# Academic Program Review (Nursing) Latest Version

## Academic Program Review: (1) Overview of the program
Final Submission: Version by **DeLilly, Carol** on **03/03/2023 01:15**

**Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.**
***Mission Statement***
Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment. The nursing department serves student interested in entering the nursing career ladder though our  Certified Nursing Assistant Program and prerequisite courses for the two-year Associate Degree in Nursing program. We also offer an Upward Mobility Program for the Licensed Vocational Nurse to earn the Associate Degree in Nursing.

**Describe the degrees and/or certificates offered by the program.**
 The Associate Degree in Nursing (ADN) Program offers entry to both traditional generic nursing students and Licensed Vocational Nursing (LVN to RN) students who will both earn an Associate of Science degree in nursing. The traditional generic nursing student program is competed in four semesters (2-years of study) whereby the LVN (also known as Advanced Standing/ Upward Mobility Students) generally complete their course of study in eighteen months. Graduates  are prepared to provide registered nursing care in numerous settings.

Compton College also offers the Licensed Vocational Nurse 30 Unit Option. The LVN 30 Unit Option is designed as a career ladder for California Licensed Vocational Nurses wishing to become registered nurses. The program is approximately 18-24 months. No degree is granted upon completion. Most other states do not recognize California's LVN 30 Unit Option and will not issue RN licenses to these LVNs.

**Explain how the program fulfills the College's mission and aligns with the strategic initiatives.**
**STRATEGIC INITIATIVES for 2015-2020**
In order to fulfill the mission and make progress toward the vision from 2017 to 2024, Compton College will focus its efforts on the following Strategic Initiatives. Strategic Initiatives represent the areas of focused improvement. Objectives are college-wide plans to make progress on each initiative. Improve recruitment, enrollment, retention, and completion rates for our students.

**I. Improve recruitment, enrollment, retention, and completion rates for our students.**
Objective 1. Tailor degree and certificate programs to meet the needs of our students.
Objective 2. Educate students about pathways to graduation.
Objective 3. Enhance student preparation for academic success and completion.
Objective 4. Provide a student-centered environment that leads to student success.     The Associate Degree Nursing (ADN) Program consist of students seeking a degree in nursing. Compton College offers the Associate Degree in Nursing (ADN) which takes 2-3 years. Students are known as Generic Students. Students are prepared to provide registered nursing care in numerous settings. Students have a caring nature; have outstanding physical endurance, are able to work well under pressure and have effective problem-solving skills. While in the nursing program students learn to provide care to individuals, families and communities in a variety of health care settings including acute care facilities and clinics. Compton College's ADN Program prepares the graduate to manage and provide nursing care for people with multiple and varied health problems. Nurses must have a diversity of skills since they not only provide care to individuals, but they also serve as leaders, managers, counselors, liaisons, educators, and advocates for patients, and families. Graduates learn under the nursing framework of nurse theorist Margaret Jean Watson, PhD, RN, AHN-BC, FAAN. Watson established the  theory of Human Caring a philosophical belief in being authentically present in caring for humans while preserving the concept of the person in our science and adding carative humanistic altruistic contributions to society. Graduates have a caring nature; physical and psychological endurance, are able to work well under pressure and have effective problem-solving skills.
**II. Support the success of all students to meet their education, and career goals.**
Objective 1. Attract and retain traditional students and focus on retaining non-traditional students.

Objective 2. Minimize the equity gap for access, retention, and graduation rates.

Objective 3. Identify and provide clear pathways for traditional and non-traditional students to meet their goals.    The Associate Degree Nursing (ADN) Program offers entry to both traditional generic nursing students and Licensed Vocational Nursing (LVN to RN) students who will both earn an Associate of Science degree in nursing. The traditional generic nursing student program is competed in four semesters (2-years of study) whereby the LVN (also known as Advanced Standing/ Upward Mobility Students) generally complete their course of study in eighteen months. Graduates  are prepared to provide registered nursing care in numerous settings. Potential LVN to RN candidates seeking admission into the Advance Standing track must possess an active California LVN /Licensed Practical Nurse (LVN) license for at least one year and be employed as an LVN/LPN in an acute care setting or sub-acute setting within the last three years. Applicants will be required to provide verification of employment from their employer on the facility's official letterhead at time of application. Advanced standing applicants are accepted into the program on a space-available-basis.

Compton College offers the Licensed Vocational Nurse 30 Unit Option. The LVN 30 Unit Option is designed as a career ladder for California Licensed Vocational Nurses wishing to become registered nurses. The program is approximately 18-24 months. No degree is granted upon completion. Most other states do not recognize California's LVN 30 Unit Option and will not issue RN licenses to these LVNs. Some LVNs prefer to complete an ADN program in order to obtain a degree and to have the flexibility to get an RN license in other states. Most ADN programs will give LVNs credit for some of the coursework they completed to become an LVN (CA. Gov., Board of Registered Nursing, 2021).

Compton College students are given credit for military service.  Military Corpsmen: California law permits military corpsmen to take the national exam for RN licensure if they have completed RN level education and clinical experience (CA. Gov., Board of Registered Nursing, 2021).

**III. Support the success of students through the use of technology.**

Objective 1. Implement an early alert program to identify and notify students of support services and programs in a timely manner.

Objective 2. Provide robust distance education course and service offerings.

Objective 3. Enhance technology for teaching and learning through professional development.

Nursing students are introduced to various technological platforms such as our online Canvas Learning Management system. All nursing theory lectures, skills laboratories and hospital clinical rotations have Course Record Numbers (CRNS) that require student engagement and participation to retrieve all aspects course materials offered in our nursing programs. ADN Program students are required to create multiple nursing related accounts. One such account is their CastleBranch account. CastleBranch is a secure data management system that houses student health clearance records required by our hospital clinical affiliates, certifications such as cardiopulmonary certification, N95 mask fit testing, criminal background and drug screening are examples of the confidential data that is stored. Furthermore, each nursing course contains electronic nursing educational resources, such as Assessment Technology Incorporated (ATI) whereby students learn how to navigate virtual simulation, electronic health records, virtual patient management and case studies. All exams are offered electronically through Canvas and ATI secured through the use of Proctorio. Other technological data bases that students navigate include uploading and responding to all hospital onboarding requirements that include Health Insurance Portability and Accountability Act (HIPAA) regulations and hospital Safety and Infection Control Mandates. Our clinical affiliate requires online completion of extensive learning modules prior to clinical rotation student clearance to enter clinical rotations in their clinical facilities. At this time, in response to COVID-19 we have shifted virtual online lectures and in person skills laboratory and clinical courses. As of Fall 2022, we now offer all nursing courses in person.

**IV. Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields.**

Objective 1. Increase the number of degrees and certificates awarded in the Allied Health and Technical fields.

Objective 2. Implement a plan to target outreach of working professionals in Healthcare and Advanced Manufacturing.

Objective 3. Create collaborative partnerships with industry leaders in the Allied Health and Technical fields.Nursing Students and COVID-19

   The impact of COVID-19 on recent graduates: The spread of the novel coronavirus has impacted or interrupted how graduates were preparing to leave school. While some graduates had been searching for jobs or were waiting to hear back from employers about their applications, others may have already been accepted for internships, seasonal jobs or full-time jobs after graduation.

  Employment prospective for new graduate nurses: The current economic condition has affected employment prospects for many professions   including nursing. Some recent Compton College nursing graduates have had difficulty finding employment. Recent trends reveal that hospitals are treating fewer patients. Slightly more than half (53%) of Americans say their household cut back on health care due to cost concerns in the past twelve months. Families are delaying procedures and not seeking care. The decreased reimbursement/demand for service has led many hospitals to delay hiring, reduce use of temporary labor and conduct employee layoffs. However, long term trends indicate that despite the current economic recession, the nursing shortage is expected to intensify as the baby boomer population ages and the need for health care grows.

To increase ADN Program nursing student involvement and engagement, a new Nursing Student Canvas shell was launched in Fall 2021 to provide increased access to nursing program information and student interaction with faculty. Modules on the Nursing Student Canvas shell contain:

1. Nursing Tutoring provided by Nursing Faculty on nursing specialty areas
2. NCLEX-RN Test Prep Resources Module
3. Module with Academic Progression in Nursing Toolbox

1. New Graduate Nursing Employment Bulletin Announcements Page

1. New Graduate Hospital Versant Programs

1. Kaplan NCLEX-RN Licensure Preparation Resources

1. Supplemental Free Nursing Open Education Resources (OER)
2. NCLEX-RN Licensure Steps to Registration & Fees for licensure
3. ADN to RN Concurrent State College & University Enrollment Program Pathways

**V. Establish partnerships in the community and with the K-12 schools.**
Objective 1. Establish faculty to faculty partnerships with K-12 feeder schools to better align curriculum between the two segments,  and to improve student preparation.
Objective 2. Continue to develop more Career and Technical Education programs that meet the needs of the community.
Objective 3. Strengthen the broader needs of the community served by Compton Community College District.
 Due to the pandemic access to local community has been reduced, however we have maintained a consistent relationship with the American Red Cross for regularly scheduled on campus Red Cross Blood Drive. This essential relationship provides our local hospitals with much needed blood at a time in history where blood shortages are placing lives in jeopardy. We plan to resume outreach with K-12 community schools to develop more Career and Technical Education Programs in entry-level nursing allied health occupations.

The ADN Program Directors meet regularly in Trade Advisory Meetings with our current 16 hospital clinical affiliates and local hospital Chief Nursing Officers, Human Resources and Nursing Education department leaders to assess industry needs, improve affiliations relationships, gain industry knowledge and and learn of the employment opportunities for our new graduates. Information gleaned includes hiring practices, new graduate "Versant" programs, length of new graduate nurse preceptorships, tuition reimbursement, and methods in place for hiring new graduates. We also work very closely with each hospital affiliate to ensure that we meet all state regulatory requirements and remain in compliance with our affiliate contractual agreements to allow our students to come to their facilities for clinical training. We continue to annually expand our hospital clinical affiliate agreements to ensure adequate student clinical placements for our nursing programs.

**Discuss the status of recommendations from your previous program review.**
Community members have expressed a great desire for the nursing department to re-open our Certified Nursing Assistant Program.
Compton College now offers a Certified Nursing Assistant (CNA) Program that began fall, 2021. Students who complete the 5 unit, 8-week NURS 103: Nursing Assistant Course, approved by the California Department of Public Health and referred to as the CNA Program are eligible for state certification. They also receive 5 credits towards their admission application for the ADN Program. Generic nursing students who've completed the first semester of the ADN Program, are informed that they are eligible for certification as a California Certified Nursing Assistant. The application for CNA certification requires fingerprinting and a background check.  Applicants who have been convicted of a criminal offense may not be eligible for certification.  Those interested in the program can contact the nursing department or visit the certification requirements at: http://www.dhs.ca.gov/lnc/cert/Training.htm.
    The National Center for Workforce Analysis reports that more than 50% of states reported shortages of allied health personnel and California ranks 48th among states in per capital health services employment.  This will get worse as the total population of California grows 39% through 2020 and the over 65 population grows 58%.   The Certified Nursing Assistant Program is designed to fill the employment gap of caregivers working with the elderly in long-term care facilities.
   *Further Nursing Education*  After completing the ADN Program, graduates are encouraged continue their academic progression in nursing by entering an RN to  BSN  or RN to MSN Program. The ADN Program has affiliations with several four-year universities that provide dual enrollment towards these degree options. Many ADN Program graduates pursue advanced practice registered nursing opportunities such as becoming nurse practitioners,

or  work in many specialty areas that include but are not limited to Medical-Surgical Units, Intensive Care, Pediatrics, Obstetrics, Geriatrics, Community Home Health  and Emergency Department Units.

 The Associate Dean of Nursing has regular meetings with currently enrolled nursing students. At the April 2021 Student Open Forum: Zoom @ Noon, 50 enrolled nursing students joined this meeting to discuss matters pertinent to student nurses. Students requested having an open skill lab for the summer 2021 semester that included continuing students and former Fall 2020 and Spring 2021 graduates. We've hosted Fall 2020 & Spring 2021 and Fall 2021 Virtual Nursing Pinning Ceremonies.

Fall 2020, Spring 2021, Fall 2021 ADN Program Nurse Graduate NCLEX Preparation and Support
Passing of the ATI Comprehensive Predictor Proctored Exam is required of all graduates. Most graduates scored at a 90% probability of passing the NCLEX exam on their 1st attempt. Additionally, ADN Program graduates receive ATI NCLEX-RN Prep Review resources, UWorld NCLEX-RN Review Prep and Support for the Kaplan NCLEX-RN Review.  ADN Total Program Evaluation is a continuous process of reviewing course evaluations, ATI Capstone Assessments and Mountain Measurement NCLEX-Reports to evaluate course content and student knowledge acquisition through academic assessment performance across the curriculum. Program Review is a Compton College requirement.


# Academic Program Review: (2) Analysis of Research Data Final
Submission: Version by **DeLilly, Carol** on **03/03/2023 01:15**


**Head Count:  Identify and explain trends in enrollment.  Analyze enrollment demographic variables, including gender, ethnicity, age, educational goal and full-time/part-time status.**

## Student Counts

| Gender | Winter '17 | Spring '17 | Summer '17 | Fall '17 |
|---|---|---|---|---|
| Female | 78%(128) | 78%(241) | 81%(126) | 80%(347) |
| Male | 22%(36) | 22%(69) | 19%(30) | 20%(89) |
| Grand Total | 100%(164) | 100%(310) | 100%(156) | 100%(436) |

| Ethnicity | Winter '17 | Spring '17 | Summer '17 | Fall '17 |
|---|---|---|---|---|
| Asian | 11%(18) | 15%(45) | 15%(24) | 11%(49) |
| Black or African A.. | 20%(32) | 25%(76) | 26%(41) | 26%(112) |
| Latinx | 60%(99) | 53%(163) | 49%(76) | 56%(244) |
| Native Hawaiian o.. | 1%(<5) | 1%(<5) | 1%(<5) | 1%(<5) |
| Two or More Races | 3%(5) | 4%(11) | 3%(5) | 3%(12) |
| Unknown/Non-Res.. | | | | 0%(<5) |
| White | 5%(9) | 4%(13) | 6%(9) | 3%(15) |
| Grand Total | 100%(164) | 100%(310) | 100%(156) | 100%(436) |

# Student Counts

| Gender | Winter '18 | Spring '18 | Summer '18 | Fall '18 |
|---|---|---|---|---|
| Female | 84%(147) | 81%(284) | 80%(127) | 79%(360) |
| Male | 16%(29) | 19%(67) | 20%(31) | 21%(95) |
| Grand Total | 100%(176) | 100%(351) | 100%(158) | 100%(455) |

| Ethnicity | Winter '18 | Spring '18 | Summer '18 | Fall '18 |
|---|---|---|---|---|
| Asian | 16%(29) | 16%(55) | 22%(34) | 13%(60) |
| Black or African A.. | 27%(47) | 22%(78) | 26%(41) | 25%(114) |
| Latinx | 45%(80) | 54%(190) | 42%(66) | 54%(247) |
| Native Hawaiian o.. | 1%(<5) | 0%(<5) | | 0%(<5) |
| Two or More Races | 3%(6) | 3%(11) | 5%(8) | 2%(8) |
| Unknown/Non-Res.. | | 0%(<5) | | 0%(<5) |
| White | 7%(13) | 4%(15) | 6%(9) | 5%(23) |
| Grand Total | 100%(176) | 100%(351) | 100%(158) | 100%(455) |

# Student Counts

| Gender | Winter '19 | Spring '19 | Summer '19 | Fall '19 |
|---|---|---|---|---|
| Female | 75%(136) | 78%(325) | 81%(156) | 79%(346) |
| Male | 25%(45) | 22%(90) | 18%(34) | 20%(89) |
| Unknown/non-resp.. | | | 2%(<5) | 0%(<5) |
| **Grand Total** | **100%(181)** | **100%(415)** | **100%(193)** | **100%(437)** |

| Ethnicity | Winter '19 | Spring '19 | Summer '19 | Fall '19 |
|---|---|---|---|---|
| American Indian or.. | | 0%(<5) | | 0%(<5) |
| Asian | 18%(33) | 15%(62) | 13%(25) | 12%(51) |
| Black or African A.. | 17%(30) | 25%(104) | 21%(40) | 17%(73) |
| Latinx | 50%(90) | 51%(212) | 55%(106) | 60%(262) |
| Native Hawaiian o.. | 1%(<5) | 1%(<5) | | 0%(<5) |
| Two or More Races | 3%(5) | 2%(8) | 2%(<5) | 2%(8) |
| Unknown/Non-Res.. | 1%(<5) | 0%(<5) | 6%(11) | 6%(26) |
| White | 11%(20) | 6%(24) | 4%(7) | 3%(15) |
| **Grand Total** | **100%(181)** | **100%(415)** | **100%(193)** | **100%(437)** |

## Student Counts

| Gender | Winter '20 | Spring '20 | Summer '20 | Fall '20 |
|---|---|---|---|---|
| Female | 81%(128) | 82%(316) | 87%(141) | 83%(361) |
| Male | 18%(29) | 17%(66) | 12%(20) | 16%(71) |
| Non-binary | | | | 0%(<5) |
| Unknown/non-resp.. | 1%(<5) | 1%(<5) | 1%(<5) | 0%(<5) |
| Grand Total | 100%(159) | 100%(384) | 100%(162) | 100%(434) |

| Ethnicity | Winter '20 | Spring '20 | Summer '20 | Fall '20 |
|---|---|---|---|---|
| American Indian or.. | | 0%(<5) | | |
| Asian | 14%(22) | 11%(44) | 10%(16) | 11%(47) |
| Black or African A.. | 24%(38) | 24%(93) | 25%(40) | 24%(104) |
| Latinx | 50%(80) | 52%(198) | 56%(90) | 55%(239) |
| Native Hawaiian o.. | 1%(<5) | 0%(<5) | 2%(<5) | 0%(<5) |
| Two or More Races | 4%(7) | 4%(15) | 4%(6) | 3%(14) |
| Unknown/Non-Res.. | 4%(6) | 4%(17) | 3%(5) | 4%(18) |
| White | 3%(<5) | 4%(15) | 1%(<5) | 2%(10) |
| Grand Total | 100%(159) | 100%(384) | 100%(162) | 100%(434) |

Interpretation of Head Student Counts demonstrated steady enrollment over the four years for the summer and fall semesters. Enrollment between 2017 to 2019 for winter and spring were increased, however there was an enrollment dip in 2020 due to the pandemic. Collectively the winter semesters averaged 170 students, spring semesters averaged 365 students, summer semesters averaged 167 students and the fall semesters averaged 445 students.
Interpretation of Ethnicity demonstrated Latinx averaged approximately 50% of the student body, Black students averaged 24%, Asian students averaged 15% with a steady annual decline, all other races collectively represented approximately 10% of the student population.

The Student Demographic Charts below for the 2016 to 2020 Spring & Fall, retrieved from the Intuitional Effectiveness data includes student enrolled in prerequisite courses such as NURS 143 Introduction to Nursing, NURS 144 Dosage Calculation and NURS 146 Health Assessments. Thus, each semester this data reflects enrollment in three nursing prerequisite courses and the ADN Program core nursing curriculum courses.

## COMPTON COLLEGE NURSING PROGRAM

### STUDENT DEMOGRAPHICS: FALL

| Term | | 2016 | 2017 | 2018 | 2019 | 2020 |
|---|---|---|---|---|---|---|
| **Total Student Count** | | 415 | 436 | 455 | 437 | 434 |
| | | | | | | |
| **Gender** | Female | 82% | 80% | 79% | 79% | 83% |
| | Male | 18% | 20% | 21% | 20% | 16% |
| | Non-Binary/Unknown | | | | 0% (<5) | 0% (<5) |
| | | | | | | |
| **Ethnicity** | American Indian | | | | | |
| | Asian | 13% | 11% | 13% | 12% | 11% |
| | Black or African American | 25% | 26% | 25% | 17% | 24% |
| | Latinx | 54% | 56% | 54% | 60% | 55% |
| | Native Hawaiian | 1% | 1% | 0% | 0% | 0% |
| | Two or More Races | 2% | 3% | 2% | 2% | 3% |
| | Unknown/ Non-Res ... | | 0% | 0% | 6% | 4% |
| | White | 5% | 3% | 5% | 3% | 2% |
| | | | | | | |
| **Age Group** | Under 18 | 6% | 15% | 8% | 12% | 6% |
| | 18-19 | 4% | 3% | 3% | 4% | 3% |
| | 20-21 | 11% | 6% | 7% | 7% | 8% |
| | 22-24 | 15% | 15% | 15% | 16% | 13% |
| | 25-29 | 27% | 22% | 24% | 21% | 23% |
| | 30-34 | 15% | 14% | 18% | 15% | 21% |
| | 35-39 | 10% | 12% | 12% | 11% | 13% |
| | 40-49 | 9% | 9% | 10% | 10% | 12% |
| | 50-64 | 3% | 3% | 4% | 3% | 3% |
| | 65+ | 0% | 0% | 0% | 0% | 0% |
| | | | | | | |
| **Class Load** | Full time | 11% | 8% | 5% | 11% | 16% |
| | Part time | 89% | 92% | 95% | 89% | 84% |
| | | | | | | |
| **Educational Goals** | Basic Skills | | 0% | 1% | 0% | 0% |
| | Degree/Certificate Only | 17% | 13% | 11% | 8% | 4% |
| | Enrichment | 2% | 1% | 2% | 57% | 67% |
| | Intend to Transfer | 36% | 33% | 34% | 30% | 26% |
| | Retrain/recertify | 1% | 2% | 3% | 3% | 1% |
| | Undecided / Unstated | 45% | 51% | 48% | 3% | 2% |

The ADN program is Approved by the California Board of Registered Nursing to admit 30 generic and 10 advanced placement incoming nursing students bi-annually in the Fall and Spring semesters. We have a new CNA Program

opened Fall 2021 that can admit up to 20 students per 8-week course. We offer two 8-week courses per semester; thus, we have the capacity to enroll 40 CNA Program per academic year.
This of Spring 2022, we have 108 enrolled ADN Program students and 7 CNA Program student at this time.

