Assessment Report

Yuba Community College District

YC - Nursing Program Recommendations

Year of Review: 2013-2014

Type of Review: Self-Study (4-year review)

Executive Summary (Include a list of team members): Nursing currently offers one nursing program and a career advancement program. These programs are consistent with Title V requirements and have approval from their respective California State nursing boards. The Associate Degree Nursing (ADN) program is approved by the California Board of Registered Nursing (BRN). The ADN program seeks to prepare graduates to take the National Council Licensure Examination (NCLEX - RN), leading to licensure as a Registered Nurse (RN). Registered nurses work to promote health, prevent disease, and help patients cope with illness. They are health advocates and educators for patients, families, and communities. Students enter the program as a "generic" student starting in the first semester or as a Licensed Vocational Nurse (LVN) step-up student in the third semester. Alternatively, LVN step-up students complete no more than 30 additional semester units and then are eligible to take the NCLEX-RN (but not as a graduate).The RN license obtained by this method may not be accepted by all states, which is the rationale for not promoting this option. Currently 10 of the 30 ADN students admitted each semester are funded through the California Community College Chancellor's Office (CCCCO) grant. LVN Step-up students are admitted to the third semester ADN program on space availability.

There are 7 full-time instructors for the nursing program, which includes the Director with 80% release time and the Assistant Director with 20% release time and the entire full-time faculty does over loads. There are 7 adjunct instructors to help with the practicum and/or theory.
In June 2014 the full-time secretary for the nursing department will be retiring after 25 ½ years and the current interim director will also be retiring at the same time. This will have an impact on the nursing program for a while, while the new director and secretary get acclimated to BRN policy and nursing program policy and procedures.

We need two full-time instructors, per the BRN regulations, in specialty areas or Pediatrics and
Obstetrics. Two of the adjunct instructors are filling these positions, and have been approved as content experts by the BRN. The Fall of 2013 a full-time position was opened for Obstetrics which will fill the requirements of the BRN. The Pediatrics position will be filled by one of the seven a full-time instructor whom has just received her Master Degree in Nursing. In order for her to meet the BRN requirements, the nursing department provided classes and supervised practicum by a content expert. At the end of Spring 2014 she will become the content expert
for Pediatrics, once she meets the BRN requirements. Also one of the medical/surgical instructors will begin to remediate in Obstetrics, starting the fall 2013, so there is a second instructor if needed and to fill the requirement of the BRN.

The nursing department is looking at the program so the students have consistence, we need to have same instructor teaching the same theory content and doing the practicums with that theory content.

The ADN program changed in the chancellor's cut score went from 70% up to 80% in the spring of 2010. We also developed and changed our curriculum around and added seminar courses for each semester, with the idea it would help the students success rate. This first group that have been effect by these changes graduate in the Fall 2013. Additionally, we have found new sites for the nursing practicum, in the Sacramento area, to reduce the number of students in the local hospital, besides giving the students a different learning experience. Spring of 2013 started the first nursing students that would be admitted under the merit-based criteria for the Fall 2013 school semester. Other colleges that are using this admission criteria have anywhere from 150 to 500 application's per year. For the fall we had 39 applications and only 28 qualified based on the criteria. Nursing had to extent the application date by one month to get the 39 applications. October 15, 2013 was supposed to be the last date for applications for the spring 2014, this

date have to be extended to December 22, 2013 to insure there would be enough students to fill the class. The Multi-criteria admission process will be review in the spring to see if we should continue with it or go back to a wait list.

Yuba College ADN program attrition rate for the students that graduated in spring 2012 was reduced to 9% and the fall 2012 was 3%. The Director and Assistant Director for the nursing program attend on August 7, 2013 the BRN hearing for Accreditation for Yuba College ADN program. The BRN members were impressed with the current low attrition rate from our ADN program and granted "Continue approval of the Yuba College Associate Degree Nursing Program" for 5 years.

