

Program Review & Planning (PRP)

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	Nursing
Department Name:	Nursing
Division Name:	MNHS

Please list all participants in this Program Review:

Name	Position
Julie Robinson	Dept. Chair/Director
Karen Donovan	Asst. Chair
Julie Van Houten	Asst. Chair
Joan Decker	Office Assistant

Number of Full Time faculty	9	Number of Part Time Faculty	24
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Please list the Classified positions (and their FTE) that support this discipline:

Gail Rodriguez-Career Technical Program Specialist (1 FTE)
 Joan Decker-Office Assistant (0.4 FTE)

What additional hourly staff support this discipline and/or department:

Sue Morgan - RN lab assistant

Discipline mission statement ([click here for information on how to create a mission statement](#)):

To provide a high quality nursing education to qualified and diverse students for the development of entry-level registered nurses who are prepared to meet the evolving healthcare needs of the community. The faculty strive to create a student-centered environment of collaboration, lifelong learning, and mentorship to promote academic excellence and compassionate nursing care.

List all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:

AA and AS in Nursing

PART 2: Program Assessment

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

Section 1: Program Data and Enrollment

Section 2: Course Success Rates

Section 3: Institution and Program Set Course Success Rate Standards

Section 4: Completions

Section 5: Labor Market Information (CTE programs only)

Section 6: Additional Qualitative Information

Section 7: Curriculum, Scheduling, and Student Learning Outcomes

SECTION 1: PROGRAM DATA & ENROLLMENT

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx>

A. To access your discipline data, select your discipline from the drop down menu.

B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select “discipline” and “catalog number”.

Use the data to answer the following questions.

1. Discipline Enrollment

Discipline Enrollment (over last 5 years)	Increased		Steady/No Change	X	Decreased	
Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?						
The enrollment trends have remained stable with the average student enrollment of 338.4 for the past five years. This is to be expected as we are currently restricted by the BRN and the clinical facilities to our current enrollment. We continue to have more applicants to the nursing program than we have space available.						

2. Course-Level Enrollment and Fill Rates

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?

Our fill rates remain stable with an average of 85.06% fill rate over the past five years with maximum enrollment in the program courses. The nursing program has not had to cancel any courses due to low enrollment, as they all remain in high demand.

3. WSCH/FTEF

Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

Discipline Efficiency Trend	Increased		Steady/No Change	X	Decreased	
Discipline Efficiency:	Above 525 (35 FTES/FTEF)		At 525 (35 FTES/FTEF)		Below 525 (35 FTES/FTEF)	X
Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?						
When reflecting on the trends, we reviewed the enrollment numbers, full time FTE and part time FTE. There has been a decrease in efficiency in Y14/15 from 632.99 to 294.20 in Y16/17. However, the enrollment trends have remained stable over the past five years for the nursing discipline and classes remain full. Our efficiency is below the desired goal, however this is to be expected as we are currently restricted by the BRN and the clinical facilities to our current enrollment. The student/ instructor ratios must also be adhered to for licensing and accreditation purposes.						

4. Instructional FTEF:

Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.
While we are fortunate to have 9 qualified full time faculty members, we are also challenged with the need for additional instructional staff to accommodate the increasing need for clinical experiences. We currently have 20 part time faculty who primarily teach in the clinical component. These faculty also are trained to substitute in the department when needed. This provides for quality instruction when full time faculty are unable to provide instruction. With other nursing programs competing for clinical sites, it is necessary to increase the experiences each student is assigned in the simulation lab. While we currently have clinical sites for each semester, the trend moving forward indicates that clinical sites may begin charging schools for their use. This will further increase our need to increase the utilization of our simulation lab in order to meet the required clinical hours as required by the BRN. We recently hired an Assistant Professor to conduct simulation for all 4 semesters within the program. With a simulation lab that currently accommodates all students in our program and only one faculty member preparing, running the simulations and debriefing the students, it leaves little time to provide additional instruction and remediation when needed. It also prevents the department from utilizing the lab to its full potential or expanding upon the lab to meet the current and future needs. Because of these reasons we will need to explore the possibility of expanding our simulation lab and increasing our simulation faculty to include a second faculty member and instructional assistant. The simulation lab assistant will be able to focus on the technical aspect of the simulations, while the simulation faculty can focus on the instructional needs by providing the required clinical hours as mandated by the licensing and accreditation bodies (BRN, ACEN).
Overload is unavoidable as nursing faculty have a minimum number of hours required for student clinical supervision, and concurrent lecture and laboratory instruction as required by the BRN and ACEN.

