



PROGRAM REVIEW

A PROCESS FOR SELF-EVALUATION AND CONTINUOUS IMPROVEMENT

Nursing

BERGEN COMMUNITY COLLEGE

OVERVIEW

Description and Mission of the Department of Nursing

The Bergen Community College (BCC) Nursing Program prepares its graduates to assume an entry-level position as a registered nurse. Nursing students are actively involved as self-directed, responsible partners in the learning process. Students are educated in the classroom, in the nursing skills and simulation laboratories and in a variety of clinical settings. The program uses technology such as Computer Assisted Instruction (CAI) and the Human Child and Adult Patient Simulators to enhance learning, skills mastery and critical thinking in the application of the nursing process.

The College's Vision and Mission Statements, found in the College catalog (www.bergen.edu) are the institution's guiding principles. These statements are subsumed in the Nursing Department's Philosophy. The College Vision and Mission Statements address our commitment to a learning community, a service community, a diverse community, and a partnership community. The goal of the institution, and the Nursing Program, is to provide educational programs that prepare students with the knowledge, skills, and attitudes necessary to achieve employment goals and to enhance their personal and professional growth through lifelong learning.

Graduates of the BCC Nursing Program are employed in most of the healthcare facilities in the college's service area. Graduate Survey results indicate that the nursing program prepared safe graduates for an entry level Registered Nurse (RN) position. Measures of success include ongoing full-accreditation by the Accreditation Commission for Education in Nursing [ACEN] (formerly, the National League for Nursing Accrediting Commission [NLNAC]) and ongoing approval by the New Jersey Board of Nursing (BON). In addition, the program has been in operation for 45 years.

Philosophy

The Department of Nursing is an integral part of BCC and subscribes to the Philosophy, Vision, Mission, and goals statements of the College. The Nursing Program is designed to comply with the definition of professional nursing practice as stated in the Nurse Practice Act of the State of New Jersey. The Nursing faculty recognizes the impact of our highly developed, technological, culturally diverse society upon the health care delivery system. The Nursing Program emphasizes the health care practitioner's mandate to be responsive to the needs of individuals in our ever-changing society. The nursing curriculum, designed by the faculty,

utilizes Orem's Self-Care Model as a framework to plan and implement the educational Program Outcomes.

Program Outcomes

The graduate of this program:

- Applies the Nursing Process to assist individuals, families and groups in the promotion, maintenance and restoration of optimum health
- Adapts the nursing process according to an individual's developmental capabilities.
- Communicates effectively with individuals, families and other health team members.
- Incorporates knowledge of biological, psychological, sociological, cultural, spiritual and economic factors in the provision of care.
- Assumes responsibility for personal, professional, and educational development.
- Practices within the legal and ethical framework of nursing.
- Incorporates technical resources for the improvement of nursing practice.
- Models critical thinking in the application of the nursing process to the care of individuals.
- Demonstrates quantitative reasoning skills in nursing practice.
- Integrates teaching and learning principles into nursing practice.

Approved by Nursing Faculty 5/2006; Reviewed by Nursing Faculty 5/2014

Program goals

The BCC Nursing Program will:

- Maintain accreditation from the New Jersey Board of Nursing.
- Maintain accreditation from the Accreditation Commission for Education in Nursing.
- Collaborate with college-wide efforts to maintain accreditation from the Middle States Association of Colleges and Schools.
- Graduate individuals, 80% of whom will pass the NCLEX-RN on the first testing.

- Graduate individuals, 80% of whom will obtain employment in nursing within 12 months of successful completion of the NCLEX-RN based upon geographical norms for ADN employment.
- Graduate individuals who demonstrate involvement in continuing education.
- Graduate individuals prepared to safely deliver care in a variety of health care settings.
- Graduate individuals capable of administering care in a technologically complex environment.
- Graduate individuals who are competent when assuming the role and responsibilities of the registered nurse.
- Graduate individuals who demonstrate technological competency.

Reviewed by Nursing Faculty 5/2014

Summary of Significant Developments since the last Program Review

Administration and Staff

The Department of Nursing has undergone a complete administrative and staffing reorganization within the past few years. Departmental oversight was traditionally under the purview of a Director and Assistant Director with the assistance of a level I Secretary. The Director, Assistant Director and level I Secretary retired within the last two years. In order to meet the needs of the Department of Nursing, an Associate Dean, Assistant Dean/Clinical Coordinator and a Senior Secretary were hired.

In March 2013, Dawn Kozlowski PhD, RN, CNE, joined the BCC Department of Nursing as the Associate Dean. Dr. Kozlowski has worked in nursing education for the past 25 years. Her most recent administrative appointments included Associate Professor and Associate Director at Caldwell College in Caldwell, NJ (August 2012 – March 2013); Assistant Professor and Assistant Dean of Undergraduate Programs at the University of Medicine and Dentistry of NJ (UMDNJ) School of Nursing (SON) in Newark, NJ (2004-2009); and, Assistant Professor and Director of the MSN in Education Program at UMDNJ SON (2009-2013). She holds a baccalaureate in nursing from Kean University, a master's in Nursing Education from New York University and a doctorate in Health Services from Walden University. She holds certification in online learning from Walden University and is a Certified Nurse Educator (CNE) from the National League for Nursing (NLN).

Dr. Kozlowski is qualified to provide direction to the BCC Department of Nursing. A successful teacher, program evaluator and academic administrator, Dr. Kozlowski has provided oversight to a complex undergraduate curricula with 4 programs of study which included, ADN, generic BSN, RN-BSN, and Accelerated BSN programs. She has managed academic budgets as

large as \$4 million. The blending of expert educator, program evaluator and academic administrator makes Dr. Kozlowski an especially good fit for leadership of the BCC Department of Nursing.

The program was faced with ongoing challenges of evaluating current clinical settings, obtaining new and varied clinical settings, and developing processes and policies for clinical education. Also, as the program has reduced the clinical group sizes to enhance student learning, additional adjunct faculty were hired. A position was needed to offer professional development, manage, and evaluate clinical and lab adjunct faculty. The position is that of Assistant Dean and Clinical Coordinator, which was filled in May, 2014 by Dr. Pamela Forte.

Dr. Forte has worked in nursing education for the past 29 years. Her education includes a baccalaureate and Master of Science degree in nursing (MSN), as well as a Doctor of Nursing Practice (DNP) degree. She has held the positions of Senior Clinical Coordinator and Clinical Coordinator (2007-2014) at Quinnipiac University with nursing students enrolled in generic Bachelor of Science in nursing (BSN), accelerated BSN, MSN, and DNP programs. Dr. Forte has also worked as an adjunct nursing faculty member teaching in clinical and laboratory settings at Quinnipiac University's nursing program (1997-2007). Her career in nursing education began (1986-1996) as a nursing instructor teaching in the classroom and clinical settings at St Francis Hospital School of Nursing, a diploma nursing program.

Dr. Forte has a strong background in developing partnerships with clinical agencies, building innovative clinical learning environments, providing professional development for adjunct faculty, and developing residency programs for nursing students. She also has experience in grant writing, strategic planning, program accreditation and evaluation, curriculum revision, and working inter-professionally with diverse teams of health care practitioners.

The program also hired a new full time Senior Secretary, Wendi Swaffield in January of 2014. The Senior Secretary provides high-level administrative support for the Health Professions/Nursing department including but not limited to preparing reports, handling information requests and other clerical functions such as preparing correspondence, receiving visitors, arranging conference calls and scheduling meetings.

Faculty

Although the department has 16 full-time nursing faculty (13 tenure/tenure track and 3 lecturers) educated at the master's or doctoral degree levels, the program has seen the departure of several full-time, tenured faculty. One Adult Health (Med-Surg) line has been replaced by a lecturer and another Adult Health line has not been replaced; instead, an adjunct has been hired to co-teach the lecture and lab portion of the course. A full time, tenure track maternal child health position was filled in 2014 after one of our FT tenure-track faculty members retired. Of most concern, due to faculty relocation and faculty retirement, there are neither tenured, nor

tenure track faculty instructing students in mental health content. Student instruction is currently being delivered by lecturer & adjunct faculty in the psych/mental health nursing course.

Admission criteria

WEX

As a result of the College's *General Education Committee's* deliberations and investigation into the (1) transferability of the required 3 credits in Wellness and Exercise Science for a number of programs in Bergen Community College and (2) concern for Nursing's 69 credit degree, which is over the recommended limit for an Associate degree in New Jersey by 3 credits, the 2 credit Dynamics of Health & Fitness and the 1 credit WEX experience requirement was omitted from the Nursing Curriculum and other programs at Bergen Community College (BCC).

Therefore, the Associate in Applied Science Degree in Nursing was reduced from a 69 credit requirement to 66 credits, with 33 credits in nursing and 33 credits in general education courses.

The change became effective in Fall 2012. WEX (3 credits) was a requirement for all those nursing students admitted prior to fall 2012 (ie, up to and including January 2012). The total number of credits those students were to complete was 69 (36 general education – 33 nursing). Students admitted in September 2012 and thereafter are NOT required to take WEX. The total number of credits those students must complete is 66 (33 general education – 33 nursing).

Admissions exam

The nursing program can potentially admit ninety (90) day students every fall and eighty (80) evening students every spring. The actual admission number is dependent upon the number of repeat students for that cycle. For example, there are 14 repeat students for the fall 2015 level I (semester 1) group. That means that the nursing department will be able to admit seventy-six (76) new day students ($14+76=90$) for fall 2015.

Traditionally, the program has used the HESI admission exam (A2) as the sole criteria for admission into the nursing program. Based on research conducted by the program's nursing admission committee, the policy has been changed to include the student's GPA as part of the admission criteria. Admission candidates are ranked according to their overall score that is calculated from their GPA (40%) and the A2 cum score (60%). This nursing admissions policy was implemented in spring 2014. A cut-score was not identified at that time. After a careful review of the admitted students' overall score, it is noted that the lowest A2 cum scores were as follows: sp 2014 = 74%; fa 2014 = 59%; sp 2015 = 75% and fa 2015 74.67%. There was significant variation in the Math, Science and English composite scores for all admission cohorts

in the cycles cited above. The GPA's played a significant role in the fall 2014 cohort ranking; GPA's for this group were as follows: 4.00 = 16 students, 3.90-4.00 = 9 students, 3.50-3.90 = 43 students, and 3.27-3.49 = 17 students. Please also note that cited GPAs may not be reflective of scholastic ability as many students take one or two classes per semester. Michael DiBartolomeo, our new Dean of Enrollment Services, has agreed to provide a cumulative GPA for each nursing candidate in the future. Meaning that the admissions department will calculate a true GPA based on all of the transcripts received for each candidate; this will decrease the potential of a skewed ranking due to inflated GPAs.

The faculty has reviewed admissions statistics since the 2014 policy change and has determined that a cut-score of 78% for the Math composite score, Science composite score, and the English composite score be instituted for the spring 2016 admissions cycle. The Department is currently seeking the necessary approvals for this change in policy.

Remedial Math

All students must take the Basic Skills Placement prior to admission. This test will determine the need for developmental coursework. All developmental coursework must be completed before entry into the first nursing course sequence. Developmental Math courses were revised for fall 2014. Students were previously required to take MAT035 or MAT031/032. MAT035 or MAT031/032 has now been changed to MAT 040.

Student Instruction

New initiatives that have been implemented to enhance student learning and retention include:

- Faculty tutoring of level 4/senior students prior to HESI/NCLEX testing in spring 2014; resulting in approximately 50% of the participating students identified as weak passed NCLEX.
- Inclusion of standardized testing (HESI) throughout the curriculum (20% of total course grade) and a comprehensive HESI (20% of total course grade) as part of the final course average
- Recommendations for remediation for 'high risk' students (ASAP). The ASAP policy was initiated in the fall 2013 semester. The purpose of this policy was to identify "at risk" students and to provide guidance to enhance students' learning experiences, improve retention, and course grades. Data was collected in the fall 2013 semester to determine whether students were following through on this policy (see Appendix A). The ASAP policy is currently undergoing a re-assessment by the nursing faculty for potential modifications or replacement of this policy.

- Three iPads were purchased and placed in the library for student use in the fall 2014 and spring 2015 semesters. The purpose of the iPads is to improve student engagement and student success in the nursing program. The objectives are listed below:
 1. Encourage student use of technology in the classroom and in the clinical setting to support evidence-based practice, research, and knowledge
 2. Increase the availability of learning resources in the classroom and in the clinical setting
 3. Provide students with needed information that is accurate and timely for enhancing learning in the classroom and in the clinical setting

Applications were placed on the iPads to assist students in preparing for the national nursing licensing examination (NCLEX). Data collected on the usage of the iPads by nursing students in the fall 2014-spring 2015 semester demonstrated a total of 106 times the IPADs have been logged as signed out in the library.

- Creation of assignments that engage students and improve accountability for self-directed learning. HESI case studies have been assigned as an ungraded, self-directed learning activity in many nursing courses.
- In the spring of 2015 an additional adult human patient simulator, *SimMan 3G* was purchased. Training has been completed for 13 nursing faculty, 4 respiratory therapy faculty, and 1 paramedic science faculty member. Plans are being developed for a proposed fall 2015 inter-professional implementation with the other BCC Health Professions' departments.

FOCUS ON STUDENTS

Demographics

The following two tables show the program's enrollment by Gender and Ethnicity/Race for the Fall 2012 and the Fall of 2013.

Enrollment by Gender and Ethnicity/Race Fall 2012

Race	Male	Female
White	40.3%	50.2%
Hispanic (or unspecified)	19.4%	20.1%
Asian	21.0%	14.2%
Black	9.7%	6.7%
Unknown	9.7%	7.5%
All Other	0.00%	1.3%

Enrollment by Gender and Ethnicity/Race Fall 2013

Race	Male	Female
White	34.3%	43.7%
Hispanic (or unspecified)	14.3%	17.5%
Asian	30.0%	10.7%
Black	2.9%	9.2%
Unknown	15.7%	9.7%
All Other	2.9%	9.2%

The BCC Nursing Program's demographic data reflects the most common ethnicity/race reported for both males and females was White, followed in second place by Asian for males and Hispanic for females. Comparing BCC's ethnicity/race statistics to other Associate Degree RN programs in the state of New Jersey shows White was the predominant Ethnicity/Race, but unlike BCC, Black is reported as the second highest in race/ethnicity, followed by Hispanic. The state of New Jersey data below does not separate the race/ethnicity by gender.

