

# INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

**CURRENT YEAR: 2017-2018**

**PROGRAM: REGISTERED NURSING NRAD**

**CLUSTER: MATH, NURSING, BIOLOGICAL SCIENCES, KINESIOLOGY/HEALTH SCIENCES & ATHLETICS**

**LAST YEAR CPPR COMPLETED: 2014-2015**

**NEXT SCHEDULED CPPR: 2018-2019**

**CURRENT DATE: 2/27/2017**

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's resource plan
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously.

**This APPW encompasses the following degrees and/or certificates:**

Associate in Science, Nursing Registered; AS in Science, Pre-Nursing; Certificate of Achievement, Nursing Registered; Certificate, Nursing Registered (30 unit option)

## GENERAL PROGRAM UPDATE

The mission of the Associate Degree Nursing Program remains unchanged.

The registered nursing program continues to be a highly regarded program with over 200 applications annually.

The 1st time pass rate on the national RN licensure exam (NCLEX-RN) has been 100% the past three years. This is phenomenal.

Employment for the class of 2016 was strong with 32 of 39 employed within 6 months following completion of the program.

The simulation lab underwent a remodel with two new high-fidelity manikins to allow multiple patient care scenarios. One of the manikins is "Sim Mom" capable of simulating pregnancy, birth, and postpartum.

Faculty have been revising the curriculum philosophy and framework for three years. Extended faculty meetings and retreats have been scheduled with the goal to be completed and approved by both the college curriculum committee and Board of Registered Nursing by fall 2018.

The entry level for Registered Nurses is progressively becoming a Bachelor of Science Degree in Nursing (BSN). Our department is hosting the 4th Annual ADN to BSN Education Fair this spring for current students, alumni, and community nurses to expose our students to continuation pathways that offer the BSN degree.

An exciting ADN to BSN Collaborative Pathway program has been formed with CSU-Monterey Bay where classes will be offered locally, and students will be able to achieve a BSN one year after ADN graduation.

A Pre-Nursing degree went into effect for the first time in fall 2017.

The Certificate of Achievement in Registered Nursing is being eliminated this year through the college process, with approval from the BRN.

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## PROGRAM SUSTAINABILITY PLAN UPDATE

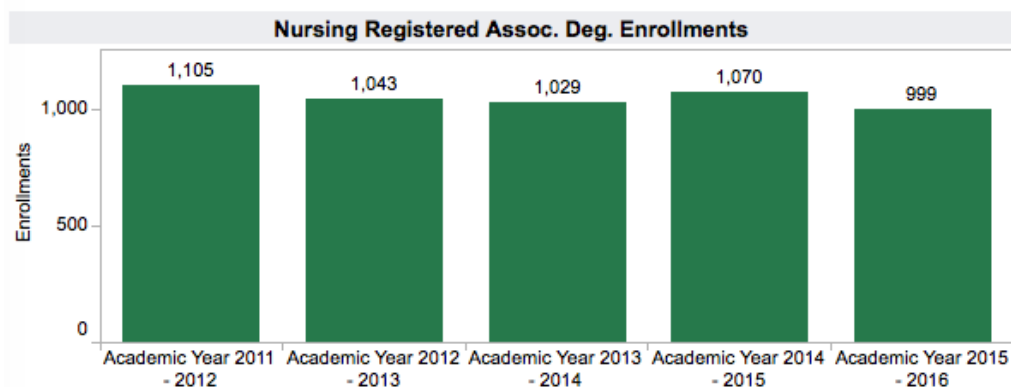
Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.

No ☒ If no, you do not need to complete a Progress Report.

