

**SPARE – Instructional Programs**  
**(Service and Program Annual Review and Evaluation)**

**Program Name: Associate Degree in Nursing**

**Date Review Completed: February 17, 2022**

**Update/Review Year: July 2020-June 2022**

**Planning Year: July 2021-June 2021**

**Budget Request Year: July 2022-June 2023**

**Student Learning Outcomes Assessment**

**1. List your program/discipline outcomes below, with the aggregated student achievement levels**

**Program Outcomes:**

1. Use a holistic approach to develop, implement, and evaluate plans of care for groups of patients that apply standard nursing care plans to meet individual needs.
2. Communicate effectively and collaboratively in a self-directed manner with patients, families, and members of the health care team.
3. Use first-level management skills in providing care for individuals and groups of patients.

4. Make decisions regarding patient care based on professional values and responsibilities at the associate degree nurse level while complying with identified legal/ethical standards (scope of practice regulations established by boards of nursing and Code of Practice guidelines established by the American Nurses Association).

**For Class of 2021:**

- 1) Number of students admitted on day one of NUR141 (first year): 26
- 2) % of students completing first year: 23 (3 students)
- 3) % First year attrition: 11.5%
- 4) % of students completing 2<sup>nd</sup> year: 21
- 5) % Second year attrition: 19.23% (21/26)
- 6) # of students actually sitting for the NCLEX exam: 19
- 7) First time NCLEX pass rate: 78%

**For Class of 2022:**

- 1) Number of students admitted on day one of NUR141 (first year): 30
- 2) % of students completing first year: 23
- 3) % First year attrition: 23.33% (23/30)
- 4) % of students completing 2<sup>nd</sup> year: (has not occurred)
- 5) % Second year attrition: (has not occurred)
- 6) # of students actually sitting for the NCLEX exam: N/A (has not occurred)
- 7) First time NCLEX pass rate: (has not occurred)

**For Class of 2023:**

- 1) Number of students admitted on day one of NUR141 (first year): 33
- 2) % of students completing first year: (has not occurred)
- 3) % First year attrition: (has not occurred)
- 4) % of students completing 2<sup>nd</sup> year: (has not occurred)
- 5) % Second year attrition: (has not occurred)
- 6) # of students actually sitting for the NCLEX exam: N/A (has not occurred)

7) First time NCLEX pass rate: (has not occurred)

## **2. In the last year, how has assessment of course level SLOs led to improvements in student learning and achievement?**

We have just started the assessment and evaluation of specific data related to course level student learning outcomes and achievement. We have historically been more focused on program outcomes as evidence by NCLEX pass rates. We are shifting our focus to implementing assessment and evaluation strategies at the course level to improve student learning and retention and decrease attrition.

The process that we intent to follow as we begin to focus more on course level outcomes includes:

- a) Formulate clear and succinct learning goals specifically related to course outcomes
- b) Articulate learning goals and assessment requirements to students.
- c) Develop assessment instrument and rubrics for all assignments
- d) Introduce and explain the assessment instrument and rubrics to your students.
- e) Evaluate students' performance using the specified instruments
- f) Assess students' mastery of the course level student learning outcomes given their performance on the assessment instrument.
- g) Reflect on why students did or did not master the learning outcomes, and develop strategies for success
- h) Assess need for revision of outcomes and/or curriculum

## **3. In the last year, how has assessment of program-level SLOs led to improvements in student achievement and completion?**

The assessment of program level student learning outcomes has led to improvements in student achievement and completion in many ways:

- a) We have developed more robust assessment tools and rubrics that serve as objective methods of evaluation that are grounded in evidence-based practice
- b) The effective assessment strategies we have implemented have provided us with valuable information to support student growth and has also enabled critically reflective teaching.
- c) Through the inclusion and intentional and meaningful development of assessment strategies we have been able to improve our teaching philosophy and practices to focus more on retention and decreasing attrition.

- d) By assessing the program outcomes, we have been able to see where our teaching has been effective in meeting benchmarks and where it has not been – this will allow for improvements in outcomes and assessment strategies

**4. (New) In the last year, how has the assessment of SLOs contributed to addressing equity gaps and improving student success rates in your program?**

Assessing and evaluating the student learning outcomes (specifically the program outcomes) has allowed us to see the equity gaps within the nursing program. These gaps include:

- a) A disproportionate number of male nursing students
- b) A disproportionate number of nursing students who identify as people of color or who are culturally diverse
- c) Those experiencing food and housing insecurity.