## COMPTON COLLEGE NURSING PROGRAM

### STUDENT DEMOGRAPHICS: SPRING

| Term | | 2017 | 2018 | 2019 | 2020 |
|---|---|---|---|---|---|
| **Total Student Count** | | 310 | 351 | 415 | 384 |
| | | | | | |
| **Gender** | Female | 78% | 81% | 78% | 82% |
| | Male | 22% | 19% | 22% | 17% |
| | Non-Binary/Unknown | | | | 1% |
| | | | | | |
| **Ethnicity** | American Indian | | | | |
| | Asian | 15% | 16% | 15% | 11% |
| | Blac k or African American | 25% | 22% | 25% | 24% |
| | Latinx | 53% | 54% | 51% | 52% |
| | Native Hawaiian | 1% | 0% | 1% | 0% |
| | Two or More Races | 4% | 3% | 2% | 4% |
| | Unknown/ Non-Res .. | | 0% | 0% | 4% |
| | White | 4% | 4% | 6% | 4% |
| | | | | | |
| **Age Group** | Under 18 | 1% | 6% | 2% | 4% |
| | 18-19 | 1% | 2% | 3% | 5% |
| | 20-21 | 9% | 9% | 12% | 7% |
| | 22-24 | 19% | 17% | 17% | 15% |
| | 25-29 | 27% | 21% | 24% | 26% |
| | 30-34 | 15% | 16% | 16% | 19% |
| | 35-39 | 15% | 14% | 11% | 9% |
| | 40-49 | 10% | 11% | 11% | 12% |
| | 50-64 | 3% | 3% | 3% | 3% |
| | 65+ | 0% | 0% | 0% | 0% |
| | | | | | |
| **Class Load** | Full time | 7% | 9% | 12% | 16% |
| | Part time | 93% | 91% | 88% | 84% |
| | | | | | |
| **Educational Goals** | Basic Skills | | 1% | 1% | |
| | Degree/Certificate Only | 15% | 13% | 12% | 5% |
| | Enrichment | 3% | 5% | 4% | 64% |
| | Intend to Transfer | 40% | 40% | 36% | 27% |
| | Retrain/recertify | 1% | 3% | 4% | 2% |
| | Undecided / Unstated | 41% | 38% | 43% | 3% |

**Course Grade Distribution:  Identify and explain trends in course grades.  Make sure to address gaps in grade distribution if applicable.**

# Grade Distribution

**Program**
Nursing

**Academic Year**
All

| Academic Y.. | Course ID | A | B | C | D |
|---|---|---|---|---|---|
| **2016-17** | MEDT-101 | 63(28%) | 48(21%) | 37(16%) | 9(4%) |
| | NURS-48 | 112(38%) | 84(29%) | 29(10%) | 18(6%) |
| | NURS-145 | 20(9%) | 93(40%) | 76(33%) | <5(2%) |
| | NURS-149 | <5(14%) | 10(34%) | 8(28%) | 5(17%) |
| | NURS-150A | <5(3%) | 27(45%) | 22(37%) | 7(12%) |
| | NURS-150B | <5(2%) | 26(48%) | 23(43%) | <5(7%) |
| | NURS-151 | <5(8%) | 33(63%) | 11(21%) | <5(6%) |
| | NURS-152 | 13(25%) | 27(52%) | 8(15%) | |
| | NURS-153 | <5(6%) | 20(38%) | 26(50%) | <5(6%) |
| | NURS-154 | <5(5%) | 22(36%) | 34(56%) | <5(2%) |
| | NURS-155 | <5(2%) | 40(61%) | 19(29%) | <5(6%) |
| | NURS-156 | 18(31%) | 34(59%) | <5(7%) | |
| | NURS-250 | <5(4%) | 35(63%) | 17(30%) | |
| | NURS-251 | | 15(25%) | 39(65%) | |
| | NURS-253 | | 22(33%) | 39(58%) | <5(4%) |
| | NURS-254 | | 31(48%) | 32(49%) | <5(2%) |
| | NURS-255 | 53(84%) | <5(3%) | <5(2%) | |
| **2017-18** | MEDT-101 | 107(46%) | 32(14%) | 14(6%) | 13(6%) |
| | NURS-48 | 99(32%) | 97(31%) | 24(8%) | 23(7%) |
| | NURS-145 | 44(17%) | 107(42%) | 59(23%) | 8(3%) |
| | NURS-149 | <5(9%) | 10(30%) | 14(42%) | <5(12%) |
| | NURS-150A | 8(14%) | 34(59%) | 14(24%) | <5(2%) |

# Grade Distribution

**Program**
Nursing

**Academic Year**
2018-19

| Academic Y.. | Course ID | A | B | C | D |
|---|---|---|---|---|---|
| **2018-19** | MEDT-101 | 33(55%) | 95(22%) | 43(10%) | <5(1%) |
| | NURS-48 | 1(35%) | 70(27%) | 28(11%) | 24(9%) |
| | NURS-145 | 4(15%) | 114(49%) | 47(20%) | 10(4%) |
| | NURS-149 | 5(16%) | 10(40%) | 5(20%) | |
| | NURS-150A | (12%) | 39(65%) | 11(18%) | <5(3%) |
| | NURS-150B | 2(20%) | 36(61%) | 10(17%) | <5(2%) |
| | NURS-151 | (25%) | 18(64%) | <5(11%) | |
| | NURS-152 | 4(24%) | 39(66%) | 5(8%) | <5(2%) |
| | NURS-153 | 5(5%) | 30(50%) | 24(40%) | <5(3%) |
| | NURS-154 | 5(5%) | 20(27%) | 46(63%) | <5(4%) |
| | NURS-155 | (7%) | 46(64%) | 19(26%) | <5(1%) |
| | NURS-156 | 6(22%) | 41(57%) | 13(18%) | <5(1%) |
| | NURS-250 | (9%) | 47(61%) | 20(26%) | <5(1%) |
| | NURS-251 | 6(22%) | 51(69%) | 6(8%) | |
| | NURS-253 | 5(5%) | 52(69%) | 17(23%) | <5(3%) |
| | NURS-254 | 5(1%) | 54(71%) | 19(25%) | <5(3%) |
| | NURS-255 | 0(81%) | <5(1%) | <5(3%) | |

# Grade Distribution

| Academic Y.. | Course ID | A | B | C | D |
|---|---|---|---|---|---|
| **2019-20** | MEDT-101 | 41(47%) | 67(13%) | 41(8%) | 26(5%) |
| | NURS-143 | 3(36%) | 87(42%) | 19(9%) | <5(1%) |
| | NURS-144 | 5(32%) | 60(26%) | 34(15%) | 22(10%) |
| | NURS-146 | 5(4%) | 42(61%) | 18(26%) | 6(9%) |
| | NURS-149 | 5(14%) | 6(43%) | 5(36%) | |
| | NURS-153 | 5(7%) | 23(77%) | 5(17%) | |
| | NURS-154 | 5(8%) | 9(25%) | 23(64%) | <5(3%) |
| | NURS-155 | (19%) | 16(52%) | 8(26%) | <5(3%) |
| | NURS-156 | 5(10%) | 17(57%) | 6(20%) | <5(13%) |
| | NURS-220 | (13%) | 38(73%) | 7(13%) | |
| | NURS-222 | (13%) | 15(28%) | <5(6%) | <5(6%) |
| | NURS-224 | 1(17%) | 30(46%) | 19(29%) | <5(5%) |
| | NURS-226 | 4(61%) | 16(29%) | <5(4%) | <5(2%) |
| | NURS-230 | 2(41%) | 9(31%) | 8(28%) | |
| | NURS-232 | 5(12%) | 12(48%) | 7(28%) | <5(12%) |
| | NURS-234 | (41%) | 8(36%) | | |
| | NURS-238 | 0(91%) | | | |
| | NURS-250 | 5(4%) | 37(51%) | 22(30%) | <5(1%) |
| | NURS-251 | 1(15%) | 51(72%) | 7(10%) | |
| | NURS-253 | 2(17%) | 49(68%) | 11(15%) | |
| | NURS-254 | 8(26%) | 50(71%) | <5(1%) | |
| | NURS-255 | 6(52%) | 14(20%) | <5(1%) | |

The chart reflect our transition from the traditional to the concept-based curriculum and the course numbers were changed in 2019-2020 to reflect this transition.

Prerequisite nursing course NURS 143, NURS 144 and MED TERM 101 demonstrate a wide grade distribution across all grades. As we enter the core curriculum for the Associate Degree in Nursing Program we observe a significant shift to reflect that the majority of grade are above the "C" average as required for academic progression in nursing. ADN Program policies require students must pass each core curriculum nursing course with a grade "C" or higher. Students are permitted to repeat one failed nursing course. ADN Program nursing courses may not be repeated more than once.

**Success Rates:  Identify and explain trends in success rates.  Make sure to address equity gaps in success rates if applicable.**

# Overall Success and Retention

## Success Rate by Course

| Course ID | 2016-17 | 2017-18 | 2018-19 | 2019-2 |
|---|---|---|---|---|
| MEDT-101 | 65%(229) | 65%(235) | 88%(424) | 68%(512 |
| NURS-48 | 77%(292) | 71%(310) | 72%(263) | |
| NURS-143 | | | | 87%(205 |
| NURS-144 | | | | 73%(231 |
| NURS-145 | 81%(233) | 83%(252) | 83%(234) | |
| NURS-146 | | | | 91%(69 |
| NURS-149 | 76%(29) | 82%(33) | 76%(25) | 93%(14 |
| NURS-150A | 85%(60) | 97%(58) | 95%(60) | |
| NURS-150B | 93%(54) | 98%(55) | 98%(59) | |
| NURS-151 | 92%(52) | 98%(57) | 100%(28) | |
| NURS-152 | 92%(52) | 95%(59) | 98%(59) | |
| NURS-153 | 94%(52) | 84%(64) | 95%(60) | 100%(30 |
| NURS-154 | 97%(61) | 96%(79) | 96%(73) | 97%(36 |
| NURS-155 | 91%(66) | 99%(83) | 97%(72) | 97%(31 |
| NURS-156 | 97%(58) | 100%(73) | 97%(72) | 87%(30 |
| NURS-220 | | | | 100%(52 |
| NURS-222 | | | | 47%(53 |
| NURS-224 | | | | 92%(65 |
| NURS-226 | | | | 93%(56 |
| NURS-230 | | | | 100%(29 |
| NURS-232 | | | | 88%(25 |
| NURS-234 | | | | 77%(22 |
| NURS-238 | | | | 91%(33 |
| NURS-240 | | | | |

# Success Rates

| Education Goal | ing '17 | Fall '17 | Spring '18 | Fall '18 | Spring '19 | Fall '19 | Spring '20 |
|---|---|---|---|---|---|---|---|
| Basic Skills | | 100%(<5) | 50%(<5) | 100%(6) | 100%(5) | 100%(<5) | |
| Degree/Cert Only | 4%(82) | 88%(105) | 91%(94) | 87%(95) | 93%(89) | 80%(59) | 93%(41) |
| Enrichment | 9%(14) | 100%(<5) | 59%(22) | 100%(16) | 92%(25) | 70%(360) | 81%(398) |
| Intend to Transfer | %(231) | 89%(271) | 87%(278) | 89%(280) | 89%(280) | 86%(267) | 85%(245) |
| Retrain/Recertify | 86%(7) | 73%(15) | 88%(16) | 75%(24) | 84%(25) | 92%(24) | 100%(13) |
| Undecided/Unstated | %(198) | 80%(318) | 89%(219) | 86%(314) | 90%(282) | 88%(17) | 91%(22) |
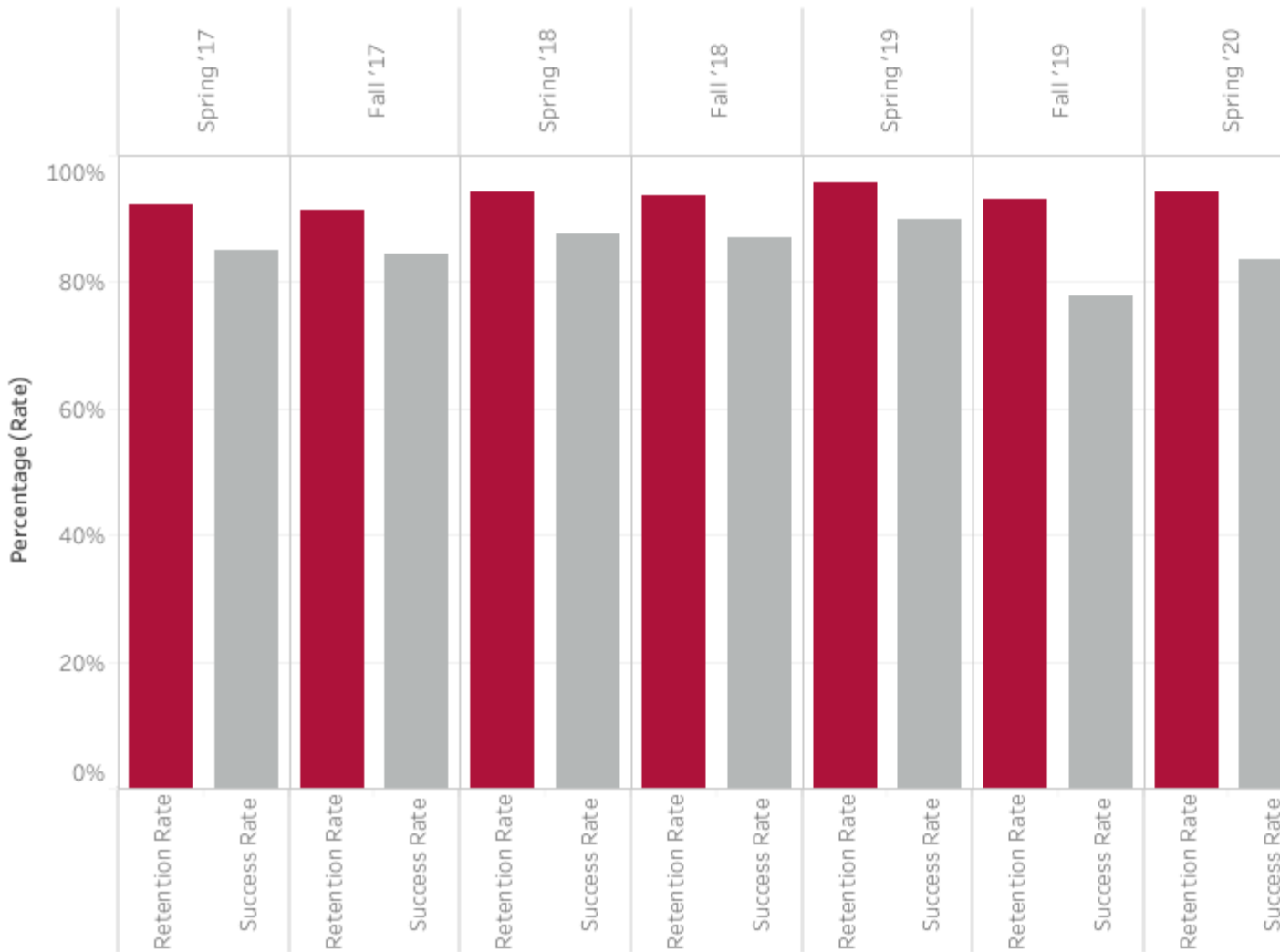


The three-year average National Council Licensure Exam-Registered Nursing  (NCLEX-RN) Compton College ADN Program first-time pass rate from 2091- 2020 was at 90%. Since then our NCLEX-RN first time pass rates have dipped annually as 77% and 79% from 2021-2022 and 2022-2023 respectively. We attribute this decline to the recent

pandemic, which severely limited our ability to maintain clinical placements for our nursing students. Finally, we are just beginning to add equity gaps to this data set for the 2022- 2023 academic year.

**Retention Rates: Identify and explain trends in retention rates. Make sure to address equity gaps in retention rates if applicable.**

We refer to Mountain Measurement NCLEX-RN® Annual Program Reports which describes statistical performance of Compton College's ADN program graduates on specific content dimensions of the NCLEX-RN® Test Plan compared against other programs both regionally and nationally. As discussed in the August BRN quarterly report, Compton College graduates exceeded passing performance in all categories consistent with similar, regional and national ADN programs. To best monitor developing trends in shifts in content, we review annual and quarterly NCLEX-RN® Program Reports provided by Mountain Measurement Inc. Furthermore, we employ ATI content specific exams and ATI Capstone Assessments to identify and evaluate specific nursing content areas for curriculum mapping, drift, and gaps. This past academic year, ATI Comprehensive Predictor exams results trended upward from the Individual Program mean of 71.2%,71.6% to 71.8%. This percentage per the ATI expectancy chart describes the likelihood of our students passing the NCLEX-RN exam on the first attempt at greater than 90%. Based upon this upward trend of prior cohorts, faculty will raise the ATI Comprehensive Predictor benchmark score of 72% for the Fall 2021 semester. Current students will provide results of the ATI Capstone & ATI Predictor exam results at the end of this fall 2021& spring 2022 semesters. We will use these results to take a deep dive into how our graduates are performing under the fully implemented concept-based curriculum.

In a recent Indeed survey of over 1000 students graduating this year, 54% said the coronavirus' impact on the labor market has made them feel less confident in finding work after they graduate, while 33% said they feel they will struggle to get into the industry they're graduating in. Uncertainty about job opportunities and disruption to regular routines can make an already stressful job search feel even more challenging. While some nursing students may not be as adversely affected by the employment challenges, the pandemic has impacted entry level nurses in acute care setting due to an unprecedented exodus of career nursing professionals who have been severely challenged by illness, infections and severe burnout. We acknowledge that the coronavirus disproportionately affected persons of color with underlying conditions and may have thus adversely impacted our students of color population and their immediate families. We continue to support our nursing graduates in teaching them the important of resilience and reimagination in the profession of nursing. Furthermore, we are encouraging our graduates to seek employment at hospitals that provide Versant New Graduate RN Programs specifically designed to support and retain new nurses during our COVID-19 recovery years.
(Indeed, Editorial Team (May 14, 2021). Tips for Graduates Entering the Workforce During COVID-19).

**Distance Education: Compare and contrast success and retention rates between in-person and distance education courses.**

The nursing department does not offer Distance Education courses. However, at the height of the pandemic from March 2020 to Summer 2022 many nursing lecture courses were taught synchronously via Zoom. This fall 2022 we have resumed all in person courses. Below is a chart of the courses taught via Zoom.

