



**Instructional Program Review – Annual Update  
2022**

Date:	03-07-2022
Program and Department:	LVN-to-RN Program (RN Program; Associate degree in Nursing Program)
CTE Program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Additional programs included in this review:	
Date of last comprehensive review:	Associate degree in Nursing – 2017-2018
Submitted By:	Larry Manalo Jr.
Attachments (* as needed):	<input type="checkbox"/> 6-year assessment plan – All programs, when applicable <input type="checkbox"/> 2-year scheduling plan <input checked="" type="checkbox"/> Justification for Resource Requests (if needed)

**I. Alignment of the Program with the AHC Mission**

AHC Mission: Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, academic, and career goals through coursework leading to associate degrees, certificates, transfer, and skills building.

a. Have there been any changes that would require a change to your Program Mission?

No changes. The program mission statement continues to align with the college.

b. Explain how your program mission aligns with the college mission. The college mission and values can be found here: <https://www.hancockcollege.edu/about/mission.php>

“Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, career, and academic goals through coursework leading to skills building, certificates, associate degrees, and transfer.”

The program continues to serve the needs of students who are pursuing careers in nursing. Every year, the program witnesses 33-35 students completing the associate degree in nursing and are eligible to take the registered nursing licensure examination. The graduates continue to have 90-100% employment upon successful passing of the licensure examination. AD in Nursing graduates are encouraged to pursue further education in nursing. The program has partnership with CSU Channel Islands.

## II. Student Success, Program Accessibility and Program Capacity

\*NO data analysis required this year.

- a. Describe how the program works to promote student success (completions job placement and transfer). Include teaching innovations and use of academic and student support.

The LVN-to-RN program continues to seek additional grant monies to help students obtain educational materials that prepare them for licensure examination and practice settings. With grant support, the student to faculty ratio is reduced (1:6 instead of 1:10) that affords instructor engagement with student learning in the clinical settings.

With **clinical simulation** (25% of the required clinical hours), students can actively engage in high-risk clinical situations and make timely clinical decisions with no adverse effects to the patients. Through high-fidelity simulations, the faculty enables the students to make timely clinical decision with no adverse effects to the patient. In spring 2022, the simulation experience was conducted in M108. In compliance with the mask and vaccination mandates, the faculty and students were once again face-to-face in developing nursing judgment skills at no adverse effect to the patient. The program supplements the simulation experience with **virtual simulation (Kaplan i-Human)**.

**Keith RN Faculty Resources.** The faculty has access to resources to enhance teaching strategies in the nursing program. With a refocusing to a case study approach and deliberate learning exercises on clinical judgment, the program is preparing the students for the next generation licensure exam (NCLEX-RN ).

The program retains the merit-based admission criteria that includes grade point average, ATI PN Predictor test, and science repeats. The program faculty continue to consider additional screening tools like the **Test for Essential Academic Skills (TEAS)**. To date, there has been limited efforts to modify current admission criteria and processes.

The pandemic provided opportunities for innovations. With **hybrid classrooms**, we had reduced student absences. Students attended the classes remotely except for clinical practicum. The students were required to make-up missed clinical practicum.

The program continued to provide **2-hour open skills opportunities** on Fridays with one of the full-time faculty. The students had used the opportunity to practice newly learned nursing skills, remediate on identified needs, and refresh on previously learned nursing skills.

In spring 2022, the program implemented a **24-hour nursing bootcamp** conducted by the nursing faculty. The bootcamp was limited to the students who are new to the college and new to the nursing program. The bootcamp was not open to the recent completers (December 2021) of the LVN-program. The workshop provided review of the LVN-skills, college resources, and academic skills. The student reported that the experience enabled transition to the college student role with reduced anxiety.

**NOTE: See next page.**

Also, in spring 2022, the nursing faculty implemented a **pharmacology and dose calculation competency** exam. The faculty created a case-study crash course on commonly encountered medications in the clinical settings. The faculty set an 85% benchmark for both competencies. Nine students (25.71%) did not meet the benchmark and were remediated by nursing faculty. As part of the remediation, the student had to work with the faculty during the open skills laboratory sessions and/or appointments with the faculty. The students complied with the remediation and demonstrated increased engagement in their own learning.

In fall 2022, the program will introduce a new noncredit support course, **HLTH 7113 Think Like a Registered Nurse**. The course is highly recommended and non-mandatory. It supports the clinical experience by providing a non-threatening environment to take a deeper dive into nurse thinking processes, clinical judgement, and timely nursing action.

- b. List any notable accomplishments of the program (student awards, honors, or scholarships can be listed here also)

**Academic Progression.** The students continue to consider further nursing education at CSU Channel Islands. They expressed concerns regarding financial aid, time, and juggling multiple roles and responsibilities. The Grand Canyon University continues to be a viable option for students who have graduated from the program.

**Attrition Rates.** The program averaged 1-2 students who decided not to continue with the program. In 2021, one student withdrew prior to starting the program due to health reasons. Another student was unsuccessful with one of the core courses and was instructed to reapply to the program the following year. The student was readmitted in January 2022 and is demonstrating improved academic performance.

**NCLEX-RN Pass Rates.** Of the thirty students who took the licensure examination, the pass rates ranged from 78.79% (7 unsuccessful graduates) to 97.44% (1 unsuccessful graduate) for first attempts. Specifically, the pass rate for 2020-21 is at 84.38% (5 unsuccessful graduates). The adjusted pass rate 2020-21 was 84.48% (one student took the licensure examination in Montana).

### III. Quality and Innovation in the Program and Curriculum Review

- a. Are you on track in your assessment plan for course and program SLOs? If not, please explain why.

The program continues to monitor individual student progress through regular faculty meetings. Through program processes, high priority (at-risk) students are appropriately referred to the student health services, learning assistance, writing and math labs, and nursing skills laboratory for additional guidance and instruction. In 2022, there are three (3) students who are enrolled in the Learning Assistance Program (LAP).

The program has not had formal reporting of the program learning outcomes and is waiting for the college processes in assessing and reporting program learning outcomes. The faculty reviews program completion rates annually. The program completion rates indicate student attainment of the PLOs. However, the clinical evaluation tool continues to be the measure for student completion of the program.

In 2022, the faculty is investigating ways to integrate data collection in the respective courses based on their alignment with the PLOs. Also, the program director identified two additional program measures to track namely: Assessment Technologies Incorporated Tests for Essential Academic Skills (ATI TEAS) with a benchmark of a minimum composite score of 62 and the first attempt licensure examination (NCLEX-RN) pass rates.

- b. Have you shared your assessments or improvement plans with your department, program, or advisory committee? If so, what actions resulted? If not, how do you plan to do so in the future?

The program has weekly faculty meeting with student input. The meetings serve as a forum to discuss student activities and general perspectives on the course and program, provide updates on the student academic and clinical performance, and discuss program-related issues. The faculty continue to work on identifying high priority / at risk students and access college resources to alleviate barriers to success.

The full-time faculty regularly attends monthly department meetings and provides program updates. The department continues to support program plans of implementing a new noncredit course, HLTH 7113 Think Like a Registered Nurse.

The program conducts an annual advisory meeting. The 2021 meeting covered issues related to the pandemic and the concerns of local partners regarding the student academic/clinical (under)preparation and shortage of registered nurses. The local stakeholders renew their commitment to student clinical placement.

- c. Did any of section, course or program improvement plans indicate that your program would benefit from specific resources in order to support student learning and/or faculty development? If so, please explain.

### Course Improvement Plans

The upcoming implementation of the next generation licensure examination (April 2023) and the pandemic provided opportunities to evaluate teaching strategies.

