

1. Program Description

A. Description

ADN Nursing Program

The nursing program is approved by the California Board of Registered Nursing and has currently received candidacy status for National League of Nursing program accreditation (initial accreditation visit is scheduled for Spring 2013). Upon completion of the Associate Degree program in Nursing, students will be eligible to take the NCLEX-RN examination leading to licensure as a Registered Nurse. The student must have fulfilled all requirements as defined by the California State Board of Registered Nursing. Students who choose not to complete the degree requirements are eligible to take the NCLEX-RN licensing examination after completion of content required for licensure. Not all states recognize registered nurses who choose this option.

Many of the courses assigned to this curriculum are transfer courses and articulation is possible with the baccalaureate programs in nursing at the California State University campuses. The courses may be applied as a foundation for advanced work at the discretion of the accepting institution. Courses are taken on campus concurrently with supervised clinical experience in selected hospitals and agencies, constituting a nursing science practicum or laboratory experience. Although each course merits a letter grade, the laboratory experience is based on pass-fail and it is necessary to pass the laboratory section of the course in order to proceed in nursing. Failure in the laboratory portion of a nursing course constitutes an F in the course.

For successful completion of the program, a minimum grade of C is mandatory in all courses required for the nursing major. These include courses outside the discipline of nursing but required for the major, such as anatomy, microbiology, etc. Although a "C" is acceptable in one of the biological science courses, the overall science GPA must be 2.5 or higher with no more than one withdrawal, D or F in either anatomy, physiology or microbiology. In addition, the student must maintain an overall GPA of 2.5 to be admitted. If the student has a GPA of < 2.5 or more than one W, D or F in a science course, he / she must see a nursing counselor to develop a remediation plan. The student must maintain an overall GPA of 2.0 to continue in the nursing program.

Courses are taken on campus concurrent with supervised clinical laboratory experience in selected hospitals and agencies which serve as extended campus sites. Each student is responsible for his/her own transportation to the extended campus sites, some of which are a distance from the College.

This program addresses the mission of Ventura College in that it is a vocational program leading to completion of an Associate in Nursing Degree, to licensure and/or to transfer. It provides a greatly needed workforce and is designed to improve the quality of life in Ventura County by providing the community residents access to qualified health care.

B. Program Student Learning Outcomes - Successful students in the program are able to:

1. Function as a member within the discipline of nursing by demonstrating and fostering high standards of nursing practice.

2. Function as a provider of care by providing competent and safe care in a variety of settings to an individual, family, group, or community of clients with diverse self-care needs across the life span by utilizing the nursing process for knowledgeable decision-making and judgment based on critical thinking, clinical competence, collaboration and accountability.
3. Function as a manager of care by demonstrating management skills in providing care to individuals, families, groups or communities/aggregates of clients with diverse needs.

C. College Level Student learning Outcomes

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency

Certified Nursing Assistant Program

The Certified Nursing Assistant program is approved by the California Department of Public Health. Upon successful completion of both the theory and clinical sections of the course students will be eligible to take the certification exam from the State of California. Courses are taken on campus concurrently with supervised clinical experience in selected skilled nursing facilities and agencies, which serve as extended campus sites, to achieve the needed clinical skills.

For successful completion of the program, a minimum grade of a C is mandatory. Although the laboratory experience is based on pass-fail grading it is necessary to pass the clinical section of the course in order to proceed for state certification testing. Failure in the clinical portion of the CNA program constitutes an F in the course. Each student is responsible for his/her own transportation to the extended campus sites, some of which are a distance from the College.

Certified nurse assistants may find employment opportunities in acute, long term care, and home health agencies. A Certified Nurse Assistant certificate is a required prerequisite for entrance into the Associate Degree Nursing Program.

B. Program Student Learning Outcomes - Successful students in the program are able to:

1. Demonstrate characteristics of professional and ethical behavior including honesty, confidentiality and integrity.
2. Demonstrate effective communication and team building through interaction with members of the healthcare team, family and others involved in client care.
3. Demonstrate basic critical thinking and problem solving skills when caring for assigned client.
4. Demonstrate the role of CNA and functions within the scope of practice.

C. College Level Student learning Outcomes

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency

D. Estimated Costs (Required for Certificate of Achievement ONLY)

	Cost
Enrollment Fees	
Books	
Supplies	
Total	

E. Criteria Used for Admission

ADN Nursing Program

SCIENCE REQUIREMENTS: Effective Fall 2005 and thereafter, the combined anatomy & physiology course no longer meets entrance requirements for the nursing program. If the combined course was completed prior to Fall 2005, it will be accepted for admission. All entering students will be required to have a minimum overall college GPA of 2.50 and an overall biological science GPA of 2.50 (anatomy, physiology, microbiology) with no more than one withdrawal, D or F in ANY of these three (3) courses.

