



Southwestern Academic Program Review

Associate of Applied Science Nursing Program

Process

Program Review is a continuous process of collecting, evaluating, and using information to determine if and how well performance matches learning or service outcomes which occurs on at least a triennial basis. We gather evidence of student learning; discover the degree to which courses, programs, and administrative and educational support services accomplish intended outcomes; and probe the achievement of institutional projects, core themes, and mission. Southwestern conducts program reviews of all programs and services on a quadrennial basis (every 4 years) and uses the results of the assessments to enhance and improve current programs and services.

Resources

Program Review detailed instructions
[Report Documentation](#) – myLakerLink on the Resource Center tab
Reports – must be on campus or access network to process reports
[Course Completion Report](#)
[Course Completion by Course Report](#)
[Course Completion by Degree Report](#)
[Course Enrollments Report](#)
[GL Unit Costs by Fund by Unit Report](#)
[Graduates by Major Report](#)
[OLMIS](#) – Employment Opportunities
Persistence Report – being developed
[Student Enrollment Report – Enrollments, FTE, Billing Credits](#)
Transfer Reports – being developed

Program review consists of the following elements

- ✓ [Program Description and Goals / Philosophy](#)
- ✓ [Program Narratives](#)
- ✓ [Student Learning Outcomes](#) including measures and criterion for achievement
- ✓ [Operational Data](#) analysis
 - I. [Enrollments](#)
 - II. [Financial Viability](#)
 - III. [Efficiency of Delivery](#)
 - IV. [Instructional Effectiveness](#)
 - V. [Program Student Success](#)
 - VI. [Program Relevance](#)
 - VII. [Graduate Student Success](#)
- ✓ Reflection of the data
- ✓ [Projects](#) planned based on evidence
- ✓ Association with core themes and other planning, processes/projects
- ✓ Activity [Timeline](#)

All reports are available within myLakerLink and are located on the Resource Center tab. Links to all reports are located within each section title of this document. Program Review requirements for certain sections include multiple reports with additional links to the reports located within the specific section of the report.

PART A: Program Review Narratives

Program Description and Goals / Philosophy

Program Description:

The Associate of Applied Science (AAS) Nursing is intended for students seeking a career as a Registered Nurse. The program prepares students to practice professional nursing in a variety of settings. Upon completion of the program, students will be awarded an AAS degree and are eligible to sit for the national licensure examination (NCLEX-RN) leading to licensure as a Registered Nurse.

Philosophy/Goals:

The Southwestern (SOCC) nursing program provides nursing education to create competent nurses who provide high quality, evidence-based care that promotes the health of their patients in all health care settings. The faculty at Southwestern Associate Degree Nursing (ADN) Program believe in and support the Southwestern mission and goals as written. The nursing program follows the Oregon Consortium for Nursing Education (OCNE) curriculum based on the concepts of life-long learning and competency-based nursing education. The nursing curriculum encourages diversity, collegiality, and professionalism. The nursing program is accredited by the Oregon State Board of Nursing (OSBN) and meets regional accreditation requirements through Northwest Association of Schools and Colleges.

The nursing program of instruction is centered on the OCNE curriculum competencies and benchmarks which define the intended outcomes of the nursing education program and serve as the basis for clinical practice. The curriculum is founded on the concept of a spiral pattern that encourages students to continually increase their competencies in understanding and providing competent nursing care. The program uses rubrics to assist students to meet competencies as they progress through the curriculum. Benchmarks are based on the competencies and are used at the end of the first and second year evaluation to evaluate student progress. A variety of learning methods are used in the curriculum to assist students to meet their goal of becoming competent nurses. Students are expected to be intentional learners who use program textbooks, computer-based technology and professional journals to keep their nursing knowledge current throughout the program and their career as professional nurses.