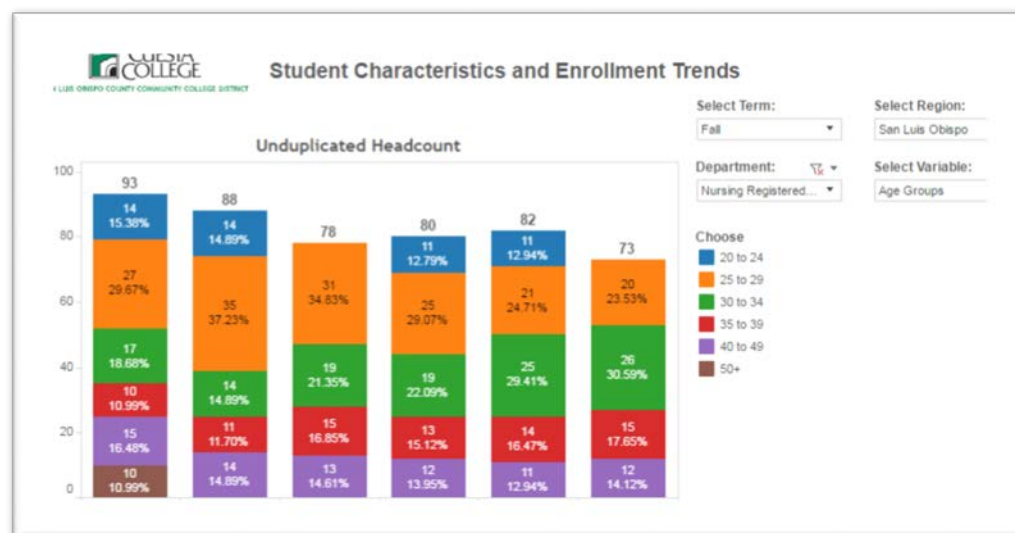
## DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

### 1. GENERAL ENROLLMENT



**General Enrollment: All required and elective NRAD courses.**

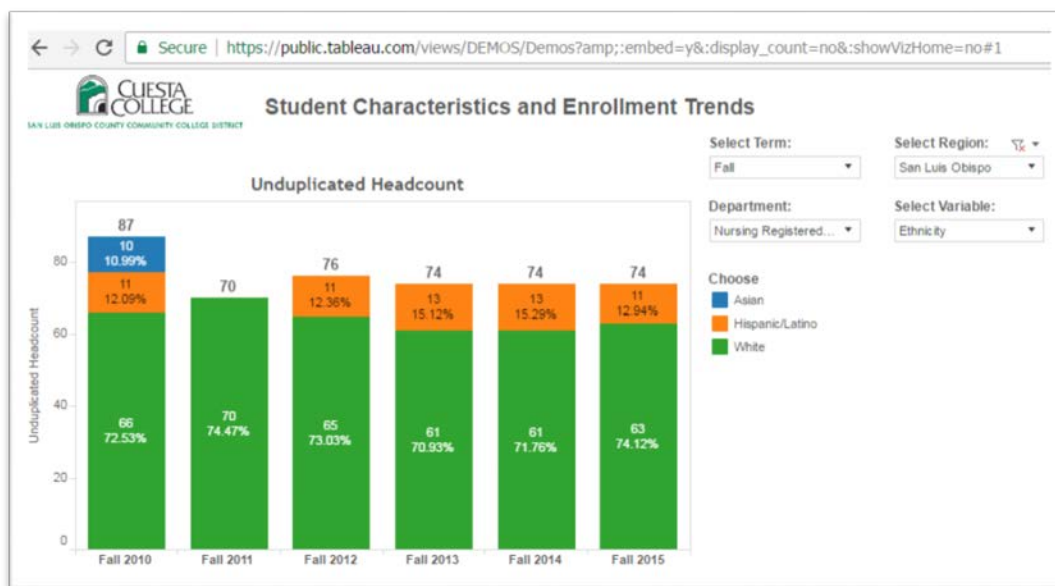
The above chart demonstrates overall enrollment in all of the NRAD courses, including theory, lab and elective offerings. These numbers have remained consistent over the past five years, and are anticipated to remain unchanged.



