**Academic Program Review**

**Review Panel Report**

**Nursing AAS Degree Program**

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| **Date of Review: 10/10/17**  **Names and positions of reviewers:**  **Member -Susan Phillips Position –Learning Support Specialist**  **Member - Mary Kieser Position – Professor of Reading/English – APR Coordinator**  **Member – Michael Owens Position – Professor of Spanish** |
| **Evaluation of Program Description, Vision and Outcomes** |
| Clarity and appropriateness of all program descriptions, mission or vision statements:  The program description may be clearer by saying, “Central Arizona College's Registered Nursing Program prepares students for one of two outcomes: 1) immediate employment in the medical workforce or 2) to complete further education to specialize in clinical practice, teaching, or administration.”  Mission and Vision statements are clear. On the comparison to the CAC mission- how does contemporary practice fit with innovation? Are certain technologies or pedagogies used that are innovative? For example, how is the changing technology in the medical field addressed? |
| Clarity and appropriateness of all degree and/or certificate program student learning outcomes:  The outcomes all seem appropriate for nursing. Descriptions are clear. The graduate competencies, listed in Appendix A, are very detailed. Are there specific measurable goals to reach each of the outcomes? How do you know if an outcome has been met? For example, outcome #3 – (developing a professional identity….) Is qualitative data used to measure it? |
| **Evaluation of Program Quality** |
| Quality and Appropriateness of Curriculum:  Curriculum seems appropriate to nursing field. The program must go through rigorous accreditation standards by regulatory bodies such as the Arizona State Board of Nursing (AZBN)  To assess the CSLO’s, self-reflection surveys were sent 6 months after graduation. 85 – 100% of students who responded indicated that they felt the CSLO’s were being met by program outcomes. (Did this survey measure all of the CSLO’s or only CSLO #4) For measurement of CSLO2, a pre and posttest were given on the integration of medical terminology. The results identified a need for a stand-alone Advanced Medical Terminology class for Clinical Nursing to be created. This course was added the next semester.  Clear results are shown on the HESI Exit Exam which prompted the nursing program to use a product named Elevate to assist improving HESI EXIT scores. |
| Contribution of Program in Meeting Institutional Strategic Goals:  **Strategic Goals and the Nursing Program’s Efforts to Achieve them.**   1. Ensure broad access to high-quality innovative educational programs, services and training opportunities for Pinal County residents **(The Nursing Program is trying to expand the program to at least one other campus)** 2. Improve student retention, persistence, completion and job placement **(The nursing program’s students are completing the program 80-90% of the time in 4 years.)** 3. Ensure a safe, sustainable environment that promotes learning, communication, diversity and satisfaction among students, faculty and staff **(End of course surveys are given to students to identify any issues with the learning environment)** 4. Enhance our physical and technological infrastructure to support changes in the learning and work environment **(Technology is used to improve the students’ learning through realistic measures that mimic practice. Innovation occurs with technology and the IT department is supporting the effort. )** 5. Expand partnerships with Universities to provide advanced degrees to Pinal County residents **(A Concurrent Enrollment Program (CEP) with ASU and NAU instituted in 2015 has led to more students achieving a BSN) 90/30 Program** 6. Obtain approval from the state and regional accreditation body to offer baccalaureate degrees at CAC  **(In 2015 entered into a CEP with NAU and then with ASU beginning in 2018)** 7. Optimize fiscal resources that support the needs and expectations of students and the community **(Data is collected through surveys to help make changes to improve the program’s fiscal resources)** 8. Contribute to the economic vitality, workforce development, and job training needs of Pinal County and surrounding region **(“The nursing program provides quality nurses to employers across Pinal County and the state of Arizona”) – Is there any data to support this? What percent of the nursing program graduates get jobs in Pinal County and the state of Arizona?** |
| Success of Program in Engaging in Continuous Quality Improvement:  A large list of data driven decisions made to achieve continuous quality improvement was provided.  Number of credits needed was reduced to meet other programs, but two more strenuous courses were added (medical terminology and pharmacology). Adjustments are forthcoming this year to make the medical terminology more effective and to create the LNA rather than the CAN level [are students required to take a licensure test for the LNA? Are standards set up that need to be met?]  Adjustments on test preparation and length of time from completion to taking the test were instituted. Nursing faculty have been considering to become Certified Nurse Educators by 2019.  Review of staff positions and hiring or creation of new positions- Program Assistant and Simulation Instructor may provide more support to a staff that is currently stretched thin. If the program stretches to another campus, how will that look in relation to faculty and staffing? |
| **Evaluation of Program Effectiveness** |
| Success of Students in Achieving Appropriate Learning Outcomes**:**  It appears that efforts have been made, by adjusting the math requirement, providing tutors and study groups, to help students become more successful in achieving the learning outcomes. Remediation in math for those who have not passed is being done.  The nursing programs use many different types of assessment to gauge the success of students achieving the appropriate learning outcomes. These assessments include: formative, summative, diagnostic, performance and authentic assessment. Students must also take an exit HESI exam. What is the data of student performance on licensure exams?  The amount of students getting employment within 6 months of exiting the program is 100%. Does this include both the students getting an AAS Degree and a BSN Degree?  Data from students taking the NCLEX-RN licensing exams? In 2016, it was noted that 7 failed. Out of how many taking it? The HURST review workshop was then instituted. |
| Success of Students in Completing CAC Program:  Over 80% of the 60 students are graduating and passing exams within the 4 year cut-off time. Pass rates on exams have been increasing (97%) with the exception of students who did not take the exam in a timely fashion (83%). |
| Success of Students Upon Departure from CAC:  Many students achieving positions at Banner Casa Grande Medical Center and other Arizona and U.S. locations. Numbers on students who have transferred into articulation programs with universities are not available; if some means could be found to track these students more data would be available on success rates with university studies. CEP/NAU program numbers will begin in 2018 which will give a glimpse of success at one university.  100% job placement rates. Job satisfaction rates in the strongly agree to neutral area. Very few surveys returned to see how employers feel about satisfaction with nursing students work situations. The Nursing Department is working on ways to acquire more feedback from employers. Would electronic surveys or interviews with employers be feasible? |
| **Evaluation of Program Viability** |
| Evaluation of Enrollment Trends:  The Nursing Department noted that enrollment to the nursing program was down from 40 – 45 applicants to 30 for the Fall 2016 and Spring 2017 semesters. The Nursing Director had ads placed in local newspapers, and a promotional PowerPoint slide was shown continuously at all CAC sites. Was the enrollment up for Fall 2017? And how is spring 2018 looking?  The number of credits required was reduced from 81 (in 2014) to 68 (with prerequisites) in 2017. Courses were added and removed to make nursing education more effective and viable.  Limited enrollment (60 students) due to major on one campus and limited class space. Goal to start program at another CAC site with approval by the college and nursing associations. Will the college need to hire additional instructors for this to progress?  In spite of a need for more nurses across Arizona, the number of students applying to the nursing program decreased in 2015. Have the rates for applicants increased in 2016-2017? Was the issue with NAU enrollment resolved? Is it a matter of students being prepared (reading, writing, math) to enter the program?  A Concurrent Enrollment Program (CEP) with ASU and NAU was instituted in 2015 for students seeking a BSN. That way the AAS and BSN can be completed at the same time. (90 credits can be transferred with 30 remaining) |
| Evaluation of Need for Program Based on Economic/Job Market Conditions or Transfer Opportunities:  More nurses needed in area within next 10 years. Seeking to expand program. Many articulation and transfer opportunities within the state. [How many students have currently transferred successfully into these programs? Do the classes students have completed at CAC meet the standards expected at the universities? Have you tracked graduation rates there?] Apparently, no tracking of university students has been done to date. Is there a way to follow students in articulation programs? |
| Evaluation of Program Viability Based on Adequacy of Resources:  Simulation mannequins, medicine room and computer labs seem adequate and successful for training needs. More locations are needed within community for on site training. Staffing and faculty numbers seem low, especially with people retiring and no one being hired to take their place. If more nurses will be needed within the next 10 years, then these items should be increased.  The Nursing Division promoted many data driven decisions based on the measurement of outcomes. 5 major changes were implemented to improve the program viability and the adequacy of resources based on the data collected.  Current clinical sites are becoming less available for several reasons. The Nursing Department plans to add INASCL standards to simulation to replace clinical rotations effectively. |

