MISSION/DESCRIPTION:
College of the Canyons Nursing Program provides education that prepares students to practice as providers of care, managers of care, and members of the nursing profession, thus meeting the needs of the healthcare community. Description: Nursing science is an art and science incorporating knowledge from the behavioral, biological and physical sciences. It has a holistic concept of health in which the physical, emotional, psychological, intellectual, social and spiritual aspects of human functioning are interrelated, interdependent, and of equal importance. The College of the Canyons Registered Nurse Program is accredited by the California State Board of Registered Nurses and the National League for Nursing. The two-year registered nursing program is designed to prepare the student with the knowledge required to assume the responsibilities of an entry level registered nurse. Upon completion the student is eligible to take the national licensure examination to become a registered nurse.

Degrees/Certificates Offered: Nursing: Registered Nurse A.S. Degree, Nursing: Career Ladder LVN to RN A.S. Degree, Certified Nurse Assistant Certificate of Specialization, Home Health Aid Certificate of Specialization
Age of Program: Nursing Program LVN to RN: 1979, Registered Nurse Program: 1988

PROGRAM INFORMATION for: NURSNG
Year(s): 2011/2012 to 2013/2014

<table>
<thead>
<tr>
<th>Program Descriptors</th>
<th>2010/2011</th>
<th>2011/2012</th>
<th>Change</th>
<th>Comment (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees Awarded</td>
<td>113</td>
<td>108</td>
<td>-5</td>
<td></td>
</tr>
<tr>
<td>Certificates Awarded</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Overdue Courses</td>
<td>11</td>
<td>1</td>
<td>-10</td>
<td></td>
</tr>
<tr>
<td>(older than 5 years)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Students with declared major</td>
<td></td>
<td>2,542</td>
<td></td>
<td>Due to not offering elective courses and moving electives to Fast Track</td>
</tr>
<tr>
<td>Department Student Headcount</td>
<td>497</td>
<td>370</td>
<td>-127</td>
<td></td>
</tr>
<tr>
<td>Number of Sections Requested (CCC) by Academic Affairs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Sections Requested (VC) by Academic Affairs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Sections Requested (Online) by Academic Affairs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Sections Offered Total</td>
<td>117</td>
<td>102</td>
<td>-15</td>
<td></td>
</tr>
<tr>
<td>Number of Sections CCC Only</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Number of Sections VC Only</td>
<td>117</td>
<td>102</td>
<td>-15</td>
<td></td>
</tr>
<tr>
<td>Number of Sections Online Only</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Average Class Size</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Average Class Size CCC Only</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Average Class Size VC Only</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Average Class Size Online Only</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>FTES Generated</td>
<td>329.20</td>
<td>240.53</td>
<td>-88.67</td>
<td></td>
</tr>
<tr>
<td>Cost per FTES ($)</td>
<td>5,867.39</td>
<td>5,828.89</td>
<td>-38.50</td>
<td></td>
</tr>
<tr>
<td>Success Rate (%)</td>
<td>90</td>
<td>95</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Retention Rate (%)</td>
<td>95</td>
<td>98</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Instructional Load</td>
<td>243</td>
<td>205</td>
<td>-38</td>
<td></td>
</tr>
</tbody>
</table>

Due to not offering elective courses and moving electives to Fast Track.

| RESOURCES INVESTED | 2010/2011 | 2011/2012 | Change | Comment (optional) |
| Number of Full-Time Teaching Faculty | 13 | 12 | -1.0 | Pam Borrelli retired and her position was not approved to be filled. Currently we are on the Urgent list for new faculty positions. |
| Number of Adjunct Faculty | 33 | 28 | -5 |
| Number of Support Staff | 0 | 0 | 0 |
| Supplies Funds | 0 | 0 | 0 |
| Equipment Funds | 0 | 0 | 0 |
| Grants Obtained | 748397.6 | 327620.0 | Grant details in uploaded files. |
| COC Foundation Donations | 0 | 0 | 0 |
| Other Resources | 0 | 0 | 0 |

Level 1 user additional comments / dialogue about the information provided if desired.

Some elective courses were not offered because of the cap on FTE. These courses were still available to students by moving them to Fast Track. Beginning in Summer 2013, we will be moving these courses back to credit bearing status due to the ability to offer increased number of courses.

Due to the impending BRN accreditation visit in Spring 2014, there is an urgent need to hire two full time faculty members. These faculty members are required by the BRN to meet the minimum full time to part time faculty ratio of >50%. Due to the deficit in full time faculty, the nursing program is in jeopardy of not receiving reapproval during our Spring 2014 site visit. If the nursing program does not receive BRN reapproval, the program will not be allowed to continue.

The total funding from the grants is in the table. The details of the grants received are in the uploaded files below.
The total number of declared majors continues to evidence student interest in nursing as a major. Employment opportunities for graduates has shifted significantly with graduates gaining employment in approximately 6 months after completion. The Dean and Assistant Dean/ Nursing Program Director actively seek external funding sources to support student capacity and to provide for resource needs for the program. Creative solutions are sought to provide for student learning opportunities including moving elective courses to Fast Track during a time of FTE cap and then moving them back when able. It will be imperative to the successful California Board of Registered Nursing reapproval visit that the full time part time ratio be addressed.

Level 3 user comments / dialogue about the information provided if desired.

### Student Learning Outcomes

The new WASC accreditation standards require colleges to identify student learning outcomes for courses, programs, degrees, certificates, assess progress towards achievement of the identified student learning outcomes, and use assessment results to make improvements (Standard II: Section A 1.c). Student learning outcomes (SLO) are written statements that represent what a student is expected to know or be able to do as a result of a learning process. Additional Student Learning Outcomes training will be provided during Flex workshops.

Beginning in Spring 2007, WASC began requiring colleges to complete an annual inventory of student learning outcomes for courses and programs. The information you provide in the tables below will be used to complete the annual inventory in Spring 2012.

### Student Learning Outcomes Assessment Model - Programs:

The purpose of this assessment process is to improve student learning.