TEAS EXAM: Students must attain the required “success score” (currently 62%) on the Test of Essential Academic Skills (TEAS V version) within six weeks after submitting an application for admission to the nursing program, that is by April 30 for the March 15 application deadline, and by October 30 for the September 15 application deadline. Students may apply to the nursing program before TEAS testing is completed but must submit verification of having met the success score on the State designated assessment examination (currently the TEAS) to the School of Nursing within six weeks of application. Students who do not meet the mandated success score must schedule an appointment with a nursing counselor to discuss remediation and retesting requirements. The success score for the TEAS exam is subject to change based on the State Chancellor’s requirements. Applicants must meet the success score on the first attempt or must remediate. Results of testing at other sites are accepted when forwarded directly to Ventura College Nursing by the testing company. Tests completed at other sites are counted as testing attempts. Accommodations for testing may be available to students with disabilities. Applicants must notify the nursing program director and obtain EAC authorization prior to scheduling a TEAS exam if accommodations are required. (Please see additional information below for TEAS requirements.)

CNA REQUIREMENT: Applicants must have current certification as a nursing assistant (CNA) at the time the application is submitted. The certification must remain active to receive a letter of admission to the nursing program and during the first semester of the nursing program. Certification is provided by the California Department of Public Health.

1. One of the following must be completed **BEFORE** applying to the program:
 - a) A minimum of 12 semester units of completed college coursework with a 2.5 GPA or
 - b) Equivalent consistent with Board of Registered Nursing requirement (see nursing counselor for details).
2. All of the following must be completed:
 - a) All official high school and college transcripts must be on file at Ventura College by September 15 or March 15.
 - b) Application to the Associate Degree Nursing (ADN) program must be on file with the counseling office at Ventura College by September 15 or March 15 to be considered. .
 - c) An application to the college must be filed for the appropriate semester.
 - d) It is the applicant's responsibility to check with the transcript clerk in the Office of Admissions and Records to see that his / her official transcripts are on file at Ventura College.
3. All of the following must be **COMPLETED** before applying to the program:* These Ventura College courses, listed with the comparable courses from Moorpark (MC) and Oxnard (OC) Colleges are:
 - a) Math: completion of a college intermediate algebra course with a minimum grade of C: MATH V03 or V03A-V03E or MATH V35. (MATH M03 or M03B or M04B - MC; R014 - OC). As of Fall 2009 **Math requirements for the associate degree have changed. Please see a nursing counselor for details on these changes.**
 - b) Chemistry: one year of high school OR one semester of college chemistry with laboratory, with a minimum grade of C: CHEM V20 and V20L, or CHEM V30 and V30L. (CHEM M11 or M12 - MC; CHEM R104, or CHEM R110 - OC).
 - c) Anatomy: college anatomy, 4 semester unit course with laboratory, with a minimum grade of C: (ANAT V01) (ANAT M01 - MC; ANAT R101 - OC)
 - d) Physiology: college physiology, 4 semester unit course with lab with a minimum grade of C (PHSO V01). (PHSO M01 - MC; PHSO R101 - OC).
 - e) Microbiology: college bacteriology/microbiology 4 semester unit course with laboratory, with a minimum grade of C: (MICR V01). (MICR M01 - MC; MICR R100 and R100L - OC).
 - f.) CNA: current certification as a nursing assistant (CNA) in the State of California or equivalent.

*The math / science faculty strongly recommend that these courses, especially anatomy, physiology and microbiology, be completed during separate terms. A large number of students who have attempted two or more of these classes in a single term, particularly if they have been working while enrolled in college, have experienced serious academic difficulty.

Students must be in good academic standing (not on academic probation) to be eligible for application to the nursing program at Ventura College. All applicants must contact the nursing counselor for specific admission information regarding the nursing program.

Additional courses required for those enrolled in the ADN program are listed below. With the exception of human development, students may complete these additional courses before or after acceptance into the nursing program. The School of Nursing recommends that students complete as many courses as possible before acceptance as scheduling may be a major problem once admitted to the program. Completion of these courses after completion of the nursing program delays the licensure examination. Students who delay taking the licensure examination have a significantly higher risk of not passing it.

