Program Planning and Assessment (PPA) for Academic Programs

Comprehensive Review, Annual Review & Action Plan

Spring 2014

The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and authentic view of a program and to assess its strengths, opportunities, needs, and connection to the mission and goals of the college. The process is based on the

INSTRUCTIONS

''' For programs/disciplines scheduled for comprehensive review in spring

B. INSTRUCTIONAL STAFFING

1. In the table below enter the number of sections offered and the number of full time and adjunct faculty in your program/discipline by term over the past several years.

Term	No. of Active Sections	Full-time Faculty	Adjunct Faculty

2. What staffing factors/challenges have influenced the effectiveness of the program?
[Begin response here

CTE PROGRAMS LABOR MARKET & ACHIEVEMENT

Please complete this section if the program is Career Technical Education (CTE). Go to sy71( )-E4923380(5el56nh2 96vi3g.65r3g.a506g6e37224t4 557015()-6h4960le(t)e7.02otGo t

[Begin response here]

2.

5)

II.   ANNUAL REVIEW

This section must be completed for ALL academic programs, including those scheduled for a comprehensive review in spring 2014.

care facilities 2) need for extra slots for students in the BSN at CSUMB who would return to Hartnell for clinical experiences.   Historically, t he Hartnell RN Program has accepted around 40 students each Fall Semester.

Because the first semester RN courses are coequisite courses and because RN students must study theory and clinical simultaneously, statistics for NRN 30 and all NRN 41. -- courses will have the same the same number of students begin each course.

Enrollment each Fall Semester includes new generic RN students and returning students (who withdrew or failed in the previous Fall Semester). Whether to include the returning students or to specify which cohort returning students are assigned to causes variation in statistical results for success and attrition. The California Board of Nursing follows students in a specific cohort and reports attrition by a specific point in time in th e Fall Semester for all students currently enrolled.

SUCCESS

3. Review the success data. Describe and analyze any patterns or anomalies that you notice. What do you make of these patterns or anomalies? What actions should be taken to ensure continuous imp   rovement?

Retention %							
Course	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
NRN 225	20	100	75	80	11		71
NRN 30	90	NA	89	NA	84	NA	76
NRN 41	90	NA	89	NA	84	NA	76
NRN 41.1	78	NA	89	NA	84	NA	76
NRN 41.2	90	NA	89	NA	84	NA	76
NRN 41.3	90	NA	89	NA	84	NA	76

Program Completion rates from Standard 6 ACEN report
2013: 78%% *
2012: 86%*
2011: 87%*

Students have a choice whether to take NRN 225 Success for Registered Nursing Students for enrichment during the first semester or for remediation after withdrawal/failure in the first semester the following Spring Semester. The majority of students who enroll in this course are returning students. Further investigation is needed to evaluate which teaching modalities are most effective in empowering the returning students to complete the RN program.

4. Describe the demonstrated effectiveness of the program over the past seve   ral years with levels and trends of achievement data, such as degree and certificate completions/awards.

	Spring 2011	Fall 2011*	Spring 2012	Spring 2013
Degree	33	7	39	30
Passed NCLEX-RN 1st time	32/33	7	38/39	29/30

*night/weekend cohort graduated in December 2011.

Courses scheduled for review during AY 2014-15	Faculty member(s) responsible for coordinating	Target semester and yea Fall 2014 and Sp 2015
NRN 50 series	Mary Davis	Fall 2014

D. OUTCOMES

Use your Program Outcome Maps to assist you in this subsection. As you plan your course assessments, keep the higher level program outcome in mind. While course level assessment

throughout the
lifespan.

diversity tool/interview was

	competent nursing.	
7. Assume responsibility for the promotion, maintenance, restoration, and optimization of health for patients, families, and communities by utilizing the nursing process and a variety of teaching/learning strategies.		No, to be completed Spring 2014

List Program level outcome(s) scheduled for assessment in AY 14-15	Have your course level SLOs needed for this program level outcome been assessed or scheduled for assessment?
2. Access information required to assess, plan, implement, and evaluate patient care in accordance with legal and ethical standards.	Yes
5. Value lifelong learning, continuing education, and accountability for professional practice and development.	SLOs not directly applicable to this PLO; Will need information from graduate surveys too

Program Outcome #4:

the course level? Was there review and analysis of the data? How did the discipline faculty engage in discussion?

2: Access information required to assess, plan, implement, and evaluate patient care in accordance with legal and ethical standards.	Information skills: Students should define information needs, access information efficiently and effectively, evaluate information critically, and use information ethically.
3: Utilize evidenced based practice and critical thinking skills when applying t he nursing process to the nursing care of patients throughout the lifespan.	Critical Thinking: Students should use quantitative and logical reasoning to analyze information, evaluate ideas, and solve problems.
4: Integrate cultural competence in providin g holistic nursing care across the lifespan based on knowledge of physical, social, and behavioral sciences.	Personal Growth and Responsibility: Students should develop individual responsibility and personal integrity as well as contribute to their well -being and that of others, their community, and the world. Global awareness : Students should recognize and respect the cultural, economic, social, and political, biological, and interdependence of global life. Aesthetic Appreciation: Students will acquire an appreciation and involvement in the creation or performance of the work of fine arts/music/ culture .