<table>
<thead>
<tr>
<th>Program(s)</th>
<th>SLOs</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Semester, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture: Integrate the perspectives of the provider of care, manager of care, and member of the nursing profession into patient care situations.</td>
<td>NCLEX pass rate of at least 90%. Attrition rate will drop to 20%</td>
<td>NCLEX pass rates (from BRN website) 2007-2008 83.33% 2008-2009 88.41% 2009-2010 88.14% 2010-2011 82.93% 2011-2012 84.4% Annual cohort first time pass rates: Fall 08/Spring 09-85.7% Fall 09/Spring 10: 86.4%</td>
<td>3</td>
<td>Develop strategies to increase pass rate: More nclex type questions on exams and analyzed in class Encourage registration in success courses that emphasize critical thinking through review of nclex type questions and case studies. Simulation continues</td>
<td>Fall 2013</td>
</tr>
</tbody>
</table>

Please indicate the programs for which your department has developed SLOs in the space below. Please identify the corresponding Program SLOs as listed in CurricUNET. Please indicate the means of assessment and criteria for success for the program SLOs listed in the column to the left. Please indicate how the department has used results to implement change or strengthen what is working well. Please enter the semester & year for the next assessment.
<table>
<thead>
<tr>
<th>Registered Nurse Program &amp; LVN-RN Nurse Program</th>
<th>Lab: Function in the roles of provider of care, manager of care, and member of the nursing profession.</th>
<th>Attrition rate will drop to 20% or less; 100% of graduates will find CTE-related employment within 6 months. Alumni and employer surveys will indicate satisfaction with how the program prepared the graduate for the career.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Attrition/Retention Rates by Semester:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall 2008 7%/93% Spring 2009 11%/89% Fall 2009 9%/91% Spring 2010 10%/90% Fall 2010 10%/90% Spring 2011 13%/87% Fall 2011 10%/90% Spring 2012 3.1%/96.9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduation on Time in four semesters attrition/retention:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall 2008 40/61% Spring 2009 44/57% Fall 2010 23/77% Spring 2011 32/68% Fall 2011 23/77% Spring 2012 22/78%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Employment Rate:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall 2008-Spring 2009 129/150 employed= 86% Response rate of 92% for 2008-2009</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall 2009-Spring 2010 graduates 112/126 employed= 88.9% Response rate of 92.8% for 2009-2010</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall 2010-Spring 2011 95/113 graduates= 84.1% employed Response rate of 84.6% for 2010-2011</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students must pass theory (tests/quizzes) at a 75% or greater and also perform safely and effectively as per the evaluation tool.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12 students began the course; one dropped the course. Of the remaining 11, all passed both theory and clinical portions of the course at an average grade of 75% or greater.</td>
</tr>
</tbody>
</table>
| | | 2 It is deemed that the course content and pacing is appropriate to meet the SLO. When the course is offered again it will be re-evaluated and adjustments made accordingly, if necessary.

**Certified Nurse Assistant Certificate of Specialization**

| LECTURE: Articulate principles of safety, infection control, and emotional, spiritual, and social needs of patients. LAB: Provide safe, basic patient care for the adult and geriatric patient. | 2 It is deemed that the course content and pacing is appropriate to meet the SLO. When the course is offered again it will be re-evaluated and adjustments made accordingly, if necessary. | 3 Program changes as needed. Increase simulation in program with scenarios that encourage student to make nursing practice decisions. Continue to survey alumni/employers and seek opportunities to increase survey response. Cut score and admission testing continues and multicriteria which provides points for example for experience, language and veterans, Remediation continues for those that qualify, Success courses offered for each course in the program, Retention specialists continue to work with students by referral, Kaplan was instituted in Fall 2012 (NCLEX preparation throughout the course and a review upon completion of the course), Start Right was implemented was to assist students with time management and study skills, Edgt tutorials were obtained for the students to provide reinforcement of concepts and skills. |

**Fall 2013**

- Program changes as needed. Increase simulation in program with scenarios that encourage student to make nursing practice decisions. Continue to survey alumni/employers and seek opportunities to increase survey response. Cut score and admission testing continues and multicriteria which provides points for example for experience, language and veterans, Remediation continues for those that qualify, Success courses offered for each course in the program, Retention specialists continue to work with students by referral, Kaplan was instituted in Fall 2012 (NCLEX preparation throughout the course and a review upon completion of the course), Start Right was implemented was to assist students with time management and study skills, Edgt tutorials were obtained for the students to provide reinforcement of concepts and skills.

**Fall 2010**

- Fall 10/Spring 11 86%
- Fall 11/Spring 12 90%
- in each course. Edgt tutorials available for students. Kaplan integrated testing and NCLEX review course was begun in Fall 2012.

**Fall 2008**

- 40/61%
- 44/57%

**Spring 2009**

- 23/77%

**Fall 2009**

- 32/68%

**Spring 2010**

- 22/78%

**Fall 2010**

- 129/150 employed= 86% Response rate of 92% for 2008-2009

**Spring 2011**

- 112/126 employed= 88.9% Response rate of 92.8% for 2009-2010

**Fall 2011**

- 95/113 graduates= 84.1% employed Response rate of 84.6% for 2010-2011
Home Health Aide Certificate of Specialization

**LECTURE:** The student will be able to delineate the role of the Home Health Aide incorporating client health care, social and personal needs.

**LAB:** Demonstrate the skills necessary to function in the role of the Home Health Aide.

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>SLOs</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Semester, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 045 Basic EKG Interpretation</td>
<td>The student will be able to interpret basic cardiac rhythms and arrhythmias and calculate cardiac rates</td>
<td>4 quizzes, 2 exams that related directly to the SLO, in-class practice in the analysis of rhythms</td>
<td>Fall 2012: 23 /23 students passed the course</td>
<td>2 Based on results of the SLO evaluation and all students passing the course, teaching and evaluation methods will remain the same, however, more EKG rhythm strips for practical application will be provided. Increase student knowledge of EKG rhythms</td>
<td>Fall 2014</td>
</tr>
</tbody>
</table>

**Student Learning Outcomes Assessment Model - Courses:**

The purpose of this assessment process is to improve student learning.