Race/Ethnicity of Graduates of Associate Degree RN-Producing Programs in 2006

<i>Program</i>	<i>White</i>	<i>Black</i>	<i>Asian/PI</i>	<i>Hispanic</i>	<i>Native American</i>	<i>More Than 1 Race</i>	<i>Other</i>
AD	60.2%	19.8%	6.4%	10.0%	0.7%	0.09%	2.7%

Source: New Jersey Collaborating Center for Nursing:

http://www.njccn.org/sites/default/files/research/2006_njccn_educational_capacity_report_rn.pdf

Enrollment

Statistics on enrollment versus completion rates for a five year time period in the BCC Day and Evening Nursing Programs are shown in the tables below:

Day Program Fiscal Year Enrollments vs. Completions, 5 Years

	Total Enrolled (includes day and evening cohorts)	Completed
2009	146	37
2010	171	53
2011	168	55
2012	167	66
2013	159	53
All Years	811	264

Evening Program Fiscal Year Enrollments vs. Completions, 5 Years

	Total Enrolled (includes day and evening cohorts)	Completed
2009	219	55
2010	218	51
2011	231	56
2012	227	59
2013	223	59
All Years	1118	280

From the data presented on completion rates, for most years in the five year time period, the day program students have demonstrated higher rates of completion as compared to the evening program students. It is important to note that the day program admits 10 more students than the evening program (ie, 90 day students in fall and 80 evening students in spring). Additional data is needed to determine why attrition rates are high in both programs, but particularly higher in the evening program. Based on the information cited in the tables above

the actual attrition rate is approximately 50% from time of admission to graduation (2 years). Students must complete all degree requirements within four (4) consecutive years per nursing policy. Retention has not been calculated for a 4 year period.

Student Satisfaction

Graduates' Answers to the Main Graduate Follow-up Survey conducted by BCC 2008-2012

Surveys are mailed to all graduate students. The table below provides the number of graduates responding to the overall graduate survey by calendar year.

Number of Total Respondents to the Graduate Survey by Year

2008	2009	2010	2011	2012
31	26	29	14	15

Below is a list and frequency count of similar Student Satisfaction subjective comments received in the years spanning 2008-2012. The numbers of students providing subjective comments was low in comparison to the number of students responding to the overall graduate survey (overall numbers of students responding to the graduate survey appear in the table provided in this section of the report).

1. Well prepared for nursing (occurred in 6 student comments in the years 2008-2010)
2. Satisfactory/Excellent comments about professors (occurred in 5 student comments in the years 2008-2012)
3. Need for career placement assistance (occurred in 5 student comments in the years 2008-2011)
4. More clinical time needed or more “hands-on” experience needed (occurred in 5 student comments in the years 2008, 2009, and with greater frequency in the year 2012)
5. Unsatisfactory comments about professors (occurred in 4 student comments in the years 2011-2012)
6. Financial Aid lines very long and/or unanswered calls (occurred in 3 student comments in the year 2012)
7. Excellent nursing program (occurred in 3 student comments in the years 2008-2010)
8. Associate degree nursing graduates have difficulty finding a job, hospitals desire baccalaureate nursing graduates (occurred in 3 student comments in the years 2010-2011)
9. Challenging nursing program, learned “a lot” (occurred in 2 student comments once each in 2010 and 2012)

*Please refer to (Appendix B) for the written student comments provided by BCC's Center for Innovation in Teaching and Learning (CITL) for the purpose of this report. The above list is a summary of "common themed" comments' frequency and years of occurrence.

Faculty Participation in Assessment Activities and Results of Assessments

Faculty assesses course learning outcomes at the end of each semester on an ongoing basis throughout the four-semester curriculum. Examinations, quizzes, assignments, projects, case studies, teaching and discharge plans, reflections, presentations on nursing trends, and community service provide didactic assessment. Course faculties complete clinical assessments of the effectiveness of clinical sites at the end of each school year during May meetings.

Level one and three administer a level HESI test at the end of the respective courses. As part of the curriculum in level two, a mid-program HESI test is administered. Level four has a HESI exit test at the end of the semester. Along with the didactic coursework, and the HESI testing, the National Council of State Boards of Nursing, NCLEX licensing examination is taken after graduation from the program. The NCLEX examination must be passed successfully to be licensed as a Registered Nurse (RN). The BCC Nursing Department NCLEX results for the past 5 years are reported below in the second column. The average National NCLEX pass rates for all Associate Degree Nursing Programs are listed in the third column.

NCLEX Pass Rates Years 2008-2014

YEAR	BCC Nursing NCLEX (first time pass rates)	Average National NCLEX Associate Degree Nursing Programs (first time pass rates)
2014	77.32%	80.71%
2013	80.18%	81.43%
2012	85.48%	89.32%
2011	88.79%	86.99%
2010	92.16%	86.46%
2009	91.84%	87.61%
2008	94.79%	86.20%

The Nursing Department faculty and staff have met on several occasions in the spring 2015 semester to discuss the declining NCLEX scores. The faculty have voted to raise the HESI admission test cut-scores in science, math, and English to 78% (effective spring 2016), necessary approvals are being sought within BCC for this change. In addition the faculty voted to set 78% as the passing grade for all nursing courses. The 78% passing grade for all nursing courses has been presented to the college-wide Curriculum Committee. The Nursing Orientation that is held for every Level 1 nursing cohort (prior to beginning their Level 1 courses), will be expanded to a 3 day long orientation beginning in the summer of 2015 with the purpose to better prepare students for the rigor of the Nursing Program and to improve awareness of student support services on campus. This expanded orientation will include sessions on: study skills, time management, test-taking strategies, the tutoring center support, HESI and Evolve training, and a library orientation.

The Nursing Program is assessed through graduate surveys sent out to BCC nursing graduates. The online survey is sent from the BCC's CITL. The results from these surveys are compiled by CITL and they are then shared with the Nursing Department. The results of the graduate surveys appear in the section of this report titled Student Satisfaction.

Employer surveys are sent to the BCC clinical affiliating institutions for feedback on our graduates who are employed at their institutions as RNs. It has been very difficult to receive this feedback however, since the employer survey return rate is very low. The Nursing Department has started hand-delivering and collecting the employer surveys this past fall 2014 and spring 2015 with a slight improvement seen in the return rate. The results of the employer surveys that were collected in the past academic year are included in (Appendix C).

Advisory Board meetings are held semi-annually in the Nursing Department. The members of the Advisory Board provide feedback on the performance of our current students as well as our nursing graduates. The last Advisory Board meeting was held on January 8, 2015. The feedback from the clinical affiliating members at this meeting was overall positive on the BCC nursing graduates' job performance. The difficulties all new nursing graduates are demonstrating with critical thinking was mentioned, but this was not felt to be any different for the BCC nursing graduate than any other new graduate nurse. The function and composition of the Advisory Board is described in further detail in the section of this report entitled Focus on Community.

Faculty utilizes Moodlerooms in each level course. Methods of student assessment on the Moodlerooms include case studies and some courses use Moodle for testing.

Student Success

The following charts shows Completion rates by Gender and Race/Ethnicity for the five year period from 2009 thru 2013 in both the Day and Evening Nursing Programs. Although there is some diversity among both the female and male student populations, the predominant race/ethnicity of students completing the program is white for both males and females.

Day Program Graduates by Gender and Race/Ethnicity for 5 Years

	2009	2010	2011	2012	2013		2009	2010	2011	2012	2013
	Female						Male				
Asian	7	5	7	10	2		3	6	5	5	2
Black	1	4	3	3	2		0	0	1	1	3
Hispanic, all races	7	7	8	5	5		0	2	1	0	2
Other	0	0	0	1	0		0	0	0	0	0
Unknown	1	2	3	3	3		1	2	1	1	0
White	16	23	22	33	33		1	2	4	4	1
Total	32	41	43	55	45		5	12	12	11	8

Evening Program Graduates by Gender and Race/Ethnicity for 5 Years

	2009	2010	2011	2012	2013		2009	2010	2011	2012	2013
	Female						Male				
Asian	12	11	6	5	4		4	2	2	6	2
Black	4	4	2	5	5		0	0	2	1	1
Hispanic, all races	6	7	3	8	9		0	1	3	4	3
Unknown	2	1	3	3	4		0	0	1	0	1
White	25	21	32	22	24		2	4	2	5	6
Total	49	44	46	43	46		6	7	10	16	13

Once students have completed the BCC Nursing Program, the majority of students now enroll in another college in a degree granting program. In the years 2008-2012, the lowest number of students enrolled in a another college degree granting program ranged from a low of 30.8% in 2009, to a high of 66.7% in 2012, the most current year for which we have data.

Have you enrolled at another college in a degree granting program since your graduation from BCC?

	2008		2009		2010		2011		2012	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Yes	14	46.7%	8	30.8%	12	41.4%	7	53.8%	10	66.7%
No	16	53.3%	18	69.2%	17	58.6%	6	46.2%	5	33.3%

The majority of students who enroll in a college degree granting program after graduation are enrolled as part-time students and in the years ranging from 2008-2012, most students had 64 or more BCC earned credits accepted at the college in which they enrolled.

Current status in a College Degree Granting Program after graduation from BCC's Nursing Program

	2008		2009		2010		2011		2012	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Full-time Student	10	58.8%	2	25.0%	2	15.4%	1	14.3%	4	36.4%
Part-time Student	3	17.6%	3	37.5%	10	76.9%	6	85.7%	7	63.6%
No Longer Enrolled	4	23.5%	3	37.5%	1	7.7%	0	0.0%	0	0.0%

How many credits earned at BCC were accepted at the college you indicated?

	2008		2009		2010		2011		2012	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Less than 32	0	0.0%	1	12.5%	2	18.2%	4	57.1%	1	10.0%
33 - 63	1	14.3%	3	37.5%	3	27.3%	1	14.3%	3	30.0%
64+	6	85.7%	4	50.0%	6	54.5%	2	28.6%	6	60.0%

On a scale of 1-5 with 1 being poor and 5 being excellent, the overall rating by year for how well BCC courses prepared them for their further education, the ratings ranged from the high average to good ranges.

Excellent = 5.0 ----- Good = 4.0 ----- Average = 3.0 ----- Fair = 2.0 ----- Poor = 1.0

How well did the courses you completed at BCC prepare you for further education?

	2008	2009	2010	2011	2012
Composite Score	3.80	4.13	4.42	3.43	4.00

Most of the BCC nursing students who continue their education after graduation from BCC do so at in-state colleges and universities. There are a smaller number however, who do attend out of state schools after completion for BCC Nursing Program. Alumni of BCC's Nursing Program report attending the following colleges after graduation:

What is the name of your current (most recently attended) college?

2008	2009	2010	2011	2012
Ramapo College (2 Grads)	Ramapo College (5 Grads)	Ramapo College (2 Grads)	Thomas Edison State College (2 Grads)	Ramapo College (5 Grads)
College of Saint Elizabeth (1 Grad)	Keuka College (1 Grad)	William Paterson University (2 Grads)	Drexel University (1 Grad)	Drexel University (1 Grad)
Felician College (1 Grad)	UMDNJ (1 Grad)	College of Saint Elizabeth (1 Grad)	Jacksonville University (1 Grad)	Chamberlain College (1 Grad)
Kean University (1 Grad)	-	Felician College (1 Grad)	Ohio University (1 Grad)	Rutgers University (1 Grad)
New York University (1 Grad)	-	UMDNJ (1 Grad)	Western Governors University (1 Grad)	Thomas Edison State College (1 Grad)
Saint Peter's University (1 Grad)	-	University of Indianapolis (1 Grad)	-	University of Texas (1 Grad)

Data needs

Data is needed from each nursing course which assesses the effectiveness of teaching methods, assessment methods, clinical and clinical conference (skills lab) experiences (where applicable), and student comments. Student comments are currently assessed with a course evaluation tool that is compiled and analyzed by the BCC Center for Institutional Effectiveness (CIE), but this evaluation tool is general in nature and it does not evaluate specific aspects of course effectiveness such as particular teaching methods and assessment strategies. For example, data will be needed to assess the effectiveness of the HESI course tests and the use of iPads for student independent learning.

Level and course meetings minutes will assist in providing a method to assess the curriculum, student progression, and student remediation/retention. Documented minutes of level and course meetings would also promote a longitudinal analysis of the program effectiveness.

The Nursing Department faculty and staff are currently reviewing our program policies on admission, teaching methods, student preparation, student progression, and remediation as ways to determine the most effective strategies to address and reverse the declining NCLEX

scores. Outcome analyses of any programmatic changes will need to be planned to assess their effectiveness.

Data is needed on retention rates for a 2- and 4-year period. Subjective data should also be included; such as: reasons for withdrawal, personal hardship, family influences, etc.

Data is needed on graduate program satisfaction rates for six to twelve months post-graduation and should include qualitative and quantitative measures per our accreditation standards

Data is needed on job placement rates for six to twelve months post-graduation and should include qualitative and quantitative measures per our accreditation standards.

Data is needed on employer satisfaction rates for six to twelve months post-graduation and should include qualitative and quantitative measures per our accreditation standards

Additional data on the number of students who complete a college degree program (primarily a B.S.N. degree post-graduation from BCC and the number of years it has taken the students to complete their B.S.N.) would be helpful to know in developing new and improving existing B.S.N. articulation agreements.

FOCUS ON FACULTY AND STAFF

Full-time and adjunct nursing faculty are credentialed with a minimum of a master's degree in nursing and a valid New Jersey RN license. The department has 16 full-time nursing faculty (13 tenure/tenure track and 3 lecturers) educated at the master's or doctoral degree levels. One faculty member holds a doctorate degree in Adult and Higher Education (Ed.D.) and two faculty members hold DNPs. Three nursing faculty members are currently matriculated in doctoral degree programs.

Faculty are committed to life-long learning. They attend professional educational programs on campus, professional nursing conferences, and education conferences. All faculty hold the certifications required for their faculty positions in addition to advanced certifications. Faculty obtain a minimum of 30 continuing education units (CEU's) biannually as required by the New Jersey state BON for license renewal.

Support staff includes a full-time nursing Professional Assistant who is a Master's prepared RN. Her duties include but are not limited to: the supervision of student practice in the skills laboratory, utilization of the Patient Simulators, assisting with validation of student skill proficiency, and maintaining contracts with the clinical agencies. She also teaches and evaluates students on skills validations.

Please refer to the section entitled "Summary of Significant Developments since Last Program Review" for information regarding the Associate Dean and Assistant Dean/Clinical Coordinator.

Demographics

Presently there are 13 full-time tenure/tenure track faculty a decline from previous years. There are three lecturers, which is unchanged from the previous year. The number of adjuncts hired as clinical faculty to supervise students' clinical learning has increased and affords a faculty to student ratio of approximately 1:8 in clinical settings. This ratio is well within the BON mandate for a maximum teacher-to-student ratio of 1:10 in the clinical setting.

Faculty/Staff Distribution by Title

	2012	2013	2014	2015
Director	1			
Associate Dean		1	1	1
Assistant Dean/Clinical Coordinator			1	1
Full-time tenured/tenure track faculty	15	15	16	13
Lecturer	4	1	3	3
Adjunct	16	16	24	28
Professional Assistant	1	1	1	1
Secretary	1	1	1	1

Composition of Nursing Program Faculty by Gender & Racial-Ethnic Background

Year	Female	Male	Black/ African American	Native American Alaskan Native	Asian	Native Hawaiian Pacific Islander	White	Hispanic Latino
2012		1					1	
	37		1		1		34	1
2013		2					2	
	34		2				30	2
2014		2					2	
	45		3				38	4
2015		2					2	
	48		2				42	4

Professional Activities

Full and part time faculty are involved in a wide range of professional activities. Please refer to the Focus on Support section of this report under “Other Faculty Resources” for a partial listing of faculty development programs offered at BCC.

