



**2016-2017 Instructional Program Review Annual Update**

1. Discipline/Area Name: Registered Nursing/Health and Safety	For: <b>2017</b>
2. Name of person leading this review: Dr. Casey Scudmore	
3. Names of all participants in this review: Vickie Beatty, RN, MSN Yesenia Cota, RN, MSN Bonnie Curry, RN, MSN Debra Dickinson, RN, MN Wendy Hardy, RN, MSN Casey Scudmore, RN, MSN, EdD Susan Snyder, RN, MA Elizabeth Sundberg, RN, MN Denise Walker, RN, MSN Courtney Whipple RN, MS	
4. Status Quo option: Year 1: Comprehensive review <input type="checkbox"/> Year 2: Annual update or status quo option <input type="checkbox"/> Year 3: Annual update <input type="checkbox"/> Year 4: Annual update or status quo option <input checked="" type="checkbox"/>	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year.  <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

**Number of Full-time Faculty** 9

**Number of Part-time Faculty** 11

**Data/Outcome Analysis and Use**

**5. Please review the subject level data and comment on trends (data is available on the [Program Review](#) web page):**

Indicator	2012-2013	2013-2014	2014-2015	2015-2016	Recent trends?	Comment
Enrollment #	219	211	227	219	No Change	Reported as unduplicated head count. No significant change in enrollment.
# of Sections offered	79	75	71	70	Decrease	
# of Online Sections offered	0	0	0	0	No Change	
# of Face-to-Face Sections offered	79	75	71	70	Decrease	

# of Sections offered in Lancaster	79	75	71	70	Decrease	
# of Sections in other locations	0	0	0	0	No Change	
<u># of Certificates awarded</u>	0	0	0	0	No Change	
<u># of Degrees awarded</u>	111	92	121	101	No Change	Slight fluctuations/variance in trends of increase and decrease.
Subject Success Rates	94.8	93.4	95.2	93.7	No Change	Slight decrease, consistent with variance in trends over the past 4 years.
Subject Retention Rates	99.6	99.0	99.4	99.0	No Change	
Full-time Load (Full-Time FTEF)	17.06	15.52	14.46	13.55	Decrease	Data reported includes full time FTEF overload. Full time overload per year: 2012-13 (1.11 overload), 2013-14 (overload 1.51), 2014-15 (overload 1.64), 2015-16 (overload 1.36). There are 9 current full time faculty members.
Part-time Load (Part-time FTEF)	8.17	5.72	6.40	6.35	Decrease	
PT/FT FTEF Ratio	0.5	0.5/0.3	0.5	0.5	No Change	Fall 2013 - 0.5, Spring 2014 - 0.3

#	Indicator	Comments and Trend Analysis
7.	If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	A current educational plan is required of all applicants. A nursing counselor meets with nursing students to develop and update educational plans, assist students with stress and anxiety, and work with students on their study skills. The learning center provides math workshops, supplemental instruction (tutoring), and educational software to support course content.
8.	Student success and retention rates by equity groups within discipline	<p>Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of <b>69.1%</b> for student success and to close achievement gaps:</p> <p>Race/Ethnicity and Gender – The success rate for the nursing science classes ranged from 84%-100% and the retention rate ranged from 96%-100% for both race/ethnicity and gender.</p> <p>Race/Ethnicity – There is an increase in success rates and retention rates for the following groups: African American/Black, Hispanic, Other, and White. Student headcount for these</p>

		<p>groups have either stayed the same or have decreased. There is a decrease in success rates and retention rates for the following groups: Asian and Two or More. Student headcount for Asian has increased, whereas student headcount for Two or More has decreased. Finally, there was 1 American Indian student, but no data is present for success and retention rates</p> <p>Gender – Both female and male success rates and retention rates have increased. However, student headcount has decreased. There were 2 gender neutral students, but there is no data present for success and retention rate for this group.</p> <p>All benchmarks have met the Institutional Standard (69.1%) for student success for the 2015-2016 year.</p> <p>We continue to offer a mandatory orientation every semester for all incoming students. Topics include college and hospital policies and procedures, privacy practices and tips for success. Our California Nursing Students’ Association (CNSA) had a “Welcome to the Program” event and encouraged students to bring their families to gain an understanding of the life of a nursing student. In addition, we have a success counselor who meets with nursing students.</p>
9.	<p>Career Technical Education (CTE) programs: Review the labor market data on the <a href="#">California Employment Development Department</a> website for jobs related to your discipline.</p>	<p>Comment on the <a href="#">occupational projections</a> for employment in your <a href="#">discipline</a> for the next two years and how the projections affect your planning:</p> <p>Registered nursing is listed by the State of California Employment Development Department as one of the occupations with the most job openings. Registered nursing is number 7 on the list for Los Angeles county and is number 9 for California for the years of 2014-2024. The total projected openings in Los Angeles county is 28,760. In California, overall from 2014-2024 the projected openings are 104,700, compared to 92,300 from 2012-2022. The median hourly wage for a beginning RN is \$48.97 and the median annual salary is \$101,855.</p> <p>California Community College Chancellors Office Salary Surfer states that the average salary two years before an ADN degree is awarded is \$21,864. Two years after the degree is awarded the average salary is \$76,895 and five years after the degree is awarded the average salary is \$83,931.</p> <p>According to the United States Department of Labor Occupational Outlook Handbook it has projected employment need for 2024 of 3,190,300 nurses in the workforce; a growth of 16%</p>