- Nursing theory courses – There is a need to develop measures that promote clinical judgment and clinical decision-making.
  - The faculty would benefit in attending seminars on teaching and evaluating clinical judgment.
  - The integration of licensure preparation resources in the curriculum would reinforce clinical judgment and help propel students to become self-regulated thinkers.
- Nursing skills and practicum – there is a need to teach and evaluate clinical judgment.
  - Hi-fidelity manikin and simulation continue to serve as safe havens for learning with no adverse effects on patients. There is a need to have functioning manikins and contingency resources in the event technology fails. **There is a need to purchase a new Apollo manikin to replace the i-STAN manikin that is no longer supported by the manufacturer nor covered by warranty.**
  - Establish continuity in clinical judgment tools and thinking by using the same technologies with the AHC LVN-program. The implementation of SMART medication administration modules would help reinforce the technology and information competencies associated with medication administration. **There is a need to have a dedicated SMART medication art module for the program that is the same as the LVN-program.**
- Guided Pathways and Student Success
  - Academic Progression to the BSN program at CSU Channel Islands. There is a need for counselling support from student entry to the nursing programs to their eventual transfer to the CSU Channel Islands system. This entails a robust student education planning that includes the requisite courses for transfer. With more streamline approach, the student would take the appropriate transfer courses.

### Program Improvement Plans

- **Continued need for secretarial support.** The students continue to have the same questions regarding entering and completing the programs. The program technician continues to be a cornerstone of various student-related services from assistance with applications, completion of requirements, and follow-through the college processes.  
There are several program-related issues that can be provided by the department secretary. These include but are not limited to:
  - Meet clinical facility requirements. This entails recording and reporting requisite student and faculty information and competencies.
  - Maintain student files and required documents. The department secretarial support can maintain currency of the requisite student documents like CPR, licensure, vaccination status, etc. Currently, the students are barraged by multiple emails generated by the department office and the program coordinators.
  - Maintain approving agency (like BBRN) requirements like clinical facility contracts.
  - Maintain the inventory of the skills laboratory including surplus of outdated equipment and supplies, replacement and repair of health care technologies, and replenishing consumable supplies like gloves, gowns, IV tubing, needles, etc.

- Maintain the presentation stations in the classrooms. With multiple use of the classroom, there is a gap in addressing technology malfunction that has interrupted classes.
- Complete and process various program needs from room assignments, graduation ceremony, IT help and request, repair of presentation stations.
- Assist with program approval visits preparation.

- d. In reviewing your outcomes and assessments have you identified all that indicate a modification should be made to the course outline, the student learning outcomes, or the program outcomes? Please state what modifications you will be making.

### **Program Assessments and Outcomes**

The RN program has been reviewed by Assessment Technology Incorporated (ATI) experts in 2016-17. The course and program outlines are current, relevant, and up-to-date. An overarching conceptual framework sets the foundation of the program. The course learning outcomes are mapped to the program learning outcomes. The curriculum revisions were reviewed and approved by the California Board of Registered Nursing (Ca BRN) on Nov 15, 2018. There are no planned major curricular changes currently.

Effective June 2020, the RN program forged a partnership with the California State University Channel Islands (CSU CI). The counselor adjusts the student education plan to include transfer courses to CSU Channel Islands. The first cohort of 5 students were admitted in summer 2020. The subsequent years, the students have had an information session with CSUCI regarding program requirements and deadlines.

In fall 2022, the program is launching HLTH 7113 Think Like a Registered Nurse, a noncredit support course, 1.5 hours per week, highly recommended, and not mandatory.

With the implementation of AB 705, the program must be modified to replace MATH 331, Intermediate Algebra, with a transfer-level mathematics, MATH 123 Elementary Statistics.

The current core nursing courses are up-to-date. The required texts are due for newer editions.

The recent conversations on nursing program expansion highlighted the dire need for both traditional classroom, computer laboratory, and skills laboratory. The current lecture (M118-M123 (joint classroom) room can barely accommodate 50 students with good air flow. During the first three-weeks of the spring semester, both LVN and RN programs need at least 40-people capacity classroom for student orientation and preparation for clinical rotations. The currently available large classrooms are shared with all the health sciences programs that it continues to be a challenge among the programs to have appropriate class space for the students.

- e. Have all course outlines been reviewed within the last 5 years? If not, please explain the plan to bring course outlines up to date and include timelines for the review and submission to AP&P.

Yes. The faculty continue to review the course outlines. The faculty are reevaluating the current topics in all the medical surgical courses.

- f. For **CTE courses/programs only**, as per §55003, have prerequisites, corequisites and advisories (PCAs) for courses and/or programs been reviewed within the last 2 years?

The nursing faculty reviewed the course requisites. A student cohort begins the program in January and ends in December. Core courses are offered once-a-year. There are no prerequisites for the nursing core courses. However, the program continues to have co-requisites based on BRN-requirement that “the student must be concurrently enrolled in theory and clinical practicum courses. In addition, since nursing skills are deemed perishable skills, the nursing skills courses (NURS 111 and NURS 112) continue to be corequisites of the practicum courses.

#### **IV. Focus and Engagement of the Program**

- a. Summarize major trends and opportunities as well as challenges that have emerged in the program.

##### **Trends**

There is continued employment opportunities for registered nurses. With the pandemic, there is renewed emphasis on immune functions (vaccinations and herd immunity), infection control, and health care policy. The students were initially discouraged by the change in instructional modality but persisted and developed new learning strategies. The overall nationwide appreciation of the work of the health care workers continue to fuel student desire to complete the program, be successful in the licensure exam, and continue to the baccalaureate program. The program had full enrollment during the pandemic.

Aside from the initial mixed responses to the change in course delivery from face-to-face to remote instructions, the students have similar apprehension with the return-to-classroom modality. With remote instruction, the students juggled home life, academic work, and the variable access to technology. The students were distracted during classes with homeschooling of their family members. Technology access and connectivity were barriers to student access and student success. The remote learning environment was impacted by remote work environments and multiple remote classrooms. For the first time, students and their family were all attending remote instruction at the same time. With the looming reopening, students have expressed concerns regarding adjustments in childcare and homelife that would be interrupted by commute to the college and time commitments. They developed ways of dealing with uncertainty and incidentals.

In spring 2022, the students and faculty share apprehension with resuming face-to-face instructions with less restrictions. The program faculty continue to comply with the college, state, and facility regulations. The students are beginning to feel the impact of increasing gasoline prices and cost of living.

**Challenges**

Academic under-preparation of students. Students continue to struggle with reading, writing, and calculation. Both the returning and continuing students struggle with knowledge application and skills competencies.

In spring 2022, the program instituted both pharmacology test and dose calculation competency. The student has two opportunities to attain an 85% score on these tests. Of the 35 students, nine students (25.7%) did not meet the benchmark in either or both tests. These students continue to struggle in the program after various faculty interventions that include: coaching, one-on-one instruction, open skills laboratory practice opportunities, and open “mike” sessions (designed for question and answers regarding ongoing concerns. The faculty will offer a new noncredit course, HLTH 7113 Think Like a Registered Nurse in fall 2022.

Simulation Center and Storage – The M108 skills laboratory houses all the skills courses for all the health sciences programs. All the programs are currently double-booking the skills laboratory and has caused faculty and program level frustration. The faculty and programs continue to work on collaborating to stagger use of the skills laboratory.

On Oct 19, 2021, the college, as a request from the local Dignity Health facility, requested an increase in nursing enrollment from the current 35 students to about 50 students per year. With support from the local partner, the prospect of expanding the program further increases the need for instructional – lecture and laboratory) instructional space. To date, there are no viable options for increasing space for theory and nursing classes. There are no current actions to move the planned expansion forward.