Administration

- **Faculty / Staffing:** Three full-time faculty and the nursing director teach the curriculum at both the Coos Bay and Brookings campus. One part-time instructor teaches in the campus learning lab one day/week; three part-time instructors teach in clinical at the hospital, and two part-time instructors teach in the campus learning lab and in clinical at the distant sites. The campus lab is staffed with a lab assistant/simulation technician who orders and stocks equipment and assists with the set-up of the lab.
- **Professional Development:** Faculty stay current through travel to in-services and workshops; online classes; and review of professional journals/literature.
- **Support Services used (or identified need):** The director and three full-time faculty advise nursing, pre-nursing, phlebotomy, pharmacy technician and medical assistant students. Students are referred to ESPS on an as-needed basis for personal counseling, stress management, and testing accommodations.
- **Advisory Committee (activities and membership):** The nursing advisory committees are conducted biannually and are comprised of nurses from several local hospitals, skilled nursing facilities, public schools, public health department, outpatient surgery centers and clinics. Activities include communicating program changes/outcomes; addressing clinical needs/concerns; and addressing changes in the hospital setting, such as new equipment, policies, procedures, trainings.
- **Community Relationships / Partnerships:** Community partnerships include acute care hospitals, critical access hospitals, skilled nursing facilities, outpatient clinics, outpatient surgery centers, home health agencies, medical offices and a dialysis center in Coos, Curry, Douglas and Lane Counties.
- **Program Accreditation (if applicable):** The nursing program was surveyed and approved for five years by the Oregon State Board of Nursing May 2012. The next survey is due May 2017.

Curriculum

- **Degrees/Certificates offered and changes since last review:** Associate of Applied Science Nursing
- **Course list and changes since last review, including new and revised courses:** Program of study remains the same since last review.
- **Career Pathway/Program of Study Efforts:**
 - LPN Advanced Placement option was added in 2011. The LPN-RN Advance Placement option allows currently licensed LPNs an opportunity to apply and enter the second year of the ADN nursing program after successfully completing the required prerequisites. We have one LPN that is currently in the second year of the program
- **Delivery Methods/Instructional Methodology:** Core nursing courses are delivered face to face and over the IPTV system to the Brookings campus. Instructional methodology includes lecture, lecture-discussions, demonstrations, simulations, cooperative learning, case studies, journaling, scaffolding, and case-based learning.
- **Articulation/Transferability:** The nursing program is one of ten partners in the Oregon Consortium for Nursing Education (OCNE) program. The SWOCC nursing program graduates are co-admitted to OHSU School of Nursing. This agreement allows students who complete the associate degree program to proceed to OHSU and complete the coursework required for the baccalaureate degree in nursing.
- **Dual Credit offerings:** Local high schools offer pre-requisite courses such as the writing series and math courses.
- **Course Scheduling issues:** Scheduling clinical sites in Brookings/Gold Beach became a challenge in the 2014-2015 academic year. Alternatives are being explored.
- **Instructional Materials (textbook, software issues):** Required textbooks are purchased at the start of the first year of the program. Students have the option to purchase a hard copy or e-books. Either option provides resources to the publisher's online resources, such as videos, practice tests and case studies.

Students

- **Special Populations:** Current students are a mix of in-district and out-of-district students. The average age of the students is 32.
- **Recruitment:** All application materials are posted online and in print form outside the office of the Administrative Assistant to the Director of Nursing & Allied Health. Faculty and students have attended high school health fairs to speak about the nursing program and participate annually in College 101.
- **Advising:** The director and three full-time faculty advise in-program nursing students, pre-nursing and LPN Advance Placement students.
- **Student Satisfaction:** Student ratings of instruction range from 4.0-5.0.
- **Student Assessment Methods:** Methods of assessment include written exams, case studies, performance of psychomotor skills, simulation skills testing, group presentations.