SECTION 2: COURSE SUCCESS RATES

Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates.

- A. On-Campus Course Success Rates
- B. Online Course Success Rates
- C. Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)
- D. Course Success Rates by class location (Escondido, CPPEN, etc.)

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx>

1. Overall Success Rate:

Reflect on your discipline's on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?

The nursing department's overall success rate has been steadily increasing over the last 5 years, currently at 96.1%. The success rates are comparable to the college's overall success rates.

2. Course Success Rates by gender, age, ethnicity, and special population:

Reflect on your discipline's success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups?

Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>

Gender	While female student numbers remain significantly higher than male student numbers, we have seen a slow rise in male students enrolled in the program over the past 5 years with. This reflects the success of our recruitment efforts at local high schools and other venues. Female student average retention rates 92.86%, with male student average retention rates 70.3%.
Age	Retention for students ages 25-49 remain consistent with an average retention rate of 91.96%. Ages 20-24 retention remains consistent with 96.9%. We have higher enrollment numbers in the 25-49 age group with students seeking a second career, however we believe the lower retention rate for this age group is attributed to the older adult having work and family obligations.
Ethnicity	The retention rates for different ethnic groups remain very similar, averaging 95%. The program continues to recruit and admit a diverse student population with representation from Asian, African-American, Hispanic, and white ethnic groups. This fluctuates with each semester cohort admitted into the program.
Special Population (examples- veteran, foster youth, etc)	Retention rates for Veteran student population averaged 92.18%. Recognizing that Veterans have specialized training, the department has recently developed a challenge option for Veterans to gain advanced placement in the program. We also began holding 2 seats in each new cohort to place Veterans who meet the criteria for entrance. Student retention rates with reported disabilities average 89.9%. Accommodations such as DRC, the department's student success advisor, and other various college services are offered and utilized.

3. Disaggregated Course Success Rates (Select at least two other variables):

Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.

Historically, the generic RN students outperformed the LVN-RN step up students. We believed that this was due to the lack of foundational training. While the students are eligible to enter in the 2nd year of the RN program, they are disadvantaged as they are still required to perform at the same level as the generic students. The generic students having followed a prescriptive course in the first year provide them with a strong foundational base in which to succeed in the 2nd year of the RN program, where the LVNs did not. Additionally, many LVNs have returned to school after many years of completion of their LVN program, placing them at a further disadvantage. However, we currently have seen an increase in the retention rates for the LVNs who enter the program in the LVN-RN Step up program during the past 3 years of 100% to that of the generic RN cohort of 96.57%. This could be explained in part by the complete revision of the required transitional course that was done to create a standardized course with consistent instructors teaching the course. The revision was designed to focus on key concepts and skills the generic students learn in the 1st year of the program. This will create a solid foundation in which to build upon in the 2nd year where the LVNs will enter the program. We also provided an intensive 3 day workshop for the LVNs to review skills and concepts.

SECTION 3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE STANDARDS

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:

- A. The College's institutional standard for course success rate is 70%.
- B. Review your discipline's course success rates over the past five years.
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.

Standard for Discipline Course Success Rate:	70%
Why?	
Using the college standards	

SECTION 4: COMPLETIONS

Click on the following link to review the completions for your discipline.

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx>

- A. To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.
- B. To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.

1. Overall Completions:

Reflect on your discipline's overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?

Our completion rates were steady, but we have recently seen an increase as noted during Y15/16.

We issued the following AA/AS degrees during the past 5 years.

Y12/13 = 48

Y13/14 = 38

Y14/15 = 36

Y15/16 = 65

We are satisfied with the current rate of completion of 89%, however, we are constantly striving to improve our retention. We have had several full-time faculty retire or transfer to other programs. We expect the rates to continue to increase when we have a full complement of full-time tenured track faculty. We are collaborating with Assessment Technologies Institute Complete (ATI) to improve student retention and success. We are also in the process of implementing a concept based curriculum to ensure the education provided meets the current health care standards. We also continue to utilize our student success advisor to aid in our retention and success rates.

