

## **Program Description**

The College of San Mateo (CSM) nursing program exists to promote the professional growth of exceptional novice registered nurses in alignment with the plans, policies and priorities of our college and district. We model inclusion and community, demonstrating care and compassion in our interactions. The diverse nursing student body learn best practices and provide exceptional care within our community and beyond under the guidance of an amazing faculty. Consistent with the Educational Master Plan's "emphasis in community engagement", these students do not only practice in hospitals, we are our community and will meet them where they are. This year we celebrate 60 years as an RN program, and see the generational impact with second and third generations of CSM nursing students enrolled and graduating from our program. We truly "value and maintain CSM's legacy of excellence in education", while recognizing future changes and improvements that will benefit generations to come.

We consistently and purposely work towards becoming better at what we do and ensuring a liberatory education is available to all applicants and those accepted to the program. We consider and act on the regular feedback we solicit and receive from stakeholders on how to improve individual courses and the program. Some recent program changes include introducing non-gendered language in our courses, partnering with BIPOC agencies in the community, and implementing new best practices policies. Although our program is more affordable than others, it is expensive on many levels. Faculty strive to find cost saving measures for students and routinely examine the need for extraneous resources, including looking at zero textbook cost options. Graduates donate books, supplies and uniforms that are distributed or sold (low cost) to the incoming students. Any scholarships or grants that come to our attention are forwarded to the students.

We are proud of the diversity and reflect the racial/ethnic groups represented in our county. Yet as is consistent with the college, we are not seeing as many African American (AA), Native American (NA), and South Pacific Islanders (SPI). We have received Perkins funding for the 2023-2024 year to pilot a nursing student ambassador outreach program. The purpose of the outreach project is to attend high school, club and college events to engage and attract more diverse nursing students. To diversify our staff, we recently (through equivalency) hired an experienced baccalaureate male-identifying nurse for tenure. The diversity amongst baccalaureate-prepared nurses is far more reflective of our community (Source).

The CSM Nursing program is accessible to all who meet the criteria for admission. The program promotes academic excellence, demonstrated in success and completion rates that allow majority graduates to realize the full potential of the RN role and career within one year of graduation. The nursing program and profession at large hold the same values detailed in CSM's mission statement. Accountability, integrity and excellence in practice are core RN values. Students are taught these and are expected to practice in this realm as a novice and throughout the career as they achieve expertise. We deliver authentic care in the classroom and at the bedside, providing safe environments to heal, learn and grow. Students and faculty are in a constant mode of critical reflection and evaluation as required by our profession, helping us to find ways to innovate, inspire and educate. And at the end of the program we CELEBRATE with a distinguished and personal tribute to the success of completing the educational piece during the Pinning Ceremony, sending them off on the professional pathway.

## Results of Previous Program Review

The previous program review stated five goals. The results, changes implemented and plans still in progress are found in the table:

GOAL	RESULTS	CHANGES IMPLEMENTED	PLANS STILL IN PROGRESS	NOTES
<p><b>Goal 1) Equity:</b> Reduce nursing program costs to students</p>	<p><b>Progressing:</b> Many students are able to take advantage of the <b>tuition savings</b>. Reallocated grant funding to build the materials supply in skills lab sparing this cost on students</p>	<p>(newly hired) Lab coordinator has been counting and managing inventory for better tracking of most used supplies. We have “tapped into” expired supplies from county and community partners who would otherwise dispose of them to landfill.</p>	<p>This goal is ongoing and we will continue to reduce the student costs . We have begun conversation and sharing resources for zero cost text.</p>	<p>Skills Lab Kits averaged \$200/semester for each student. Since Spring 2022, we have not required students to purchase kits.</p>
<p><b>Goal 2) Diversity:</b> Maintain/Increase nursing student diversity</p>	<p><b>Progressing:</b> Diversity has been maintained, but not necessarily increased. A more specific goal is to increase diversity with the AA, NA, and SPI students. The demographics are similar to the college, district and county</p>	<p>Perkins grant awarded to pay nursing student ambassadors to table at high school career and college events beginning Fall 2023. This small student group beginning this with us are BIPOC.</p>	<p>We will continue with developing more ways to engage with these groups. Through networking on social media, within our own faculty and with other programs we have been able to attract faculty that better represent the demographics of our county. When prospective students see the faculty that represent them, they may be more</p>	

