

# Program and Curriculum Review Template

Instructions: Review all information that is stored on your program and curriculum review web page.

<https://department.flemingcollege.ca/pcr>

On this template, enter Key Findings only, in brief point form. This is intended to be a reflective, continuous exercise and it is not expected that there will be a written response to every single question. You will work with this document and update it annually. The primary focus on an annual basis will be on the curriculum areas and at the 5 year interval, the document will be a more comprehensive representation of further depth of analysis within each of the sections. Add links to additional information only if you will find it to be helpful in the future use of this document.

Program Coordinator:	Kimberley Bell	Chair:	Molly Westland
Program Review Facilitator:		Date Completed:	June 2017
Program Name:	Practical Nursing	Program Code:	PN
1.0 Industry Trends and Employment		Summary of Key Findings	
Review and discuss the following: <ul style="list-style-type: none"> <li>• Industry / sector changes or issues identified by the Program Advisory Committee</li> <li>• Recent labour market data or sector reports as provided by the Fleming Library Researchers.</li> <li>• Recent or anticipated changes in occupational standards, level of entry and credential and / or standards of accreditation</li> <li>• Based on the above, do these changes or issues necessitate changes to your program, either immediately, or in the next few years?</li> </ul>		The scope of the Practical Nurses continues to increase as many agencies embrace the increased knowledge, skills and judgment of recently trained PN's. The PAC identified new trends in the workplace such as; more acute clients, greater demand on nurses, younger clients with mental health issues, low turnover in full time staff but higher turnover in casual staffing. Other areas identified include; utilizing PN in leadership roles, new legislation regarding Medical Assistance in Dying, bedside reporting, and 24 hour visiting hours in most local hospital	
1.2 Labour Market and Employment Trends Review and discuss the following: <ul style="list-style-type: none"> <li>• Graduate employment statistics over the last few years, including those of students employed in the field, in a related field, outside the field, or unemployed, and any emerging patterns in this data.</li> <li>• Emergent employment trends such as new types of positions, changing job market, regional distinctions, changing employer profile, or emerging skill shortages</li> </ul>		Trend in this region is that most new PN Graduates are hired in Long Term Care as well as Retirement Homes although there has been an increase in hospital and community hires  The roles continue to diversify and RPN's are taking on more leadership roles especially in Long Term Care. It is now not uncommon for a RPN to become a RAI Coordinator or Assistant Director of Care	

<p>2.0 Key Performance Indicators Review and analyze the formal Key Performance Indicator (KPI) results for your program.</p>	Summary of Key Findings
<p>2.1 Student Satisfaction</p> <p>In addition to the formal Student Satisfaction KPI results, comment upon any other formal or informal discussions with students and graduates such as <i>student focus groups</i>, class councils, class representatives, individuals or delegations, or debriefing sessions following a field placement, clinical placement, or practical work integrated learning experience.</p>	Students continue to ask form more hands-on experiences eg. simulation to increase their confidence
<p>2.2 Retention Rate</p> <ul style="list-style-type: none"> <li>• Use the IPP (Integrated Program Planning) data that focuses on Retention.</li> <li>• Review patterns of retention on a semester by semester basis over the last five years.</li> <li>• Comment on the effectiveness of any strategies adopted to improve student retention.</li> </ul>	
<p>2.3 Graduate Rate</p> <ul style="list-style-type: none"> <li>• Review patterns of graduation rates on a semester by semester basis over the last five years.</li> </ul>	<p>2013 (67%) 2014 (76%) 2015 (79%)</p>
2.4 Graduate Satisfaction	

<ul style="list-style-type: none"> <li>Review patterns of graduate satisfaction and provide comment.</li> </ul>	
<p>2.5 Enrolment Trends and Demand</p> <ul style="list-style-type: none"> <li>Your team will review and analyze the patterns in the number of program applicants, confirmations and actual registrants over the past 5 years. You will also examine changes, if any, in the student demographic profile and the impact, if any, of this changing student profile on program curriculum.</li> <li>Assess whether the program curriculum needs to change based on the above analysis.</li> <li>Use the FDR excel spreadsheet that provides Day 10 enrolment numbers for Fleming for the last 10 years, to assist you with your analysis.</li> <li>Please review the IPP (Integrated Program Planning) data that focuses on trends related to student demand, and the related 'Situational Analysis' information included for your program – select the Demand Trending Tab and Situational Analysis Tab.</li> </ul>	<p>Enrollment into semester 1 has been consistent with waitlists each term. The waitlist has been aggressively managed to allow for readmission when seats available.</p> <p>Continual need for applied learning environments that enables the graduate to achieve success. We are currently under construction of a new lab facility which will increase the applied learning aspects greatly.</p> <p>All staff will also be undergoing a day workshop for integrated simulation to see how programs can work together to involve more disciplines in simulation situations.</p>
<p>3.0 Program Curriculum</p>	<p>Summary of Key Findings</p>
<p>3.1 Program Learning Outcomes and/or Sector Standards</p> <ul style="list-style-type: none"> <li>Review program level learning outcomes in preparation for curriculum mapping (vocational, essential employability skills, general education)</li> <li>Where applicable review sector standards to ensure program is keeping up with new trends, developments and requirements.</li> </ul>	<p>We have just finished two terms with the new Math for Nurses in semester one. There is a theme of weak math skills being seen and this course was developed to ensure a strong foundation prior to continuing into pharmacology in semesters 2 and 3</p> <p>The PN program is entering into the College of Nurses five year review process. The full time faculty are currently reviewing and mapping the curriculum to ensure we meet CNO requirements</p>
<p>3.2 Program of Study, Course Outlines, Delivery and Program Map</p> <ul style="list-style-type: none"> <li>Review the feedback and suggestions received from Course-level survey completed by faculty at the end of each semester.</li> <li>Review the balance and frequency of assessment types across the curriculum and their appropriateness to learning outcomes for the course and program level outcomes.</li> </ul>	<p>Team is still considering the value of semester 1 clinical (48hours). It is very short and perhaps this time would be better spent in the new lab with simulation to better prepare them for their first clinical experience.</p> <p>Along with Pharmacy Tech, the PN program has been granted an Automatic Dispensing Unit which will greatly impact and create an</p>

