

Comprehensive Program Review

A. Department Information

Mission

Please enter your department's mission statement here.

The mission of the Associate Degree Nursing Program is better health for our community. We do this by providing our students with innovative education that is accessible, equitable and inclusive and prepares them to be highly educated, compassionate, inquisitive and motivated clinicians, nurse leaders, and life long learners for and in the community.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

The nursing mission statement supports the overarching mission at De Anza College by creating an academically rich and diverse learning environment and engaging students in academic and clinical environments that will develop their intellect, character and abilities. Our goal is to prepare health care workers who are life long learners who will use not only the academic knowledge to serve their patients but also their hearts and minds to change the health of the community they serve.

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Increasing success and retention in the Nursing program	Decreasing the attrition rate as students progress through the program	Faculty, Director, Assistant Director, staff	Support services on campus (Counseling, De Anza Connect,) clinical partners	Active participation in Health and Life Sciences Village, Health panels to educate students on career opportunities in Nursing, Outreach	Final grades and successfully completing the two-year ADN program	BRN NCLEX first time pass rate

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

not at this time

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends Biol, Health, Env Sc, Wrkfr Ed - Nursing-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	663	692	793	670	639	-3.6%
Enrollment	1,698	1,441	1,815	1,614	1,552	-8.6%
Sections	118	84	116	120	118	0.0%
WSCH	2,508	1,904	2,412	2,101	2,051	-18.2%
FTES (end of term)	164	124	160	138	137	-16.5%
FTEF (end of term)	11.1	7.8	11.5	10.8	10.6	-4.4%
Productivity (WSCH/FTEF)	225	246	210	194	193	-14.5%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

Enrollment was impacted by our Nurs 50 class which is an Introduction to Nursing class open to all students. With the onset of the pandemic the class went from a face to face class to an online class - this caused the enrollment to shoot up. As we are returning to campus and face to face instruction, that enrollment is showing a correction. We are however showing an 8% growth in instruction for Fall 2023.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

- Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (<https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqtlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpMY>).
- 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.

There was an increase of over 2500 jobs projected in the industry over five years. Program advisory committee recommendations include

- 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.

2.. 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.

D. Course Success

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Course Success

Nursing-DA

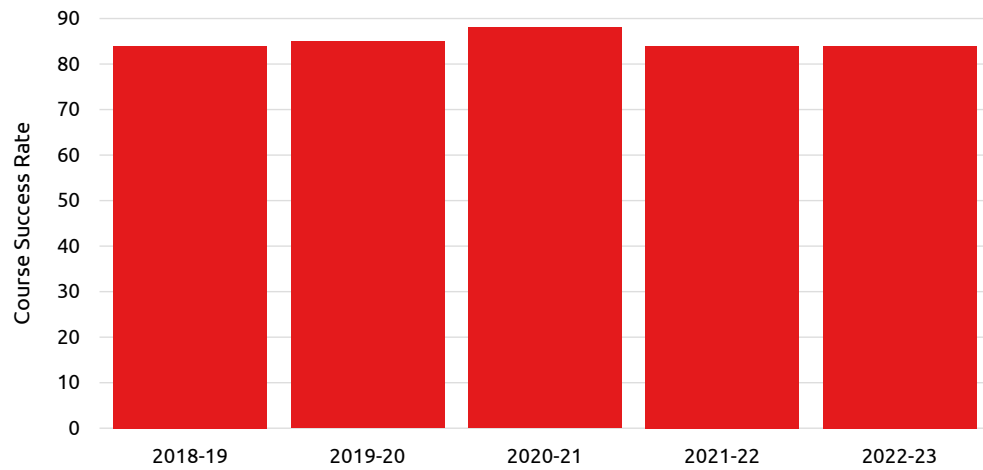
Who uses this report:

All users who want to further explore their enrollment or course success data.

What is this report:

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:



Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
Measures	1,698	84%	1,418	1,441	85%	1,229	1,815	88%	1,600	1,614	84%	1,363	1,552	84%	1,308

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?
2. What strategies does your department have in place to increase or maintain current success rates?
3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)
4. How do course success rate trends align with your program goals?

Cohort modeling with students staying within their peer groups for the entirety of the program (6 quarters) has led to an in-built support network that fosters student collaboration and success. Our clinical partners' support in hospital placement and our reputation for providing them with well prepared students has allowed us to build a reputation in the clinical community that stands us in good stead when competing with other schools for clinical placements.