			inclined to prioritize our program over others. Plan to collaborate/present to Mana and Umoja in the near future.	
<b>Goal 3) Success:</b> Improve NCLEX pass rates above 90%	<b>Met!</b> Our results since last program review have been above 90%. (2020/21 = 94% and 2021/22 = 92%). <b>*Unofficial results for 2022/23 are 98%</b>	The new National Council Licensing Exam – RN (NCLEX-RN) test plan began in April 2023 which required higher level clinical reasoning and clinical judgement skills with more challenging items to answer. Faculty were ready for this using available resources and constructing their course exams to include new style items adequately preparing students.	Continue to maintain excellent pass rates while impressing our community partners with care conscious critical thinkers!	Official results are not in yet, but <b>WE KNOW</b> by looking up licenses that 49/50 RN candidates from the 2023 class are licensed! A 98% pass rate is expected. We're a little excited about this 😊
<b>Goal 4) Retention:</b> Reducing the attrition rate of BIPOC students through early interventions in remediation.	<b>Met!</b> Spring 2021: Four first year students did not meet the minimum percentage (75%) to pass their 2 <sup>nd</sup> semester courses. This was a 10.2% attrition rate for this class (who began the program in	Seeing this large number of students fail was alarming. It was “the pandemic class” and we expected a higher attrition. We didn't want to wait until they failed and so, implemented early intervention remediation that includes a faculty mentor/guide. When a student is identified as “struggling” to	Plans to continue to provide early intervention for students who self-identify or are identified as “struggling” in theory, lab or clinical and connect them with a faculty mentor.	Attrition from Fall 2021-Spring 2023 has been a mix of male and female students, about 50% BIPOC and 50% were for personal reasons rather than low % scores in class.

	<p>Fall 2020). All were BIPOC students. Since that time implementation of early intervention has <b>reduced the attrition rate to 2-3%</b></p>	<p>meet minimum scores on theory exams they are offered extra help. This includes meeting with the course professor to review test taking techniques and habits to better focus studying. In addition to this, students are assigned a mentor (adjunct faculty) will meet with the student 1:1 over several sessions. Since mentoring was added, the attrition was significantly reduced, especially with BIPOC <a href="#">* see table</a></p>		
<p><b>Goal 5) Collaboration:</b> Promoting and advancing nursing practice</p>	<p>We continue to collaborate with SFSU for concurrent enrollment (up to 40 students) Added an online program with Ohio University favored by past and current grads as being accessible and affordable. <a href="#">** See Table</a></p>	<p>Added Ohio University</p>	<p>The MOU for the concurrent enrollment “RN-BSN Bridge” program with SFSU needs to be completed.</p>	<p>SFSU has determined (as of this writing) to reduce the number of Bridge students with no formal explanation or meeting. This is neither exciting or encouraging and we will need administration to prioritize this.</p>

## Attrition

Year	Student	Year in prog.	Gender	ethnicity	Reason
Sp 2021	JT	First	M	ASIAN	ACADEMIC
Sp 2021	BTF	First	F	MIXED	ACADEMIC
Sp 2021	JM	First	M	MIDDLE EAST	ACADEMIC
Sp 2021	AA	First	F	HISPANIC	ACADEMIC
Sp 2021	KK	First	M	MIDDLE EAST	ACADEMIC
Program attrition for Spring 2021- 10.2% (all first year)					
F 2021	SM	Second	M	CAUCASION	PERSONAL
F 2021	SFA	First	F	ASIAN	ACADEMIC
Program attrition for Fall 2021- 2%					
S 2022	FC	Second	F	FILIPINO	PERSONAL
S 2022	JO	Second	M	HISPANIC	PERSONAL
Program attrition for Spring 2022- 2% (* note personal reasons, not academic)					
F 2022	OKA	First	F	MIDDLE EAST	PERSONAL
F 2022	DD	First	M	CAUCASION	PERSONAL
Program attrition for Fall 2022- 2% (* note personal reasons, not academic)					
S 2023	AC	First	F	CAUCASION	ACADEMIC
S 2023	JC	First	F	ASIAN	ACADEMIC
Program attrition for Spring 2022- 2%					