The program continues to have an average of 5-7 students who were not successful in their first licensure examination attempt. In 2020-21, 28 students successfully passed the licensure exam. Five students were unsuccessful on their first attempt. Since 2019, the faculty had administered Kaplan proctored diagnostic tests. The faculty is currently seeking assistance from the Kaplan educator consultant regarding potential gaps in the curriculum that may be affecting student performance.

**Opportunities**

The hybrid classroom provided option to reduce student absences. The faculty continued to offer remote teaching to students who were exposed to the corona virus as well as who would altogether had to miss classes for one reason or another. The students had used the opportunity to not miss out on learning experience. They continue to have to make-up missed days in clinical practicum.

The virtual simulation similarly continues to offer viable options for issues related to student clinical placement. It has been similarly used within the Board of Registered Nursing allowable 25% of the total clinical hours.

The collaboration with the local Dignity Health agency renewed collaboration and partnership in both enhancing and expanding the nursing programs (RN and the LVN programs). There were renewed commitment to provide student clinical placement opportunities.

The faculty continue to seek innovative teaching strategies with the upcoming next generation of licensure examination. There were more conversations regarding collaborating and aligning both LVN and RN programs to better prepare the students.

The scarcity of space ushered discussions regarding deliberate and purposeful skills laboratory scheduling and reconfiguring the nursing classroom.

The nursing faculty continue to seek options for expanding the classroom and skills laboratory spaces to better serve the learning needs of the students. With the proposed program expansion, there is a need for more committed and robust discussion of classroom/skills laboratory/simulation space.

b. List any (internal or external) conditions that have influenced the program in the past year.

#### Internal Conditions

- Apprehension with the easing of physical distancing and mask mandates toward pre-pandemic conditions.
- Faculty isolation imposed by remote teaching and remote work environment.
- Limited and cramped space in the skills labs and nursing classroom.
- Overbooked teaching spaces – computer laboratory and skills laboratory.
- Issues with connectivity and wi-fi coverage in the classroom and the skills laboratory.
- Lack of secretarial support- preparation for the approval visit and actual approval visit.
- Maintaining the skills laboratory – upkeep, supplies, and repair.

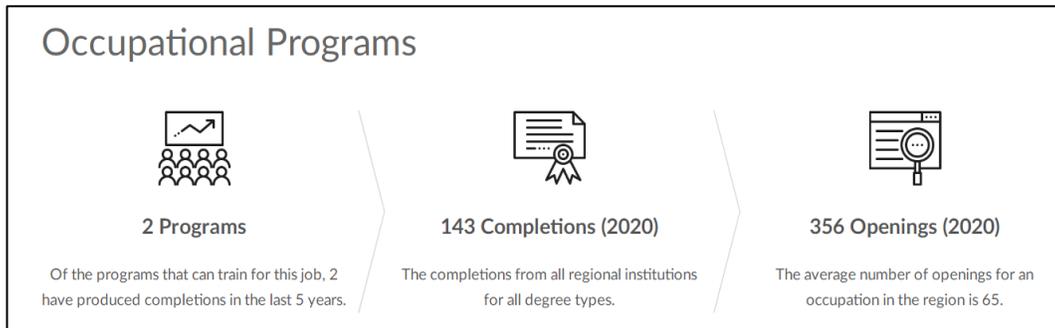
#### External Conditions

- The CDC, college, and facility guidelines continue to pose challenges with student clinical placement.
- Anticipated Board of Registered Nursing approval visit. Fall 2022.
- Plans for program expansion and anticipated local shortage of registered nurses.

#### **Data for Program with Vocational TOP Codes (CTE):**

[http://www.hancockcollege.edu/institutional\\_effectiveness/reports.php](http://www.hancockcollege.edu/institutional_effectiveness/reports.php)

**Reference: Emsi Occupational Overview: 2022 Data Set for Santa Barbara and San Luis Obispo Counties.**



In 2020, there were 143 completers of registered nursing (CIP 51.3801) for 356 openings. Allan Hancock College had 32 completers, Cuesta College had 42 completers, and Santa Barbara City College had 69 completers of associate degree in nursing. There is a continued need to promote academic progression to baccalaureate and higher degrees.

**Reference: AHC Institutional Research Team. Tableau.**

The LVN-to-RN program is a cohort program. The student must be successful in all the core courses to be awarded the associate degree and be eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The number of completers is based on the completion of NURS 108 RN Practicum 2. NURS 108 culminates in a work-experience 64-hour preceptorship. The RN program maintained an attrition rate of less than 5% attrition rate or 95-100% completion rate. Most students were dropped from the program during the spring semester.

Table 1: RN Program Completers. Based on Completion of All Fall Semester Courses.

2016	2017	2018	2019	2020	2021
35	34	35	34	32	32

The program admits 35 students in January of each calendar year. The program continues to discourage the completion of a certificate of achievement (30-unit option). The certificate affords a permanent “non-graduate” nurse status on the Registered Nursing (RN) license which may not be endorsed in other states.

Table 2: RN Comparison of First-time transfer, Returning, Continuing, and Returning Students and Success Rates

	2019				2020				2021			
	n	FTES	RR %	SR%	n	FTES	RR %	SR%	n	FTES	RR %	SR%
NURS 101												
First Time Transfer	2	0.20	100	100	2	0.10	100	100	0			
Continuing	26	2.54	100	100	30	1.55	100	100	32	1.66	100	100
Returning	7	0.68	86	86	3	0.16	100	100	2	0.10	100	100
NURS 108												
Continuing	34	51.17	100	100	32	93.42	100	100	33	95.40	97	97

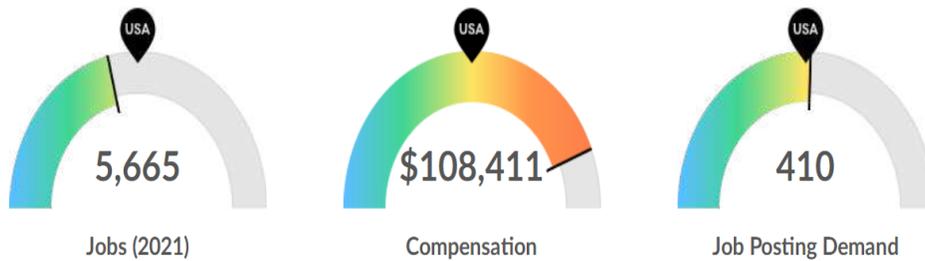
NOTE: n – Headcount. FTES – full-time equivalent students. RR% - retention rate percentage. SR% - success rate percentage.

As cohort program, NURS 101, a spring semester offering was used as an entrant course while NURS 108 was used as an exit course. The last three years, during the pandemic, the students continued and completed the nursing program. In 2019, there was 1 returning student (RR% = 86%) who was not successful in 2019.

c. **Current industry employment and wage data** (please cite sources)

**Reference: Emsi Occupational Overview: 2022 Data Set for Santa Barbara and San Luis Obispo Counties.**

**Average Job Posting Demand Over a Thin Supply of Regional Jobs**



Your area is not a hotspot for this kind of job. The national average for an area this size is 7,129\* employees, while there are 5,665 here.

Earnings are high in your area. The national median salary for Registered Nurses is \$75,282, compared to \$108,411 here.