- Please indicate the courses for which your department has developed SLOs in the space below.
- Please identify the corresponding Course SLOs as listed in CurricUNET.
- Please indicate the means of assessment and criteria for success for the course SLOs listed in the column to the left.
- Please indicate the # of students who took the assessment and the # of students who passed the assessment.
- Please indicate how the department has used results to implement change or strengthen what is working well.
- Please enter the semester & year for the next assessment. Courses should be evaluated at least every 2 years.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Lecture Content</th>
<th>Lab Content</th>
<th>Evaluation Method</th>
<th>Expected Level of Performance</th>
<th>Overall Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 050</td>
<td>Nurse Assistant Training</td>
<td>principles of safety, infection control, and emotional, spiritual, and social needs of patients.</td>
<td>pass theory (tests/quizzes) at a 75% or greater and also perform safely and effectively as per the evaluation tool in the clinical and lab settings</td>
<td>began the course; one dropped the course. Of the remaining 11, all passed both theory and clinical portions of the course at an average grade of 75% or greater</td>
<td>course content and pacing is appropriate to meet the SLO. When the course is offered again it will be re-evaluated and adjustments made accordingly, if indicated</td>
<td></td>
</tr>
<tr>
<td>Nursing 051</td>
<td>Home Health Aide</td>
<td>LECTURE: Delineate the role of the Home Health Aide incorporating client health care, social and personal needs.</td>
<td>Student will be able to provide safe patient care for the adult and geriatric patient as a home health aid by passing the lecture and clinical portion of the course.</td>
<td>This course is running for the first time Summer 2013 and will be assessed after.</td>
<td>This course is running for the first time Summer 2013 and will be assessed after.</td>
<td>Summer 2013</td>
</tr>
<tr>
<td>Nursing 061</td>
<td>Interpretation of Laboratory Tests</td>
<td>Lecture: Interpret laboratory values for the various tests and determine the nursing implications for patients across the life span in a healthcare setting.</td>
<td>Method: Students had 2 quizzes and 2 exams throughout the course</td>
<td>Expected level of Performance: The lecture portion of this class is offered for Pass / Not Passed. All students Passed N-061</td>
<td>Overall student evaluations are positive on the surveys and state that this elective course improves their success in other courses.</td>
<td>Fall 2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 instructors taught this course. Both instructors used a case study of a</td>
<td></td>
<td></td>
<td>Plan: 1. Course teaching and evaluation methods will remain the same, based on student surveys. 2. From the first day of class onward, students will be encouraged to utilize the lab values course information to practice the skills they are required to be competent in for the specific course they are entering. Ex: if entering 3rd semester, student will need to be proficient with lab value information when utilizing the nursing process framework in the clinical setting.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 instructors taught this course. Both instructors used a case study of a</td>
<td></td>
<td></td>
<td>2 the content of the assignment will be revised to insure the questions are specific enough for students to answer appropriately.</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Nursing 089</td>
<td><strong>Success In Fundamentals of Nursing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>METHOD:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RESULTS:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PLAN:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nursing 092</th>
<th><strong>Success in Beginning Medical Surgical Nursing</strong></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>METHOD:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RESULTS:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PLAN:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nursing 093</th>
<th><strong>Success in Maternal</strong></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>METHOD:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RESULTS:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PLAN:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Analysis/Plan</td>
<td>Term</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newborn and Pediatric Nursing</td>
<td>On this exercise, N 093 class time is devoted to teaching the importance of understanding appropriate psychosocial development in children and nursing interventions of the hospitalized necessary to promote and enhance normal development. The outcome has been achieved.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 094 Success in Psychiatric Nursing</td>
<td>On the last day of class, as a review for the final exam, the students were given three psychiatric case studies which allowed students to demonstrate their competency in analyzing psychiatric disorders and relevant therapies.</td>
<td>Fall 2013</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate Medical Surgical Nursing</td>
<td>Nine Students participated in the activity Results: Relevent Therapies Anorexia Case Study 7/9 Schizophrenia Case study 9/9 Cyclothymia Case Study 8/9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analysis: Students performed extremely well on the Schizophrenia and Cyclothymia Case Studies and in comparison had some difficulty analyzing the Anorexia Case Study. When considering the results I believe one contributing factor is that both Schizophrenia and Cyclothymia are reinforced in the clinical setting whereas, anorexia a new topic has not been. Plan: 1. Identifying disease processes that may not be seen in clinical, such as Anorexia, and creating a simulation scenario in Nursing 094 that focuses on those rarely seen disease process. 2. Review Anorexia NCLEX type questions in Success, to check for competency and reinforce Lecture.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Continue to develop case studies that reflect current standards of practice. Consider additional active learning strategies appropriate for this course. 2. Continue to implement case studies in this course.</td>
<td>Spring 2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Evaluation Method</td>
<td>Results</td>
<td>Project/Activity</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>-------------</td>
<td>-------------------</td>
<td>---------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Nursing 095</td>
<td>Success in Intermediate Medical Surgical Nursing</td>
<td>Students were evaluated through completion of a case study related to Heart Failure. Students were given a patient scenario and were asked to answer 7 questions related to appropriate teaching related heart failure, knowledge of Lasix administration, side effects and relevant labs, and knowledge of how ACE inhibitors assist in treating heart failure. It was expected that 75% of students would pass this assessment, as 75% is considered a passing score in the nursing program. Students passed the assessment if they received 5 points out of 7. Each question was worth 1 point.</td>
<td></td>
<td></td>
<td>Share results with the nursing dept. and encourage full time and adjunct faculty to discuss case studies in the clinical setting to tie in the lecture content to real patient situations.</td>
</tr>
<tr>
<td>Nursing 096</td>
<td>Success in Advanced Medical Surgical Nursing</td>
<td>Analyze the pathophysiology of renal, oncologic, immune, and endocrine disorders and correlate relevant nursing care.</td>
<td>Credit/No Credit Course. Assessment based on verbal participation in class as well as successful completion of the clinical and春'10: 90% of students successfully completed the N096 course and 100% of those students successfully passed N232.</td>
<td></td>
<td>Develop sample projects/tests to be completed in class which demonstrate critical thinking application situations. Continue to have students apply critical thinking to the clinical setting and test-</td>
</tr>
</tbody>
</table>
| Lecture: Develop knowledge, skills, and attitudes necessary to transition successfully into the assigned semester. Lab: Perform psychomotor skills required to enter assigned semester safely. | Clinical evaluation tool will measure the skills and attitudes necessary to transition successfully into the assigned semester. Final exam will measure the knowledge necessary to transition successfully into the assigned semester. At least 90% of the students will meet this outcome | Assessment Results | 1. Number of students who took the assessment. 2. Number of students who passed the assessment. | 1 An area for improvement is for the exam grades to have a more even bell curve with the weaker students earning a C. I anticipate that item analysis with use of the Scan Tron Par Score machine that was implemented with this cohort, will result in exams that assess student knowledge more accurately. Using more essay questions on the exam will improve accuracy of assessment method.  
- Revise content of assignment/activities  
- Revise the amount of writing/oral/visual/clinical or similar work  
- Revise activities leading up to and/or supporting assignment/activities | Spring 2014 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>theory portions of N232</td>
<td>taking skills in the theory portion of N232.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Results</td>
<td>1. Number of students who took the assessment. 2. Number of students who passed the assessment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In the number of hours associated with skills and clinical has had a very positive effect on student performance. It formerly had about 25 hours of clinical. It now has a minimum of 108. Based on the grades in the course, the exams may be too easy.