The full time faculty members each submit an annual Activity Report to the Dean of Health Professions which details their professional activities for the academic year.

The Associate Dean and Assistant Dean/Clinical Coordinator are involved in many professional activities such as NJ ADN Council and serving as nursing accreditation site visitor and Evaluation Review Panel member. In addition, the nursing administrators participate in college-wide activities which include but are not limited to: Health Professions Information Sessions, Health Professions Student Orientation, Staff Senate, and College Council to name a few.

Continuing Education

Faculty and nursing administrators regularly attend conferences, seminars and/or participate in other continuing education activities for their professional development, and to meet licensure and credential requirements. Six hold certifications in Nursing Education.

569/2/2014
TABLE 2.1
FACULTY PROFILE TABLE

Faculty Name	FT/ PT	Date of Initial Appoint- ment	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees	Institution Granting Degree	Areas of Clinical Expertise	Academic Teaching (T) & other (O) Areas of Responsibility
FULL TIME FACULTY									
Maryanne Baudo	FT	9/1999	Associate Professor	BSN	Wm Paterson University	MSN NP-C DNP	WPU	Adult Health, Medical/Surgica l	T-Basic Concepts Physical Assessment; Pharm O-Dept Admissions College wide-Library
Linda Bowersox	FT	2010	Lecturer	BSN	Felician College	MSN APRN	WPU	Adult Health	T-Basic Skills & Concepts & Physical Assessment
JoAnne Diamantidis	FT	9/2004	Associate Professor	BSN	Hunter College	MSN Pediatric clinical nurse specialist	University of Penn	Peds, OB, Adult Health, Psychiatry	T – Peds OB and med surg O – department/college wide committees, nursing advising
Patricia Durante	FT	9/1981	Associate Professor	BSN	Seton Hall University	MA	NYU	Adult Health	T-Adult Health, Basic Concepts O-Pinning coordinator/department committees
Maria Fressola	FT	9/1997	Professor	BSN	Pace University	MA M.Ed Ed.D (CNE) Peer Reviewer cert for online education Train the Trainer Peer Cert	Columbia Columbia Columbia NLN Quality Matters QSEN	Adult Health	T-Adult Health O-tutoring Advisor Chess club; college senator; Dept/college wide committees

Faculty Name	FT/ PT	Date of Initial Appoint- ment	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees	Institution Granting Degree	Areas of Clinical Expertise	Academic Teaching (T) & other (O) Areas of Responsibility
FULL TIME FACULTY (continued)									
Marie Griffo	FT	9/1985	Associate Professor	BSN	Adelphi University	MA	NYU	Adult Health	T-Adult health, Physical Assessment O-Speakers Bureau ACS; senator/dept committees
Margaret Hayes	FT	1/2006	Associate Professor	BSN	St. Peter's College	MSN Post Masters Nursing Ed CNE 2009	St. Peter's Rutgers University NLN	Adult Health Psych/Mental Health Nursing	T-Basic concepts and skills Mental Health O-Advisor Student Nurses Org; dept/college wide committees College Senator
Joan McManus	FT	2/1976	Professor	BSN	WPU	MA (PSEC) Post Secondary Ed Cert	NYU Rutgers	Adult Health	T-Adult Health; Physical Assessment O-dept/college wide committees voluntary missionary trips to Haiti
Lillian Ostrander	FT	9/1983	Professor	BSN	Hunter College	MSN MALS Cert – Race and Culture	Hunter Ramapo C. Ramapo C.	Adult Health	T-Adult Health; Pharmacology; Spanish for Health Professionals O-Dept/college wide committees; Project Leader – Hispanic Outreach Initiative; co-director T-5 Grant Proposal
Carrie Polnyj	FT	9/1994	Professor	BSN	Fairleigh Dickinson University	MA MALS	NYU Ramapo C.	Adult Health	T-Adult Health; Physical Assessment O-Dept/college wide committees
Mary Santorelli	FT	9/1/2014	Lecturer	BSN	University of Pennsylvania	MSN	University of Pennsylvania	Psych/Mental Health Nursing	T-Mental Health

Faculty Name	FT/ PT	Date of Initial Appoint- ment	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees	Institution Granting Degree	Areas of Clinical Expertise	Academic Teaching (T) & other (O) Areas of Responsibility
FULL TIME FACULTY (continued)									
Natalie Timme	FT	1/1975	Associate Professor	BS	Alfred University	MA Nursing Education	New York University	Adult Health Nursing	T-Adult Health O-BCCFA Rep, Textbook Committee Chair Nursing Policy Committee Instructional Resources - Chair
Carmen Torres	FT	9/2/2014	Assistant Professor	BSN	William Paterson University	MSN MHS CNE	William Paterson University New Jersey City University National League of Nursing	Maternal-Child Nursing	T-Maternal Child Nursing O-Dept/college-wide committees: Admissions & Retention; Nursing Student Services
Toni Tortorella	FT	7/2000	Associate Professor	BSN	SUNY Downstate	MSN DNP	Hunter College	Adult Health	T-Adult Health, Basic Concepts and skills O-Dept/college wide committees
Sharon Zaucha	FT	9/2002	Associate Professor	Diploma BA	St. Francis School of Nursing NJCU	MSN CNE	Seton Hall University NLN	Maternal-Child	T-Maternal child Health O-Senate; dept committees
Margaret Touw	FT	10/2009	Lecturer	BSN	Fairleigh Dickinson University	MSN	Rutgers University	Parent/Child, Psych/Mental Health Nursing, Addiction	T-Psychiatric/Mental Health

Faculty Name	FT/PT	Date of Initial Appointment	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees	Institution Granting Degree	Areas of Clinical Expertise	Academic Teaching (T) & other (O) Areas of Responsibility
ADJUNCT FACULTY									
Jennifer Abitabilo	PT	9/2013	Adjunct	BSN	Quinnipiac University	MSN	Rutgers University	Family Nurse Practitioner	T-Adult Health
Nancy Bonard	PT	10/06	Adjunct	AAS BSN	Bergen Comm. NYU	MSN	St. Joseph's College of Maine	Adult Health Gerontology	T-Adult Health and Basic Concepts
Claire Cyriax	PT	9/09	Adjunct	BSN	Ramapo College/UMDNJ	MSN	Ramapo College, NJ	Critical Care, Adult Health	T-Adult Health theory - Lab
Joan DeMaio	PT	10/2013	Adjunct	BSN	UMDNJ	MSN	Ramapo College	Adult emergency nursing, Critical care and cardiac	T-Basic Concepts - Lab
Mariam Doss	PT	1/2013	Adjunct	BSN	Rutgers University	MSN	UMDNJ	Adult Health	T-Adult Health
Peggy Ensslin	PT	9/2014	Adjunct	BS, HCM BSN	St. Peters Felician	MBA MSN	St. Peter's College Ramapo College	Adult Health Emergency Nsg	T- Basic Concepts – Lab and Clinical
Giuseppina Finnerty	PT	9/2010	Adjunct	BSN	Seton Hall University	MSN, RN-BC	William Paterson University	Adult Health Medical Surgical, Urology, Renal, Pancreas Transplant	T- Basic Concepts Clinical & Lab, Adult Health
Jenna Forsythe	PT	9/2014	Adjunct	BSN	Ramapo College of NJ	MSN	Ramapo College of NJ	Adult Oncology & Hematology, Med/Surg	T-Adult Health and Basic Concepts
Tara Gregorio	PT	9/2014	Adjunct	BSN	University of Miami	MSN	Rutgers Newark	Family Health	T-Basic Concepts – Clinical and Lab
Donna Grotheer	PT	9/2014	Adjunct	BSN	Columbia University	MSN	Ramapo College of New Jersey	Nursing Ed	T-Basic Concepts - Lab

Faculty Name	FT/PT	Date of Initial Appointment	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees	Institution Granting Degree	Areas of Clinical Expertise	Academic Teaching (T) & other (O) Areas of Responsibility
ADJUNCT FACULTY (continued)									
Diana Hernandez	PT	01/2012	Adjunct	BSN	Pace University	MSN	Pace University	Emergency Nursing, Adult Health, Critical Care	T-Adult Health & Basic Concepts
Maureen Imbrogno	PT	2005	Adjunct	BSN	Dominican College	MSN	Pace University	Adult Health Urology, Renal, Pancreas Transplant	T-Adult Health and Basic Concepts
Rhonda Joseph	PT	2013	Adjunct	BS-HCA	Saint Joseph	MSN APN-BC DNP in progress	Saint Peter's College Fairleigh Dickinson University	Adult – gerontology	T-Adult Health Clinical
Clara Kelly	PT	9/2013	Adjunct	BSN	Ramapo College of NJ/UMDNJ	MSN	Fairleigh Dickinson University	Adult Health, Clinical Documentation	T-Adult Health Theory/Clinical
Michael Lang	PT		Adjunct	BSN	St. Thomas Aquinas	MSN	Walden University	Adult Health, Oncology, Urology, Kidney/Pancreas Transplants	T-Adult Health & Basic Concepts
Carol Maye	PT	9/2014	Adjunct	BSN	UMDNJ	MSN	UMDNJ/Ramapo	Med. Surg/ ER	T- Basic Concepts Clinical & Lab
Denise Menonna-Quinn	PT	1/2013	Adjunct	BSN	St. Peter's College	MSN	Seton Hall University	Oncology Nursing	T-Adult Health and Basic Concepts, Physical Assessment
Teresa Meyer	PT	9/2009	Adjunct	BSN	Felician College	MSN	Walden University	Adult Health, Oncology	T-Adult Health

Faculty Name	FT/PT	Date of Initial Appointment	Rank	Bachelor Degree	Institution Granting Degree	Graduate Degrees	Institution Granting Degree	Areas of Clinical Expertise	Academic Teaching (T) & other (O) Areas of Responsibility
ADJUNCT FACULTY (continued)									
Bernadette Minasian	PT	9/2014	Adjunct	BSN	Thomas Edison State College	MSN	Thomas Edison State College	Acute Care: Adult Health, Psychiatry, Women & Children	T-Basic Concepts Lab
Thomas Negri	PT	1/2014	Adjunct	BSN	Felician College	MSN	UMDNJ	Adult Health ANP	T-Adult Health
Gail Okoniewski	PT	9/2009	Adjunct	BSN	Wm Paterson University	MSN	Seton Hall University	Adult Health, Cardiac, Neurology	T-Adult Health
Pamela Pascarelli	PT	9/2009	Adjunct	BSN	Wm Paterson University	MSN	Rutgers University	Adult Medicine and Critical Care	T-Adult Health
Suzanne Peller	PT	9/2007	Adjunct	BSN	St. Peters College	MA and M.Ed	Columbia University, Teachers College	Adult Health, Peri-Operative Adult and pediatric Surgery	T-Pediatrics
Donna Rudesyle	PT	1/2000	Adjunct	BSN	Dominican College	MSN	UMDNJ	Adult Health	T-Pharmacology and Basic Concepts Lab
Noelle Schuster	PT	9/1/2014	Adjunct	BSN	Felician College	MSN	Felician College	ER, Critical Care, PACU	T- Adult Health
Barbara Schweiger	PT	9/2008	Adjunct	BSN	UMDNJ	MSN	UMDNJ	Adult Health	T-I Adult Health
Athena Serrano-Torres	PT	1/2014	Adjunct	BSN	Jersey City University	MSN	UMDNJ	Adult Health	T- Adult Health
Christine Tevlin	PT	1/2012	Adjunct	BNS	William Paterson	MSN	Seton Hall Uni.	Adult Health	T- Adult Health
Najah Thompson	PT	9/2014	Adjunct	BSN	Florida Gulf Coast University	MSN	South University	ER. Oncology	T-Adult Health

Membership in Professional Organizations

Faculty, staff and nursing administration belong to several organizations including the American Nurses Association (ANA), New Jersey State Nurses Association (NJSNA), National League of Nursing (NLN), Sigma Theta Tau, National Association of Hispanic Nurses, Association for Nurses in Professional Development (ANPD), New Jersey Educational Association (NJEA), Emergency Nurse's Association, American Academy of Nurse Practitioners and Bergen-Passaic Nurse Educators.

Faculty, staff and nursing administration have held and currently hold positions of secretary, treasurer, nurse leader and committee chairperson within some of these organizations.

Grants

In the last five years several faculty and the Assistant Dean/ Clinical Coordinator have written and been recipients of grants. These include:

- CIRD mini grant for iPads for Nursing Education
- Grant for Meti child with cameras and curriculum
- Wallerstein Grant
- Convatec Grant
- Sage Products Grant
- The New Jersey Council of County Colleges/New Jersey Center for Student Success mini-grant

Presentations

Faculty and the Assistant Dean/Clinical Coordinator have served as presenters to local and national community and professional groups on a wide range of topics.

- Grief
- Nursing as a Career Choice for Minorities and Inner City Youth
- Branding as a Formative Learning Activity
- Coaching Nursing Staff, CarePoint Health
- Incorporating Evidence-based tools in Clinical Instruction
- Personalized Care and the Older Adult: "All About Me"
- Post-Fall SBAR Huddle
- Addressing Functional Decline Proactively: "Can I Go Home?"
- Poster Presentation: "Human Caring in Nursing Professional Development".
- Use of Vimeo cameras to Promote Student Learning
- Top Gun School for Skilled & Subacute Nurses
- The Changing Nature of Suburban Health Care
- Pathway To Excellence Conference speaker
- Career Panel Essex Community College

- “Academic-Practice GAP Analysis: Lessons Learned and Next Steps Forward” Connecticut Nurses Association 108th Annual Convention, Cromwell, CT
- “Academic-Practice GAP Analysis: Lessons Learned and Next Steps Forward” at The National Conference of Nursing Workforce Centers
- “Preparing for Effective Transitions: A Collaborative Transitional Practicum,” at The 7th International Conference on Inter-professional Practice and Education co-sponsored by the University of Pittsburgh and The National Center for Inter-professional Practice and Education.
- “A Comparison of student nurse satisfaction with a dedicated education unit (DEU) model for clinical learning versus a traditional clinical learning model” at the Eastern Nursing Research Society 26th Annual Scientific Sessions

Special Projects/Recognitions

The Associate Dean was selected to participate in the competitive, year-long, *Executive Leadership in Nursing Education and Practice* program lead by the National League for Nursing (NLN) beginning in January 2016.

In 2014 two faculty members received the Bergen Community Innovation Award, for implementation of Vimeo cameras in testing students’ nursing skills.

In 2010 a faculty member volunteered in a Medical missionary trip to Haiti post- earth quake, to assist with patient care in a clinic setting and with orphanage visitations.