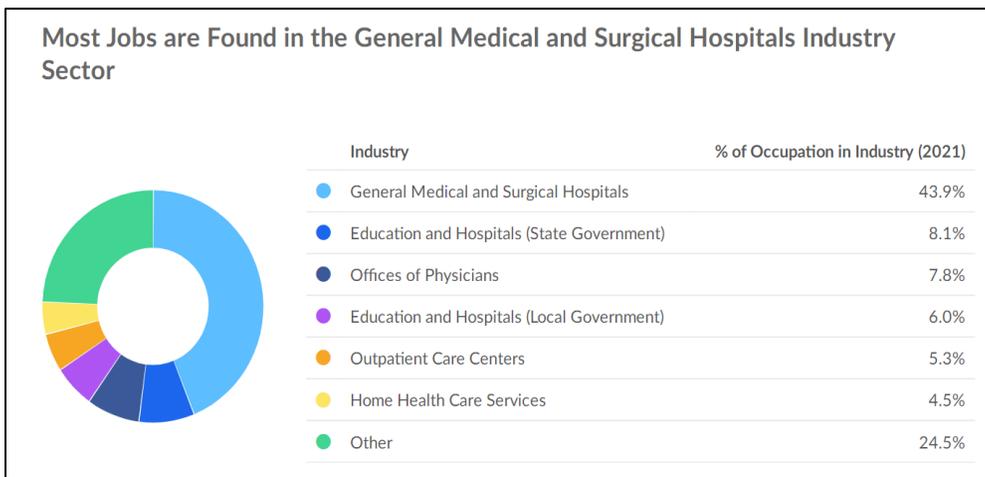
Job posting activity is about average in your area. The national average for an area this size is 397\* job postings/mo, while there are 410 here.

In 2020, both Santa Barbara and San Luis Obispo counties were not considered the “hotspot” for nursing when compared to the national average. The compensation remains high in the area with a median salary of \$108,411 (compared to national median salary of \$75,282). There is a continued demand for nurses with 410 job postings in 2021.



In 2020, the regional compensation is 44% higher than the national compensation.

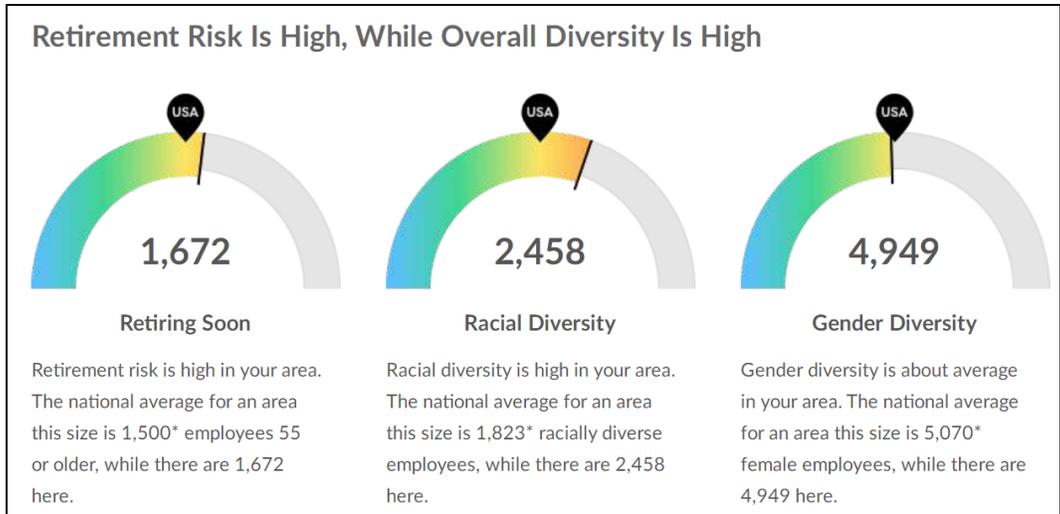
d. Industry employment and wage trends



Top Companies	Unique Postings	Top Job Titles	Unique Postings
Dignity Health	396	Registered Nurses	395
Accountable Healthcare Staffing	236	ICU Travel Registered Nurses	175
Aya Healthcare	149	ICU Registered Nurses	173
Marian Regional Medical Center	131	Labor and Delivery Registered N...	169
RNnetwork	131	Home Health Registered Nurses	166
Tenet Healthcare	111	Medical Surgical Registered Nur...	151
American Mobile Healthcare	108	Telemetry Registered Nurses	149
Sierra Vista Regional Medical Ce...	108	Hospice Registered Nurses	144
Twin Cities Community Hospital	106	Travel Registered Nurses	132
Healthcare Employment Network	102	Operating Room Registered Nur...	127

In 2021, most of the nursing jobs are in general medical and surgical hospitals industry. This is due to highest number of needs in the larger acute care facilities. It should be noted that the top companies were acute care facilities – Marian Regional Medical Center, Sierra Vista Regional Medical Center, and Twin Cities Community Hospital and their respective conglomerates Dignity health and Tenet Healthcare. The RN program continues to be focused on the medical surgical knowledge, competencies, and behaviors of an entry-level registered nurse.

There are noticeable ongoing issues that impact the nursing workforce in both counties. Even though overall diversity is high, retirement continues to be a risk with large implications on practice gaps as experienced nurses leave the workforce while new graduates are called to catch up with the clinical-nursing experience gap.



The age distribution of nurses is promising. 70.4% (3,993) nurses are 19-54 years old. A remarkable 22.4% (1,266) nurses are 55-64 years old. If there is a zero-net migration, the retirement generation may be adequately replaced by the subsequent generations.



With regards to diversity, 56.6% (3,208) identified as White/Caucasian. Latinx (1,125 or 19.9%), Asian (993 or 17.5%), and African Americans (196 or 3.5%) continue to lag. The gender distribution mirrors male enrollment in the local nursing program at 716 jobs (12.6%).



e. TOP code employment CORE indicator report

**Perkins Core Indicator:** TOP 123010. Registered nursing. Cohort: 2019-2020

**Core Indicator 1: Post-secondary Retention and Placement.**

Postsecondary Retention & Placement			Negotiated Level		Performance	Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	27	28	74.53	74.53	96.43	21.9
2 Individuals Preparing for Non-Traditional Fields	6	6	74.53	74.53	100.00	N/A
3 Out of Workforce Individuals	1	1	74.53	74.53	100.00	N/A
4 Individuals with Economically Disadvantaged Families	21	21	74.53	74.53	100.00	25.5
5 English Learners			74.53	74.53	N/R	N/R
6 Single Parents	5	5	74.53	74.53	100.00	N/A
7 Individuals with Disabilities	2	2	74.53	74.53	100.00	N/A
8 Homeless Individuals			74.53	74.53	N/R	N/R
9 Youth in Foster Care			74.53	74.53	N/R	N/R
10 Youth with Parent in Active Military			74.53	74.53	N/R	N/R

The program meets the state and district negotiated levels for individuals in non-traditional fields (Item 2), out-of-workforce individuals (Item 3), individuals with economically disadvantaged families (Item 4), single parents (Item 5), and individuals with disabilities (Item 7). The low cohort size magnifies the disproportionate impact on these underrepresented groups.

**Core Indicator 2: Earned Post-secondary Credential.**

Core Indicator 2 - Cohort Yr: 2019- 2020 Earned Postsecondary Credential			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
11 CTE Cohort*	32	32	81.32	81.32	100.00	18.7
12 Individuals Preparing for Non-Traditional Fields	6	6	81.32	81.32	100.00	N/A
13 Out of Workforce Individuals	1	1	81.32	81.32	100.00	N/A
14 Individuals with Economically Disadvantaged Families	24	24	81.32	81.32	100.00	18.7
15 English Learners			81.32	81.32	N/R	N/R
16 Single Parents	6	6	81.32	81.32	100.00	N/A
17 Individuals with Disabilities	2	2	81.32	81.32	100.00	N/A
18 Homeless Individuals			81.32	81.32	N/R	N/R
19 Youth in Foster Care			81.32	81.32	N/R	N/R
20 Youth with Parent in Active Military			81.32	81.32	N/R	N/R

The cohort size (Item 11) reflected the number of students who completed the program. The various groups similarly completed the nursing program within the negotiated level for individuals with economically disadvantaged families (Item 14).

