De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

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|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: |  | Nursing |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character, and abilities, realize their goals, and be socially responsible leaders in their communities, the nation, and the world. The college engages students in creative work that demonstrates the knowledge, skills, and attitudes of the college's Institutional Core Competencies: 1. Communication and expression 2. Information literacy 3. Physical/mental wellness and personal responsibility 4. Civic capacity for global, cultural, social, and environmental justice 5. Critical thinking The Nursing program has been part of the Foothill/De Anza District since 1960. Over the years, the program has evolved to meet the community's needs better, keep abreast of changes in nursing practice, and best address the changing nature of the student learner. We aim to collaborate with community agencies to best prepare graduates who will function as Registered Nurses and transfer students to UC, CSU, and other online university systems to obtain their baccalaureate degrees. The Nursing program's mission is based on the following principles: (with corresponding DAC Core Competencies in brackets) 1. Recognition of commonalities and uniqueness in individuals involved in the teaching and learning process. (Communication and expression; information literacy; critical thinking) 2. Promotion of development of individual's potential and contribution to society. (physical/ mental wellness and personal responsibility) 3. Providing society with professional nurses capable of providing safe, effective nursing care. (Communication and expression; information literacy; critical thinking) 4. Facilitate inclusion and success of underserved populations within our program and the larger Nursing community. (Civic capacity for global, cultural, social, and environmental justice) 5. Encourage students to transfer to UC and CSU systems to obtain their bachelor's and/or Master's degree (critical thinking; information literacy; communication and expression) |
| I.A.1 | What is the Primary Focus of Your Program? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Career/Technical |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | N/A |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | 48 |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | “None offered”. |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | “None offered”. |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | 48 |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | Increase from 46 to 48 |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g., Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | The nursing students meet with the BHES Division counselor while still in the program to review the requirements for the degree. (He meets them one-on-one to review their coursework and identify areas needed for degree). 2. The program offers information meetings for prospective students quarterly, to inform them of the program and degree requirements. 3. Students who meet with the Admission & Screening Specialist for the Nursing Department are encouraged to complete any courses necessary for degree and transfer while they are on the waiting list to enter the program. |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx> | https://www.calpassplus.org/LaunchBoard/Home.aspx  Nursing ranks ABOVE the negotiated level for Technical Skills Attainment; Completions (credential, certificate, egress or transfer ready); Persistence and Transfer; and Employment. Nursing ranks BELOW the negotiated level for Nontraditional Participation and Nontraditional Completions. To address these issues, we have: -continued a mentoring program within the Nursing Program. Each faculty member is assigned students entering the program for whom they act as mentors and facilitators for success. - they created an early warning assessment, documentation, and sharing system for 'at risk' students. In this way, not only areas of deficiency are assessed, but plans of action with subsequent results are documented -The Screening and Admission Specialist for the Nursing Department does outreach to try to encourage the target populations to enter our program. - all faculty track student performance and work with students as early as possible to try to facilitate their success (provide them with appropriate and extra resources such as adaptive quizzing, arrange more time in the practice labs, etc.) - individual course results are tracked by several factors: course content problems for the class, course content problems for individual students - started test-taking strategy seminars early in the nursing program to facilitate our unique testing formats - would like to offer more simulations, but this is near to impossible without updating the simulation lab and hire a simulation faculty In the San Jose- Sunnyvale- Santa Clara, CA region, the current number of Registered Nursing jobs (17,844) is expected to increase in the next five years (2020-2025) by 1,942 positions. This significantly improves the quality of life for our graduates, their families, and the community. Our graduates are getting jobs. We are working diligently to make ALL of our students succeed within the program and once they graduate. |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> | Some of the De Anza College Nursing Advisory Committee recommendations are 1. To encourage students to continue their education toward a BSN, Magnate status hospitals require them to be ENROLLED in a BSN program to apply for nursing positions. The De Anza College nursing program has partnered with CSU and Thomas Edison University to facilitate an easy transition into BSN programs, thus increasing students' ability to apply for nursing positions! Others utilize other Bridge and online programs to work while continuing their education. 2. Increase student exposure to outpatient service as an alternative to hospital nursing. Many of our students continue to be involved in more community-based health care settings, like outpatient surgical centers, home health and hospice, Pediatric day hospitals for chronically ill children, and short-stay procedure units. 