# Success by Modality

| Instruction Method | Summer '16 | Fall '16 | Winter '17 | Spring '17 | Summer '17 | Fall '1 |
|---|---|---|---|---|---|---|
| Face to Face | 71%(125) | 83%(723) | 90%(169) | 85%(532) | 83%(171) | 84%(714 |
| Online | | | | | | |

Instruction ..
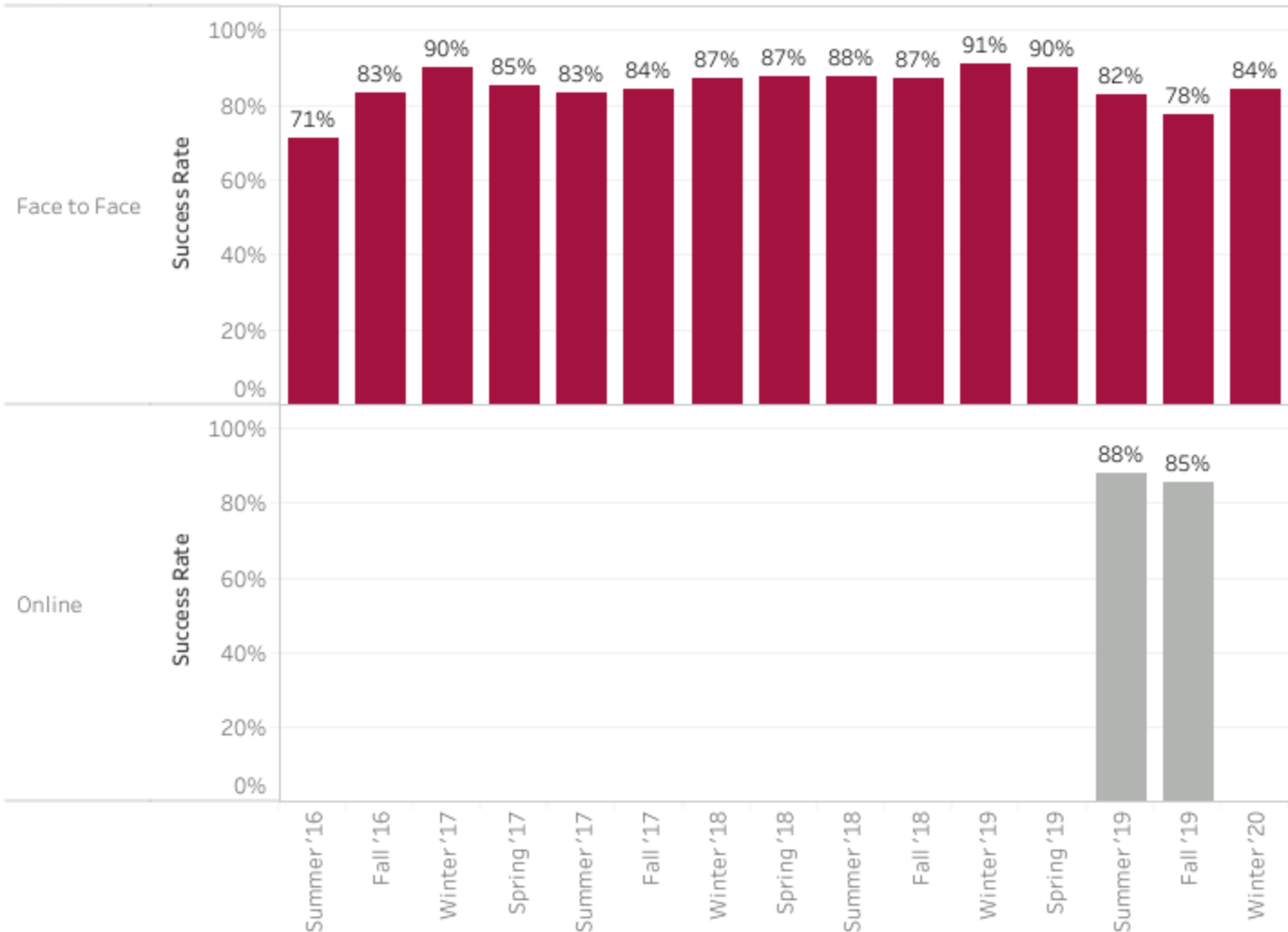


The data reflect that from Summer 2019 through Summer 2020 students were successful in transitioning to online synchronous courses and performed slighter better in this modality. We see a significant dip in student success in fall 2020, as students may have begun to experience online course Zoom fatigue.

**Fill Rates:  Discuss course sections offered and fill rates.  Analyze any applicable trends.**

# Fill Rates

| Course Id | Summer '19 | Fall '19 | Winter '20 | Spring '20 | Summer '20 | Fall '20 | Winter '21 |
|---|---|---|---|---|---|---|---|
| MEDT-101 | 80%(66) | 68%(185) | 69%(44) | 82%(158) | 73%(60) | 69%(175) | 77%(49) |
| NURS-143 | 90%(27) | 63%(57) | 87%(52) | 80%(51) | 117%(35) | 88%(53) | 87%(52) |
| NURS-144 | 84%(53) | 67%(40) | 72%(43) | 95%(57) | 75%(47) | 63%(75) | 92%(55) |
| NURS-146 | 90%(36) | | 83%(33) | | 75%(30) | | 90%(36) |
| NURS-149 | | | | 70%(7) | | 33%(5) | |
| NURS-153 | | 83%(30) | | | | | |
| NURS-154 | | 75%(36) | | | | | |
| NURS-155 | | 86%(31) | | | | | |
| NURS-156 | 75%(30) | | | | | | |
| NURS-220 | | 87%(26) | | 87%(26) | | 83%(25) | |
| NURS-222 | | 90%(27) | | 87%(26) | | 83%(25) | |
| NURS-224 | | 90%(27) | | 60%(37) | | 57%(34) | |
| NURS-226 | | 90%(27) | | 87%(26) | | 83%(25) | |
| NURS-230 | | | | 73%(29) | | 75%(30) | |
| NURS-232 | | | | 83%(25) | | 88%(35) | |
| NURS-234 | | | | 73%(22) | | 75%(30) | |
| NURS-238 | | | | 75%(30) | | 78%(31) | |
| NURS-240 | | | | | | 73%(22) | |
| NURS-242 | | | | | | 70%(28) | |
| NURS-244 | | | | | | 70%(28) | |
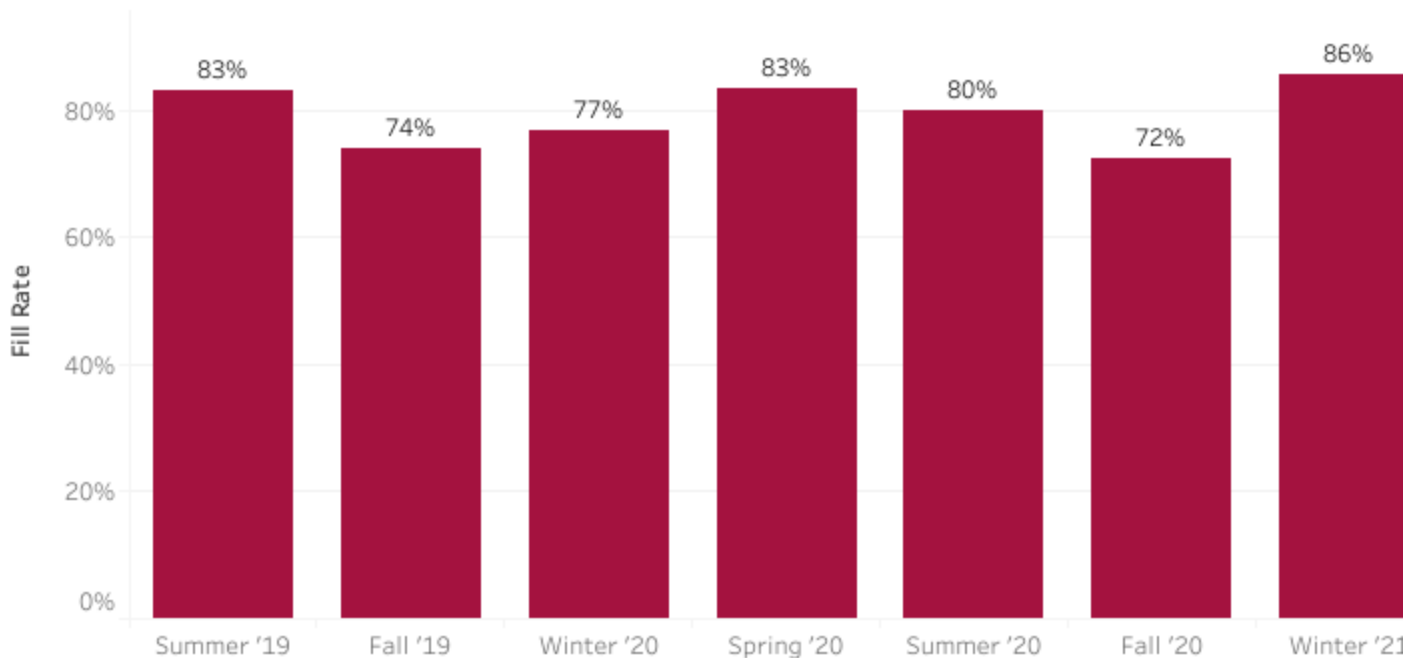


There are several perspectives relevant to the fill rates for this data. The ADN Program's 2019 transition from the Traditional to the Concept-Based curriculum required retiring courses and renaming new course to fit to the new curriculum. The IRP course data includes this curriculum transition and retains both the old and new courses. Furthermore, the fill rate is based upon an admission of 30 generic and 10 Upward Mobility (Licensed Vocational Nursing) students for a total fill rate count of 40 admitted students each semester does not reflect that during the

Spring 2021 and Fall 2021 and Spring 2022  semesters we were unable to admit any Upward Mobility (Licensed Vocational Nursing) students to the ADN Program. It can be speculated that this occurrence may have be impacted by the onset of the Fall 2020 pandemic. The data below identifies only the current Concept-Based curriculum courses with only generic student program enrollment for the Spring 2021 through Spring 2022 enrollment timeframes. We anticipate a growth in fill rates as our applications for admission continue to be robust for the ADN Program.

# Fill Rates

**Course Id**
Multiple values

**Prog**
Nursing

**Term**
All

**Instructor Name**
All

**GPD**
HEPS

| Course Id | Fall '19 | Spring '20 | Fall '20 | Spring '21 | Fall '21 |
|-----------|----------|------------|----------|------------|----------|
| NURS-220 | 87% (26) | 87% (26) | 83% (25) | 87% (26) | 65% (26) |
| NURS-222 | 90% (27) | 87% (26) | 83% (25) | 87% (26) | 73% (22) |
| NURS-224 | 90% (27) | 60% (37) | 57% (34) | 55% (34) | 90% (27) |
| NURS-226 | 90% (27) | 87% (26) | 83% (25) | 87% (26) | 63% (25) |
| NURS-230 | | 73% (29) | 75% (30) | 70% (28) | 80% (24) |
| NURS-232 | | 83% (25) | 88% (35) | 73% (29) | 78% (31) |
| NURS-234 | | 73% (22) | 75% (30) | 68% (27) | 78% (31) |
| NURS-238 | | 75% (30) | 78% (31) | 75% (30) | 70% (21) |
| NURS-240 | | | 73% (22) | 80% (24) | 73% (22) |
| NURS-242 | | | 70% (28) | 65% (26) | 68% (27) |
| NURS-244 | | | 70% (28) | 68% (27) | 73% (29) |
| NURS-247 | | | | 68% (27) | 68% (27) |
| NURS-248 | | | | 68% (27) | 68% (27) |

100%

Prerequisite nursing courses offered for the ADN Program demonstrate wide fluctuations fill rates from 63% to 117% over the past 9 semesters of available data.

# Fill Rates

**Course Id**

Multiple values

**Prog**

All

**Term**

Multiple values

**Instructor Name**

All

**GPD**

HEPS

| Course Id | Summer '19 | Fall '19 | Winter '20 | Spring '20 | Summer '20 |
|-----------|-----------|----------|-----------|-----------|-----------|
| MEDT-101 | 80% (66) | 68% (185) | 69% (44) | 82% (158) | 73% (60) |
| NURS-143 | 90% (27) | 63% (57) | 87% (52) | 80% (51) | 117% (35) |
| NURS-144 | 84% (53) | 67% (40) | 72% (43) | 95% (57) | 75% (47) |
| NURS-146 | 90% (36) | | 83% (33) | | 75% (30) |

100%

**Course Scheduling:  Discuss the days and times offered for courses.  Why were these choices made?  Should changes be made for future scheduling?**
Nursing courses are offered days, evenings and weekends to accommodate working to meet the California Board of Registered nursing lecture, skills laboratory clinical hours requirements. Each semester, we review, adjust and monitor our class schedule offerings regularly to ensure that all program semester courses are offered in a timely manner and allow nursing students to academically progress within the confines of required lectures, skills laboratory and hospital clinical rotations. We also consider the needs of working adults, and offer all three of our prerequisite nursing courses in the in the afternoons, evenings and both online and in person.

**Degree and Transfer:  What number of students earn degrees or certificates?  What number of students transfer?**
From Fall 2017 to Fall 2021 the ADN Program has conferred 576 (91%) Associate of Science Degrees in Nursing.

**Program**
Nursing

**Term**
Multiple values

**Gender**
All

**Ethnicity**
All

**Age Group**
Multiple values

**Class Load**
All

**Education Goal**
Degree/Cert Only

| Education Goal | Fall '17 | Spring '18 | Fall '18 | Spring ' |
|---|---|---|---|---|
| Degree/Cert Only | 88%(105) | 91%(94) | 87%(95) | 93%(8 |

Nursing faculty have participated in the Regional Nursing Curriculum Consortium (RNCC) which is a group of Los Angeles Regional Community College Associate Degree Nursing (ADN) program leaders and faculty. The objective of the RNCC is to develop a universal ADN curriculum, integrated with Bachelors of Science (BSN) curriculum to enable students to complete an ADN and BSN concurrently. Our participation supports the development of curriculum that will be put forth through the regional and campus curriculum process with the support of the Strong Workforce – Regional Registered Nursing Core Curriculum Project Certification. This ongoing work has strengthened the Nursing core program and allow nursing students to achieve a BSN degree that will enhance the nursing education of future nurses and heighten hiring future BSN prepared nurses at local hospitals.

We also collaborate with the following universities that offer nursing students dual enrollment and post graduation RN to BSN Programs:
University of Phoenix RN to BSN Program
California State University, Dominquez Hills RN to BSN Program
California State University, Los Angeles RN to BSN Program
Western Governor's University RN to BSN Program
These are a few institutions that offer opportunities to continue their academic progression in nursing and earn their bachelors degree or subsequently a masters degree in nursing. Although we survey graduates to assess their participation in RN to BSN Programs post graduation, the response rates have been low.

**List any related recommendations**
During the past few years we have added Faculty Nursing Success Facilators to serve as Nursing Tutors. Here's an example of the nursing tutoring provided:
**Nursing Student Success Facilitators Offer Course Related  Nursing Student Tutoring**
Nursing Student Success Facilitators positions are filled by nursing faculty who offer weekly tutoring for nursing specialty subjects below. These assignments are supported by a Department of Health Services Enrollment and Retention grant.

| Tutoring Nursing Specialties Fall 2021 | Nursing Special Assignments & Tutoring  Winter 2022 | Nursing Student Tutoring Spring 2022 |
|---|---|---|
| Fundamentals/ Older Adults | Math Remediation (Dosage Calculation) | Medical Surgical Nursing III & Preceptor |
| Intermediate Medical/ Surgical Nursing I & I | Open Skills Lab | Medical Surgical Nursing I & II |
| Advanced Medical/ Surgical Nursing III | Clinical Placement Coordinator | Psychiatric Mental Health Nursing |
| Psychiatric Mental Health | Campus on site Fit Testing | Foundations &  Geriatric Nursing Dosage Calculation Tutorial |

The associate dean of nursing/ program director recognizes that neither ATI, Prep-U or UWorld have enough NCLEX Next Generation (NGN) test items in their exam text banks. Therefore, nursing faculty are required to add at least 10% of NGN test items to all nursing exams this fall semester. The National Council of State Boards of Nursing (NCSBN) website has NGN test questions samples. We are planning a faculty workshop to explore the NCSBN website to specifically educate faculty on how to develop NGN NCLEX test items. This Spring 2023 we will increase the NGN exam items up to 25% per exam. We believe this move will best prepare our graduates for the future 2023 NGN NCLEX exam.

Recommend to continue to offer nursing student graduate NCLEX- RN Review Support:
At the conclusion of the ADN program graduates receive a 3-day comprehensive Kaplan Test Plan NCLEX Review, to provide strategic critical thinking approaches for responding to NCLEX exam questions. We also provide a complimentary subscription of UWorld. UWorld offers an expansive array of NCLEX-RN practice questions with evidenced-based rationales. We recommend to continue these practices with regular quarterly monitoring of our BRN

NCLEX-RN pass rates.

Recommend to seek and utilize nursing grant funds to continue ongoing academic support of nursing students. This last spring 2022, the Associate Dean of Nursing has submitted the 2021-2022 Song-Brown Nursing Grant application. This award was received and provides additional future funding to strengthen the nursing department's ability to provide additional student supportive student resources and future nursing faculty professional development.

## Academic Program Review: (3) Curriculum Final Submission: Version by **DeLilly, Carol** on **03/03/2023 01:15**

**Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.**

**Spring 2022 Chart of Course Curriculum Reviews Updates in Curricunet Currently Underway**

| Course | Number | Course Title | Assigned Faculty Originator | Cnet Course Status | Course Number | Course Title | Assigned Faculty Originator | Cnet Course Status | Course Name/Details | Course Title | Assigned Faculty Originator | Cnet Course Status | Faculty Assigned | Course Title | Assigned Faculty Originator | Cnet Course Status | Course Status | Course Title | Assigned Faculty Originator | Cnet Course Status |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NURS | | | | | 144 | | | | Dosage Calculations | | | | Kimberly Waters-Harris | | | | In Draft | | | |
| NURS | | | | | 145 | | | | Introduction and Preparation for Nursing / Now 143 Introduction and Preparation for Nursing | | | | Shirlisa Johnson | | | | Inactivation Required | | | |
| NURS | | | | | 150A | | | | Beginning Nursing Process and Fundamental Skills I / Now NURS 220 Nursing Fundamentals | | | | Dr. Shirley Thomas | | | | Inactivation Required | | | |
| NURS | | | | | 150B | | | | Beginning Nursing Process and Fundamental Skills II / Now NURS 222 Nursing Fundamentals | | | | Dr. Shirley Thomas | | | | Inactivation Required | | | |
| NURS | | | | | 152 | | | | Introduction to Nursing Pharmacology / Now NURS 224 Nursing Pharmacology | | | | Dr. Shirley Thomas | | | | Inactivation Required | | | |

| NURS | 153 | Intermediate Nursing Process I / Now NURS 240 Int. M-S Nursing I | Dr. Shirley Thomas | Inactivation Required |
|------|-----|---|---|---|
| NURS | 154 | Intermediate Nursing Process and Mental Health / Now NURS 230 Mental Health | Dr. Shirley Thomas | Inactivation Required |
| NURS | 155 | Health Assessment / Now NURS 149 | Dr. Shirley Thomas | Inactivation Required |
| NURS | 156 | Advanced Nursing Pharmacology / Now NURS 224 Nursing Pharmacology | Dr. Shirley Thomas | Inactivation Required |
| NURS | 240 | Intermediate Medical-Surgical Nursing I / Was NURS 153 | Sophia Tse | Inactivation Required |
| NURS | 244 | Nursing Skills Practicum III (New Course) | Sophia Tse | Inactivation Required |
| NURS | 247 | Advanced / Surgical Nursing / Was 254 | Dr. Bosfield | Inactivation Required |
| NURS | 248 | Adv. M-S Nursing II - Preceptorship / Was 255 | Dr. Kunte | Inactivation Required |
| NURS | 250 | Intermediate Nursing Process and the Family / Now NURS 232 Obstetrical Patients and the Newborn | Dr. Shirley Thomas | Inactivation Required |
| NURS | 251 | Legal and Ethical Considerations in Nursing | Dr. H. F. Hayes Cushenberry | Required/ Inactivated |
| NURS | 253 | Intermediate Nursing Process II / Now NURS 242 Int. M-S Nursing II | Dr. Shirley Thomas | Inactivation Required |
| | | | | |
| | | | | |

**Explain any course additions to current course offerings.**

In the past four years, significant work has been completed by the Curriculum Committee to review, evaluate, and revise the curriculum. This work was done as a good faith effort to develop a 36-unit nursing curriculum in response to growing need to facilitate ADN students the ability to matriculate toward advanced nursing degrees at the California State University (CSU) level. This was based on California Senate Bill 1440 and Assembly Bill 1295. In California, there is a demand for an increasingly skilled and educated nursing workforce, which requires the streamlining of the community college and CSU transfer pathway for nursing to address the critical shortage of nurses throughout the state.

Starting in the fall semester of 2019, the Compton College Associate Degree Nursing Program adopted a concepted-based nursing curriculum. The conceptual framework of the program can be visualized by the nursing process encompassing Maslow's Hierarchy of Human Needs, supported by hands representative of Watson's Theory of Human Caring. As adult learners, students bring with them life experiences, formal education, knowledge, and cultural beliefs. Learning is facilitated when the educator guides the student to develop critical thinking, problem solving, and communication skills. Learning in the nursing program is an active endeavor. These threads identify areas of learning within the curriculum that are ongoing and essential for the student to help patients meet their human needs. Essential curriculum content covered in specific courses include alcohol and chemical dependency, personal hygiene, human sexuality, client abuse, cultural diversity, and nutrition. The major threads of the program integrated throughout the curriculum include recommendations from professional bodies such as the National Academy of Medicine and Quality and Safety Education for Nurses (QSEN). These major threads include Communication, Community, Critical Thinking, Cultural Diversity, Growth and Development, Legal Aspects, Management of Leadership, Pharmacology,  Quality and Safety Education for Nurses (QSEN) six competencies: (a) patient centered care, (b) team work and collaboration, (c) evidence-based practice, (d) quality improvement, (e) safety, and (f) informatics, and Social/Ethical Aspects. have been added to the curriculum.