Core Indicator 3: Non-traditional Program Enrollment.

Core Indicator 3 - Cohort Yr: 2019- 2020 Non-traditional Program Enrollment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
21 CTE Cohort*	6	36	23.43	23.43	16.67	-6.8
22 Individuals Preparing for Non-Traditional Fields	6	36	23.43	23.43	16.67	-6.8
23 Out of Workforce Individuals		1	23.43	23.43	0.00	N/A
24 Individuals with Economically Disadvantaged Families	4	27	23.43	23.43	14.81	-8.6
25 English Learners			23.43	23.43	N/R	N/R
26 Single Parents	1	9	23.43	23.43	11.11	N/A
27 Individuals with Disabilities		3	23.43	23.43	0.00	N/A
28 Homeless Individuals			23.43	23.43	N/R	N/R
29 Youth in Foster Care			23.43	23.43	N/R	N/R
30 Youth with Parent in Active Military			23.43	23.43	N/R	N/R

The non-traditional program enrollment (Item 22) had a small cohort of 6 students while the individuals with economically disadvantaged families (Item 24). The college did not meet the state and the district negotiated levels for both groups. The faculty identified that the non-traditional students are the individuals who identify as male continue to have low-enrollment in health careers. Currently, the RN program does not have any specific interventions to enhance enrollment and completion of males in nursing.

Core Indicator 4: Employment

Core Indicator 4 - Cohort Yr: 2019- 2020 Employment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
31 CTE Cohort*	27	28	73.00	73.00	96.43	23.4
32 Individuals Preparing for Non-Traditional Fields	6	6	73.00	73.00	100.00	N/A
33 Out of Workforce Individuals	DR	DR	73.00	73.00	DR	N/A
34 Individuals with Economically Disadvantaged Families	21	21	73.00	73.00	100.00	27.0
35 English Learners			73.00	73.00	N/R	N/R
36 Single Parents	5	5	73.00	73.00	100.00	N/A
37 Individuals with Disabilities	DR	DR	73.00	73.00	DR	N/A
38 Homeless Individuals			73.00	73.00	N/R	N/R
39 Youth in Foster Care			73.00	73.00	N/R	N/R
40 Youth with Parent in Active Military			73.00	73.00	N/R	N/R

The report had variable cohort sizes. It is unclear that of the number of students who completed the program (Item 11), a total of 28 (Item 31) was employed. The recent pandemic increased the demand for nurses. There were counts less than 6 (designated as DR based on EDD requirement of at least 6 counts) for out-of-workforce individuals (Item 34) and individuals with disabilities (Item 37). The individuals preparing for non-traditional fields (Item 32), with a low number, met the state and district negotiated levels. This means that the group was successful in completing the program and seeking subsequent employment.

f. Advisory committee recommendations

In 2021, the advisory committee discussed The advisory meeting covered issues regarding student education and preparation for the health care facilities due to adjustments in direct patient care experiences during the pandemic. The local health care facilities continued to support the clinical placement of students with compliance with the county public health mandates. With the changes in teaching modality, the local stakeholders would report on how the students transition to the health care workforce because of the modifications in instruction and clinical experiences.

**V. Continuous Improvement of the Program**

a. Status of Final Plan of Action – Post Validation

Summarize the progress made on the recommendations from your last comprehensive program review plan of action

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
<b>Enhance student success.</b>	
<ul style="list-style-type: none"> <li>Hire a skills laboratory coordinator with expertise in simulation</li> <li><b>NEW:</b> In lieu of a faculty coordinator for skills lab, consider a more cost-conservative skills laboratory technician.</li> </ul>	<p>As of spring 2022,</p> <ul style="list-style-type: none"> <li>The skills lab coordinator is not listed in faculty prioritization. The health sciences faculty decided to consider cost-conservative skills laboratory technician.</li> </ul>
<ul style="list-style-type: none"> <li>Pursue funding for nurse tutors</li> </ul>	<ul style="list-style-type: none"> <li>Pursue funding for nurse tutors. The Strong Workforce Initiative monies have funded 28-32 hours of supplemental instruction and guidance for RN students.</li> </ul>
<ul style="list-style-type: none"> <li>Dedicate a counselor for nursing and health sciences</li> </ul>	<ul style="list-style-type: none"> <li>Grant funds are used for 40 hours of counseling during summer application period for the RN and LVN program.</li> </ul>
<ul style="list-style-type: none"> <li>Evaluate program admission criteria for equity and disproportionate impact.</li> </ul>	<ul style="list-style-type: none"> <li>There are no changes in the merit-based enrollment eligibility for prospective RN students.</li> </ul>
<ul style="list-style-type: none"> <li>Maintain partnerships with local health care facilities.</li> </ul>	<ul style="list-style-type: none"> <li>The program faculty continue to maintain and renew partnerships with the local health care facilities.</li> </ul>
<ul style="list-style-type: none"> <li><b>NEW:</b> Consider ACEN-accreditation for the RN program.</li> </ul>	<ul style="list-style-type: none"> <li>There are no efforts initiated at this time to seek funding for ACEN-accreditation.</li> </ul>
<ul style="list-style-type: none"> <li><b>NEW:</b> Allocate funds for upcoming California Board of Registered Nursing approval visit on fall 2022.</li> </ul>	<ul style="list-style-type: none"> <li>The program director has initiated steps to obtain funding for the upcoming Ca BRN approval visit. There are available monies for the anticipated visit.</li> <li>The BRN waived the fee since the program was approved prior to 2013.</li> </ul>
<ul style="list-style-type: none"> <li><b>NEW:</b> Collaborate with Admissions and Records and Counseling to ensure expeditious processing of student transcripts to promote timely RN-licensure testing for students.</li> </ul>	<ul style="list-style-type: none"> <li>To expedite student “authorization to test” for NCLEX-RN, the admission and records have implemented auto-awarding of associate degrees to the RN students.</li> <li>In 2021, the BRN piloted an expedited application process that enabled the program director to attest student completion of associate degree requirements.</li> </ul>
<b>Improve nursing courses and program.</b>	
<ul style="list-style-type: none"> <li>Obtain funding for continuing education for faculty</li> </ul>	<ul style="list-style-type: none"> <li>The college and grants continue to provide funding support to faculty continuing education. There were limited opportunities for staff development and team building during the pandemic.</li> <li>Keith RN subscription is renewed for 2022.</li> </ul>
<ul style="list-style-type: none"> <li>Develop mentoring of new faculty</li> </ul>	<ul style="list-style-type: none"> <li>The experienced faculty continue to collaborate and support new faculty.</li> <li>The program director continues to provide regular site visits to support nursing faculty.</li> </ul>
<ul style="list-style-type: none"> <li>Develop partnerships with institutions of higher education</li> </ul>	<ul style="list-style-type: none"> <li>The RN program forged an academic progression agreement with CSU Channel Islands. The first cohort was admitted to the CSU CI program in summer 2020. The spring application period was</li> </ul>

