Section A - Enrollment and Demographics

Examine the enrollment and demographic data in Section A of the datasheet.

1. Is your program's enrollment increasing, decreasing, or remaining constant?
   Remaining Constant

2. Describe the reason(s) for the trend in your program's enrollment (600 characters max).

> Our baseline enrollment is 48 students/semester. If the program receives grant funding, we accept 60 students/semester or more depending on grant requirements.

3. Are the demographics of students in your program similar to those of the College, as a whole?
   No

4. If no, please describe why they differ (600 characters max).

> The ethnic distribution in the Nursing program has remained relatively constant over the past years and roughly mirrors the college as a whole. The Hispanic population for nursing is less than the college at 39%. The caucasian population is higher at 41%, and the Asian population represents almost triple that of the college. The female population is significantly higher than that of the college at 83%, and the male population is significantly lower at 17%. This trend reflects the national distribution of gender in nursing.

5. Are you able to increase your program's enrollment and/or enroll more students from underrepresented groups?
   Yes

   If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

6. If no, please describe why your program is unable to do this. (600 characters max).

Section B - Course Success Rate

Examine your program's course success rate data in Section B of the datasheet. To satisfy an accreditation requirement, the College has set a standard of 66.7% for the course success rate that all programs are expected to meet.

1. Was your program's course success rate in 2014 higher than the college standard of 66.7%?
   Yes
2. Was your program's course success rate in 2014 higher than the overall college success rate?
   Yes
3. Is your program's course success rate increasing, decreasing, or remaining constant?
   Increasing
4. Are there gaps between demographic groups (ethnicity, gender) in your program's course success rate?
   No
5. Briefly describe the reason(s) for the trend in your program's course success rate, and for any gaps between demographic groups (600 characters max).

   The nursing department has implemented multiple activities to support student retention and success. One significant change has been the implementation of the State Chancellor's multi-selection criteria process for admission into the program. Other innovative strategies include a retention specialist, High Risk in Nursing support courses, a Success Workshop, Adaptive Quizzes associated with textbooks, open skills lab time with instructor availability, and the Hurst Review for NCLEX preparation.

6. Are you able to increase your program's course success rate and/or close gaps between demographic groups?
   Yes

   If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

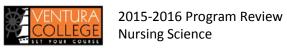7. If no, why not? (600 characters max)

Section C - Productivity

Examine your program's productivity data in Section C of the datasheet. The college has set an overall productivity standard of 525.

1. Was your program's productivity in 2014 higher, lower, or equal to the overall college standard of 525?
   Lower
2. Is your program's productivity increasing, decreasing, or remaining constant?
   Remaining Constant
3. Is your program's course fill rate increasing, decreasing, or remaining constant?
   Remaining Constant
4. Briefly describe the reasons for the trends in your program's productivity and course fill rate (600 characters max).

The average productivity rate for the past 3 years is 272. This is almost at the district goal of 275 that was set for the nursing program. The use of the 525 productivity goal for nursing is unrealistic because of the small number of students per clinical group. The maximum number of students to intstructor is mandated in regulation by the Board of Registered Nursing. The fill rate has been declining because of the attrition rate from semester to semester in the program.

5. Are you able to increase your productivity and/or course fill rate?
   Yes

   If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

6. If no, why not? (600 characters max)

Section D - Degrees and Certificates Awarded

1. Does your program offer a degree or certificate of achievement?
   Yes

   If yes, please examine the degree and certificate data on Section D of the datasheet and answer the questions below. If no, skip to Section E.

   To satisfy an accreditation requirement, the college has set a standard to award a minimum of 1,178 degrees and certificates each year.

2. Briefly describe the trend in the number of degrees and certificates that your program has awarded over the last five years (600 characters max).

   The nursing program has awarded 418 degrees over the last five years. This number is very consistent from year to year.

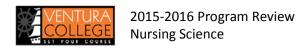

   Programs that have awarded fewer than 15 degrees and certificates over the past five years may be placed on possible discontinuance.