Curriculum Review and discuss the curriculum work done in the program during the past four years, including the following:
a) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.


c) Explain any course deletions and in activations from current course offerings.
Updates are made based upon the adoption and implementation of the new (2019) ADN Program  Concept-Based Curriculum.

d) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)
Lecture courses were offered virtually on Zoom as a response to the COVID-19 pandemic from Spring 2020 through Spring 2022.

e) Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.
Courses in the ADN Program lead to an Associate degree in Science in Nursing degree. They prepare graduates for entry level practice as registered nurses.
The courses are transferrable to 4-year colleges and universities and are part of the academic progression in nursing applicable towards a BSN in nursing.

1. Have all courses that are required for your program's degrees and certificates been offered during the last two years?
Yes, all courses required for the ADN degree are provided annually, there are no off cycles.
2. Are there any concerns regarding program courses and their articulation to courses at other educational institutions?
There are no concerns as these courses meet articulation requirements.
3. How many students earn degrees and/or certificates in your program?

The ADN Program graduates approximately 50-60 graduates annually.
4. Are any licensure/certification exams required for program completion or career entry?
All graduates are required to pass the National Licensure Examination for registered nursing licensure in California.

Programs and Activities Continue to Foster NCLEX Success
2020-2021 was the first year that Compton College had any recorded BRN NCLEX-RN pass rates results since separating from El Camino College in June 2019.

• The 2019-2020 NCLEX-RN pass rate was 93.55%, representing the third and fourth quarters.
• The 2020- 2021 NCLEX-RN pass rate is 77%. This safe pass rate, which was adversely impacted by the pandemic and in the fourth quarter was possibly affected by a lag in sending graduate transcripts.
• We achieved a 100% NCLEX- RN pass rate for the first quarter of the 2021-2022 academic year.

The associate dean of nursing/ program director recognizes that neither ATI, Prep-U or UWorld have enough NCLEX Next Generation (NGN) test items in their exam text banks. Therefore, nursing faculty are required to add at least 10% of NGN test items to all nursing exams this fall semester. The National Council of State Boards of Nursing (NCSBN) website has NGN test questions samples. We are planning a faculty workshop to explore the NCSBN website to specifically educate faculty on how to develop NGN NCLEX test items. This Spring we will increase the NGN exam items up to 25% per exam. We believe this move will best prepare our graduates for the future 2023 NGN NCLEX exam.

This semester, the Associate Dean of Nursing has submitted the 2021-2022 Song-Brown Nursing Grant application. This award will strengthen the nursing department's ability to provide additional student supportive resources and future nursing faculty professional development.

Student Graduate NCLEX- RN Review Support
At the conclusion of the ADN program graduates receive a 3-day comprehensive Kaplan Test Plan NCLEX Review, to provide strategic critical thinking approaches for responding to NCLEX exam questions. We also provide a complimentary subscription of UWorld. UWorld offers an expansive array of NCLEX-RN practice questions with evidenced-based rationales.

f) List any related recommendations. Set a specific, realistic goal for degree/certificate completion rates based on your data. Discuss any factors that may impact student attainment. Discuss any program modifications (e.g., revised program criteria) that may be considered based on the data. As applicable, set a specific, realistic goal for licensure/ certification exam pass rates based on your data. Discuss factors that may impact student pass rates. Discuss any curriculum revisions or other program modifications that may be considered based on the data. As applicable, address any action plans for maintaining/improving performance relative to standard benchmarks. If the recommendation requires funding, provide a cost estimate.

The ADN Program nursing faculty and directors have established a goal of >85% for first time

pass rates for the NCLEX-RN exam. We will continue to utilize Assessment Technology Incorporated
assessment exams which are threaded through the curriculum ad provide national data reflecting the probabilities of meeting nation standards for content and predictions on the likely possibilities of passing the NCLEX-RN exam. We will continue to utilize Mountain Measurement NCLEX-Reports for its valuable review of the outcomes in the NCLEX-RN Test Plan and the correlations of our graduates scores. We plan on re-opening our simulation laboratory to support future nursing experiential learning to increase clinical reasoning for high-risk nursing scenarios.

We continue to move toward offering each step in the nursing career ladder. We now are offering the entry level CNA Program, would like to open at mid-level, Licensed Vocational Nursing (LVN) Program, and we offer the Associate Degree in Nursing Program. At this time, we have tentative plans to implement a new LVN Program in 2023.

**Spring 2022 Chart of Course Curriculum Reviews Updates in Curricunet Currently Underway**

| Course | Number | Course Title | Assigned Faculty Originator | Cnet Course Status | Course Number | Course Title | Assigned Faculty Originator | Cnet Course Status | Course Name /Details | Course Title | Assigned Faculty Originator | Cnet Course Status | Faculty Assigned | Course Title | Assigned Faculty Originator | Cnet Course Status | Course Status | Course Title | Assigned Faculty Originator | Cnet Course Status |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NURS | | | | | 144 | | | | Dosage Calculations | | | | Kimberly Waters- Harris | | | | In Draft | | | |
| NURS | | | | | 145 | | | | Introduction and Preparation for Nursing / Now 143 Introduction and Preparation for Nursing | | | | Shirlisa Johnson | | | | Inactivation Required | | | |
| NURS | | | | | 150A | | | | Beginning Nursing Process and Fundamental Skills I / Now NURS 220 Nursing Fundamentals | | | | Dr. Shirley Thomas | | | | Inactivation Required | | | |
| NURS | | | | | 150B | | | | Beginning Nursing Process and Fundamental Skills II / Now NURS 222 Nursing Fundamentals | | | | Dr. Shirley Thomas | | | | Inactivation Required | | | |

| | | | | |
|---|---|---|---|---|
| NURS | 152 | Introduction to Nursing Pharmacology / Now NURS 224 Nursing Pharmacology | Dr. Shirley Thomas | Inactivation Required |
| NURS | 153 | Intermediate Nursing Process I / Now NURS 240 Int. M-S Nursing I | Dr. Shirley Thomas | Inactivation Required |
| NURS | 154 | Intermediate Nursing Process and Mental Health / Now NURS 230 Mental Health | Dr. Shirley Thomas | Inactivation Required |
| NURS | 155 | Health Assessment / Now NURS 149 | Dr. Shirley Thomas | Inactivation Required |
| NURS | 156 | Advanced Nursing Pharmacology / Now NURS 224 Nursing Pharmacology | Dr. Shirley Thomas | Inactivation Required |
| NURS | 240 | Intermediate Medical-Surgical Nursing I / Was NURS 153 | Sophia Tse | Inactivation Required |
| NURS | 244 | Nursing Skills Practicum III (New Course) | Sophia Tse | Inactivation Required |
| NURS | 247 | Advanced / Surgical Nursing / Was 254 | Dr. Bosfield | Inactivation Required |
| NURS | 248 | Adv. M-S Nursing II - Preceptorship / Was 255 | Dr. Kunte | Inactivation Required |
| NURS | 250 | Intermediate Nursing Process and the Family / Now NURS 232 Obstetrical Patients and the Newborn | Dr. Shirley Thomas | Inactivation Required |
| NURS | 251 | Legal and Ethical Considerations in Nursing | Dr. H. F. Hayes Cushenberry | Required/ Inactivated |

| NURS | 253 | Intermediate Nursing Process II / Now NURS 242 Int. M-S Nursing II | Dr. Shirley Thomas | Inactivation Required |
|---|---|---|---|---|

## 3. Curriculum

In the past four years, significant work has been completed by the Curriculum Committee to review, evaluate, and revise the curriculum. This work was done as a good faith effort to develop a 36-unit nursing curriculum in response to growing need to facilitate ADN students the ability to matriculate toward advanced nursing degrees at the California State University (CSU) level. This was based on California Senate Bill 1440 and Assembly Bill 1295. In California, there is a demand for an increasingly skilled and educated nursing workforce, which requires the streamlining of the community college and CSU transfer pathway for nursing to address the critical shortage of nurses throughout the state.

Starting in the fall semester of 2019, the Compton College Associate Degree Nursing Program adopted a concepted-based nursing curriculum. The conceptual framework of the program can be visualized by the nursing process encompassing Maslow's Hierarchy of Human Needs, supported by hands representative of Watson's Theory of Human Caring. As adult learners, students bring with them life experiences, formal education, knowledge, and cultural beliefs. Learning is facilitated when the educator guides the student to develop critical thinking, problem solving, and communication skills. Learning in the nursing program is an active endeavor. These threads identify areas of learning within the curriculum that are ongoing and essential for the student to help patients meet their human needs. Essential curriculum content covered in specific courses include alcohol and chemical dependency, personal hygiene, human sexuality, client abuse, cultural diversity, and nutrition. The major threads of the program integrated throughout the curriculum include recommendations from professional bodies such as the National Academy of Medicine and Quality and Safety Education for Nurses (QSEN). These major threads include Communication, Community, Critical Thinking, Cultural Diversity, Growth and Development, Legal Aspects, Management of Leadership, National Academy of Medicine [formerly known as Institute of Medicine (IOM)], Pharmacology, Quality and Safety Education for Nurses (QSEN) six competencies: (a) patient centered care, (b) team work and collaboration, (c) evidence-based practice, (d) quality improvement, (e) safety, and (f) informatics, and Social/Ethical Aspects.

In 2019 the ADN Program adopted a new Board of registered Nursing approved Concept Based Curriculum that was fully implemented in the Fall of 2021.
Compton College
Generic Associate Degree Nursing Curriculum - Concept-Based Total 36 Units

| Curriculum Revision (2-25-2019) Updated Names (Curriculum Meeting) |
|---|
| **Prerequisite: N143 Intro to Nursing (8 weeks 2 Units) N144 Dosage Calculations (8 weeks, 2 units - 1.5 unit lecture and 0.5 units lab) Med Term (8 weeks, 3 Units), Psych 16 ( 16 weeks, 3 units), N146 Health Assessment (8 weeks, 2 units - 1.5 unit lecture and 0.5 units lab)** |

| Semester 1 | Semester 2 | Semester 3 | Semester 4 |
|---|---|---|---|

| | | | |
|---|---|---|---|
| **NURS 220 (prev. 150A) Nursing Fundamentals** (8weeks) 3.5 u | **NURS 230 (prev. 154) Mental Health Nursing** (8 weeks) 3.5 u | **NURS 240 (prev. 153) Int. M-S Nursing I** (8 weeks) 4.0 u | **NURS 247 (prev. 254) Adv. M-S Nursing I** (12 weeks) 5 u |
| **NURS 222 (prev. 150B) Medical Surgical Nursing - Older Adult** (8 weeks) 4 u | **NURS 232 (prev. 250) Obstetrical Patients and the Newborn** (4 weeks) 2.5 u | **NURS 242 (prev. 253) Int. M-S Nursing II** (8 weeks) 4.5 u | **NURS 248 (prev. 255) Adv. M-S Nursing II-Preceptorship** (4 weeks) 2 u |
| **NURS 224 (prev. 152 & 156) Nursing Pharmacology** (16 weeks) 3 u | **NURS 234 (prev. 250) Pediatric Nursing** (4 weeks) 2.5 u | | |
| **NURS 226 (new) Skills Practicum I** (16 weeks) 0.5 u | **NURS 238 (new) Skills Practicum II** (16 weeks) 0.5u | **NURS 244 (new) Skills Practicum III** (16 weeks) 0.5 u | |
| Total 11 units | Total 9.0 units | Total 9.0 units | Total 7 Units |

N151 deleted; students are required to take Psych 16
N251 deleted; information integrated into the total curriculum
N144 (formerly N48) Dosage Calc, N143 (formerly N145) Intro of Nursing, and N146 (formerly N155) Health Assessment

**Explain any course deletions and inactivations from current course offerings.**
As of fall 2019, the Compton College Associate Degree Nursing Program adopted a concepted-based nursing curriculum. The conceptual framework of the program can be visualized by the nursing process encompassing Maslow's Hierarchy of Human Needs, supported by hands representative of Watson's Theory of Human Caring. As adult learners, students bring with them life experiences, formal education, knowledge, and cultural beliefs. Learning is facilitated when the educator guides the student to develop critical thinking, problem solving, and communication skills. Learning in the nursing program is an active endeavor. These threads identify areas of learning within the curriculum that are ongoing and essential for the student to help patients meet their human needs. Essential curriculum content covered in specific courses include alcohol and chemical dependency, personal hygiene, human sexuality, client abuse, cultural diversity, and nutrition. The major threads of the program integrated throughout the curriculum include recommendations from professional bodies such as the National Academy of Medicine and Quality and Safety Education for Nurses (QSEN). These major threads include Communication, Community, Critical Thinking, Cultural Diversity, Growth and Development, Legal Aspects, Management of Leadership, National Academy of Medicine [formerly known as Institute of Medicine (IOM)], Pharmacology, Quality and Safety Education for Nurses (QSEN) six competencies: (a) patient centered care, (b) team work and collaboration, (c) evidence-based practice, (d) quality improvement, (e) safety, and (f) informatics, and Social/Ethical Aspects.

In 2019 the ADN Program adopted a new Board of registered Nursing approved Concept Based Curriculum that was fully implemented in the Fall of 2021.
Compton College
Generic Associate Degree Nursing Curriculum - Concept-Based Total 36 Units

| Curriculum Revision (2-25-2019) Updated Names (Curriculum Meeting) |||||
|---|---|---|---|
| **Prerequisite: N143 Intro to Nursing (8 weeks 2 Units) N144 Dosage Calculations (8 weeks, 2 units - 1.5 unit lecture and 0.5 units lab) Med Term (8 weeks, 3 Units), Psych 16 ( 16 weeks, 3 units), N146 Health Assessment (8 weeks, 2 units - 1.5 unit lecture and 0.5 units lab)** ||||
| Semester 1 | Semester 2 | Semester 3 | Semester 4 |
| **NURS 220 (prev. 150A) Nursing Fundamentals** (8weeks) 3.5 u | **NURS 230 (prev. 154) Mental Health Nursing** (8 weeks) 3.5 u | **NURS 240 (prev. 153) Int. M-S Nursing I** (8 weeks) 4.0 u | **NURS 247 (prev. 254) Adv. M-S Nursing I** (12 weeks) 5 u |
| **NURS 222 (prev. 150B) Medical Surgical Nursing - Older Adult** (8 weeks) 4 u | **NURS 232 (prev. 250) Obstetrical Patients and the Newborn** (4 weeks) 2.5 u | **NURS 242 (prev. 253) Int. M-S Nursing II** (8 weeks) 4.5 u | **NURS 248 (prev. 255) Adv. M-S Nursing II- Preceptorship** (4 weeks) 2 u |
| **NURS 224 (prev. 152 & 156) Nursing Pharmacology** (16 weeks) 3 u | **NURS 234 (prev. 250) Pediatric Nursing** (4 weeks) 2.5 u | | |
| **NURS 226 (new) Skills Practicum I** (16 weeks) 0.5 u | **NURS 238 (new) Skills Practicum II** (16 weeks) 0.5u | **NURS 244 (new) Skills Practicum III** (16 weeks) 0.5 u | |
| Total 11 units | Total 9.0 units | Total 9.0 units | Total 7 Units |

NURS151 deleted; students are required to take Psych 16
NURS 251 deleted; information integrated into the total curriculum
NURS 144 (formerly NURS 48) Dosage Calculation, NURS 143 (formerly NURS 145) Introduction to Nursing, and NURS 146 (formerly N155) Health Assessment


**Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)**
Although the majority of nursing program courses are offered in person, during the pandemic we offered synchronous courses via Zoom. We have and continue to offer some prerequisite nursing courses through distance education.

**Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.**

Compton College participates in the Academic Progression in Nursing strategic initiatives as outlined in the 2010 Institute of Medicine Best recommendations to raise the number of baccalaureate prepared nurses. We collaborate with Chamberlain University, Grand Canyon University  California State University Dominquez Hills, and the University of Phoenix to offer our currently enrolled nursing students with opportunities for dual or post graduate enrollment into BSN nursing programs. We work closely with the local universities practices of academic progression models include local collaboration between academic institutions and program policy such as articulation agreements, seamless progression, and course transfer. Furthermore, nursing faculty have participated in the Regional Nursing Curriculum Consortium (RNCC) which is a group of Los Angeles Region Community College Associate Degree in Nursing (ADN) Program leaders and faculty. The objective is to develop a universal ADN curriculum, integrated with BSN curriculum to enable nursing students to complete an ADN and BSN concurrently. This ongoing work aims to strengthen our nursing core curriculum and allow nursing students to achieve a BSN degree that will heighten hiring at local hospitals with greater nursing leadership and management opportunities.

**How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.**

*Degrees and Certificates Awarded*

**Compton College**

This dashboard provides program completions at Compton College for all academic years between 2015-16 and 2019-20. Use the drop-down menus to the right to select characteristics you would like to use to filter the data (e.g., looking at awards for specific programs or demographics). Award totals less than five are marked "< 5" to preserve student privacy. Visualizations may temporarily disappear if you deselect all values for a given filter, but they will reappear once at least one value is selected

Note: ADT data unavailable for the 2018-19 School Year.

*Qiuck Facts:*
-Degrees and certificates did decline in 2019-20 as Compton College became an independent college, especially the number of certificates.

## Award Filters

**Guided Pathway Division (GPD)**
(All)

**Program**
Nursing

**Award Type**
(All)

**Year**
(None)

**Award Type**
**(Click to Highlight)**

■ ADTs
■ Degrees

| Year | Value |
|------|-------|
| 2015-16 | 45 |
| 2016-17 | 46 |
| 2017-18 | 51 |
| 2018-19 | 55 |
| 2019-20 | 66 |

Over the past 5 years we have continued to increase the number of ADN Program graduates. Our goal is to maintain <15% attrition rate for the ADN Program.

**Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.**

# NCLEX PASS RATES
# FIRST TIME CANDIDATES

Compton College-AD Program

| | JUL-SEP | | | OCT-DEC | | | JAN-MAR | | | AP | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2017-2018 | Taken | Passed | Percent | Taken | Passed | Percent | Taken | Passed | Percent | Taken | |
| | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | |
| 2018-2019 | Taken | Passed | Percent | Taken | Passed | Percent | Taken | Passed | Percent | Taken | |
| | 0 | 0 | | 0 | 0 | | 0 | 0 | | 0 | |
| 2019-2020 | Taken | Passed | Percent | Taken | Passed | Percent | Taken | Passed | Percent | Taken | |
| | 0 | 0 | | 0 | 0 | | 13 | 12 | 92.31% | 18 | |
| 2020-2021 | Taken | Passed | Percent | Taken | Passed | Percent | Taken | Passed | Percent | Taken | |
| | 7 | 7 | 100.00% | 22 | 19 | 86.36% | 5 | 4 | 80.00% | 29 | |
| 2021-2022 | Taken | Passed | Percent | Taken | Passed | Percent | Taken | Passed | Percent | Taken | |
| | 15 | 15 | 100.00% | 0 | 0 | | 0 | 0 | | 0 | |

The chart above reflects the National Council of Licensure Examination (NCLEX) for First Time Candidates for registered nursing.
2020-2021 was the first year that Compton College had any recorded BRN NCLEX-RN pass rates results since separating from El Camino College in June 2019.
The 2019-2020 NCLEX-RN pass rate was 93.55%, representing the third and fourth quarters.
The 2020- 2021 NCLEX-RN pass rate was 77%.
The 2021-2022 NCLEX-RN pass rate was 79%.
Although the pandemic adversely impacted our clinical hospital courses, we have maintained safe NCLEX pass rates.