B. Library orientation to be held early in the semester; need for a skills review day before the start of clinical; reduce writing assignment to analysis of the COC nursing program philosophy

C. Student performance in their professionalism was outstanding. This was demonstrated in verbal communications in lecture, clinical and in written communication via e-mail. Performance on IVPB skills were greatly improved in relation to past student performance in this course, hence they were outstanding.
Exam essay
Question: Taylor discusses four essential competencies in nursing which are utilized to provide safe and knowledgeable care. Define cognitive, technical, interpersonal and ethical/legal skills. Describe one example of the use of each of these skills in nursing practice.

1 All students were able to successfully define and describe one example of stated elements. Twenty percent omitted discussion of the importance of these skill elements. Some students failed to recognize the importance of discussing the role of these competencies in supporting patient safety and positive outcomes in the clinical environment. Definitions and examples are incomplete without the understanding of the vital importance of application of these competencies in professional nursing practice.

Plan: Continue to stress the importance of application when discussing these competencies, as well as other N112 course content. How does this affect nursing practice? What risks are inherent to omission? What are the benefits of inclusion to patient and nurse?

Spring 2014
### Nursing 114
Fundamentals of Nursing

| Lecture: Apply the nursing process to planning the care of the medical surgical patient taking into consideration the responsibilities of the provider of care and Clinical evaluation tool measures the psychomotor skills necessary to meet course objectives. | Importance of utilizing all of these skills competently in professional nursing practice. |
| Assessment Results | 80% correct, 20% incorrect |
| 1. Number of students who took assessment: 46. | At least 90% of the students will meet this outcome. |

All students were able to successfully define and describe one example of stated elements. Twenty percent omitted the importance of these skill elements. Some students failed to recognize the importance of discussing the role of these competencies in supporting patient safety and positive outcomes in the clinical environment. Definitions and examples are incomplete without the understanding of the vital importance of application of these competencies in professional nursing practice.

An area for improvement is for faculty to further examine the bi-serial in order to ensure tests comport with known question fairness/difficulty. May consider the use of more...
Nursing 124
Beginning
Medical
Surgical
Nursing
manager of care and
member of the
nursing profession at
the beginning level.
Lab: Manage the care
of two medical
surgical patients at a
beginning level.
measures the
knowledge
necessary to
reflect having
met course
objectives and
be prepared to
enter the next
semester in the
sequence of
nursing
courses. At
least 90% of
the students
will meet this
outcome. At
least 90% of
the students
will meet this
outcome.

2. Number of
students who
passed the
assessment: 46.
A. In general,
how did
students do on
the assignment?
All but one
student passed
the final
examination.
All passed the
course at 75%
or greater. All
students
exhibited
minimal or
greater
psychomotor
skills
competency in
the clinical
setting.

B. What student
needs and issues
were revealed?
This was the
first semester
this course with
some additional
content (compared
to similar course
N120) was
taught. The
final
examination
and student
feedback
appeared to
indicate that
additional
lecture/other
learning
activities related
to pharmacology
content would
be beneficial to
the students
who
extraneous
essay questions on
the final
examination. Possibly
revise content of
assignments/activities.
Student performance clinically ranged from acceptable (meeting course objectives) to outstanding. In theory, examination grades were above or well above average this despite new content and rapid pace of course.

| Nursing 126 Psychiatric Nursing | Lecture: Determine the appropriate plan of care for psychiatric patients taking into consideration the responsibilities of the provider of care, manager of care, and member of the nursing profession at the beginning level. | Lecture: Students were evaluated on the final exam. Students were given a scenario and asked to complete the nursing diagnosis, establish a goal and an appropriate outcome, and write two nursing interventions based on the scenario. Then they were asked to evaluate the plan based on information extracted from the day's charting. Additionally they were asked to determine if the involuntary hold for the patient was placed appropriately. Sample answers were supplied to all instructors to ensure | Lecture: It was expected that 75% of students would pass the assessment. Similarly, students were considered to have passed if they scored 6/8 on the test item. Results: 50 students were assessed. 47 passed the assessment. (94%) As opposed to results from 2009, the students scored significantly higher. A deficit was the ability of the student to evaluate care. More emphasis needs to be placed on the evaluation phase of the nursing process. Results were shared with instructors and the new care planning concept was introduced at the beginning of the semester. | 1 Lecture: Emphasize the evaluation phase of the nursing process in lecture. Results were shared with instructors and the new care planning concept was introduced at the beginning of the semester. | Spring 2014 | Clinical: Continue to use the current eval tool. Assignments were revised to stimulate critical thinking skills in second semester students. Results caused revisions to the assignments and teaching plan. Results were shared with instructors and the new care planning concept was introduced at the beginning of the semester. |
Clinical: the standard clinical evaluation tool was used to assess this SLO. The tool is specific to the level of care required of students, and a rubric accompanies the tool to ensure consistent evaluation of student skills.

Nursing 206 Operating Room Nursing

Lecture: Create nursing care plans to meet the preoperative, intraoperative, and postoperative needs of patients.

Lab: Demonstrate skills required for perioperative nursing.