The program has also incorporated cutting-edge content, innovative digital products, and assessment and remediation tools to achieve positive program outcomes and prepare students to pass the NCLEX exam (Nursing licensing exam) and succeed in clinical practice. This past cycle we say an NCLEX pass rate of 100% for our Nursing graduates which is an extremely proud and significant accomplishment.

Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

Who uses this report:

All users who want to explore student equity and disproportionate impact in course success.

What is this report:

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.


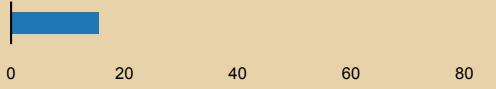

Legend:

Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant
Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method¹
 Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)

[Click here to show and compare disproportionate impact with .](#)

Hide cells with fewer than students

Biol, Health, Env Sc, Wrkfr Ed - Nursing-DA 2022 Summer to 2023 Spring
 Number of sections: 118

Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students (Nursing-DA, 118 sections)	1,552	84%	84%	0		
Asian	345	89%	83%	+6		
Black	40	68%	85%	-17		7
Filipinx	289	92%	83%	+9		
Latinx	535	74%	90%	-15		83
Native American	N/A					
Pacific Islander	19	79%	84%	-5		2
Unknown ethnicity	N/A					
White	315	93%	82%	+11		
Female	1,064	82%	90%	-8		82
Male	487	90%	82%	+8		
Non-Binary	0					
Unknown gender	N/A					
Foster youth	N/A					
Individuals with disabilities	35	74%	85%	-10		4
Low Income	1,049	84%	84%	+0		
Not Low Income	503	84%	84%	0		2
Veterans	103	97%	83%	+14		

¹The PPG-1 method follows the CCCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

- there is no gap (e.g., 0)
- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less

- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap
- not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?
2. What are your thoughts on these differences?
3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?
4. Which additional student group did you choose to explore and why?
5. How do these trends align with your program's mission and goals?

Although the Nursing program has success rates that are better than the overall college success rates for the general student population as well as all ethnic groups, there is room for continued improvement in closing the equity gap. Recently through a Nursing grant we were able to acquire assessment tools that enable us to track individual student progress through adaptive quizzing, practice tests, review products and diagnostic tools providing insight into individual student exam performance, as well as overall program performance. We would like incorporate this more thoroughly and train our faculty on how to use these tools more effectively in class. We have organized sessions in department meetings as well as set up meeting for individual instructors to do a more deep dive into student results and identify problems earlier on and find effective tools to help students succeed.

We found that income did not seem to affect success rates and that our male students were more successful than our female students.

We looked into the trends for veterans who are a growing population in our enrollment numbers. This group performs exceedingly well and outperforms every other group in terms of ethnicity and background. We would like to do a deeper dive to see what is propelling this group into higher rates of success and see if we can replicate that amongst other groups.

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?
2. How do the listed teaching and learning strategies align with your program's mission and goals?

We are optimistic that some of the tools we are starting to use such as adaptive quizzing, practice tests, review products and diagnostic tools will help provide valuable insight into individual student performances earlier in the nursing program so that supportive measures can be put in place and students matched to resources in the classroom, on campus and in the clinical setting as appropriate. Professional development opportunities both on campus and applicable to all instructors as well as conferences focused on nursing teaching and curriculum development will give our faculty the tools they need to be successful.

Trends in Awards

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Degrees and Certificates by Ethnicity

Nursing-DA

Who uses this report:

All users who need degree and certificate data.

What is this report:

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

Award Group	Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Associate in Science	Asian	6	6	12	17	11
	Black	2	1	1	1	1
	Filipinx	6	4	5	3	8
	Latinx	14	13	14	19	8
	Native American	1			1	
	Pacific Islander	1		1	1	
	White	16	6	16	11	9
Total		46	30	49	53	37
Total		46	30	49	53	37

Data loaded 24-Oct-2023

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- an increase in the number of Associate Degrees awarded

- a decrease in the number of Associate Degrees awarded
- no change in the number of Associate Degrees awarded
- Not applicable

Trends in Associate Degrees for Transfer awarded show;

- an increase in the number of Associate Degrees for Transfer awarded
- a decrease in the number of Associate Degrees for Transfer awarded
- no change in the number of Associate Degrees for Transfer awarded
- Not applicable

Trends in Credit Certificates awarded show:

- an increase in the number of Credit Certificates awarded
- a decrease in the number of Credit Certificates awarded
- no change in the number of Credit Certificates awarded
- Not applicable

Trends in Non Credit Certificates awarded show:

- an increase in the number of Noncredit Certificates awarded
- a decrease in the number of Noncredit Certificates awarded
- no change in the number of Noncredit Certificates awarded
- Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?
2. How do the trends in awards align with your program's mission and goals?