**List any related recommendations**.
Nursing faculty and directors know that they cannot avoid or risk the consequences of not preparing their nursing students for success on the NCLEX-RN exam.
Our ADN Program annual NCLEX-RN exam first time pass rate is set at a  goal of 85% and no lower than 75% per the California Board of Registered Nursing (BRN). This goal is especially challenging for nursing schools educating first generation college students representing a majority of diverse minority students. Nursing faculty members here at Compton College, are committed to assisting our student population with successful first time passage on this high stakes exam as required for entry into practice. We have identified several best practices to achieve >85% first-time NCLEX pass rates which include:

- The ADN Program curriculum contains mandatory Assessment Technology Assessment (ATI) exams per each theory course. Nursing students are awarded points per their results towards their overall course grade. Implementation of ATI student tracking of low performance throughout their program of study to identify and monitor at risk nursing students as early as the first semester and throughout the student's academic progression would improve our NCLEX-RN  pass rates.
- Hire a new Nursing Student Retention Specialist to track ATI exam scores below satisfactory levels and implement ATI structure remediation plans as warranted.  ATI remediation plans are available in the currents ATI resources that students purchase each semester.
- Continuous offerings per semester and more robust year-round nursing faculty led Nursing Tutoring and Open Skills Laboratory,
- Rejuvenation of the Simulation Laboratory for experiential learning activities threaded throughout the curriculum in all specialty nursing content areas. Presently our simulation lab is under
- Hire a full-time Nurse Faculty Simulation expert to offer all simulations and maintain all mannequin simulators, compressors, computers and all related software for full operations of the simulation laboratory, To provide recommendations of repairs, new updated nursing equipment, skill trainers, procedural supplies and manage warranties on all skills lab and  simulation equipment.
- Grow the new position of Registered Nurse Professional Expert as a BRN approved Clinical Teaching Assistants (CTA) nurse educator. The CTA works under the guidance of the nursing faculty of record in the skills laboratory and most importantly in clinical hospital rotations. This position supports nursing student clinical learning by reducing the nurse faculty to nursing student ratios. This effectively allows for greater nursing student skills acquisition for invasive procedures, medication administration, wound care treatments and direct patient care interactions. Furthermore, the implementation of CTAs increase the development clinical reasoning and critical thinking as nursing students have twice the support in clinical training under this model than in the traditional nursing faculty ratios of 10:0 nurse faculty to student nurse.
- New role of Nursing faculty for NCLEX-RN exam preparation. Nursing students in our program would be assigned to meet with the NCLEX nurse faculty advisor on a regular basis. The faculty advisor is instrumental in identifying and assisting their students with academics concerns and in dialogue of their psychosocial needs and difficulties. The advisor provides a safe place for students to dialogue about difficulties they may be experiencing, not only with testing anxiety, but outside factors that may be impeding their learning and ability to stay focused.
- **Nursing Student Success Facilitators Offer Course Related  Nursing Student Tutoring**
  This Fall, the Nursing Student Success Facilitators positions are filled by nursing faculty who offer weekly tutoring for nursing specialty subjects below. These assignments are supported by a Department of Health Services grant.

| Tutoring Nursing Specialties Fall 2021 | Nursing Special Assignments & Tutoring Winter 2022 | Nursing Student Tutoring Spring 2022 |
|---|---|---|
| Fundamentals/ Older Adults | Math Remediation (Dosage Calculation) | Medical Surgical Nursing III & Preceptor |
| Intermediate Medical/ Surgical Nursing I & I | Open Skills Lab | Medical Surgical Nursing I & II |
| Advanced Medical/ Surgical Nursing III | Clinical Placement Coordinator | Psychiatric Mental Health Nursing |
| Psychiatric Mental Health | Campus on site Fit Testing | Foundations & Geriatric Nursing<br>Dosage Calculation Tutorial |

- 

# Academic Program Review: (4) Assessment of Student Learning Outcomes (SLO's) Final Submission: Version by **DeLilly, Carol** on **03/03/2023 01:15**

**Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.**

The Associate Degree Nursing program provides the student with the skills to utilize the nursing process and assess unique patient needs across the lifespan using a concept-based approach to learning. Degree competence will be assessed regularly by evaluation of expected learning outcomes in the clinical setting as well as course examinations. Emphasis is placed on the use of critical thinking and creative problem-solving in the clinical setting. The nursing major prepares graduates in a variety of health care settings as entry-level registered nurses. Upon successful completion of the nursing program, the graduate is eligible to take the NCLEX-RN® (National Council Licensure Examination for Registered Nurses). Program assessment is conducted by monitoring student success rates on the NCLEX-RN® exam.

**Program Prerequisites for the Associate Degree (All Students)**
Science Courses: Complete the following courses with a minimum 2.5 GPA. All science courses must have been completed within seven years prior to the date of nursing program application.

1. Anatomy 132 and Physiology 131; or Anatomy and Physiology 134A and 134B
2. Microbiology 133

Non-science Courses:

1. English 101 or English 101 H
2. Mathematics 73 (effective fall 2020 Mathematics 150 or Mathematics 150H will be the graduation requirement for the nursing program
3. Medical Terminology 101
4. Psychology 116

Additional Prerequisites:

1. Cumulative GPA of 2.5 in all college courses.
2. Complete the Readiness Assessment Test - ATI Test of Essential Academic Skills (ATI TEAS) with the state recommended passing score. If a prospective student receives a score below the state recommended score, the student will be required to complete remediation and then retake the ATI TEAS. Students will only have two opportunities to take and successfully pass the TEAS exam. Students who take the TEAS at CC and complete the required remediation are required to retest at CC.
3. Nursing 143, 144, and 146

All general education courses and nursing courses must be completed with a minimum grade of C. Please contact a nursing counselor to determine course equivalencies.

Program Requirements
1st Semester

| | | |
|---|---|---|
| NURS 220 | Nursing Fundamentals | 3.5 Units |
| NURS 222 | Medical Surgical Nursing - Older Adult | 4.0 Units |
| NURS 224 | Nursing Pharmacology | 3.0 Units |
| NURS 226 | Nursing Skills Practicum I | 0.5 Units |

2nd Semester

| | | |
|---|---|---|
| NURS 230 | Mental Health Nursing | 3.5 Units |
| NURS 232 | Obstetrical Patients and the Newborn | 2.5 Units |
| NURS 234 | Pediatric Nursing | 2.5 Units |
| NURS 238 | Nursing Skills Practicum II | 0.5 Units |

3rd Semester

| | | |
|---|---|---|
| NURS 240 | Intermediate Medical-Surgical Nursing I | 4.0 Units |
| NURS 242 | Intermediate Medical-Surgical Nursing II | 4.0 Units |
| NURS 244 | Nursing Skills Practicum III | 0.5 Units |

4th Semester

| | | |
|---|---|---|
| NURS 247 | Advanced Medical-Surgical Nursing I | 6.0 Units |
| NURS 248 | Advanced Medical-Surgical Nursing II Preceptorship | 2.0 Units |

**General Education Courses**

| | | |
|---|---|---|
| COMS 100* | Public Speaking | 3.0 Units |
| ENG 103 | Critical Thinking and Composition | |
| | Or | 3.0 Units |
| ENG 1CH | Honors Critical Thinking and Composition | |
| PSYC 101 | General Psychology | |
| | Or | 3.0 Units |
| PSCH 101H | Honors General Psychology | |
| SOC 101 | Introduction to Sociology | |
| | Or | |
| SOC 101H | Honors Sociology 101 | 3.0 Units |
| | Or | |
| ANTH 2 | Introduction to Cultural Anthropology | |
| | Any 3 unit course from area 3 of the A.S. Degree Requirements | |
| HUM | *Note: Any 3-unit course from Communication Studies 120, 130, 140, | |
| | may be substituted for Communication Studies 100. | |

All general education courses and nursing courses must be completed with a minimum grade of C. Please contact a nursing counselor to determine course equivalencies.

**UPWARD MOBILITY**
1st Semester:

| | | |
|---|---|---|
| Nursing 149: | Prep Advanced Placement in Nursing | 2.5 units |
| Nursing 224: | Nursing Pharmacology | 3.0 units |

| Nursing 230: Mental Health | 3.5 units |
| Nursing 238: Nursing Skills Practicum II | 0.5 units |

2nd Semester:

| Nursing 232: Obstetrical Patients and the Newborn | 2.5 units |
| Nursing 234: Pediatric Nursing | 2.5 units |
| Nursing 242: Intermediate Medical-Surgical Nursing II | 4.5 units |
| Nursing 244: Nursing Skills Practicum III | 0.5 units |

3rd Semester:

| Nursing 247: Advanced Medical-Surgical Nursing 1 | 6.0 Units |
| Nursing 248: Advanced Medical-Surgical Nursing II Preceptorship | 2.0 units |

| COMS 100* Public Speaking | 3.0 Units |

or

| ENG 101C | Critical Thinking and Composition | |
| | Or | 3.0 Units |
| ENG 101CH | Honors Critical Thinking and Composition | |
| PSYC 101 | General Psychology | |
| | Or | 3.0 Units |
| PSYCH 101H | Honors General Psychology | |
| SOC 101 | Introduction to Sociology | |
| | Or | |
| SOC 101H | Honors Sociology 101 | 3.0 Units |
| | Or | |
| ANTH 102 | Introduction to Cultural Anthropology | |
| | Any 3 unit course from area 3 of the A.S. Degree Requirements | |
| | Humanities: Any 3 unit course of the Associate of Science Degree Total | |
| HUM | Units: 38.5 | |
| | *Note: Any 3-unit course from Communication Studies 120, 130, 140, may be substituted for Communication Studies 100. | |

**30 UNIT OPTION**

1st Semester:

| Nursing 149: Prep Advanced Placement in Nursing | 2.5 units |
| Nursing 224: Nursing Pharmacology | 3.0 units |
| Nursing 230: Mental Health | 3.5 units |
| Nursing 238 Skills Practicum II | 0.5 units |

2nd Semester:

| Nursing 242: Intermediate Medical-Surgical Nursing II | 4.0 units |
| Nursing 244 Skills Practicum III | 0.5 units |

3rd Semester:

| Nursing 247: Advanced Medical-Surgical Nursing 1 | 6.0 Units |
| Nursing 248: Advanced Medical-Surgical Nursing II Preceptorship | 2.0 units |

The following courses must be completed with a grade of "C" or better in order to be eligible to apply:

1. Human Physiology 131
2. Microbiology 133

Applicants with a combined total of more than one (1) repeat in Physiology, or Microbiology will be considered ineligible. Grades of C, D or F are considered repeats.
Physiology and Microbiology must be completed within the last 7 years to the date of the application. Science

courses older than 7 years must be repeated. These courses must include labs and total 14 semester units (or 21 quarter units).

**Provide a timeline for your course and program level SLO assessments.**

**SLO Timeline (2020 - 2024)  Program:  Nursing**

| Course and SLO # | Note if offered only in FA/SU/SP | SP 2020 | SU 2020 | FA 2020 | SP 2021 | SU 2021 | FA 2021 | SP 2022 | SU 2022 | FA 2022 | SP 2023 | SU 2023 | FA 2023 | SP 2024 | SU 2024 | FA 2024 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PLO #1 | | | | | | | | | | | | | | | | X |
| PLO #2 | | | | | | | | | | | | | | | | X |
| PLO #3 | | X | | | | | | | | | | | | | | |
| PLO #4 | | | | X | | | | | | | | | | | | |
| PLO #5 | | | | | | | X | | | | | | | | | |
| PLO #6 | | | | | | | | | | X | | | | | | |
| PLO #7 | | | | | | | | | | | | | X | | | |
| | | | | | | | | | | | | | | | | |
| NURS 103 - SLO #1 | | | | | | | X | | | | | | | | | X |
| NURS 103 - SLO #2 | | | | | | | | | | X | | | | | | |
| NURS 103 - SLO #3 | | | | | | | | | | | | | X | | | |
| NURS 143 - SLO #1 | | | | X | | | | | | | | | | | | X |
| NURS 143 - SLO #2 | | | | | | | | | | X | | | | | | |
| NURS 143 - SLO #3 | | | | | | | X | | | | | | X | | | |
| NURS 144 - SLO #1 | | | | | X | | | | | | | | | X | | |
| NURS 144 - SLO #2 | | | | | | | | X | | | | | | | | |
| NURS 144 - SLO #3 | | | | | | | | | | | X | | | | | |
| NURS 149 - SLO #1 | | | | X | | | | | | | | | | X | | |
| NURS 149 - SLO #2 | | | | | | | | X | | | | | | | | |
| NURS 149 - SLO #3 | | | | | | | | | | | X | | | | | |

| Course and SLO # | Note if offered only in FA/SU/SP | SP 2020 | SU 2020 | FA 2020 | SP 2021 | SU 2021 | FA 2021 | SP 2022 | SU 2022 | FA 2022 | SP 2023 | SU 2023 | FA 2023 | SP 2024 | SU 2024 | FA 2024 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NURS 210 - SLO #1 | | | | | | | X | | | | | | | | | X |
| NURS 210 - SLO #2 | | | | | | | | | | X | | | | | | |
| NURS 210 - SLO #3 | | | | X | | | | | | | | | X | | | |
| NURS 222 - SLO #1 | | | | | X | | | | | | | | | X | | |
| NURS 222 - SLO #2 | | | | | | | | X | | | | | | | | |
| NURS 222 - SLO #3 | | X | | | | | | | | X | | | | | | |
| NURS 224 - SLO #1 | | | | | | | X | | | | | | | | | X |
| NURS 224 - SLO #2 | | | | | | | | | | X | | | | | | |
| NURS 224 - SLO #3 | | | | X | | | | | | | | | X | | | |
| NURS 226 - SLO #1 | | | | | X | | | | | | | | | X | | |
| NURS 226 - SLO #2 | | | | | | | | X | | | | | | | | |
| NURS 226 - SLO #3 | | X | | | | | | | | | X | | | | | |
| NURS 230 - SLO #1 | | | | | | | X | | | | | | | | | X |
| NURS 230 - SLO #2 | | | | | | | | | | X | | | | | | |
| NURS 230 - SLO #3 | | | | X | | | | | | | | | X | | | |
| NURS 232 - SLO #1 | | | | | X | | | | | | | | | X | | |
| NURS 232 - SLO #2 | | | | | | | | X | | | | | | | | |
| NURS 232 - SLO #3 | | X | | | | | | | | | X | | | | | |
| NURS 234 - SLO #1 | | | | | X | | | | | | | | | X | | |
| NURS 234 - SLO #2 | | | | | | | | X | | | | | | | | |

| Course and SLO # | Note if offered only in FA/SU/SP | SP 2020 | SU 2020 | FA 2020 | SP 2021 | SU 2021 | FA 2021 | SP 2022 | SU 2022 | FA 2022 | SP 2023 | SU 2023 | FA 2023 | SP 2024 | SU 2024 | FA 2024 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NURS 234 - SLO #3 | | X | | | | | | | | | X | | | | | |
| NURS 238 - SLO #1 | | | | | | | X | | | | | | | | | X |
| NURS 238 - SLO #2 | | | | | | | | | | X | | | | | | |
| NURS 238 - SLO #3 | | | | X | | | | | | | | | X | | | |
| NURS 240 - SLO #1 | | | | | | | X | | | | | | | | | X |
| NURS 240 - SLO #2 | | | | | | | | | | X | | | | | | |
| NURS 240 - SLO #3 | | | | | | | X | | | | | | X | | | |
| NURS 242 - SLO #1 | | | | X | X | | | | | | | | | X | | |
| NURS 242 - SLO #2 | | | | | | | | X | | | | | | | | |
| NURS 242 - SLO #3 | | | | | | | | X | | X | | | | | | |
| NURS 244 - SLO #1 | | | | | | | X | | | | | | | | | X |
| NURS 244 - SLO #2 | | | | | | | | | | X | | | | | | |
| NURS 244 - SLO #3 | | | | | | | X | | | | | | X | | | |
| NURS 247 - SLO #1 | | | | | | | X | | | | | | | | | X |
| NURS 247 - SLO #2 | | | | | | | | | | X | | | | | | |
| NURS 247 - SLO #3 | | | | | X | | | | | | | | X | | | |
| NURS 248 - SLO #1 | | | | | | | X | | | | | | | | | X |
| NURS 248 - SLO #2 | | | | | | | | | | X | | | | | | |
| NURS 248 - SLO #3 | | | | X | | | | | | | | | X | | | |
| NURS 254 - SLO #1 | | | | | X | | | | | | | | | X | | |

| Course and SLO # | Note if offered only in FA/SU/SP | SP 2020 | SU 2020 | FA 2020 | SP 2021 | SU 2021 | FA 2021 | SP 2022 | SU 2022 | FA 2022 | SP 2023 | SU 2023 | FA 2023 | SP 2024 | SU 2024 | FA 2024 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NURS 254 - SLO #2 | | | | | | | | X | | | | | | | | |
| NURS 254 - SLO #3 | | | | | | | | | | X | | | | | | |
| NURS 255 - SLO #1 | | | | X | | | X | | | | | | | | | X |
| NURS 255 - SLO #2 | | | | | | | | | | X | | | | | | |
| NURS 255 - SLO #3 | | | | X | | | | | | | | | X | | | |

The alignment grid above contains the timeline for our course and program level SLO assessments.

**State the percent of course and program SLO statements that have been assessed.**
Strategic Planning/Outcomes & Assessments/ Org Management/ Reports
SLOs PLOs  A. S. Degree Nursing
Spring 21

**Unmapped SLOsSLOs not included in any Assessment Rubric**
All Completed    All Completed
SLO              SLO

1. Nursing

MEDT101 - Medical Terminology
Active from 02/16/2021

**Add SLO**

| SLO | Start Date | End Date | Outcome Performance Expected | Spring 21 |
|---|---|---|---|---|
| SLO #1 - Formulate medical terms by properly arranging prefixes, suffixes, word roots and combining forms. | 02/16/2021 | Not specified | 70 % | - |
| SLO #2 - Identify medical terms related to the body systems, including Greek and Latin terms. | 02/16/2021 | Not specified | 70 % | - |
| SLO #3 - List appropriate medical abbreviations and their usage. | 02/16/2021 | Not specified | 70 % | - |

NURS48 - Dosage Calculations
Active from 02/16/2021

**Add SLO**

| SLO | Start Date | End Date | Outcome Performance | |
| --- | --- | --- | --- | --- |
| | | | Expected | Spring 21 |
| SLO #1 - The student will calculate and demonstrate safe medication dosages across the lifespan.<br>NURS103 - Nurse Assistant<br>Active from 02/16/2021 | 02/16/2021 | Not specified | 70 % | - |

**Add SLO**

| SLO | Start Date | End Date | Outcome Performance | |
| --- | --- | --- | --- | --- |
| | | | Expected | Spring 21 |
| SLO #1 - Provide comprehensive nursing care and therapeutic communication while demonstrating cultural sensitivity as outlined in the scope of practice of an entry level health care worker. | 02/16/2021 | Not specified | 70 % | - |
| SLO #2 - The student will demonstrate readiness for the State of California Certification Examination for Nursing Assistants. | 02/16/2021 | Not specified | 70 % | - |
| SLO #3 - The student will apply the scientific principles and nursing skills to those clients who reside in various levels of healthcare facilities. This is achieved through a systematic approach and critical thinking using the nursing process.<br>NURS143 - Intro and Prep for Nursing<br>Active from 02/16/2021 | 02/16/2021 | Not specified | 70 % | - |

**Add SLO**

| SLO | Start Date | End Date | Outcome Performance | |
| --- | --- | --- | --- | --- |
| | | | Expected | Spring 21 |
| SLO #1 - The student will be able to list and define the steps of the nursing process. | 02/16/2021 | Not specified | 70 % | - |
| SLO #2 - The student will identify the three main roles of the professional nurse functions in the acute care setting and discuss the responsibilities included in each role. | 02/16/2021 | Not specified | 70 % | - |
| SLO #3 - The student will be able to describe the differences between social and therapeutic communication and delineate how communication may be affected by the individual's personal attributes and functioning. | 02/16/2021 | Not specified | 70 % | - |

NURS144 - Dosage Calculations
Active from 02/16/2021

**Add SLO**

| SLO | Start Date | End Date | Outcome Performance Expected | Spring 21 |
|---|---|---|---|---|
| SLO #1 - The student will calculate and demonstrate safe medication dosages across the lifespan. | 02/16/2021 | Not specified | 70 % | - |
| SLO #2 - The student will state the six rights of medication administration. | 02/16/2021 | Not specified | 70 % | - |
| SLO #3 - The student will calculate and demonstrate intravenous flow rates, infusion times and volumes across the life span. | 02/16/2021 | Not specified | 70 % | - |

NURS149 - Advanced Placement in Nursing
Active from 02/16/2021

**Add SLO**

| SLO | Start Date | End Date | Outcome Performance Expected | Spring 21 |
|---|---|---|---|---|
| SLO #1 - Formulate nursing care plans that demonstrate proficient application of the nursing process as it relates to the patient, focusing in on developmental attributes, functional ability and family dynamics. Also include the impact of culture, spirituality, self-management, and sexuality. Include those health and illness concepts most impacted by the patient's disease state or disorder. | 02/16/2021 | Not specified | 70 % | - |
| SLO #2 - The student will also be able to completely perform selected clinical nursing skills that adequately address the biophysical concepts focusing on glucose regulation, gas exchange, altered nutritional states, tissue integrity and elimination. | 02/16/2021 | Not specified | 70 % | - |
| SLO #3 - Compare and contrast the legal and ethical responsibilities and the professional practice of the licensed vocational nurse with that of the registered nurse. | 02/16/2021 | Not specified | 70 % | - |