Method: quizzes and exams

15/15 students passed the course

1 Students motivated and interested in the topic. Continue with course content

Fall 2013

Students had 2 Case Studies; 2 Quizzes, 2 Exams and Physical Assessment Skills Labs where they had the opportunity to demonstrate the above SLOs completely.

18 students began this course. 6 students dropped the class by week 4 of the semester due to personal reasons. 12 students passed.

Passed N-212: 12 Failed N-212: 0

2 Overall student evaluations are positive on the surveys and state that this course improves their success in the nursing program, so the comments should be viewed in that framework.

Plan:
1. Course teaching and evaluation methods will remain the same, based on student surveys.
2. From the first day of class onward, students will be encouraged to utilize the physical assessment course information to practice the skills they are required to be competent in for the specific course they are entering. Ex: if entering 2nd semester, student will need to be proficient with physical assessment skills when

Spring 2013

Nursing 212 Physical Assessment

Develop appropriate physical assessment techniques for collecting data and completing a history and physical.

Expected level of Performance:
The lecture and clinical portion of this class is offered for Credit/No Credit
| Nursing 215 Pharmacological Principles | Correlate the pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of selected medications with the related disease processes to the care of patients | 4 exams in which to demonstrate proficiency in SLO | All students passed; 3 with A; 3 with B, the rest C | 1 | Fall 2013 |
| Lecture: Prioritize the plan of care of medical surgical patients taking into consideration the responsibilities of the provider of care, manager of care, and member of the nursing profession at the intermediate level. | Lecture: Students were evaluated an exam. They were given a question that asked them to discuss three changes that occur in the nervous system in relation to aging and include nursing implications. The question was worth 3 points. Students were not given partial credit. It was expected that 75% of students would pass this | Lecture: 16 out of 18 students (89%) were successful in meeting this particular Student Learning Outcome. | Clinical/Lab: 100% of students passed the clinical eval tool. By the end of the course, students were able to manage the care of three medical surgical patients at the intermediate level. | Lecture: Continue to measure student’s knowledge of conditions and appropriate nursing interventions on exams. Since most students met this SLO, next time I will create test questions that are worth more points. This item was discussed during lecture. Next time I would like to include a test question that is derived from the reading only. I would like to see if the student can meet the SLO through self learning. | Spring 2014 |
| Clinical/Lab: Manage the care of three medical surgical patients at the intermediate level. | | | Clinical/Lab: Continue to implement the clinical eval tool. Review with students during the orientation to ensure they |
### Nursing 234
#### Intermediate Medical Surgical Nursing

**Assessment:**
- Assessment, as 75% is considered a passing score in the nursing program. Total amount of students = 18.
- Students passed the assessment if they received 3/3 points on the test item.

**Clinical/Lab:** A clinical evaluation tool was used to assess this SLO. The tool is specific to the level of care required of students, and a rubric accompanies the tool to ensure consistent evaluation of student skills.
- It was expected that 100% of the students would pass all sections of the evaluation tool. Since all elements are critical elements, 100% is the passing level.
- Students are familiar with the tool and use it as a guide to assess for areas of needed improvement and areas of strengths.
- Use the eval tool language when providing constructive criticism, guidance, and verbal and written Performance Improvement Plans.

### Nursing 236
#### Maternal Child Nursing

**Lecture:**
- Analyze maternal child patient care situations taking into consideration the responsibilities of the provider of care, the manager of care and member of the nursing profession at the intermediate level.
- Manage the care of 2-3 maternal child patients

**Lab:**
- Students were given an essay question to assess maternal and child nursing understanding.
- The critical thinking questions involved developmental and physical considerations.
- Students were only given full credit for 14/16 students met the SLO.

**Actions:**
- Increase in-class discussions and activities; especially case studies and care plans.

**Fall 2014**
<table>
<thead>
<tr>
<th>Course</th>
<th>Lecture</th>
<th>Lab: Function in the roles of provider of care, manager of care, and member of the nursing profession while caring for 4-5 patients.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 240</td>
<td>Lecture: Students will be able to analyze complex multiple-faceted needs of medical surgical patients across the lifespan, integrating the perspectives of the provider of care, manager of care, and member of the nursing profession. Lab: Function in the roles of provider of care, manager of care, and member of the nursing profession while caring for 4-5 patients.</td>
<td>This is the first semester this course has ran with the new curriculum. It will be assessed at the end of the Spring 2013 semester.</td>
</tr>
<tr>
<td>Advanced Medical Surgical Nursing</td>
<td>Students had 1 Case Study; 4 Quizzes, Self Evaluation and Simulation Lab Assignment and 2 Exams. This gave the opportunity for the student to demonstrate the above SLO completely.</td>
<td>Expected level of Performance: The lecture portion of this class is Letter Graded and offered for Credit/No Credit. 30 students began this course, 20 completed. The grades are as follows: A B C D F 10 5 2 1 2</td>
</tr>
</tbody>
</table>

| Nursing 242             | Lecture: Analyze the pathophysiology involved with major body system alterations Develop plans of care for critically ill patients including physiological support, legal, ethical, and psychosocial issues. | Students had 1 Case Study; 4 Quizzes, Self Evaluation and Simulation Lab Assignment and 2 Exams. This gave the opportunity for the student to demonstrate the above SLO completely. |
| Critical Care Nursing   | Expected level of Performance: passing grade of 75% or greater The lecture portion of this class is Letter Graded and offered for Credit/No Credit. | 1 Plan: 1. Course teaching and evaluation methods will change based on student surveys and slo evaluation. 2. I have scheduled an additional day in the Simulation Lab for physical assessments and EKG interpretation. The student will complete an additional self evaluation on this additional experience and it will be incorporated into their final grade. 3. I will also encourage additional self study in the Simulation Lab and the use of Micro-Sim. 4. I will also add Math Calculation for Drip Calculations that are possible in the ICU setting. This will be added in lecture and on the exam. |
### Nursing 244
**Emergency Room Nursing**
- **Lecture:** Compare and contrast management of the major medical, surgical and trauma emergencies, including situations involving special populations.
- **Quizzes, Examinations, and Case Study:** Students had 3 quizzes, 2 exams and became members of the Los Angeles Surge unit – disaster healthcare volunteers.
- **Course:** Credit/No Credit; 7/11 students completed and passed the class in Fall 2010.
- **Fall 2013**

### Nursing 246
**Disaster Nursing and Emergency Preparedness**
- **Lecture:** Differentiate the emergency preparedness, planning, and management for each type of disaster situation.
- **The Course:** Offered for credit/no credit. 7 students enrolled. 4 students completed and passed the class.
- **Fall 2013**

---

**Level 1 user additional comments / dialogue about the information provided if desired.**
The course coordinators discuss evaluation of SLOs with each other. Any improvements or modifications to clinical or lab are discussed with adjuncts. Adjuncts who teach lecture are responsible for SLO evaluation. All SLO results are discussed at Nursing Dept. meetings including improvements and changes to teaching methods. Course, clinical, program services and end of program surveys are discussed in department meetings each semester. SLO data for RN and LVN to RN programs is utilized in systematic evaluation plan for RN/LVN TO RN program.