To address this we will:

- a) Be mindful of the population(s) that we serve
- b) Foster culturally responsive assessment methods
- c) Use appropriate language for all students when developing learning outcomes and assessment strategies
- d) Focus on efforts to recruit and retain a diverse population of students

**5. What challenges remain to make course and program level Student Learning Outcome Assessment more effective for your program?**

- Faculty shortage, turnover and transitions
- Lack of time
- Changes to assessment and evaluation standards
- Change to course structure
- Upcoming curriculum review process
- Resistance to increased rigor and assessment standards
- Alignment of data to course and programmatic outcomes
- Distinction between theory and clinical assessment

Update on Program/Discipline Goals and Objectives:

1. Provide an update below on your program/discipline's progress toward achievement of short-term objectives you established in your most recent review/annual update. Are there challenges that have been encountered in accomplishing your objectives?

**2019/20 Goals:**

GOAL	AS EVIDENCED BY	OUTCOMES	INFORMATION
Second-year nursing students enrolled in the final term of the program will meet all program objectives at or above the satisfactory level before graduation.	Successful completion of all coursework in NUR243 & NUR244	Met	
Second-year nursing students enrolled in the final term of the program will demonstrate sound clinical reasoning and clinical judgement	<p>Observation and documentation that the student has demonstrated at least satisfactory/competent performance in all clinical outcomes using a specified rubric.</p> <p>Collaboration with and documentation from preceptors and faculty liaisons on clinical experiences and documentation that meet all clinical outcomes during</p>	Met	

	the capstone clinical experience.		
100% of second-year students enrolled in the final term of the program will graduate	100% graduation rate	Not Met	At the time of graduation in June 2021 we successfully graduated 95.23 % (20/21) of second-year students who were enrolled in the final term of the nursing program.  One student was provided with an incomplete related to academic in integrity issues. We implemented a restorative justice approach to handling this issue allowing the student to successfully complete her degree one month after graduation
At least 90% of nursing students in the class of 2021 will pass the NCLEX on their first attempt	As evidenced by NCLEX pass rates (NCSBN)	Not met	As of today, 19 out of 21 graduating nursing students have taken their NCLEX exam. 15 passed, 4 did not. This gives us a passing rate of 78.95%

**2. (New) As you look toward the next year (current year, 2021-22), identify two or more short-term objectives below that will continue to promote progress toward the institution's mission of achieving equitable outcomes for students at the College? Where are the largest equity gaps in your program/discipline? Which groups are most impacted? Where in the educational pathway are the largest gaps (enrollment, retention/drop rates, success, transfer)?**

For this section, I wanted to focus the short-term objectives on an equity gap that were noted. It would not be realistic to point out an equity gap without also having a plan to address it.

Equity Gaps	Short-Term Objectives for 2021/2022
<p><b>Accessibility and flexibility:</b></p> <p>Most students in the nursing program are non-traditional students. They are approaching their education after a significant pause in education and/or they have complex family or work obligations that complicate their ability to fully participate in learning activities in traditional classroom settings. This is also a second career for many of these students.</p>	<p>Continue to offer flexibility in choice of learning environments for classroom instruction. We would like to offer instruction in person on the OCCC campus as well as remote from the TBCC campus and remote via Zoom.</p> <p>We believe that learning, retention and chances for success improve when the student is able to choose how and where they learn (when possible).</p>
<p><b>Technological issues:</b></p> <p>This year the nursing program offered courses in person at the OCCC Central Campus with a remote cohort of TBCC students. We experienced significant technological issues including unreliable or unpredictable audio and video equipment and a lack of microphones for instructors. This negatively impacted the learning experience for students in the TBCC cohort. The TBCC students were unable to hear professors and unable to participate in class discussion, The students in the OCCC cohort experienced professors dedicating class time to troubleshooting technological issues and repeating verbal instruction. Although presenting classes online is not best practice for prelicensure nursing education, when classes are presented fully online, students have more equitable access to instructors and are able to participate in learning activities in a more equitable way.</p>	<p>The objective listed above applies to this equity gap as well.</p>
<p><b>Program cost and financial impact:</b></p> <p>Nursing students experience issues related to financial stress and poverty. Students have voiced concerns related to purchasing textbooks and other course materials as well as</p>	<p>Continue to assess financial burden to students. In the short term (before the 2022/23 academic year) we will evaluate the value and necessity of text and technology resources. We will explore possibilities related to Open Education Resources to reduce the cost of the program.</p>