3. Foster critical thinking skills in the nursing coursework; this is done through live and online 'unfolding' case studies, complex evidence-based written case studies, group work, online discussion boards, and situation-oriented computerized tests. |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | n/a |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | n/a |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | n/a |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | 7 |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | 0 |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | 55.2% |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. | 2 |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) |  |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | Over the last three years, the following trends are emerging: -Gender:  consistently 21-22% male; 78% female-Target Populations:  Significant increase in Latinx (24-34%) and Native American students (0-2%); Steady enrollments in African American (3%) and Pacific Islanders (0-1%)-Age:  Stable trend in age, with the most significant percentage for 25-39-year-olds.   Increasing numbers of students 40+ years of age (second career students)-Educational Level on Entry:  Stable with a slight decrease in the number of Bachelor or higher degrees (23% - 19% - 18%) II.B Overall Success Rate: Over the last three years, success rates within our program have increased significantly from 84% to 89.5%. II.C Changes Imposed by Internal/External Regulations: Hospital regulations dictate the number of students allowed in clinical rotations.  All hospitals only allow ten students per clinical rotation, with some clinical agencies having stricter regulations. For example, in particular hospitals and on specific units, the number of qualified students may only be 3, requiring the instructor to cover several units on several floors OR to plan alternate but equally effective learning opportunities. (One of our instructors is on four different units each clinical day!).  Therefore, the hospital regulations limit the number of students admitted each quarter. In addition, there are now more schools of nursing competing for the limited hospital placements for clinical practice.  A simulation nursing faculty is a must have position, Funding the position is still a concern we are dealing with |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | In the last three years in the Nursing Program: -  African American enrollment has ranged between 3 and 2% (Currently 3%) (Note:  College enrollment previous year 2%)  -Latinx enrollment:  has gone from 34% to 36% (Currently 36%)- (Note:  College enrollment last year was 34%)  -Filipinx enrollment:  has ranged from 11% to 12% (Currently 11%) (Note:  College enrollment previous year 11%)  -Pacific Islander enrollment:  has ranged between 2 and 1% (Currently 2%)  Students entering the program with an Associate Degree make up 21% of our current students (compared to 21-24% in the past), and students with only a high school equivalent have increased to 62% currently, used to be 56-61% in the past.  Those with a bachelor’s or higher degree have dropped to 15% between 23 to 18%. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | |  | | --- | | Since the last review, the success rates (compared to last 2 years) for all of the targeted populations is up. Groups:  Nursing Success Rates:  African Americans                       84% (up from 77%)  Asian 92% (up from 81%)  Latinx                                    83% (up from 80%)  Filipinx                                       89% (up from 88%)  Pacific Islander                             79% (u p from 61%)  One of the department goal to improve students success is to improve the  Process of selecting incoming students, to use the multi criteria point system.  To continue use the clinical resources that played a factor in students’ success  Last is to work with college administrators to hire a simulation faculty | |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? | Data from 2021 showed that our equity gap has remained constant among all targeted groups. African American students only.  (77%- 71%- 77%) Filipinx (88%-82%-88%) and Latinx (74%- 73%-80%) non-targeted populations have remained fairly consistent as well.  Our evaluation of our equity results indicate that perhaps we are not 'reaching' our target populations as best we can.Some strategies to help us closing the gaps:   1. **Identify Learning Opportunities Geared Toward Closing the Gap** 2. [Learning is an ongoing process. Tracking its impact will help you drive real change and lasting progress.](https://twitter.com/intent/tweet?&url=https%3A%2F%2Ftinyurl.com%2Fy2p5wkqn&text=Learning+is+an+ongoing+process.+Tracking+its+impact+will+help+you+drive+real+change+and+lasting+progress.) |
| II.E. | Changes Imposed by Internal/External Regulations | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | - A new Director of Nursing (DON) was hired in July 2021.  The DON position is a management position with 100% of the time dedicated towards serving the nursing program  -Continue working closely with the Ca-Board of registered Nursing (Ca-BRN) to stay in compliance with the state regulations(to continue working on revising the nursing curriculum as per the CA-BRN advice |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. | 1. Having a mission that focuses teachers and administrators on meeting the needs of all students can go miles in promoting a positive school culture and helping all prioritize the needs of their students over their own needs.  2. allow students the freedom and a platform to address inequities or raise concerns without the threat of consequences for being disrespectful; we’ll be able to move forward toward more equitable discipline and instruction. |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. |  |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | * The hiring of 2 Full-time faculty, and 2 more Part-time faculty * A new Director of Nursing (DON) was hired in July 2021. A new assistant director started was appointed on March 2022 * A new Remediation resource has been utilized for nursing students to help improve their knowledge and clinical reasoning to prepare them to pass the national nursing exam and the workforce. |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | * The need to hire a clinical placement coordinator (CPC) possibly TEA to facilitate and improve the communications with affiliated clinical sites * The CPC will also help in getting new clinical sites to help us enrolling more nursing /allied health students * The need to hire Simulation staff to help providing simulation hours following the best practice, which help preparing the students to the workforce by improving