Receiving release time in 2010, a faculty member became Project Leader for the Hispanic Outreach Initiative. In this capacity the faculty member chaired the Hispanic Outreach Advisory committee, organized and coordinated the first Hispanic Open House at the college (Feria Educativa), participated in the initiation of college membership in HACU (Hispanic Association of Colleges and Universities), and served as Co-Director for the Title V Grant proposal.

Publications

Peggy Ensslin, an adjunct faculty member, published an article in American Nurse Today: Ensslin, P. A. (2014, November). Do you hear what I hear? Combating alarm fatigue. American Nurse Today, 9(11).

Lillian Ostrander, a full time faculty member served as contributor in updating the HIV/AIDS chapters in the 9th edition (2014) of Doenges Moorhouse and Murr, Nursing Care Plan Book

Maryanne Baudo, a full time faculty member co-authored a Nursing Entrance Exam preparatory book.

Pamela Forte, the Assistant Dean/Clinical Coordinator co-authored two articles on medical malpractice reform in the January and February 2014 issues of Connecticut Medicine, Volume 78, Issues 1 and 2.

Adjunct Faculty

Hiring

The use of adjuncts for clinical placement is determined on a semester-to-semester basis depending on the number of students enrolled in each level of the program. A list of adjuncts previously assigned as clinical instructors is maintained in the Nursing Department. The Associate Dean and Assistant Dean/Clinical Coordinator collaborate, contact the adjuncts to determine their interest in the assignments, and make the decision to hire individuals for adjunct positions. New candidates for adjunct positions are required to:

1. complete an employment application
2. submit a resume or curriculum vitae to the Associate Dean and Assistant Dean/Clinical Coordinator
3. submit three letters of recommendation
4. interview with the Associate Dean for Nursing, Assistant Dean/Clinical Coordinator and Division Dean.

All applicants must hold a minimum of a master's degree in nursing, have a valid NJ state nursing license and BLS certification. Clinical adjunct faculty must also pass a criminal background check, a urine drug screen, and meet all health requirements as specified in the BCC contracts with clinical agencies. Clinical adjunct faculty must have a minimum of three years of current clinical experience. Clinical conference (nursing skills lab) adjunct faculty must adhere to all of the above requirements with the exception of: the health requirements listed in the BCC contracts with clinical agencies and the urine drug screen that is required by clinical agencies.

Experience in education is highly recommended for all nursing adjunct faculty. Employment in the same clinical institution where the faculty will be instructing the BCC nursing students is also highly recommended as it enables the clinical faculty to have current knowledge of that health care setting's policies and procedures.

Coordination

All faculty, staff, and adjuncts in the Nursing Department report to the Associate Dean of Nursing, who in turn reports to the Dean of Health Professions. Adjunct faculty work under the supervision of the Assistant Dean/Clinical Coordinator and the full time nursing faculty. They are responsible to meet with the full time faculty members as needed at the beginning of the

semester to review course objectives. Full time faculty assign students to the clinical adjunct. Clinical conference (skills lab faculty), receive their assignments for clinical conferences from the full time nursing faculty member who leads their assigned conference section. Clinical adjuncts are responsible for completing clinical evaluations on their assigned students and submitting all required paperwork to the nursing office at the completion of their clinical assignment.

The Assistant Dean/ Clinical Coordinator provides orientation and ongoing education for the adjunct faculty. She manages the clinical faculty and is the first point of contact for any clinical site issues that may arise. The Assistant Dean/Clinical Coordinator also performs site visits to every clinical faculty member minimally once per semester. One site visit per academic year is an evaluation of the clinical faculty member.

Communication

Adjunct clinical faculty are required to maintain communication with the full-time course faculty leader and the Assistant Dean/Clinical Coordinator throughout the clinical rotation. Communication occurs verbally, via BCC email or in the course section on Moodle (the online communication platform of the college).

All adjunct faculty are required to attend semi-annual faculty conferences at the beginning of each semester. These conferences serve to keep adjunct faculty apprised of college wide policy and procedures.

Adjunct faculty are also required to attend a semi-annual Nursing Department Orientation Program scheduled after the faculty conference at the beginning of each semester. This program is designed to introduce the adjuncts to the goals and objectives of the Nursing Program and their responsibility in the evaluation of student outcomes. The Nursing Department also holds a mid-semester adjunct faculty meeting in which there is open discussion regarding the semester activities as well as educational offerings.

Support

Full-time faculty and the Assistant Dean/Clinical Coordinator are available to provide support to clinical adjuncts throughout their clinical rotation. Full-time faculty are available to help with student concerns, documentation and grading procedures. Since adjunct clinical faculty have access to Moodle, all course materials are easily accessible to them. Grading rubrics have also been provided to help them with the evaluation of student outcomes. The Assistant Dean/Clinical Coordinator provides support to the adjunct faculty on role development, clinical site information, assignment planning, and student management.

The college offers many professional development opportunities through Faculty Development and CITL. These workshops are open to all adjunct faculty and they are encouraged to attend.

Staff Profiles

The staff members of the Nursing Department include: the Associate Dean, Assistant Dean/Clinical Coordinator, the Professional Assistant, and the Senior Secretary. The position description for each staff member is provided in this section of the report.

TITLE: **Associate Dean of Nursing**

DEPARTMENT: Health Professions/Nursing

FUNCTION: Responsible for administration and leadership of the Nursing Program. The Associate Dean, for NLN purposes, will also serve as the “Director of Nursing.” The Associate Dean works closely with the Divisional Dean, the Nursing faculty and supportive staff in all matters related to curriculum and instruction in Nursing. Liaison to other College Divisions which directly impact the Nursing Program such as Student Services is expected.

REPORTS TO: Dean of Health Professions

SUPERVISES: Supervises the faculty and staff in the Nursing Programs.

MAJOR RESPONSIBILITIES:

Responsibilities include but are not limited to:

1. Provides leadership to the faculty in planning, revision and implementation of the Associate Degree Nursing Curriculum.
2. Orientation of new faculty: Full time and part time.
3. Assists new faculty in development of teaching materials and methodology.
4. Evaluate faculty with the assistance of the Division Dean.
5. Is responsible for the appointment, retention and promotion of faculty with the assistance of the Division Dean
6. Approves faculty teaching assignments with the assistance the Division Dean.
7. Develops program information for relevant College publications, i. e., catalog, admissions brochure, course description book, course requirements book.
8. Facilitates textbook and media selection process.
9. Submits preliminary information for preparation of the annual operating and capital budgets.
10. Recommends the purchase of supplies and equipment for support of the Nursing Program.

11. Requisitions facilities necessary for operation of the Nursing Program.
12. Chairs monthly meetings of the Nursing faculty.
13. Chairs Curriculum Committee of Nursing faculty.
14. Serves as an ex-officio member of all Nursing Program committees.
15. Prepares and maintains statistics related to program outcomes.
16. Maintains liaison with agencies used for clinical experience: Requests appropriate nursing units. Resolves conflicts. Coordinates all aspects of clinical affiliations.
17. Maintains liaison with approval/accrediting bodies specific to the Nursing Program: The New Jersey Board of Nursing and The National League of Nursing.
18. Provides leadership to the faculty in the preparation of accreditation self studies.
19. Prepares annual reports for The New Jersey Board of Nursing and The National League for Nursing.
20. Represents the Nursing Program at meetings of appropriate bodies, i. e., New Jersey Council of Associate Degree Nursing Program.
21. Coordinates activities related to student admission, retention, progression and graduation.
22. Provides advisement for students, resolves student problems.
Monitors students' compliance with health regulations and maintains liaison with the Bergen Community College Health Office.
23. Maintains records relevant to the Program.
24. Assumes duties as assigned by the Divisional Dean.

MINIMUM QUALIFICATIONS:

Knowledge, Skills and Abilities: Demonstrates understanding of the community college mission and practices an open door policy. Ability to establish sustainable educational programs and courses, be resourceful and actively take initiative. Must have a solid working knowledge of basic program management and tracking. Ability to work with an administrative database computer system, such as DATATEL/Colleague, is plus. Has basic proficiency in the use of the Microsoft Office suite. Exhibits strong skills in:

- Leadership
- Managing People
- Communication
- Customer and Student Focus
- Building Relationships
- Organizing
- Planning

Education: Minimum of a Master's Degree in Nursing

Experience: At least five years of teaching experience at the community college level. At least three years administrative experience in ADN programs. Evidence of participation in formal and

informal educational offerings for professional nurses and nurse educators. Current membership in appropriate professional organizations, i. e., American Nurses Association, National League for Nursing. Experience serving on committees of professional organizations and experience as an NLN Accreditation Visitor preferred.

TITLE: **Assistant Dean of Nursing - Clinical Coordinator**

DEPARTMENT: Nursing

FUNCTION: Serves as the clinical liaison between the Department of Nursing and clinical agencies. Participates in supervising, coaching, evaluating, and recruiting nursing adjunct faculty members and coordinates orientation and ongoing educational support. Identifies appropriate acute care and community clinical sites and maintains affiliations. Oversees and ensures compliance with the College program, New Jersey Board of Nursing and accrediting agency policies.

REPORTS TO: Associate Dean of Nursing

SUPERVISES: Participates in the supervision of Clinical Nursing Adjuncts but is not a formal performance manager

MAJOR RESPONSIBILITIES:

Responsibilities include but are not limited to:

1. Serves as the clinical liaison between the Department of Nursing and clinical agencies.
2. Partners with facilities and clinical programs to facilitate agreements for learning opportunities that align with program outcomes; ensures faculty productivity and student learning are optimized.
3. Engages in program accreditation process.
4. Identifies appropriate acute care and community clinical sites and maintains affiliations.
5. Participates in supervising, coaching, evaluating and recruiting nursing adjunct faculty members and coordinates orientation and ongoing educational support; makes at least one site visit each semester.
6. Communicates results of clinical site evaluations; develops and utilizes mechanisms to maintain timely processing of clinical site affiliation agreements.
7. Collaborates with Student Health Services, the Office of the Associate Dean, and faculty to verify student requirements (e.g. Criminal Background Check, student health, CPR) are current and comply with affiliation agreements.
8. Works with course faculty to create and distribute student clinical rotation lists and pertinent information to clinical facilities.
9. Maintains student compliance records and database; creates and distributes required reports.

10. Participates in departmental meetings and committee work as assigned.
11. Assumes departmental responsibilities in the absence of the Associate Dean.
12. Performs additional tasks or duties as assigned by the Associate Dean of Nursing or other designated management.

MINIMUM QUALIFICATIONS:

Knowledge, Skills and Abilities: Demonstrates understanding of the community college mission and practices an open door policy. Has basic proficiency in the use of the Microsoft Office suite. Exhibits strong skills in:

- Communication
- Customer and Student Focus
- Building Relationships
- Organizing
- Planning

Education: Master's Degree in Nursing; current New Jersey RN license

Experience: Minimum of 3 years of clinical teaching in an academic setting; this qualification may be waived for an individual with appropriate alternate experience. Experience in the review, analysis and evaluation of academic outcomes assessment is highly desired.

TITLE: Professional Assistant

DEPARTMENT: Nursing

Primary function: Facilitate the function of the nursing department's learning laboratories for students, coordinating those activities which lead to the enhancement of students' nursing knowledge and skills.

Responsibilities:

1. Coordinates all nursing laboratory instructional activities including computer lab.
2. Works closely with faculty to plan strategies that will increase the student(s) ability to meet clinical skill requirements.
3. Serves as the college's expert for the Human Simulators. Schedules time for all scenarios, and assures that the equipment is in good working order.
4. Works with individual nursing students for improvement of their skills.

5. Manages nursing lab equipment inventory and supplies, including advanced simulation mannequins.
6. Instructs students in the use of nursing lab equipment.
7. Coordinates ordering of supplies and request for purchasing of learning materials.
8. Maintains liaison with Learning Resource Center and the Center for Instructional Technology.
9. Teaches and evaluates students in the classroom and skills lab.
10. Additional duties as assigned.

TITLE: **Senior Secretary**

DEPARTMENT: Health Professions/Nursing

FUNCTION: The Senior Secretary provides high-level administrative support for the Health Professions/Nursing department including but not limited to preparing reports, handling information requests and other clerical functions such as preparing correspondence, receiving visitors, arranging conference calls and scheduling meetings.

REPORTS TO: Associate Dean of Nursing

SUPERVISES: N/A

MAJOR RESPONSIBILITIES:

Responsibilities include but are not limited to:

1. Prepares letters, reports and memoranda.
2. Creates and revises office systems and procedures by analyzing processes, recordkeeping/reporting systems, forms control, office layout and implements appropriate changes; prepares business correspondence, presentations and reports; files and effectively manages files; contributes to team effort by accomplishing related results as needed.
3. Maintains calendars, assists in scheduling Associate Dean of Nursing, time off processing and support of department staff as appropriate.
4. Schedules appointments, meetings, rooms, equipment, and catering; confirms attendance and makes appropriate arrangements prior to meeting/event; utilize judgment and be able to set priorities, organize appointments/meetings and keep leadership informed.

5. Receives, reviews and sorts all incoming correspondence; distributes external and internal mail; prepares outgoing mail.
6. Performs administrative duties at meetings as assigned; prepares agendas, distributes packets, records and transcribes minutes, secures necessary signatures and maintains permanent minute electronic files.
7. Serves as liaison for the department and maintains confidentiality of all records and issues handled in the assigned areas.
8. Assists Associate Dean of Nursing with special projects such as research, reports and presentations
9. Maintains accurate files and records, including purchasing documents for the purpose of ensuring the availability of documentation and compliance with established policies and regulatory guidelines.
10. Processes requisitions into approved purchase orders for the purpose of updating and distributing information and/or acquiring resources in compliance with established guidelines; initiates and reviews purchase orders within assigned limits for the purpose of facilitating on-site ability to acquire required supplies and/or equipment.
11. Reviews documents and data (e.g. incoming requisitions, past purchases, reconciliations, inventories, etc.) for the purpose of ensuring completeness and accuracy of purchasing process.
12. Ensures operation of equipment by completing preventive maintenance requirements; calls for repairs; maintains equipment inventories; evaluates new equipment and techniques.
13. Working knowledge of departmental process and program requirements; provides information by answering questions and requests.
14. Maintains supplies; conducts inventory and replenishes stock for all supplies; places and expedites orders; verifies receipt of supplies.
15. Performs additional tasks or duties as assigned by the Associate Dean of Nursing or other designated management.

MINIMUM QUALIFICATIONS:

Knowledge, Skills and Abilities: Demonstrates understanding of the community college mission and practices an open door policy. Has basic proficiency in the use of the Microsoft Office suite. Exhibits strong skills in:

- Communication
- Customer and Student Focus
- Building Relationships
- Organizing
- Planning

Education: High School Diploma is required; Postsecondary vocational training in office administration or college degree is preferred.

