**Sinclair Community College - Continuous Improvement Annual Update 2010-11**

**Program:** Nursing

**Section I: Trend Data**

1. **Program Trend Data**

Enrollment in the Nursing Program has been constant over the last 5 years with admission of 240 total students in each year. This number is made up of 18 to 20 students entering through AAAA, 10 students through SHARE (partner with WSU), 10 LPN students, and the remainder from the eligibility list for a total of 80 students each quarter. Currently there are 476 students enrolled in the program from NSG 120 to NSG 230. Attrition from the first quarter to graduation is about 60% with 140 students graduating in 2009-2010. While some of this attrition correlates to unsuccessful completion of courses along the way, many life issues occur that cause students to withdraw with the intention of reentering the program after resolution of these issues. This delays their completion of the program and factors into the percentage of overall program completion.

There is high interest in the program with applications to the nursing program averaging about 25 per week. The current eligibility list consists of 285 qualified students – ready to enter the program on a space-available status.

1. **Interpretation and Analysis of Trend Data** *Suggestions of questions that might be addressed in this section: What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the program or department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

We have seen a downturn in available jobs for nurse graduates in the Dayton community, a situation that has been heavily influenced by the current economy. The aging nurse workforce and an anticipated upswing in positions for the registered nurse in local hospitals require us to keep enrollment levels steady. The situation is closely monitored with input from the department Advisory Committee and hospital administration.

The number of students who are unsuccessful in the sequence of courses wait from 1 to 4 quarters to reenter the program at the point of withdrawal. The department hopes to bring the reinstated student back into the program within 3 quarters or less.

Local and state interest in life-long learning and in raising the educational levels of the registered nurse is resulting in a campaign known as “BSN in Ten”. This legislative move may culminate in the requirement that all registered nurses must earn a BSN within 10 years of graduating from a diploma or associate degree program of nursing. Faculty are including awareness of this possibility and continue to encourage students to continue education after Sinclair.

**Section II: Progress Since the Most Recent Review**

1. What was the fiscal year of the most recent Program Review for this program?

2004-2005

1. Briefly summarize the goals that were listed in Section IV part E of the most recent Program Review Self-Study (this section of the Self-Study asks “What are the department’s/program’s goals and rationale for expanding and improving student learning, including new courses, programs, delivery formats and locations”)?

A summary of the goals listed in Section IV, part E, of the 2004-2005 Program Review includes

* growth in distance learning,
* increased computerized course enhancements,
* anticipated growth into Warren County, and
* anticipated funding for an online RN Refresher course.
1. Have these goals changed since your last Program Review Self-Study?  If so, please describe the changes.
* Expansion of the Nursing Program into Warren County has slowed though addition of portfolio courses is being considered for delivery at Courseview Campus in Spring and Summer Quarters of 2011.
* Discussion is underway with Butler Technology and Career Development Schools and with Miami Valley Career Technology Center (MVCTC) to provide the LPN to RN program track at both locations. MVCTC will begin the program of study in Fall 2011 with a cohort of 10 LPNs in NSG 132/133.
1. What progress has been made toward meeting any of the goals listed above in the past year?
* Each course in the program now has some form of computerized enhancement that is presented to the students through the Angel course shells.
* Receipt of the HRSA grant in June 2007 enabled the Center for Nursing Continuing Education to activate the Online RN Reentry Program. There have been over 500 participants in that program since the grant funding began.
* While additional portfolio electives were not developed, many more web enhancements were developed by faculty teams to provide varied methods of access convenient to students.
* The Center for Nursing Continuing Education was moved into Workforce Development and focused on development of new modules for the Online RN Reentry Program.
1. What Recommendations for Action were made by the review team to the most recent Program Review? What progress has been made towards meeting these recommendations in the past year?
* Continue to develop and implement innovative strategies to grow future qualified, diversified faculty resources.
* Investigate an alternative admission policy that will reduce attrition and erosion of basic skills.
* Continue to pursue innovative strategies for Continuing Education in the profession.
* Continue with department’s plan to aggregate the direct measures of student learning.
* Continue to pursue implementation of General Education outcomes within NSG program outcomes.

