

SABBATICAL PROPOSAL

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Abstract

It has been reported we are entering a nursing shortage that is twice as bad as any seen since the 1960's (Buerhaus, Staiger, & Auerbach, 2009). Nursing program access and capacity have been two factors that have impacted the ability to balance the supply and demand of registered nurses. Program access includes the community college "open access" policy. Since the 1990's, open access in community colleges was enforced secondary to a Mexican-American Legal Defense and Education Fund lawsuit (24 0 Ty 0 Ty .0 i5(exn nurJ -0.Td [(Lexng)T2((und lp24 0 g24 0a

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Title of Project:

“Increasing retention and completion rates in the Nursing Program while academically supporting our students”

Period of Leave:

Spring semester 2012 with continued work through Summer 2012

Description of Project:

Through the course of study in my doctoral program I have gained a great interest in the academic readiness of students entering college. I have learned about “education pipeline” issues, reform, and acknowledge the changing demographics in California and how it will impact education at the community college level. As an extension of my Master’s thesis and with a continual interest in retention and persistence I plan to conduct an exploratory quantitative study.

Objectives: The objective of my Sabbatical leave is twofold.

- 1) To complete research investigating the relationship of nursing admission prerequisite coursework (English 1, Math 05, Anatomy, Physiology, and Microbiology) and TEAS composite and subset scores in English, Science, and Math on retention of students at eight weeks of the Nursing Science 1 course, persistence of students through the two-year nursing program, and pass rates on the NCLEX exam. This objective fulfills a personal interest in student readiness and retention and a professional identify interest in attaining my Doctorate in Education degree.
- 2) Develop two programs to assist with retention of all students but especially those that are identified as “at risk” for failure. The first program would be Supplemental Instruction for each nursing science course and the second would be a one-week intensive New Student Orientation for incoming Nursing Science 1 students prior to Fall and Spring admission. This objective fulfills my personal interest and an extension of my Master’s thesis on retention strategies for nursing students.

Goals: My goals are also twofold.

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April 2012	Write final Chapters of Dissertation.
May 2012	Bring preliminary findings to Department Retreat. Continue to work on curriculum for Supplemental Instruction and Orientation. Visit local colleges that provide Supplemental Instruction for science and nursing courses.
June 2012	Apply for Dissertation Defense. Continue to refine curriculum for Supplemental Instruction and Orientation. Visit Fresno State's Orientation Program for new nursing students.
July 2012	Complete Supplemental Instruction and Nursing Orientation projects and present to Dean Hoffmans and Health Science Director Carol Higashida. Attend the University of Missouri, Kansas City Supplemental Instruction Coordinator's training seminar (see attachment).
August 2012	Submit curriculum of Supplemental Instruction to Curriculum Committee. If funding is secured for Supplemental Instruction and Orientation consider implementation in Spring 2012.

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among these populations (Buerhaus, Staiger, & Auerbach, 2009). The New Healthcare Reform Bill, signed by President Obama in March 2010, promises to provide healthcare to millions of people who have never had it before. The impact of this bill is unforeseen as yet, but it will have a tremendous impact on the demand for nurses.

Factors that impact the supply of nurses are many and consist of the changes in population (women in the age group of 18-40), societal preference for the nursing profession, registered nurses from other countries that come to the United States to practice, economic factors like wages in the nursing labor market, and the number of nursing programs and program capacity (Buerhaus, Staiger, & Auerbach; 2009, Seago & Spetz; 2002, Seago & Spetz; 2003). Program capacity has been a focus of many recent articles and books (Benner, Sutphen, Leonard, & Day; 2010, California Nurse Education Initiative Annual Report; 2009, Jones; 2009, Jones; 2010) identifying community college access issues, lack of nursing faculty, clinical site impaction, and faculty wages as barriers to increasing student enrollment.

Moorpark College. Increasing student retention and persistence in the ADN program at Moorpark College has been a program outcome for the past 5 years. Completion rate of the four-semester program at Moorpark College from Spring 2006 to Spring 2008 was 59%. C. Higashida (personal communication, September 23, 2010). The nursing program at Moorpark College includes enrollment of 55 students (funding dependent) who are concurrently enrolled in both theory and clinical laboratory for Fall and Spring semesters during the 2-year program. As the student advances through the curriculum

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References

Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). *Educating Nurses: A Call for Radical Transformation*. Stanford, CA: Jossey-Bass.

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