Experience: Four years of secretarial experience or an equivalent combination of education and experience.

Data Needs

Additional data that is currently not available that would be helpful to effectively evaluate this faculty and staff of the Nursing Program include: having a consistent and regularly scheduled process for the evaluation of all staff and faculty, and clearly outlined job description and goals for the faculty. The Assistant Dean/Clinical Coordinator is evaluating all PT faculty on an annual basis. To-date, we are non-compliant with ACENs Standard 2, Faculty and Staff, Criteria 2.9: Systematic assessment of faculty full-time performance demonstrates competencies that are consistent with program goals and outcomes.

FOCUS ON CURRICULUM

Summary of Program Curriculum

The BCC Nursing Program curriculum was designed by the nursing faculty and is derived from the Nursing Program Philosophy and Mission statement. The nursing curriculum was designed in accordance with the New Jersey Nurse Practice Act and the American Nurses Association Standards of Professional Practice. The faculty's beliefs about person, health, nursing, learning and education influence all aspects of the curriculum and are reflected in the philosophical concepts.

The BCC Nursing Program offers a day or evening program of study. The day Nursing Program is a four semester; (2 year) program of sequential courses. The evening program is nine semesters of sequential courses. Both the day and evening programs prepare graduates for an entry level position as a Registered Nurse (RN). The graduates of the Nursing Program earn an Associate in Applied Sciences (A.A.S.) degree. After successful completion of the AAS degree in nursing, graduates are eligible to take the NCLEX-RN examination which is required to become licensed to practice as an RN. The course sequence for the day and evening programs are listed below:

Recommended Semester Sequence Day Program

First Semester (fall)

BIO109	Anatomy & Physiology I	4
NUR181	Physical Assessment	1
NUR182	Pharmacology for Nurses	1
NUR183	Basic Concepts	6
PSY101	General Psychology	3
WRT101	English Composition 1	3
Total:		18

Second Semester (spring)

BIO209	Anatomy & Physiology II	4
NUR 281	Adult Health Nursing A	4
NUR282	Adult Health Nursing B	4
PSY106	Developmental Psychology	3
WRT201	English Composition II	3
Total:		18

Third Semester (fall)

BIO101	Microbiology	4
NUR284	Maternal-Child Health Nursing	5

NUR285	Mental health Nursing	4
SOC101	Sociology	3
Total:		16

Fourth Semester (spring)

NUR290	Adult Health Nursing C	4
NUR291	Adult Health Nursing D	4
	Humanities Elective	3
	Humanities Elective	3
	(Need not be general Ed course)	
Total		14

Day Program total credits.....66

Requirements Prior to the Evening Program

First Semester (spring)

BIO109	Anatomy & Physiology	4
PSY101	General Psychology	3
WRT101	English Composition I	3
Total:		10

Second Semester (summer)

	SOC101 Sociology	3
Total:		3

Third Semester (fall)

BIO209	Anatomy & Physiology II	4
PST106	Developmental Psychology	3
WRT201	English Composition II	3
Total:		10

Recommended Semester Sequence Evening

Fourth Semester (spring)

NUR181 Physical Assessment	1
NUR182 Pharmacology for Nurses	1
NUR183 Basic Concept & Skills of Nursing	6
Total:	8

Fifth Semester (summer)

BIO 104 Microbiology	4
Total	4

Sixth Semester (fall)

NUR281 Adult Health Nursing A	4
NUR282 Adult Health Nursing B	4
Total:	8

Seventh Semester (spring)

NUR284 Maternal-Child Health Nursing	5
NUR284 Maternal Health Nursing	4
Total:	9

Eighth Semester (summer)

Humanities Elective	3
Humanities Elective	3
Total:	6

Ninth Semester(fall)

NUR290 Adult Health Nursing C	4
NUR291 Adult Health Nursing D	4
Total:	8

Evening Program total credits.....66

Program Outcomes

The BCC Nursing Department's Program Learning Outcomes are implemented through the following ten constructs: (1) Clinical Practice; (2) Human Development; (3) Communication; (4) Knowledge (5) Professional Development; (6) Professionalism; (7) Technology; (8) Critical Thinking; (9) Quantitative Reasoning, and (10) Teaching and Learning. The BCC Nursing Program's Outcomes are listed below:

The graduate of this program:

1. Applies the Nursing Process to assist individuals, families and groups in the promotion, maintenance and restoration of optimum health
2. Adapts the nursing process according to an individual's developmental capabilities.
3. Communicates effectively with individuals, families and other health team members.
4. Incorporates knowledge of biological, psychological, sociological, cultural, spiritual and economic factors in the provision of care.
5. Assumes responsibility for personal, professional, and educational development.
6. Practices within the legal and ethical framework of nursing.
7. Incorporates technical resources for the improvement of nursing practice.
8. Models critical thinking in the application of the nursing process to the care of individuals.
9. Demonstrates quantitative reasoning skills in nursing practice.
10. Integrates teaching and learning principles into nursing practice.

The Program Learning Outcomes are drawn from Orem's Self-Care Model (Appendix D) and are implemented by the steps of the nursing process providing students with a sound foundation upon which to build their nursing practice. In summary, the organizing framework, derived from the philosophical concepts; the nursing process, and the ten program outcomes, form the conceptual picture of the nursing program at Bergen Community College.

Curriculum Map

The BCC Nursing Program Curriculum Map demonstrates nursing course learning activities in relation to the student learning outcomes (Appendix E).

Course Syllabi

All nursing course syllabi are uploaded in "Syllabi Central"
<http://www.bergen.edu/academics/syllabi-central>

Curricular Issues

Articulations

The BCC Nursing Program currently has partnerships with Kean University and Ramapo College. Additional partnerships are being discussed with three online nursing baccalaureate programs.

1. Kean University Partnership

Students enrolled in the BCC Nursing Program are able to concurrently register for Upper Division Non-Clinical Nursing Courses offered by Kean University at BCC. BCC nursing students may also enroll in the BSN degree required general education courses at BCC. This partnership program provides the opportunity for pre-licensure, A.A.S. students at BCC to complete the non-clinical upper division nursing and support courses while simultaneously pursuing their A.A.S. degree in nursing.

The goal of the Kean/Bergen Partnership program is to provide a seamless transition for students with an A.A.S. degree in nursing to advanced standing in the program leading to a BSN. A total of 88 credits can be transferred upon completion of the A. A. S. degree. This program is a traditional face-to-face program. Students are able to take 3000 level courses while enrolled in the ADN program at BCC.

Kean offers 3000 and 4000 level nursing courses on the Lyndhurst campus. Enrolment in the Kean courses during the academic year has declined for the past 3 years. BCC level 1 and II students (ie, first two semesters of nursing) state that ADN programmatic and personal challenges impede their desire to enroll in BSN coursework during the academic year. Most students who choose to take BSN courses at Kean while enrolled in the ADN program prefer to take the BSN courses during the summer. As of April 2014 there were 58 active students in the Kean program. Most students in the Kean program have graduated from the BCC nursing program. We have just been informed that Kean courses will not be offered on the Lyndhurst campus in fall 2015.

2. Ramapo College Partnership

BCC students who meet the established admissions criteria for Ramapo College will need to apply through the Ramapo College Office of Adult and Graduate Admissions once they complete their A.A.S. degree at BCC. The program will allow transfer of up to 88 credits from BCC. Depending on the number of courses taken by the student, the program to attain a BSN from Ramapo College can be completed in 3 semesters of full time study. The BSN program is administered via a hybrid methodology. To-date, students will only be able to enroll in Ramapo BSN courses once they complete all ADN program requirements.

A Ramapo liaison met with our spring 2015 graduating class for the first time in May 2015. Students have not been admitted to the Ramapo program through this partnership as of this time. Many students are interested in the program and are pursuing admission.

3. Other Partnerships

The nursing department is working to increase our partnerships with other educational institutions. For example, we are currently working with Drexel and Walden University in formulating articulation agreements.

Changes to Curriculum

The Nursing Program is currently in the process of revising the curriculum. A Concentrated Curriculum Task Force was formed in the spring of 2014. This task force has met over the course of the fall 2014 and spring 2015 semesters to develop proposals. The initial proposals have been presented to the faculty as a whole in the spring of 2015. Based on feedback from the faculty, additional revisions to the curriculum proposals are planned for the fall of 2015. The Concentrated Curriculum Task Force will communicate the revised proposals to the standing Nursing Department Curriculum Committee in the fall of 2015. The department would like to present the new curriculum to the College Curriculum Committee 2016.

Lead-in Courses

Potential candidates to the Program must be prepared for the demands of college reading and writing as well as basic mathematical calculations and critical thinking. Based upon the results of the English portion of the Basic Skills Assessment Test, a student may be placed in one of four entry level English and/or Math courses.

The minimum entrance requirements for the Nursing program are:

- GPA 2.50
- High school chemistry with a lab
- Biology with a lab
- Algebra

If these courses have been taken more than five years prior to application, the college substitutions are CHM 100 (college chemistry), BIO 109 (Anatomy and Physiology I) and MAT040 (Remedial Algebra). All applications and transcripts are due by October 1st for Spring admissions (evening program) and February 1 for Fall admissions (day program). Those meeting the minimum requirements proceed in the admissions process.

Students are permitted to transfer general education and general sciences courses, as per the BCC college transfer policies. Applicable college science courses taken more than five years ago are not transferable. All core nursing courses must be taken in the Bergen Community College Nursing Department. No Dual Enrollment or articulation agreement with high schools is offered.

All applicants are also required to take a national Nursing/Health Professions standardized admissions examination: the Admissions Assessment Examination (A2) by HESI.

A successful candidate for a health professions program at Bergen Community College must possess certain abilities and skills necessary to provide and maintain safe and effective care administered to the patient. The candidate must be able to function on an independent level without any intermediary. These skills and abilities include: observation, communication, motor skills, cognitive and intellectual skills, behavioral and social attributes.

Health Professions students must carry personal medical health insurance, professional liability insurance, and be certified in cardio-pulmonary resuscitation (CPR) by the American Heart Association (Healthcare Provider with AED) or the American Red Cross (Professional Rescuer Certification). In addition, all health professions students are required to complete health examination forms upon admission to the program, submit titers for immunity to measles, mumps, rubella, varicella and Hepatitis B. Students must also have a current Tdap vaccine and fulfill the requirement for a yearly Mantoux skin test for tuberculosis. A yearly urine drug screen is also required.

A Criminal History Background Check Requirement is required prior to admission. Clinical agencies mandate criminal history background checks for all individuals engaged in patient care, and all students must undergo criminal history background checks before admission may be offered. These checks are conducted by an external company, and the information is sent to the Dean of Health Professions. All background reports must be clear to be eligible for admission and to be invited to take any Admissions Examination. Any applicant with a background report that is NOT clear will not be eligible for consideration.

Follow-up Courses

Nursing courses are sequential. The content of each nursing course builds upon prior knowledge derived from pre-requisite courses, co-requisite courses, and prior level nursing courses. Please see the table below for the Nursing Program Test Construction Blueprint which reflects how students must use higher levels of cognition to demonstrate mastery of nursing course content as they progress through the program.

Nursing Program Test Construction Blueprint

Program Level	Knowledge and Comprehension	Application	Analysis and Synthesis
Level I	50%	40%	10%
Level II	30%	50%	20%
Level III	20%	60%	20%
Level IV	10%	60%	30%

Scheduling

Enrollment

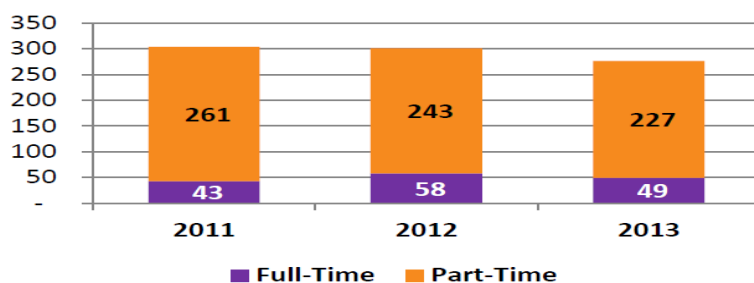
Day program enrollment take place in the fall semester and evening program enrollment takes place in the spring semester. Approximately 90 students are enrolled during the fall semester and 80 students are enrolled during the spring semester. These numbers may be slightly lower depending on the number of students who may be repeating Level 1 courses in a particular

semester. The didactic classes and clinical conference (skills lab) times are in the day time hours for the day program students and during evening hours for the evening program students. Clinical experiences in hospitals, rehabilitation facilities, and long term care settings, may differ from the posted hours, dependent on the availability of clinical placements.

The table below contains enrollment numbers for the day and evening Nursing Programs for the years 2011-2013

Enrollment Numbers for Day and Evening Nursing Programs

Student Status	2011	2012	2013
Full-Time	43	58	49
Part-Time	261	243	227
TOTAL	304	301	276



Source: SURE Enrollment File

Retention

The retention rate for student enrolled in the Nursing Program in the year 2012 who re-enrolled in the Nursing Program in 2013 was 64.5% (Source: Sure Enrollment Files).

Nursing Program retention rate calculations may be affected by students who must wait a year out of the program to repeat a nursing course from which they withdrew or failed. Nursing students are allowed to re-take a nursing course one time, for one course failure or withdrawal. The student must wait one year to repeat the course, since the same course in the day or evening programs is only offered once a year. Students who fail two nursing courses, withdraw from two nursing courses, or have a combination of one withdrawal and one failure, are dismissed from the program.

The Nursing Program has a requirement that all nursing courses in the program must be completed within four consecutive calendar years. If the Nursing Program cannot be completed within the four consecutive calendar years, a student is dismissed from the Nursing Program.

Hybrid Courses/Online Learning

There are no hybrid courses within the nursing program. An online Pharmacology Math Module was added for the fall of 2014 for Level-1 students. This module allows self-learning for

students to be prepared to take the math computation test. Students access this module via the BCC Nursing webpage and their course Moodle.

Moodlerooms are utilized in every nursing course. Increasing numbers of nursing faculty are placing online learning modules on the Moodlerooms as part of the students' course work.

Each BCC nursing student has a Evolve/HESI access code which enables the student to access online learning on the Evolve/HESI website for self-directed work with case studies, practice tests for the NCLEX examination, as well as scheduled HESI tests within each nursing course.

Assessment

The Associate Dean, Assistant Dean/Clinical Coordinator, and the entire faculty participate in regular review and development of the curriculum. Since the 2010 National League for Nursing Accrediting Commission (NLNAC) site visit and re-accreditation approval, the Curriculum Committee has reviewed, revised and obtained faculty approval for the Program Learning Outcomes. The Curriculum Committee has also developed and obtained approval for Level and Course Learning Outcomes.

