



# San Joaquin Valley College

## CURRICUUM CONFERENCE REPORT

To be completed by each program at  
each Curriculum Conference

*Curriculum Conferences are instructor-focused and center on teaching tools and the learning process through the sharing and collaboration of classroom ideas, engagement in professional development opportunities and the creation and evaluation of common curriculum for program assessment (e.g. rubrics, exams, projects)*

**Program:** Registered Nursing

**Number:** M10512

**Date:** August 27, 2013

### Guidelines for Success:

(from WASC Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews; Highly Developed)

A well-qualified individual or committee provides annual feedback on the quality of outcomes, assessment plans, assessment studies, benchmarking results, and assessment impact. Programs effectively use the feedback to improve student learning. Follow-up activities enjoy institutional support.

### Summary:

In reviewing the RN Program structure, the group determined there are revisions needed in the RN program for it to be in alignment with the BRN standards. Revisions to the program are supported by the BRN Nursing Consultant, Kelly McHan.

- Program Director to submit PIP (Program Improvement Plan) for curricular changes to the RN program for it to be in alignment with the BRN standards
  - See action item #1

### I. Developing Strategic Competencies:

#### A. Governance

1. Overview: Instructors reviewed how to locate and access the *Program Review Handbook* and various improvement proposal forms on InfoZone. They discussed their role in curriculum conferences and the process for completing and submitting CIPs (Course Improvement Proposals), TIPs (Textbook Improvement Proposals), PIPs (Program Improvement Proposals), and Purchase Proposals for any suggested changes to the program.
2. Improvements to Program Review process: Instructors were informed of the changes being made to the program review process based on recommendations of the Program Review NIPR (Non-Instructional Program Review) committee; an 80% success standard on outcome data and an expansion of the program review schedule.
  - Todd Gervais stressed the importance of instructor participation and the impact it has on Senior Management decision making; how they use program review data and instructor proposals to drive program change.

### II. Evaluation of Program Learning Outcomes (PLOs)

The program has defined achievement of following PLOs as "student success" in the program.

- Are the identified PLOs measureable, relevant, current and appropriate?
- Are the identified PLOs relevant to the students' future needs when they leave SJVC?
- Are the stated PLOs a definition that our community shares or could agree with?

The BRN Nursing Consultant, Kelly McHan, recommended an additional PLO be added to the program which reflects current health care requirements for competency in various types of technical and electronic resources.

***Utilize a variety of resources, including electronic media and medical technology to provide safe, quality care of the patient and family***

The additional PLO will be incorporated into the curriculum of the program as part of the Program Improvement Proposal submitted by the Program Director by January 2014 (see Action Item #1). The additional PLO would be supported by the CLOs in the following courses: RN10L, RN20L, RN21L, RN33L, RN35L, RN43L, and RN45L.



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### III. Evaluation of Course Level Student Learning Outcomes

The program has defined achievement of the identified Course level SLOs as "student success" in each course within the program.

- Are the identified SLOs measureable, relevant, current and appropriate?

Course level student learning outcomes will be evaluated, updated and / or developed in conjunction with the Program Improvement Proposal which incorporates improvements to the program for the program to be in alignment with the BRN standards (see Action Item #1).

### IV. Evaluation of Assessment Plans and Curriculum Maps

Ensure the current course and program assessment plans and curriculum maps reflect any changes in courses or the program.

#### Initiatives for improvement

- |   |  |                |
|---|--|----------------|
| <ul style="list-style-type: none"><li>• Program Assessment Plan</li><li>• Course Assessment Plans</li><li>• Curriculum Maps</li></ul> | Program and course assessment plans along with curriculum maps will be evaluated, updated and / or developed in conjunction with the Program Improvement Proposal which incorporates improvements to the program for the program to be in alignment with the BRN standards | Action Item #1 |
|---|--|----------------|

### V. Evaluation of Curriculum and Resources

Review the relevancy and effectiveness of current curriculum and resources (course and program content, textbooks, software, library resources, professional development)

- Do the varieties of learning experiences designed for this program allow students to achieve the outcomes identified?
- What additional or updated library resources are needed by the program to achieve the learning outcomes?
- Does the program need additional or different resources (human, physical, technical, time) to promote student progress and learning?
- Is the program using its existing resources efficiently?

#### 1. Status of Program Curriculum:

- By recommendations by the BRN Nursing Consultant, Kelly McHan, the program discussed revisions needed in the RN program for it to be in alignment with the BRN standards. A PIP (Program Improvement Proposal) will be submitted by the RN Program Director by the end of January, 2014 (see Action Item #1). The PIP will address improvements that will ensure compliance with BRN standards which include:
  - ✓ Reducing the clinical hours from 12 to 8 since the BRN does not require 12 hours of lab and students are also gaining knowledge and practice hours in the skills lab.

#### 2. Status of Program Common Assessments:

- Common Assessments for the assessment of course level student learning outcomes will be evaluated, updated and / or developed in conjunction with the Program Improvement Proposal which incorporates improvements to the program for the program to be in alignment with the BRN standards (see Action Item #1).