NURS 220 - Nursing Fundamentals
Active from 02/16/2021

**Add SLO**

| SLO | Start Date | End Date | Outcome Performance | |
|---|---|---|---|---|
| | | | Expected | Spring 21 |
| SLO #1 - The student will identify sources of laboratory test and diagnostic procedures and relate the information to certain disease processes. | 02/16/2021 | Not specified | 70 % | 92.3 % |
| SLO #2 - The student will utilize the nursing process to apply safe practices during oral drug administration. | 02/16/2021 | Not specified | 70 % | 100 % |
| SLO #3 - The student will develop skills to safely and effectively utilize an Electronic Health Record (EHR) Program. | 02/16/2021 | Not specified | 70 % | 100 % |

NURS222 - Med Surg Nursing - Older Adult
Active from 02/16/2021

**Add SLO**

| SLO | Start Date | End Date | Outcome Performance | |
|---|---|---|---|---|
| | | | Expected | Spring 21 |
| SLO #1 - The student will apply the nursing process to meet the basic needs of the adult. | 02/16/2021 | Not specified | 70 % | 100 % |
| SLO #2 - The student will utilize the nursing process to meet the basic ingestive need of the older adult patient. | 02/16/2021 | Not specified | 70 % | 88.5 % |
| SLO #3 - The student will identify subjective and objective data to collect and analyze when assessing a patient experiencing pain. | 02/16/2021 | Not specified | 70 % | 100 % |

NURS 224 - Nursing Pharmacology
Active from 02/16/2021

**Add SLO**

| SLO | Start Date | End Date | Outcome Performance | |
|---|---|---|---|---|
| | | | Expected | Spring 21 |
| SLO #1 - The student will apply principles of pharmacology to drug therapy, using a systematic approach and the nursing process for the purpose of administering pharmacological agents based on safe and accurate nursing practice. | 02/16/2021 | Not specified | 70 % | 88.2 % |
| SLO #2 - The student will develop and implement a teaching plan of a specific drug. | 02/16/2021 | Not specified | 70 % | 97.1 % |

**Add SLO**

| SLO | Start Date | End Date | Outcome Performance | |
|---|---|---|---|---|
| | | | Expected | Spring 21 |
| SLO #3 - The student will describe the legal, ethical and regulatory frameworks utilized in the administration of medications.<br>NURS226 - Skills Practicum I<br>Active from 02/16/2021 | 02/16/2021 | Not specified | 70 % | 97.1 % |

**Add SLO**

| SLO | Start Date | End Date | Outcome Performance | |
|---|---|---|---|---|
| | | | Expected | Spring 21 |
| SLO #1 - Student will demonstrate safe and accurate medication administration via the parenteral routes. | 02/16/2021 | Not specified | 70 % | 100 % |
| SLO #2 - Student will demonstrate assessment of all systems from head to toe in 10 minutes. | 02/16/2021 | Not specified | 70 % | 100 % |
| SLO #3 - Student will demonstrate the principles of infection control when performing wound care.<br>NURS 230 - Mental Health Nursing<br>Active from 02/16/2021 | 02/16/2021 | Not specified | 70 % | 100 % |

**Add SLO**

| SLO | Start Date | End Date | Outcome Performance | |
|---|---|---|---|---|
| | | | Expected | Spring 21 |
| SLO #1 - The student will apply the nursing process and the psychobiological theories identifying nursing problems and apply a treatment plan for patients with mental health disorders. | 02/16/2021 | Not specified | 70 % | 100 % |
| SLO #2 - The student will analyze the law and the scope of practice as defined by the California Nursing Practice Act and will define and discuss the types of leadership styles/roles. | 02/16/2021 | Not specified | 70 % | 100 % |
| SLO #3 - The student will utilize effective therapeutic communication skills needed for patients with biophysical symptoms (fatigue, loss of appetite and insomnia) as well as emotional symptoms (sadness, euphoria and disturbed sensory perception) of mental illness.<br>NURS232 - OB Patients and the Newborn<br>Active from 02/16/2021 | 02/16/2021 | Not specified | 70 % | 100 % |

**Add SLO**

| SLO | Start Date | End Date | Outcome Performance | |
|---|---|---|---|---|
| | | | Expected | Spring 21 |
| SLO #1 - The student will apply the nursing process in the care of childbearing women and childbearing family. | 02/16/2021 | Not specified | 70 % | 96.6 % |
| SLO #2 - The student will perform focused assessments on newborn and postpartum patients in the clinical setting. | 02/16/2021 | Not specified | 70 % | 96.6 % |
| SLO 33 - The student will use evidence based practice to complete anecdotal assessments for the pediatric population. | 02/16/2021 | Not specified | 70 % | - |

NURS 234 - Pediatric Nursing
Active from 02/16/2021

**Add SLO**

| SLO | Start Date | End Date | Outcome Performance | |
|---|---|---|---|---|
| | | | Expected | Spring 21 |
| SLO #1 - The student will apply the nursing process using current evidence in the provision of competent, culturally sensitive, developmentally appropriate, holistic nursing care to infants, children, adolescents, and their families/caregivers. | 02/16/2021 | Not specified | 70 % | - |
| SLO #2 - The student will perform growth and development screening to identify concepts related to the disruption patterns across the life span in the clinical setting. | 02/16/2021 | Not specified | 70 % | - |
| SLO #3 - The student will use evidence based practice to complete an anecdotal assignment for the pediatric population. | 02/16/2021 | Not specified | 70 % | - |

NURS 238 - Skills Practicum II
Active from 02/16/2021

**Add SLO**

| SLO | Start Date | End Date | Outcome Performance | |
|---|---|---|---|---|
| | | | Expected | Spring 21 |
| SLO #1 - Student will describe the major parameters needed to preserve a sterile environment when inserting and removing an indwelling urinary catheter. | 02/16/2021 | Not specified | 70 % | - |

**Add SLO**

| SLO | Start Date | End Date | Outcome Performance | |
|---|---|---|---|---|
| | | | Expected | Spring 21 |
| SLO #2 - Student will describe two potential problems that can occur with venipuncture and one suggested solution for each problem. | 02/16/2021 | Not specified | 70 % | - |
| SLO #3 - Student will demonstrate six steps of the focus assessment. | 02/16/2021 | Not specified | 70 % | - |

NURS 240 - Int Med Surg Nursing I
Active from 02/16/2021

**Add SLO**

| SLO | Start Date | End Date | Outcome Performance | |
|---|---|---|---|---|
| | | | Expected | Spring 21 |
| SLO #1 - Develop and implement a health education plan for the patient and/or their family after assessing the patient's needs with special consideration paid to developmental attributes, functional ability, culture, and family dynamics, knowledge and learning needs. | 02/16/2021 | Not specified | 70 % | 100 % |
| SLO #2 - Review and assess the patient's current biophysical status and develop an end-of shift report. | 02/16/2021 | Not specified | 70 % | 100 % |
| SLO #3 - Demonstrate the principles of safe use of an IV Pump to deliver intravenous fluids to manage the fluid and electrolyte balance of the patient and for mediation administration. | 02/16/2021 | Not specified | 70 % | - |

NURS242 - Int Med Surg Nursing II
Active from 02/16/2021

**Add SLO**

| SLO | Start Date | End Date | Outcome Performance | |
|---|---|---|---|---|
| | | | Expected | Spring 21 |
| SLO #1 - The student will prioritize the care of patients with alterations in health using biophysical, spirituality, and safety concepts by performing comprehensive and focused physical assessments. | 02/16/2021 | Not specified | 70 % | 92.3 % |
| SLO #2 - The student will identify the pharmacologic, nutritional, developmental, and teaching needs of patients with alterations in health. | 02/16/2021 | Not specified | 70 % | 92.3 % |
| SLO #3 - The student will demonstrate effective and accurate communication skills verbally and through | 02/16/2021 | Not specified | 70 % | 92.3 % |

**Add SLO**

| SLO | Start Date | End Date | Outcome Performance Expected | Spring 21 |
|---|---|---|---|---|

documentation with the interdisciplinary team as needed for patients with alterations in health.
NURS 244 - Skills Practicum III
Active from 02/16/2021

**Add SLO**

| SLO | Start Date | End Date | Outcome Performance Expected | Spring 21 |
|---|---|---|---|---|
| SLO #1 - Student will demonstrate appropriate documentation and reporting of oxygen therapy, suctioning, and tracheostomy care. | 02/16/2021 | Not specified | 70 % | 100 % |
| SLO #2 - Student will compare and contrast the patient data associated with fluid volume excess and deficit. | 02/16/2021 | Not specified | 70 % | 100 % |
| SLO #3 - Student will differentiate signs and symptoms of hemolytic and allergic blood transfusion reactions. | 02/16/2021 | Not specified | 70 % | 100 % |

NURS247 - Adv Med Surg Nursing I
Active from 02/16/2021

**Add SLO**

| SLO | Start Date | End Date | Outcome Performance Expected | Spring 21 |
|---|---|---|---|---|
| SLO #1 - Utilize the nursing process to prioritize patient care, demonstrate critical thinking and work collaboratively to implement the core measures. | 02/16/2021 | Not specified | 70 % | - |
| SLO #2 - Synthesize concepts related to a core measure identified in a patient and evaluate interventions received according to national guidelines. | 02/16/2021 | Not specified | 70 % | - |
| SLO #3 - Apply leadership theory and skills in the clinical setting. | 02/16/2021 | Not specified | 70 % | - |

NURS 248 - Adv Med Surg Preceptorship
Active from 02/16/2021

**Add SLO**

| SLO | Start Date | End Date | Outcome Performance Expected | Spring 21 |
|---|---|---|---|---|
| SLO #1 - The student will pass the ATI Comprehensive Predictor Exam based on Group National Means. | 02/16/2021 | Not specified | 70 % | 100 % |
| SLO #2 - The student will prepare a professional portfolio to be used for employment upon completion of the Associate Degree Nursing Program. | 02/16/2021 | Not specified | 70 % | 100 % |
| SLO #3 - The student will self-evaluate their clinical performance. | 02/16/2021 | Not specified | 70 % | 100 % |

**Summarize the SLO and PLO assessment results over the past four years and describe how an analysis of those results led to improved student learning. Analyze and describe those changes. Provide specific examples.**

| **Assessment of Student Learning Outcomes (SLOs)** |
|---|
| The chart below provides the SLOs for each ADN Program core curriculum course across the full two years (four semester) ADN Program. Examples are provided specific to the SLOs of the Associate Degree in Nursing program. |

| | |
|---|---|
| ***Generic ADN Program Course Requirements***<br>1st Semester<br>NURS 220 Nursing Fundamentals 3.5 Units | A. Nursing Implications: At the end of this course, the student will be able to utilize the laboratory and diagnostic text to identify nursing implications and current recommendations and practices.<br>B. Oral Meds: At the end of this course, the student will be able to apply the nursing process to safely administer oral medications.<br>C. EHR: At the end of this course, the student will apply the principles and legal aspects of Electronic Health Records (EHR) documentation. |
| NURS 222 Medical Surgical Nursing - Older Adult 4.0 Units | A. Human Needs: Student will apply the nursing process to meet the human needs of the adult patient in a safe, competent, and ethical manner.<br>B. Nutritional Needs: Students will use the nursing process to meet the nutritional needs of the older adult patient.<br>C. Identify Data: Student will be able to identify subjective and objective data to collect and analyze when assessing a patient experiencing pain. |
| NURS 224 Nursing Pharmacology 3.0 Units | A. Principles of Pharmacology - The student will apply principles of pharmacology to drug therapy, using a systematic approach and the nursing process for the purpose of administering pharmacological agents based |

| | |
|---|---|
| | on safe and accurate nursing practice.<br>B.  Drug Teaching Plan - The student will develop and implement a teaching plan of a specific drug.<br>C.  Legal Frameworks - The student will describe the legal, ethical and regulatory frameworks utilized in the administration of medications. |
| NURS 226 Nursing Skills Practicum I      0.5 Units | A.  Medication Administration: Student will demonstrate safe and accurate medication administration via the parenteral routes.<br>B.  Assessment: Student will demonstrate assessment of all systems from head to toe in 10 minutes.<br>C.  Infection Control: Student will demonstrate the principles of infection control when performing wound care. |
| 2nd Semester<br>NURS 230 Mental Health Nursing                           3.5 Units | A. Nursing Process/Psychobiological Theories: The student will apply the nursing process and the psychobiological theories identifying nursing problems and apply a treatment plan for patients with mental health disorders.<br>B. The Nursing Practice Act/Leadership: The student will analyze the law and the scope of practice as defined by the California Nursing Practice Act and will define and discuss the types of leadership styles/roles.<br>C. Therapeutic Communication: The student will utilize effective therapeutic communication skills needed for patients with biophysical symptoms (fatigue, loss of appetite and insomnia) as well as emotional symptoms (sadness, euphoria and disturbed sensory perception) of mental illness. |
| NURS 232 Obstetrical Patients and the Newborn          2.5 Units | A. Nursing Process: The student will apply the nursing process in the care of childbearing women and the childbearing family.<br>B. Assessment: The student will perform focused assessments on newborn and postpartum patients in the clinical setting.<br>C. Evidence Based Practice: The student will examine evidence-based practice guidelines to compare and contrast clinical implementation of such guidelines in the perinatal population. |
| NURS 234 Pediatric Nursing                           2.5 Units | A. Nursing Process: The student will apply the nursing process using current evidence in the provision of competent, culturally sensitive, developmentally appropriate, holistic nursing care to infants, children, adolescents, and their families/caregivers.<br>B. Growth and Development Screening:  The student |

| | |
|---|---|
| | will perform growth and development screening to identify concepts related to the disruption patterns across the life span in the clinical setting.<br>C. Evidence-Based Practice: The student will use evidence-based practice to complete an anecdotal assignment for the pediatric population. |
| NURS 238 Nursing Skills Practicum II          0.5 Units | 1. Infection: Student will describe the major parameters needed to preserve a sterile environment when inserting and removing an indwelling urinary catheter.<br>2. Tissue Integrity: Student will describe two potential problems that can occur with venipuncture and one suggested solution for each problem.<br>3. Assessment: Student will demonstrate six steps of the focus assessment |
| 3rd Semester<br>NURS 240 Intermediate Medical-Surgical Nursing I      4.0 Units | A. Health Education Plan: Develop and implement a health education plan for the patient and/or their family after assessing the patient's needs with special consideration paid to developmental attributes, functional ability, culture, and family dynamics, knowledge and learning needs.<br>B. End-of Shift Report: Review and assess the patient's current biophysical status and develop an end-of shift report.<br>C. IV Infusion: Demonstrate the principles of safe use of an IV Pump to deliver intravenous fluids to manage the fluid and electrolyte balance of the patient and for mediation administration. |
| NURS 242 Intermediate Medical-Surgical Nursing II      4.0 Units | A. Prioritize Care: The student will prioritize the care of patients with alterations in health using biophysical, spirituality, and safety concepts by performing comprehensive and focused physical assessments.<br>B. Identify Patient Needs: The student will identify the pharmacologic, nutritional, developmental, and teaching needs of patients with alterations in health.<br>C. Effective Communication: The student will demonstrate effective and accurate communication skills verbally and through documentation with the interdisciplinary team as needed for patients with alterations in health. |
| NURS 244 Nursing Skills Practicum III          0.5 Units | A. Gas Exchange: Student will demonstrate appropriate documentation and reporting of oxygen therapy, suctioning, and tracheostomy care<br>B. Fluid and Electrolyte: Student will compare and |

| | |
|---|---|
| | contrast the patient data associated with fluid volume excess and deficit.<br>C. Assessment: Student will differentiate signs and symptoms of hemolytic and allergic blood transfusion reactions. |
| 4th Semester<br>NURS 247 Advanced Medical-Surgical Nursing I       6.0<br>Units | A.  Nursing Process: Utilize the nursing process to prioritize patient care.<br>B.  Core Measures: Synthesize concepts related to a core measure identified in a<br>patient and evaluate interventions received according to national guidelines.<br>C.  Leadership:  Apply leadership theory and skills in the clinical setting. |
| NURS 248 Adv Med-Surgical Nursing - Preceptorship     2.0<br>Units | A. Predictor Exam: The student will pass the ATI Comprehensive Predictor Exam based on Group National Mean<br>B. Professional Portfolio: The student will prepare a professional portfolio to be used for employment upon completion of the Associate Degree Nursing Program.<br>C. Self-Evaluation: The student will self-evaluate their clinical performance. |

The formative and summative SLOs are measured through student course assessments and ATI course specific exams, which are threaded through the curriculum. Summative assessments are performed in the fourth semester whereby students complete ATI Capstone assessments for all nursing specialty areas and must pass the ATI NCLEX-RN Comprehensive Predictor Exam, required for course and program completion. Students who meet or exceed the established passing benchmark for the ATI NCLEX-RN Comprehensive Predictor Exam have a 95% probability of passing the NCLEX-RN licensure exam on their first attempt.

**Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.**
**2019 Comparison of Old and New Program Learning Outcomes and the Terminal Outcomes**

| Old Curriculum Program Learning Outcomes | New Curriculum Program Learning Outcomes |
|---|---|
| **PROFESSIONAL PRACTICE**<br>The graduate will adhere to standards of professional practice, is accountable for his/her actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks. | **PROFESSIONAL PRACTICE**<br>The graduate will adhere to standards of professional practice, is accountable for his/her actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks. |
| **COMMUNICATION**<br>The graduate will communicate effectively, accurately, and in a timely manner with | **COMMUNICATION**<br>The graduate will communicate effectively, accurately, and in a timely manner with |

| | |
|---|---|
| patients, significant others and members of the health care team. | patients, significant others and members of the health care team. |
| **EVIDENCE-BASED NURSING PROCESS** The graduate will utilize the nursing process to provide patient-centered nursing care, integrating evidence-based practice to address unmet basic needs for a diverse population of patients in a variety of health care settings. | **EVIDENCE-BASED NURSING PROCESS** The graduate will utilize the nursing process to provide patient-centered nursing care, integrating evidence-based practice to address unmet basic needs for a diverse population of patients in a variety of health care settings. |
| **HEALTH EDUCATION** The graduate will implement health education to promote and facilitate informed decision-making, achieve positive outcomes, and support self-care activities. | **HEALTH EDUCATION** The graduate will implement health education to promote and facilitate informed decision-making, achieve positive outcomes, and support self-care activities. |
| **TEAMWORK AND COLLABORATION** The graduate will utilize teamwork and collaboration while providing quality care to individuals and families. | **TEAMWORK AND COLLABORATION** The graduate will utilize teamwork and collaboration while providing quality care to individuals and families. |
| **MANAGEMENT OF CARE** The graduate will manage care of the patient including effective use of human, physical, financial and technological resources. | **MANAGEMENT OF CARE** The graduate will manage care of the patient including effective use of human, physical, financial and technological resources. |
| **SAFETY** The graduate will recognize potential threats to patient safety from both system ineffectiveness and individual performance and appropriately intervene. | **SAFETY** The graduate will recognize potential threats to patient safety from both system ineffectiveness and individual performance and appropriately intervene. |
| | **CARING** The graduate will care for their patient in a manner that promotes health and wellness, prevents illness and restores health. |

**List any related recommendations.**
Continue with ADN Program Curriculum mapping and content review in correlation to assessment outcomes per ATI and Mountain Measurement course, quarterly and annual reports. Recommendations are provided above.

## Academic Program Review: (5) Analysis of Student Feedback Final

Submission: Version by **DeLilly, Carol** on **03/03/2023 01:15**

**Describe the results of the student survey in the area of student support.**

The nursing department continues to implement and improve methods for obtaining student feedback to provide meaningful and relevant data for course and program development. For course evaluations, the department had set up a new Canvas Shell that contains all course surveys. The Distance Education Department will be adding the student course surveys into each nursing program Canvas course and the faculty will publish the surveys at the conclusion of each course. In the past, students would be sent by email by the faculty, which yielded a low response rate. Additionally,  many students found a way to shortcut this evaluation process resulting in the

IRP having little or no data to return to the nursing department. Faculty trialed and then approved using Turning Point technology (i.e., the use of clickers) to capture 100% of student feedback for courses. Unfortunately, the onset of the pandemic has removed face to face lecture courses, so the new Canvas based course evaluation plan is expected to improve our response rates this academic year.

