills. Simulation provides opportunities for students to think on their feet and address increasingly complex problems in a safe environment. Students are expected to carefully examine all aspects of the scenario without advance knowledge of their role(s), or how the scenario might unfold.

While students begin simulation with a focus on patient safety, therapeutic communication and nursing process in N301 Foundations of Nursing, there is an increasingly complex focus on nursing theory and clinical decision-making within course progression. This concludes with simulations requiring higher-level clinical decision-making and teamwork in N305 Nursing Care of the Medical-Surgical Patient III; and N307 Nursing Leadership and Preceptorship. The overall goal for the simulations is that the preparation, actual simulation and the reflection (debriefing) all contribute to growth in a number of program outcomes, especially critical thinking, nursing process, communication and management.

Students have provided positive remarks on end of course evaluations related to student perceptions of learning associated with simulation. Graduating students report having had positive simulation experiences on their senior wrap-up survey. Faculty report that debriefing sessions have improved students’ ability to self-reflect, evaluate their own performance and give constructive feedback to their peers. Some faculty use structured checklists during simulation to evaluate student performance and discern whether critical behaviors are being performed. Student observers also use structured checklists in some simulations to evaluate the performance of their peers. Active participation in simulation is required and is captured as a line item on
every course clinical evaluation tool.

e. Future Action (Improvements)
   Maintain current student learning plan

4. Program SLO -

   Synthesize principles of communication to effectively relate with individuals, families, groups and/or colleagues of diverse sociocultural backgrounds in various health care settings.

   a. Indicate program assessment strategies used.
      i. Rubrics
      ii. Performance Assessment
      iii. Other
         Clinical evaluation tool
         Oral Presentations
         Journaling
         Discussion Board
         Scholarly written paper
         Employer survey

   b. Describe the criteria and standards used to appraise student work.

      Communication: 75% of students at midterm and 90% of students at final evaluation demonstrate satisfactory written and oral communication in theory and clinical

   c. Enter assessment results and analyze student success in achieving this program SLO.

      Fall 2011- Indicators met in all nursing courses at midterm and final

      Spring 2012- Indicators met in all nursing courses at final.

      Employer survey results 2012: 70% of employers surveyed highly agreed and 20% agreed that Ohlone graduates demonstrate effective communication.

   d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

   e. Future Action (Improvements)
      Maintain current student learning plan

5. Program SLO -

   Synthesize principles of holistic nursing practice when providing nursing care for clients at various stages in their life span.

   a. Indicate program assessment strategies used.
   b. Describe the criteria and standards used to appraise student work.
   c. Enter assessment results and analyze student success in achieving this program SLO.
d. *Describe revisions in curriculum or teaching strategies implemented to promote student success.*

e. *Future Action (Improvements)*

6. **Program SLO -**

   **Empower individuals, families and the community to develop positive health behaviors through health promotion and teaching.**

   a. *Indicate program assessment strategies used.*
      i. Rubrics
      ii. Other

      Clinical evaluation tool
      Teaching Plan

   b. *Describe the criteria and standards used to appraise student work.*

      75% of students at midterm and 100% of students at final evaluation will develop satisfactory teaching/health promotion plans:

      – Patient & family focus
      -Group focus

   c. *Enter assessment results and analyze student success in achieving this program SLO.*

      **Fall 2011** – standard met for all nursing courses at midterm and final.

      **Spring 2012** – standard met for all nursing courses at midterm and final.

   d. *Describe revisions in curriculum or teaching strategies implemented to promote student success.*

      No revisions made.

   e. *Future Action (Improvements)*

      Maintain current student learning plan

7. **Program SLO -**

   **Manage nursing care for individuals, families and/or communities, in collaboration with a multidisciplinary team.**

   a. *Indicate program assessment strategies used.*
      i. Rubrics
      ii. Performance Assessment
      iii. Other

      Clinical Evaluation Tool

   b. *Describe the criteria and standards used to appraise student work.*
75% of students at midterm and 90% of students at final evaluation will achieve a rating of satisfactory on the following clinical evaluation behaviors related to management when caring for individuals and groups of patients in acute, long-term and community settings:

- Delegation
- Time management
- Priority setting
- Conflict resolution
- Resource utilization
- Motivation
- Health team member evaluation
c. Enter assessment results and analyze student success in achieving this program SLO.

Fall 2011– Indicators met in all nursing courses at midterm and final.

Spring 2012– Indicators met in all nursing courses at midterm and final.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.
e. Future Action (Improvements)
   Maintain current student learning plan
8. Program SLO -

Value a commitment to caring.

a. Indicate program assessment strategies used.
   i. Rubrics
   ii. Performance Assessment
   iii. Other

   Employer survey

b. Describe the criteria and standards used to appraise student work.