Progress toward meeting recommendations

* Faculty hired since 2007 are involved in the Development Activities of the Center for Teaching and Learning. Currently there are no open positions for full-time faculty. We currently support one “Grow Our Own” faculty who will complete her course of study in December 2011.
* AAAA and SHARE students are admitted to the program as part of the alternative admission policy mentioned in the Program Review Summary. Studies are underway to determine retention and success of these students. We continue to use the entry GPA requirement of 2.0 though faculty continue to investigate the advisability of raising that entry GPA to 2.5.
* The Center for Nursing Continuing Education, now located in Workforce Development, is reaching out to nurses in the community to meet continuing education needs. Growth of the online modules through the web site, [nursing.sinclair.edu](http://nursing.sinclair.edu), is meeting the continuing education needs of the registered nurse, the licensed practical nurse, and the dialysis technician in the community.
* Data collection is taking place in several areas of the program. The technique of collaborative testing is in place in NSG 220. Faculty are tracking students to determine future success following this course. Keri Nunn-Ellison and Wanda Jelus are following retention patterns from NSG 120 to NSG 230.
* Inclusion of a virtual study guide on communication throughout the program gives students an ongoing exposure to nuances of therapeutic communication within each course in the program.

**Section III: Assessment of Outcomes**

The Program Outcomes for this program are listed below. **At least one-third of your program outcomes must be assessed as part of this Annual Update, and across the next three years all of these program outcomes must be assessed at least once**.

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| --- | --- | --- | --- |
| **Nursing** Program Outcomes | In which courses are these program outcomes addressed? | Which of these program outcomes were assessed during the last fiscal year?  | Assessment MethodsUsed |
| **1)** Acknowledge the influence of diversity on patients, their significant others, and members of the health care team. | ALH 103, 104, 219, & elective; BIO 141, 142, 143 and 205; COM 206; ENG 111 & 112; HUM elective; MAT 109; NSG 120, 121, 122, 123, 220, 221, 222, 223, 224, 225, 226 & 230; PSY 119 & 29=08. |  | *
 |
| **2)** Demonstrate caring behaviors in providing nursing care. | All courses as above |  | *
 |
| **3)** Apply critical thinking to the steps of the nursing process to make decisions related to nursing care. | All courses as above |  | *
 |
| **4)** Implement nursing care that promotes balance in human responses to actual or potential health problems. | All courses as above |  | * Clinical performance, & Completion of nursing process tool
 |
| **5)** Demonstrate safe performance of required nursing skills. | All courses as above |  | * Clinical performance & Performance Exam at end of quarter
 |
| **6)** Apply principles of effective and therapeutic communication with patients, significant others, and members of the interdisciplinary health care team. | All courses as above |  | *
 |
| **7)** Plan and deliver nursing care to a group of patients in collaboration with registered nurses. | All courses as above |  | *
 |
| **8)** Assume responsibility and accountability for meeting ethical and legal standards of the profession. | All courses as above |  | *
 |
| **9)** Recognize the importance of maintaining competency through life-long learning. | All courses as above |  | *
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a) For the assessment methods listed in the table above, what were the results? What changes are planned as a result of the data? How will you determine whether those changes had an impact?

Results of clinical practice and end-of-quarter performance exams are used to update and revise performance exams for future quarters. Clinical practice is reflected in revisions on the clinical evaluation tool used at midterm and final evaluation for each clinical course.

b) What other changes have been made in past years as a result of assessment of program outcomes? What evidence is there that these changes have had an impact?

Program outcomes have been reworded to reflect current concepts in nursing education. It is early to evaluate these changes. Spring quarter will be the time for reflection and determination of impact from the changes.

c) Describe general education changes/improvements in your program/department during this past academic year (09-10).

Focus has been on communication and diversity with an emphasis in clinical courses on teamwork and problem solving. All faculty members have incorporated writing across the curriculum in journal projects, use of the nursing process tool, and in writing of scholarly papers (NSG 230).

**Section IV: Improvement Efforts for the Fiscal Year**

1. **FY 09-10:** What other improvement efforts did the department make in FY 09-10?  How successful were these efforts?  What further efforts need to be made? If your department didn’t make improvement efforts during the fiscal year, discuss the strengths and weaknesses of the department over the last year and how the department plans to address them in the coming year.
* Increased numbers of AAAA and SHARE students entering the program. Several of the SHARE students have now completed the program and are working on the BSN at WSU.
* Created or revised policies to meet compliance requirements of the Ohio Board of Nursing following areas of concern in 2010 survey visit.
* Expanded administrative responsibilities for curriculum and clinical coordinators.
* Created position for quality coordinator to follow variations in rules of OBN and standards from the National League for Nursing Accrediting Commission.
1. **FY 10-11:** What improvement efforts does the department have planned for FY 10-11? How will you know whether you have been successful?
* Update and revision of the nursing process tool to heighten understanding of this process of data collection and critical thinking in identifying, planning and meeting patient needs.
* Revision of administrative functioning with increased responsibilities for curriculum, clinical and quality coordinators.
* Expansion to 2 locations to meet needs of the LPN to RN students
* Offering of electives at Courseview Campus and at Learning Centers

Questions regarding completion of the Annual Update? Please contact the Director of Curriculum and Assessment at 512-2789 to schedule a time to review the template and ask any questions.