<p>traveling long distances for clinical rotations (gas and vehicle maintenance), technology requirements (laptop and internet access), childcare expenses, and reduction in work hours. Some students experience food and housing insecurity. This poses a significant equity issue. Students struggling to meet basic needs are not able to fully engage in the learning process.</p>	<p>We may also consider assessing financial burden and access to basic needs for students. This could take place during mentor meetings or via survey.</p>
<p><b>Rural learning environments:</b></p> <p>All students are impacted by attending classes and clinical rotation in a rural environment. This poses an equity issue related to limited clinical opportunities, potentially long travel times and occasionally inconsistent or unreliable power and internet access. Weather and traffic are also contributing factors at times. In addition, our rural coastal communities have limited access to reliable and flexible clinical rotations creating rigid scheduling requirements that may impact students' ability to attend the required number of clinical hours to meet program requirements.</p>	<p>Continue to assess burdens related to travel time and expense with relation to class attendance and participation in clinical rotations. Other short- and long-term goals include continuing to build relationships with community clinical practice partners and establishing new partnerships to provide more expanded and robust clinical placement opportunities.</p>
<p><b>Lack of diversity:</b></p> <p>An apparent lack of diversity exists within the nursing program. We do not have a high percentage of men or people of color enrolled within the program.</p>	<p>I have been doing more community outreach regarding healthcare professions. I have been attending career fairs and traveling to different schools to talk about various Nursing &amp; Allied Health programs with the understanding that reaching our youth at a younger will help increase interest in the profession. We will focus on more social media outreach and advertising to highlight healthcare professions.</p>



**3. As you look to the next year (2022-23), identify two or more short-term objectives below that will continue to promote progress toward your program/discipline’s achievement of your long-term goals.**

Long-term goal	Our plan to achieve the goal
<p><b>Improve student retention (or decrease attrition):</b></p> <p>The nursing program will have an attrition rate of less than 10% in program year one and less than 5% in program year two.</p>	<ol style="list-style-type: none"> <li>1. Increase enrollment to account for the inevitable attrition that naturally occurs (personal issues, illness, etc.)</li> <li>2. Redesign our current mentorship program to focus on issues that affect the student’s ability to stay in the program</li> <li>3. Many of our students lack basic writing, math, communication, and study skills. We will consider a summer nursing bridge class or classes where we can focus on this and begin to prepare the student for the rigor of the nursing program.</li> </ol>
<p><b>Increase level of rigor:</b></p> <p>The nursing program will increase its current level of rigor to align with state and national program standards within the next two years.</p>	<ol style="list-style-type: none"> <li>1. Increased Next-Gen content and practice opportunities</li> <li>2. Focus on professionalism in all learning and practice environments so that nursing students are able to fully equate what happens in school with “real life” expectations</li> <li>3. Use of rubrics that highlight professional communication and application of clinical judgment and critical thinking as well as knowledge of key concepts</li> </ol>
<p><b>Improve NCLEX first-pass rates:</b></p> <p>The nursing program will increase its first-time pass rate to 80% in the next year, 90% within the next two years and 100% within three years.</p>	<ol style="list-style-type: none"> <li>1. Implement study skills and test-taking strategies into classroom and clinical instruction practices in all courses beginning with NUR141.</li> <li>2. Continue to develop formal instruction of critical thinking and clinical judgment skills and practices aligned with NCSBN Clinical Judgment Measurement Model</li> </ol>

	<ul style="list-style-type: none"> <li>a) Caputi text – defining, developing, and applying critical thinking skills in clinical conferences; first and second year mixed (supports first year, continues to develop in second year through mentorship and teach back).</li> <li>b) Tanner/ NCSBN-CJMM/Nursing Process – application of critical thinking and clinical judgment skills and processes in the classroom</li> <li>c) LCJR – applying critical thinking skills and theory knowledge in the clinical setting. Use of standardized and evidence-based observation tool based on Tanner (also feeds into NCSBM-CJMM)</li> </ul> <p>3. Provide additional support to students at risk of not meeting exam benchmarks</p> <ul style="list-style-type: none"> <li>a) Early identification of students struggling with exams. Will adjust the “at risk benchmark” from 76% to 78-80%; students in this range would participate in structured mentor meetings and/or remediation r/t study skills, test-taking, and critical thinking.</li> </ul>
<p><b>Comprehensive curriculum and program review:</b></p> <p>A comprehensive review and revision of the nursing program curriculum will be completed within the next two years.</p>	<ul style="list-style-type: none"> <li>1. The nursing program curriculum is outdated and needs revision to align with state and national standards and to crosswalk with the new NCLEX test plan</li> <li>2. Within the next year we will review our curriculum and determine what revisions must be made</li> <li>3. Within the next two years we will revise the curriculum based on the findings of our comprehensive review</li> </ul>