Program Description : Do students have access to curriculum-specific and/or program-specific support services? If so, describe this service(s). If not, explain why.
The students have program specific support with:
1. Class/Lab Nursing 55 and 56. It helps the student practice skills they will need once in the clinical setting, review theory, critical thinking and skills that are specific to the semester and needs for each student, this is done by a staff RN.
2. Students have on-line support through ATI in: video, case studies, and practice quizzes and get immediate feedback.

If services are available, how do they demonstrate an increase in student success?
This would be based on attrition rate semester by semester of the nursing program. (spring 2013 it was 3%) The student each semester do an evaluation of the courses and faculty use this evaluation of their own courses, to make changes for student success.

How is current and previous program review data used to refine and improve program or department practices? The data is review at the beginning of each semester and the faculty will decide what changes need to be made. The spring of 2013 the faculty asked for a consultant to review the whole curriculum/program and met with the consultant in June 2013. Based on the consultant's report there will be an extensive revision of the nursing program and curriculum and how it is delivered.

Curriculum & SLO Assessment Summary : D14. Which CSLOs (course student learning outcomes) and PLOs (Program learning outcomes) were assessed within the last year?

Curriculum & SLO Assessment Summary
D6.What has your program or department done to improve completion of degrees, certificates, or transfers? The nursing program is set up for students to graduate with an associate degree. The associate degree is transferable to a state or university so they can obtain a BS or MS in nursing, if that is the student's desire. The current curriculum was developed with integrated student learning outcomes (SLOs). The faculty also council and have quest speakers to periodically to encourage students to seek a higher education.

What are your future plans?
The faculty has looked at the unit load for the nursing program, with a consultant, and in the spring 2014 will decrease the students unit(s) for the whole nursing program by 4 units. The next phase is when the major curriculum change is done, the plan is to reduce the units more, mainly in the practicum area, and hopefully this will help provide the students with increase financial aid when they transfer for a higher degree. The new curriculum will also be developed with integrated student learning outcomes (SLOs).

D7. Do you have any courses, certificates, or degrees that should be in-activated or expanded? If yes, please identify and justify your recommendations with data.
Yes, currently were deleting all of the nursing seminars within the program.
We will be re-activating one course for LVN step-up the “Bridge Course”, use
for the LVN to adapt to becoming a RN student.

D8. Do all of your courses have current CORs? If not, what steps are you taking to ensure compliance? Yes, and they will be updated with major curriculum change expected to
launch in Fall 2015.

D9. If applicable, how are teaching methodologies in your program or department assessed?
Yes, they are address every semester at the end, with a monkey survey ,done
by the students. (this has always been done since the program started, the difference
is it is anonymous now)

D10. If applicable, how are the results of the assessment used to support, improve, and/or expand your current teaching methodologies?
The nursing faculty put a high importance on this survey and how they teach, what the students seem to need. If a trend is noted, this is discussed during the Nursing curriculum meetings and an outcome will be determined for improvement.

D11. If your program or department uses a DE modality to support instruction, how are you evaluating the effectiveness of that instruction?
The nursing department does use DE as support courses and full online courses. The evaluating is done with monkey survey at the end of the courses, which is used to help in determining what will make the student successful.

D12. If your department offers DE courses, what support services does it provide for DE students?
Other than: Easier for the student to complete the course while working, they don’t have to drive (cost saving) to sit in a live course and the distance to attend the live course may be a problem. This course fit the nursing department pre-requisites for the nursing program and they a transferable to higher education or programs.

What can be done to improve support services for these students?
One of the things the students complaint about is that the course sometimes does
not open soon enough before the semester starts.

D13. How is your program or department applying sound principles of learning and teaching theory to its curriculum? The nursing department is always looking to better ways that they can improve and deliver the most up to date information to the students. This is done through educational classes in their related field: through seminars, online course, reading in nursing/educational journal identifying evidence base practice, workshops, education retreats, consultants, and nursing conferences. This information is brought back to the faculty for review and any before any changes are done further research is done on the subject.

D14. Which CSLOs (course student learning outcomes) and PLOs (Program learning outcomes) were assessed within the last year?

First Semester:
Upon completion of the course, the student will:
1. Verbalize the roles of the professional nurse and the legal and ethical standards that govern the practice of professional nurses.