## SFSU Collaboration 2019-2023

Semester started with SFSU	Spring 2024	Spring 2023	Spring 2022	Spring 2021	Spring 2020	Spring 2019
CSM Status	Fall 2023 Students	Fall 2022 Students	Fall 2021 Students	Fall 2020 Students	Fall 2019 Students	Fall 2018 Students
# of Students	* Unclear 24 vs. 40	27 expected to graduate	38 expected to graduate	32 graduated	33 graduated	35 graduated
BSN Grad Date	Fall 2025	Fall 2024	Fall 2023	Fall 2022	Fall 2021	Fall 2020

## **Curriculum or programmatic changes since last program review:**

### ○ **Unconscious Bias Training:**

Board of Registered Nursing (BRN) requirement: Beginning January 2023 the CA BRN requires student nurses to have a one-hour presentation on implicit bias in nursing/healthcare. The first year students watch a one-hour video, [The Conscious Conversation of Unconscious Bias: Discussing Implicit Bias and Microaggressions](#). [The Assembly Bill 1407](#) outlines the subtopics required to be covered in the one-hour presentation. What is not covered in the video, class discussion is also part of the lesson and students are able to freely speak about personal and or professional experiences with this in nursing and healthcare. Subsequent courses continue to address the implicit biases with special populations including pediatrics, maternal/child health, mental health and the aging population. The ultimate goal is to establish a set curricular outline that would be implemented in every nursing theory courses.

### ○ **Program SLOs:**

- There are too many and the faculty is currently collaborating through meetings to reduce the number from 14 to 5. The large number of program SLOs was established in the early 2000s and have not been reviewed or updated since that time. The faculty will be updating the program conceptual framework as well to reflect contemporary verbiage that is consistent with current language from the nursing profession.
- As a program we consistently examine the NCLEX-RN results for each cohort as the pass rate is the most significant benchmark of success for the CSM Nursing Program. The faculty will note particular areas where our grads underperformed on NCLEX and will make pedagogical adjustments in their courses as needed based on these analytics; developing content, increasing the item type on exams or providing a new assignment or project to reinforce concepts and content.
- **Note:** The program SLOs are undergoing revision at the time of this writing and with that only NCLEX-RN pass rates were [measured](#).

## Current Program Review:

<b>Enrolled</b>	<b>Ethnicity</b>	<b>First Gen</b>	<b>Age</b>	<b>Gender</b>	<b>Total</b>
<b>All students who identify as a nursing major (unduplicated)</b>	Latinx 30% White 18% Asian 22% Filipino 20% Multiracial 5% Black 2.3% Pacific Islander 2% Unknown 2.3% Native American 0%	56% of enrollments were by students who are the first in their family to go to college.	28% 24 yrs. and under  42% Ages 25-34  16% over 35 yrs	76% Female 23% Male 1% Non-disclosed or non-binary	<b>2,074</b>
<b>Students who are actually enrolled in the Nursing Program 2022-2023</b>	Latinx 28% White 18% Asian 25% Filipino 20% Multiracial 4% Black 2% Pacific Islander 2% Unknown 2.3% Native American 0%	56% of enrollments were by students who are the first in their family to go to college.	23% 24 yrs. and under  45% Ages 25-34  31% over 35 yrs	74% Female 24% Male 2% Non-disclosed or non-binary	<b>100</b>

### **Student Population Equity:**

The table above reflects the diversity of both the students identifying as a nursing major and those actually enrolled in our program. As you can see the statistics are very close between both groups. There are no significant changes in the diversity of our students from the previous program review. Equity gaps would reflect the under enrollment of AA, NA, and SPIs (previously mentioned), as they are least represented in our program, our college and county as well. Compared to the college statistics many of our students are “older”, falling in the 25-34-year-old range. This is due in part to the time it takes to complete the ten program prerequisites. In the past two years however, we have admitted two students who were under 20 at the time of admission, both had been Middle College students.