### Enrollment Data – Age

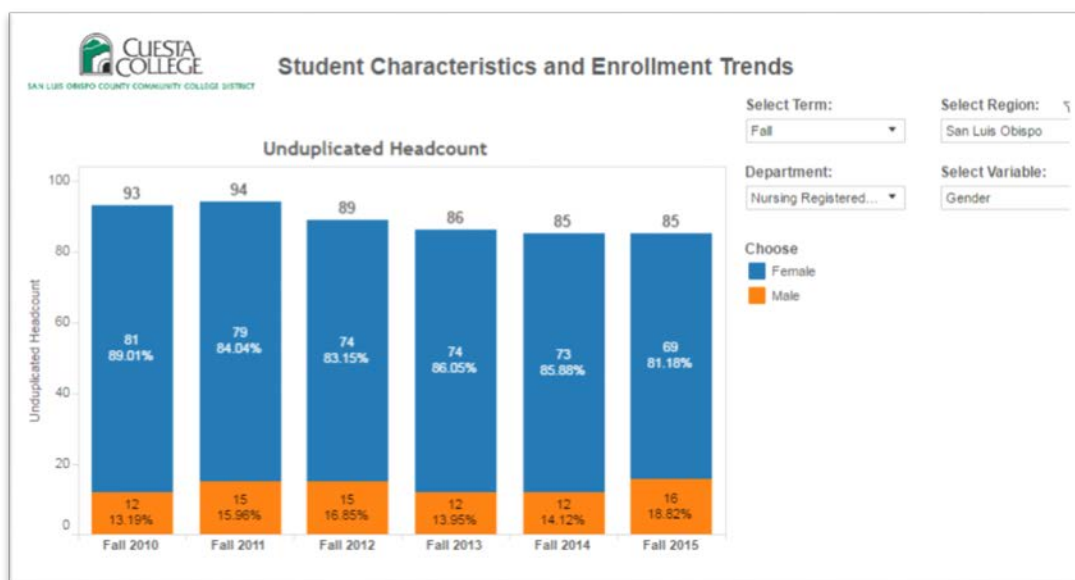
The above aggregated age data chart shows the majority of students come from two age groups: 25 – 29, and 30 – 34. This data is consistent with the work force entering the nursing profession.

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### Enrollment Data: Ethnicity

Ethnicity remains predominately white with a cohort of Hispanic/Latino students.

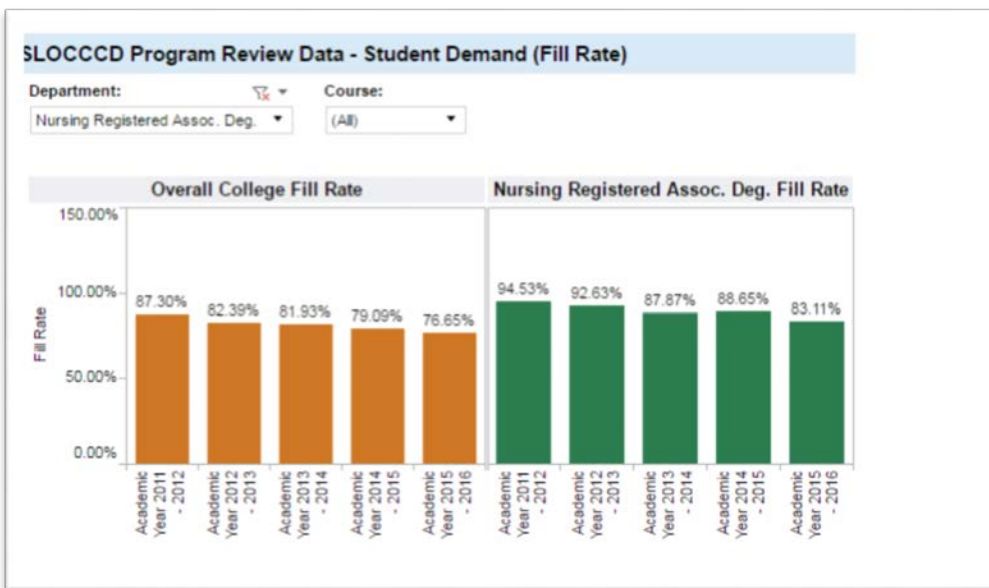


### Enrollment Data: Gender

Gender remains largely female presumably due to the long-standing perception that nursing is a female profession. A survey published by the National League of Nursing in 2014 showed the population of students enrolled in ADN programs who are male at 15%. We are consistent, and slightly higher, than this national average.