These Ventura College courses, listed with the comparable courses from Moorpark (MC) and Oxnard (OC) Colleges, are:

- a) Growth & development across the lifespan: (CDV 03 or PSY V05) (PSY M07 - MC; Psy R108 Developmental Psychology - OC)
- b) ENGL V01A - (ENGL V02 or V03 not acceptable); (ENGL M01A or M01AH - MC; ENGL R101 - OC)
- c) PSY V01 (PSY M01 - MC; PSY R101 - OC)
- d) ANTH V02 or SOC V01 or V02 or V03 OR AES V11 (ANTH M02 or SOC M01, M02, M08 - MC; ANTH R102 or SOC R101, R102, R103 - OC)
- e) COMM V01(Introduction to Speech) or V10 (COMM M01 or M02 or M07 - MC; COMM R101 - OC).

Additional courses required by Ventura College for the AS degree are:

- a) Humanities - 6 units

- 1 course in Fine or Performing Arts (see AA/AS Check Sheet)
1 Humanities elective (see AA/AS Check Sheet)
- b) Physical Education / Health Education - 2 courses (NS V40 fulfills one Health Education requirement for nursing majors only.)
- c) American History and Institutions - 1 course (see AA/AS Check Sheet)
- Competency Requirements
- (1) Reading - satisfactory completion of degree requirements
 - (2) Written expression - satisfactory completion of ENGL V01A
 - (3) Mathematics - satisfactory completion of MATH V35, MATH V03 or MATH V03A – V03E

Certified Nursing Assistant Program

Students will have a current American Heart Association BLS for healthcare provider CPR card or an American Red Cross professional rescuer CPR card, a completed CNA packet with all titers and immunizations done, and a completed physical done to verify that the student will have certain functional abilities.

F. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

G. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

H. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality

- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

I. Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.
Associate in Science Degree – Nursing

Certified Nurse Assistant (Calif. state certification)

J. Program Strengths, Successes, and Significant Events

ADN Nursing Program

Program successes include the following:

- **Advanced to National League of Nursing candidacy in Spring 2011**
 - This accreditation demonstrates that the program has met national high standards for excellence in nursing education that is over and above Board of Registered Nursing program approval
- **Degrees / certificates conferred over the most recent four-year period**
 - 2007 - 2008 = 117 associate degrees + 3 LVN to RN 30 unit option
 - 2008 - 2009 = 108 associate degrees + 1 LVN to RN 30 unit option
 - 2009 - 2010 = 97 associate degrees + 2 LVN to RN 30 unit option
 - 2010 - 2011 = 89 associate degrees + 2 LVN to RN 30 unit option
- **Job placements over the most recent three-year period**
 - In a recent survey of graduates from 2008 to Fall 2010 (COADN survey), 86% of all graduates are employed in the field upon completion of the nursing program. The survey also found that graduates were employed but it took up to six months to secure employment.
 - For 2009/2010, the California Institute for Nursing and Health Care estimates that approximately 40% of graduates will have difficulty finding employment. VC, in partnership with CSUCI, has been asked to sponsor grant stipend VC graduates in residency positions to enable them to maintain their skills and better prepare for employment opportunities. This will include graduates from Fall 2010 and Spring 2011 who have not yet found employment.
 - According to newest information from the Board of Registered Nursing (BRN), California still ranks 47th of 50 states in the RN to population ratio. The BRN and the California Institute of Nursing and Health Care (CINHC) state that the nursing shortage is expected to continue for many years.
- **Licensure pass rates over the most recent four-year period have been very high.**

Nursing: NCLEX Exam Pass Rates

2006/2007		2007/2008		2008/2009		2009/2010		2010/2011	
# Taken	% Passed	# Taken	% Passed	# Taken	% Passed	# Taken	% Passed	# Taken	% Passed
75	93.33%	112	89.29%	92	92.39%	108	92.59%	82	96.34%

Information taken from the [Board of Registered Nursing NCLEX Pass Rates website](#).