The question remains, how do we collectively increase the numbers of AA, NA and SPI students? It is hopeful that nursing student ambassadors tabling at events will help to encourage students in these groups to consider a career in registered nursing. We do not want to go too far out of our county as this would make potential students ineligible for the free tuition.

There has been a reduction in attrition and maintenance in retention/success. The [BRN website](#) notes the attrition and retention rates of each nursing program. Attrition has been previously discussed in this review, however not detailed. In spring 2021, there were five students who did not pass their Maternal Child Health course based on inability to make the minimum score. Of those five, four returned and two have successfully graduated and two are currently completing their last year in the program and progressing very well. Retention and success have been displaying consistent higher numbers and average: 99% for retention and 100% success based on the PRIE reports.

The modes of delivery were briefly interrupted with in the program when the pandemic started. However as essential workers, we were able to return to campus for in-person labs which was a blessing to be able to teach live and for students practice skills. Lectures and exams were delivered online until fall 2021 when the program returned 100% in-person. The online modality was an issue with exams at times, but overall it did not have a big impact. The problems arose with return to the classroom as our students needed time to adjust to being among each other in person rather than on a screen. Overall, there was success in that this program kept progressing and graduating students and never had to pause once during the pandemic.

## Planning:

The nursing program key assessment will always be the NCLEX-RN as pass rates are the soul measurement of student and program success. Between now and the next program review, we will focus on program SLO reduction and revision as a key activity ([see goals](#)).

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
NCLEX-RN outcomes will demonstrate graduate success with an average pass rate greater than 90%	<ul style="list-style-type: none"> <li>Note annual pass rate improvement or decline</li> <li>Review report indicating how are students performed</li> </ul>	<ul style="list-style-type: none"> <li>CA Board of Registered Nursing</li> <li>National Council State Boards of Nursing quarterly report on schools of nursing NCLEX results</li> </ul>

## Program Goals

Our immediate and most urgent need is to decrease the program SLOs from 14 to 5 as we prepare for national accreditation. The program SLOs were established over 15 years ago and have had minimal revisions or updates. With that the program will create a system where we can effectively assess, measure and evaluate the program SLOs in a more streamlined way. The faculty have been working on this and hope to have the project completed by November 2023 as we will need approval from both the CSM Curriculum Committee and from the BRN. At the same time, faculty and staff will update the verbiage within our conceptual model that will better align with the newly formatted program SLOs.

Other goals include maintaining our excellent retention and success rates through offering faculty mentorship to those students at risk. The program is very fast paced creating stressors in the life of the student as they need to manage an incredible amount of material for exam mastery. After five students failed the program in the spring of 2021, we realized that a remediation plan that included a mentor “after the fact” helps students returning to the program, but we need to work with them now, before they fail through offering mentorship while they are in the program. We were able to accomplish successfully retaining “at risk” students by using salary savings and reallocating dollars to pay adjunct faculty as a mentor for these students.

Lastly, with the pandemic our community presence increased as hospital placements were virtually eliminated for a year. Our program has always been involved with multiple agencies,



and we needed to establish more as restrictions in hospitals increased. The problem is that faculty cannot be in two places at one time. They are **REQUIRED** to be in the hospital with students, but now hospitals will not accept a full cohort (there are 10 students in our cohorts). With that we have been rotating students to community. It would be **in the interest of best practices** for these students in the community settings to have better oversight from an instructor who checks in with the students and who can also serve in retaining and building more community partnerships.