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## 2. General Student Demand (Fill Rate)



Student demand (fill rate) is consistent and continues to exceed overall college numbers. Fill rates at the beginning of the RN program are always 100%. Any variance to this fill rate is related to student attrition due to academic or life issues. Students who drop are eligible to re-enter the program within one year on a space available basis.

### Student Demand (Fill Rate) Disaggregated:

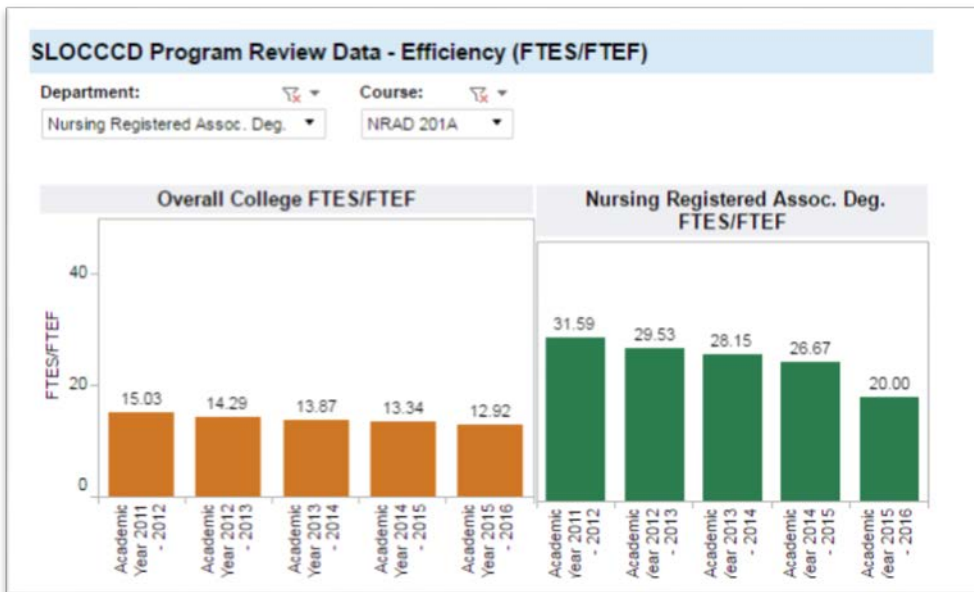


The fill rate for the NRAD courses has declined slightly over the past five years (from 94.5% to 83.1% overall), at a rate that is comparable to the decline experienced District-wide (87.3% falling to 76.7%); however, even while declining, the NRAD courses maintain a fill rate that exceeds the District fill rate in