Program strengths include the following:

- **Articulation status with other colleges or universities**
 - Prerequisites for entry into the nursing program have been articulated with the California State Universities and other California community college nursing programs.
 - The nursing program has developed seamless articulation with California State University, Channel Island's new ADN to BSN program and students are enrolling in the Fast Track program for their BSN. Many program graduates enter the ADN to BSN program at California State University, Dominguez Hills and are given full credit for nursing units.
- **Student or program awards**
 - There are several ongoing scholarships that have been set up by community members to benefit nursing students. The students and graduates are also offered grants and scholarships from trust funds and foundations. Additional scholarships were initiated last year for nursing students.
 - The nursing program recognizes an outstanding graduate each year with the Dobson Award. This award was developed by family members of Winifred Dobson and is awarded for clinical and academic excellence in her memory.
- **Visibility of the program in the community**
 - Ventura College nursing is highly respected in the community. Representatives of VC nursing serve on multiple committees including the Regional Health Occupations Advisory Committee, the California Organization of Associate Degree Nursing Deans and Directors, the Healthcare Action Partnership, the Ventura Nursing Education Council, the Hospital Association of Southern California Nursing Leadership Council, the Foothill Technology High School Health Careers Advisory Committee, Pacifica High School Health Science Academy Advisory Committee, the Nordhoff High School Health Science Academy Advisory Committee, the Ventura County Community Foundation and several scholarship committees. A representative from the department served on a statewide task force to redesign nursing education in California. The program director serves on the Executive Committee as Secretary for the Southern California Association of ADN Directors. In addition, many full-time and adjunct faculty members also work in clinical facilities in the community. Their demonstration of expertise in the nursing community enhances the reputation of the Ventura College nursing program.

- Ventura College nursing students are active members in the community. They teach Kindergarten and first and second grade students in the VUSD about germs and the importance of washing their hands every semester. Students provide flu shots to over 1,000 county residents every year, and they raise funds for cancer by sponsoring a team for the walk-a-thon. In addition, students provide hundreds of volunteer hours for the American Red Cross and other health related activities in the county.
- **Cooperative efforts with other departments**
 - VC nursing enjoys strong working relationships with the Educational Assistance Center. Members of the faculty and staff of the EAC attend nursing faculty meetings periodically to keep us current and to enhance student access and performance. VC nursing has strong ties to the counseling department. The three designated nursing counselors attend nursing faculty meetings and participate in nursing department meetings such as student affairs, curriculum and ad hoc committees on an ongoing basis. They are active participants in developing policies and procedures pertaining to retention, progression, reentry, remediation and program admission. They participate in information meetings for potential applicants and for those students on the waiting list. They participate in the random selection process to add applicants to the waiting list. The nursing department also has a strong working relationship with the faculty who teach the prerequisite coursework of anatomy, physiology, microbiology and math for health care personnel. We regularly meet and discuss expectations and performance with them. Ventura College nursing also works with the tutoring center and Learning Resource Center to develop and utilize resources to improve student learning.
 - VC nursing grants have recently funded a position in EAC for evaluation of nursing students for the past several years.
 - VC nursing works closely with Michael Callahan, institutional researcher, to create surveys each semester on Survey Monkey. These are used to evaluate teaching in the classroom and clinical settings, clinical agencies and curriculum content. The surveys meet the Board of Registered Nursing and National League of Nursing mandate for program self evaluation for accreditation. The links to Survey Monkey are provided on the LRC nursing pod computers for student access.
- **Innovations in the areas of curriculum development, teaching techniques, and/or the use of technology**
 - VC nursing has been actively involved in improving teaching techniques and addressing the learning styles of all students. We have purchased many new DVDs and computer assisted instructional programs and have worked with the LRC to have web-based instructional programs that students can access from home to enhance learning. Many nursing models have been purchased to enable students to have “hands on” practice of catheter insertion, intravenous infusions, blood glucose monitoring, chest tubes, central venous lines and other critical procedures. In addition, VC nursing has recently purchased high fidelity patient care simulators with grant funding and faculty members are working to become proficient in their use. These simulators are computer programmed to demonstrate cardiac arrhythmias, hypotension, seizures, allergic responses and various other disease states and to respond to the student’s care of them. Students have the opportunity to see exactly what happens if, for example, a drug allergy is not recognized. Ventura College nursing uses “I-Clicker” technology to evaluate student