	presented to the current RN class. The nursing counselor continues to develop student education plans that ensure student completion of requisite transfer courses.
<ul style="list-style-type: none"> <li>• <b>NEW:</b> Continue use of educational technology to enhance instruction and learning including <b>simulation SMART carts for medication administration.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The program continues to integrate hi-fidelity manikin simulation and virtual simulation (i-Human) based on the 25% provisions of the Ca BRN.</li> <li>• The program maintains product warranty to ensure adequate functioning of the manikins. The IT team continues to ensure adequate wiOfi coverage in the nursing skills laboratory.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>NEW:</b> Subscribe to resources to prepare the students for the next generation NCLEX-RN licensure exam.</li> </ul>	<ul style="list-style-type: none"> <li>• The program uses Kaplan diagnostic tests and live NCLEX-RN review class.</li> <li>• In spring 2022, the faculty consulted with the Kaplan educator consultants on strategies to better integrate the products in the nursing program.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>NEW:</b> Seek instructional space for simulation.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no current action for this request.</li> <li>• The health sciences faculty continue to work collaboratively in allocating space and time for all the courses.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>NEW:</b> Seek storage space for simulation.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no current action for this request.</li> <li>• The nursing faculty continues to maintain the supplies and equipment in the skills laboratory. With no designated skills laboratory personnel, the faculty juggle the work of maintaining the skills laboratory with teaching assignments.</li> </ul>
<b>Maintain and update equipment and adequate supplies.</b>	
<ul style="list-style-type: none"> <li>• Develop processes to maintain, update, and repair educational equipment and technologies</li> <li>• Obtain funding sources for repair, replacement and/or maintenance.</li> </ul>	<ul style="list-style-type: none"> <li>• The program director continues to seek district funding for upkeep and replacement of educational supplies and equipment.</li> <li>• The faculty continue to monitor and seek resources to repair, maintain, and replace equipment.</li> </ul>
<b>Recruit and hire support staff</b>	
<ul style="list-style-type: none"> <li>• Hire permanent 12-month secretarial support for Health Sciences department</li> </ul>	<ul style="list-style-type: none"> <li>• The VP Academic Affairs indicated that the request for the administrative secretarial assistance is in the list for classified staff priority list. The position has been vacant for the last three-four program review cycles.</li> <li>• To date, there has been no secretarial support for faculty. The program technician continues to limit roles to the current job description. The faculty seeks assistance from the dean’s administrative assistant on tasks that are deemed for department administrative support.</li> </ul>

b. List any **new resources** that the program received in the past year and the results.

Source	Specific Resource	Est. Amount \$	Impact on program or course outcomes
Strong Workforce Initiative	40 laptops for CNA, LVN, and RN programs	Completed	Promote student access to computers. Allow physical distancing and proctored face-to-face testing. <b>The laptops have helped alleviate the need to book the computer laboratory for online tests.</b> The faculty continue to seek assistance from the IT team for computer maintenance and upkeep.
CCCCO Assessment & Enrollment Grant	Osmosis Medical Videos	\$ 3,500 No longer needed	<b>The nursing faculty opted to discontinue the subscription due to low use.</b> The subscription will no longer be renewed.
	Kaplan i-Human Virtual Simulation Experiences	\$ 7,000	Reinforce clinical thinking and timely decision-making with no adverse effect to patients. <b>Ongoing.</b>
	Keith RN "Think Like a Nurse" Teaching and Student Resources	\$ 3,824	Provide structured approach to clinical practicum and ensure student exposure to critical aspects of nurse decision-making. <b>Ongoing.</b>
	Kaplan Content Mastery Series	\$18,900	Includes NCLX-RN live review. A directed approach to developing knowledge application, clinical judgment, and preparation for licensure examination. The faculty continues to use these resources. In spring 2022, the faculty met with the education consultant for effective and deliberate curriculum integration of the Kaplan products. <b>Ongoing.</b>
Strong Workforce Initiative	Nurse Tutor – 2 hours per week x 15 weeks	\$ 1,500	Add skills laboratory practice opportunities to hone newly learned nursing skills. <b>Ongoing.</b>
Electronic Health Records Orientation for Returning Students – Clinical Orientation.	Nurse Instructor 7.5 hours per day for 3 days.	22.50 hours x \$60 = <b>\$1,350</b>	The pilot program was started in spring 2022. It is designed to provide additional coaching on electronic health record navigation for the returning students (new entrants to the RN program). <b>Ongoing.</b>
Nursing Bootcamp January – prior to classes	Nurse Instructor 8 hours x 3 days.	24 hours x \$60 = <b>\$1,440</b>	The pilot program was offered the new entrants to the RN program. The orientation is designed to provide a college orientation focusing on nursing program requirements, review and practice LVN-level skills, study skills including care planning and dose

			calculation, and related academic and clinical skills. <b>Ongoing.</b>
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c. List any **new or modified recommendations** below, including rationale for these in the table.

**Program Goals:**

1. Guide prospective and current students through various college processes and available resources.
2. Provide opportunities to hone newly and previously learned nursing skills.
3. Provide student success services that enhance reading and comprehension and math skills and word problem solving.
4. Provide student success services that enable student progression to critical thinking, nurse clinical thinking, contextual thinking, real world problem solving, prompt and timely nursing decisions and actions, and reflection and evaluation of outcomes.
5. Augment instruction with educational technology and care technologies.
6. Recognize student completion and achievements.
7. Maintain faculty currency and relevance in the professional nursing practice.
8. Maintain Ca BRN program approval.

Program Improvement Plan (Program, Priority Number, year)	Anticipated Outcome (Goal)	Program Goal Status (Indicate if this goal is ongoing from a previous Annual or Comprehensive Program Review or new this year)	Alignment to Strategic Directions and planning goals (see "Alignment to Strategic Directions" Attached)	Activities	Justification (Evidence of need)	Resource Request (From table Below)	Anticipated Completion Date or On-going
<b>NEW:</b> Allocate funds for upcoming California Board of Registered Nursing approval visit on fall 2022. <b>PRIORITY: FIRST</b>	Fee is waived since the program was approved prior to 2013.	<b>New. Goal 8.</b>	IE1-2 (2020)  Goal: No alignment 2021-27	Seek district funds for the scheduled BRN-continuing approval visit.	Scheduled approval visits for Fall 2022	Funding Source	Spring 2022 – Fall 2022

<p><b>NEW:</b> In lieu of a faculty coordinator for skills lab, consider a more cost-conservative skills laboratory technician.</p> <p><b>PRIORITY: SECOND</b></p>	Hire skills laboratory technician	Modified goal. Ongoing	SLS 1-8 (2021)  Goal: C (2021-27)	Collaborate with academic dean regarding viable options.	Continued need for skills lab organization, inventory, and assistance	Funding Source	Ongoing. No updates.
<p><b>NEW:</b> Consider ACEN-accreditation for the RN program.</p> <p><b>PRIORITY: THIRD</b></p>	Faculty and administration buy-in for ACEN-accreditation	New	IE1-2 (2021)  Goal: None (2021-27)	Collaborate with academic dean regarding viable options.	ACEN-accreditation aligns with Ca BRN approval requirements	Funding Source	Ongoing. Not a priority this time.
<p><b>NEW:</b> Continue use of educational technology to enhance instruction and learning.</p> <p><b>PRIORITY: SECOND</b></p>	Continued use of educational technology to supplement and augment instruction	New Ongoing.	SLS 1-8 (2021)  Goal: C/E (2021-27)	Currently funded by CCCCCO grant.	Student preparation for licensure exam and workforce	Grants	Ongoing.
<p><b>NEW:</b> Subscribe to resources to prepare the students for the next generation NCLEX-RN licensure exam.</p> <p><b>PRIORITY: SECOND</b></p>	Continue to provide NCLEX-RN success resources like live review	New Ongoing.	SLS 1-8 (2021)  Goal: C/E (2021-27)	Currently funded by CCCCCO grant.	Student preparation for licensure exam and workforce	Grants	Ongoing.
<p><b>NEW:</b> Seek instructional space for simulation.</p> <p><b>PRIORITY: FIRST</b></p>	Investigate college options for instructional space.	New.	IR 1-4 (2021)  Goal: C/E (2021-27)	Seek viable options.	Skills lab occupancy does not accommodate class size.	Funding Source	Ongoing.