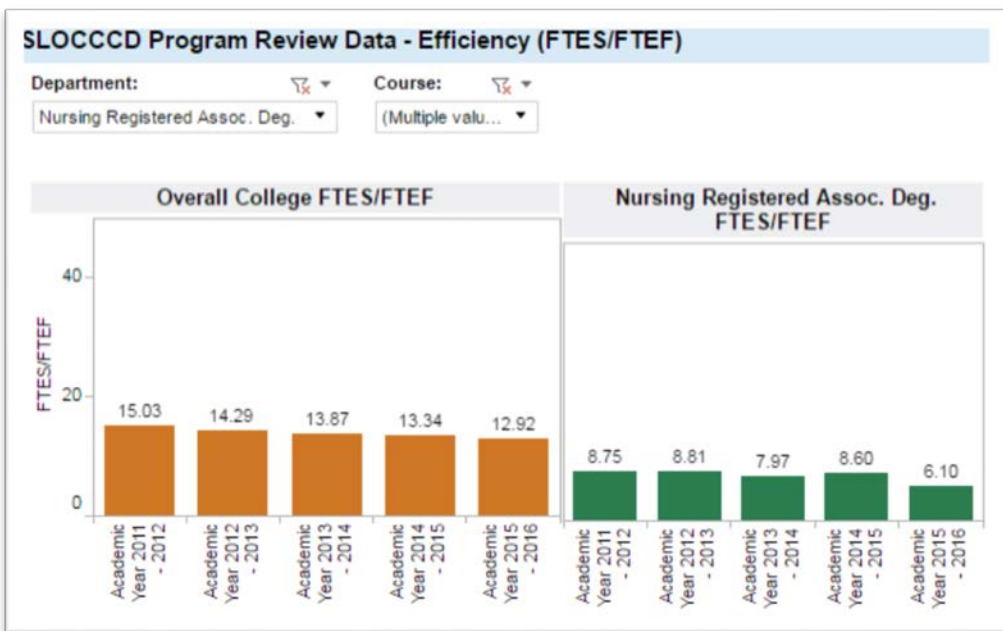
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each of the past five years. The decline seems to be manifested more acutely in the CSU-transferrable courses than in the non-transferrable courses. Considering just the courses in the ADN program (all CSU-transferrable), the fill rates have hovered consistently around 90% for the past three years.

### 3. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)



The above efficiency chart is taken from one of the lecture courses within the 4 semesters of the RN program, NRAD 201A, to demonstrate efficiency of all lecture courses in the 2 year program. Nursing students complete three lecture courses in each of the four semesters of the nursing program. All courses in the RN program are required to be taken concurrently and in sequence.



The above chart reflects efficiency numbers for both lecture and clinical courses combined in

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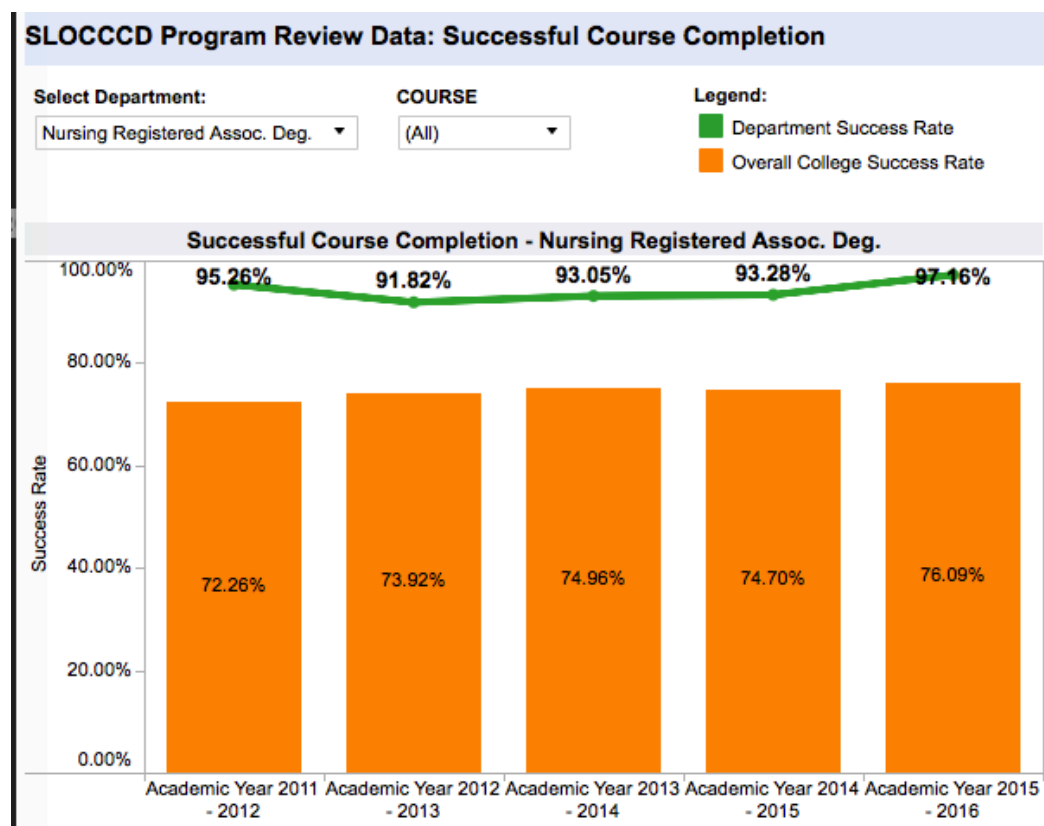
the nursing program. The efficiency of the clinical patient care courses is low than overall college numbers due to the necessary student to faculty ratio to ensure all nursing students are adequately supervised and all patients receive safe care. The onset of electronic health care records has had a significant impact on the number of students that can be effectively supervised by clinical nursing faculty.