75% of students at midterm and 90% of students at final will engage in caring behaviors.

The nursing faculty define Caring, which is a part of professionalism, as the central focus and essence of nursing. Nurse caring is an interactive process that occurs during moments of shared experience between nurse and patient, and that is both self and other directed. Caring is an attitude as well as observable actions. Caring actions are directed toward the welfare of the patient and family while focusing on health promotion, disease prevention,
health restoration and management of chronic disease. This focus addresses the whole patient, bio-psychosocial and spirituality, and facilitates the movement toward a high level of wellness. A caring attitude is the respectful deference to others, positive connectedness, professional knowledge and skill and the attentiveness to another’s experience.

c. Enter assessment results and analyze student success in achieving this program SLO.

In the first level courses, N-301 thru N-303, caring as assessed as a critical requirement and is evaluated by demonstrating caring behaviors. In the second level courses, N-304 thru N-307, the students assess their own caring behavior in relation to patient/family care and working as a member of the health care team.

Fall 2011- Indicators met in all nursing courses at midterm and final.

Spring 2012- Indicators met in all nursing courses at midterm and final.

Employer survey: In a survey conducted in the summer of 2012, 70% of employers highly agree and 20% agree that Ohlone graduates consistently demonstrates caring behaviors such as advocacy, empathetic communication, patience and helping team members.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

Criteria met. No revisions or changes made.

e. Future Action (Improvements)
Maintain current student learning plan

9. Program SLO -

Integrate evidence-based concepts of nursing practice, across the health care continuum, to ensure quality patient-centered care.

a. Indicate program assessment strategies used.
   i. Rubrics
   ii. Performance Assessment
   iii. Skills Assessment
   iv. Department Testing
   v. Vendor or Industry certification examination
b. Describe the criteria and standards used to appraise student work.
c. Enter assessment results and analyze student success in achieving this program SLO.
d. Describe revisions in curriculum or teaching strategies implemented to promote student success.
e. Future Action (Improvements)

- SLO Matrix
  Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level
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- SLO Matrix Comments
- Course SLO & Assessment

**NUR 307 Nursing Leadership and Preceptorship**

1. Critically consider multiple perspectives about current events in the profession of nursing and hypothesize one’s personal nurse leadership role in shaping the future of healthcare.

2. Synthesize evidence-based practice recommendations with critique of actual staff practice to validate and/or recommend change(s) in a health care organization.

3. Create and present a learning experience for nursing staff about a professional topic, taking into account organizational learning needs and interdisciplinary perspectives.

4. Examine and modify personal attitudes and behaviors to reflect a generationally appropriate caring presence with culturally diverse populations of clients and colleagues.

5. In collaboration with client, family and multidisciplinary team members, advocate for culturally congruent resolution of complex patient concerns including but not limited to pain management, nutritional well-being, and end of life care.

6. Synthesize critical thinking, time management, delegation, and prioritization skills to effectively manage a full, complex patient assignment.

7. Coordinate appropriate community resources to promote optimal adaptation for patients in transition to home or other community settings.

**Indicate planned course assessment strategies**

Rubrics
Performance Assessment
Vendor or industry certification examination

**Describe the criteria and/or performance standards used to appraise student work.**

**Enter assessment results and analyze student success in achieving course SLOs.**

**Describe revisions in curriculum or teaching strategies implemented to promote student success.**

**Future Action (Improvements)**
Student Achievement: A series of measures including course completion, course retention, persistence, program completion, and others.

1. List expected student achievement outcomes:

These are incorporated within the Nursing Program Outcomes Evaluation Plan:

- NCLEX-RN Results
- Admission, Retention and Graduation Rates
- Employment Patterns/Employment Rate
- Program Satisfaction/Graduate Satisfaction

See attachment: Nursing Program Outcomes 2011-2012

2. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

NCLEX-RN Results: The annual NCLEX-RN pass rate consistently meets the established >85% benchmark. For 2010-2011, the annual NCLEX pass rate was 96.61 (http://www.rn.ca.gov/schools/passrates.shtml). Annual pass rate for 2011-2012 is pending.

Quarterly reports from the BRN are reviewed collectively by the faculty at the annual curriculum retreat. This review not only allows faculty to measure student performance against the program standard, but also provides faculty with pass rates for first-time takers and information on those who may need to retake the exam.