The Nursing Department has a Systematic Plan of Evaluation (SPE) that is defined as an organized process designed to assess and evaluate the nursing program according to NLNAC criteria (NLNAC is now the Accreditation Commission for Education in Nursing, ACEN). Each year at the end of the spring semester the department as a whole participates in meetings to discuss college, divisional and department issues and policies. During those meetings areas specified by the department's SPE are reviewed. According to the SPE, the faculty reviews and either changes or affirms the Nursing Program Philosophy, Mission statement, curriculum, course syllabi and content. Minutes are kept on file in the Associate Dean's office. The Nursing Department also has an SPE Committee which annually reviews the SPE for applicability and any needed revision.

Faculty and students regularly evaluate classroom, laboratory and clinical learning through specific evaluation tools (Appendix G). The student course and clinical unit evaluations are reviewed by the level faculty, the Assistant Dean/Clinical Coordinator, and the Associate Dean to guide curriculum decisions and agency selection.

Faculty members of each level review curriculum content for rigor, accuracy, and currency at the end of each academic year. Suggestions for change are brought to the Curriculum Committee for review and eventual presentation to the full time faculty for action. The Curriculum Committee is comprised of faculty from each level and meets regularly to review curriculum issues and reports at the monthly faculty meetings as needed. Minutes of the department Curriculum Committee are filed in the Associate Dean's office. A faculty member is elected, each fall, to sit on the college-wide Curriculum Committee and provide reports on college curriculum issues that come before that body.

Innovations in the Last Five Years

All full time and adjunct faculty use Moodle as a course/program supplement. A Nursing Department: BCC Nursing Student Community Moodle course, a Nursing Department: Adjunct Faculty course, as well as a BCC Nursing Department Shared Drive have been implemented to further online communication within the department.

The library has updated their Comprehensive Index of Nursing and Allied Health Literature (CINAHL) Plus with full text. The library will also update the nursing STAT REF to include Board Vitals NCLEX Exam prep from Lippincott (in July, 2015), and they have purchased the American Journal of Nursing online.

The BCC Center for Innovation in Teaching and Learning (CITL) has given iPads to several full time faculty for classroom and clinical use.

As mentioned in the section of this report on Student Instruction, HESI testing has been initiated in each Level of the Nursing Program to account for 20% of a Level course grade. This change has been in effect for the past two years. The purpose of including the HESI course testing as 20% of the course grade was to motivate students to utilize the HESI/Evolve electronic learning resource. Prior to instituting HESI testing in Level courses, the HESI test was used as an exit exam from the Nursing Program, before the students were cleared to take NCLEX. This is no longer allowed by the Board of Nursing, so the change was made to include HESI tests in course grades.

In the last year, beginning in the Fall semester 2014, all didactic nursing classes are being taught by full time nursing faculty. This purpose of this change was to improve the consistency in delivery of the nursing curriculum.

Data Needs

Data is needed to assess the effectiveness of using the A2 admission exam (HESI admission exam) as a predictor for success in the first two semesters of the program.

Data is needed to assess the effectiveness of using HESI as 20% of a Level course grade.

Feedback data will be sought from full time faculty, staff, adjunct faculty and students regarding the usefulness of the Adjunct Faculty and Nursing Student Community Moodle sites.

FOCUS ON SUPPORT

Hardware, Software and Technical Support

The Nursing Department has eighteen (18) Dell desk top computers. Twelve (12) are located in B-307 a dedicated computer lab utilized for individual and group study by nursing students in all levels. The other eight (8) desk tops are located in the main nursing skills lab, B-304. Each of these 18 computers has level specific, as well as NCLEX review software on it for student use or use by faculty for assignments.

Each faculty and staff member also has a Dell desk top computer at their work station. Each of these has college supplied software including Moodle and WebAdvisor for classroom instruction and management respectively. Some, not all, faculty offices have printers which communicate with the three to four computers within that office. All faculty and staff computers are linked to the department printer located in B-305.

A new computerized *SimMan 3G* with its associated software on a dedicated laptop has been added to the main skills lab in B-306. The lap-top is also loaded with clinical scenarios depicting various patient conditions and resultant situations which can be guided to respond to students' intervention choices. All faculty have been provided with the company lead, one-day orientation to the use of the mannequin and its programs.

IT support for the Dell computers is provided by the Bergen Community College in-house IT department. Support for the *SimMan 3G* and its dedicated lap-top is provided through a contract with Laerdle, the company from which the system was purchased.

The Nursing Department faculty have access to a Scantron machine for test correction. This Scantron machine has very limited capabilities and does not allow for test analyses such as item analysis and electronic storage of test items and reports. There is a need for a more advanced Scantron machine that will have par test and par score capabilities to enable the faculty to critically assess the effectiveness of their course examinations and provide electronic test banks for future use.

Instructional Support: All nursing courses are supported by Moodlerooms. These are accessible to all in-course faculty including adjunct faculty, as well as students. Various assignments are provided to students via this platform for all nursing courses. Some courses in the program also utilize on-line testing as a means of evaluation and all courses administer HESI exams via the on-line format. Students in their first semester participate in an award winning program which evaluates competency of nursing skills. All students are validated in skill competency by filming the completion of the skill and submitting it for grading. All students in their final semester of Adult Medical-Surgical nursing are required to participate in a group project which includes the use of technology. Textbooks used in the program have on-line support available to students in the form of case studies, NCLEX-type questions and other study materials.

The Nursing Student Handbook which is reviewed yearly and revised as necessary is available online for easy reference for students, faculty, staff and administration.

Facilities and Equipment

The Nursing Department uses classrooms as provided by Scheduling for lecture sessions. The Department maintains 2 laboratory rooms that are used to teach psychomotor skills and for students to practice and master those skills on their own time. B-306, the larger lab, is furnished with 8 hospital beds that are similar to those found in many currently used clinical facilities. There are adult mannequins in each bed, and there is a bassinette with 3 baby/infant models. A full complement of durable and disposable equipment is available in the lab for student and faculty use. There are also 4 computers at the front of the lab with software related to content and skills that are taught in each level of the Nursing Program, and with NCLEX practice programs, to help students to prepare for the licensing exam that must be taken after graduation. Using funds from the Health Professions Opportunities Grant (HPOG), an adult simulation model, Sim Man, has been recently obtained and is currently housed in B-306. Sim Man replaces a METI Man simulation model that was no longer operational. Sim Man will be used by other Health Professions programs, and will likely be located elsewhere eventually, but the final location has not yet been determined. The Department purchased laptop table and computer stand for use with the Sim-Man.

The second lab, S-347 contains 6 beds and mannequins, 24 student desks, and is also equipped with a computer and large screen television that is networked to the computer so that PowerPoint presentations and videos can be displayed. This lab also contains equipment for use by faculty and students. (A full list of the inventory in each lab is provided in Appendix H). The labs are maintained by a full-time lab manager, Mary Singletary, who is responsible for ordering equipment, being present to assist students when they practice skills, scheduling hours when the lab will be open for practice, and for assisting faculty when students are tested on their mastery of required skills. Nursing faculty also help to man the lab as needed, with the hours spent in the lab as part of their teaching load. A log of student use is kept by having the students sign in and out of the lab.

When minor repairs of equipment are needed, the Professional Assistant puts in a request to Buildings and Grounds. Repairs of the beds in the labs are done by the Hill Rom company. Broken stethoscopes and sphygmomanometers are discarded and replaced, and BCC's IT Department is called for problems with the computers and software that are located in the Nursing Lab and in B-307.

In 2009, Professor Margaret Hayes applied for a grant to provide for the purchase of Flip Video cameras to be used by students when they perform validations of their skills. In the past, all skills validations were done in front of a faculty member, with the student being evaluated according to a standard set of required steps, and then being informed whether they had passed or failed. The purpose of obtaining the cameras was to allow the students to record their validations and email the recordings to their instructors, who could then review them and have the students view the recorded validation, with feedback about lapses in technique that meant that the skill was not mastered. Presently, many of the skills validations in the Basic Concepts course in Level 1 are done using this procedure. The cameras are kept in the Professional Assistant's office in B-306.

A new Health Professions Building is being constructed, with the opening projected to be late in the Spring of 2016. On the second floor there will be a Nursing Skills Lab with 10 beds, and a Nursing Assessment Lab with 10 exam tables and space to sit at least 10 students around a table. There will also be an interdisciplinary medical simulation lab in the building. Blueprints and specific information about the new building is available in the Office of the Dean for Health Professions.

Needs

Documentation of care is done electronically in most clinical facilities. At the present time, the Nursing Department does not have software that allows for teaching and practice of electronic documentation. The faculty has reviewed various programs, but to date none have been adopted, sometimes due to cost. We are continuing to examine ways to address this need so that our graduates would be better prepared to document patient care appropriately.

Teaching and practicing administration of medications could benefit from updated equipment and technology. The Department does not have computers equipped with bar code scanners, such as those that are used in facilities to safely administer medications, nor does it have the software that is needed to document medication administration.

The purchase of a ParScore/ParTest Scantron machine to assist faculty in analyzing and storing/creating teacher-made exams.

Learning Resources

The Sidney Silverman Library

The library provides multiple resources for nursing students. These resources include books, journals, periodicals, and on-line resources and databases (Appendix I). Faculty can arrange for a class visit for a review of all resources available to students as well as an introduction to the research librarian. Another avenue open to faculty is to collaborate with the librarian to develop a research project for the students to complete in order to familiarize them with the resources available to them. As a member college, faculty may visit, utilize and borrow materials from other New Jersey colleges through the Virtual Academic Library Environment (VALE) of New Jersey. The college, through the library, is a member of the Online Computer Library Center (OCLC). This group provides access to print materials in thousands of libraries. Requests for materials not owned by the Sidney Silverman Library can be requested by faculty and students via an on-line link to the Interlibrary Line form.

The Sidney Silverman Library subscribes to encyclopedias, journals, periodicals, streaming video and music through subscriptions to more than 90 on-line databases. Nursing E-books and Lippincott nursing skills videos for mobile devices can be utilized by students through StatRef. Nursing students have access to licensed nursing programs in the free-time lab; personal and group research assistance in person, through on-line 'chat' with a librarian and 'ask a librarian' e-mail; reserve test books and e-reserves; group study rooms, media viewing room;

scanners, printers and photo-copiers; iPads with nursing apps and NCLEX review materials via multiple formats.

The Sidney Silverman Library operates 81.5 hours between Monday and Saturday. The hours of operation are Monday through Friday 7:40 AM until 10:40 PM and Saturdays from 9:00 AM until 4:30 PM. Online access is 24/7.

In addition to the aforementioned resources available to faculty and students other library resources available as instructional aides are:

- VCR tapes
- DVD's
- Internet access
- Journals
- Smart Classrooms

Center for Innovation in Teaching and Learning (CITL)

CITL at Bergen Community College is committed to the motto 'faculty empowering faculty.' The faculty members in this area provide assistance, run training programs and organize special projects. For faculty who wish to develop best practices in instructional technology, instructional designers are available for advice and direction in incorporating technology into the classroom. The faculty in this department offer workshops almost daily on various topics throughout the school year, provide one-on-one support to teaching faculty and provide intensive training to faculty who are developing and/or teaching on-line and/or hybrid courses, and provide web-enhanced training. For a complete list of courses offered through this department visit the CITL homepage @ <http://ww3.bergen.edu/pages1/pages/349.aspx> .

Other Faculty Resources

New faculty orientation, which began in 2009, is a program which meets monthly to discuss topics of interest to new faculty. Some topics which have been included are classroom management and student assessment. This also provides a safe place for discussing issues, feelings of belonging and the possibility exists for new faculty members to develop as a cohort. Also on a college-wide basis is the faculty development program which is dedicated to the on-going education of all faculty members. There are numerous programs offered through the faculty development program some of which are:

- Partners in Learning – Begun in 1988. This is a statewide project sponsored by the New Jersey Institute for Teaching and Learning which pairs faculty for the purpose of sharing ideas, peer evaluation and developing a support system.
- Faculty Mentoring Project – Begun in 1994. This is a voluntary program which brings together experienced faculty and new faculty for the purpose of assistance in academic and administrative areas.

- Food for Thought – is a series of monthly lunch-time meetings open to all faculty members from all disciplines to meet and discuss pedagogical concerns.
- Women’s Institute - This program offers faculty an opportunity to network and work with one another on career development.
- Center for the Study of Intercultural Understanding – promotes a greater understanding and appreciation of diversity in society and strives to improve communication among the various cultures we encounter daily.
- Adjunct Faculty Institute - Adjunct faculty members can participate in professional development through this program.
- Sabbaticals - A limited number of sabbatical leaves are granted to faculty each year for the purpose of study and research, educational travel, and professional growth.
- CIRD Grants – faculty research projects that are focused on teaching, research and development are eligible for these.

Marketing and Public Relations

Brochures and Print Materials

The Nursing Department developed a brochure, published in March, 2010 and revised in March, 2014, which is distributed at the Information Sessions that are held throughout the academic year for students interested in any of the programs offered by the Division of Health Professions. The brochure describes the process for admission to the Nursing Program, including where to find this information on the College Website. The brochure clearly outlines entrance requirements, the need for a Criminal History Background Check as required by the agencies that are used for clinical experiences, application deadlines for the Day and Evening programs, answers to frequently asked questions, and the ADN/BSN Partnership between BCC and Kean University. The College Catalog is only available online.

Website

The Nursing Department publishes information on the BCC Website. When additions, deletions, or updates are needed, the Department Secretary, Wendi Swaffield, submits them to Beverly Margolies, who then puts them on the Website. To obtain information about admission to the Nursing Program, applicants need to go to the BCC Homepage and click on “New Students” and then on “Admissions Information”. Pages 88 and 89 of the 2014-2015 online Catalog display the courses that comprise the Nursing Program, and the sequence in which they are taken. Entrance requirements are also summarized on these pages. Information about the requirements and process for applying to the Nursing Program can also be found on pp. 22-24 in the “Policies, Processes and Procedures” link for the Academic Catalog. This link has no table of contents, however, making it difficult to easily find this information. One has to scroll

through the entire document to find the heading for this data. To assist prospective students with easily accessing admission requirements and the process for the Nursing Program, a brochure was developed on Admission to the Nursing Program (A copy of the brochure is attached to this report in Appendix J).

There is also information specific to the Nursing Program that is found by clicking on “Academic” and then on “Academic Divisions and Departments”. The Nursing Department site contains a Nursing Information Packet, which informs newly accepted students about completing the health requirements, purchasing of uniforms, obtaining malpractice insurance, and all of the steps need for them to be ready to be allowed to participate in clinical component of the nursing courses. Also on the site is the Nursing Student Handbook, which describes the Nursing Program Philosophy, curriculum, theoretical framework, progression and grading policies, and clinical evaluation process in detail. This information applies to incoming students and students in all of the nursing courses. The handbook states that policies are subject to change and that it should be reviewed by the students at the beginning of each semester. The handbook is reviewed and revised as needed by the faculty at the end of each Spring semester, and the revised version is then posted for the following Academic Year. At the beginning of each semester, students are asked to sign a form that indicates that they have read the material contained in the most recent edition of the handbook. (Refer to Appendix K and L for the Nursing Student Handbook and the Department of Nursing Student Packet.)