The Home Health Aide course was approved by the curriculum committee Feb. 2013. The Home Health Aide program was approved by the Californial Dept. of Public Health Feb. 2013. It will be offered and assessed for the first time in Summer 2013.

**Level 2 user comments / dialogue about the information provided if desired.**
The department has successfully implemented the new registered nursing curriculum phasing it in over the last 4 semseters. Program outcomes and SLO data has been actively discussed and used to improved course offerings. Quality measures within the RN program are monitored based on a Systematic Evaluation Plan required by the CA BRN and the National League for Nursing Accreditation Commission. In addition to use of SLO data and quality management and improvement the department expanded course offerings.

**Level 3 user comments / dialogue about the information provided if desired.**

---

**Strengths / Challenges / Objectives**

**Departmental Strengths.** Describe departmental/programmatic strengths or unique features. This should principally include information from the Internal and External Factors sections.
1. Grant funding
2. Extraordinarily flexible and committed faculty
3. Existing simulation equipment
4. Established collaborations and partnerships for clinical placements with other healthcare facilities
5. Many part time faculty pursuing MSN degrees which will assist the college in complying with NLN accreditation standards
6. Curriculum improvements are made based on student feedback that is collected each semester.

**Departmental Challenges.** Describe departmental/programmatic challenges. This should principally include information from the Internal and External Factors sections.
1. Some students requiring additional faculty support services in order to be successful in the program
2. Difficulty in hiring FT faculty due to the decreased amount of compensation in comparison to the healthcare industry. This is influenced by the 0.75 hour lab to 1 hour lecture ratio.
3. Limited number of specialty clinical sites
4. Lack of consolidated classroom and simulation space
5. Impending BRN Continuing Reapproval visit will be in Spring 2014. (At the last interim visit in Fall 2010, the BRN said we needed to increase our faculty by 1 faculty member. Since the visit, we...
have not hired the additional faculty member and Pam Borrelli's retirement position was not replaced. We now have a deficit of 2 faculty members.

**Review of Previous Objectives.** Summarize progress in achieving goals and objectives identified on the last program planning and review. ([Review College Strategic Goals](#))

Open Objectives

1). Establish streamlined transfer pathway for CCC-CSU BSN degrees (ADN-to-BSN pathways) per AB 1295 adn SB 1440
   
   **Goal:** Teaching and Learning
   **Status:** In progress

2). Increase overall student retention for on time graduation within 4 semesters to 85% by 2014.
   
   **Goal:** Student Support
   **Status:** In progress
   **Add'l Comment:** Currently Spring 2012 on time graduation within 4 semesters retention rate was 78%

3). Hire additional full time nursing faculty to comply with regulatory body directives: greater than 50% ratio of FT to PT faculty
   
   **Goal:** Human Resources
   **Status:** In progress
   **Add'l Comment:** Currently nursing is on the Urgent hire list. When position is approved, nursing dept. will actively seek to fill a full time faculty position

4). Increase institutional response rates from graduates and employers with support and funding to comply with BRN and NLNAC requirements.
   
   **Goal:** Teaching and Learning
   **Status:** In progress
   **Add'l Comment:** report # #267 - Nursing Alumni Surveys 2010 Graduates.

5). Seek and hire adjunct lab assistants with MSN credentials to meet NLNAC accreditation requirements.
   
   **Goal:** Human Resources
   **Status:** In progress
   **Add'l Comment:** 2 current lab assistants are enrolled in MSN programs.

6). Seek funding from the college to ensure financial support is available for forced costs such as mandatory admission testing, warranties and maintenance on high fidelity equipment, replacing out of date, deteriorated or contaminated equipment.
   
   **Goal:** Financial Stability
   **Status:** In progress
   **Add'l Comment:** Currently limited money is available through grants for a small portion of these items.

Completed Objectives

1). Increase and then maintain NCLEX results for RN candidates at an average of greater than or equal to 90% by 2014.
   
   **Goal:** Teaching and Learning
   **Status:** Completed
   **Add'l Comment:** Currently- Fall 2011 and Spring 2012 was at 90%. As of 6/2012 it was 92.7% These were the highest percentages ever. This was also the first semester that Kaplan NCLEX review was implemented.

2). Integrate evidence based practice models and current trends and content into nursing curriculum.
   
   **Goal:** Teaching and Learning
   **Status:** Completed

3). Continue remediation program for students and seek ways to improve remediation efforts.
   
   **Goal:** Student Support
   **Status:** Completed

4). Continue efforts towards cultural competence throughout nursing curriculum.
   
   **Goal:** Cultural Diversity
5). Enhance cultural competency content throughout nursing curriculum.
   **Goal:** Cultural Diversity
   **Status:** Completed
   **Add'l Comment:** new versions of textbooks have cultural competence interwoven throughout. The new curriculum also addresses cultural competence in relation to diseases, and patient teaching.

6). Develop adjunct faculty workshop to provide professional development related to clinical faculty competency which included job shadowing with a full time faculty utilizing grant funds.
   **Goal:** Human Resources
   **Status:** Completed

7). Develop Blackboard site for adjunct faculty with resources including forms and articles that assist the faculty with their role in the clinical setting and update existing adjunct clinical faculty orientation handbook.
   **Goal:** Human Resources
   **Status:** Completed

8). Comply with accreditation requirements that the adjunct faculty MSN/BSN ratio be equal to or greater than 50%
   **Goal:** Human Resources
   **Status:** Completed
   **Add'l Comment:** Currently there are 15 with MSN and 9 with BSN. Of those 9, 4 are enrolled in graduate school to earn an MSN degree.