To assist the students pass the NCLEX-RN, faculty review the NCLEX-RN test plan annually and use NCLEX-RN-type questions, including alternative format questions, in all course exams. Additionally, each faculty either writes, or chooses from the author-generated test bank exam questions using Bloom's taxonomy. To further simulate the NCLEX-RN experience, all course exams are taken online in a proctored environment. Prior to the end of the program, the senior students take the HESI comprehensive RN exit exam as predictors of NCLEX-RN success. The conceptual model of the HESI is based upon classical test theory, concepts derived from Dr. Richard Paul’s Critical Thinking theory and Bloom’s Taxonomy of Educational Objectives. The student group’s mean score is compared against the benchmark for performance. This exit exam provides each student with a detailed diagnostic report and an analysis of their strengths and weaknesses along with a detailed remediation plan. After graduation, many students take a NCLEX-RN review courses offered by private companies.

Admission/Retention and Graduation rates:

Admission, retention and attrition data are tabulated annually by the Program
Director for the NLN and BRN Survey. The faculty has established that the percentage of graduates in the nursing program should be greater than the state average of 70%. For 2011-2012, the graduation or completion rate was 82%. To meet this end, the faculty collaborates with the college student services to assist the students with program completion and to maintain the targeted attrition rate. To comply with the community colleges’ mission of equal and open access, a lottery selection process is utilized for qualified students. This process does achieve the goal of equal access; however, it doesn’t guarantee selection of the best qualified students who are able to withstand the rigors of nursing education. The lottery admission process is deemed by the faculty as one of the primary reasons for the attrition rate. Additionally, approximately 40% of the students cite personal factors that contribute to or result in attrition such as finances, losing the desire to be a nurse, medical problems, and divorce or child care issues. To assist student success, a full-time counselor has been designated to work with nursing students to assure that students have met all requirements for their degree and can graduate in a timely manner. A mental health counselor and life coach is available to students experiencing stress and anxiety. Students struggling with exams are referred to the Disabled Students Programs and Services (DSPS) for assessment and if found to have learning challenges, are provided testing accommodations and extra help in the classroom such as a note taker or tape recorder. Students are encouraged to take N118 Strategies for Success. Prior to admission to the program in required pre-nursing orientation, students are informed of the challenges that lie ahead and are encouraged to quit work while in the program, or if this is not possible, to significantly reduce work hours. Students are encouraged to apply for financial aid and scholarships. The department provides an additional $5000 in scholarship awards (Verle Waters and 40 et 8 scholarships) and a nursing student resource center on-line provides up-to-date information on current scholarships. The College Foundation has a robust scholarship program available for student participation.

Employment Patterns/Employment Rates:

The nursing program does not officially track job placement rate after graduation. The nursing faculty has established a benchmark of > 90% of grads who desire to be employed as an RN are employed as an RN within 9 months of graduation. Knowledge of where the graduates work and how soon they were employed is gained from the annual graduate survey.

The recession from 2008 to the present has caused a slowdown in hiring. Many hospitals in the Bay Area suspended new graduate training programs. To make matters worse for our graduates, some hospitals, especially those seeking magnet status, stopped hiring ADN graduates. To assist the students in marketing themselves to prospective employers, a workshop is held in conjunction with the Tri-Cities One-Stop Career Center as part of N307 Nursing Leadership and Preceptorship course. A class on resume’ critique and mock interviews is held to help the students prepare a meaningful resume and to learn interview techniques. In addition, students can make an appointment with the Tri-Cities One-Stop Center for a more individualized critique of their resume.
Employment patterns have changed as well as gleaned from our graduate survey. Employment for new grads is not always found in acute care hospitals anymore. Those lucky enough to get a job are employed in other areas of nursing: long term care (nursing homes), medical clinics, outpatient surgery centers, laser surgery/aesthetic clinics. A few graduates moved outside of the Bay Area, and still a few others, moved out of state to find work.

**Program Satisfaction/Graduate Satisfaction:**
**Wrap Up Survey:**

The Program Director meets with the students at the end of the program where a “wrap-up” session is conducted. In this informal session, the students discuss their experience with the program, identify the strengths and weaknesses of each course and make recommendations for change. Additionally, a written, anonymous Nursing Program wrap-up evaluation tool is completed by each graduate. The Nursing Program Wrap up tool is divided into three components:

- Overall Program Evaluation
- Curriculum Evaluation
- Program Satisfaction.