The Registered Nursing program admits 46 students annually and generates around 141 FTES. This number will remain the same. We cannot add more mandated credits into the four semesters of the nursing program due to Board of Registered Nursing (BRN) regulations.

The size of the program is a complex determination balancing the needs of clinical agencies, patient care experiences, market forecasting, and college requirements.

The program baseline is 36 but we are able to admit 46 students due to the RN Enrollment grant from the Chancellor.

### 4. General Student Success – Course Completion in All Courses



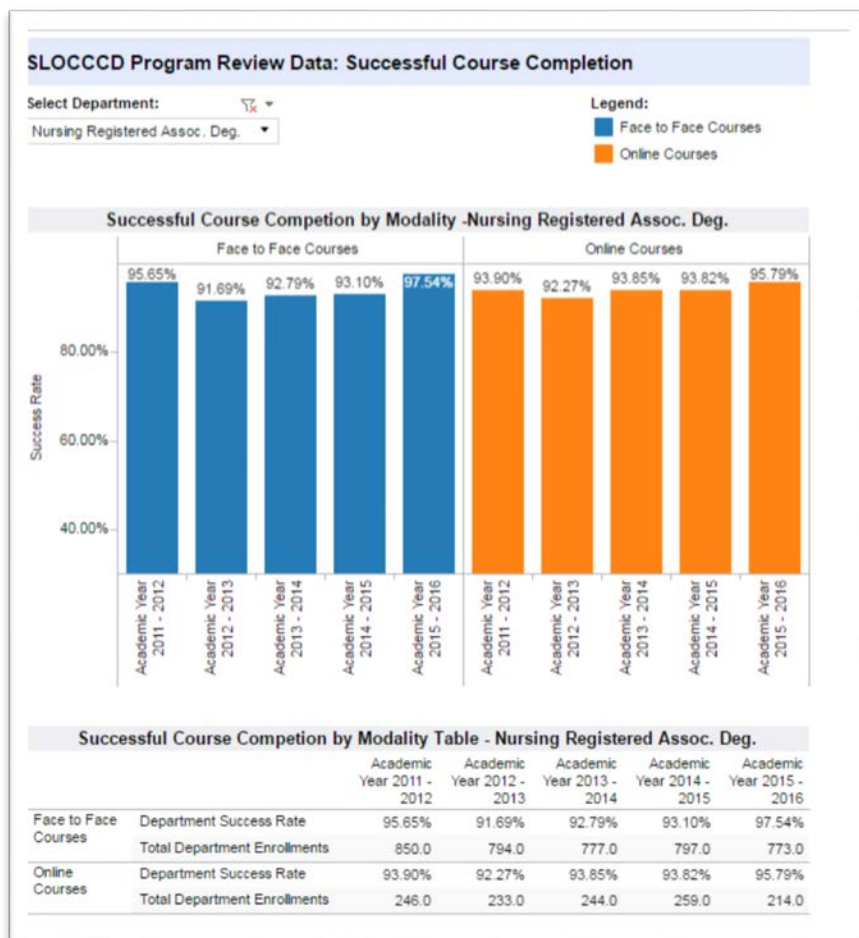
The above graph reveals the successful completion of registered nursing courses consistently above 90% over the past five years. This success is the result of a combination of factors



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including, but not limited to, the selection process of our applicants, a proven curriculum, long time and committed faculty, and an aggressive retention program including referral to the RN Success Specialist anytime a student scores below 75% on a quiz or test.