Special Events

The Nursing Department conducts two orientation sessions for incoming students each year, one in June and one in January. The June session is held in conjunction with the Health Professions Orientation, with nursing students attending a general session presented by Dean Barnard, and then a session that specifically addresses the requirements and expectations of the Nursing Program. The January session is for students who have been accepted into the Evening Nursing Program and is conducted entirely by the Nursing Department, under the direction of the Associate Dean and Assistant Dean/Clinical Coordinator. When students are accepted into the Program, they receive a letter that notifies them of the orientation, and the fact that attendance is mandatory. At the Nursing Orientation students are informed about scholarships, use of the Nursing Lab, BCC library resources specific to nursing, clinical agencies, attendance and uniform policies, and the availability of support to ensure success in the program. They are given the Nursing Student Handbook, and they are referred to Moodle to view the Level 1 course syllabi to find the assigned textbooks. They are encouraged to begin reading material for the first units in NUR 181, 182, and 183, as the beginning of the first semester of the program is very intense. Students who have successfully completed 2 semesters of the Nursing Program are recruited to address the incoming attendees to share hints and strategies that they have used to move through the program.

The orientation attendees are also provided with the instructions for enrolling in Elsevier/Evolve Reach, which is an educational support program that provides case studies and practice exams. BCC nursing students must enroll in this program, in that they are required to take HESI exams administered by Evolve/Reach in each level of the nursing program. The final

HESI exam is given at the end of the program to provide students with an indication of their chances of passing the NCLEX, licensing exam, specifically outlining areas of strength and weakness to assist them in preparing to take the NCLEX.

This coming June, the Nursing Department is going to pilot an expanded Nursing Student Orientation “Boot Camp” encompassing 3 days. The three days sessions will include: a review of the Nursing Department policies and procedures, interactive sessions with basic skills in the nursing skills lab, hands-on practice with the online learning system HESI/Evolve, a library orientation, presentations by campus student support services, mathematics skills, and attending the Mental Health First Aid program that has been offered at BCC through a grant.

In December and May of every Academic year, the Nursing Department celebrates the successful completion of the program by its graduates with a Pinning Ceremony. On this occasion, the graduates receive the pins that identify the BCC Nursing Program, continuing a tradition of the nursing profession. Those attending include family members, friends, the Nursing Faculty, the Vice President of Academic Affairs, the Dean of Health Professions, and the Associate and Assistant Deans of Nursing.

Recruitment

There are no formal recruitment activities conducted by the Nursing Department. The Department does participate in the Health Professions Information Sessions that are offered by the Division of Health Professions throughout the Academic Year. Anyone interested in any of the health career programs can attend. The two hour sessions are held in TEC-128, consisting of a general session with information relevant to all of the Health Professions, followed by breakout sessions for the individual programs. The Nursing Department is represented on these occasions by the Associate Dean and Assistant Dean/Clinical Coordinator. The dates for these events are published on the BCC website under the link for “New Students” and then “Admissions Information”. This information is not publicized outside of BCC, however. The currently planned sessions are/were scheduled for:

January 14, 2015
April 28, 2015
June 10, 2015
July 22, 2015
August 19, 2015
October 13, 2015
November 17, 2015
December 15, 2015
January 13, 2016

Support Services for Students

All first semester students are assigned to an advisement POD lead by a full-time faculty member. The POD remains constant throughout the students’ tenure in the program. The

students are encouraged to actively engage with their POD faculty member, either in-person or via electronic communications. All faculty have posted, as well as by appointment, office hours for the express purpose of meeting with students for support and guidance.

Tutoring is provided through the Tutoring Center of the college. Nursing tutoring specifically is provided by current nursing students, (Peer Tutors) who have been recommended by faculty members for exceptional academic performance and a Professional Nursing Tutor, who is a Master's degree prepared RN. Nursing students can receive tutoring in all aspects of the program including math for the pharmacology, subject content, study techniques, test-taking strategies, the development of nursing care plans and process recordings. There were two Peer Tutors and One Professional Nursing tutor available to the current nursing students during pre-scheduled, posted hours (4 weekdays and one weekend day per week) in spring 2015 semester. The Tutoring Center reported that the nursing students who sought out a tutor in the Tutoring Center were able to be accommodated this spring 2015 semester. In the past, there have been times when the Tutoring Center was not able to recruit enough nursing students to serve as Peer Tutors to meet the demands for this academic support.

The Skills Labs provide additional support for student learning and located in B-306 and S-347. They are staffed by a Master's prepared nurse, Professional Assistant, Mary Singletary 40 hours a week. The hours vary based on the semester, fall or spring, according to the offering of the three first semester courses. This is done because the Level 1 students have the heaviest usage of all students. It is also opened for students to practice their skills at other times during the week, and some Saturdays. These additional times are staffed by full-time or adjunct faculty based on faculty availability and contract hours. The hours of operation of the skills lab are posted in the lab and on all of the nursing bulletin boards. During particular times of the academic year, the students require more practice time in the skills lab to practice skills and prepare for skills validations or remediation. The faculty and staff have determined that additional professional support is needed in the skills lab.

The two skills lab consist of 19 hospital beds each with a low-tech mannequins which students can use for skills acquisition, practice as well as to film their validation tapes for evaluation. Additionally, there are anatomic models, sample central lines in an anatomic chest model, IV pumps, IV administration equipment, feeding tube pumps and administration sets, suction machines, PEG tubes, wheel-chairs, linens for the beds, and all necessary equipment for practicing medication administration.

The Career Development Center of Bergen Community College is host to an on campus Job Fair each semester. Students are advised to contact them directly for information on these fairs and for other career opportunities. All students in the final semester of the nursing program participate in a Jobs Skill seminar presented by the teaching faculty of that course. During this seminar, students are presented with information on how to write a cover letter and resume how to dress for success, and questions to ask on interviews.

Resources

Staffing

Currently the Nursing Department is staffed as follows: 1 Associate Dean, 1 Assistant Dean/Clinical Coordinator, 13 tenured full-time faculty, 3 lecturers, 24 adjuncts, 1 Professional Assistant, and 1 secretary. Teaching load is determined by the contract with the BCCFA, with 15 hours being a full teaching load. Overload is offered to full-time faculty on a volunteer basis to help cover clinical groups. The New Jersey BON mandates a ratio of no more than 10 students to 1 clinical instructor. Most of the sections of our nursing courses usually have 30 to 40 students enrolled, which then requires that there be 4 or 5 groups of 8 students, each assigned to a clinical unit. Faculty who are teaching lecture also cover a clinical group, with adjuncts covering the remaining groups. While a ratio of 10:1 is what is mandated, it is not ideal for student learning. The complexity of the patients that are cared for in the clinical settings and the increasing demands that technology has put on nursing practice make it difficult to provide the safest and most effective supervision of students in the clinical area. Therefore, the Associate Dean has made efforts to provide enough staff to maintain a ratio of 8 students to 1 clinical instructor.

Full-time faculty also maintain office hours as required by the college and do provide advisement in the Advisement Center and during office hours. The Associate Dean of Nursing assigns each student enrolled in the Program a full-time faculty member as his or her advisor. Students are encouraged to contact their advisors for support, assistance with academic progress, career advice, and any other issues that might impact their potential success in the Program. At present there are 24-25 students assigned to each faculty member. The list of faculty advisors and advisees is posted on the bulletin boards across from the Nursing Department Office (B-302) and the Nursing Lab (B-306).

Budget

The operating budget for the Nursing Department is approximately \$2,400,000. There isn't really much of a capital budget as computers, desks, chairs, etc. come directly from the overall college budget. The department is allotted \$1,400.00 for minor equipment and furniture.

FOCUS ON COMMUNITY

Community Groups

High School Connections

The college Admissions Office employs two fulltime recruiters who visit 30-40 high schools annually to present BCC programs. They interview prospective students and accept applications on site. Some local high school guidance counselors request campus tours for their interested students. Prospective students are able to see the health professions and nursing labs and classroom facilities. In addition, the BCC recruiters visit local hospitals and represent the school's health professions department.

High school students also learn about the nursing program through the college sponsored Open House programs and Health Professions Information Sessions. Open House programs are held several times a year. The full-time faculties represent the department at the Open House programs where they provide information and answer questions about the nursing program.

The Health Professions Information Sessions are held throughout the fall and spring semesters as well as during the summer. The Associate Dean of Nursing and the Assistant Dean/Clinical Coordinator represent the department at these sessions which are very well attended. Generally, 60-80 prospective students attend these sessions to learn about the nursing program, a number of the prospective students are of high school age.

In addition, there is a designated full-time nursing faculty member who works 3 hours a week per semester in an advisement capacity. This faculty member meets on an individual basis with prospective students who may have specific questions or who may desire an individual consultation about the nursing program and a nursing career.

Community Agency Connections

BCC nursing students participate in community based activities during certain courses in the BCC nursing program. Level One students visit local grammar and middle schools to teach proper handwashing techniques. Level four students participate in independent community based activities where they may work with a parish nurse program and offer blood pressure screening and eye exams to the public.

In the fall of 2015, the nursing faculties participated in a fund raiser to support the food bank on campus. The monies raised were donated to the Health Wellness and Personal Counseling Health Service Center on campus which works with the college food bank serving those in need within the college community.

Through our Nursing Student Association, students participate in collecting food and clothing for various community organizations in Bergen County such as: Oasis, Eva's Kitchen and other food pantries and shelters.

The Nursing Department is active in the BCC community of students, faculty, and staff. The Level One nursing students participate in health fairs on the Bergen Community College campus where they have provided information about organ transplantation, organ donation, and they have conducted health screenings, such as blood pressure checks.

Trends

The BCC Center for Institutional Effectiveness conducts Graduate Follow-Up Surveys one year after the student completes their course of study. The data obtained from 2008-2012 is reported in tables included in this section. Current employment status is reflected in the table below. Those employed full time ranged from 60-76.7%, those employed part-time 16.7-33.3%, those seeking employment from 0.0-11.5%, and those not available for employment 3.7-7.7%.

Employment Questions

What is your current employment status?

	2008		2009		2010		2011		2012	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Employed full-time	23	76.7%	17	65.4%	18	66.7%	7	53.8%	9	60.0%
Employed part-time	5	16.7%	5	19.2%	8	29.6%	4	30.8%	5	33.3%
Not employed, but seeking	2	6.7%	3	11.5%	0	0.0%	1	7.7%	0	0.0%
Not available for employment	0	0.0%	1	3.8%	1	3.7%	1	7.7%	1	6.7%

The relevance of their program of study at BCC to their current job was reported at 73.3-93.1% felt that their work was directly related, 0-23% reported it was somewhat related, and 3.3-18.2% reported it was not related, see the table below:

Is your current job related to the program of study you completed at BCC?

	2008		2009		2010		2011		2012	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Yes, directly related	22	73.3%	17	73.9%	27	93.1%	9	81.8%	13	92.9%
Yes, somewhat related	7	23.3%	2	8.7%	0	0.0%	0	0.0%	0	0.0%
No, not related	1	3.3%	4	17.4%	2	6.9%	2	18.2%	1	7.1%

Graduates were asked to name their current job, see the table below. This data indicates that the majority of nursing graduate are able to obtain employment and that they feel well prepared as they enter their field.

What is your current job?

2008	2009	2010	2011	2012
Nurse (24 Grads)	Nurse (14 Grads)	Nurse (21 Grads)	Nurse (9 Grads)	Nurse (12 Grads)

Home Care Coordinator (1 Grad)	Medical Receptionist (2 Grads)	-	Director of Nursing (1 Grad)	-
Trainer (1 Grad)	Letter Carrier (1 Grad)	-	-	-
-	Veterinary Technician (1 Grad)	-	-	-

The Graduate Follow-up Surveys also assessed how well the training at BCC's nursing program prepared the graduate for the current job, see the table below. The scores for preparation ranged from the upper "average" score to the "good" score range for the years 2008-2012.

Excellent = 5.0 ----- Good = 4.0 ----- Average = 3.0 ----- Fair = 2.0 ----- Poor = 1.0

How well did the training you received at BCC prepare you for your current job?

	2008	2009	2010	2011	2012
Composite	3.59	3.86	4.21	3.55	4.00

Annual salaries for BCC nursing graduates were consistently in the \$50,000 and up range for more than half of the graduates who responded to the survey, see the table below. In the last year surveyed (2012), 64.3% of the graduates responded that their annual average salary was \$50,000 and up.

Please indicate your approximate annual salary

	2008		2009		2010		2011		2012	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Below \$15,000	2	6.9%	0	0.0%	1	4.2%	0	0.0%	0	0.0%
\$15,000-	0	0.0%	1	5.3%	1	4.2%	1	11.1%	0	0.0%
\$20,000-	1	3.4%	4	21.1%	1	4.2%	1	11.1%	0	0.0%
\$30,000-	1	3.4%	0	0.0%	2	8.3%	1	11.1%	2	14.3%
\$40,000-	3	10.3%	3	15.8%	1	4.2%	0	0.0%	3	21.4%
\$50,000-Up	22	75.9%	11	57.9%	18	75.0%	6	66.7%	9	64.3%

In 2013, there were more program completions than job openings for the Registered Nursing Program according to the New York-Newark-Jersey City, NY-NJ-PA Metropolitan Statistical Area (MSA). The job market for RNs in the country is projected to improve in coming years as described in the next section of this report on Projections.

An additional trend affecting the BCC Nursing Program is an increasing number of hospitals hiring B.S.N. over A.A.S. degree nursing graduates. This has also affected the BCC

Nursing Program's ability to obtain clinical placements for students currently in our program, as some hospitals either do not accept A.A.S. nursing students for clinical placements, or limit the placements, (giving preference to B.S.N. students). The faculty and staff have strongly encouraged students to pursue their B.S.N. degree after graduation and the department has also increased the number of B.S.N. program articulation agreements to assist our graduates with their B.S.N. degree completion. Although clinical placements have been lost or reduced at some hospitals, the BCC Nursing Program has been able to find new, quality learning sites for our students at this time. Continuation of this trend in decreasing clinical placement sites is a concern of the faculty and staff however for the future.

Projections

Demand for healthcare services will increase because of the aging population. Nurses will be needed to educate and to care for patients with various chronic conditions, such as arthritis, dementia, diabetes, and obesity. In addition, the number of individuals who have access to healthcare services will increase, because of federal health insurance reform. As a result, employment of registered nurses is projected to grow 19 percent from 2012 to 2022 according to the U.S. Bureau of Labor Statistics. A recent analysis in the MSA from 2008-2018 shows that the number of jobs for Registered Nurses is increasing by a substantial amount. From the 2008-2018 time period there is a projected 10.9% increase in the number of job openings for registered nurses.