The faculty established a benchmark of >80% of students feeling of satisfaction with the program. Results of the wrap-up surveys from 2011-2012 indicate that we met that indicator every semester. The majority of the students feel that they are prepared to achieve a passing score on the NCLEX-RN (69%-100%) and that the nursing program has assisted them in developing their critical thinking abilities (100%), communication (92%-100%) and professionalism (100%) The students state they feel prepared to implement the nursing process and care for a group of patients. The students also either agreed or highly agreed that the curriculum builds upon the previous semester’s content; the skills lab assists in the integration of theory concepts into clinical practice, and the clinical sites provide the opportunity to meet the course objectives. Overall program satisfaction is consistently >80% with the majority of the students indicating that the Ohlone College Nursing Program has provided them with sufficient theory and clinical base to begin their nursing career.
Surveys are sent 12-18 months post-graduation to measure achievement of the educational competencies of our graduates. In the survey, graduates self-assess their preparation at Ohlone College in the following competencies that correlate to our program themes and outcomes. These competencies also reflect the educational competencies expected of graduates of the associate degree nursing programs at program completion as defined by the National League of Nursing, in parentheses.

- Critical Thinking (Clinical Decision Making)
- Communication (Communication)
- Nursing Process (Assessment)
- Teaching (Teaching and Learning)
- Management (Managing Care, Collaboration)
- Professionalism (Professional Behaviors, Caring Intervention)

Results from the annual surveys conducted March 2012 indicate that 100% of graduates felt prepared for entry level practice, exceeding the indicator the faculty have established for this outcome measure (>90%). Further analysis of the results from 2012 identifies a small percentage of students (9%) who felt unprepared in the management role. This is an area in the curriculum that consistently shows a small percentage of students feeling not being prepared for the role of the nurse as the manager of care. Although the number of students feeling unprepared for the management role is small, the nursing faculty must analyze the curriculum and strengthen this theme.

3. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.

4. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.

This academic year, the nursing program is functioning with 3 full time faculty vacancies and 1 maternity leave. Including the program director, the program is supported by 4 full time faculty and 10 adjuncts. One course, N-302, is without a lead full time faculty. Faculty have been reassigned to ensure stability in all the courses. The program director has filled in as needed and has absorbed "other duties as assigned" including full coordination of N-302. With ten adjuncts to support, many of whom have no prior teaching experience, the faculty have assumed more responsibility for their courses and each has taken a major role in mentoring the adjunct to ensure the quality and integrity of the program.

5. Describe any additional notable program achievements(optional).

6. Additional Program Table Data
7. **Future Action**
Current levels of student achievement indicators maintained.

- **Program Analysis**
  After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize your findings. Use these data and trends to prioritize, revise, or develop new PIOs.

  1. **Describe program achievements and successes.**

     The nursing program has a longstanding commitment to excellence as demonstrated by unbroken continuing accreditation from the California Board of Registered Nursing (BRN) since 1972 and the National League of Nursing Accrediting Commission (NLNAC) since initial accreditation in 1978. The nursing program is one of five of the 40 Northern California associate degree nursing programs accredited by NLNAC, demonstrating the high quality and standards that the program has maintained.

     The nursing program demonstrates excellent evidence of achievement. Students NCLEX-RN pass rates have ranged from 90% to 100% over the past six years. Program completion rate has ranged from 82% to 97%. Over 90% of graduates have rated program satisfaction as very well satisfied to satisfied.

     The nursing program is strong and continues to be recognized in the community for the quality education it has provided many registered nurses since its inception in 1974. Many of our nursing graduates have moved on to become nursing leaders both in service and in academia. We would like to continue this tradition of excellence in nursing education for many years to come. However, the loss of three full time faculty in pediatrics, mental health and medical-surgical nursing, may, in the future, affect our program outcomes. As acknowledged by many of our colleagues from the other divisions at Ohlone, adjunct instructors, however valuable they are in filling positions, are not fully engaged in curriculum planning, implementation and evaluation. The success of the nursing program has been largely attributed to the number of full time faculty who are actively engaged in the curriculum and in achieving program outcomes.

     Simulation has been integrated across the curriculum to provide students an opportunity to practice clinical decision-making, critical thinking, and technical skills. Simulation provides opportunities for students to think on their feet and address increasingly complex problems in a safe environment. Students are expected to carefully examine all aspects of the scenario without advance knowledge of their role(s), or how the scenario might unfold. The overall goal for the simulations is that the preparation, actual simulation and the reflection (debriefing) all contribute to growth in a number of program outcomes, especially critical thinking, nursing process, communication and management. Students have provided positive remarks on end of course.
evaluations related to student perceptions of learning associated with simulation. Graduating students report having had positive simulation experiences on their senior wrap-up survey. Faculty report that debriefing sessions have improved students’ ability to self-reflect, evaluate their own performance and give constructive feedback to their peers. Some faculty use structured checklists during simulation to evaluate student performance and discern whether critical behaviors are being performed.