2. Write a comprehensive nursing care plan sufficient to meet the cultural and human needs of the hospitalized patient and that sufficiently demonstrate the roles of the RN in planning care of a hospitalized patient.

3. Demonstrate and apply theoretical knowledge and practical application of the Nursing Process, the professional practice of nursing, and the other content areas of this course.
N1 FALL 2013:
COURSE STUDENT LEARNING OUTCOMES (SLO'S):
1. Pass a medication dosage calculation exam with at least 90% accuracy.
N1A SLO'S:
COURSE STUDENT LEARNING OUTCOMES (SLO'S):
1. The student upon completion of the course will safely administer medications by several routes.
2. The student upon completion of the course will safely demonstrate all fundamental skills to meet the basic needs of patients and basic skills to the practice of nursing.
N1B SLO'S:
STUDENT LEARNING OUTCOMES:
1. Perform satisfactorily a head to toe physical assessment on a patient.
2. Perform satisfactorily appropriate medication administration techniques and calculations.
3. Perform safe and therapeutic wound care and asepsis

A. N2/Theory: (one SLO) Last date assessed: 5/1/2013
1). Students will complete written coursework that demonstrates the evaluation process of patient problems identified through the use of the nursing process and will communicate the treatment of those problems with a comprehensive care plan.

B. N12 (three SLO's) Last date assessed: 5/1/2013
1.) Upon completion the student will demonstrate through examination the safe and therapeutic delivery of Intravenous Therapeutics for the adult.
2.) Upon completion the student will demonstrate through examination the knowledge to perform safely and therapeutically a full physical examination on an adult.
3.) Upon completion of the course the student will show proficiency through examination the ability to calculate appropriately intravenous therapeutic dosages and solution with a 90% or better accuracy rate.

C. N36 Patho (2 SLO's) Last date assessed: 12/14/2012

1.) Analyze and demonstrate proficiency in recognizing pathology, pathogenesis and pathophysiology of selected diseases including disease implication to the individual, health care and society.

2.) Students will demonstrate understanding of the pathophysiology and pathogenesis of diseases of selected body systems.

D. N51 Medical Terminology (1 SLO) Last date assessed: 8/1/2013

1.) Students will implement an ever increasing lexicon of medical terms in verbal and written communication.

E. N55 Nsg. Skills Lab (SP13 - 1 SLO) Last date assessed: 12/18/2013

1.) Students will remediate and develop proficiency in selected nursing concepts and skills at the fundamental beginning or intermediate medical surgical level of student nursing practice.

F. N56 Adv. Skills Lab (FA12 - 1 SLO) Last date assessed: 12/14/2013

1.) Students will remediate and develop proficiency in selected nursing concepts and skills at the advanced medical surgical level of student nursing practice.

G) N2/Lab - Clinical) (1 SLO) Last date assessed: 8/31/2012

1.) Students will implement the nursing process by demonstrating proficiency in the five roles of the registered nurse defined as caregiver, teacher, communicator, manager and advocate for selected adult medical-surgical patients.

N3 SLO and results for 2012 and 2013

Students will complete a medication administration critical thinking examination with a 90% rate of accuracy.

• 25 students completed exam on 1st attempt; 72% were successful on first attempt. 1 student exited program; remaining 6 successfully completed exam on 2nd attempt. 100% of remaining students met this objective. 11/9/2012

• 100% pass rate by 2nd attempt. 93% passed on first attempt; remaining 7% passed on 2nd attempt. 4/12/2013

N13 SLO and results for 2012 and 2013

Upon completion, the student will demonstrate through examination the safe and therapeutic delivery of Intravenous Therapeutics for the pediatric patient at a 90% level of proficiency.

• 96% of students demonstrated proficiency with passing score of 90% on their first attempt on the pediatric intravenous therapeutics exam. 10/31/12

• 71.4% (20/28) of students passed the IV Therapeutics for the pediatric patient on the first exam attempt with a score of at least 90%. The remaining 29% (8) students passed on the second attempt with a score of at least 90%. All students eventually passed. However, we will continue to monitor this and adjust teaching strategies as needed. 4/15/2013

Upon completion, the student will demonstrate through evaluation of cardiac rhythm strips the ability to interpret telemetry strips for the presence of common cardiac dysrhythmias at a 70% level of proficiency.