- comprehension of teaching. Grant funding has also enabled the nursing department to fund student subscriptions to the electronic documentation software (Nurse Squared), and the critical thinking patient scenario software (Activ Sim).
- Some nursing faculty has imbedded video clips into their PowerPoint presentations and are using other technology during theory classes. All nursing faculty utilize the ParScore software for item analysis of exams. All nursing faculty utilize Desire to Learn as the course management program for communication, posting handouts, syllabi or other course assignments. Class Climate is utilized for various surveys constructed and analyzed by the nursing faculty.
 - Many faculty currently work in the clinical setting to remain current with their clinical skills. Faculty work in the ER, one day surgery, ICU, inservice education, and as administrative supervisors.
 - A flex day activity for nursing faculty was held in August 2011 to update faculty on the use of the new wireless high fidelity simulator, the electronic documentation software (Nurse Squared), and the critical thinking patient scenario software (Activ Sim).
 - **For occupational programs: relevancy (occupational outlook data); Advisory Committee feedback, employer feedback, and graduate exit interviews**
 - There is a global shortage of nurses that is not expected to resolve as the population ages. Registered nurse positions rank #1 of the top 25 jobs requiring AA/AS degree in Ventura County for 2004 – 2014 (Source: California Employment Development Department).
 - Six years ago, the average age of a registered nurse in California was 49 years of age. The average nursing faculty member was 57 years of age. These nurses will need to be replaced as they continue to age. In addition, beginning in January 2011, the “baby boomers” will begin to turn 65 years of age and the percentage of “elderly” in the United States will increase dramatically. This will increase the number of people who will need nursing care. Seventy percent of nurses in California are associate degree graduates. California has a severe nursing shortage and ranks 47th of the 50 states in nurse to population on a per capita basis. (This is up from 50th of 50 states three years ago as a result of enrollment grants.) Students wait an average of 1.5 years on the waiting list to get into the nursing program and this is fairly standard for the state.
 - VC nursing has an advisory committee meeting annually in April which is co-sponsored by the Moorpark College nursing department. Representatives from all clinical agencies in which we place students are invited. Approximately 60 people attend. In addition, we are provided with the opportunity to obtain feedback from the employers of our graduates during annual summation meetings with each clinical agency and through written employer surveys. When a problem area is identified, we discuss it immediately in faculty meeting, faculty affairs committee, student affairs committee or curriculum committee and develop a mechanism for correction. Minutes of all meetings are available for review. We have documentation of strong satisfaction with our graduates, and Ventura College enjoys an excellent reputation in Ventura County for producing top notch graduates and having a rigorous and extremely high quality program.
 - Graduates are surveyed upon graduation and one year after completion of the program, and results of the surveys are consistently highly positive. Graduates state that the program prepared them well and that they are happy with their profession.

Employer surveys provide similar positive feedback. Surveys are available for review.

Certified Nursing Assistant Program

Program successes include the following:

- **State certification exam pass rates have been very high.**

CNA Pass Rates

	Spring 2009		2009/2010		Fall 2011	
Test Type	# Taken	% Passed	# Taken	% Passed	# Taken	%Passed
Written	51	100%	200	98.09%	157	100%
Skill	57	93.1%	206	89.37%	164	94.27%

Information taken from the National Nurse Aide Assessment Program (NNAAP) examination test results available in the Nursing Department at Ventura College.

Program strengths include the following:

- For occupational programs: relevancy (occupational outlook data); Advisory Committee feedback, employer feedback, and graduate exit interviews
 - The employers of our graduates during annual summation meetings with each clinical agency report high satisfaction with our graduates. Our CNA graduates meet the needs of the community by providing people who can offer save competent care in nursing homes, hospitals and home health agencies.
 - 90 - 95% of those students who complete the CNA program apply to the ADN nursing program to further their nursing career.
 - Faculty of the CNA and ADN programs work closely together to insure seamless transfer abilities of students.
 - The program continues to have high state pass rates with state competency testing due to the strong clinical faculty that teach in this program.

K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Assistant Dean: Jerry Mortensen

Department Chair: Sandra Melton (Program Director)

Instructors and Staff

Name	Melton, Sandra
Classification	Associate Professor
Year Hired	2005

Years of Work-Related Experience	37
Degrees/Credentials	B.S.N., M.S.N., Ph.D., APRN, BC, CNE

Name	Barlow-Palo, Linda
Classification	Professor
Year Hired	1996
Years of Work-Related Experience	28
Degrees/Credentials	A.S.N., B.A.,B.S.N.,M.N, CCRN

Name	Dalton, Heidi
Classification	Assistant Professor
Year Hired	2008
Years of Work-Related Experience	
Degrees/Credentials	B.S.N., M.S.N.

Name	LaFemina, Florence
Classification	Associate Professor
Year Hired	2005
Years of Work-Related Experience	
Degrees/Credentials	A.A., B.S., M.A., M.S.N.

Name	McColpin, Aaron
Classification	Assistant Professor
Year Hired	2011
Years of Work-Related Experience	
Degrees/Credentials	A.A., B.S., B.S.N., M.S.N.