#### 3. Status of Program Grade Components:

- Grade components for each course will be evaluated, updated and / or developed in conjunction with the Program Improvement Proposal which incorporates improvements to the program for the program to be in alignment with the BRN standards (see Action Item #1).



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4. Status of Program **Resources** (human, physical, technical, time):
  - The group consensus was the program resources were sufficient. No improvements are recommended at this time.
5. Status of Program **Library Resources**:
  - The group consensus was the library resources were sufficient for the program. No improvements are recommended at this time.
6. Status of Program **ATL**:
  - The group consensus was the textbook resources were sufficient with the exception of a textbook for the Nutrition course. A textbook will be identified and a TIP (Textbook Improvement Proposal) submitted prior to the end of January, 2014. (See Action Item #2)
7. Status of Program **Equipment List**:
  - The group consensus was the equipment resources were sufficient for the program. No improvements are recommended at this time.

## VI. Opportunities for Student Success

Additional topics

No additional topics were discussed or suggested.

## VII. Evaluation of the Course and Program Assessment Processes

- Summarize the progress of gathering PLO and CLO achievement data
- Review the effectiveness of current assessment tools
- Refer to supporting documentation (common assessments, rubrics, surveys, instructor-designed assessments, dashboard reports, etc.)

### Status of Assessment Data Collection to Date

### Initiatives for improvement

<b>PLOs</b>	The electronic process of collecting PLO assessment data through the Institution's Learning Management System has been in place for approximately six months. During this six month period the process is working as expected.	Improvements to the PLO assessment process will be addressed in the Program Improvement Proposal (see Action Item #1).
<b>CLOs</b>	The electronic process of collecting CLO assessment data through the Institution's Learning Management System has been in place for approximately six months. During this six month period the process is working as expected.	Improvements to the CLO assessment process will be addressed in the Program Improvement Proposal (see Action Item #1).

### Overall Effectiveness of the Program's Assessment Process:

To date the electronic data collection process is working as expected.

### Challenges to the Assessment Process:

The program has experienced challenges to the assessment process; more specifically the challenges with migrating to a new LMS (Learning Management System), D2L (Desire 2 Learn, in 2012 and the upgrade of D2L in late 2012). With the shift to D2L, the program experienced challenges in consistently collecting electronic learning data.

### Initiatives for Improvement to the Program's Assessment Process:

With common mastery assessments in place the group focused on achievement target thresholds. It was reiterated that the thresholds used as benchmarks for measuring student achievement of learning outcomes in the RN program courses are determined by the core experts and is not an institutional standard. With that understood and in anticipation of the curriculum revision PIP, instructors will coordinate with the Program Director and evaluate current achievement targets as the courses are taught.



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## VIII. Evaluation of Previous Actions: Closing the Loop

*Actions to be taken as recorded in the RN Program Review report (ID# M762) dated June 8, 2012*

	Description	Status
Action Item 1	Improve rubrics and processes to collect ILO, PLO, and CLO data ensuring registered nursing students are achieving at the 85% targeted success rate	<b>Completed:</b> October 2013
Action Item 2	Collaboratively develop common clinical evaluation sheets identifying specific outcomes (ILOs, PLOs, and CLOs) to determine mastery	<b>Completed:</b> September 2012
Action Item 3	Complete Course Improvement Proposal to incorporate an ATI grade component weighted at 10%	<b>Completed:</b> July 2012
Action Item 4	Monitor the utilization of Professional Development points to determine if it is being utilized consistently and is accurately reflecting student performance	<b>Completed:</b> Summer 2013
Action Item 5	Program Director to meet with Director of Assessment to complete converting paper assessments into electronic eCourses versions	<b>Completed:</b> December 2012
Action Item 6	Program director to follow up with campus director regarding room space and availability; especially the lecture portion during skills lab. It is becoming increasingly problematic and disruptive to relocate to another classroom during assigned lecture time	<b>Completed:</b> July 2012

## II. IX. New Improvement Tasks and Initiatives:

	Description	Completion Date	Owner(s)	Recourses
Action Item 1	Janine will submit a PIP for curriculum changes to align with BRN standards.	01.2014	Janine Spencer	BRN Consultant CAO
Action Item 2	Janine will submit a TIP for an appropriate textbook for the Nutrition course.	01.2014	Janine Spencer	RN Faculty



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**X. Participants:**

**Campus Staff:**

1. Sherri Abbott, LVN to RN Instructor – Assessment Coordinator
2. Michelle Brasko, RN Instructor
3. Kathryn DeFede, LVN to RN Instructor
4. Lindasue Garner, AA – Program Support
5. Sandra Isaak, RN Instructor
6. Rajvir Ladhar, LVN to RN Instructor
7. Janine Spencer, RN Program Director
8. Don Wright, Visalia Campus Director

**Central Office Support Staff**

1. Sue DeLong, Director of Assessment
2. Todd Gervais, Curriculum Technician