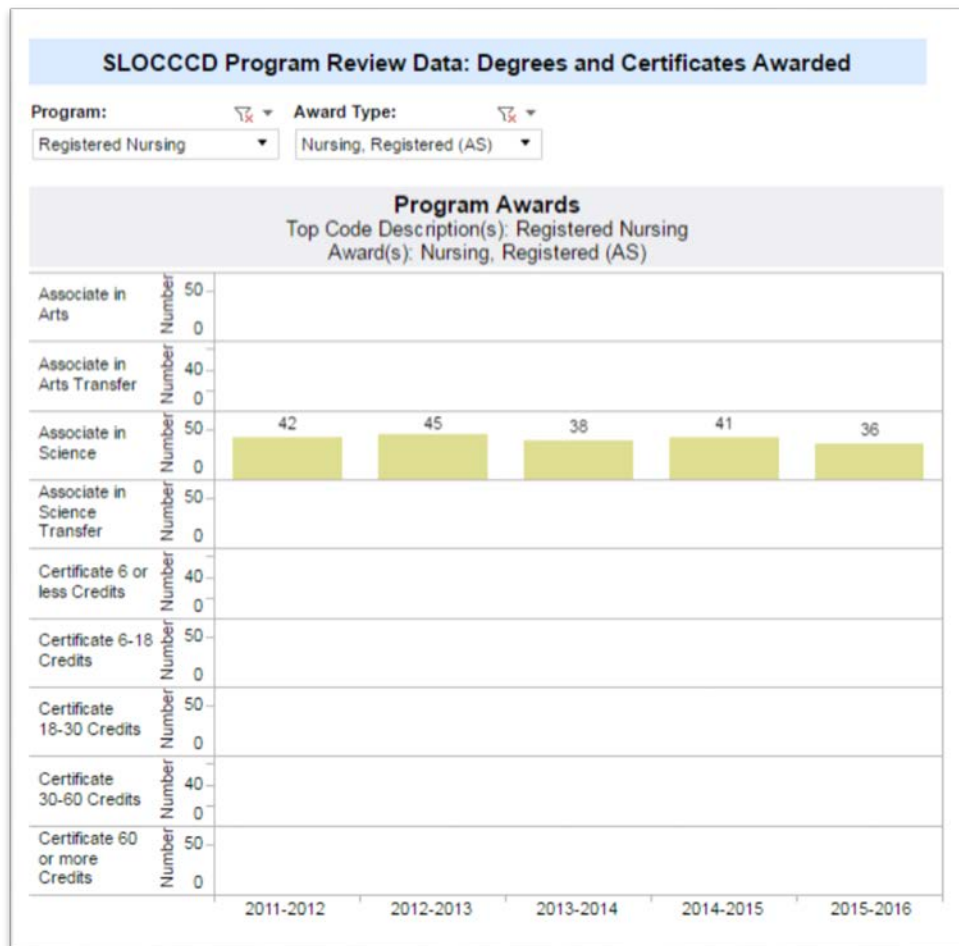
### 5. Student Success—Course Modality Face to Face and Online Courses



The above graph demonstrates the successful completion of required and elective online courses in the NRAD program. The successful completion of online courses has been above 90% for the past five years.

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## 6. Degrees and Certificates Awarded



The Registered Nursing, Associate of Science Degree. These numbers show a 90% on-time completion retention rate for the 2011-2012 through 2015-2016 years.