5: Value lifelong learning, continuing education, and accountability for professional practice and development.

Personal Grow a(a)7.92963ne16.3304( )·

List courses scheduled for SLO assessment in AY 2014-15	Faculty member(s) responsible for coordinating	Target semester and yea Fall 2014 or Sp 2015
NRN 110	Mary Cousineau	Fall 2014
NRN 30	Mary Cousineau	Fall 2014
NRN 41.1	Mary Cousineau	Fall 2014
NRN 41.3	Toni Gifford	Fall 2014

NRN 42.3	to be assessed Sp 2014
NRN 43	Plan on continuing to use the ATI assessments to support content being taught. Moving forward, student support to better utilize the focus review for specific topics will be developed. Low scoring areas on the Pharmacology and Mental Health assessments wilbe incorporated into lecture next year.
NRN 43.1	Care plans and clinical paperwork are continually being revised based on student feedback to improve the quality of the forms. The SLOs for this course need to be reviewed for meaningfulness and relevance to program outcomes and core competencies.
NRN 43.2	The clinical reasoning seminar course have been evolving over the last few semesters. Th self-evaluation rubric has had many iterations while trying to find one that is most useful.
NRN 43.3	Basedon a specific learning activity (SBAR communication), students need more class time focused on learning the essential components of professional communication. Also, rubrics for skill competence and confidence were reintroduced. Moving forward, it is clear that all full and part time faculty need to have some inter-rater reliability in terms of grading the skills competencies.
NRN 44	to be assessed Sp 2014
NRN 44.1	to be assessed Sp 2014
NRN 44.2	to be assessed Sp 2014
NRN 50.41	Orientation activity completed; provide additional information about activities completed in Open Lab
NRN 50.42	to be assessed Sp 2014

Challenges in achieving these improvements:
- %ï Time for research
- %ï Need statistician to help with interpretation of data
- %ï Desire to re-phrase SLO statements to close the loop vs. keeping SLO statements the same as data are entered into eLumen.
- %ï

PREVIOUSLY SCHEDULED ACTIVITIES

This subsection focuses on activities that were previously scheduled. An activity can address many different aspects of your program/discipline, and ultimately is undertaken to improve or enhance your program/discipline, and keep it current.

* For each activity that will continue into AY 2015 -16 and that requires resources, submit a separate resource request in Section III .

1. Evaluate the success of each activity scheduled, including activities completed and those in progress.

   What measurable outcomes were achieved?

   Did the activities and subsequent dialogue lead to significant change in student learning or program success?

Activity #1: Faculty Collaboration
All faculty are better informed about local, state and national regulations, requirements, and trends when providing information in lecture courses for students and in anticipating curricular changes. Faculty have shared how to complete integrate technology and simulation in various types of nursing programs. Faculty have shared specific organizing approaches for nurse residency programs, program evaluation, and coordination of clinical space and experiences.

Activity #2: High Fidelity Sim Lab
High Fidelity Simulation Lab has been implemented in various ways in regular nursing courses including

Activity #5: Interprofessional Education

During the first week of the semester, all students from the RN (2nd and 4th semester) and RCP programs collaborate to review previously taught skills and teach new skills. Outcome #9 related to Skill development is strengthened because students are more engaged in learning when having to teach others. This might be measured in SLOs and course evaluations in clinical and Skills lab courses, as well as in the graduates Program Evaluations.

Activity #7: Reduce units in RN Program -- changed to NEW Activity for AY21-4-2015

Activity #6: Space Issues In Nursing and Allied Health Department

Solving space issues is a long-term fix. In-between solutions include providing additional space in the B Building and construction for temporary solutions. A college-wide solution is needed.

Activity #8: Improve first semester attrition

Despite Multi-criteria Factors in the admissions process which gave credit to TEAS scores in addition to GPA, 9 students withdrew or failed during the first semester. 3 of the 4 students from CSUMB were in this group and a disproportionate amount of men. In order to lessen the impact of exam and quiz scores as the sole criterion for passing theory courses (NRN 41 and NRN 30), students were given opportunity to earn points from homework and high scores on ATI proctored exams.

Activity #9: Mentor New faculty and develop/retain Master s level faculty

One new full-time faculty and 4-5 new adjunct were hired in AY 2013-2014. Adjunct faculty have been evaluated for the first time ever in AY 2013-2014; Adjunct Faculty have been given opportunities to grow by lecturing and/or contributing to creation of clinical documents and nursing case studies, and taking part in program evaluation process. 1 Full-time faculty achieved approval for continuing in the second year of the tenure process. The hiring process has been streamlined and some barriers have been overcome in regard to orientation to clinical facilities. The new full-time faculty has attended local and national educational conferences and has worked closely with her peer-mentor and the Dean in improving her teaching. The RN program needs a new faculty who is specialized in psychiatric nursing. Clinical faculty are always needed. A competitive salary is needed for recruitment of these faculty.

