

Columbia Gorge Community College

Academic Program Review Recommendations:

Nursing Program

2020-21 Annual Progress Report

The purpose of the Annual Progress Report is to facilitate the tracking of progress made on program recommendations/goals and to identify and explain the addition of any new program goals not listed in the most recent Review.

Section Two: Previous Review's Recommendations, Action, and Analysis

A. List recommendations from previous reviews

The previous recommendations were taken from the 2015 Oregon State Board of Nursing (OSBN) survey. These were also the recommendations that were listed for the 2017 Nursing Program Review. They were:

1. Utilize the Annual Professional Development plan to formulate links between faculty development and needs and planned development activities
2. Ensure that the responsibility to evaluate students is linked solely to the faculty in materials related to the Final Clinical Practicum
3. Develop at least one clear curriculum plan that includes ALL required courses/credits for the certificate and the AAS degree in nursing.
4. Revise the PN Certificate curriculum to align with current Scope of Practice per the Nurse Practice Act and strengthen content related to leadership/management and participating in quality improvement strategies.
5. Ensure the Comprehensive Plan for Program Evaluation is fully implemented with clear documentation of analysis and decision-making based on that analysis.
6. Ensure that a minimum of six hours of content related to pain management is included in the first year of the program (for those that exit as practical nurses).

B. Summarize actions taken in response to recommendations

In reviewing the Instructional Program Review and Report for Nursing from 2019, the OSBN 2015 survey was utilized for that review. In reviewing the recommendations of the 2019 Instructional Program Review and Report for Nursing, there were no new recommendations made. The action taken on the above recommendations in 2019 were as follows:

1. Annual Professional Development Plan – A professional development plan was designed that incorporated components requested by the college to meet the collective bargaining agreement and those requested by OSBN (Appendix A – Professional Goals). The faculty submit their professional goals in the fall to the Dean of Nursing and Health Occupations. The components to identify needs for development for the faculty are: Instruction, Instruction-Related Activities, Institutionalism, and Professionalism. Under each of these areas faculty are to identify areas to work on for the up-coming year. The next column is the Plan for Address of Need. This is where the faculty will delineate the steps to be taken to address the need identified. Finally, at the end of the year, the faculty will complete the column labeled Actual Action Taken To Address Need. Here the faculty can state what was actually done to accomplish the goal or, if unable to meet the goal, why it wasn't met.
2. Student Evaluation Solely linked to Faculty – Language was updated to reflect that faculty have the sole responsibility for evaluation of the student in Integrated Practicum. This is also covered very heavily with students at Integrated Practicum (Preceptorship) orientation. The current evaluation form is strictly a reflection of the students' progress. This is discussed weekly with the student and the preceptor to identify any areas where the student needs assistance to meet minimum requirements to pass the course (Appendix B – OCCAT Tool).
3. One curriculum plan with ALL required courses for Nursing degree – The pages of the CGCC catalog were updated in 2019 to reflect this recommendation by OSBN. The Curriculum Office coordinator and Dean of Nursing and Health Occupations will continue to evaluate courses to identify hidden prerequisites.
4. Align PN Certificate curriculum to Scope of Practice per the Nurse Practice Act – this recommendation is no longer necessary as the Nursing department transitioned over to the Oregon Consortium of Nursing Education (OCNE) curriculum with the first class graduating in 2020 utilizing the new curriculum. The Practical Nurse certificate (LPN) is no longer offered.
5. Comprehensive Plan for Program Evaluation – the recommendation by OSBN specifically addressed the need for faculty to make sure that Faculty team meetings were documented with minutes. These are being done and are stored in the Nursing Shared drive. There are minutes for both years when they meet.
6. Six hours of Pain-Related Content – Previously, due to being a ladder program OSBN wanted to make sure that individuals stepping out to be Licensed Practical Nurses (LPNs) had the Board mandated 6 hours of pain education all nurses have to have for licensure. As the traditional curriculum was retired, and there is no ability to leave the program mid-stream, this six hours is now spread out over the two years of the OCNE curriculum with ½ of the content being delivered in the first year of the program.

C. List any additional goals added since the most recent Program Review, and include the rationale for each new goal.

Since the last program review, the nursing faculty made the decision to join the Oregon Consortium of Nursing Education. There were several reasons for this decision:

1. The Consortium was in 13 Oregon colleges/universities, with the majority being in the community college system. CGCC joining would be the 14th partner in the consortium. Throughout the consortium there is a shared curriculum that all of the community colleges share.
2. There are more resources for faculty to draw from when looking for ways to teach various topics.
3. There is the ability, in rare instances, the ability to share faculty for lectures (and some who are closer together for clinical) when there are shortages due to faculty retirement or resignation.
4. Students are able to apply to other OCNE programs if they move and there is room in the program for the transferring student
5. There is a conference that is sponsored by OCNE for faculty each year to be able to share techniques, ideas, and new ideas in teaching nursing to students.
6. Students are concurrently enrolled in OHSU to be able to continue on to complete their BSN.
6. The student saves money in the long run because in 15 terms under the old curriculum the CGCC nursing student came out with an ADN. In the OCNE curriculum in 15 terms the student comes out with a BSN (this includes their finishing the final year at OHSU).
7. Critical thinking and clinical reasoning are emphasized in the student-driven, case study, spiral learning format of the OCNE curriculum. These two aspects of nursing are learned quicker in the OCNE curriculum
8. Finally, the PN certificate was retired as under the OCNE curriculum there is not an opt-out for the student to be able to obtain this certificate.