<ul style="list-style-type: none"> <li>• Collect a cross section of samples of student work as evidence of achievement of learning outcomes.</li> <li>• Reflect and comment upon the variety of methods used to demonstrate program outcomes.</li> <li>• Reflect and comment upon the degree of technology-enhanced delivery of the program outcomes.</li> <li>• Discuss the degree and depth to which the program is providing work integrated learning experiences.</li> <li>• Record the course in the curriculum that covers the college-wide sustainability learning outcome</li> <li>• Review (or create) Program Curriculum Map(s) to ensure that there is alignment of current courses to the overall program outcomes, including the Vocational Learning Outcomes, the Essential Employability Skills, and adherence to the General Education Policy.</li> <li>• Make recommendations to address any gaps identified or improvements required.</li> <li>• Review the program’s current admission requirements and their suitability in relation to program rigour and student preparedness.</li> <li>• Include an updated program curriculum map on your program and curriculum review web page.</li> </ul>	<p>excellent simulation opportunities for nursing students to practice the skills of dispensing and giving medication.</p> <p>Student did struggle with the newly developed Math for Nurses course (NRS222). This course is designed to ensure that all nursing students have the basic concepts of mathematical calculations in order to competently administer medications later in the program. It is the basic foundations for the pharmacology courses. Many students struggled with basic math skills. Students had to be shown how to convert, move decimals, and follow formula and long division. There is an ever growing gap between High School math and basic College Math. Possible consideration to have Grade 12 College Math a pre requisite to the program.</p> <p>New concern in regards to the Bridging program. We had a number of Math for Nurses fails which were PSW’s that entered into semester one and not through the bridging. There is now a “loop hole” where these students can instead of retaking the math, take the bridge and go straight into sem 2 if accepted. Team would highly recommend an annual meeting with PN and Bridging Faculty to ensure curriculum and/or course changes are shared with them. The Math for Nurses this Fall will be moving to 30 hours and the bridging course currently only focuses on “math” for 3 hours.</p> <p>The usage of a Clinical Lead continues to assist students as they have one person to connect with in regards to their clinical placements. The Clinical Lead works directly with the Student Placement Liaison which has been worked well. We are continuing to develop relationships with new agencies to increase our potential placement options</p> <p>Would like to consider a decrease in final practicum from 400 hours to 360 as most clinical preceptors do not work a “normal work week” which is the formula we used to create the 400 hours (40hours/week x 10 weeks)</p> <p>Recommendation to make PN Theory 3 mandatory pass so that students</p>
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	cannot progress into Sem 4 without it. Currently they can continue with the exception of consolidation. This is a huge financial burden on the student and is not the recommend course of action as it puts them out of clinical practice for almost a year.
4.0 Strategic Positioning and New Opportunities	Summary of Key Findings
4.1 College and School Alignment <ul style="list-style-type: none"> <li>Review program alignment with college priorities such as vision, mission, values, strategic plan, academic plan and the educational mandate, and / or academic priorities of the School.</li> </ul>	The program continues to strive to support the students in their journey and there is a continued need to introduce more caring into the curriculum. The PN program is scheduled to integrate Indigenous Perspective into more courses by Fall 2018. We have had our first meeting to discuss. The Faculty are in the process of mapping out their courses to identify areas to input
4.2 Competitor Programs <ul style="list-style-type: none"> <li>Analyze key parallels and differences between this program and those of its closest competitors, where applicable.</li> <li>Comment on the 'Value-added' program distinctions and their attractiveness to prospective students.</li> </ul>	Exit exams continue at the end of sem 4 and prior to consolidation. The first set of exits were very successful and all students passed (2016). This year, we have only had 2 fails (2017) with both passing on second attempt. Both these students were classified as out-of-synch and there for had been out of clinical practice for a year
4.3 Learning Pathways <ul style="list-style-type: none"> <li>Comment on recent or anticipated initiatives that promote student pathways including secondary school partnerships, dual credits, program laddering, dual diplomas, and university transfer, articulations, and partnerships.</li> <li>Identify any new pathways that could be developed.</li> </ul>	Scheduled for Fall 2018 (as mentioned above) the PN program will embark on the Indigenous Perspective Specialization. If the student choices to complete their general elective in Indigenous Studies, they will receive recognition of specialization on their diploma. We have had our first meeting in regards to mapping, which went well. All faculty will now map out their own courses to see where indigenous perspectives are relevant and are currently in or can be added
4.4 New Program or Redesign Ideas <ul style="list-style-type: none"> <li>Are there opportunities for new program initiatives based on Program, School, or community strengths and alliances?</li> </ul>	Would like to recommend Continuing Education considering a Return to Practice course for PN's (the old refresher course). We have just put through one student over the past two years and the process was not smooth. It would be easier if there was a specific course that assisted PN's that are not currently registered to meet the CNO requirements

