

Maine Community College System
Five Year Program Review

College: Central Maine Community College
CIP: 51.3801

Program: Nursing
Credentials: Associate in Science (AS)

Review Team: Tobby Bragdon, Rachel King, Kathy McManus, Rachel Bishop, Maria D’Auria, Jeffrey Green, Eric Berg
Date: June 2024 Period of Review: AY 2018/2019-2022/2023

Program Overview:

1) **Program description** *(from the most recent college catalog):*

The Associate in Science Degree in Nursing prepares the student to become a registered nurse. Graduates are eligible to sit for National Counsel Licensing Exam for licensure as a Registered Professional Nurse. The Nursing Program is approved by the Maine State Board of Nursing 161 Capitol Street, 158 State House Station, Augusta ME 04222-0158 and accredited by the Accreditation Commission for Education in Nursing (ACEN, 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326; telephone 404-975-5000 (<http://acenursing.org/>).

2) **Program Learning Outcomes: all program learning outcomes are expected to be assessed within the five-year cycle. Please attach an Assessment Data and Reflection Template for each program learning outcome. Explain how the department used the assessment results to improve teaching, learning, and the curriculum.**

List the program learning outcomes:	Method of assessment: list the courses and activities/assignments used to assess the learning outcomes
<ol style="list-style-type: none"> 1. The graduate is accountable for their own actions, serves as a positive role model, assumes ethical responsibility as member of the profession of nursing and practices within the Nurse Practice Act. 2. The graduate will use effective therapeutic and interpersonal communication skills in their practice of nursing. 3. The graduate will holistically evaluate patient needs through the collection, analysis and synthesis of data for the provision of patient care. 4. The graduate will generate safe and effective clinical judgments using critical thinking skills when providing care to individuals, families and groups of patients with complex health needs in a variety of settings. 5. The graduate will integrate all previous learning experiences to provide holistic caring interventions to patients of all ages with multiple complex needs. 6. The graduate will evaluate the effectiveness of teaching/learning strategies and the achievement of 	<p>Please see attached</p>

<p>patient learning outcomes for patients with complex needs.</p> <p>7. The graduate will collaborate with the healthcare team members in a variety of settings.</p> <p>8. The graduate will assume responsibility as a manager of care for a group of patients by establishing priorities for nursing care, use of resources, and through delegating aspects of nursing care to other health care workers.</p> <p>9. The graduate will continue their education either formally through organized upper division classes, in-service education or independently utilizing nursing research and other professional resources.</p> <p>10. The graduate evaluates current strategies and clinical processes to make practice decisions for quality outcomes for patients and healthcare systems.</p>	
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3) Credentials Awarded within the IPEDS year, i.e. July 1-June 30:

Credentials Awarded					
Credential	AY1819	AY1920	AY2021	AY2122	AY2223
AS	29	37	47	29	33

4) Program Graduates Employed:

Number of Completers with any Wage Data	62
% of Completers with any Wage Data	93%
# of Completers with First Year Earnings	55
Median First Year Earnings	\$51,367

5) Partnerships, collaborations, associations and memberships

a) Advisory Meeting Dates and Attendance (past 3 years)

<i>Date(s) of Meeting</i>	<i># of college attendees</i>	<i># of Non-college attendees</i>
11/4/21	3	4
11/2/22	3	4
5/22/22	2	8
11/2023	Meeting cancelled	Meeting cancelled

b) Program external accreditation, associations, and memberships (if applicable):

6) Other Indicators of student success, direct and/or indirect, which may include:

	AY1819	AY1920	AY2021	AY2122	AY2223
Licensure/certification pass rates (if applicable)	n/a	n/a	n/a	n/a	n/a
Program Advisory Committee Member Survey (on scale of 1-5 averaged):	*	*	*	*	*
Program Curriculum	*	*	*	*	*
Technical currency of the program	*	*	*	*	*
Preparation of program graduates for work in the field	*	*	*	*	*
Communication from program administration/faculty	*	*	*	*	*
Overall quality of the program	*	*	*	*	*
Other (please specify):	*	*	*	*	*

*Institutional Research does not track this / separate advisory committee

7) Student demographics:

Admissions					
	AY1819	AY1920	AY2021	AY2122	AY2223
Fall Applications	176	164	139	375	164
% chg in Fall Applicants from PY	--	-7%	-15%	170%	-56%
Enrolled (Yield)	57	46	45	52	53
% chg in Enrolled from PY	--	-19%	-2%	16%	2%

