2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2017-2018
PROGRAM: REGISTERED NURSING NRAD
CLUSTER: MATH, NURSING, BIOLOGICAL SCIENCES, KINESIOLOGY/HEALTH SCIENCES & ATHLETICS
LAST YEAR CPPR COMPLETED: 2016-2017
NEXT SCHEDULED CPPR: 2019   CURRENT DATE: 2/26/2018

This APPW encompasses the following degrees and/or certificates:
Associate in Science, Nursing Registered;
Nursing Registered; Certificate, Nursing Registered (30 unit option)
Pre-Nursing; Certificate of Achievement,

GENERAL PROGRAM UPDATE

The Associate Degree Nursing (RN) Program is approved by the California Board of Registered Nurses (BRN). This two year (four semester) program prepares students to graduate with an Associate Degree in Nursing (ADN), and take the National Council Examination for Registered Nurses (NCLES-RN) for licensure by the California BRN.

Our current first year students mark the 50th class to be admitted into our two-year program and will graduate in May 2019.

The mission of the nursing program remains unchanged. The student is prepared as a generalist to practice at an entry level with the ability to apply critical reasoning skills and the nursing process in a caring and individualized manner to help others maintain or regain optimal health, or a peaceful death.

The registered nursing program continues to be a highly regarded program. The number of applications received for the class entering Fall 2018 was the highest ever at 262 for 46 seats in the program.

Class selection is determined using a merit-based, multi-criteria screening process in accordance with the California Education Code 78261 and the California Community College Chancellor's Office (CCCCO). Points are awarded in the areas of: academic performance; work or volunteer experience; foreign language skills; life experiences; special circumstances; and a diagnostic assessment test.

Prior to 2011, the program admitted students from a waitlist, and retention was as low as 70%. Between 2006 and 2012, thirty-one students dropped for academic failure. In comparison, since the move to MCS, 10 students dropped between 2012 - 2017 for academic or clinical failure. Student selection using the MCS process reflect a higher number of students who drop for personal reasons, not academic failure.

Graduates of our nursing program boast a first-time pass rate on the national RN licensure exam (NCLEX-RN) that ranks top in the state. This first-time pass rate has been 100% for the past 4 graduating Classes of 2014, 2015, 2016 and 2017.   This consistent pass rate has given our program the #1 ranking, amongst all 131 nursing programs analyzed in California, on registerednursing.org.

Our graduates are able to secure employment within SLO County within 6 months of graduation. Tracking this precise number is difficult because it requires word-of-mouth reporting from graduates on their employment status. Our records indicate that 75% or higher are employed locally over the past 3 years.   Annual employer surveys demonstrate that our students are highly regarded amongst healthcare facilities in SLO County. Comments from the Employer Survey completed in 2016,

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include "Able to effectively assess patients for medical and psychiatric problems", "Works well with all staff and has been an asset", "All the new graduates transitioned well to the role of the staff nurse", "intelligent, industrious, good clinical skills, and "Has great potential for leadership positions."

The Institute of Medicine (IOM) set a national goal in 2010 to have 80% of all working nurses to have a 4-year Bachelor of Science Degree in Nursing (BSN) or higher by 2020.   Subsequently, the entry requirement for our graduates to be employed as a Registered Nurse is rapidly becoming the BSN. In response to this change, our nursing program has formed an ADN to BSN Collaborative Pathway with CSU-Monterey Bay that allows students enrolled in our ADN program to take concurrent courses and complete their BSN degree 1 year after completion of their ADN degree, with all courses being local.   In addition, the nursing department is hosts an annual nursing education fair for current students, alumni, and community nurses with representatives from a variety of schools offering the BSN degree.