2. Specific Degree/Certificate Completions:

Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?

N/A

SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data. This data can be found on the Centers for Excellence website at <http://www.coeccc.net/Supply-and-Demand.aspx>

Example of Labor Market Information:

SOC	Description	Counties	2014 Occupations	2017 Occupations	Change	% Change	Openings	Annual Openings	10% Hourly Earnings	Med Hourly Earnings	Entry Level Education (Typical)
13-2011	Accountants and Auditors	Imperial	341	361	20	5.8%	57	19	\$17.70	\$26.09	Bachelor's degree
13-2011	Accountants and Auditors	San Diego	12,554	13,735	1,181	9.4%	2,388	796	\$20.88	\$32.92	Bachelor's degree

1. What is the regional three-year projected occupational growth for your program(s)?

The Center of Excellence lists RN as one of the top occupations and is projecting an 11% growth over the next 5 years and anticipating 1126 job openings annually for the San Diego Region.

2. What is being done at the program-level to assist students with job placement and workforce preparedness?

Students are prepared for workforce preparedness in the 4 week preceptorship where they are paired with a working RN for 120 hours before graduation. This experience allows them to become the RN and function as they will once they are in the workforce. This not only assists with the transition from student to nurse, but provides them with the confidence and ability to function as an independent RN.

The students are required to take and pass the National Council Licensure Examination (NCLEX-RN) for RN licensure after graduation and prior to employment as an RN. During their final semester in the nursing program, the students are required take a proctored NCLEX Predictor examination. This exam provides the students information to determine how prepared they are for the NCLEX exam. This exam also provides detailed data on all areas of the published NCLEX test plan, along with a prediction of exam success. The exam not only gives the student and faculty predictive data for exam success, but also provides detailed information on strengths and weaknesses of nursing knowledge as tested based on the NCLEX test plan. This allows the faculty and student to determine areas where more study is necessary. The class is then provided with an onsite 3 day comprehensive review that is tailored to their specific gaps in knowledge.

The students are provided a yearly career fair, where the students are able to meet with hospital RN recruiters. They are also encouraged to bring a resume to participate in mock interviews. Area schools, healthcare facilities and job recruiters attend this event. This provides the necessary preparation to begin their job search.

With the long established relationships our program maintains with the community health care agencies (hospitals and clinic settings) in San Diego County, we are routinely informed of new graduate programs and application periods to announce to our graduates. This provides additional job opportunities for our graduates. While the trend had been to hire the BSN prepared nurse, we have seen a change in this trend over the past 3 years with our ADN graduates securing hospital RN positions in many of the local medical centers.

The nursing program has collaborated with several universities, and has established pathways with a reduction in tuition for our graduates to move seamlessly from our program to a BSN program. These include Point Loma, Azusa Pacific, Chamberlain, and Grand Canyon Universities. These collaborations have been successful options for our graduates to earn advanced degrees and has been well received by faculty and students.

3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.

Our program is licensed by the BRN and accredited by the ACEN, and as such, we are required to submit program self studies for each every 8 years, as well as annual program surveys. During 2015/16 we were evaluated by both the ACEN and BRN with the following results:

September 2015 - ACEN site visit provided much feedback on ways to improve documentation of our data and curriculum redesign, but overall commended us for having an outstanding program and recommended to continue our accreditation.
April 2016 - BRN site visit gave us an outstanding recommendation with no recommendations.

With the information from the ACEN site visit we made the necessary changes and improvements for the BRN site visit, and as a result the recommendations from the BRN site visit were to continue with no recommendations.

We also have graduate surveys, employer satisfaction surveys and preceptor surveys that are distributed each semester. The data obtained by these surveys are discussed at the nursing recruitment and retention committee meetings and faculty workshops, and analyzed for changes to improve student and program outcomes.

Based on the recommendations of the ACEN evaluators, and the data obtained by these surveys, we realize that our curriculum needs to be revised. We have recently partnered with ATI for a concept based curriculum revision.