3. Has your program awarded fewer than 15 total degrees and certificates over the past five years?
   No

4. If yes, please describe the reason(s) why your program has awarded fewer than 15 total degrees and certificates (600 characters max). Also please create an initiative in Section H that describes how your program will increase the number of degrees/certificates awarded, and what resources, if any, are necessary to achieve it.

5. Are there gaps between demographic groups (ethnicity, gender) in your program's awarding of degrees and certificates?
   No

6. If yes, please describe the reasons for any gaps between demographic groups (600 characters max).

7. Are you able to increase the number of degrees/certificates that your program awards each year and/or close any gaps between demographic groups?
   Yes

   If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

8. If no, why not? (600 characters max)

Section E - Student Learning Outcomes

1. Are there any courses your program offers that have never been assessed?
   Yes

2. If yes, why haven't they been assessed? (600 characters max)

   NS V84B, C, and D have yet to be assessed because they have been taught sporadically in the past several years, are subject to grant funding, and we have been unable to find qualified faculty to teach the courses.

3. What percentage of your program's courses have assessed at least half of their SLO's?
   50%

4. Have you made any changes to courses based on the results of SLO assessment?
   Yes

5. If yes, briefly describe the changes were made and the impact they had on student learning. (600 characters max).

   We have taught critical thinking using simulation which improved students' problem solving skills. The dept. would like to increase its use of simulation scenarios but we are limited. Improved the implementation and testing of dosage calculation concepts in each course and faculty commitment to student learning of concepts.Purchased dosage calculation software to improve student learning of concepts. Students use is now dedicated to either dimensional analysis or ratio and proportion. Introduction of rubrics helped faculty grade assignments and students understand what was required of them.

6. How many courses have assessed SLO's, implemented a change, and then re-assessed the SLO's (i.e. "closed the loop")?
   6 Courses
7. How closely have you adhered to your SLO rotational plan?
   Completely
8. Did anything impede your ability to adhere to your SLO rotational plan? (600 characters max)

The introduction of new requirements along the way. It was difficult to keep adding requirements like new forms, closing the loop, rubrics that needed to be related to all assessments, and finding out that non-program elective courses need to be assessed as well just this semester. Making one person (chair or director) responsible for teaching faculty how to implement SLO assessment and then collect and input data is a huge time commitment. Faculty should be responsible for their own participation and courses.

9. How does your program facilitate the achievement of the college's institutional learning outcomes? (600 characters max)

Our program student learning outcomes (PSLOS) link to and are derived from the college ISLOs. The CSLOs (course student learning outcomes) link to and are derived from the PSLOs. It then follows that the assessment and evaluation of attainment of the ISLOs per the rotational plan also assesses and evaluates accomplishment of the PSLOs and CSLOs that are linked to them. Faculty committee meetings discuss each month the status of SLO assessment and attainment. Faculty collaborate on mutual problems such as dosage calculation and develop program wide approaches/strategies.

10. How many department/program meetings have you held in the previous year in which SLO's have been discussed?
    12
11. Are you able to improve the student learning outcomes for your program (i.e. number of SLO's assessed, adherence to rotational plan, student SLO attainment, etc.)?
    Yes

    If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

12. If no, why not? (600 characters max)

We need to educate all faculty on SLO implementation and assessment at the course and college level. These sessions should be mandatory and offered once every semester during flex week. All faculty need to be taught how to input their data into Trac dat. Sessions should be mandatory and offered once every semester during flex week. Require mandatory attendance for all faculty at the open forums on ISLOs. Discuss data and data driven changes and importance to college accreditation. No buy in from the faculty at this time. Discuss at next AFT contract negotiation as part of faculty load.