Faculty have been working to revise the curriculum, philosophy and framework during extended faculty meetings and retreats. This project is nearing completion, but once complete, it will need to go through the college and BRN processes for approval before implementation. Our completion goal remains for fall of 2018, but due to the significance of this project and time available for concentrated work, this target goal may need to be extended. The number of credits in the RN program will decrease with this revision to align with BRN and national accreditation standards. The BRN and national accreditation standards set the number of credits in a nursing program at 36, with Cuesta's nursing program at 45. In addition, the CCCCO nursing program prerequisite requirements for Microbiology and Physiology are four credits each, and Cuesta College only offers these courses at five credits. The number of credits required for our ADN Degree is in need of review to align with accreditation standards and course credit granting efforts by CSU's and private schools toward efficient and seamless BSN degrees.

The pre-nursing associate degree was first offered fall 2016.

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.

S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t   2
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
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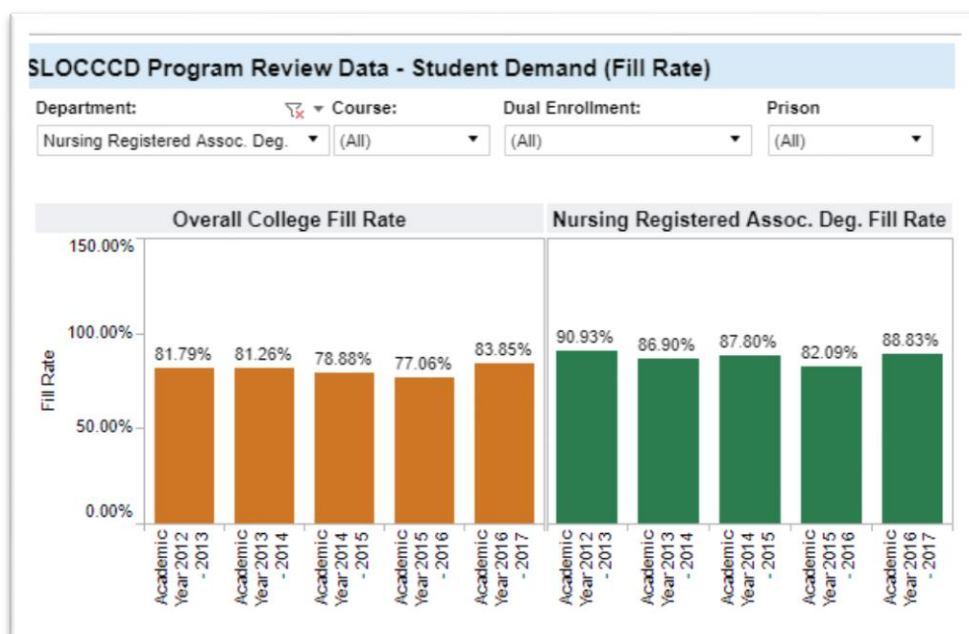
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DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

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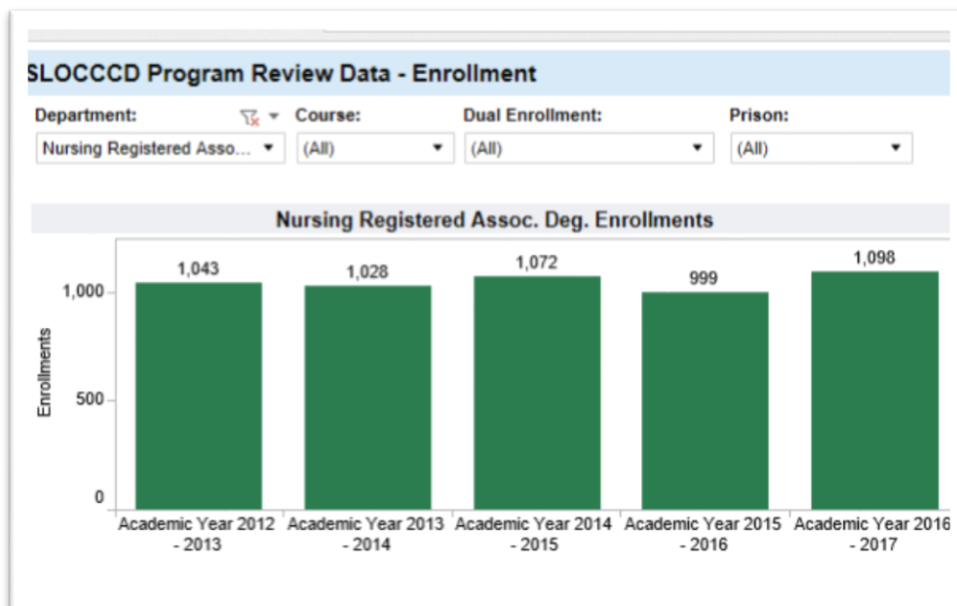
The chart above demonstrates overall enrollment in all NRAD courses, including theory, lab and elective offerings. These numbers have remained consistent over the past five years, and are anticipated to remain unchanged.