<b>NEW:</b> Seek storage space for simulation. <b>PRIORITY: SECOND</b>	Investigate college options for instructional space.	New.	IR 1-4 (2021)  Goal: C/E (2021-27)	Seek viable options.	Inadequate storage space for care technologies and supplies.	Funding Source	Ongoing.
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d. Summary of request for **resources**. Please list the type of request (facility, technology, staffing, equipment, other) and rank their priority.

**Program Goals:**

1. Guide prospective and current students through various college processes and available resources.
2. Provide opportunities to hone newly and previously learned nursing skills.
3. Provide student success services that enhance reading and comprehension and math skills and word problem solving.
4. Provide student success services that enable student progression to critical thinking, nurse clinical thinking, contextual thinking, real world problem solving, prompt and timely nursing decisions and actions, and reflection and evaluation of outcomes.
5. Augment instruction with educational technology and care technologies.
6. Recognize student completion and achievements.
7. Maintain faculty currency and relevance in the professional nursing practice.
8. Maintain Ca BRN program approval.

Resource Requests (Program, RRX year)	Item	Program Goal	Type	One-time cost	On-going cost (per fiscal year)	Anticipated Completion Date or On-going
RN Program PRIORITY: FIRST	Administrative Secretary	1	Staffing		12-month. \$20/hour = 41,600 + benefits (16%) = 48,256	Ongoing
RN Program PRIORITY: FIRST	Instructional Technician	2	Staffing		10 hours per week x 48 weeks + benefits (28%) + increase (3%) = 14,430	Ongoing
RN Program PRIORITY: FIRST	Nurse Tutor	2,3,4	Staffing		Stipends @ \$60/hr. x 192 hrs. (6 hrs. a week for 16 weeks x 2 semesters), plus 35% benefit rate	Ongoing
RN Program PRIORITY: SECOND	Student Counselor	1	Staffing		Stipends @ \$50/hr. x 160 hrs. (10 hrs. a week for 8 weeks x 2 semesters), plus 35% benefit rate = 8,280	Ongoing
RN Program PRIORITY: SECOND	IV Pumps – modules and PCA	2,3,4, or 5	Equipment Maintenance/ Replacement		Last maintenance check: Summer 2018 on 5 main screens + 10 modules.	Ongoing. Anticipate replacement due to high wear-and-tear. 2022-23

					The current pumps are showing signs of wear as there has been power failures and inability to program the different modules.	
RN Program PRIORITY: THIRD	Chester Chest Repair kits	2,4	Equipment Maintenance		CC Blood bag 17/item x 10 = 170 CC Blood RSV Arm 20/item x 10 = 200 CC Y-set. 3-way Parallel Tubing 31/item x 10 = 310 Add S/H and tax.	2021-22
RN Program PRIORITY: THIRD	Venipuncture Injection Manikins	2,4	Equipment Replacement		VATA Advanced 4-vein Venipuncture Training Aid at 315/item x 10 = 2,835 + S/H + Tax	2021-22
RN Program PRIORITY: SECOND	Medication Cart. Mobile Rx SMART Cart	2,4	Equipment Replacement	\$21,735	NEW: Provides seamless transition from LVN program to RN program of educational technology. Enhances use of electronic medical records in simulation.	2021-22
RN Program PRIORITY: FIRST	CAE Apollo Hi- fidelity Manikin	2,4	Equipment Replacement	\$79,161	One of the current manikins is outdated and no longer covered by manufacturer warranty. iSTAN S/N 977. The faculty had numerous interruptions while conducting simulation.	2022-23
RN Program PRIORITY: SECOND	Pediatric Simulation Manikin	2,4	NEW Equipment	\$62,819	Warranty: 5,000 annually. Years 1-5. After the first year.	2022-23 Onward
RN Program PRIORITY: THIRD	Completion Ceremony for Nursing Students	6	Staffing Facility Equipment		Facility PCPA Rental: \$500 Printing Cost: \$500 CSEA Non-instructional Overtime: \$400	Ongoing Every December
RN Program PRIORITY: FIRST	Simulation Instructional Space	4,5	Facility		Pending viable options	Ongoing
RN Program PRIORITY: FIRST	Simulation Storage Space	4,5	Facility		Pending viable options	Ongoing
<b>NEW: RN Program PRIORITY: First</b>	Keith RN Think Like a Nurse website Access for Faculty	5,7	Faculty Development		Membership site for nurse educators: THINK LIKE A NURSE ALLINCLUSIVE MEMBERSHIP FOR NURSE EDUCATORS This membership provides annual access to over 110 unfolding clinical reasoning case study topics across the nursing curriculum to make learning active and develop clinical judgment skills in nursing students. Additional handouts to strengthen classroom and clinical learning and faculty development webinars that provide contact hours are also included. Annual Fee: \$1,995.	Annual. Ongoing.

## Appendix A: Learning Outcomes Map: Course Learning Outcomes → Program Learning Outcomes → Institutional Learning Outcomes

1. **Patient-centered Care.** Evaluate nursing care provided to patients, families, groups, populations, and communities across the lifespan from diverse backgrounds in a variety of settings to ensure it is compassionate, age and culturally appropriate and based on a patient's preferences, values, and needs.
2. **Teamwork and Collaboration.** Collaborate with members of the interprofessional health care team to manage and coordinate the provision of safe, quality care for patients, families, or groups.
3. **Evidence-based Practice.** Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of patient-centered care.
4. **Quality Improvement.** Use evidence-based quality improvement processes to effect change in the delivery of patient-centered care.
5. **Safety.** Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to patients, self, and others in the healthcare, home, and community settings.
6. **Informatics.** Use evidence-based information and patient care technology to communicate relevant patient information, manage care, and mitigate error in the provision of safe, quality patient-centered care.
7. **Professionalism.** Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing patient-centered, standard-based nursing care.
8. **Leadership.** Use leadership, management, and priority setting skills in the provision and management of safe, quality patient-centered care.
9. **Communication.** Use verbal and nonverbal communication strategies with patients, families, and groups from diverse backgrounds to promote an effective exchange of information and development of therapeutic relationships.

### Institutional Learning Outcomes

1. **Communication.** Communicate effectively using verbal, visual, and written language with clarity and purpose in workplace, community, and academic contexts.
  - Read effectively for many purposes including information gathering, appreciation, and analysis.
  - Write clearly, concisely, and accurately in a variety of contexts and formats and for many audiences.
  - Speak effectively in many different situations, involving diverse people and viewpoints.
  - Listen actively and analyze the substance of others' comments.
  - Demonstrate effective visual literacy.
2. **Critical Thinking and Problem Solving.** Explore issues through various information sources, evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.
  - Apply a variety of critical and creative strategies for solving complex problems.
  - Generate and explore questions and arrive at reasoned conclusions.
  - Synthesize ideas and information from various sources and media.
  - Evaluate the credibility and significance of sources and material used to support or evidence.

- Identify assumptions, discern bias, and analyze reasoning and methods.
3. **Global Awareness and Cultural Competence.** Respectfully interact with individuals of diverse perspectives, beliefs, and values being mindful of the limitation of your own cultural framework.
    - Develop an awareness of one's own cultural framework and how it informs one's perspectives and experiences.
    - Recognize the independence of societies that participate in or depend on world economies, political systems, and the planet's finite and fragile resources.
    - Act with sensitivity, respect, and integrity in interactions with individuals and peoples of diverse perspectives, beliefs, and values.
    - Develop an awareness of the importance of civic and community participation.
  4. **Information and Technology Literacy.**

**Information Literacy.** Define what information is needed to solve a real-life issue then use appropriate technologies to locate, access, select, and manage the information.