4. When was your program's last advisory meeting held? What significant information was learned from that meeting? (CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)

The last annual Community Advisory meeting was held April 28, 2017. Our department attends this meeting yearly, which helps us to gain valuable insight as to the community needs, and what other nursing programs are currently doing to meet those needs. We discuss our program and NCLEX pass rates, funding and grants available, community activities where a nursing presence would be beneficial, as well as program changes and career pathways into their programs.

SECTION 6: ADDITIONAL QUALITATIVE INFORMATION

Not all information important to reviewing your program is quantitative or included in the section above.

Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).

We continually monitor NCLEX pass rates. We have maintained our accreditation with the BRN and ACEN. We have partnered with ATI and have assisted the students to purchase access to the complete ATI program. Included in this program are individual learning tools, student assessments, senior capstone program and a predictor exam where the students can track their individual predicted success on the NCLEX licensure exam. We have several partnerships with schools in the area to offer the students simplified BSN tracks and discounts to many of these Bachelor's of nursing programs. We have purchased several items for the Simulation lab with Perkins funding. We have upgraded the cameras and servers so that the students can monitor their performance in the SIM lab. We have high fidelity simulation mannequins to assist our students to learn concepts they may have difficulty understanding or difficulty finding in the clinical setting. NurseTIm is an online learning resource provided to us through the Health Workforce Initiative and provides free educational opportunities for both faculty and students. We also have content experts for each nursing specialty. These experts are required continuing education in addition to continuing education required for licensure, and funds are provided to the content experts in order to do so.

SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES

1. SLO Assessment Results:

How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

We have been meeting or exceeding our SLO program goals. Our course SLOs evaluate Critical Thinking; Safe and Effective Care; Professional Responsibility and Accountability; and Client Advocacy. Although we have consistently met our course SLOs, we continue to systematically review and strategize in order to ensure that we continue to meet the needs of the students, the program, our clinical partners, and the community we serve.

Over the past 3 years, we have worked to expand our simulation lab in order to provide a controlled environment to offer experiences for students where they can showcase their ability to use critical thinking, clinical reasoning, provide safe and effective care, demonstrate professionalism and accountability, and to demonstrate the ability to be a strong patient advocate. We have provided professional development for the simulation lab coordinator and other faculty in order to ensure that we are trained based off of the latest evidence-based practice for simulation. We have used grant money to purchase additional high fidelity and mid-fidelity SIM mannikins in order to provide the students with more opportunities in simulation.

We have expanded our orientation of the new students that includes an orientation to the program for both the student and their family, significant other, or support persons. We have implemented a student-driven 4 hour opportunity for our students who are just entering into the program to meet other students, meet faculty, meet with the bookstore staff, and the student success advisor. Our Student Nurses Association of Palomar (SNAP) provides workshops for the incoming and returning students to help prepare them for the start of each semester. We also have implemented the use of soft skills and professionalism education modules through a new partnership with ATI (Assessment Technology Institute).

Faculty meet monthly and as needed during the semester to discuss student progress, identify issues and problems, and plan and implement any changes needed. We also meet prior to each semester for a comprehensive faculty workshop to review and implement any changes as identified by SLO results.

We recognize that students are not always well prepared for the rigor and demands of the nursing program, and there is a need to provide the opportunity to gain knowledge prior to entering the nursing program. In collaboration with the EME Department we have developed a tiered non-credit course that addresses the academic deficiencies in the following areas:

- Reading comprehension
- Math comprehension
- Medical Terminology

While this course was created with nursing and EME students in mind, this course will be available for any student interested in a career in healthcare summer 2018. These courses will help to better prepare our nursing students to meet the course SLOs once they enter the program.

We have also identified that many students struggle with concepts such as pharmacology and basic health assessment understanding, which are concepts currently threaded throughout the nursing program. We felt that having individual courses specific to these concepts would be beneficial to better prepare students when entering the nursing program. A completely online platform was selected so to reach students outside our local area. Three credit courses (Pharm I & II) and Health Assessment were developed as elective courses to help students be better prepared for the program and increase retention and success. These courses have been approved and will be available to students Fall 2018.