Section F - Budget

1. Have there been any significant changes in your program's budget over the past 3 years?
   No
2. How have these changes impacted student learning? (600 characters max)

Section G - Previous Year Initiatives

Program	Funding Category	Initiative ID	Initiative Title	Initiative Description	Cost	Grants/ Categorical	College Funds	Program Priority	Division Priority	Committee Priority	College Priority	Funded	Status	Outcome
Nursing	Classified	NUR1501	New - One (1) PT Classified position (0.4)	PT office worker to collect and manage nursing data required for manadatory reporting	25,000		25,000	H	H	M	M	No	Ongoing	
Nursing	Classified	NUR1401	New - One (1) PT Classified position (0.5)	Restore Administrative Assistant (0.5) position to 1.0 to Nursing for CNA/HHA/ADN programs - required by BRN and ACEN accreditation standards	30,000		30,000	H	L	L	L	No	Ongoing	
Nursing	Faculty	NUR1301, NUR1401, NUR1501	Replacement - Three (3) FT Faculty positions	Replace two (2) retired and one (1) retiring FT Faculty members. Required by Calif. Board of Registered	-		-	R	R	R	M	Yes	Completed	Brought program into compliance

				Nursing.									
Nursing	Computer	NURS 1504	Improve student competence in IT	Install network jacks at desk locations, switches, & expansion slots in HSC 120	11,000		11,000	H	H	H	H	Yes	Pending
Nursing	Equipment	NURS 1203, NURS 1404 & NURS 1502	Improve application of theory to practice, clinical decision making, and retention	Purchase annual subscription to Tele com for basic skills streaming video ($4,000) and refurbished wound vac with supplies ($20,000)	24,000		24,000	M	L	L	L	No	Discontinued
Nursing	General Fund	NURS 1505	Service HillRom electrical beds	Preventive maintenance on electrical beds (hasn't been done in over 5 yrs) Safety and planned maintenance	2,800		2,800	H	H	H	H	Yes	Pending
Nursing	General Fund	NURS 1202, NURS 1301, NURS 1402 & NURS 1501	Improve program retention rate	Move NS V84A - 84D and NS V85 from Tier 3 to Tier 2 classes. Courses currently covered by	20,000		20,000	L	L	L	L	No	Ongoing

				grant money, but when grant disappears classes will disappear - needs to be moved to Tier 2 and paid by college funds.									
Nursing	General Fund	NURS 1405 & NURS 1503	Analyze the ADN curriculum	Nursing curriculum needs a major revision. Need seminars and consultation.	10,000		10,000	L	L	L	L	No	Completed	Obtained with grant funding

Section H – 2015-2016 Initiatives

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
Nursing	NURS1601	Nursing Program Outreach	The department has multiple requests to present at career days at high schools & we have many high schools visiting the dept. on field trips. We have no recruitment video to show to stimulate excitement.	3,000 to purchase or produce	College Funds	Other	☒Goal 1 ☐Goal 2 ☒Goal 3 ☐Goal 4 ☐Goal 5	☒Enrollment ☒# Under-represented students ☐Course Success Rate ☐Productivity/ Fill Rate ☐Degrees/ Certificates ☒Close equity gaps	☐Req ☒High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low
Nursing	NURS1602	Purchase wireless microphones	Purchase wireless microphones that are updated for faculty that are softspoken. Students complain they can't hear the instructor in the lecture hall.	2,000	College Funds	Equipment	☒Goal 1 ☒Goal 2 ☐Goal 3 ☒Goal 4 ☐Goal 5	☐Enrollment ☐# Under-represented students ☒Course Success Rate ☒Productivity/ Fill Rate ☐Degrees/ Certificates ☐Close equity gaps	☐Req ☒High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
Nursing	NURS1603	Virtual IV Cannulation Simulator	Our current IV insertion simulator is not user friendly and does not function well. We need to purchase a new one that is a virtual model.	20,000	College Funds	Equipment	☒Goal 1 ☒Goal 2 ☐Goal 3 ☐Goal 4 ☐Goal 5	☐Enrollment ☐# Under-represented students ☒Course Success Rate ☒Productivity/ Fill Rate ☐Degrees/ Certificates ☐Close equity gaps	☐Req ☒High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low
					- Select -	- Select -	☐Goal 1 ☐Goal 2 ☐Goal 3 ☐Goal 4 ☐Goal 5	☐Enrollment ☐# Under-represented students ☐Course Success Rate ☐Productivity/ Fill Rate ☐Degrees/ Certificates ☐Close equity gaps	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
					- Select -	- Select -	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4 ☐ Goal 5	☐ Enrollment ☐ # Under-represented students ☐ Course Success Rate ☐ Productivity/ Fill Rate ☐ Degrees/ Certificates ☐ Close equity gaps	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low
					- Select -	- Select -	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4 ☐ Goal 5	☐ Enrollment ☐ # Under-represented students ☐ Course Success Rate ☐ Productivity/ Fill Rate ☐ Degrees/ Certificates ☐ Close equity gaps	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low