	other than redoing the whole PN program
5.0 External Relations	Summary of Key Findings
5.1 Community Partnerships <ul style="list-style-type: none"> <li>Does your program have significant partnerships, relationships, connections, or offers of support from the community that help to enrich the program and the student experience?</li> <li>Are faculty, staff, and student involved in volunteer projects and events?</li> </ul>	Our community partners continue to support our clinical placements. We have seen an increase with our local partner of PRHC that increased their consolidation numbers from 27 (2016) to 33 (2017). We continue to look for additional agencies for experiences.
5.2 Program Advisory Committee <ul style="list-style-type: none"> <li>Comment on the distribution of Committee membership by constituency, sector, and / or region.</li> <li>Comment on the vitality of the Committee (frequency of meetings, members' level of participation, engagement, and turnover.)</li> </ul>	The PAC meeting of November 2016 went extremely well with an increase of PAC members. The members continue to be concerned of the students critical thinking abilities and intrapersonal communication and collaboration with team members
5.3 Alumni Relations <ul style="list-style-type: none"> <li>Describe the type and range of alumnae involvement in the program.</li> <li>Current and future strategies to engage alumnae in the program.</li> </ul>	PAN utilizes guest speakers Our Graduating Class of 2017 made a donation to the Alumni Association on behalf of the graduating class. The donation was over \$400.00 which was leftover money from the students fundraising for their Pinning Ceremony
6.0 Program Resources	Summary of Key Findings
6.1 Program Revenue and Expenses <ul style="list-style-type: none"> <li>Please review Integrated Program Planning (IPP) information for your program.</li> <li>Are program resources adequate, in the context of program currency and student numbers? (e.g. laboratory equipment, software, library holdings, or tools essential to program delivery and student learning.</li> <li>Are there opportunities for further program specific external revenue such as sponsorship, grants, donations or gifts-in-kind?</li> <li>Review the existing revenue and expenses associated with your program using the IPP tool and provide comments below.</li> </ul>	New Wing is underway! Current temporary lab space is very tight with 6 beds but the space is okay at present as there are only 50 students in the summer session

<p>6.2 Faculty and Staff Resources</p> <p>Please comment on:</p> <ul style="list-style-type: none"> <li>• The number and distribution of all faculty, technicians, and technologists associated with the program including full-time, part-time, sessional, and cross-appointments.</li> <li>• Profile of the faculty, and staff associated with the program including cumulative credentials, scholarship, work-related and teaching experience, and expertise in education.</li> <li>• Significant faculty or staff accomplishments such as professional recognition and awards, achievement of credentials, and appointments.</li> <li>• Hiring priorities over the next few years based on the above.</li> </ul>	<p>Staffing remains the same at;</p> <p>4 full time profs</p> <p>2-3 contract profs</p> <p>Program also supports a full-time lab technician as well as Clinical Leads</p> <p>Support staff</p> <p>Clinical Instructors</p>
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## Program Improvement Plan

Based on the analysis of your key findings, identify areas that require attention and action in the next 1-3 year timeframe. Ensure that you only recommend actions that reflect the program's priorities and its capacity to achieve them, and record the success of any changes implemented and the means by which they are being evaluated.

Recommended Improvements:	Timeframe	Person(s) Responsible	Action Taken Proceeding = P Completed = C Not Feasible = NF
Continue to monitor academic trends to determine if the curriculum is supporting the trend. Eg. Math for Nurses We had numerous fails over the two semesters and have increased 15 hours of seminar to allow for more hands on time	2017-2018	PN Team-Faculty for Math for Nurses	
Continue to develop the Indigenous Perspective and map out courses that would be good matches for content so that we are ready for the Specialization in Fall of 2018	2017-2018	PN Team and Coordinator	
Increase simulation time in labs by decreasing and eliminating a lecture environment prior to demo	2017-2018	Lab Faculty and PN Team	
Ensure that the PSW to PN Bridge is aligned and that the Transitions course effectively prepares the bridging student for semester 2. Would support the transitions course to be increased in hours to add content of math, learning plans, and care plans. Would highly recommend that a Faculty member from PN be teaching the Transitions course	2017- 2018	PN Coordinator, PN Team, Continuing Education Lead and Bridging Faculty	