Name	Mitchell, Nancy Rae
Classification	Professor
Year Hired	1990
Years of Work-Related Experience	40
Degrees/Credentials	Diploma, B.S.N, M.S.N.

Name	Moore, Shelley
Classification	Assistant Professor
Year Hired	2010
Years of Work-Related Experience	
Degrees/Credentials	B.S. N., M.S.N.

Name	Neel, Kelly
Classification	Assistant Professor
Year Hired	2010
Years of Work-Related Experience	
Degrees/Credentials	A.A., B.S.N.

Name	Peter, Claudia
Classification	Professor
Year Hired	1997
Years of Work-Related Experience	34
Degrees/Credentials	B.S.N., M.S.N., Ed.D.

Name	Zacharias, Mary
Classification	Professor
Year Hired	1995
Years of Work-Related Experience	39
Degrees/Credentials	B.S.N., M.S.N.

2. Performance Expectations

A. Program Student Learning Outcomes - Successful students in the program are able to:

ADN Nursing Program

1. Demonstrate and foster high standards of nursing practice.
2. Provide competent and safe care in a variety of settings to an individual, family, group, or community of clients with diverse self-care needs across the life span by utilizing the nursing process for knowledgeable decision-making and judgment based on critical thinking, clinical competence, collaboration and accountability.
3. Demonstrate management skills in providing care to individuals, families, groups or communities/aggregates of clients with diverse needs.

Certified Nursing Assistant Program

1. Demonstrate characteristics of professional and ethical behavior including honesty, confidentiality and integrity.
2. Demonstrate effective communication and team building through interaction with members of the healthcare team, family and others involved in client care.
3. Demonstrate basic critical thinking and problem solving skills when caring for assigned client.
4. Demonstrate the role of CNA and functions within the scope of practice.

B. Student Success Outcomes

ADN Nursing Program

1. The program will maintain a pass rate on the NCLEX state licensure exam of >85%.
2. Students will complete the program earning the Associate of Science Degree in Nursing.
3. The program will maintain greater than 80% satisfactory scores on employer surveys of graduates.

4. The program will maintain greater than 80% satisfactory scores on alumni surveys of graduates.
5. The program will maintain greater than 80% satisfactory scores on program completion surveys of graduates.
6. The program will increase its retention rate from the average of the program's prior three-year retention rate. The retention rate is the number of students who successfully complete the program and are able to take their NCLEX licensure exam.

Certified Nursing Assistant Program

1. The program will maintain a pass rate on the state certification exam of >85% on theory.
2. The program will maintain a pass rate on the State Certification exam of >85% on skills.
3. Students will successfully complete the course in order to take the state certification exam.
4. The program will increase its retention rate from the average of the program's prior three-year retention rate. The retention rate is the number of students who successfully complete the program and are able to take their state certification exam.

C. Program Operating Outcomes

ADN Nursing Program

1. The program will maintain WSCH/FTEF above the 275 goal set by the district.
2. Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over \$200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over \$5,000 will be budgeted if funds are available.
3. The program will continue to improve its curriculum and learning environment. The program will review curriculum and assess equipment needs including maintenance to insure that students' learning needs are being met.
4. The program shall maintain the established criteria of release time for the Director and Assistant Director as specified by the Business and Professions Code Section 1424(e).
5. The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives as specified by the Business and Professions Code Section 1424(d).
6. The faculty shall be adequate in type and number to develop and implement the program approved by the Board of Registered Nursing, and shall include at least one qualified instructor in each of the areas of nursing listed in section (1426(d) who will be the content expert in that area as specified by the Business and Professions Code Section 1424(h).

Certified Nursing Assistant Program

1. The program will maintain WSCH/FTEF above the 350 goal set by the district.
2. Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over \$200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over \$5,000 will be budgeted if funds are available.
3. The program will continue to improve its curriculum and learning environment. The program

will review curriculum and assess equipment needs including maintenance to insure that students' learning needs are being met.

D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO)

I: This program-level student learning outcome is **INTRODUCED** in this course.

P: This program-level student learning outcome is **PRACTICED** in this course.

M: This program-level student learning outcome is **MASTERED** in this course.

Leave blank if program-level student learning outcome is not addressed.