### Current Goals

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
Reduce and revise program SLOs <i>*This will make program and course assessment more concise and easier to evaluate outcomes. Currently there are 14 program SLOs, far too many to assess.</i>	Faculty, staff and director will meet in person and through remote processes within a designated time frame to collaborate and create these revisions and program SLO reduction	Program SLOs will satisfy the CC and BRN approval processes	By May 2024 *for BRN approval	Nursing Program faculty and director	BRN Program Consultant  Curriculum Committee  SLO experts at CSM
Create consistency between program SLOs and conceptual framework/model <i>*As the program navigates towards a national accreditation, the program SLOs and conceptual framework verbiage need to math</i>	Faculty, staff and director will meet in person and through remote processes within a designated time frame to collaborate and create these revisions	Program conceptual framework verbiage will be updated and approved by the CA BRN	By May 2024 *for BRN approval	Nursing Program faculty and director	BRN Program Consultant
Ensure that students at risk and those who do not progress in the program will have an assigned faculty member to offer guidance and support for success	Secure funding. Identify faculty suited for mentorship	Maintain attrition rates 0- 3% annually	Assess next program review	Director with faculty input	Funding: VP, Perkins, other grants Non-Instructional rate. Estimated 20 -30 hours/semester

<p><i>*Designate 2 faculty mentors for ongoing to support students at risk of progressing in the program, enhancing student retention and success</i></p>	<p>Engage students at risk and/or those needing remediation after a program exit.</p>				
<p>Ensure faculty oversight of students in the community for safety and to satisfy BRN approvals and national accreditation</p> <p><i>*Identify a position for a non-instructional faculty member to monitor students in the community; report back to faculty and address any urgent and nonurgent problems. Build new partnerships and foster existing ones</i></p>	<p>Allocate grant funding OR create a non-instructional position for an adjunct to monitor students in community clinics, health screening events etc. This individual would assist with maintaining and gaining new clinical partners</p>	<p>A successful candidate will be in place by start of fall semester 2024</p>	<p>Assess next program review</p>	<p>Director</p>	<p>Estimated 48 hours/semester</p>

**CE Report:**

In reviewing data from the State Chancellor’s Office, [UCSF](#) /CA BRN annual report on students and faculty and the Cal-Pass Plus website, we find our student demographics to be quite similar in comparison to those identified in various state reports. The CSM nursing program is comprised of a diverse student body, faculty and staff. All race/ethnicities have similar success outcomes and minimal withdrawals overall and across the past several years. In reviewing the racial/ethnic comparison between employed RNs and the California population, RNs in California tend to represent the population they serve. However, there is a striking difference between the [San Mateo County LatinX](#) population 23.8% and the population of [CA RNs](#) who identify as LatinX, 13%. The gap is getting narrower and we are proud to be part of a Hispanic

Serving Institution with a prominent LatinX population in our program. It is very important for people in a community to see health care practitioners who have similar racial/ethnic backgrounds caring for them as it provides reassurance and trust, especially during times of crisis and needs in healthcare.

#### Occupation Race/Ethnicity Breakdown



#### Occupation Gender Breakdown



Transition to practice, from student nurse to RN increases the income level significantly. As you can see by the graphic below, SF Bay Area RNs are earning a generous salary that reflects the demands, responsibility and accountability required of the role, in addition to higher costs of living.



Our graduates tend to stay in the greater San Francisco Bay Area and work in a variety of health care areas. Many graduates are employed in the traditional acute care hospital, however roughly the same number are employed in outpatient and other areas (homecare, hospice, community arenas). At CSM Nursing we provide experiences in hospitals and the community, often bringing healthcare to the clients we serve. Our community partners include (but not limited to):

- Senior Centers
- Day Care Centers
- Half Moon Bay Adult Day Health Center
- Heart and Soul Inc
- Bay Area Community Health Advisory Committee
- Lions Club – Global Health Initiative
- Multiple School Districts
- Homecare and hospice agencies
- Kidney Dialysis centers

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