Educational Master Plan Goals

Goal 1: Continuously improve educational programs and services to meet student, community, and workforce development needs.

Goal 2: Provide students with information and access to diverse and comprehensive support services that lead to their success.

Goal 3: Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community and the area's economic vitality.

Goal 4: Continuously enhance institutional operations and effectiveness.

Goal 5: Implement the Ventura College East Campus Educational Plan.

Section I – Process Assessment

How have the changes in the program review process this year worked for your area?

How would you improve the program review process based on this experience?

Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

Section I – Submission Verification
Preparer:

Dates met (include email discussions):

List of Faculty who participated in the program Review Process:

Preparer Verification:

☒ I verify that this program document was completed in accordance with the program review process.
Dean Verification:

☐ I verify that I have reviewed this program review document and find it complete. *The dean may also provide comments (optional):*

APPEAL FORM

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) _____

Date:_____

Category for appeal: _____ Faculty

_____ Personnel – Other

_____ Equipment- Computer

_____ Equipment – Other

_____ Facilities

_____ Operating Budget

_____ Program Discontinuance

_____ Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

Appeals will be heard by the College Planning Council. You will be notified of your time to present.

Section I – Program Review Process Assessment and Submission Verification

1. Program Name Nursing Science

2. Please assess the changes made to this year's program review process. (600 characters max)

I really liked the tabulation and presentation of the data by Phillip Briggs. Instructions were clear. I liked the access to all of the forms in one place, and I really liked the drop down boxes and easy to fill in boxes. This was a much easier document to write than the pages and pages of narrative that was required before. The 600 character max is not enough for some of the responses to these questions.

3. How would you improve the program review process? (600 characters max)

The timeline is still too short from when we receive notification of the Program Review Timeline to the due date. Academic Senate had not even signed off on the template when it was presented. This needs to be done beforehand and all documents completed when the timeline is introduced. It is difficult to plan meetings with faculty with such short timelines. It is better to have at least two meetings so that all initiatives can be adequately discussed. Something needs to be done about the process. We are still waiting for completion of projects that were approved last program review.

Submission Verification

1. Preparer: Dr. Sandra Melton

2. Dates met (include email discussions): 9/14/15 (faculty meeting), 9/29/15 (email), 10/5/15 (faculty meeting), 10/12/15 (curriculum committee meeting), 10/19/15 (faculty committee meeting), 10/17/15 (email)

3. List of Faculty who participated in the program Review Process:

Lesley Daley
Heidi Dalton
Juanita Jaramillo
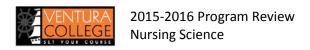Grace Khatcherian-Greaney
Dr. Patricia King
Dr. Sandra Melton
Kelly Neel
Dr. Claudia Peter
Dr. Ellen Rearick
Dr. Melanie Tallakson

Preparer Verification:

☒ I verify that this program document was completed in accordance with the program review process.

Dean Verification:

☐ I verify that I have reviewed this program review document and find it complete. *The dean may also provide comments (optional):* (600 characters max)

Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (available on VC Program Review 2015-2016 website) that explains and supports your position.

The appeal will be handled at the next higher level of the program review process.