2. SLO Assessment Methods:

How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

We assess our student learning outcomes twice each academic year at the end of each semester and our SLOs are updated in TracDat at least annually. We feel this is effective as it provides the faculty with information in which to make changes to our courses and our teaching methods throughout the academic year. Each course is assessed at the end of each semester by faculty teaching the course. The findings are reported on an end of semester report (EOSR) written to address any areas that

need to be revised or updated with needed suggestions. The EOSR's are reviewed by all faculty, both full-time and part-time, prior to the start of each semester. This has allowed for all faculty to provide feedback and make recommendations for improvements. We feel this method of evaluation is working well as evidenced by our NCLEX exam pass rates which, were 95% for Y15/16 with the current year presently at 91.67%. Our NCLEX pass rates well exceed the National benchmark of 75% which demonstrates appropriate didactic, laboratory and clinical curriculum and instruction. Each year we attend a community advisory meeting with surrounding community college nursing programs as well as with our clinical partners. The feedback we hear from these community advisory meetings are used to determine possible needs for revisions to our methods of assessment.

3. Program SLOs:

How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

Our program SLOs represent the scope and depth of learning offered in order to meet the needs of an entry level nurse. The program is rigorous with high standards for all students. In order to graduate, the students must demonstrate competency in theory, laboratory, and clinical.

1.) 70% of the students who enter the program will graduate.

2.) 85% of the graduates will pass NCLEX-RN licensure exam on the first attempt

Students who graduate with a nursing degree must pass the NCLEX licensure exam in order to gain employment as a RN. As noted by our pass rates, we are continually above 85%.

One area the faculty have noted as an area for improvement include the teaching and evaluation of soft skills. We have recently added this to our curriculum through ATI modules that the students complete on professionalism and soft skills. Although we do currently evaluate professionalism, collaboration and teamwork, and therapeutic communication, there is room for improvement in our formative and summative assessment and evaluation of soft skills. This is an area we are currently piloting in our clinical evaluations in the second year of the program and we plan to revisit this in the Fall of 2018 for possible revisions.

4. Curriculum overview:

Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?

The nursing program focuses on providing student opportunities to gain professional knowledge and to develop necessary skills in order to work as a professional registered nurse. Our curriculum was developed to align with the scope of practice and BRN professional standards. Since our last review, it has been determined that our curriculum needs to be updated and a revision was necessary in order to meet the current needs of the RN student entering the workforce and to align with the current BRN professional standards. We are currently working with a curriculum consultant to undergo a major curriculum revision to a Concept-Based Curriculum (CBC). The revision will have a positive impact on the learning of our nursing students and their preparedness to enter the workforce following graduation. We have also incorporated ATI learning resources for both the students and the faculty. In addition, we continue to encourage our students to participate in community events and to attend opportunities to further develop their professional involvement. Students were also encouraged to join Service Learning.

5. Curriculum scheduling:

Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.

Our program structure is sequential and designed on the foundation of scaffolding. We have 4 core courses that must be taken in order, and each must be successfully completed in order to move into the next course. These courses include N117, N118, N217, N218. We have 2 required support courses N103 and N203. N103 must be successfully passed in the first year, and N203 that must be successfully passed in the second year of the program. Each course is offered each semester and can take up to 36 students.

Our students enter the program in course N117 Nursing Foundations. This provides the basic foundational nursing concepts and skills in which to allow the student to progress to basic medical surgical nursing. With successful completion of N117 the students move into N118 which offers basic medical surgical nursing and introduces the student to the chronic and stable patient. They may also challenge the Certified Nursing Assistant Examination to begin working in the hospital setting while they complete their education. N118 builds upon N117 foundations and prepares the student to enter the second year of the program. N217 is the 3rd course of the program which introduces more complex and acutely ill patients. With successful completion of N217, the student moves to N218 which introduces the student to the unstable, highly acute patient requiring critical and emergency care. Students who do not successfully complete a course, must repeat the course before they can continue on to the next subsequent course.

LVNs may enter the program in the 2nd year if they meet the requirements as set forth by the BRN. While we have many LVNs who apply to the program only a few gain entrance as we have limited seats available. Seats are limited by the limitations we have for instructor / student ratios in the clinical settings and as mandated by the accreditation bodies. We are currently working to create a specific LVN to RN track that will utilize evenings and weekends for clinical rotations where there is not as great competition for clinical sites. This will also allow for a specialized curriculum to meet the needs of these nurses returning to advance their education and earn their Associate RN degree.