9). Further develop simulation program throughout the nursing curriculum to meet student needs; explore potential for a self-funded or revenue producing simulation center to meet community needs, or seek funding from COC.
   **Goal:** Institutional Advancement
   **Status:** Completed
   **Add'l Comment:** Completed the first part: simulation has been integrated throughout the nursing curriculum. A new objective will be started for the second part of this objective.

10). Further develop systematic program evaluation plan, utilizing data for program improvement.
    **Goal:** Institutional Effectiveness
    **Status:** Completed

11). Increase and then maintain NCLEX results for RN candidates at an average of >= 90% by 2014.
    **Goal:** Institutional Effectiveness
    **Status:** Completed
    **Add'l Comment:** Reached 92% in 6/2012

12). Incorporate emerging technology and EBP (Evidence-Based Practice) into the curriculum, classrooms, and labs (e.g., electronic medical records/computer simulation)
    **Goal:** Technological Advancement
    **Status:** Completed
    **Add'l Comment:** Simulation interwoven in each course, Ipad applications available for classrooms, Electronic medical records and Pyxis available in the skills lab.

13). Seek additional classroom/lab space to meet student learning needs, maintain student safety, and to provide for optimal use of the advanced technology utilized in nursing education currently and in the future.
    **Goal:** Physical Resources
    **Status:** Completed
    **Add'l Comment:** Obtained Aliso Lab 101-102

14). Expand clinical placements through additional agreements with agencies to ensure adequate clinical rotation availability for students that meet learning needs consistent with current and future course objectives and community needs.
    **Goal:** Physical Resources
    **Status:** Completed
    **Add'l Comment:** Increased amount of clinical rotations in various hospitals. (Glendale Adventist, Valley Pres, Northridge, etc.)
15). Design and reconfigure lab for simulation by recreating a hospital environment and using audio visual equipment and all high fidelity simulators including compliance with health and safety requirements.

**Goal:** Innovation

**Status:** Completed

16). Seek grant funding to allow for enhanced utilization of AV equipment and all high fidelity simulators to facilitate 508 compliance and health/safety requirements.

**Goal:** Innovation

**Status:** Completed

17). Meet the prerequisite and remediation needs of the students as well as program requirements through further collaboration with other campus departments.

**Goal:** Campus Climate

**Status:** Completed

Cancelled Objectives

1). Develop elective courses: Rehabilitative Nursing, online gerontological nursing (need DLA). (not accomplished)

**Goal:** Teaching and Learning

**Status:** Canceled

2). Develop NCLEX review course (not accomplished)

**Goal:** Teaching and Learning

**Status:** Canceled

3). Develop elective course: Pre-health career course.

**Goal:** Teaching and Learning

**Status:** Canceled

4). Maintain student and employer satisfaction with program

**Goal:** Teaching and Learning

**Status:** Canceled

5). Increase response rates to >= 90% on inquiries related to job placement post graduation

**Goal:** Teaching and Learning

**Status:** Canceled

6). Continue development of the ADN program through grant funding with a focus on retention and remediation to support student success and program excellence.

**Goal:** Student Support

**Status:** Canceled

7). Increase NLCEX pass rate.

**Goal:** Student Support

**Status:** Canceled

8). Maintain and/or increase staff for all nursing labs available for student use

**Goal:** Student Support

**Status:** Canceled

9). Increase retention.

**Goal:** Student Support

**Status:** Canceled

10). Obtain grants for faculty funding, development, recruitment, and retention.

**Goal:** Human Resources

**Status:** Canceled

11). Hire, select, and develop adjunct faculty with credentials (BSN or MSN) to meet NLNAC accreditation requirements; with the goal being greater than 50% with an MSN.

**Goal:** Human Resources
12). Hire, select, and develop additional full time faculty to meet current BRN and NLNAC accreditation requirements consistent with how the program has grown.
   **Goal:** Human Resources  
   **Status:** Canceled

13). Hire, select, and develop adjunct lab assistants with MSN credentials to meet NLNAC accreditation requirements, simulation technicians able to assist students with simulation, and nursing counselors to support the needs of the students.
   **Goal:** Human Resources  
   **Status:** Canceled

14). Increasing awareness of nursing and consistent and accurate data of the nursing program details and requirements for future students.
   **Goal:** Institutional Advancement  
   **Status:** Canceled

15). Plan for growth of the nursing program within the confines of faculty and available clinical sites.
   **Goal:** Institutional Advancement  
   **Status:** Canceled

16). Maintain BRN approval and NLNAC accreditation to ensure program excellence and high standards.
   **Goal:** Institutional Effectiveness  
   **Status:** Canceled

17). Maintain adequate external funding to meet department needs
   **Goal:** Financial Stability  
   **Status:** Canceled

18). Ensure funding is available for preventative maintenance or warranties on high fidelity simulators.
   **Goal:** Financial Stability  
   **Status:** Canceled

19). Further develop simulation program throughout the nursing curriculum and establish a simulation center
   **Goal:** Technological Advancement  
   **Status:** Canceled

20). Continue to incorporate existing and emerging technology into the curriculum (eg. electronic medical records, computer simulation).
   **Goal:** Technological Advancement  
   **Status:** Canceled

21). Stabilize clinical placements through further agreements with agencies and maximize clinical placements through use of online Centralized Clinical Placement System to ensure necessary clinical rotation availability for students.
   **Goal:** Physical Resources  
   **Status:** Canceled

22). Provide safe, aesthetically pleasing, and adequately-sized classroom and skills lab facilities that meet the needs of the students.
   **Goal:** Physical Resources  
   **Status:** Canceled

23). Continue to collaborate with other departments on campus to meet the needs of the students.
   **Goal:** Campus Climate  
   **Status:** Canceled

24). Continue and promote partnerships with hospitals and clinical agencies.
   **Goal:** Leadership  
   **Status:** Canceled
Additional Accomplishments. (Review College Strategic Goals)