Over the past four years, one of the most difficult surveys to complete has been with the graduates of the nursing program. A post-graduate survey is sent out to the students nine to twelve months after graduation with the anticipation that students will have successfully passed their NCLEX-RN and found employment as a RN. Unfortunately, previous return rates have been meager and insufficient to evaluate Program Learning Outcomes. This has placed the nursing department at a disadvantage in being able to share student feedback with professional nursing organizations such as the Accreditation Commission for Education in Nursing and the Board of Registered Nursing. We aim to increase persistent contact wit nursing program graduates to obtain employment data post-graduation.

a) Describe the results of the student survey in each of the following areas:
 i. Student support
ii. Curriculum
iii. Facilities, Equipment, and technology
iv. Program Objectives

Data collected between 2017 and 2019 had been through in person written evaluation surveys. These evaluations focused on the codes that assessed; lecture, clinical, simulation, skills labs, leadership, preceptors, student demographics and future plans. Two additional surveys gleaned data regarding a nine-month employment and a nine-month employer graduate survey. Data captured between these years are described below:

2017 to 2019 Survey Data Through Curriculum Revision to New Concept Based Curriculum 8/14/2018 to 2/25/2019

| Nursing Course | Code # | Survey Name | Students | Summary of Results |
|---|---|---|---|---|
| NURS 220 (150A) | 2 | Student Lecture Evaluation (Includes Skills Lab) | 26 | Greater than 90% of students surveyed strongly agreed to having a clear syllabus, meeting course objectives, an textbook appropriate, meeting the three SLOs objectives. SLO #1: At the end of the course, I was able to identify sources of laboratory testing and diagnostic procedures and relate the information to certain disease processes. SLO #2: At the end of the course. I was able to use the nursing process to apply safe practices during oral drug. administration SLO #3: At the end of the course, I was able to develop skills to safely and effectively use an electronic health record (HR) program. |

| | | | | |
|---|---|---|---|---|
| NURS 230 (154) | 2 | Student Lecture Evaluation | 40 | Greater than 90% of students surveyed agreed and strongly agreed to having clear objectives, clear learning requirements, an appropriate textbook, interesting and understandable lectures, a fair and consistent course and meeting three SLO objectives.<br>SLO #1 Able to utilize the nursing process to develop and carry out nursing interventions in the care of mental health patients.<br>SLO #2 Able to apply techniques of therapeutic communication to establish a therapeutic relationship.<br>SLO #3 Able to accurately recognize and appropriately intervene in potential safety threats to patients, peers, instructors and the health care team and individual performance. |
| NURS 230 (154) | 3 | Student Clinical Evaluation | 30 | 80% of students surveyed agreed clear clinical objectives, 70% agreed to knowledgeable nursing hospital staff who implemented EBP, 60% were od staff helpful and provided a positive learning environment. 70% agreed to a variety of health problem within the patient population. 50% of reports were provided in English. |
| NURS 234 (250) | 3 | Student Clinical Evaluation | 3 | 66% of the students reported the objectives, expectations, syllabus and lectures were clear and textbook was appropriate for the course. 90 % agreed and strongly agreed to meet the SLOs.<br>SLO #1 Able to apply the nursing process in the car of childbearing women and childbearing family.<br>SLO #2 Able to perform focused assessments on newborn and the postpartum patients in the clinical setting.<br>SLO #3 Able to use EBP to complete anecdotal assessments for the pediatric population. |
| NURS 247 (254) | 6 | Student Evaluation of Preceptorship | 18 | 100% agreed that students responsibilities & basis of the evaluation were clear, CET reflected clinical performance, Faculty were available, able to implement leadership and management skills, able to organize skills, able to practice decision making & priority setting, satisfactory hospital experience for preceptorship experience, staff provided positive learning environment, would |

| | | | | |
|---|---|---|---|---|
| | | | | recommend their preceptor to a future nursing student. |
| NURS 248 (255) | 7 | Preceptor Evaluation of Preceptorship Role | 18 | 100% of Nurse Preceptors agreed they were provided with sufficient information regarding the role of the preceptor through and orientation, preceptor manual, student skills checklist, CET, instruction discussions, student's anecdotal records form. 100# of Nurse Preceptors agreed that their preceptee (student nurse) demonstrated excellent  professional behaviors, communication skills, integration of new knowledge, provided a holistic view in basic patient needs, used appropriate nursing diagnosis and planning (ADPIE)  for effective clinical decision making in safe, accurate care, including health teaching and patient shared decision making. |
| NURS 248 (255) | 8 | Student Demographics  & Future Plans | 18 | Demographic collected to include work history 85% were unemployed during the nursing program. 100% intend to pursue a BSN or higher at a university. Greater tan 95% strongly agree to agree that the knowledge gained, communication skills, organizational and management skills, and problem-solving skills are sufficient for entry level practice. |
| NURS 146 (155) | 2 | Student Lecture Evaluation | 11 | Greater than 90% of students surveyed reported a clear syllabus, met objectives, textbook appropriate, met three learning objectives |
| NURS 251 (Deleted) Legal Ethics integrated into new curriculum | 2 | Student Lecture Evaluation | 33 | 56% reported clear objectives, 60% reported a clear syllabus, 62% to 71% reported an appropriate helpful textbook, 48% disagreed and strongly disagreed that lectures were understandable, 50% evaluation of student learning as consistent per the syllabus, SLO #1: 71% reported the ability to analyze and present current legal and ethical issues confronting nursing. SLO #2: 76% reports being able to compare and contrast how the California Nurse Practice Act provides for consumer protection as compared to promoting nursing advancement. SLO #3: 76% reported to being able to analyze ethical dilemmas using a systematic model for making decisions. |

**b) Discuss the implications of the survey results for the program.**
Between fall 2017 and fall 2019 a total of 179 course surveys were collected representing a diverse sample of the nursing student population collected from nursing students across eight course specific coded surveys. The data reveal strong results in student satisfaction and in meeting at 90% or greater all course SLO's with the exception of the NURS 251 Nursing Ethics. This course data revealed below average student satisfaction in this course, which consequently was removed from the new Concept Based curriculum and integrated into the entire curriculum.

**Describe the results of the student survey in the area of curriculum.**
The advent of COVID-19 in Spring 2020 adversely impacted the nursing program's ability to collect survey data in the classroom. As all nursing courses from lecture to skills labs and clinical hospital courses were forced to go virtual for the better part of the 2020-2021 academic year, course evaluation surveys were temporarily suspended. Recently the nursing department has implemented online surveys in Canvas.

**New Canvas Nursing Evaluation Surveys Links Fall 2021 & Spring 2022**
This academic year nursing faculty were provided with a new Canvas Shell that contain links to all student surveys utilizing Qualtrics for the existing survey codes. Nursing faculty attended workshops held by the Associate Dean of Nursing and Dean of Director of Distance Education who provided step-by step guidance and **Module Copy Instructions** for the publishing all Nursing Course Surveys into each nursing course. This online modality has reduced the need for in person paper survey evaluations and provided for immediate survey analysis of Qualtrics surveys. The following survey codes are listed to identify the various student surveys offered:

**Nursing Course Surveys (All Courses)**
Code 2: Student Lecture Evaluation
Code 3: Student Clinical Evaluation
Code 4: Student Sim. Skills Lab & Library
**Nursing 248 Course Evaluations**
Code 6: Student Leadership/ Preceptor Evaluation
Code 8: Student Demographics/Future Plans
**Preceptor Survey**
Code 7: Preceptor Evaluation Survey
**Clinical Facility Surveys**
Code 5: Clinical Nursing Education Survey
Code 11: Faculty Facility Evaluation
**Employer Surveys**
 Code 9: Graduate 9-Month Employment Survey
Code 10: Employer 9-Month Graduate Survey

**Describe the results of the student survey in the area of facilities, equipment and technology.**
Please see the prior information provided.

**Describe the results of the student survey in the area of program objectives.**
Please see the prior information provided.

**Discuss the implications of the survey results for the program.**
Please see the prior information provided.

**Discuss the results of other relevant surveys (if applicable).**
Please see the prior information provided.

**List any related recommendations**
The nursing department continues to implement and improve methods for obtaining student feedback to provide meaningful and relevant data for course and program development. For course evaluations, the department had set up a new Canvas Shell that contains all course surveys. The Distance Education Department will be adding the student course surveys into each nursing program Canvas course and the faculty will publish the surveys at the conclusion of each course. In the past, students would be sent by email by the faculty, which yielded a low response rate. Additionally, many students found a way to shortcut this evaluation process resulting in the IRP having little or no data to return to the nursing department. Faculty trialed and then approved using Turning Point technology (i.e.,

the use of clickers) to capture 100% of student feedback for courses. Unfortunately, the onset of the pandemic has removed face to face lecture courses, so the new Canvas based course evaluation plan is expected to improve our response rates this academic year.

One of the most difficult surveys to complete has been with the graduates of the nursing program. A post-graduate survey is sent out to the students nine to twelve months after graduation with the anticipation that students will have successfully passed their NCLEX-RN and found employment as a RN. Unfortunately, previous return rates have been meager and insufficient to evaluate Program Learning Outcomes. This has placed the nursing department at a great disadvantage in being able to share student feedback with professional nursing organizations such as the Accreditation Commission for Education in Nursing and the Board of Registered Nursing. Therefore, we are seeking new avenues to keep in contact with all graduates, we are assisting with future employment by providing references, we are also sending employment opportunities to all graduates and requesting that graduates report to us their first time RN employments.

# Academic Program Review: (6) Facilities and Equipment Final Submission: Version by **DeLilly, Carol** on **03/03/2023 01:15**

**Describe and assess the existing program facilities and equipment.**
**Allied Health Building**
The new Allied Health Building (AHB) (grand opening 2016) had its grand opening and ribbon cutting ceremony. The building has state of the art technology with mounted ceiling projectors and retractable wide screens in all rooms, including the skills lab. The AHB features four classrooms, one lecture hall, one simulation lab, three health science labs, 12 faculty office spaces, a computer lab, student common free-space, a faculty kitchen, and administration offices (dean, director of nursing, administrative assistant and division support). Each health science lab can be set up to provide for a variety of learning experiences. The building also has wireless access throughout with "smart" classroom technology. A conference room is also available for either student-teacher, faculty or campus meetings. This space has the ability to have a conference and face to face meetings. The Nursing Skills Lab is utilized for clinical practice and skills testing. There are three rooms to the lab, one which is utilized for simulation debriefing and contains two sinks, exam table, gurney, smart classroom, and the ability to monitor what is occurring in the simulation lab. One of the other labs have three private rooms with mannequins for assessment and check off purposes, three hospital beds with mannequins, two sinks and cabinet space for supplies. The last lab has two sinks three beds with mannequins, wheelchairs, scale, exam table, patient lift, and cabinet space for supplies.
 **The facility provides the following:**

- One large assembly room (used for large classes)
- Four classrooms – whiteboards, table/chairs, and audio/visual equipment with lectures
- Three health science labs – stocked with equipment and supplies
- One conference room with equipment call-in conference
- Simulation Lab – equipped with high-fidelity mannikins. Provide simulation equipment used to practice real life events in a safe learning environment
- Designated supply room that stores supply necessary for students to achieve program outcomes
- Eight nursing faculty (full/adjunct) offices and one Associate Dean of Nursing office.
-  Lab with 42 computers with a designated printer.
- Two offices for two Instructional Assistant Associates

**The Associate Degree of Nursing (ADN) Program is housed in the Allied Health Building. The facility provides the following:**

- One large assembly room (used for large classes)
- Four classrooms – whiteboards, table/chairs, and audio/visual equipment with lectures
- Three health science labs – stocked with equipment and supplies
- One conference room with equipment call-in conference
- Simulation Lab – equipped with high-fidelity mannikins. Provide simulation equipment used to practice real life events in a safe learning environment
- Designated supply room that stores supply necessary for students to achieve program outcomes
- Eight nursing faculty (full/adjunct) offices and one Associate Dean of Nursing office.
-  Lab with 42 computers with a designated printer.

- Two offices for two Instructional Assistant Associates

**The following is the equipment used in the ADN Program:**

- Mannequins
- High fidelity simulation equipment
- Hospital beds
- IV arms
- IV poles
- IV pumps
- Feeding pumps
- Blood Pressure Arms
- Overbed tables
- Lift equipment
- Audio/visual equipment
- Desks/chairs
- Washer and dryer
- Crib and warmer
- Defibrillator with crash cart – one in each skill labs
- Wound care cart
- Medi Cart
- Suction machine
- O2 cannister
- Bedside tables for beds
- Walkers
- Anatomic parts and teaching models
- Syringes, needles, tubing,
- Smart classroom
- Room to house student folders and data
- Simulated wall units for oxygen and suction
- Manual floor scale

**Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.**
Two high fidelity simulation mannequins need to be replaced immediately which are now outdated and have to broken parts. An ongoing maintenance agreement must be established to keep the mannequins in operation. The portable blood pressure arms need to be replaced/calibrated. The overbed tables need to be replaced. The nursing simulation lab consist of the following:

**SIM LAB**
**Item Description Quantity**
**Control Room**
Dell Monitors 2
Keyboard & mouse 1
Bogen Dynamic Unidirectional Microphone 1
Rolls Promis Plus Microphone Mixer 1
Sima Speaker Selector 1
Pyramin PA amplifier 1
Sony Headsets 2
Cisco IP Phone 7960 Series 1
HP CPU 1
Dell CPU - Gaumard 1
Mac Laptop - METI 1
Gaumard Notepads 3
Laerdal/SimMan Setup
Laerdal SimMan Manikin 1

Advantec Touch Screen monitor 1
Del Laptop & mouse 1
Air compressor 1
Link box 1
HP PDA 1
**Simulation Lab Work Area**
Physio-control LifePak 9P Defibrillator 1
Crash cart 1
Hill-Rom Stabilet 1
Airshields infant warmer 1
Tanita Baby scale 1
eLo touchscreen monitors - Gaumard 2
Med Dispense Unit 1
Gaumard Baby Hal Manikin 1
Gaumard Noelle Manikin 1
Gaumard Hal Manikin (currently out for repair) 1
Gaumard Pediatric Hal Manikin 1
METI iStan Manikin 1
Hospital Systems Wall-mounted O2/Suction with
compressor 3
Galaxy Audio Speakers 3
Audio-technical microphones 3
Hill-Rom hospital beds 3
Hill-Rom birthing bed 1
Crib 1
Kangaroo 324 feeding pump 1
Baxter Colleague IV pump 1
Sigma Spectrum IV pump 1
Gaumard Virtual monitor 1
HP 1740 monitor 1
Medication Cart 1
Isolation Cart 1
(closet) AED Trainers 2
Front Desk
Smart Classroom set-up 1
Cisco IP Phone 7960 Series 1
Wireless keyboard and mouse 1
HP 1702 Monitor 1

**Nursing Simulation Lab Rejuvenation**
We anticipate developing a robust highly trained nursing faculty led simulation program. This effort will require additional faculty training and resources to actively implement in each course a planned simulation experiential learning activity. The nursing simulation lab plays an integral part of preparing future nurses for inter-professional exchange and experiential learning as faculty simulate real-life patient scenarios utilizing mid- and high-fidelity simulators. Simulation is utilized as an adjunct instructional strategy to supplement both didactic and clinical components of critical thinking and decision-making ability as well as in developing psychomotor skills. Students not directly involved in the simulation are placed in an adjacent room where they are able to view the simulation through a live feed. Viewing classrooms are equipped with audio-visual recording equipment. Following each simulation student learning is further enhanced through debriefing.
The replacement of nursing simulation and nursing skills lab equipment is currently underway utilizing nursing grant funds for refurbishing of these vital lab facilities. we are working with several simulation vendors and hiring a part-time Simulation Lab Coordinator to assist with these upgrades. we anticipate initiating simulation activities into each of our core nursing courses each semester. We have several quotes from our vendors as described in the next section.

**Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.**
The facility and equipment is needed to continue providing quality education to students enrolled in the nursing program. The equipment and supplies of the program will continue to be utilized causing additional wear and tear to the already stressed equipment. Hire or train faculty as a Simulation Lab Facilitator/Coordinator. The impact of continuous use would cause nonoperation of and unavailable equipment, supplies and services for positive student learning outcomes.
COST:

| Two or Three Adult Mannequins | $120,000.00 |
|---|---|
| One Pediatric Mannequin | 25,000.00 |
| Blood Pressure Training Arms | $1,300.00 |
| Simulation Training/per person | $12,000.00 |
| Overbed Tables | $800.00 |
| Total: | $159,100.00 |

Seven new overbed tables are needed to replace the ones that are either broken or nearly broken. The estimated cost is approximately $800.00 depending on the vendor and quality of the item. The estimated cost for calibrating or replacement of the blood pressure training arms is $1,300.00 from 3B Scientific. Two mannequins need to be replaced with the updated versions in the simulation lab. There is a need for a Pediatric simulator with a cost of $10,000.00 - $25,000.00, and two Adult with a cost of between $80,000.00 to 100,000.00 each. Simulation training with Center for medical simulation is $6,000.00 per person – two needed. Different hospital facilities utilize different angio/insyte catheters and feeding pumps which can make preparation a challenge. The purchase of these additional equipment would assist students with orientation and training to the equipment prior to their hospital orientation. Proper equipment would allow effective practice in the skills lab setting that would provide the student with current safety measures during patient care. It would also assist the students with practice sessions that are struggling with the use of this equipment during their hospital rotations

**List any related recommendations.**
We are refurbishing our simulation laboratory and nursing skill labs with upgrades and functional simulator mannequins. Recommendations in preparation for simulation, as well further enhancements of the skills lab include the following:

The MedDispense system - which allows nursing students to use a computerized medication dispensing system to simulate mediation administration that resembles the dispensing methods utilized at our multiple clinical hospital facilities. the monitor no longer works (does not turn on), and the PC runs on Windows 7 (most computers now run on Windows 10 Pro). Recommendation: 1) Update the monitor for the current system, keep the current computer, and utilize this older version in the skills lab. Currently, the students still use old medcarts that have manual drawers. This puts the students at a disadvantage when they go to the hospitals since most use Pyxis systems for medication dispensing.
1) Obtain a new MedDispense unit for the sim lab.

None of the IV pumps are operational, and most are outdated. Recommendation:
a. Purchase at least **3 Alaris pumps**: 1 for the sim lab, 2 for the skills lab
Here's the link to purchase: https://www.pocketnurse.com/default/06-54-2701-refurb-refurbished-alaris-medley-pump-and-2-iv-modules



Refurbished Alaris Medley Pump and (2) IV Modules - Pocket Nurse
Combo Includes: (1) 8015 PC Unit (2) 8100 Pump Modules (4) Alaris 2420-0500 Primary IV tubing Sets The Alaris Medley 8015 PC Unit is the core of the Alaris System and provides a common user interface for programming infusion and monitoring modules, and houses the Guardrails® Suite MX educational training software.
www.pocketnurse.com

b. Purchase at least **3 Sigma pumps**: 1 for sim lab and 2 for the skills lab
Here's the link to purchase: https://www.pocketnurse.com/default/06-54-1986-refurb-refurbished-sigma-spectrum-baxterr-configured

| | |
|---|---|
|  | **Refurbished Sigma Spectrum (Baxter® Configured) - Pocket Nurse** <br> Teach proper and safe infusion techniques with the Sigma Spectrum pump. This infusion device uses hardware and software controls to ensure the highest levels of patient safety. The Spectrum has several IC boards in them and are equipped with various senso <br> www.pocketnurse.com |

It is not practical for the nursing program to share facilities or equipment. According to the Board of Registered Nursing (BRN), the program must have a designated area and equipment for student learning. Seven new overbed tables are needed to replace the ones that are either broken or nearly broken. The estimated cost is approximately $800.00 depending on the vendor and quality of the item. The estimated cost for calibrating or replacement of the blood pressure training arms is $1,300.00 from 3B Scientific. Two mannequins need to be replaced with the updated versions in the simulation lab. There is a need for a Pediatric simulator with a cost of $10,000.00 - $25,000.00, and two Adult with a cost of between $40,000.00 to 60, 000.00 each depending on the vendor. Simulation training with Center for medical simulation is $6,000.00 per person – two needed.

This fall 2022, we have re-purposed our non-operational high fidelity simulator mannequins for use in the nursing skills lab for basic assessment. We are replacing one high fidelity Adult simulator and have shipped three high fidelity simulators out to the vendor for functionality assessment and repairs. We look forward to a fully operational simulation lab as of the 2022-2023 academic year.

# Academic Program Review: (7) Technology and Software Final
Submission: Version by **DeLilly, Carol** on **03/03/2023 01:15**

**Describe and assess the adequacy and currency of the technology and software used by the program.**
Assessment and recommendations associated with the adequacy and currency of the nursing skills lab and the nursing simulation lab technology and software include the following:

1. Trade-in and update all HPS simulators. Gaumard-issued computer hardware may not be supported by our IT.
2. Collaborate with IT regarding purchase of 4 touch-screen bedside monitors and 4 touchscreen tablets with USB port and wifi/bluetooth connection to control the HPS simulators.
3. Purchase computer cart and dedicated touchscreen portable PC for EMR documentation (Incorporate Lippincott DocuCare into our simulation)
4. Update audio-visual equipment and software as needed (> 5 yrs old).
5. Continue to maintain and organize supply room and update inventory. Order necessary IT hardware and software updates supplies as needed.
6. Maintain a tight control on all supply inventory to ensure that adequate and appropriate supplies are available for students to use.

**Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.**
As of this fall 2022 we are in the planning phase of re-opening our nursing simulation lab. The nursing simulation lab has not been functional in a few years mostly due to outdated nonfunctional simulation mannequins. We are very

interested in purchasing a new Adult Hal Simulator mannequin for our nursing simulation lab. Our old model was purchased in 2008 is not functional at all, out of warranty and is now 14 years old, the vendor will not provide a rebate as the parts are no longer being produced. We must replace this simulator mannequin asap. The lease expensive model available by Gaumard Simulators for Health Care Education per the attached invoice is approximately 84K to replace this product. This company is a designated Sole Source Provider, the units are made in Germany and the waiting list is long. The last units were purchased and we waited approx. 4 to 6 months for delivery, without prior payment your name (Compton College) will not be placed on the waiting list. Formerly a Sole Source Justification was required for LACOE to make the payment because we exceeded the established bid limit for that time period.  We use this specific product to conduct the majority of our simulations and have not offered simulation since the onset of the pandemic, or for greater than the past two years. These mannequins are high fidelity, computer operated, come with a five year warranty, and includes extensive nursing simulation faculty training and. We are highly motivated and hope to rapidly move forward on this project this academic year. Cost Below:

**Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.**
The long-range 2-4 years goals are to develop state-of-the art simulation and nursing skills laboratory facilities. This includes professional development of nursing faculty in the education and efficient use of new nursing laboratory equipment. Technology and software cost for simulator mannequin repairs and upgrades to new equipment are provided by the manufacturer on an ongoing basis.
Recent 2022 examples of these expenses are provided in a budget spreadsheet below:

| Date | Vendor | Object Code | Invoice # | Actual Cost |
|---|---|---|---|---|
| 9/8/2022 | DiaMedical USA | 6410 | 81394 | $7,612.37 |
| 8/9/2022 | Gaumard(4) IV Arms | 4032 | 94552 | $1,492.77 |
| 9/15/2022 | Gaumard Adult Hal Simulator | 6410 | 93308 | $83,393.99 |
| 10/12/2022 | Gaumard Noelle Maternity Simulator | 4450 | SC#62824 | $3,373.00 |
| 10/12/2022 | Gaumard Newborn Simulator | 4450 | SC#62826 | $1,915.68 |
| 9/28/22 | GT Simulators B/P | 6410 | 31031 | $3,080.38 |

Future technological and software needs include:

| Items Requested/ Required for full operation of the nursing department | Estimate of Projected Expenses |
|---|---|
| All in One Touch Screen Computers with built in optical drive and built-in web cameras for Zoom capabilities for each class lecture room | $12,000.00 |
| Software to ensure that all classroom computers have projector ability for lectures, we are now required to connect projectors | $10,000.00 |
| IT Support in the operations of Zoom technical equipment located in the nursing conference room | $500.00 |
| Professional Development for nursing faculty in the use, care and management of new state-of the art simulation and skills lab equipment | $15,000.00 |

**List any related recommendations.**
Recommendations are provided in prior statements above.

# Academic Program Review: (8) Staffing Final Submission: Version by **DeLilly, Carol** on **03/03/2023 01:15**

**Describe the program's current staffing, including  faculty, administration, and classified staff.**

We have nine full-time nursing faculty and approximately 20 adjunct nursing faculty. Nearly all core nursing course lectures are led and taught by full-time nursing faculty. The assistant director continues to have 30% release time for ADN program operations, had prior to fall 2022 had 50% release time as the division chair for the Heath and Public Services Guided Pathway Division, and a 20% full-time faculty teaching load.

9. Nursing Department, we are able to provide for the operations of the program through the use of Special Assignments each fall, winter, spring and summer semester. These essential nursing department assignments include:

Clinical Placement Coordinator
Nurse Faculty Open Skills Laboratory
Simulation Coordinator Nurse Faculty
Nursing Faculty Student Success Facilitators (Tutors)

The nursing department employs two Instructional Assistants who assist with program and inventory operations of the Program, The HEP Division also employs an Administrative Assistant who provides < 20% support to the Associate Dean of Nursing and an Instruction Division Coordinator who supports course schedules.

**Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.**
The Staffing needs are described in the chart below:
Continued Below:

## Nursing Department Logic Model
Goal(s) for 2021-2022: [HEALTH & PUBLIC SERVICES DEPARTMENT, NURSING]

| Process | | | Outcomes | |
|---|---|---|---|---|
| **Resources**<br>Also called "inputs;" these are your Recommendations for your annual plan to enter into the Excel Template | **Activities**<br>What do you want to do? | **Outputs**<br>What do you produce? | **Short-Term Outcomes**<br>Measures your 2021-22 goals and may be SLO or SAOs; sometimes called "Leading" outcomes | **Long-Term Outcom**<br>May be Institutional Set Goa Program Review Goals, some called "Lagging" outcome |
| New: Hire a full-time nurse nursing faculty for the position of Nursing Skills Lab & Simulation Coordinator. Minimum of 2 years nursing teaching in an ADN or BSN nursing program with simulation and skills lab experience. | Oversees simulation exercises for high and low fidelity mannequins and human patient simulators. Prepares learning activities and simulation scenarios. Prepares supplies for skills lab course activities lead by nursing faculty. | Develop, schedule and maintain an annual simulation and skills lab and Open Skills lab calendar in conjunction with course offerings per semester. | Offers nursing specialty simulations in M/S, Gero, Peds, OB, PMH coordinated with lead nursing faculty. Manages simulation student prep-work, conducts simulation scenarios, and provides for student nurse debriefing. | Inventory maintenance, purchasing of simulation an lab equipment, recommend of state of the art equipmen replacement of broken out of defective equipment and su as warranted. Teaches and mentors nursing faculty in simulation learning activitie |
| New: Hire a full-time Clinical Coordinator Minimum of 2 years LVN experience in acute patient care setting. Strong clerical and communication skills required. | Oversees the clinical placements of all nursing students in all clinical courses each Fall and Spring semester | Ensures that all nursing students are onboarded for all nursing clinical courses. Holds student accountable for meeting timely data requirements for legal and health requirements | Nursing students will meet all affiliates contractual agreements and requirements per established deadlines to attend nursing clinical courses | Support the development n specific Trade Advisory Mee with the Dean of Nursing an Assistant Nursing Program Director to strengthen the relationship with our clinical affiliates the nursing depart Will evaluate the nursing employer surveys from clini affiliates and disseminate th the nursing department facu |

**List any related recommendations.**

| | | | | |
|---|---|---|---|---|
| New: Hire an LVN New Program Nursing Consultant. Experienced academic nursing consultant | Completion of LVN BVNPT Initial LVN Program Application to begin new LVN Program/ cost negotiable | Develops BVNPT application checklist, creates instructional plan curriculum objectives, course outlines, course objectives, evaluative methodologies, evidence of program resources, etc... | Creates 2022-2023 BVNPT Initial LVN complete packet/proposal inclusive of screening criteria, number of students, DON approval / attendance/ credit granting policies/ academic policies/ clinical site approvals, faculty approvals etc. | Will receive BVNPT approv start a new LVN Program i next 2022-2023academic y |
| Existing: Replace old blood pressure simulators | Order 4 new Omni Blood Pressure Arm Packs from GT Simulators cost $1,293 each approximately $5,000. | Upgrade and replacement of defective, broken skills laboratory and simulation equipment for the nursing simulation and skills lab. Provide new equipment for nursing student learning activities and hand-on training for complex invasive procedures. Upgrade and replacement of defective, broken skills laboratory and simulation equipment for the nursing simulation and skills lab. | Maintenance of skills lab and simulation equipment. Provide for improved experiential nursing student learning activities. | Remain current with state-art simulation lab and skills Enhance student learning a student skills, improve stud engagement, participation retention. |
| Existing: Replace old defective IV Training arm simulators | Order Simulators 4 to 6 new IV Training Arm from GT Simulators cost $449.00 each approximately $2,800. | | Maintenance of skills lab and simulation equipment. Provide for improved experiential nursing student learning activities. | Remain current with state-art simulation lab and skills Enhance student learning a student skills, improve stud engagement, participation retention. |
| Existing: Replace 3 broken unsafe Patient Care Simulators | Order 3 new Adult Simple Simon Patient Simulators by Gaumard, from Global Technologies (1 male & 2 female) cost $857.00 each, approximately $3000. | | Maintenance of skills lab and simulation equipment. Provide for improved experiential nursing student learning activities. | Remain current with state-art simulation lab and skills Enhance student learning a student skills, improve stud engagement, participation retention. |
| Existing: Replace defective broken and over-the-bed medical tray tables for the skills lab. | Order 6 new over-the-bed medical tray tables from Roscoe Medical Supplies and Equipment cost 58.00 each, approximately $350. | Provide new equipment for nursing student learning activities and hand-on training for complex invasive procedures. | Maintenance of skills lab and simulation equipment. Provide for improved safe experiential nursing student learning activities. | Remain current with state-art simulation lab and skills Enhance student learning a student skills, improve stud engagement, participation retention. |

We would like to grow additional roles to best support student success:
The Nursing Department has a need for a full-time simulation technologist position to maintain the technological equipment necessary to maintain the Sim Lab. The Lab technician position will assist serve as an integral part of student's success within the Associate Degree Nursing Program.
Need: Approximate Cost:
1 Full-time Simulation Technician $65,000/year
1 Full-time Simulation Coordinator (RN) $75,000. /year
1 Clinical Coordinator (LVN) $65.00/year

- Nursing Faculty NCLEX_RN Prep: Nursing students in our ADN program would benefit from being assigned to a NCLEX faculty advisor on a regular basis. The faculty advisor is instrumental in identifying and assisting their students with academics concerns and in dialogue of their psychosocial needs and difficulties. The advisor provides a safe place for students to dialogue about difficulties they may be experiencing, not only with testing anxiety, but outside factors that may be impeding their learning and ability to stay focused.

# Academic Program Review: (9) Direction and Vision Final Submission:
Version by **DeLilly, Carol** on **03/03/2023 01:15**

**Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?**
Relevant changes within the academic field/industry pertinent to nursing education include adopting to hybrid learning modalities such as virtual skills laboratories, electronic health records, VSims activities and simulation applications to

supplement student nursing experiential learning.

These recommendations and provide impactful changes for the successful operations of the nursing department.

Nursing- Recommendation 1: Leads new simulation program in exercises for high and low fidelity mannequins and human patient simulators. Prepares learning activities and simulation scenarios. Prepares supplies for skills lab course activities lead by nursing faculty.

Nursing- Recommendation 2: Coordinates the clinical placements of all nursing students in all clinical courses each Fall and Spring semester. Ensures that all nursing students are onboarded for all nursing clinical courses. Holds student accountable for meeting timely data requirements for legal and health requirements.

Nursing- Recommendation 3: Completion of LVN BVNPT Initial LVN Program Application to begin new LVN Program/ cost negotiable.

Nursing- Recommendation 4, 5, and 6: Replacement of skills lab & simulation equipment for enhanced state of the art student experiential learning. Upgrade and replacement of defective, broken skills laboratory and simulation equipment for the nursing simulation and skills lab. Provide new equipment for nursing student learning activities and hand-on training for complex invasive procedures.

Nursing faculty will continue to invite nursing student representatives to b-iweekly faculty meetings to discuss concerns related to the nursing program. Faculty meeting agenda and minutes reflect students' contributions to the meetings and address the concerns of each of the nursing program semesters and the specialty courses. Nursing students have attended the faculty meetings and response has grown over this semester. Faculty continue to reach out to increase student participation in the committee meetings. We are working on greater student nurses' participation in the Admission, Curriculum, Program Evaluation, and Learning Resources committees.

**Explain the direction and vision of the program and how you plan to achieve it.**

The direction and vision of the nursing department aims to provide its nursing faculty with enhanced professional development to prepare faculty for the future modifications coming from the National Council of the State Boards of Nursing who prepare the NCLEX-RN test plan and the NCLEX registered nursing licensure exam. This work is essential because faculty development and utilization of the multitude of publisher faculty resources directly impact the learning outcomes of our students. We are data driven, in that we utilize ATI student exam assessments with specific nursing content outcomes to drive our nursing course content. Furthermore, we aim to encourage nursing faculty to thread through their courses the student assignments and student learning resources that have demonstrated higher student engagement and greater exam passing outcomes. We employ an ATI RN Comprehensive Predictor Exam for senior nursing students as a benchmark for final program completion. Nursing who meet this exam benchmark have a greater than 95% probability of passing the NCLEX-RN exam on their first attempt. Our NCLEX-RN first time pass rate annual goal is >85%.

We continue to support successful nursing students and provide successful students remediation plans for students who fail to meet the ATI exam benchmarks.

The Nursing Department structure is newly supported by Nursing Faculty Canvas shell which contains numerous modules:

• Nursing faculty meeting agendas, minutes, faculty resources, handbooks, clinical rotation rosters, faculty professional development information, commonly used fillable program forms, skills check list, and ATI nursing education webinars.

• Next Generation NCLEX-RN resources, webinars, and publisher resources to enhance curriculum development. Faculty are actively engaged in utilizing this website and are encouraged to add materials to modules as relevant to faculty collaboration.

• The fall 2021 concept-based curriculum module, contains nursing course syllabi, textbooks, and publisher course resources such as V-Sims.

During the fall 2021 semester new Nursing Student Canvas shell modules are now available to all nursing students and faculty. To facilitate student program participation in the program, nursing faculty-student collaboration, and student success and retention, these modules include Nursing program resources and student nursing-specific tutoring and mentoring information. Tutoring focuses and challenging medical-surgical nursing topics.

**List any related recommendations.**

Nursing- Recommendation 1: Hire a full-time nurse nursing faculty for the position of Nursing Skills Lab & Simulation Coordinator. Minimum of 2 years nursing teaching in an ADN or BSN nursing program with simulation and skills lab experience.

Nursing- Recommendation 2: Hire a full-time Clinical Coordinator Minimum of 2 years LVN experience in acute patient care setting. Strong technical, applications, clerical and communication skills required.

Nursing- Recommendation 3: Hire an LVN New Program Nursing Consultant.to serve as an experienced academic nursing consultant

Nursing- Recommendation 4: Replace old blood pressure simulators

Nursing- Recommendation 5: Replace old defective IV Training arm simulators

Nursing- Recommendation 6: Replace 3 broken unsafe Patient Care Simulators

Nursing- Recommendation 7: Replace defective broken and over-the-bed medical tray tables and upgrade skill lab equipment with new state-of the art equipment for the skills and simulation labs.

# Academic Program Review: (10) Prioritized Recommendations First

Submission: Version by **DeLilly, Carol** on **11/07/2022 18:48**

**Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation.**

Seven to ten new overbed tables are needed to replace the ones that are either broken or nearly broken. The estimated cost is approximately $800.00 depending on the vendor and quality of the item. The estimated cost for calibrating or replacement of the blood pressure training arms is $1,300.00 from 3B Scientific. Two mannequins need to be replaced with the updated versions in the simulation lab. There is a need for a Pediatric simulator with a cost of $10,000.00 - $25,000.00, and two Adult with a cost of between $40,000.00 to 60, 000.00 each depending on the vendor. Simulation training with Center for medical simulation is $6,000.00 per person – two needed.

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## INVOI

| Bill To | Ship To |
|---|---|
| Compton College<br>Dr. Carol DeLilly, Dean of Nursing<br>Nursing Department<br>1111 E Artesia Blvd Compton, CA 90221<br>Allied Health Building, Office 113 | Compton College<br>Dr. Carol DeLilly, Dean of Nursing<br>Nursing Department<br>1111 E Artesia Blvd Compton, CA 90221<br>Allied Health Building, Office 113 |

| Date | Invoice # |
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| Pro Forma | Due on receipt | 8/3/2 |

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| 5 | Delux Tilt Overbed Table - Walnut | | FR023202 | 104.95 | |
| 10 | Economy Overbed Table - Walnut Finish | | FR023201 | 69.95 | |
| 10 | Protekt Pulse Oximeter | | COV012004 | 44.95 | |
| 2 | Seymour II Wound Care Model™ - Dark Skin | | MS047600 | 489.95 | |
| 2 | Seymour II - Decubitus Wound Care Model - Light Skin | | MS047601 | 489.95 | |
| 2 | Shower Bench with Back | | PTC140103 | 38.49 | |
| 2 | Suction Catheter Kit - 14 Fr - Case of 50 | | RES071017 | 42.95 | |
| 50 | Tracheostomy Care Kits w/ 14FR Suction Catheter - Each | | KDL47815H | 3.69 | |
| 3 | Diagnostix™ 752W Mobile Aneroid Sphyg | | DG010605 | 209.95 | |
| 2 | 3M™ Littmann® Classic II S.E. Teaching Stethoscope - 40" Black and Burgundy Tube | | DG094704 | 99.95 | |
| 1 | PRESTIGE Microsurgical Powder Free - Latex Gloves | 25 Pairs Per Box | 4 Boxes | | IC038442 | 109.95 | |
| 2 | Life/form® Intradermal Injection Simulator - Color: Medium | | MS139553 | 248.95 | |

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| | Please send your tax-exempt certificate if applicable. You will be charged for tax if an exemption status is not on file. | | | | |
| 2 | Life/form® Intradermal Injection Simulator - Color: Dark | | MS139854 | 248.95 | 497 |
| 3 | Injection Belly | | MS079901 | 99.95 | 299 |
| 1 | Shipping | | Shipping | 758.89 | 758 |
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FEIN # 27-0155770

The above invoice has provided the equipment we have been seeking and we are now receiving these items this fall semester. These need have been met, however we are in need of the following equipment previously mentioned in this review:

We are refurbishing our simulation laboratory and nursing skill labs with upgrades and functional simulator mannequins. Recommendations in preparation for simulation, as well further enhancements of the skills lab include the following:

The MedDispense system - which allows nursing students to use a computerized medication dispensing system to simulate mediation administration that resembles the dispensing methods utilized at our multiple clinical hospital facilities. the monitor no longer works (does not turn on), and the PC runs on Windows 7 (most computers now run on Windows 10 Pro). Recommendation: 1) Update the monitor for the current system, keep the current computer, and utilize this older version in the skills lab. Currently, the students still use old medcarts that have manual drawers. This puts the students at a disadvantage when they go to the hospitals since most use Pyxis systems for medication

dispensing.
1) Obtain a new MedDispense unit for the sim lab.

None of the IV pumps are operational, and most are outdated. Recommendation:
a. Purchase at least **3 Alaris pumps**: 1 for the sim lab, 2 for the skills lab
Here's the link to purchase: https://www.pocketnurse.com/default/06-54-2701-refurb-refurbished-alaris-medley-pump-and-2-iv-modules

> Refurbished Alaris Medley Pump and (2) IV Modules - Pocket Nurse
> Combo Includes: (1) 8015 PC Unit (2) 8100 Pump Modules (4) Alaris 2420-0500 Primary IV tubing Sets The Alaris Medley 8015 PC Unit is the core of the Alaris System and provides a common user interface for programming infusion and monitoring modules, and houses the Guardrails® Suite MX educational training software.
> www.pocketnurse.com

b. Purchase at least **3 Sigma pumps**: 1 for sim lab and 2 for the skills lab
Here's the link to purchase: https://www.pocketnurse.com/default/06-54-1986-refurb-refurbished-sigma-spectrum-baxterr-configured

> Refurbished Sigma Spectrum (Baxter® Configured) - Pocket Nurse
> Teach proper and safe infusion techniques with the Sigma Spectrum pump. This infusion device uses hardware and software controls to ensure the highest levels of patient safety. The Spectrum has several IC boards in them and are equipped with various senso
> www.pocketnurse.com

It is not practical for the nursing program to share facilities or equipment. According to the Board of Registered Nursing (BRN), the program must have a designated area and equipment for student learning. Seven new overbed tables are needed to replace the ones that are either broken or nearly broken. The estimated cost is approximately $800.00 depending on the vendor and quality of the item. The estimated cost for calibrating or replacement of the blood pressure training arms is $1,300.00 from 3B Scientific. Two mannequins need to be replaced with the updated versions in the simulation lab. There is a need for a Pediatric simulator with a cost of $10,000.00 - $25,000.00, and two Adult with a cost of between $40,000.00 to 60, 000.00 each depending on the vendor. Simulation training with Center for medical simulation is $6,000.00 per person – two needed.
This fall 2022, we have re-purposed our non-operational high fidelity simulator mannequins for use in the nursing skills lab for basic assessment. We are replacing one high fidelity Adult simulator and have shipped three high fidelity simulators out to the vendor for functionality assessment and repairs. We look forward to a fully operational simulation lab as of the 2022-2023  academic year.

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www.pocketnurse.com

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Here's the link to purchase: https://www.pocketnurse.com/default/06-54-1986-refurb-refurbished-sigma-spectrum-baxter-configured



Refurbished Sigma Spectrum (Baxter® Configured) - Pocket Nurse
Teach proper and safe infusion techniques with the Sigma Spectrum pump. This infusion device uses hardware and software controls to ensure the highest levels of patient safety. The Spectrum has several IC boards in them and are equipped with various senso
www.pocketnurse.com

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The equipment above is currently the most immediate items we are seeking for the nursing simulation and skills lab. We will be seeking pricing which due to shipping and inflation has change without much notice.