

2017-18 Proposal to Fill a Full-Time Faculty Position

1. Faculty position being proposed

Medical-Surgical Nursing Faculty

2. Proposal Being Made by (List Name(s) and Title(s))

Sally Scofield, Director, Registered Nursing Program

3. Summary description of the position

Responsible for teaching the medical-surgical nursing content in lecture, lab and clinical setting. Supervises and evaluates students to ensure delivery of safe patient care in the clinical area. Prepares and administers exams, counsels students on their progress, and maintains records of student classroom and clinical experience. Participates in developing program goals and objectives, overall curriculum development and evaluation, development of policies and procedures, participates in decision making regarding the direction and nature of the nursing program, and facilitates and ensures individual/collective faculty compliance with specified regulations governing continuing approval of the program. Contributes to yearly BRN and Accreditation Commission for Education in Nursing, (ACEN) mandatory written evaluations. Contributes to program review. Participates in nursing and college committees.

4. Rationale for filling this position: include examples of how this position impacts students, program needs, and college goals

The Nursing Program received a notice in August, 2016 from the Board of Registered Nursing about non-compliance with California Code and Regulations (CCR) 1431 which states: **The Nursing Program shall maintain a minimum pass rate of seventy five percent (75%) for first time licensing examination candidates.**

For academic year 2015-2016, the school's National Council on Licensing Exam for Registered Nurses (NCLEX-RN) pass rate for first time test takers who took the exam between July 1, 2015 and June 30, 2016 was **73.17%** (41 taken, 30 passed). The table below shows Ohlone College's annual pass rates for the last six years:

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
94.12%	93.75%	97.22%	89.29%	73.17%	82.35%
Taken: 34 Passed: 32	Taken: 32 Passed: 30	Taken: 36 Passed: 35	Taken: 28 Passed: 25	Taken: 41 Passed: 30	Taken: 34 Passed: 28

The table above shows that Ohlone's NCLEX-RN pass rates have been high and few students fail in their first attempt. This has been the history of the program for many years up until 2015-2016. A sharp decline in pass rate from 97.22% in 2013-2014 to 89.29% in 2014-2015 was in itself alarming; a further decrease to 73.17% in 2015-2016 needed swift corrective actions. The decrease in the pass rate and **non-compliance** with CCR 1431 was highly unusual based on past performance. A comprehensive analysis of all the factors that may have contributed to the low pass rate was done. Factors identified to have contributed to the low pass rate of this group were: random selection admission (lottery), low admission test scores, students unprepared for the rigors of the nursing program, failure in balancing work and school and general low academic performance.

An analysis of the number of full time faculty in the nursing program from 2012 to 2016 was also conducted. The Class of Spring 2015 and Fall 2015 started and graduated from the program when there were five (5) full time teaching faculty and as many as 10 adjunct faculty, instead of the usual nine (9) full time faculty.

In addition to the NCLEX-RN pass rate, the attrition and retention rates have also changed significantly over the last six years. Increased attrition rate started in 2015-2016, at the same time that the NCLEX-RN pass rate dipped to its lowest level.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Attrition	18%	18%	11.9%	11.4%	20.5%	27%
Retention	82%	78%	71.4%	77.3%	69.2%	66%

The number of full time faculty in the program (9 including the program director) was consistent until Spring of 2011 when 2 faculty retired. Two more vacancies occurred the following Spring 2012 due to faculty resignations, reducing the total number of teaching

faculty to four (4) and one (1) 100% Program Director. With the recession, the number of full time faculty vacancies were not replaced immediately. This was consistent with the status of many other departments and programs at Ohlone. Two of the four full time positions were filled: 1 in Fall 2013 and 1 in Fall 2016. However, one full time faculty retired in May 2017, increasing the number of unfilled full time positions to three (3) beginning Fall 2017. From 2012 to the present, the program is regularly supported by as many as 10-12 adjunct faculty in one semester. Two of our adjuncts return every semester but it is a constant revolving door of adjuncts in all courses. Many of the adjuncts who teach for us also work other jobs in the clinical arena. The time they spend on campus is limited and involvement in curricular issues is very small. Because of the difficulty finding a nursing instructor, the adjunct faculty we hire usually do not have any teaching experience but has the passion to teach. Because of the frequent change in instructors and adjunct faculty inexperience in academia, the level and depth of instructions and evaluation of student performance in lecture and clinical tend to be inconsistent.