General Student Demand (Fill Rate) Aggregated Data Chart:

Student demand (fill rate) is consistent and above 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 personal issues. Students who drop are eligible to reenter the program within one year on a space available basis.

General Efficiency (FTES/FTEF) Aggregated Data Chart:
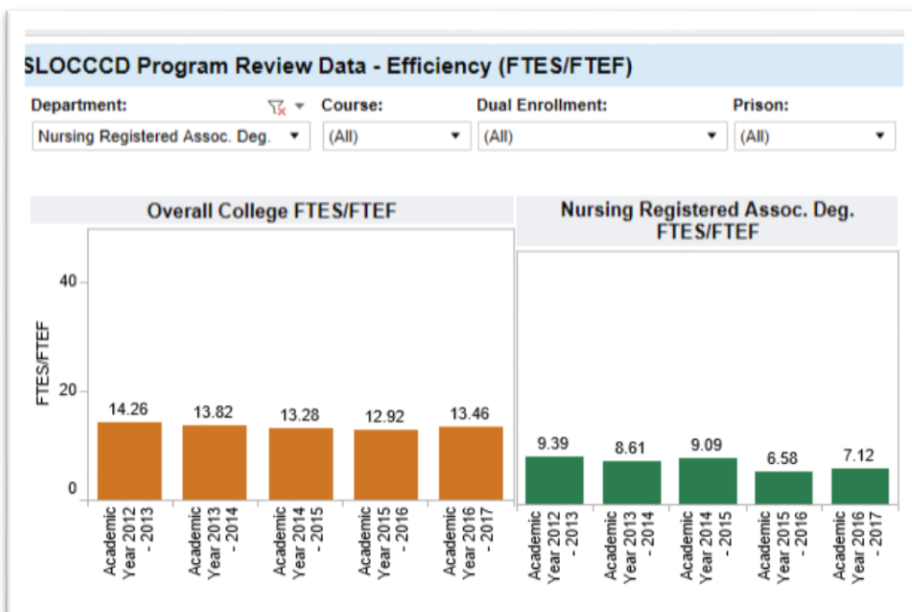
The chart above demonstrates efficiency of clinical lab and lecture nursing courses. The efficiency is below overall college numbers due to the clinical courses that require a lower student to faculty ratio to adequately supervise students and ensure safe patient care.
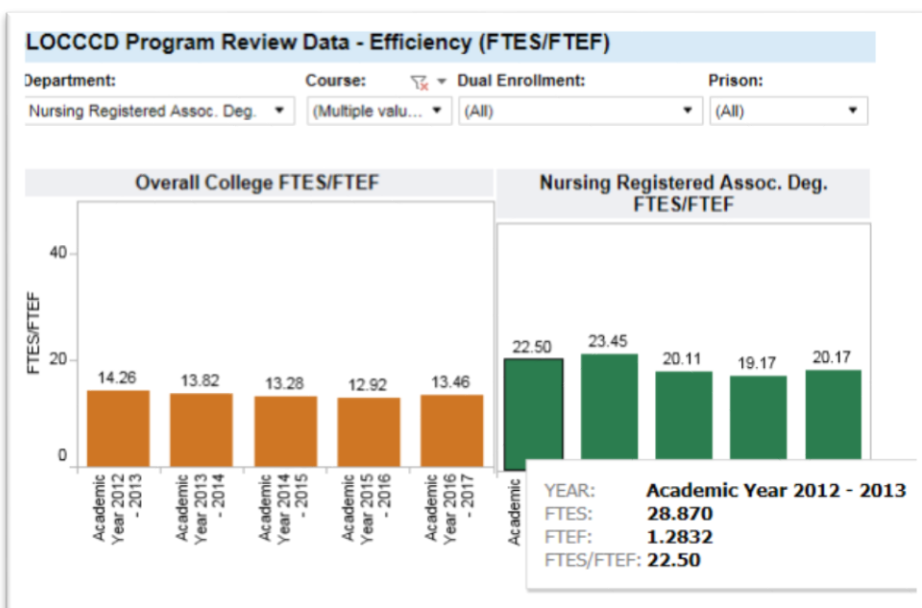