Facilities/Budget

- **Budget Changes over past 4 years:** The supply budget for nursing, BNA, and CNA2 program was decreased by \$5000.00 in the 2013-2014 academic year. The nursing student fee was increased from \$6250.00 to \$6400.00 over two years in 2014.
- **Instructional Materials (software, supplies, etc.):** The nursing program budget provides supplies for the Coos Bay, Coquille and Brookings learning labs. With the addition of these two labs the renewable supply needs increased.
- **Equipment lists and needs:** Through the BAH Foundation Community Grant we purchased a Pediatric mid-fidelity simulator. New beds are needed as the current beds are outdated and replacement parts for some of the beds can no longer be found. Our birthing mannequin needs to be replaced and we need a birthing mannequin for our Brookings lab. Other needs include IV poles, IV pumps, bedside tables, bedside stands, oxygen and suction units, Perinatal monitor CD 500 for Brookings, computerized medication system.
- **Facilities lists and needs:** The lab is utilized by multiple programs (ADN, BNA, CNA2, Medical Assistant, Phlebotomy and Paramedic program). Our storage cabinets are at capacity. We have put locked cabinets in the hallway. We have one oxygen and suction wall unit that is in need of repair.
- **Student fees:** Nursing students pay an additional fee of \$6400.00 over the two years of the program.

Progress of Planned Projects

- Describe progress made for each project activities planned for prior year.
- NOT REQUIRED FOR 2013-2014 PROGRAM REVIEW

PART B: Program Outcomes Data Review

Student Learning Outcomes - Measures - Thresholds

List program outcomes; include the means of assessment and assessment threshold criteria:

Upon successful completion of the AAS Nursing, a student will be able to ...

1. Base personal and professional actions on a set of shared core nursing values.
2. Use reflection, self-analysis and self-care to develop insights.
3. Engage in intentional learning.
4. Demonstrate leadership in nursing and health care.
5. Collaborates as part of a health care team.
6. Practice within, utilizes and contributes to the broader health-care system.
7. Practice relationship- centered care.
8. Communicate effectively.
9. Make sound clinical judgments.
10. Use the best available evidence.

Means of assessment for all 10 OCNE Program Outcomes are:

- Earn 75% average on course exams
- Satisfactory portfolio per established course criteria

Results:

- 100% of first and second year nursing students completed the nursing portfolio satisfactorily
- 96.9% of first year students earned 75% or higher on course exams
- 91.7% of second year students earned 75% or higher on course exams

Analysis:

- Portfolio is an adequate measurement of achievement of the outcome
- Course exams meet the minimal measurement criteria
- Test scores in NRS232 and NRS233 lower than other NRS courses

Plan:

- Identify minor adjustments in the assessment methods in NRS232 and 233
- Re-evaluate testing blueprint and complexity of test questions
- Analyze content and threading of concepts throughout the material

PART C: Program Operational Data Review

I Enrollments

Exhibit I.A: Total Enrollments – Program

Exhibit I.B: Number of Students in Major, if applicable

Exhibit I.C: Student Demographics (optional)

- **Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps**
Enrollment in the program has remained constant. Students are admitted to the Brookings and Coquille sites every other year (even years) and at the Coos Bay site yearly.
- **Respond to the data evidence – how will the data results be utilized to enhance and improve program enrollments, list specific planned projects**

Increasing program enrollments has been recommended and explored. More instructors and access to clinical sites are required. We have supportive clinical sites in Coos Bay and Coquille. In Curry, an outpatient facility, a home health agency, the public health department, public schools, an assisted living facility, and a skilled nursing facility have provided clinical support for students. We need to explore alternatives for students in Curry for acute care experiences before increasing enrollment at the Brookings campus.

Hiring part-time and full-time instructors has been an ongoing challenge and will have an impact on increasing enrollment. Two reasons cited for faculty that have left or have turned down jobs are the salary and workload. Clinical sites offer higher compensation. With the nursing shortage recruiting will be a greater challenge. Measures to recruit and retained faculty need further evaluation.