• 100% of students passed the cardiac rhythm course with > 70%. Scores ranged from a low of 78% (1 student) to 98%, with an average of 88%. Students were able to correctly interpret strips, including PRI, QRS, A/V rates, A/V ratio and hemodynamic significance, demonstrating rhythm recognition and critical thinking. 10/8/12

• 100% of students passed the cardiac rhythm test on their first attempt.100% of students passed the cardiac rhythm course with >

70%. Scores ranged from a low of 74% (1 student) to 100%, with an average of around 88%. Students were able to correctly interpret strips, including PRI, QRS, A/V rates, A/V ratio and hemodynamic significance, demonstrating rhythm recognition and critical thinking. 4/15/2013

N35/Lab SLO
Communication:
• Upon completion, provide positive and negative feedback in a constructive manner. 100 % of the students: Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose based on the evaluation form from the preceptor Nurse. 9/27/13

• The student will develop skill in effective communication by interacting and collaborating with hospitalized patients, their family members, and members of the health care team.100 % of students: Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose as stated on student evaluation form from the preceptor Nurse. 9/27/13

N35 Theory SLO
Critical Thinking:
• Analyze data/information in addressing and evaluating problems and issues in making decisions. 100 % of the student's self-assessment of progress based on pre and posttest of modules: at least 3 modules within this program. 9/27/13

NURS-33 Theory and Lab
SLO: All assessed May 2013 with 100% of the students completed project or paper and received at least 75% on their exams:
1) Critical Thinking (lab/theory): Student will apply nursing process and concepts of mental health nursing to patients experiencing stress and other mental health issues for a total of 16 weeks.
Assessment: Assignment and testing
To have a student do a walk through the community assessment, presentation of findings, written test.

2) Communication (lab/theory): Student will develop therapeutic communication skills and engage in 1:1 conversations with patient suffering from mental illness for a total of 16 weeks.
Assessment: Assignment and testing
The student will do a community assessment having dialogue with community resources for the mentally ill, presentation of assessment, patient process recoding from 1:1 interaction, and written exams.

3) Global Awareness (theory): The student will identify factors that promote culturally congruent care between nurse and patient/family.
Assessment: Assignment and testing
On-line assignment regarding mental illness, stigma and culture, graded. Test question requiring students to select correct responses to questions related to providing culturally congruent care, achieving a minimum of accumulated score of 75% on exam.

4) Global Assessment (lab): Students will perform an assessment of each patient and family regarding culture and subculture, and how these factors affect health and impact nursing care for a total of 16 weeks.
Assessment: Assignment
Each student will be required to complete a care plan on at least one client that is culturally different from the student and integrate relevant information on communication, healthcare practices, religious beliefs, and basic needs. In addition, student groups will give an oral report on an assigned culture related to health and illness practices.

5) Personal and Social Responsibility (theory/lab): Students will identify components of professional, legal, and ethical

responsibilities related to being a registered nurse and working with the mentally ill.
Assessment: Group meeting assignment and test
Students attend group meeting (12 step, non- 12 step, suicide prevention, and Probable Cause hearing), writing a synopsis of the event (graded). Test questions requiring students to select correct responses to professional, legal, and ethical questions while achieving a minimum accumulated score of 75% on exams

D15. For each of the above, how did the assessment data influence program, department and/or course improvement?
They were all met as expected. Nursing has used SLO in the program for ever; we just called them goals or student outcome. The nursing program is driven by the outcome, and changes are made in the program to meet the outcomes.