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| **Indicate Panel Reviewers Recommendation for Program:** |
| **1 = Continue a Program of Exceptional Quality:** The review team felt like the Nursing Program demonstrates that a score of 1 – Exceptional Quality – is warranted. |
| **Panel Reviewers Make One of the Following Recommendations Regarding the Program Under Review:**  **1. Continue a Program of Exceptional Quality:** Continuation of the program is recommended without reservation. The reviewers wish to note the exceptional quality of the program. The program is not only seen as valuable to CAC students, a commitment to student’s academic and personal success is clearly evident. The program demonstrates a commitment to continuous quality improvement. The long term viability of the program appears excellent.  **2. Continue a Program of Quality:** Program approval is recommended. Reviews have identified areas of achievement but also specific areas that need to be further addressed. The program meets all evaluative measures of quality and viability, but nonetheless could improve in substantial ways  **3. Conditionally Continue a Program:** Conditional approval is recommended with identification of specific areas requiring significant improvement. Improvements needed and a reasonable time frame for them to be made will be given. Viability of the program may be in question.  **4. Discontinue a Program:** A recommendation to discontinue a program is made if after receiving a conditional recommendation in the previous academic program review the program has failed to make necessary improvements. A recommendation to discontinue a program can be made even in the absence of a previous conditional recommendation if the quality or viability of a program is dismal. *\*Receiving this recommendation does not automatically mean a program will be discontinued. It is merely the recommendation of the review panel. This recommendation means that the College should seriously evaluate discontinuing the program.* |
| **Panel Reviewers Recommendation for Program Action Plan:** |
| The reviewers recommend the program address the following **Strengths**/**Action Plans Recommendations** in their Academic Program Review Action Plan:  **Opportunities for Improvement:**  STRENGTHS: The Nursing AAS Program is a viable program. The enrollment rates have stayed consistent with 65-73% graduating with an AAS Degree in 2 years and 73 – 85% of students graduating in 4 years. The program excels in the area of continuous improvement which is based on the many different types of assessments including the CSLO’s. The course outcomes are assessed through formative, summative, diagnostic, performance and authentic assessment. A final NCLEX-RN licensing exams is given to students after the degree is conferred which further indicates their success. The Operational Plans established by the Nursing Department and the subsequent measurement of them have also led to continuous improvement. The department excels in using Data Collection to implement necessary changes for improvement and effectiveness of the program. A Concurrent Enrollment Program (CEP) with ASU and NAU instituted in 2015 has led to more students achieving a BSN. This APR Self Study is very thorough and demonstration an incredible amount of effort and reflection by the Nursing Program.    ACTION PLANS RECOMMENDATIONS: Getting information on employer satisfaction always proves to be difficult. The department is aware of this and is continuing to seek effective ways to get the feedback. The department is very aware of areas where improvement is needed and constantly seeks improvement in those areas. |