II. Financial Viability

Exhibit II.A: Student FTE

Exhibit II.B: Billing Credits

Exhibit II.C: Cost / FTE

- **Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps**
Student FTE and the cost/FTE: 2010 – 66.96, 2011 – 61.08, 2012 – 65.42, 2013 – 67.27, 2014 – 72.03. There has been a gradual increase in the FTE. Cost per student FTE is slightly higher which may reflect an increase in instructor salaries. Billing credits range from 1449 in 2011 to 1671 in 2014. There was a drop in billing credits in 2011 and 2013 and increase in 2012 and 2014.
- **Respond to the data evidence – how will the data results be utilized to enhance and improve the financial viability of the program, list specific planned projects**
Program FTE and billing credits will be monitored

III. Efficiency of Delivery

Exhibit III.A: Average Class Enrollments

Exhibit III.B: Student FTE to Faculty FTE Ratio (1 Faculty FTE = 45 Workload Credits)

Exhibit III.C: Course Capacity Percentage (section enrollment is what percent of section capacity)

- **Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps**
Average class enrollments from 2010-2015 has remain constant. The average for the five years is 14.8 which is consistent with previous years.
- **Respond to the data evidence – how will the data results be utilized to enhance the efficiency of delivery associated with the program, list specific planned projects**
The average course enrollments is acceptable. Plans to increase program enrollment are being explored.

IV. Instructional Effectiveness

Exhibit IV.A: Course Retention – completion rate

- **Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps**

Course retention rates have increased in the last four years: 80.9% in 2011-2012, 90.9% 2012-2013, 91.7% in 2013-2014, and 92.86% in 2014-2015. In 2012, the retention rate was evaluated and barriers were identified. An improvement plan was developed and implemented to increase the retention rate, such as adoption of the Kaplan program to improve test taking ability, increased advising meetings for in-program students to identify areas students were struggling and develop action plans for success, referral to ESPS as needed. Nursing faculty attended in-services on test development and as a group faculty evaluated lecture and testing materials to identify areas of potential enhancement of instruction. Nursing 121: Nursing Concepts and Clinical Practice is a 1 credit course that was designed for students who were re-entering the program. The course addresses nursing concepts, testing techniques, and review and practical application of previously learned psychomotor skills. Faculty have discussed offering the course to all nursing students who are struggling with skill acquisition, clinical or academics to assist with their success. A Comprehensive Plan for Evaluation of the program is required by the OSBN. The evaluations includes ongoing systematic assessment and analysis of compliance with OSBN Standards; internal/external measures of Graduate achievement; NCLEX pass rates; curriculum design including nursing and other required courses, course sequencing and scheduling; effectiveness of instructional strategies and methodologies; faculty; and resources to support the number of enrolled students. The different components of the evaluation are addressed throughout each academic year.

- **Respond to the data evidence – how will the data results be utilized to enhance and improve instructional effectiveness of the program, list specific planned projects**

An aspect of the Comprehensive Plan for Evaluation is to monitor the retention and completion rates. We will continue to monitor the rates annually. Re-evaluate improvement plan and revise as needed.

Offer Nursing 121 to all students.

V. Program Student Success

~~Exhibit V.A: Program Persistence from Persistence Report (being developed)~~

~~Exhibit V.B: Program Completers (Graduated) (unduplicated student count)~~

~~Exhibit V.C: Program Awards (all certificates and degree, duplicated)~~

~~Exhibit V.D: Transfer Rate (student who did not graduate yet transferred) from Transfer Report (being developed)~~

~~Exhibit V.E: Transfer Figures from Transfer Report (being developed)~~

- **Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps**
Graduation rates have increased over the last five years. The two year NCLEX pass rate has also increased over the last four years.
- **Respond to the data evidence – how will the data results be utilized to enhance students success within the program, list specific planned projects**
Continue to monitor retention rates and NCLEX pass rates (Comprehensive Plan for Evaluation).