Student Enrollment ¹					
	AY1819	AY1920	AY2021	AY2122	AY2223
Unduplicated Headcount Enrolled in Program	100	99	98	90	91
% chg in Headcount from PY	--	-1%	-1%	-8%	1%
Enrolled Credit Hours	957	954	934	849	848
% chg in Credit hours from PY	--	-0.3%	-2.1%	-9.1%	-0.1%
FTE	64	64	62	57	57
% chg in FTE from PY	--	0%	-2%	-9%	0%

¹ = students within the program in the fall of the academic year

Student Success				
Cohort Year	AY1920	AY2021	AY2122	AY2223
Cohort Enrollment	52	46	56	66
Retained to the next semester	81%	72%	73%	79%
Retained to the next year	79%	70%	66%	65%
100% of program time	67%	52%	57%	
150% of program time	75%	54%		
200% of program time	75%			
Transfer Rate (non-graduates) ²	8%			
Transfer Rate (graduates)	15%			
Enrolled in Another Program ²	2%			
Graduated from Another Program ²	0%			

². Determined at the maximum graduation point in this table, i.e. 200%

Strengths, challenges, and planned steps for continuous improvement: In your summary assessment you should reference sections of this review that informs the plan.

Planning for expansion of the nursing program began in 2021 when the nursing program was asked what it would need to increase enrollment. After thoughtful discussion between administration and nursing faculty, the decision was made to expand the program by offering an evening/weekend program which would have a January start date. By offsetting a semester from the day program and running clinical on Saturdays, the program could maximize existing space utilization without competing with the day program for space and clinical sites.

At this time a decision was also made that in order to increase enrollment that a clinical coordinator and simulation coordinator would be needed. Up to that point, all clinical requests and compliance with clinical site requirements, all student immunization compliance, utilization of lab space, scheduling and utilization of simulation experiences and lab experiences, and equipment bids and purchase were done by the Nursing Chairperson. With increasing enrollment, it was no longer going to be feasible for one person to do these tasks, so the decision was to hire a clinical coordinator and simulation coordinator.

In fall of 2022, the simulation coordinator and clinical coordinator positions were filled by existing faculty. Replacements were hired, and mentored for their positions. Also, in fall of 2022 two new faculty were hired for the first cohort of evening/weekend program to start in January 2023. A decision was made to start small with just 20 students. In December of 2024 the first cohort will graduate and be ready to sit for their boards. There will be 13 students graduating at that time.

As these students have moved through the program, an additional two nursing faculty have been hired for the second year of their program. In January 2024, the first, full cohort of 40 students were admitted to the evenings/weekend program. Starting in fall 2024, nursing will be running every nursing course, every semester, with graduations each May and December. If each cohort is full at admissions, I anticipate May's graduation to result in 35 – 40 new nurses and each December graduation to result an additional 30 new nurses.

Program Strengths:

- (1) Administrative support and commitment to program and expansion needs.
- (2) Dedicated nursing faculty with current clinical expertise.
- (3) Ability to recruit, hire, and mentor qualified full time and adjunct nursing faculty.
- (4) Health care partners willing to be flexible and committed to provision of clinical experiences.
- (5) Support departments willing to work collaboratively with nursing (Admissions, Learning and Advising, TRiO, Learning Commons, Registrar, Financial Aid) to address recruitment of students, enrollment of the best nursing student candidates, retention and graduation rates.

Challenges:

- (1) Current physical space for nursing program is no longer sufficient to accommodate the expansion program.
- (2) Both rates of nursing students graduating on time and within 150% of program need improvement.
- (3) English language learners continue to struggle to be successful in the program.
- (4) Planned retirement of nursing chairperson for December 2024 with hiring and mentoring of next chairperson set for fall 2024.

Planned steps for continuous improvement:

Continue to collect and analyze data in systematic evaluation plan (see attached) with focus on performance measures for student learning outcomes (1-10), first time pass rates for NCLEX, employment post-graduation, on time graduation rate, graduation rate within 150% of time. Disaggregate data by program type (days, evenings) as well as continued disaggregation by location (Auburn, Damariscotta).

Five-year Assessment Plan for Student Learning Outcomes

Nursing

June 2024

Name of Program or General Education Domain

Date

Learning goal:

Student learning outcomes:	Academic year during which assessment will occur	Source(s) and type of assessment artifact(s) that will be collected (e.g.: embedded questioning, capstone assignments, standardized testing, performance observation, portfolio reviews, etc.)	Method(s) to be used for assessing artifact(s)	Assessment Goal (targets/criteria) for direct measure	Assessment Outcome (<i>Number of Students Achieving an "acceptable" or better</i>)	Assessment Goal was:		
						Met	Not Met	Pending Review
Please see attachment								

Most significant assessment findings? (Pedagogical, instructional, curricular changes). Please report on actions taken and on ongoing assessment plans.