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## PROGRAM OUTCOMES ASSESSMENT AND IMPROVEMENTS CHECKLIST AND NARRATIVE

### CHECKLIST:

- ☒ Location of current SLO assessment cycle calendar is: V:drive/nursing/CPAS\_formerly SLOs\_for\_Nursing-and\_Allied Health/Program\_Course\_Assessment\_Cycles/NRAD\_Assessment Cycle Calendar 2016-2020. The master calendar *San Luis Obispo County Community College District Timeline of Learning Outcome Assessment* details the student learning outcome assessment cycle for the entire district. It is accessed from the Institutional Research webpage on the Outcomes and Assessment link.  
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- ☒ The SLO assessment cycle calendar was last updated in 2016: The current calendar on the V: drive runs through 2020. The master calendar runs through 2026.
- ☒ All NRAD courses scheduled for assessment in Fall 2016 have been assessed in eLumen.
- ☒ Date of last completed NRAD course assessments in eLumen is December 2016.
- ☒ A sustainability plan has not been established for the Registered Nursing Program.

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### A. New or modified plans for achieving program learning outcomes

Budget requests that are related to SLOs have been included in the 2017-2018 Resource Plan.

- Professional development for faculty to remain content experts in BRN required areas of geriatrics, maternal child health, psychiatric health and medical-surgical nursing.
- Professional development funds to support faculty with curriculum revision
- Continued funding Simulation Liaison to oversee the simulation lab.
- Update equipment to meet what is utilized in the clinical patient care environment and replacement of equipment that is consistently worn and used during the year such as IV pumps and PCA's.
- Continued purchase of National Council of State Boards of Nursing (NCSBN) Program Report data to assist in measuring student performance on their licensure exam (NCLEX) in specific areas of learning to assist in program review each year.
- Update content specific instructional media as noted in the resource plan.

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### **B. Anticipated changes in curriculum and scheduling**

- Nursing faculty are in the process of reviewing the nursing program philosophy and curriculum content to make shifts, additions, and deletions based the healthcare industry and professional trends. The Board of Registered Nursing requires a minimum of 18 theory hours and 18 clinical hours the two year, 4 semester ADN program, which is significantly lower than the 45.5 credits in our nursing program. Credits in our program will decrease with the current revision to narrow this gap. The revisions will be submitted to the Board of Registered Nursing for approval, as well as follow the college curriculum process.

### **C. Levels or delivery of support services**

- The nursing program will continue to collaborate with the following college departments to best serve the nursing students as they prepare to apply for the program, complete nursing courses within the program, successfully apply and pass their licensure examination and obtain timely employment in the field. Over the past five years, one or more of these positions has been supported by RN grant or donor funding.
  - Admissions and Records
  - Research
  - Counseling
  - Fiscal Analyst

### **D. Facilities changes**

- Additional classroom and meeting space to meet current needs
- Increased part-time faculty office space to meet current needs
- Increased nursing office space to meet current needs
- Remodel the nursing /allied health office with efficient storage
- A separate workroom and breakroom for nursing and allied health faculty. Currently one room is used for both, and it is always in high demand.
- Paint and carpet in the 2300 Building

### **E. Staffing projections**

- Anticipate one – two RN FT faculty retirements within three years
- Anticipate program director change in three – five years
- RN Success Specialist 50% position should be increased to full time to allow for expansion of duties. The position is currently grant funded and the Board of Registered Nursing has recommended the college absorb the cost of this position when grant funding ends
- As the complexity of our program grows anticipate the utilization of TA's to augment staffing.

### **F. Strategies for responding to the predicted budget and FTES target for the next academic year**

- Continue to evaluate community need to determine the best number of students to admit annually into the RN program. Currently we have an RN grant from the Chancellor's Office through June 2017 with application to be completed for a new grant through June 2017 that funds 10 additional students (46 total). Cuesta's baseline number of RN students without grant funding was 36 students.

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- Continue to offer the online Medical Terminology course which allows a higher volume of students than only those admitted in the RN program
- Work closely with the foundation to maintain community partnerships .