The Nursing Program has outlined near-term and long-term inventions to improve the NCLEX-RN pass rate and lower the attrition rate. With the help of the Chancellor's Retention, Assessment and Remediation grant received in Fall 2016, many initiatives were implemented including student tutoring, hiring grant-funded Clinical Teaching Assistants to decrease faculty to student ratio in clinical, and assisting graduating students with NCLEX-RN prep review classes. The admission selection was changed from random selection (lottery) to multicriteria screening (merit-based) selection beginning with students admitted in Fall 2017.

The attrition and retention rates, however, will continue to be high in the next couple of years. It is hoped that with the change in the admission selection criteria and continuation of the Chancellor's grant to promote initiatives for student success, the attrition rate will go down.

I will also add a closing comment. The Director of the Registered Nursing Program has announced she will be retiring on May 19, 2018. According to the UFO contract, faculty are only required to give six months notice of retirement. She will abide by the contract. The BRN requires a full time Director of Registered Nursing. We have a very qualified faculty member who is willing to assume the position. However, this move will further deplete our full time faculty. Presently we have 5 FT faculty and the Director (6). When the Director leaves, we will only have 4 FT faculty and the Director (5), increasing the vacant positions to four. The number of FT faculty are **not sufficient to ensure that the faculty is adequate in type and number to develop and implement the program and to meet program objectives.**

5. Are there any externally imposed requirements such as a specialized program accreditation that would put this program in jeopardy if a full time position is not filled? If so, please explain.

YES, we are mandated to have a Director of Registered Nursing both by the Board of Registered Nursing and by ACEN.

6. Other information to support the position proposal: **(Include qualitative data if applicable)**

In the last BRN continuing approval visit in October 2012, the Ohlone Nursing Program was given a recommendation by the Board with regards to CCR 1424(h) which states "**Continue to ensure that the faculty is adequate in type and number to develop and implement the program and to meet program objectives.**" It has been five years since the last visit. The BRN conducted its continuing approval visit last week, October 5-6, 2017 and recommended once again that the program ensure that there is adequate number of faculty to implement the program.

The number one (#1) Program Student Learning Outcome (SLO) by the Nursing Department, that of achieving NCLEX-RN pass rate >85%, was not achieved for 2015-2016. While the pass rate improved to 82.35% in 2016-2017, work to keep the level to where we were four years ago must continue. Having more full time faculty in the nursing program who understand the curriculum and program outcomes will help.

The remaining questions to be completed by the Division Dean

7. A statement by the Dean of the division housing this position, which includes data, evidence, and analysis. **Include all relevant information you would like the committee to consider.**

In the East Bay alone, the Center of Excellence reports there are 294,380 RN jobs. This is an increase of 12,687 since last year. Annual job openings due to retirements and new positions equal 5,400 per year. The median pay for a beginning level RN is now \$69.43 as compared to \$60.01 per hour from last year reports.

The statistics do not tell the nursing department story. True, we are a small department. True, we are a costly department. True, we only accept 44 students every year. True, we have external accreditation regulations which require small class sizes. True, we are a very successful CE program offered at Ohlone College. True, our national exam pass rate which consistently was 95% to 100% for first time takers and has dropped to 82.35%. The program was placed on **warning** during 2016-2017 for a pass rate of only 73.17% which

is not in compliance with California Board of Registered Nursing and ACEN, our national accreditation agency. Due to the diligent work of the undermanned nursing faculty, the NCLEX-RN rate has risen to 82.35%.

The Ohlone College Registered Nursing Program is experiencing an alarming upward trend in attrition rates. 2014-2015 rate was 11.4%, 2015-2016 a huge increase to 20.5% and in 2016-2017 another huge increase to 27%. We are not proud of this number and the faculty have made numerous changes to address this number. However, the limited full time faculty can only spread themselves so thin.