The chart above reflects efficiency numbers of lecture courses, minus clinical courses. These numbers demonstrate an efficiency maintained in the nursing program, above college numbers, throughout four semesters, that neutralize the lower efficiency required in clinical lab courses.

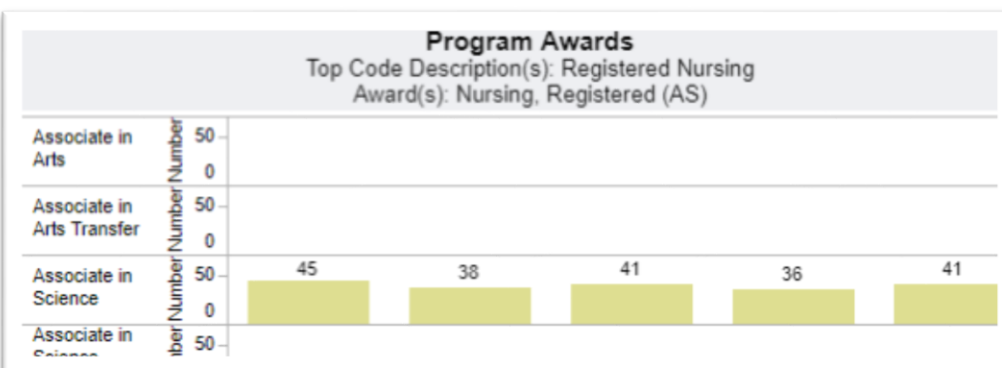## 2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

The RN program admits 46 students annually and generates around 141 FTES. This number will remain the same. The Board of Registered Nursing (BRN) regulates the number of required courses. Student enrollment is determined by clinical facilities, patient care experiences, market forecasts, and college requirements.

Student Success—Course Modality Data Chart:
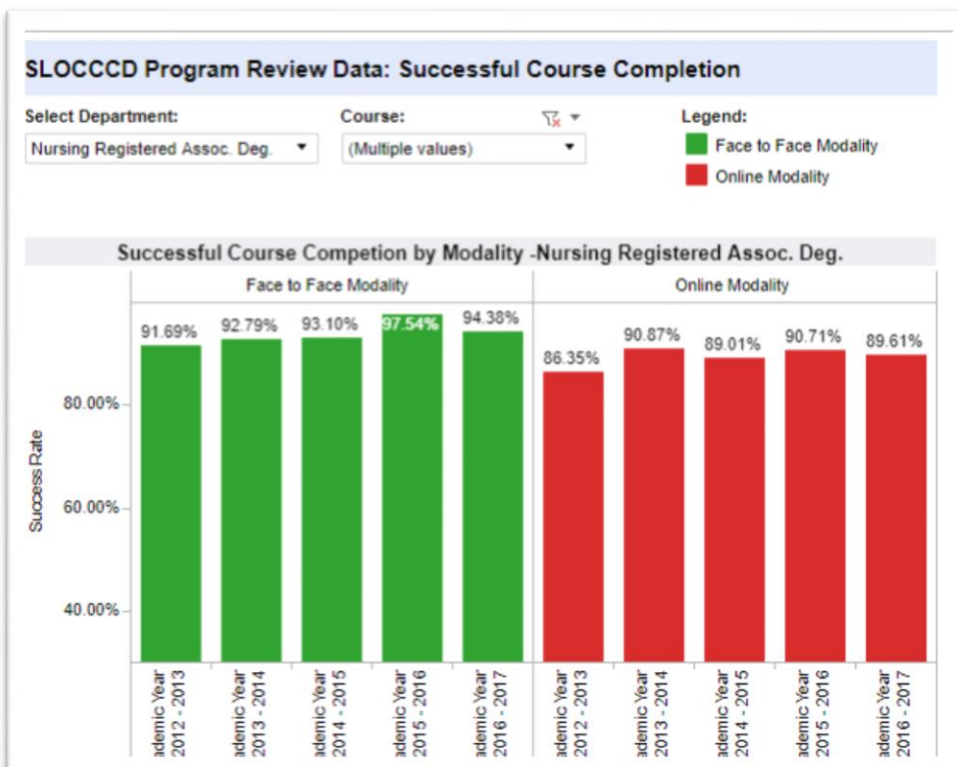
The above graph demonstrates the successful completion of NRAD online courses: NRAD 222 and NRAD 201. These online NRAD courses are not limited to students admitted into the RN program, and have a larger number of enrollments, but also have a slightly lower completion as compared to the NRAD courses limited to students admitted into the program.