Industry Trends and Program Data Analysis : C4. How do program or department goals align with the education, diversity, demographic, and workforce needs of local communities? The nursing program meets the local communities educational and workforce needs as seen by the district tax payer's passing the measure J bond, stating they were in support of building a new up to date nursing lab/department. The graduates will have the skills to enter the workforce and with the skills need to deliver safe care, critical think, demonstrate leadership at a higher level based on the demands of the new RN graduate that is expect in today's world. The diversity and demographic of local communities are represented in the program. Our current 3rd semester RN students have 6 males in the class, which is high for a nursing program. This is not without restrictions from the Chancellor's Community College policy, "that the California Community Colleges programs cannot show preference to admittance to their own college district ¬¬¬¬¬students". The nursing program has developed a new way of admitting applications from the standard wait list to merit system admission criteria started in the fall 2013. All students from the local college district that applied and met the criteria were admitted due to the low number of student applications. We will be taking into consideration the no repeat policy by the State Education for students that got a "C" or higher for their grade, and will be working to change the merit-based admission process for accommodate this policy.

C4. How do program or department goals align with the education, diversity, demographic, and workforce needs of local communities? The nursing program meets the local communities educational and workforce needs as seen by the district tax payer's passing the measure J bond, stating they were in support of building a new up to date nursing lab/department. The graduates will have the skills to enter the workforce and with the skills need to deliver safe care, critical think, demonstrate leadership at a higher level based on the demands of the new RN graduate that is expect in today's world. The diversity and demographic of local communities are represented in the program. Our current 3rd semester RN students have 6 males in the class, which is high for a nursing program. This is not without restrictions from the Chancellor's Community College policy, "that the California Community Colleges programs cannot show preference to admittance to their own college district ¬¬¬¬¬students". The nursing program has developed a new way of admitting applications from the standard wait list to merit system admission criteria started in the fall 2013. All students from the local college district that applied and met the criteria were admitted due to the low number of student applications. We will be taking into consideration the no repeat policy by the State Education for students that got a "C" or higher for their grade, and will be working to change the merit-based admission process for accommodate this policy.

Future Goals and Program Direction: Future Goals and Program Direction: The Fall 2013 a full-time position for Obstetrics' instructor/content expert will be filled to replace the retirement a faculty member. This faculty member also was the content expert in pediatrics, which will be filled in June 2013 by an assistant instructor that just received her Masters and will be remediating for content expert in Pediatrics. One of our Medical/Surgical faculty will be remediating in Obstetrics, so we have a second person to cover this area if needed, and would cover the BRN requirements. The spring 2014 the college will be needing to get position filled for the Fall 2014 for the interim directors position who will be retiring in June 2014 and a full-time Medical Surgical position as stated to the BRN Representative in Spring 2013, they would hire two full-time faculty. The nursing secretary will be retiring in June 2014 and she will need to be replaced.

If the CCCCO enrollment enhancement grant continues we are looking to have two part-time RNs for open labs for student drop-in's. The nursing program has expanded it clinical location for the fall 2013, for new experiences for the nursing student. We continue to look outside for funding of the Simulation Technician position and the simulation equipment warranties and maintenance of that equipment.
We are being limited by the hospitals how many students they will allow on one floor at one time. When students are in the specialty area this has presented to be a problem, without enough offsite for the students to go to, and are approved by the BRN, and we have a contract with, we are looking to alternative assignments for these students so they can move on in the program

Course Content and Statistical Analysis: Course Content and Statistical Analysis: Please see Pivot table tools of 6/13/2013 and Nursing 2012-2014 Date FTEs and FTEF. Nursing use math and English as needed for graduation with Associate Nursing Degree.

Are you ready to submit your final program review?: Yes

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Create a technology based state-of-the-art Nursing Program that educates nurses for the 21st century and includes personnel to integrate the simulation learning modality into all levels of instruction.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Increase the number of full-time tenure faculty.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Develop the simulation center to its fullest potential, which includes personnel to operate and maintain the center and its various technologies.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Create a sustainability plan, in collaboration with local industry, to fund the personnel and operations needs of the Yuba College Simulation Center.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Implement a new merit-based admission selection tool which ensures a higher degree of student success and does not promote a disproportionate impact on historically underserved student populations.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Develop a regional nursing program that articulates through a TMC with our CSU partners to the north and south.				

Goal	Recommendations	Plan of Action & Budgetary Impact / Tasks	Status	Feedback & Follow-Up
Nursing plans to make sure with the new curriculum, that we apply these goals within our written policy and procedures as the consultant suggested.				