The BRN states that simulation may be used in lieu of actual patient clinical experience as long as it does not exceed 25% of the required clinical time in actual patient care. One of our clinical partners, Kaiser-Permanente in Hayward, is constructing a new hospital in another city and there are plans to close the pediatric unit in Hayward once the new hospital is built. Closing the pediatric unit in Hayward will severely impact our pediatric clinical rotation since half of the students in N-303 go to Kaiser-Hayward for their pediatric experience. This may mean using simulation more to meet the course objectives.

The nursing program has built a state-of-the-art simulation suite with over $500,000 worth of low to high-fidelity manikins, audio-visual equipment and standardized scenarios. It is the center of attraction of many Newark campus visits. We have the potential to generate revenue and make the simulation lab partially self-supporting by partnering with clinical partners and other organizations in providing competency training for their employees. However, there are many things that need to be done before we can achieve this. Designated simulation staff to run the simulation is on the top of the list.

While the nursing program does have a state-of-the-art simulation lab and the faculty agree that simulation enhances student critical thinking and clinical decision making which help meet the program outcomes, the financial support for a full time operational simulation lab is not available. The simulation lab as we know it today was built and equipped with grant money. There is no sustainability plan for the simulation lab. There is no dedicated staff assigned to the simulation lab. Simulation is highly technical with many expensive audio-visual equipment that are very complex to operate. Faculty can not run simulation effectively if they have to deal with technical issues repeatedly. Faculty should do what they do best: facilitate student learning.

2. **According to the evidence, what are the areas needing improvement?**

The nursing faculty held a comprehensive curriculum review at the end of the spring semester, 2011. Each faculty was assigned a course to review and to provide feedback on the strengths of the course as well as areas for improvement. Changes were made based on peer feedback-- changes in clinical evaluation tool, exams, class objectives and other areas. Program outcomes were reviewed and revised to reflect current practice. Level objectives as well as course SLOs were revised using the updated Bloom's
taxonomy and to reflect new healthcare initiatives (Quality and Safety in Nursing Education or QSEN) that were integrated into the curriculum.

• **Program Improvement Objectives:**
  1. **Objective:**

  Maintain program integrity to meet accreditation requirements and foster student success in preparing graduates to meet workforce needs.

  a. **Action Plan**
   
   **Year 1:**

   Develop proposal to hire full time pediatric, psychiatric/mental health and medical-surgical nursing faculty positions. Review and revise job descriptions for all positions. Interview and select qualified candidates.

   **Year 2:**

   Mentor new faculty to the nursing program and college.

   **Year 3:**

   Continue mentoring faculty.

  b. **Staffing**

   **Year 1:**

   Hire one full time pediatric, one psychiatric/mental health and one medical-surgical nursing faculty.

  c. **Equipment (Include items that fit under department budget codes)**

   **Year 1:**

   Computer

  d. **Facilities (Include items that fit under the Facilities budget codes)**

   **Year 1:**

   Office space

  e. **Assessment Plan: List Assessment Strategies**

   **Year 1:**

   • Maintain program accreditation (BRN, NLNAC).
• Students successfully meet program SLOs including maintenance of high RN licensing pass rate (NCLEX).

• New faculty complete peer, student and administrative reviews.

Year 2:

• Maintain program accreditation (BRN, NLNAC).

• Students successfully meet program SLOs including maintenance of high RN licensing pass rate (NCLEX).

• New faculty complete peer, student and administrative reviews.

Year 3:

• Maintain program accreditation (BRN, NLNAC).

• Students successfully meet program SLOs including maintenance of high RN licensing pass rate (NCLEX).

• New faculty complete peer, student and administrative reviews.

f. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
1. Through innovative programs and services, improve student learning and achievement.
Rationale:

Please see attachment: PIO

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
Rationale:

This PIO meets goal 2, objective 4.

2. PIO Assessment
   a. Enter assessment results with analysis.
See attachment: Nursing Program Outcomes 2011-2012.

b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

PIO achieves goal 1, objectives 1, 2, 6 and 7.

c. Future Action

- **Outside Review Results**
  1. List each team members name and title.

    Advisory Committee

  2. Discuss key feedback provided by team and how it was incorporated into the report.

    None.

- **Attached Files**
  1. [NursingProgramOutcomes 2011-2012 (2).doc](filelink)
  2. [Program Improvement Objective 2012-2013.docx](filelink)
  3. [SLO #32.docx](filelink)
  4. [Mission, Vision and Core Values1.docx](filelink)