		<p>from 2014 to 2024. The growth is much faster than the average for all other occupations.</p> <p>Due to the projected need for registered nurses we need to continue to apply for nursing enrollment grants to increase enrollment. Demands on healthcare will increase due to the aging population and limited access to health insurance.</p> <p>The curriculum is a model curriculum to align with the CSU requirements for a BSN. We need more articulation agreements for RN to BSN programs and dual enrollment programs.</p>
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10. Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO/ILO	Action Plan	Current Status	Impact of Action
<p>PLO # 1 Practice nursing within the legal, ethical, and regulatory frameworks of nursing and standards of professional nursing practice.</p>	<p>Increase student Success</p>	<p>Ongoing</p>	<p>Perkins funds were used to purchase ATI resource packages for students. The case scenarios allowed students to participate and observe active scenarios and evaluate the roles of leadership, teamwork, collaboration, communication, safety and patient centered care.</p> <p>Nursing enrollment grant money is being used to fund a nursing counselor. The counselor meets with nursing students to ensure they stay on task for graduation and program completion. Student evaluation data indicate that this service is used by majority of students enrolled in the program. The enrollment grant also provides funding for streaming educational videos, conferences for professional development, equipment repairs and lab supplies.</p> <p>Skills lab check-offs and simulations have been expanded to allow students more opportunities to practice in a realistic safe environment. The skills lab is utilized by students in all semesters. Prop 20 and Block grant money is used to maintain supplies for the skills and simulation lab and purchase additional equipment.</p>
<p>SLO #1 (NS 241) Utilize critical thinking for clinical decision making for the acutely ill adult medical-surgical</p>	<p>Increase student Success</p>	<p>Ongoing</p>	<p>Utilizing Perkins and Nursing Enrollment grant funding, faculty members learned new critical thinking strategies for students by attending conferences and participating in faculty professional development. The Director and Assistant Director of Nursing attended the California Organization of Associate Degree Nursing conference.</p>

population.			
PLO #2 Uses the nursing process to safely care for patients; reports and documents appropriate patient information in a timely manner.	Increase student Success	Ongoing	District and Prop 20 funds were used to purchase supplies that students use to practice venipuncture, administration of oral, intramuscular and intravenous medications, Foley insertion, wound care, and other required skills. Video streaming was purchased for all students so they would have access to nursing videos at school and at home. An electronic health record software system was purchased so students could view charts of simulation patients and document according to simulation scenarios.

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Increase student success in the program and on the NCLEX	Ongoing	As the last BRN report the program's attrition rate (2014-2015) is 13%, which remains acceptable with the BRN.  The NCLEX pass rate in the last BRN report (2015-2016) is above the 84.3% benchmark set by the BRN. AVC's ADN program is at 89.3% for 2015/2016. Nationally for ADN graduates the average is 81.68% and for programs overall 84.36%.
Maintain BRN approval	Ongoing	Next survey will be 2020 and we are maintaining an ongoing effort to remain current in all areas of review by the BRN including curriculum review and program evaluation. Audiovisual and books have been updated in the skills lab and library per BRN recommendations (all texts are published within the last 5 years). Some basic texts such as math and a fluid and electrolytes workbook do not have updated editions that meet the BRN criteria and after thorough searches no suitable substitutes were found. During our last BRN approval visit (Spring 2015), the Nursing Education Consultant (NEC) recommended approval and the Ed/Licensing Committee approved our report without comment or question.
Fund the current open skills lab hours, student success advisor, and simulation coordinator.	Ongoing	The skills lab/simulation coordinator has been replaced with a faculty member (Debra Dickinson) who is currently assigned to the lab exclusively. This allows the lab hours necessary for student practice and skills training. The lab is open 6 hours a day, 5 days a week and is supplemented with adjunct faculty to assist in times of high usage. Student use hours over the last year were 2,367