<p><b>Assessment and evaluation:</b></p> <p>The nursing program will increase the metrics that are assessed and evaluated by 20 % each year for the next three years.</p>	<ol style="list-style-type: none"> <li>1. Development of additional rubrics. Eventually every single assignment and point category will have an associated rubric</li> <li>2. Development of different, more robust spreadsheets that track retention, attrition, student success throughout the program, etc.</li> </ol>
<p><b>Simulation:</b></p> <p>The nursing program will increase the use, assessment and evaluation of simulation within the nursing program by 5% the next year and 10% the year after that.</p>	<ol style="list-style-type: none"> <li>1. Integrate additional simulation scenarios based on NGN principles and real-life examples of high risk, low frequency situations</li> <li>2. Implement the use of video recording and playback with simulation</li> <li>3. Develop assessment protocols and benchmarks</li> <li>4. Work toward simulation certification</li> </ol>
<p><b>Expansion:</b></p> <p>The nursing program will begin the LPN-RN bridge program within the next 12-18 months.</p> <p>The nursing and allied health program will expand lab and simulation services in the North County within the next 12-18 months.</p>	<p><b>**This all relates to funding**</b></p> <ol style="list-style-type: none"> <li>1. Once funding is secured planning and purchases can begin.</li> </ol>

Requests for Resources in 2022-23

1. For any specific aspect of a goal or objective listed above that would require additional financial resources, complete the form below. If you are aware of a potential funding source other than college general funds, identify the potential source below.

Type of Resource	Requested Amount	Potential Funding Source	Purpose of the Resource Request	How does this request further college fulfillment of the college mission and its Core Theme objectives?
Funding for nursing faculty professional development in the area of simulation	\$3,000  \$500 per faculty	General Fund	Professional Development = well trained and knowledgeable faculty = better reputation = more students = more revenue	Mission: Additional professional development in the area of simulation will equip students for success by providing additional educational pathways and support.  Core Theme: Addresses Core Them 1. Increased faculty knowledge and experience will improve student success
Lab assistant & student worker	20 hours per month for each	Lab assistant: increased revenue from increased enrollment  Student worker: I	Lab assistant and student worker = more efficient simulation and skills lab = better use of existing faculty time = faculty can dedicate time to other aspects outlined in this review	Mission: Employing a lab assistant and student worker in the labs will enrich the economic and civic vitality of Lincoln County and beyond  Core Theme: Supports Core Theme 2 by strengthening the economy and workforce through the

		believe we already have funding		opportunity to work within the CTE programs.
Additional hours for faculty during the summer to create assessment plans, design a more robust mentorship model and begin curriculum review	40 hours for each faculty over the summer	Revenue from increased enrollment, savings from not being fully staffed	Devoted time for quality improvement = more support for students = reduced attrition = more \$\$\$ in and an increased healthcare pipeline and increased NCLEX pass rate	<p>Mission: Additional time to develop more robust assessment plans, mentorship models and improved curriculum will equip students for success by providing additional educational pathways and support.</p> <p>Core Theme: Addresses Core Theme 1. The development of more robust assessment plans, mentorship models and improved curriculum will help equip students for success in college and in life by providing exemplary teaching, student development programs and support services</p>
Clinical coordinator summer hours.	40-50 hours special project time during the summer	Savings from not being fully staffed	<p>Summer clinical coordinator hours =</p> <ol style="list-style-type: none"> <li>1) More efficient program + better education for students</li> <li>2) Improved working conditions/support for all faculty (decreased burnout and stress/improved retention)</li> <li>3) Improved working conditions/support for director (decreased burnout and stress/improved</li> </ol>	<p>Mission: Additional time for clinical coordination will equip students for success by providing additional educational pathways and support.</p> <p>Core Theme: Addresses Core Theme 1. A well-developed clinical coordination plan will help equip students for success in college and in life by providing exemplary teaching, student development programs and support services</p>

			<p>retention/more attention to non-nursing programs and to development of new community relationships)</p> <p>4) These all can result in more revenue overall (potential for more students in other programs, increased student retention, more clinical experience, faculty don't burn out and leave)</p>	
Designated office cat 😊	\$0	Faculty and/or student donation and/or fundraiser	<ol style="list-style-type: none"> <li>1) Improved social and emotional health</li> <li>2) Stress reduction = decreased student attrition and improved faculty performance</li> <li>3) Improved faculty and student morale</li> <li>4) The cats name would be **Professor Pounce</li> </ol>	It's all about student success. Improved social and emotion health contributes to the overall success of the student 😊