6. Curriculum communication:

How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?

The Nursing Department schedules courses so that each class has an opportunity to fully utilize the college nursing classes and labs. We also schedule appropriately so that we can optimize clinical locations. Biannual County Consortium meetings are held that include all schools and county medical facilities to discuss issues and barriers on scheduling, and work together to resolve these so all students are afforded clinical time. While we work with other schools and facilities to resolve scheduling conflicts, we still have great competition for these clinical sites.

PART 3: Program Evaluation and Planning

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program

Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement within your program. Also consider the areas of opportunities and any external challenges your program faces over the next three years. Summarize the results of your assessment in the Grid below.

Section 2: Establish Goals and Strategies for the Next Three Years

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

SECTION 1: OVERALL EVALUATION OF PROGRAM

1. Discuss your discipline's strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to <http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf>

Strengths:	<ul style="list-style-type: none"> • The Nursing Education Department recruits and hires expert nurses to serve as nursing faculty members. The faculty have a dedication to student success, and provide an environment conducive to learning utilizing teaching methodologies and experiences that help the student put theory learned into practice. Several of the faculty are experts in nursing specialties which further enhance student exposure to various areas of nursing practice. Our faculty all are master's prepared with several that hold doctorate degrees and advanced certifications. • All nursing faculty are members of the department Curriculum Committee. This committee meets monthly to review and discuss curriculum. We have recently entered into a partnership with Assessments Technology Institute (ATI) which greatly increased the resources we are able to offer our students. We have hired a Curriculum Consultant through ATI to assist in a major curriculum revision that will even further prepare our students to enter into the professional workforce today. Although our NCLEX pass rates remain far above the benchmark, our curriculum has not had a major revision in over twenty years. The revision is seen as a necessary endeavor in order to continue to produce nurses who are competitive in the marketplace, up-to-date on the technological advances being made in the healthcare field, and are able to rise to the increasing scope, roles, and responsibility of a professional registered nurse. • Success rates: Our program success rates have been steadily improving with Y15/16 at 95%. • We have strong working relationships with the community agencies that allow our students to perform clinical practice which is critical in order to gain competency. These agencies include acute medical facilities and community agencies, as well as providing a preceptorship where a student is allowed to work one on one with a working RN to put what they have learned into practice. This experience is invaluable for the students to transition from the student to the nurse. • We continue to have an increasing number of highly qualified student applicants each semester. Although we are unable to increase our current enrollment, we were able to offer and implement a successful Summer Academy course to local high school students.
Weaknesses:	<ul style="list-style-type: none"> • Outdated data gathering and tracking methods <ul style="list-style-type: none"> ◦ We recently partnered with the college's Institutional Review and Planning (IRP) department in order to improve our data collection process. • Difficult to recruit nursing faculty that are highly specialized with necessary credentials: Peds <ul style="list-style-type: none"> ◦ Our search and attempt to recruit is ongoing • Do not have a full time ADA (temporary ADA is part-time with a heavy workload). <ul style="list-style-type: none"> ◦ This is essential for support of the program in the daily operational needs, but also for program licensing and accreditation requirements as well.
Opportunities:	<ul style="list-style-type: none"> • Improve classroom and laboratory technology to meet the current standards • Expand upon our simulation laboratory <ul style="list-style-type: none"> ◦ Due to high competition from other nursing programs, clinical placements are difficult to obtain. Simulation will be needed to provide those hours and experiences required of the BRN. ◦ Increase simulation faculty to include a 2nd faculty and an assistant to better serve our students, and the problems associated with the decrease in clinical placements. • Develop an additional track designed for the LVN to RN step up option

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

	<ul style="list-style-type: none"> ○ LVNs have special needs for success ○ Will better prepare LVNs to the RN role ○ RN shortage continues, and this will help to fill the needs in the community
Threats:	<ul style="list-style-type: none"> ● Our Student Success Advisor (SSA) is currently a grant funded position. This role is integral to our students success. If grant funding was lost, we risk losing this position and thus risk our attrition, retention, NCLEX pass rates and possibly even our accreditation standing. The Board of Registered Nursing (BRN) requires nursing programs to have adequate support to effectively run the program and the SSA role is vital to its success. ● Clinical site competition from other nursing schools. <ul style="list-style-type: none"> ○ This decreases the necessary clinical hours as required by the BRN. Without the necessary hours either in a community setting or simulation lab we risk losing our program license and national accreditation.