After examining reasons why students are unsuccessful, we are compelled to investigate what role do the vacant full time nursing faculty positions contribute to this attrition rate? The adjunct faculty we recruit and hire are exceptional bedside nurses. Many have graduated from the Ohlone College Nursing Program. A bedside nurse with an AS or BS degree does not have the master's level education in curriculum development, design, teaching or evaluation. We have noticed inconsistencies. When a student has one faculty teach in the Tuesday skills lab, one faculty teach in Thursday clinical and one faculty teach in Friday clinicals, students can become puzzled. Additionally, adjunct theory faculty are not required to have office hours. When a student has problems in theory, their problems are addressed by the Director of Nursing or another full time faculty member who many not be totally versed in that subject matter.

The current full time nursing faculty are doing double duty with departmental committee work as five full time are doing the work of eight. I am very proud of the work they are doing with adjunct faculty members. In order to have consistency between theory, skills lab and hospital clinical rotations, the full time faculty have daily conversations with their assigned adjuncts. This work is taking a toll on the productivity and the exhaustion of the faculty.

The program is managing with adjuncts; however the continuity and flow of curriculum is being realized, as the adjuncts do not attend the curriculum and faculty meeting held twice a month on Monday mornings. During the past few years, I have received several comments from students regarding the number of faculty they had to "deal with" in a single course. The students acknowledged the full time faculty is working hard; however, they voiced concern over the continuity and consistency of instruction. We have an obligation and duty to insure patients receive up-to-date safe and quality care rendered by safe and well educated students.

I would like to reiterate the findings from our 2012 BRN report, in regards to CCR 1424(d) with reference to CCR 1424(h) **Faculty Continue to ensure that the faculty is adequate in type and number to develop and implement the program and to meet program objectives.** The BRN just concluded the program's five year continual approval visit. This year the program has received a non-compliance relating to CCR 1424 (e) **The program and the assistant director shall dedicate sufficient time for the administration of the program.** In other words, the assistant director must have release time assigned to meet this non-compliant standard.

I am also compelled to address the new Strong Workforce Plan (SWP) strategies implemented by the State of California. The SWP emphasizes seven specific areas with twenty-five objectives CTE programs need to meet. The seven strategies include: 1) student success, 2) career pathways, 3) workforce data and outcomes, 4) curriculum, 5) CE faculty, 6) regional coordination and 7) funding. CE programs are charged with the task to meet and or exceed 2015-2016 benchmarks. The aim of SWP is both quality and quantity of CE offerings. If the nursing program does not correct the current spiral of attrition and low NCLEX-RN pass rates we will have a difficult time addressing Student Success, workforce data/outcomes, CE faculty and funding.

I have one last comment. The Director of the Registered Nursing Program has announced to everyone she is retiring on May 19, 2018. According to the UFO contract, she does not have to submit resignation until 6 months before that date. The FFP is due October 9, 2017 and she will not formally submit until December 2017.

This move will leave the nursing faculty in a very dangerously low staffing level. Presently we have 5 faculty and a director. If a position is left unfilled, we will have 4 faculty and 1 director. This vacancy will further jeopardize our program by not meeting the standards identified in CCR 1424.

8. Is the position part of a Career Technical Education (CTE) Program? Yes No

QUANTATIVE DATA SUMMARY: (Refer to datasheet provided by the Research and Planning Office)

9. What is the department FTES? (Data is available on the Program Review data sheet – Research and Planning website.)

Fall 2015 50.37 Spring 2016 51.88 Fall 2017 50.13 (increasing attrition rate)

10. What is the ratio of full-time to part-time faculty in the department?

Spring 2016 68:32 Fall 2017 56:44 (decrease in FT and increase in part time)

11. What is the ratio of FTES by Adjuncts?

Last year 16, this year 23 (an increase of 7)

12. What is the current WSCH/FTEF in the department?

Last year 189 and this year 173 (a decrease in efficiency due to lack of FT faculty)

13. Does the position address an area of growth? If yes, include a five year trend line for FTES.

The program is at capacity due to faculty and clinical space constraints.