As an immediate effect of the pandemic cohort sizes were decreased for a couple of quarters as hospitals struggled with infection control. With the introduction of the vaccine and other infection control methodologies numbers have returned to pre-pandemic levels. We should see a growth in our certificates and degrees as we graduate the smaller classes out.

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?
2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.
3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

Not at this time, although once we have passed our present BRN accreditation/approval cycle we are interested in possibly starting a CNA program.

Staffing Trends

Faculty Workload

Faculty Workload						
Biol, Health, Env Sc, Wrkfr Ed - Nursing-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	6.9	3.5	6.3	5.4	4.1	-40%
Full Time %	61.7%	45.2%	55.2%	49.6%	38.4%	-38%
Overload	0.9	0.9	1.1	0.4	0.6	-33%
Overload %	8.5%	11.0%	10.0%	3.8%	6.0%	-30%
Part Time Load	3.3	3.4	4.0	5.0	5.9	78%
Part Time %	29.8%	43.7%	34.9%	46.6%	55.6%	87%
Total FTEF	11.1	7.8	11.5	10.8	10.6	-4%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %
- the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?
2. What are classified staffing needs to ensure the program's health, growth or vitality?
3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

Full time faculty are essential to the working of the Nursing program not just because it is a requirement of the BRN/ Board of Registered Nursing, but also because of the responsibilities associated with on-boarding students for clinical rotations and maintaining relationships with clinical sites and personnel etc.

Full time faculty and classified staff need the opportunity for professional growth activities such as attending workshops, conferences and other training. Part time faculty help to teach our classes when vacancies arise. Having the opportunity to teach theory classes synchronously online has helped these busy working professionals and also made life easier for students who have to attend 7 hour clinical days that start as early as 6:00 am. Having the option to attend lecture classes online has been a boon for both faculty and students and has seemed to help with our success rates as well as students have more time to study.

In addition with our Nursing enrollment growth grant from the State Chancellors office the department was also able to acquire assessment tools that enable us to track individual student progress through adaptive quizzing, practice tests, review products and diagnostic tools providing insight into individual student exam performance, as well as overall program performance. These have also helped us with increasing student retention and success.

Assessment Cycle

Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

SLOs have been associated with improved student outcomes on standardized assessments including quarterly HESI testing and the final NCLEX exam. SLO drives both our student learning and the faculty planning for effective teaching and learning. Instructors report improved understanding of student needs and measuring students' progress toward achieving the instructional goals. These are discussed at bimonthly Nursing department meetings. 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 course offerings, pedagogy and instruction as a whole.

Dean/Manager Comments

The De Anza nursing program takes very seriously the job of helping to train a new generation of nurses. Our faculty are dedicated and hardworking and besides the very important task of educating students are also all engaged in reaching out and recruiting clinical instructors amongst their hospital peers. The Nursing department at De Anza like most Nursing programs throughout the state and country are seeing a dearth in Nursing faculty, this goes along with a paucity of nurses nationwide. Despite this dearth of nurses there is an urgency in the need to train and graduate new Nurses to join the health care ranks. The State Chancellors Office in recognition of this has created millions of dollars in grants to support colleges in their mission. De Anza has been granted annual grants of ~ \$118,000 dollars for the past two years to support enrollment, retention and success of students. In addition we are extremely proud of our NCLEX (national nursing licensing exam that students are required to pass before practicing) pass rate of 100%

We have many new PT faculty, as clinicians try their hand at being educators. Many do it for a while but we are fortunate in having a small but dedicated group of PT faculty who return every quarter to teach for us. The California BRN requires that FT faculty that teach Nursing theory classes must have a masters degree which makes it harder to recruit theory faculty.

Our classified professional staff play a very important role in maintaining our labs, ordering supplies, monitoring equipment and scheduling repairs, helping with monitoring of budget, recruiting students, on-boarding new students and supporting students in the clinical skills labs.

We are grateful for the support from the college administration and the district that allows us to continue to serve the community and educate a new generation of nurses.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.