SECTION 2: Establish Goals and Strategies for the Next Three Years

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
Provide high quality education for all students to ensure student success and preparedness. The accrediting bodies are requiring we meet the needs of our students by providing high quality education and have the staff to support this requirement.		X	
Address the recommendation and area of non-compliance resulting from the ACEN visit September 2015.		X	
To expand the nursing program by: increasing enrollment, offering a separate LVN-RN track, and by improving the process for admittance of veterans, transfer students, and foreign nurses.		X	

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

Goal #1	
Program or discipline goal	Provide high quality education for all students to ensure student success and preparedness. The accrediting bodies are requiring we meet the needs of our students by providing high quality education and have the staff to support this requirement.
Strategies for Implementation	We have hired, and are working with ATI to implement a major curriculum revision to a Concept-Based Curriculum (CBC). This curriculum change is proposed to assist students to be able to "think like a nurse" and improve their understanding of the concepts necessary to build a solid foundation that will allow the student to develop improved clinical reasoning skills and critical thinking skills. In addition, we would like to get additional support in the lab.

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

Timeline for implementation	The faculty are currently working on identifying the key concepts to be taught. All curriculum changes must be approved by the BRN. A realistic implementation of the concept based curriculum would be Fall 2019.
Outcome(s) expected (qualitative/quantitative)	Improved student evaluations in the area of preparedness; Increased retention rates; Lower attrition rates; Increased Faculty satisfaction (measured through evaluations on the End of Semester reporting). The curriculum revision is expected to also improve our efficiency rating.
Goal #2	
Program or discipline goal	Address the recommendation and area of non-compliance resulting from the ACEN visit September 2015.
Strategies for implementation	Faculty have updating the Systematic Plan of Evaluation (SPE). Two faculty attended the ACEN Standards update workshop and all faculty have been reviewing these updates and implementing the changes when documenting on the SPE.
Timeline for implementation	February 2018
Outcome(s) expected (qualitative/quantitative)	The follow-up ACEN report will show that we are in compliance in all areas.
Goal #3	
Program or discipline goal	To expand the nursing program by: increasing enrollment, offering a separate LVN-RN track, and by improving the process for admittance of veterans, transfer students, and foreign nurses. Also by offering additional support nursing courses and a Summer Academy for High school students.
Strategies for implementation	We have submitted a proposal for the Strong Workforce Grant with several tracks for program growth. We have increased the cap for our revised LVN-RN transition course and have started offering this course in both the spring and fall semesters. We have expanded our outreach and increased our marketing. We adopted a Veterans policy to allow for credit by experience. We are working on strategies to allow for transfer and foreign students to enter the program at the appropriate levels. we have updated our pathway on transfer students. We have met with counseling to create clear pathways for our veterans, transfer students, and foreign nurses applying to our program. We have offered a Summer Academy for high school students interested in health care professions. We recently received approval to offer 3 new courses, Pharmacology I & II and Health. Additional support staff will be requested through the college and through grants to provide additional support/resources for these students.
Timeline for implementation	LVN to RN pathway- Spring 2019 Support courses: Pharm I&II and Health Assessment - Fall 2018
Outcome(s) expected (qualitative/quantitative)	Increased enrollment of LVNs and Veterans. Increased student retention. Improved acceptance of LVN to RN transition course at other local colleges.
Goal #4	
Program or discipline goal	Development of Community Continuing Education.

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	Non-credit continuing education units (CEU).
Strategies for implementation	We have received BRN approval as a continuing education issuing provider. The nursing department and faculty can offer many specialty courses to provide continuing education. We recently began offering a CEU BRN approved course "The Role of the RN Preceptor." This course was developed for our RN preceptors utilized in our program. This will provide the required continuing education that RNs need to maintain and renew their RN license.
Timeline for implementation	Fall 2018
Outcome(s) expected (qualitative/quantitative)	Increase student enrollment
Goal #5	
Program or discipline goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	

3. How do your goals align with your discipline's mission statement?

Mission statement: To provide a high quality nursing education to qualified and diverse students for the development of entry-level registered nurses who are prepared to meet the evolving healthcare needs of the community. The faculty strive to create a student-centered environment of collaboration, lifelong learning, and mentorship to promote academic excellence and compassionate nursing care.