VI. Program Relevance

Exhibit II.A: OLMIS Reports Demonstrate Employment Opportunities - **OLMIS DATA:** <http://www.qualityinfo.org/olmisi/OlmisZine>

Exhibit II.B: Advisory Committee Recommendations

- **Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps**
OLMIS indicates an increase in job openings in the nursing profession both locally and statewide. In the Southwestern Oregon region there are 156 job listings and Statewide there are over 2000 job listings. Our advisory committee has indicated a need for more nurses as nurses begin retiring.
- **Respond to the data evidence – how will the data results be utilized to ensure program relevance of the program, list specific planned projects**
Increasing program enrollments will require more nursing faculty and access to clinical sites. We have supportive clinical sites in Coos Bay and Coquille. In Curry, an outpatient facility, a home health agency, the public health department, public schools, an assisted living facility, and a skilled nursing facility have provided clinical support for students. We need to explore alternatives for students in Curry for acute care experiences before increasing enrollment at the Brookings campus.
Hiring part-time and full-time instructors has been an ongoing challenge and will have an impact on increasing enrollment. Two reasons cited for faculty that have left or have turned down jobs are the salary and workload. Clinical sites offer higher compensation. With the nursing shortage recruiting will be a greater challenge. Measures to recruit and retained faculty need further evaluation and development.

VII. Graduate Student Success: Oregon 4 Year Completion Data, Wage Match Data, Placement

Exhibit VI.A: 4 Year Achievement (if available)

Exhibit VI.B: Wage Information (if available)

Exhibit VI.C: Placement Rates (if available)

- **Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps**

Over 4 years, 96 students have successfully graduated and received their RN. 72.9% have remained and found employment in the Coos County area, 0.9% are working in Brookings, and 17.7% are working in the Lane County, Portland area or have moved out of state.

Hourly wages for a new graduate ranges from \$27.75 to 29.38/hour.

We have not tracked the number of graduates that have pursued advanced degrees.

- **Respond to the data evidence – how will the data results be utilized to enhance and improve graduate student success within the program, list specific planned projects**

Graduates have been successful in securing employment.

PART D: Systemic Program Projects

Systemic Program Enhancements and Projects Not Addressed in Program Outcomes or Operational Data Analysis Data

Address systemic issues:

Faculty turnover especially part-time faculty at both the Brookings and Coos Bay sites.

Proposed Systemic Project(s):

Research and identify short-term and long-term solutions

PART E: Program Project Timeline – All Projects

Activity Timeline that includes core theme association, staff lead responsibility, start and projected end dates, association with other planning activities (academic master plan, technology plan, facilities plan), association with instructional projects.

Project	Person Responsible	Activity Year	Budget Request (for 2015 activities only)	Core Theme/ Objective	Associated Plans	Associated Projects
1. Develop plan to recruit, hire, mentor and retain nursing faculty	Director of Nursing & AH, Faculty	Fall 2015 and annually	none	Learning & achievement, access, sustainability	SP – S.2 AMP	
2. Conduct a minimum of two (2) Advisory Committee meetings per year.	Director of Nursing & AH	Ongoing	\$300.00	Community Engagement	SP – CE.1	
3. Develop plan to increase enrollment	Director of Nursing & AH, Nursing Faculty, CTE Dean	Winter 2016	None	Learning & achievement, access	SP – A.1 SEMP	
4. Develop a survey to track graduate placement and achievements such as obtainment of advanced degrees.	Director of Nursing & AH, Faculty	Winter 2016	None	Learning & achievement	SP – LA.1 and LA.2	Program Review
5. Plan and prepare for next OSBN survey	Director of Nursing & AH, Faculty	Ongoing	None	Sustainability	SP – S.3	Program Review
6. Continue to work on OSBN Comprehensive Plan for Evaluation	Director of Nursing & AH,	Ongoing	None	Sustainability	SP – S.3	Program

	Faculty					Review