Activity 10#: Implement Electronic Health Records in all courses

The implementation of a simulated EHR called SimChart was difficult due to steep learning curve for faculty with its implementation. Secondly, its value was not clear to Sim faculty and to the second year faculty. Students did not value this product as it was perceived as extra busy work. The faculty plan to trial another simulated EHR product in Fall 2014. The faculty realize that informatics needs to be fully integrated into the Hartnell RN Program to meet qsen objectives and expected standards of practice in the Affordable Care Act environment. Meaningful use of patient data has been mandated by federal law and nurses will be more involved in technology in the future.

- NEW CURRICULUM
- FURTHER DEVELOPMENT OF THE PROGRAM OR SERVICE
- GRANT DEVELOPMENT AND PROPOSALS
- FACULTY AND STAFF TRAINING
- MARKETING / OUTREACH
- ENROLLMENT MANAGEMEN T
- STUDENT SERVICES
- ADMINISTRATIVE SERVI CES
- SUPPORT OPERATIONS
- FACILITIES

1.

that lead to change in patient outcomes

SLOs; Program Outcomes #1, 4, 6, 7, 9

simulation

Simulation across all courses and disciplines							

*** Please complete this page for each new activity. ***

1. This item is used to describe how the new activity, or continuing new activity, will support the program/discipline.

Consider:
- %Ï Faculty
- %Ï Other staffing
- %Ï Facilities
- %Ï Equipment (non -expendable, greater than $5,000), supplies (expendable, valued at less than $5,000),
- %Ï Software
- %Ï Hardware
- %Ï Outside services
- %Ï Training
- %Ï Travel
- %Ï Library materials
- %Ï Science laboratory materials

a) Describe the new activity or follow   -on activity that this   resource will support.
[Begin response here]

b) Describe how this activity su▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮
   1) Core Competency
   2) Program level Outcome
   3) Course level Outcome
   4) Program/Discipline Goal
   5) Strategic Priority Goal

[Begin response here]

c) Does this activity span multiple academic years?   YES   NO

B. RESOURCE REQUESTS

If new/additional resources are needed for your program/discipline, it is important that you identify them and project their cost, and that these resources and costs be considered through the College integrated planning (governance, budget development, funding decision making, and resource allocation) processes. A resource is likely to be something needed to support an activity that you have identified in IIIA. above, in which case you must link the resource with a specific activity number (first column below).).

5. Interprofessional education (from previous AY 2013-2014)	F: P/T $14,300	Supplies for teaching?			More training?				

8.

APPENDIX A. Strategic Priorities & Goals
(from Hartnell College Strategic Plan 2013   -2018)

Priority 1: Student Access

Goal 1A: Hartnell College will provide higher education, workforce development, and lifelong learning opportuniti es with seamless pathways to all of the college s present and prospective constituent individuals and groups.

Priority 2: Student Success

Goal 2A: Hartnell College will provide a supportive, innovative, and collaborative learning environment to help studen ts pursue and achieve educational success.

Goal 2B: Hartnell College will provide a supportive, innovative, and collaborative learning environment that addresses and meets the diverse learning needs of students.

Priority 3: Employee Diversity and Developme nt

Goal 3A: Hartnell College is committed to 1) increasing diversity among its employees; 2) providing an environment that is safe for and inviting to diverse persons, groups, and communities; and 3) becoming a model institution of higher education whose r espect for diversity is easily seen and is fully integrated throughout its policies, practices, facilities, signage, curricula, and other reflections of life at the college.

Goal 3B: To attract and retain highly qualified employees, Hartnell College is committed to providing and supporting relevant, substantial professional development opportunities.

Priority 4: Effective Utilization of Resources

Goal 4A: To support its mission, Hartnell College is committed to the effective utilization of its human resources.

Goal 4B: Hartnell College is committed to having its physical plant, furnishings, and grounds maintained and replaced in a planned and scheduled way to support learning, safety, security, and access.

Goal 4C: Hartnell College will maintain a current, user -friendly technological infrastructure that serves the needs of students and employees.

Goal 4D: Hartnell College is committed to maximizing the use and value of capital assets, managing financial resources, minimizing costs, and engaging in fiscally sound planning for future maintenance, space, and technology needs.

Priority 5: Innovation and Relevance for Programs and Services

Goal 5A: Hartnell College will provide programs and services that are relevant to the real-world needs of its diverse student population, while also developing and employing a culture of innovation that will lead to improved institutional effectiveness and student learning.

Priority 6: Partnership with Industry, Business Agencie s and Education

Goal 6A: Hartnell College is committed to strengthening and furthering its current partnerships, in order to secure lasting, mutually beneficial relationships between the college and the community that the college serves.