Our goals align with our discipline's mission statement as follows:

- Partnering with ATI to develop a concept based curriculum to provide high quality nursing education
- Revising and updating our data reporting methods on our SPE to reflect our outcomes and promoting academic excellence
- Developing specific pathways to allow non-traditional entry and completion of our nursing program to meet the needs of the community
- Provide support courses and continuing education courses for student success and lifelong learning

4. How do your goals align with the College's Strategic Plan Goals?

Our discipline goals align with the College's Strategic Plan Goals as follows:

- CSPG #1 To implement instructional strategies that strengthen and connect teaching and learning across the college
 - Partnering with ATI to develop a concept based curriculum utilizing various learning methodologies and learning environments to include both classroom and online. Development of additional support courses.
- CSPG #2 To strengthen efforts to improve outreach, persistence and student success
 - Providing support courses and continuing education courses to current students and professionals in the community. This includes the Summer Academy for high school students interesting in health care professions, and many community outreach events.
- CSPG #3 To strengthen college message to our community
 - Developing alternate pathways for non-traditional entry and completion of our nursing program to meet the needs of the community.
- CSPG #4 To strengthen, promote and support the college diverse workforce through strategies focused on recruitment, hiring and retention
 -

- CSPG #5 to Ensure the fiscal stability of the college and increase enrollment
 - Community continuing education courses will provide campus exposure to what Palomar College offers, thereby potentially increasing student enrollment.

PART 4: FEEDBACK AND FOLLOW-UP

This section is for providing feedback.

Confirmation of Completion by Department Chair

Department Chair	Julia Robinson, DNP, APRN
Date	02/28/2018

***Please email your Dean to inform them that the PRP has been completed and is ready for their review**

Reviewed by Dean

Reviewer(s)	Margie Fritch
Date	03/01/2018

1. Strengths and successes of the discipline as evidenced by the data and analysis:

2. Areas of Concern, if any:

3. Recommendations for improvement:

***Please email your VP to inform them that the PRP has been completed and is ready for their review**

Reviewed by: Instructional Planning Council PRP Sub-Committee

Reviewer(s)	Glyn Bongolan, Margie Fritch, Seth San Juan, Suzanne Sebring
Date	12/12/2017

1. Strengths and successes of the discipline as evidenced by the data and analysis:

The Nursing Department is working with ATI to improve curriculum. Additionally, their success rates are steadily improving with year 15/16 at 95%. Because Nursing has to follow specific rules for accreditation, the discipline is on top of staying current in the field and making connections to industry. The creation of noncredit modules to prepare students who are interested in pursuing careers in medical professions was a smart addition. This free, online preparation for those students that could use foundational skills building should help to ensure student success.

2. Areas of Concern, if any:

Many nursing jobs require a Bachelor's degree. Students need additional options for job exploration other than traditional hospital locations.

3. Recommendations for improvement:

Possible recommendations may include providing additional information for job hunting such as “new grad” application periods for hospital systems, in addition to options outside of hospital settings.

4. Recommended Next Steps:

X	Proceed as Planned on Program Review Schedule
	Repeat Comprehensive Review

Reviewed by: Vice President

Reviewer(s)	Jack S. Kahn, Ph.D.
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Date	1/18/18
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1. Strengths and successes of the discipline as evidenced by the data and analysis:

1. FTEF section is excellent and makes a lot of sense given everything that has happened this year
2. The LMI data is excellent an discussion of exams etc.
3. Licensing and accreditation discussion is also well done.
4. Exam pass rates are so impressive!!
5. Curriculum update in progress- good discussion
6. Curriculum section is also well done and described well-
7. SWOT is excellent- analysis is great and thorough
8. Goals are also excellent and make sense given the dialogue above

2. Areas of Concern, if any:**3. Recommendations for improvement:****4. Recommended Next Steps:**

X	Proceed as Planned on Program Review Schedule
	Repeat Comprehensive Review

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.