Funding

The Health Professionals Opportunity Grant (HPOG), provides funding for both nursing student expenses (tuition, books, uniforms, nursing kits, licensing examination fees, and immunizations) as well as professional development for nursing administration and faculty. Forty seven nursing students have received HPOG funding for their nursing education at BCC from 2011-2015. All students who receive HPOG funding complete 10 hours of service for each semester that funding is received.

The BCC Foundation also provides a number of scholarships which nursing students may apply for each year to support their education in BCC's nursing program.

External Requirements or Considerations

Accreditations

Bergen Community College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104; (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

The Accreditation Commission for Nursing Education (ACEN) accredits nursing education programs. The accreditation can be granted for varying lengths of time up to eight

year maximum. BCC Department of Nursing's current accreditation is for the full eight year term from the fall of 2010 to the fall of 2018.

A self-study is required as well as site visit form the accrediting body. The self-study is a comprehensive review of the following standards:

- Standard One, Mission and Administrative Capacity: The mission of the nursing education unit reflects the governing organization's core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.
- Standard Two, Faculty and Staff: Qualified and credentialed faculty are sufficient in number to ensure the achievement of the student learning outcomes and program outcomes. Sufficient qualified staff are available to support the nursing unit.
- Standard Three, Students: Student policies and services support the achievement of the student learning outcomes and program outcomes for the nursing education unit.
- Standard Four, Curriculum: The curriculum supports the achievement of the identified student learning outcomes and program outcomes of the nursing education unit consistent with safe practice in contemporary healthcare environments.
- Standard Five, Resources: Fiscal, physical and learning resources are sustainable and sufficient to ensure the achievement of the student learning outcomes and program outcomes of the nursing education unit.
- Standard Six, Outcomes: Program evaluation demonstrates that students and graduates have achieved the student learning outcomes, program outcomes, and the role-specific graduate competencies of the nursing education unit.

Nursing programs in the state of New Jersey must also be approved by the New Jersey State Board of Nursing (BON). BCC's Nursing Department is currently up for re-approval this year (2015). A self-study report is required for re-approval. The self-study report includes a comprehensive review of the following standards:

- Standard 13:37-1.4: Organization and administration of a nursing program
- Standard 13:37-1.5: Philosophy, organizing framework, objectives and outcomes
- Standard 13:37-1.6: Qualifications of program administrators
- Standard 13:37-1.7: Faculty qualifications
- Standard 13:37-1.8: Curriculum Organization and content
- Standard 13:37-1.9: Required educational and administrative resources
- Standard 13:37-1.10: Clinical agencies
- Standard 13:37-1.11 Criteria for student admission, promotion and completion of the program

Professional Organization Status

As stated above the Nursing Department is accredited by ACEN and is approved by the New Jersey state BON.

The Nursing Department is a member of the National League for Nursing and the state Associate Degree Nursing Council. The department also subscribes to the NCSBN program reports.

Advisory Boards

Advisory Board composition and Input

The Nursing Department Advisory Board is composed of nurse educators, chief nurse executives, and clinical coordinators from many of our affiliating clinical agencies. Other members of the Advisory Board are faculty and administrators from neighboring colleges' baccalaureate nursing programs. There is a member of the community who has been affiliated with BCC college boards and healthcare agencies in the Bergen county community who sits on the Advisory Board as well. The BCC Associate Dean of Nursing chairs the Advisory Committee and there are representatives from the BCC nursing faculty, BCC Health Services department, as well as the Nursing Department Assistant Dean/Clinical Coordinator. The names and appointment terms for each member of the Advisory Committee are listed below:

DEPARTMENT OF NURSING
Advisory Council
2014-2015

NAME & ADDRESS	TERM & YEAR
Mr. Thomas Amitrano, RN Vice President & Chief Nurse Executive Bergen Regional Medical Center 230 East Ridgewood Avenue Paramus, NJ 07652	2 14-16
Ms. Rose Marie Bauer, RN Education Department Palisades Medical Center 7600 River Road North Bergen, NJ 07047	I+ 14-15
Dr. Kathleen Burke, RN Chair Assistant Dean of Nursing Ramapo College 505 Ramapo Valley Road Mahwah, NJ 07430	I+ 14-15
Prof. Donita D'Amico, RN Nursing Faculty William Paterson University – Wing 203 300 Pompton Road Wayne, NJ 07470	I+ 14-15

Ms. Francine DeLuise, RN Clinical Coordinator Hackensack Medical University Center 30 Prospect Street Hackensack, NJ 07601	2+ 14-16
Dr. Valera A. Hascup Professor Kean University-Townsend 116D 1000 Morris Avenue Union, NJ 07083	1+ 14-15
Ms. Rose Nagle-Girgenti, RN Director of Continuing Education St. Joseph's Hospital & Medical Center 703 Main Street Paterson, NJ 07503	1++ 14-15
Ms. Dorothy Romaine	
Ms. Carnette Smith, RN Clinical Educator NICHE Coordinator Chilton Hospital 97 West Parkway Pompton Plains, NJ 07444	1++ 14-15
Ms. Merrill Schuetz, RN Clinical Education Specialist St. Joseph's Hospital & Medical Center 703 Main Street Paterson, NJ 07503	1 14-15
Dr. Susan Barnard Dean, Division of Health Professions Bergen Community College	
Mrs. Barbara Buff, RN Staff Nurse-Health Services Bergen Community College	
Dr. Dawn Kozlowski, RN Associate Dean of Nursing Bergen Community College	
Dr. Pamela Forte, RN Assistant Dean/Clinical Coordinator Bergen Community College	
Prof. Joan McManus, RN Nursing Faculty Bergen Community College	
Prof. Carrie Polynj, RN Nursing Faculty Bergen Community College	

* - Professional Appointment

1+ = 1st 1 Year Reappointment

2+ = 1st 2 Year Reappointment

Functions and Activities

The Advisory Board meets semi-annually and the meetings are generally very well attended. The purpose of the meeting is to provide all parties with updates on new developments at their respective institutions, to discuss how BCC nursing students are performing both at clinical sites and in the baccalaureate programs, to discuss how our BCC nursing graduates are meeting the clinical affiliates' expectations of a new graduate entering the profession, to discuss current nursing trends and matters of significance to the profession, and to plan for any needed changes in the future. The feedback from the clinical agencies and colleges provides important information to update BCC's nursing curriculum so BCC nursing graduates will be well - prepared to enter the healthcare workforce. BCC faculty and administrators also provide feedback to the clinical agencies and colleges concerning students' learning needs and any additional learning opportunities that may be desired.

Data Needs

High school counselors are needed on our Advisory Board to improve communication and the exchange of ideas.

Student and alumni representation is also needed on Nursing Department committees to provide the faculty and staff with current information on the trends in the job market, their level of preparation for their profession, and curricular/programmatic issues.

SUMMARY

Program Achievements, Progress Made Since Last Review

The major achievements, changes and implementation since last review are as follows:

- Hired a new Associate Dean of Nursing, Dawn Kozlowski, PhD, RN, CNE
- Created a new position and hired Assistant Dean/Clinical Coordinator, Pamela Forte, DNP, RN
- Hired a new full time secretary, Wendi Swaffield.
- Created a faculty folder for documents listed under a shared drive system to be utilized by all faculty.
- Created a Moodle shell for full time faculty and adjunct faculty for communication purposes.
- Created a new adjunct faculty handbook and implemented semester meetings
- Hired new adjunct faculty to meet clinical demands.
- Annual update and revision of Faculty handbook.
- Annual update and revision of Student handbook.
- Revision of our clinical evaluation tool for all levels.
- Hired a new full time tenure track faculty for level III in Maternal/Child Health
- Hired diverse faculty to mirror our diverse student population.
- Implemented changes in course teaching assignments with full time faculty teaching our 1 credit pharmacology course and assessment course for better student outcomes.
- Annual review/revision of curriculum.

- Our new clinical practice lab in room S 347 was completed with state of the art facilities making it a classroom and lab combination.
- In our new clinical practice lab cameras purchased with a grant from previous years were installed and are connected to our Meti lab in room S 264.
- Recently purchased a *SimMan 3G* for clinical simulation to enhance our student's clinical practice skills.
- Faculty have been trained in using the new *SimMan 3G* for simulation.
- All faculty are utilizing the smart rooms for class use.
- Use of alternate teaching modalities in the classroom.
- Faculty have an advisement caseload of nursing students to facilitate advisement and guidance within the nursing program.
- Implementation of the ASAP tool for guidance of students who fall below 75 on test scores.
- Utilization of iPads loaded with nursing apps in the classroom with additional iPads available in the library for student use.

Mission/Goals/Objectives

- We are in congruence with Bergen Community colleges vision, mission and values.
- We prepare our graduates for the practice of nursing in a variety of health care settings as novice and developing practitioners in the communities we serve.
- Our freshman students are committed to service learning. They implement a variety of activities through the student nursing association by providing food to a food pantry, donating hats, gloves and scarfs in the winter months and other community service projects of their choice.
- Students are taught the importance of lifelong learning and are required to obtain nursing contact hours in Level 4 nursing. Students are also encouraged to join the student nursing organization at Bergen and other student nursing associations of their choice.

Our nursing program outcomes meet the mission statement of BCC in the following ways:

- Evaluation of student's clinical performance via our clinical evaluation tool
- Evaluation of student's testing performance with use of faculty generated exams and HESI exam at the end of each course or course level.
- Ability to sit for the NCLEX exam upon graduation.
- Upon graduation a means for employment in the community we serve.
- In the years 2009-2012, a range of 58.3-65.4% of graduates reported full time employment and 19.2-33.3% reported part time employment.

Strengths

- A history of administrative support for the program, the faculty and provision of resources.
- Qualified nursing faculty, all prepared at the master's level, to support present enrollment.
- Professional Assistant in the skills lab who is master's prepared in nursing.
- Two faculty members who have achieved their DNP.
- Two more faculty who have begun their EdD.
- One faculty member is completing her PhD in nursing research.
- Several faculty members hold the designation of Certified Nurse Educator (CNE) from the National League of Nursing.
- The college and nursing faculty are student focused for success.
- Aligned with Kean University's nursing program and an articulation agreement with Ramapo College for seamless academic progression towards a BSN.
- Small clinical group class size with no more than 8-9 students in the clinical area per faculty member.
- Faculty involvement in on-going curriculum review and revisions as needed.
- Current undertaking of a total curriculum revision.
- Nursing laboratory changes with updated skills lab.
- College wide support for student success.
- Nursing faculty assigned to nursing students for advisement geared towards successful achievement of the program.
- Outstanding Library and Tutoring services for the nursing students.
- In the year 2010, the nursing program received full (8 years) National League of Nursing accreditation.
- Knowledgeable faculty with many years of experience in their specialties to foster student teaching and learning.
- Utilization of newer technology to facilitate student learning with iPads loaded with nursing apps available in class and the library.

Challenges

- Replacement of past tenure-track lines, due to retirement, with tenure track faculty.
- Increase of staffing in the admission office to process nearly 1500 nursing applications received annually.
- With our increased enrollment the use of lab time and space for skills practice needs to be changed including the increase in skills lab staffing.
- Better utilization of clinical practice labs and incorporation of lab simulations need to be investigated.
- Only one Professional Assistant in the skills lab available to all students for skills practice, skills re-testing and assistance with simulation set-up. Scheduling of all lab activities and simulations will be difficult to coordinate and may be improved with a designated faculty or non-faculty simulation coordinator.

- With the increase in demand for nursing as a career choice, we need to hire more full time faculty from diverse backgrounds to meet the needs of this expanding program.
- With the impending nursing shortage, we face new challenges to educate more nurses and specifically to meet the demands for a diverse nursing workforce to meet the health needs of a diverse patient population.
- Evaluate new clinical sites within the community for educating our student nurses in clinics, rehab centers and alternate places to meet the health demands in the community setting since hospital rotations are becoming more difficult to secure.
- NCLEX scores for BCC first time test takers for the past seven years show a decline. Strategies must continue to be developed to reverse this decline.

Celebration and Recognition

- Our National League of Nursing site visit in 2010 received full accreditation for 8 years.
- Two faculty members Maryann Baudo and Toni Tortorella-Genova achieved their DNP degrees.
- Newest member of our full time faculty Carmen Torres MS, MSN, RN has been awarded the Jonas Center of Nurse Leaders Scholarship as she pursues her PhD at Seton Hall University.
- The Associate Dean was selected to participate in the competitive, year-long, *Executive Leadership in Nursing Education and Practice* program lead by the National League for Nursing (NLN) beginning in January 2016.

Recommendations for Change

- The nursing program looks forward to achieving new partnership programs with 4 year colleges granting seamless academic progression towards a BSN.
- If legislature approves the BSN Bill, allowing 2 year colleges to grant a BSN degree, the nursing department should have a proposal for a RN-BSN program ready for approval and implementation.
- Ongoing evaluation and revision of the nursing curriculum.
- Need to purchase a computerized electronic charting system to give our students the experience using electronic health records (EHR) facilitating transition for working as novice nurses since most hospital utilize EHR.
- More faculty involvement with simulation with appropriate training for all nursing and health professions faculty.
- Expand our clinical focus to outpatient clinics and community agencies for more clinical rotations for our student experience.
- Evaluate and update our test construction methods with new computerized software that can provide a test bank for questions and do test item analysis for test validity and reliability; purchase of a ParScore/ParTest Scantron machine.
- Refine data collection and analysis to include:
 - Course and Level meeting reports as described in “Focus on Students”
 - 2-4 year graduation rates
 - Qualitative and quantitative measures to address graduate satisfaction six to twelve months post-graduation.

- Qualitative and quantitative measures to address employer satisfaction with graduate preparation for entry-level positions six to twelve months post-graduation
- Quantitative measures to address job placement rates six to twelve months post-graduation.
- Qualitative and quantitative measures to address graduate mobility in education
- Implement a systematic evaluation process for all college employees to bring us into compliance with ACEN faculty evaluation requirements.

ACTION PLAN

In conjunction with the BCC student success initiatives as outlined in *Achieving the Dream* the Nursing Program is committed to:

1. Goal: Increase retention, and graduation rates.

Objective: Increase retention rates by 10% and graduation rates by 10%

- i) Timeframe: current - 2018
- ii) Responsible Parties: Associate Dean of Nursing, Assistant Dean of Nursing, Nursing Faculty
- iii) Resource Implications: The Associate Dean, the Assistant Dean and Faculty will:
 - a. identify and develop a plan for high-risk students prior to and after admission.
 - b. improve upon college resources to promote and foster student success
 - c. keep statistical data on retention and graduation rates

2. Current Goal: Maintain NCLEX pass rates greater than or equal to 80% yearly. Need to be mindful of ACEN requirements: *The program's three-year mean for the licensure exam pass rate will be at or above the national mean for the same three-year period.*

Objective: Students will be successful on their first NCLEX attempt

- i) Timeframe: current - 2018
- ii) Responsible Parties: Associate Dean of Nursing, Assistant Dean of Nursing, Nursing Faculty
- iii) Resource Implications:
 - a. evaluate curriculum in regard to NCLEX outcome