		<p>hours. The number of simulations was greatly increased this past year. The simulation experience continues to be an important part of clinic skills and critical thinking practice by the student. Despite the additional hours, several instructors are finding it necessary to allow students access to the lab so that the students may view required videos and complete software on the lab laptops during their office hours and volunteered time. One instructor opened the lab to the CNSA club for 8 hours to allow them to practice skills with the first semester students in preparation for practicum testing.</p> <p>In the past year a nursing counselor, has had over 960 scheduled appointments for counseling of nursing and pre-nursing students. Her office is located across from the skills lab and main lecture room so there are innumerable drop in students when there is an unfilled moment. This includes the review of education plans and extensive counseling on study skills. The nursing counselor has also held study skills workshops, participated in the Orientation Day Greeting and Mock Interview Day organized by the CNSA club where information on study skills and course progression is reviewed. Her input as provided the graduates with needed valuable preparation for their job applications. More than 40 hours were spent in attending new student orientation, career planning presentation, phone conferencing with colleges we are aligned with, nursing ceremonies, and providing a transfer day specifically for nursing.</p>
Enhance integration of simulation into the curriculum	Ongoing	<p>Simulations have been implemented in every semester. There were 101 scheduled simulations in the nursing lab for the academic year 2015-2016, a greater than 300% increase over previous years. During this time, one instructor developed a multidisciplinary simulation with the Respiratory Care Program that went very well. We will be looking towards increasing our cooperation with the ancillary programs in the future to enhance the simulation experience. This will require time, some supplies and assistance from other departments as these scenarios unfold.</p>
Replace full-time faculty	Ongoing	<p>One full time faculty member retired in Fall of 2016 and her replacement left another unfilled fulltime teaching position. The Director of Nursing has 15 hours of LHE reassigned time, one of the new faculty members was severely injured in an accident Spring of 2016 unrelated to work and was unable to return, and finally additional 3 LHE of reassigned time was granted to a full time professor for administrative work. We hired one new instructor in the Fall of 2016. The program is now down by 3 full-time positions. It has become increasingly difficult to recruit adjunct faculty resulting in the full-time faculty taking on an ever-increasing load. Potential adjuncts are currently working at local hospitals which offer significantly more money in bonuses and overtime to the staff to work extra shifts. An adjunct can exceed their AVC earning with much less work and time commitment. We have not been fully staffed for 2 years, but have not reduced the number of admissions to the program. The full time faculty have all been assigned significant overload and some of the adjuncts (especially retired faculty now working as adjunct) have been extremely important in filling in the</p>

		vacant assignments over the last 2 academic years.						
			<b>2014-2015</b>	Changes	<b>2015-2016</b>	Changes	<b>2016-2017</b>	Changes
		1	Beatty		Beatty		Beatty	
		2	Curry		Curry		Curry	
		3	Dickinson		Dickinson		Dickinson	<b>Skills Lab/Simulation Instructor</b>
		4	Scudmore		Scudmore		Scudmore	3 LHE reassigned time
		5	Snyder		Snyder		Snyder	
		6	Walker		Walker		Walker	<b>Out Spring Semester 2017 with an injury</b>
		7	Harmon	Retired			Hardy	
		8	Hughes	Retired	Hults	Injured, resigned	Whipple	
		9	Sundberg	12 LHE Chair	Sundberg	15 LHE Director	Sundberg	<b>Needed a replacement for reassigned time</b>
			Robinson	Retired		Cota		
			Stewart	Retired				<b>Remain unfilled</b>
			Jones	Lab Instructor	Jones	Retired		<b>Remain unfilled</b>
Increase technologies in the classroom, increase computerized testing, and have universal student access to computers.	Ongoing	Two courses continue to test online exclusively and another with increasing frequency. Both courses using the online testing option continue to do so fulltime and have converted to Canvas without issue. The computers in the lab have been used frequently by the students during open lab, often all are in use during exam time. There are also several online required self-study modules and one of the hospital facilities has competency testing requiring students prior to being allowed into the nursing units that are done online. We will be considering adding the requirement of PC compatible laptops/tablets to the program cost list in the near future. However, the number of software programs loaded on the skills lab computers is considerable and will require that this resource remain available to students in the future.						
Provide a safe environment for student learning.	Ongoing	<ul style="list-style-type: none"> <li>The issue of electrical outlets not being completed during constructions continues to be problematic. The main lecture room, HS 217 has one wall outlet behind the instructor and one in the podium. As the computers from the lab age and battery life is decreasing is decreasing their reliability and there are times when the computers fail during critical moments.</li> <li>The problem with the outlet covers failing and been discussed with the safety officer as the outlets are missing, broken or creating a tripping hazard. No action has been taken as of this time.</li> </ul>						