the students clinical reasoning and critical thinking. (Simulations hours are considered part of the clinical hours regulated by CA-BRN) |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation | * Faculty training in Simulation /Nationally simulation certified faculty * encourage nursing faculty to be representatives in college wide committees (academic senates, curriculum, safety , etc) |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | One of the challenges we face is how we measure student success and what steps we take when we see significant differences in test scores. Utilizing and forming remediation plan individualized based on the students needs is what we do to help students succeed |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” | Student learning outcomes (SLOs) directly describe what a student expected to learn due to participating in academic activities or experiences at the College. These outcomes focus on knowledge gained, skills and abilities acquired and demonstrated, and attitudes or values changed. These are the outcomes of most interest to educators, but they are also difficult to measure. They may require multiple iterations before the data collected is valid and reliable. |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.. | SLOs are associated with improved student outcomes on standardized assessments. SLO drives both student learning and faculty crafting by strengthening instruction. Teachers crafting SLOs report improved understanding of using data to determine student needs and measure students' progress toward achieving the instructional goals.  By working as the framework for measuring student growth, the SLOs encourage, and support adopting a long-term vision for student learning and contribute to more meaningful discussions about vertical planning. |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. |  |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) upon the program and/or its ability to serve its students.  If you don’t work with budget, please ask your Division Dean to give you the information. |  |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: |  |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | None needed unless vacancy. |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | What makes hiring faculty so difficult, is that we are not competitive with salaries offered in hospital positions.  Many skilled practitioners with the qualifications needed for the faculty position tell us that they cannot take the decrease in salary that is inherent in FT teaching at De Anza.  Conversations with other Directors at other schools of nursing about this issue have indicated that other schools give faculty 'credit' for their years of clinical experience when placing the candidate on the pay scale.  They state that in order for a nurse to become a clinical expert, it takes years of experience, and that placement for these candidates should not be the same as for those with just the academic credits |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | Maintain and Growth:  -Clinical Placement coordinator possibly through TEA |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | Clinical placement coordinator  To provide effective administrative support for work activities and responsibilities related to clinical placements and clinical onboarding. |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. |  |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | The Nursing department is working on updating the simulation lab (considered the clinical experience on campus/by mimicking the hospital environment and provide close to real life scenarios |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | A professionally signs ( Nursing faculty offices “ posted outside of the faculty offices ( building S 9 ) and a professionally placed sign over the building roof “ A sign composed of “Nursing” letters that are mounted on the roof of the building . |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | Staff development is a priority for nursing faculty. The money provides the means for faculty to attend conferences or courses to update or refresh their knowledge in their specific areas of expertise ( and Simulation training) . A better and more 'current' prepared faculty function to increase the De Anza values related to developing human capacity to direct, nurture, engage, and value students during their academic accomplishments. This development is needed for both faculty and staff in our department.  (. It also serves the institutional core competences by maintaining information literacy, increasing critical thinking abilities, and improving civic capacity. |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. | - Training Faculty using best practices in simulation as recommended by ca-BRN and accreditation agencies  Faculty trained in the simulation will provide high-quality best practices and immerses the students in multiple critical thinking scenarios that mirror what’s happening in healthcare today.  Nationally simulation trained faculty will give our students multiple modalities where critical thinking and nursing care scenarios can be practiced repeatedly.  Also will enhance our curriculum with more accessible, serious gamified content for nursing simulation. |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year | The most significant indicator of success (the outcome of receiving the resources listed above) is our student pass rate for the NCLEX (National licensing exam given to graduates to become RNs).  We receive quarterly reports from the BRN (Board of Registered Nursing) on the success rates of first-time test takers.    If we could supplement learning opportunities for our students, target and non-target populations alike, we could maximize the best outcomes for ALL of our students. Another indicator of success is the feedback we receive from representatives from the clinical agencies that hire our graduates.  At our last Community Advisory Meeting, representatives from local hospitals and facilities gave glowing reports about our graduates now employed as RNs.  They stated that they felt they were the 'most prepared' new grads and could handle the demanding workload easily". Finally, our annual survey of graduates indicates that the De Anza Nursing graduates feel well-prepared to take on the part of the novice nurse in various clinical settings. |
|  | Submitted by: | APRU writer’s name | Sana Massad Director of Nursing |
|  | Last Updated: | Give date of latest update | 2022 |