Degrees and Certificates Awarded Data Chart:

NRAD Degrees: The table above represents the number of Registered Nursing, Associate of

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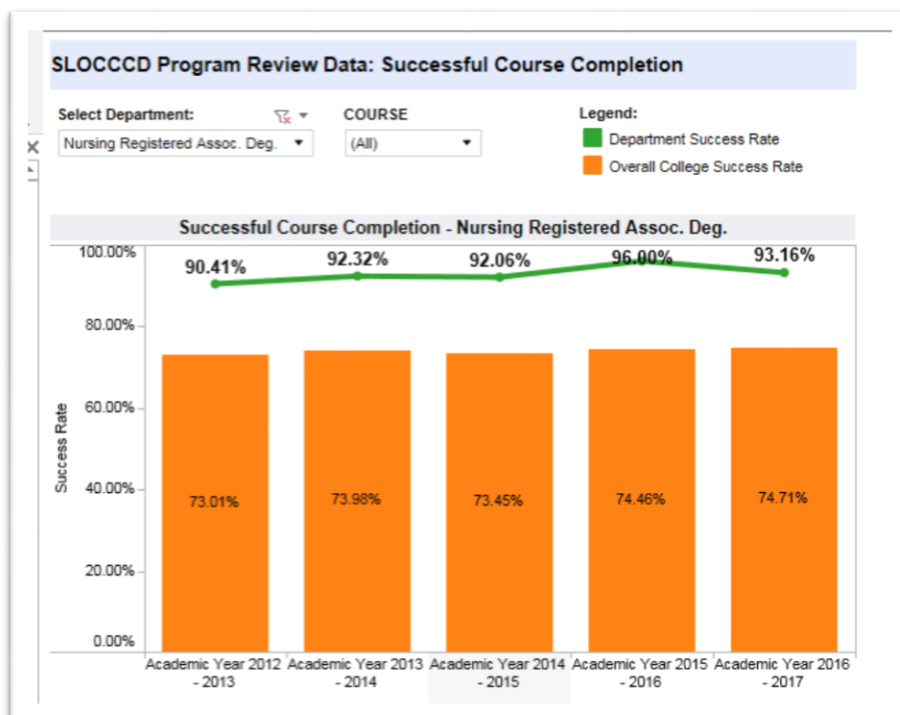# 2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