    - Determine the nature and extent of information needed.
    - Locate, access, manage, and evaluate information from multiple sources.
    - Use information ethically and legally.

**Technology Literacy.** Proficiency in a technology and the ability to choose the appropriate tools.

    - Use technology and the ability to choose appropriate tools.
    - Select and use technology appropriate for the task.
    - Understand the implications of the technology in society.
  5. **Quantitative Literacy.** Use mathematical concepts and models to analyze and solve real-life issues or problems.
    - Perform calculations accurately.
    - Interpret mathematical models such as formulas, graphs, and tables.
    - Apply mathematical concepts to solve problems.
    - Create and analyze mathematical models of real-world situations.
  6. **Scientific Literacy.** Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.
    - Demonstrate a science-based understanding of the natural world.
    - Apply scientific concepts and models to solve complex problems of the natural world.
    - Describe and demonstrate the use of the scientific method.
    - Demonstrate science-based knowledge in daily life situations.
  7. **Personal Responsibility and Development.** Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace, and community.
    - Demonstrate an understanding of ethical issues and the ability to make ethical decisions in complex situations.
    - Acquire knowledge and exercise choices that enhance wellness.

- Develop responsibility for one's own actions and participate actively in pluralistic society.
- Produce and/or respond to artistic or creative expressions.
- Value and apply lifelong learning skills for personal and professional growth.
- Value one's personal role in sustaining the ecosystem.
- Develop career goals and plans to accomplish them.

PLO and ILO Mapping.

INSTRUCTIONS: Map the CLO to the at least one (1) PLO and at least one (1) ILO.

Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLOs)									Institutional Learning Outcomes (ILOs)						
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7
	Patient-centered Care	Teamwork and Collaboration	Evidence-based Practice	Quality Improvement	Safety	Informatics	Professionalism	Leadership	Communication	Communication	Critical Thinking and Problem Solving	Global Awareness and Cultural Competence	Information and Technology Literacy	Quantitative Literacy	Scientific Literacy	Personal Responsibility and Development
<b>Spring Semester</b>																
<b>NURS 101 Transitions to Professional Practice</b>																
NURS101 SLO1 - Identify communication strategies that promote caring and therapeutic relationships.									X	X						
NURS101 SLO2 - Integrate understanding of the multiple dimensions of patient-centered care.	X											X				X
NURS 101 SLO3 - Use evidence-based practice information and quality measures to evaluate safe and quality patient care.			X										X			
NURS 101 SLO4 - Identify ethical and legal issues affecting nursing care.							X				X					X
<b>NURS 102 Med Surg Nursing 1</b>																
NURS102 SLO1 - Use evidence-based practice in the nursing management of patients with alterations in health.			X										X			
NURS102 SLO2 - Identify relevant assessments to address the physiologic and psychosocial needs of patients with complex, multisystem alterations in health.	X										X					

NURS102 SLO3 - Describe the role of the registered nurse in collaborating with the health care team, promoting safe and quality care, and managing the care of the patient.		X						X			X						X
<b>NURS 103 RN Practicum 1</b>																	
NURS103 SLO1 - Provide care that addresses the physiologic and psychosocial needs of the patients.	X																
NURS103 SLO2 - Provide nursing care that supports ethical decision making and meets within legal standards.							X					X					X
NURS103 SLO3 - Communicate effectively with patients and the health care team.	X											X					
NURS103 SLO4 - Use evidence-based nursing actions to promote patient safety and quality care.			X									X		X			
NURS103 SLO5 - Appropriately use electronic health records and patient care technology in providing nursing care.						X								X			
<b>NURS 104 Med Surg Nursing 2</b>																	
NURS104 SLO1 - Use evidence-based practice in the nursing management of patients with alterations in health.			X														X
NURS104 SLO2 - Identify relevant assessments to address the physiologic and psychosocial needs of patients with complex, multisystem alterations in health.	X											X		X			
NURS104 SLO3 - Describe the role of the registered nurse in collaborating with the health care team, promoting safe and quality care, and managing the care of the patient.		X					X		X								X
<b>NURS 111 RN Skills 1</b>																	
NURS111 SLO1 - Provide patient teaching and reassurance when performing various nursing skills.	X											X					
NURS111 SLO2 - Use evidence-based practice and patient care technologies to provide safe and quality nursing care.			X										X		X		
NURS111 SLO3 - Accurately calculate drug dosages and solve word problems associated with medication administration.					X										X		
NURS111 SLO4 - Determine legal and ethical issues when performing various nursing skills.							X										X
NURS111 SLO5 - Identify own role and the roles of health care teams in providing timely and appropriate patient care.							X		X								X
<b>Fall Semester</b>																	
<b>NURS 106 Leadership and Management</b>																	

NURS106 SLO1 - Evaluate communication with patients, families, and groups as well as health care team.									X	X	X							
NURS106 SLO2 - Discuss current evidence-based practice and quality measures that promote patient safety and quality of care and reduce errors.			X	X								X		X				
NURS106 SLO3 - Describe commonly encountered legal and ethical issues in the care settings.							X					X						X
<b>NURS 108 RN Practicum 2</b>																		
NURS108 SLO1 - Provide care that addresses the physiologic and psychosocial needs of the patients with multiple health conditions.	X																X	X
NURS108 SLO2 - Provide nursing care that supports ethical decision making and meets within legal standards.							X					X						X
NURS108 SLO3 - Communicate effectively with patients and the health care team.								X	X		X	X						
NURS108 SLO4 - Use evidence-based nursing actions to promote patient safety and quality care.			X	X	X							X		X				
NURS108 SLO5 - Appropriately use electronic health records and patient care technology in providing nursing care.						X								X				
<b>NURS 109 Med Surg Nursing 3</b>																		
NURS109 SLO1 - Use evidence-based practice in the nursing management of patients with complex, multisystem alterations in health.	X		X										X	X				
NURS109 SLO2 - Identify relevant assessments to address the physiologic and psychosocial needs of patients with complex, multisystem alterations in health.	X											X					X	X
NURS109 SLO3 - Describe the role of the registered nurse in collaborating with the health care team and managing the care of the patient.		X						X			X							X
<b>NURS 110 Mental Health Nursing</b>																		
NURS110 SLO1 - Apply concepts and principles of the communication process to caring for individuals at-risk in various mental health settings.	X									X	X							
NURS110 SLO2 - Identify current non-pharmacologic and pharmacologic therapies for patients with mental illness.	X				X	X						X					X	
NURS110 SLO3 - Identify legal and ethical issues of caring for at-risk patients.							X					X						X
NURS110 SLO4 - Identify the roles of the health care team.							X	X					X					X

NURS110 SLO5 - Identify evidence-based care that promotes safe and quality care of patients with actual or potential mental illness in various care settings.				X	X							X					X
<b>NURS 112 RN Skills 2</b>																	
NURS112 SLO1 - Provide patient teaching and reassurance when performing various nursing skills.									X	X							
NURS112 SLO2 - Use evidence-based practice and patient care technologies to provide safe and quality nursing care.			X		X	X						X		X			
NURS112 SLO3 - Accurately calculate drug dosages and solve word problems associated with medication administration.					X							X			X		
NURS112 SLO4 - Determine legal and ethical issues when performing various nursing skills.							X	X					X				X
NURS112 SLO5 - Identify own role and the roles of health care teams in providing timely and appropriate patient care.							X	X									X