1. New concept based curriculum with QSEN approved by college curriculum committee, BRN and NLNAC and initiated in Fall 2011 with full implementation in spring 2013. (Goal: Institutional Effectiveness)
2. NLNAC continuing accreditation to 2016 accomplished with follow up report. (Goal: Institutional Effectiveness)
3. Instituted Kaplan learning resources for students with Kaplan review course to increase student success and NCLEX pass rate.. (Goal: Institutional Effectiveness)

New Objectives. While the number of new objectives is to be determined by your department, most departments will want to limit the number of new objectives to between 3 and 7. Also, there is no requirement to include objectives for each strategic goal. Rather, review the College Strategic Goals and reflect on many implications for your department. Only include objectives for a College Strategic Goal is appropriate. (Review College Strategic Goals)

New Objectives Related to SLOs as Indicated in Use of Results Section:

1. Investigate the need to develop an English course that specifically addresses the needs of nursing students in regards to reading and writing skills. (Goal: Teaching and Learning)
2. Explore potential funding (self-funded, revenue producing or COC funded) for a simulation center to meet community needs. (Goal: Institutional Advancement)
3. Seek and hire a simulation technician to manage the technical aspects of simulation. (Goal: Human Resources)
4. Seek and hire a district funded adjunct nursing counselor to support the needs of the students. (Goal: Human Resources)
5. Develop and implement an online student tracking system to document progression through the program. (Goal: Technological Advancement)
6. Design and implement a Transition into professional practice course for graduates of a RN program to increase their marketability in the workforce. (Goal: Teaching and Learning)
7. Implement Nursing Clinical Practice Course to increase students' success by having additional clinical experience. (Goal: Student Support)
8. Implement a Home Health Aide Certificate of Specialization. (Goal: Teaching and Learning)
9. Establish district funding for adjuncts in the skills lab (Goal: Financial Stability)
10. Develop a series of workshops to support nursing students before, during, and after the RN program and to support adjunct faculty. (Goal: Innovation)

Other New Objectives:

1. Obtain funding for online videos that provide the most current information for nursing students. (Goal: Financial Stability)
2. Obtain district funding for scantron extended 4 year warranty to ensure continued functioning for faculty to use this beneficial analysis of nursing exams for continuous improvement. (Goal: Financial Stability)
3. Ensure software on outdated computers in Aliso Lab 319 be cycled out and moved to LTLC computers and Aliso Lab 319 will be converted to a state of the art simulation room to augment the existing simulation space with control room. (Goal: Technological Advancement)
4. Maintain California Board of Registered Nursing (BRN) approval by remaining in compliance during the continuing approval visit in Spring 2014 that will allow the school to offer an associate degree in nursing. (Goal: Institutional Effectiveness)

1. In light of the college’s enrollment management plan, the economy, and other factors, how would you evaluate your department’s enrollment patterns? Consider data such as: student retention and success, average class size, number of sections offered, number of students declaring a field in your department as a major, number of students completing certificates or degrees, number of students participating in work study, and number of students placed in jobs related to their majors in your departments.

Based on the data in the change column, the nursing program is stable. Data indicates a slight decrease in sections, FTES, WSCH, FTEF. The decrease in sections is due to not offering electives and moving electives to Fast Track. Employment and labor statistics data indicate a continued need for new RNs in the local and surrounding communities. Greater than 90% of
graduates who responded to surveys/calls report working as RNs (2008-2011 graduates).

2. Based on your review, what do you need to do to excel next year? Consider issues such as: curriculum, location and scheduling of classes, partnerships and coordination with other departments and organizations.
   *Actions to excel next year; Consistent planned enrollment to maximize faculty and facilities and to maintain stability in the program
   *Where do classes need to be offered: Maintain a central nursing area.
   *An English course that specifically addresses the needs of nursing students for reading and writing skills.
   *Offer more Anatomy and Physiology and Microbiology classes in the biology department required as prerequisites for nursing students.
   *Collaborate with biology and chemistry departments regarding nursing prerequisites.
   *Seek out additional specialty clinical sites, or additional number of offerings at established sites.

3. What resources will you need to achieve your goals? Consider resources such as professional development, additional adult hourly, instructional supplies, assistance from other departments on campus, as well as other items.

Due to the impending BRN accreditation visit in Spring 2014, there is an urgent need to hire two full time faculty members. These faculty members are required by the BRN to meet the minimum full time to part time faculty ratio of >50%. The additional faculty members would also be required to achieve our goals listed above. These goals and objectives were developed in collaboration with all full time faculty. These goals and objectives were discussed in great length among all full time faculty during Dept. meetings and via email.

Level 1 user additional comments / dialogue about the information provided if desired.

In the past, we have received grant funding for adjuncts in the skills lab. These grants require us to show sustainability which would require institutionalizing the funding for these adjuncts. A new budget line was created for adjuncts in the skills lab by moving a portion of adult hourly instructional district funding to this new category. The grant has also supported an adjunct nursing counselor. In the future, institutionalized funding will also be required to support this position.

Level 2 user comments / dialogue about the information provided if desired.

Please list the faculty who were consulted in this program planning and review.


https://intranet.canyons.edu/offices/FiscalServices/AAPRBudget2013/AAPRForm.asp?Pro... 7/11/2013
<table>
<thead>
<tr>
<th>Upload additional files.</th>
</tr>
</thead>
<tbody>
<tr>
<td>File #1: <a href="#">Copy of Supplemental Data for RN Program 103111.xlsx</a></td>
</tr>
<tr>
<td>File #2: <a href="#">Labor Market Data for RNs 103111.doc</a></td>
</tr>
<tr>
<td>File #3: <a href="#">Supplemental Data for RN Program 111712.xlsx</a></td>
</tr>
<tr>
<td>File #4: <a href="#">Copy of Nursing Grants 11-12 balance report.xlsx</a></td>
</tr>
<tr>
<td>File #5: <a href="#">Copy of Nursing Grants 10-11 balance report.xlsx</a></td>
</tr>
</tbody>
</table>

Level 1 user additional comments / dialogue about the information provided if desired.
A supplemental data file has also been uploaded to provide specific information related to the RN program courses. This data will assist with BRN and NLN accreditation.

Level 2 user comments / dialogue about the information provided if desired.

Level 3 user comments / dialogue about the information provided if desired.