Science Degrees awarded from 2012/2013 through 2016/2017. The method of gathering degree data is in need of evaluation because numbers do not always match department internal records.
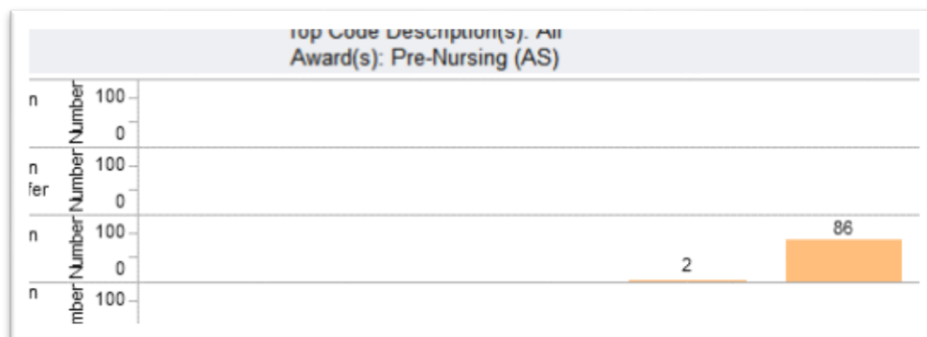
Pre-Nursing Degrees: The table above represents the number of Pre-Nursing, Associate of Science Degrees awarded from 2015/2013 through 2016/2017. This Degree first became available in Fall 2016 to benefit pre-nursing students navigating the prerequisite courses for the NRAD program.

Certificate of Achievement – 30 unit, non-degree option: This pathway continues as an option, but has not had enrollments due to licensure and educational limitations.

General Student Success – Course Completion Aggregated Data Charts:


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NRAD and College Successful Course Completion Percentages. NRAD completions are reflected on the green graph line, consistently above the overall college numbers, which are represented in the orange columes.
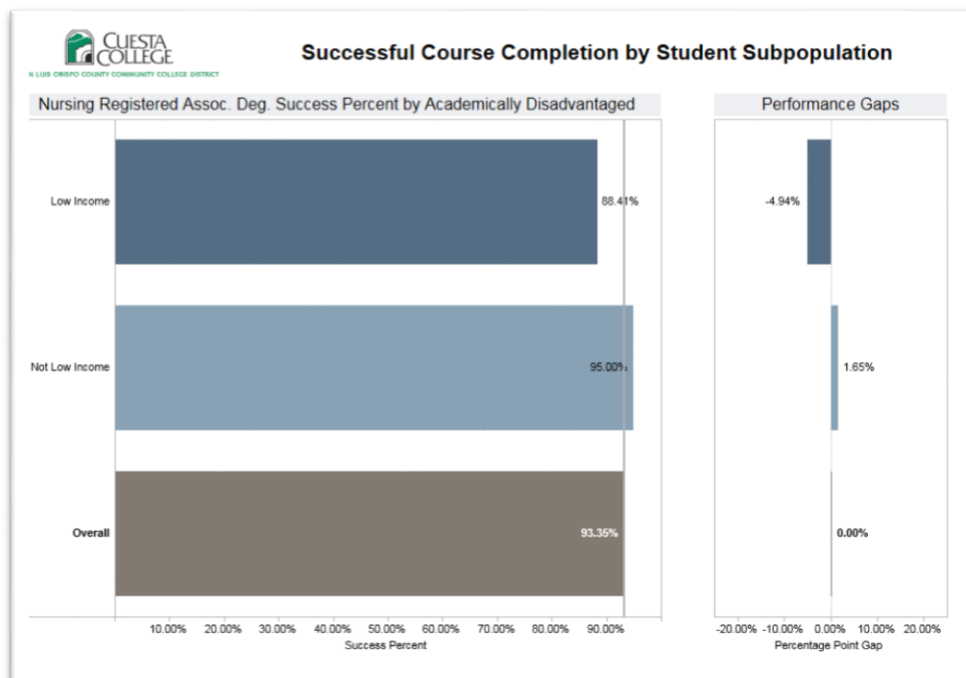
Advantaged and Disadvantaged Successful Completion Percentages: The above graph demonstrates the successful completion percentage of required and elective online courses in the NRAD program by academically disadvantaged subpopulation from 2013 - 2017. Overall completion is 88.4% for low income students, 95% for non-low income, and 93.35 overall.
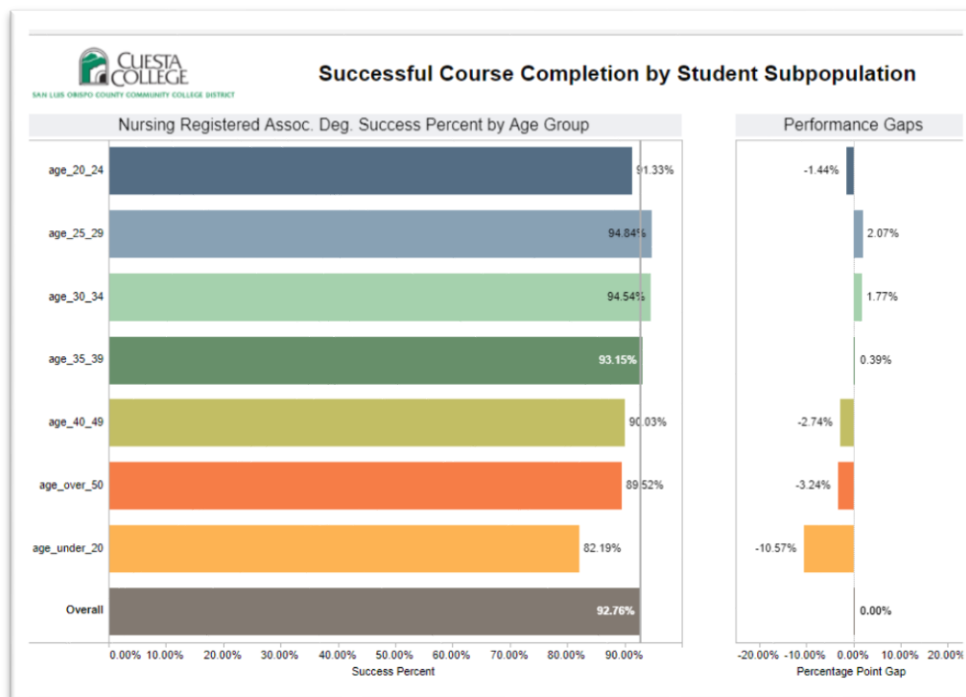
Age Subpopulation Successful Completion Percentages: The above data chart represents course completion percentages from 2013 to 2017 in the NRAD program by age subpopulations. The majority of students come from two age groups: 25 – 29, and 30 – 34,