		<ul style="list-style-type: none"> <li>Classroom doors can now be locked by the instructor from the inside after installation of that option.</li> </ul>
<p>Briefly discuss your progress in achieving those goals:</p> <ul style="list-style-type: none"> <li>As suggested by the BRN all outdated materials have been removed from the curriculum. However, some of the materials were irreplaceable and that particular content has lost some of the depth that was once available. The Fluid and Electrolytes workbook is one example as faculty was not able to identify a suitable replacement text.</li> <li>Internet connectivity has improved, the use of laptops for simulation and online teaching software has been successful.</li> <li>The problem with adequate electrical outlets and safety as the covers are not closing properly remain an issue. The safety aspect has been forwarded to the campus safety committee.</li> </ul>		
<p>Please describe how resources provided in support of previous program review contributed to program improvements:</p> <p>The purchase of 25 additional computers allow for students in a class to take computerized testing which gives them practice for the NCLEX. Installment of appropriate classroom locking mechanisms provide for student safety. Video streaming has allowed us to have updated audiovisual per the BRN suggestion.</p>		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2018-2019. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Increase student success in the program and on the NCLEX	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services *3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills 5. Align instructional	--Fund the current open skills lab hours, student success advisor, and simulation coordinator. -- Provide more academic and skills lab support for the LVN transition students. Expand skills lab check-offs for nursing skills. -- Refer at risk students to meet with nursing success counselor and utilize campus resources such as Learning Center, OSD and SI. Maintain the nursing success counselor position. --Integrate multi-scenario simulations across the curriculum. -- Replace full-time faculty positions.	Yes



		<p>programs to the skills identified by the labor market</p> <p>1. Commitment to strengthen Institutional Effectiveness measures and</p>	<p>--New full time faculty members need to remediate to specialty areas.</p> <p>--Refer at risk students to meet with nursing success counselor and utilize campus resources such as Learning Center, OSD and SI. Encourage students to utilize instructor's office hours to review exams and develop an understanding of the concepts taught during lecture.</p>	
2	<p>To increase technology in the classroom, increases computerized testing, and have universal student access to computers.</p>	<p>- Supporting PLO(s), SLO(s), OO(s), ILO(s)</p> <p>*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services</p> <p>*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills</p> <p>5. Align instructional programs to the skills identified by the labor market</p>	<p>Encourage Kaplan online resources starting at the beginning of the program and during the NS 200A course.</p> <p>Partner with Staff Garden to allow students to create electronic resumes.</p> <p>Increase use of online educational resources in all courses, including ATI, streaming videos, CoursePoint, audience response system.</p> <p>Increase use of Canvas for testing and course management.</p> <p>Purchase a new computer cart to house computers to replace an older model.</p>	Yes
3	<p>To Maintain BRN approval</p>	<p>- Supporting PLO(s), SLO(s), OO(s), ILO(s)</p> <p>1. Commitment to strengthen Institutional Effectiveness measures and</p> <p>5. Align instructional programs to the skills identified by the labor market</p>	<p>To comply with all requirements set forth in the California Nurse Practice Act and the Board of Registered Nursing.</p> <p>We are required to have qualified faculty members to teach all areas of nursing including med/surg, pediatrics, women and infant health, mental health, and geriatrics. Faculty will need to remediate to these areas. This process requires time and mentoring by current full-time faculty expert, adding to overloaded schedules.</p>	Yes

4	To enhance integration of simulation into the curriculum.	<p>*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services</p> <p>*3. Focus on utilizing proven instructional strategies that will foster transferable intellectual skills</p> <p>- Supporting PLO(s), SLO(s), OO(s), ILO(s)</p>	Develop complex simulations. Have the students participate and observe active scenarios and evaluate the roles of leadership, teamwork, collaboration, communication, safety and patient centered care. A full-time simulation coordinator is needed to expand the simulation program to fully utilize all the equipment. The coordinator should be a separate position from the skills lab.	Yes

**\*\*Action plan verbs: *expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/program goal(s) from #12 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel <sup>1</sup> , Technology <sup>2</sup> , Physical <sup>3</sup> , Professional development <sup>4</sup> , Other <sup>5</sup> )	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
1, 2	Technology	Repeat	Fund ATI Pharmacology Made Easy and Real Life scenarios.	\$40,000	One-time	
1	Personnel	Repeat	Fund the nursing success counselor. Currently grant funded.	Depends on salary schedule	Recurring	
1, 3,	Personnel	Repeat	Replace 2 full-time faculty	Depends on salary schedule	Recurring	
2	Professional Development	Repeat	Train faculty for computer testing and software. Hire a consultant for a seminar on developing NCLEX style questions and clinical summaries.	\$30,000	Recurring	
4	Personnel	Repeat	Fund Simulation Coordinator	Depends on salary schedule	Recurring	

2	Physical	Repeat	Wire electrical outlets	\$100,000	One-time	
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<sup>1</sup>List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

<sup>2</sup>List needed technology resources in priority order.

<sup>3</sup>In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

<sup>4</sup>List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

<sup>5</sup>List any other needed resources in priority order.