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with a course completion rate of over 95%. Completion percentages for students age 20 to 50 are above 90%. Students over 50 years of age have a completion rate of 87.36%, and those under 20 years of age have a completion rate of 82.64%.
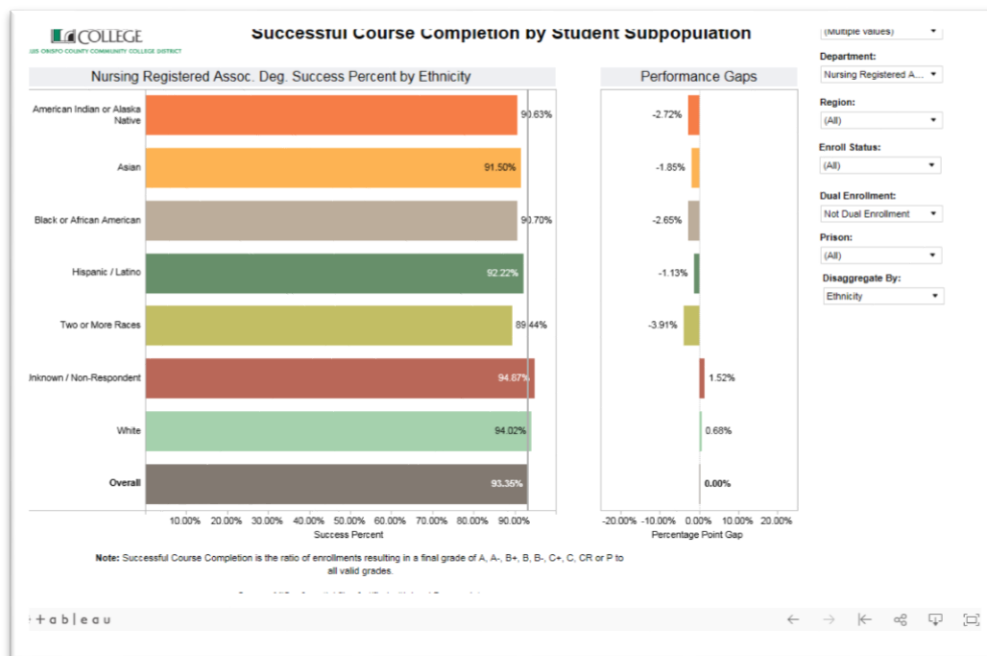
ETHNICITY Course Completion Percentages: The above data chart reveals successful program completion rates by ethnicity. All ethnic subpopulations have a completion rate over 90%, except for students indicating two or more races, which have an 89.5% completion rate.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:
☒ SLO assessment cycle calendar is up to date.
☒ All courses scheduled for assessment have been assessed in eLumen.
☒ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:
The following program and course curricular changes have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment:

- Consistent implementation of Canvas course sites for all courses in the RN program as a direct result of student feedback.
- Standardized Select-All-That-Apply (SADA) questions on exams in all courses in the RN program based on student feedback.
- Updated medication administration practice scenarios to mimic current electronic dispensing systems students will use in the clinical setting.

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- Updated skills testing scenarios to reflect current patient care situations.
- Simulation scenarios updated to

Program Planning / Forecasting for the Next Academic Year

A. **New or modified plans for achieving program learning outcomes**
   - Budget requests that are related to SLOs have been included in the 2018-2019 Resource Plan.
   - Professional development for faculty to remain current in nursing content, educational trends, and regulatory requirements in required areas of geriatrics, maternal child health, psychiatric health, and medical-surgical nursing.
   - Professional development funds to support faculty with continued curriculum revision.
   - Update equipment to reflect industry standard in the patient care setting, such as IV and feeding pumps..
   - Continued purchase of National Council of State Boards of Nursing (NCSBN) Program Report data to assist in measuring student performance of the licensure exam (NCLEX) in specific areas of learning to assist in program review each year.
   - Continued purchase of Kaplan NCLEX integrated program and LIVE Review to facilitate student success in the program and passing of RN licensure exam.
   - Instructional media and aids noted in the resource plan.

B. **Anticipated changes in curriculum and scheduling**
   - Nursing faculty are in the process of revising the nursing program philosophy and curriculum content to make shifts, additions, and deletions based the healthcare industry and professional trends. The number of credits in the program will decrease for the following reasons:
     - The Board of Registered Nursing require a minimum of 18 theory hours and 18 clinical hours for a two-year, 4 semester ADN program, which is significantly lower than the 45.5 credits currently in our nursing program.
     - There is movement that may require all programs to be nationally accredited in addition to the BRN. ACEN, a national nursing program accredition organizations mandates 36 credits.

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.
     1. Admissions and Records

2. Research
3. Counseling
4. Fiscal Analyst

D. **Facilities changes**
- Increased offices for part-time faculty.
- Increased nursing office space for student, faculty, and curriculum files.
- Student lounge and study room

E. **Staffing projections**
- Anticipate two full-time faculty retirements and one full-time resignation this year.
- Anticipate program director replacement in three – five years.
- Restructure classified positions to meet the needs of the entire division with 8 programs and each having their own set of regulations and accrediting bodies
  - Nursing office coordinator designation to one of the current positions.
  - Nursing Allied Health paraprofessional to process student applications, collect data for regulatory and college reports, provide eligilbity and pathway information to interested applicants.
  - RN Success Specialist half-time 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 to be sustainalbe.
- Possibly add TA's to facilitate supervision of students in lab settings.

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 2018 that funds 10 additional students (46 total). Cuesta's baseline number of RN students without grant funding is 36 students.
- Continue to offer the online Medical Terminology course which enrolls a higher number of students because enrollment is not limited to stuents admitted to the RN program.
- Work closely with the foundation to maintain community partnerships.

S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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