ADN Nursing Program

Courses	PLSLO #1	PLSLO #2	PLSLO #3	PLSLO #4	PLSLO #5	PLSLO #6
NS V10	I,P	I,P,M	I,P			
NS V20	P	P,M	P			
NS V30	M	P,M	P			
NS V40	M	M	M			
NS V75	I,P	I,P	I,P			
NS V84A	I,P	I,P,M	I,P			
NS V84B	P	P,M	P			
NS V85	I,P,M	I,P	I,P			
NS V07	I,P,M	I,P	I,P			
NS V15	I,P	I,P,M	I,P			
NS V16	P	P,M	P			
NS V31	M	P,M	P			
NS V41	M	M	M			
NS V70	P	P,M	P			
NSV87	P	P,M	P			

Certified Nursing Assistant Program

Courses	PLSLO #1	PLSLO #2	PLSLO #3	PLSLO #3
HS V10	I,P,M	I,P,M	I,P,M	I,P,M

3. Operating Information

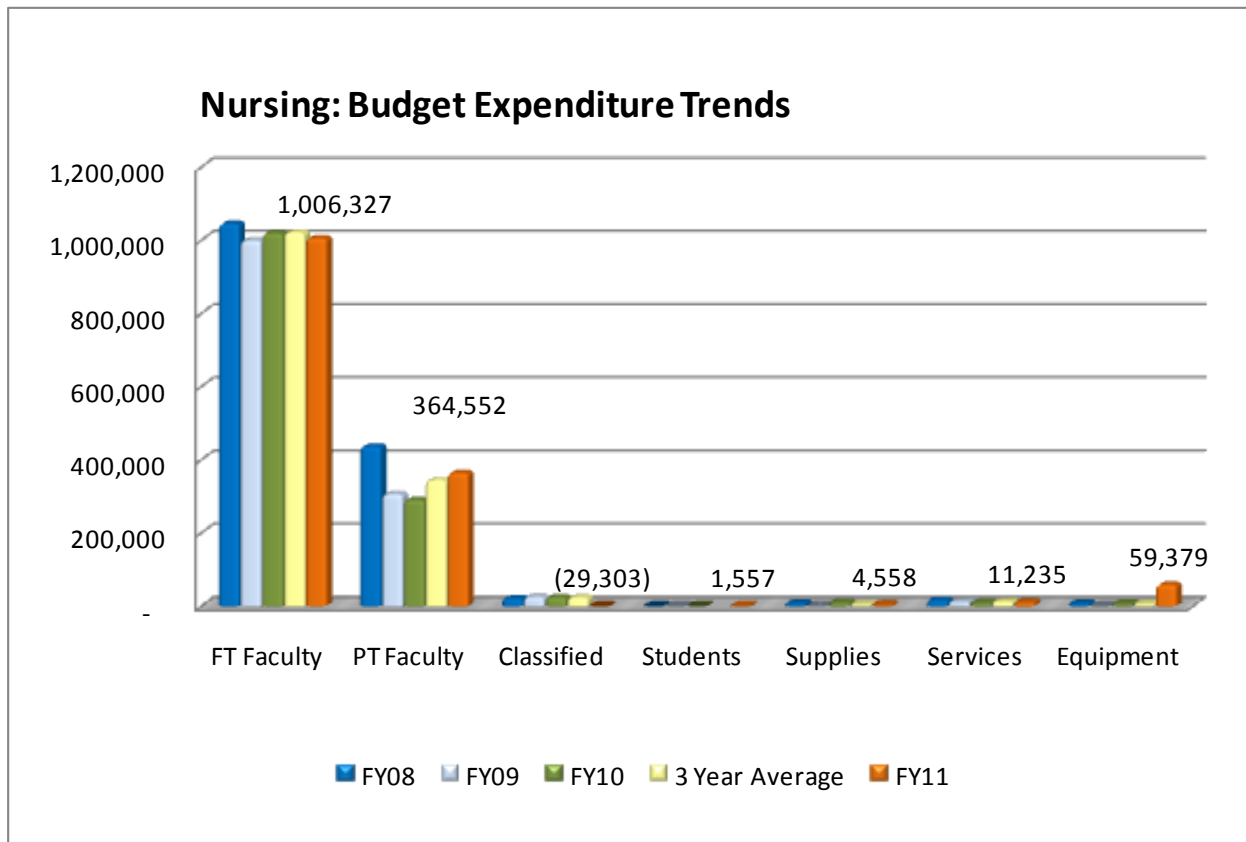
A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The “FY11 College” expense percentages are included to provide a benchmark to compare the program’s expenses to the overall college expenses.

Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
1	FT Faculty	1,045,889	999,969	1,020,105	1,021,988	1,006,327	-2%	12%
2	PT Faculty	437,262	306,792	290,880	344,978	364,552	6%	-10%
3	Classified	21,282	25,970	25,166	24,139	(29,303)	-221%	-1%
4	Students	-	-	309		1,557		10%
7	Supplies	7,613	786	10,129	6,176	4,558	-26%	24%
8	Services	16,519	13,291	9,798	13,203	11,235	-15%	-17%
9	Equipment	7,444	-	6,993	7,219	59,379	723%	-42%
	Total	1,536,009	1,346,808	1,363,380	1,415,399	1,418,305	0%	0%

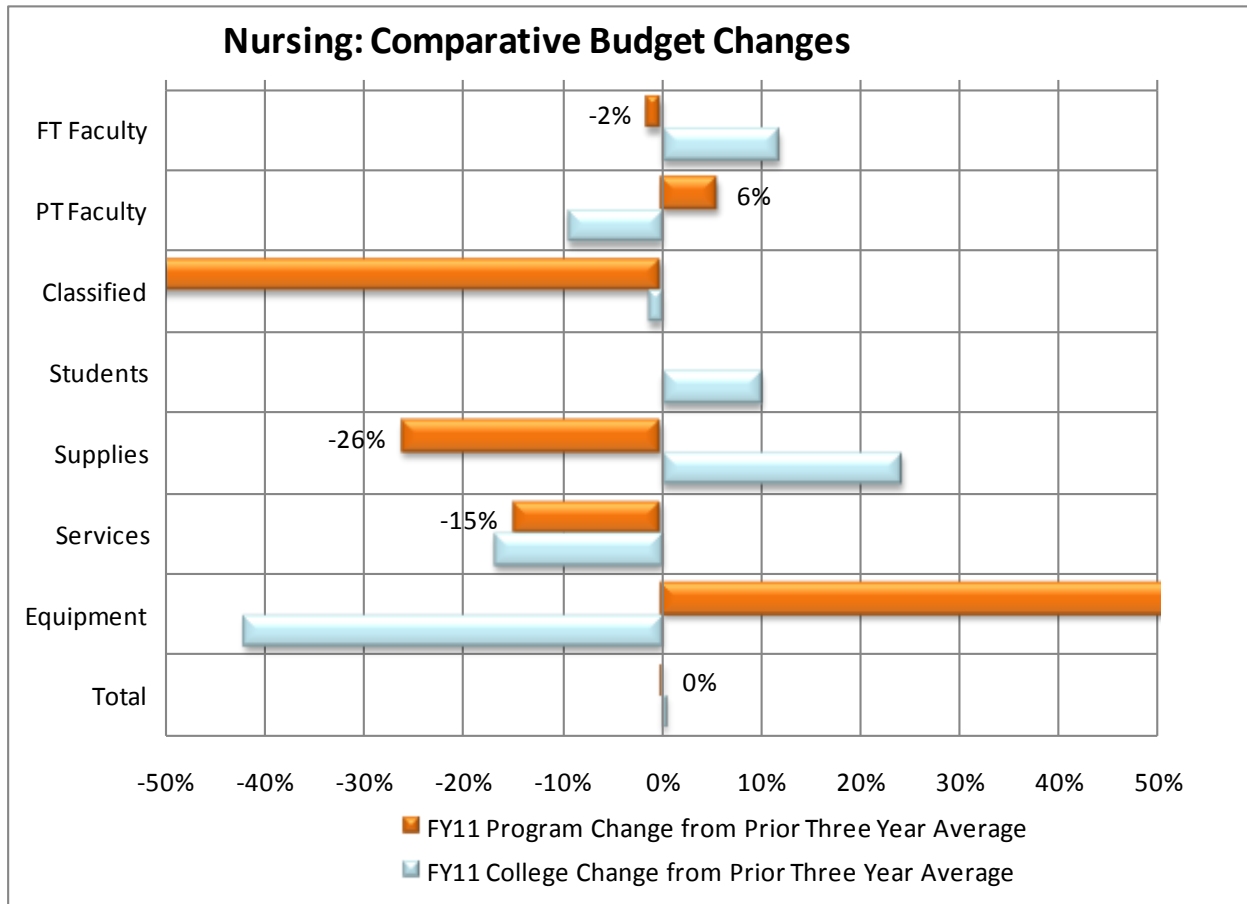
A2: Budget Summary Chart

This chart illustrates the program’s expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program’s prior three year average.



A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.



A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

A5: Interpretation of the Program Budget Information

It is clear that nursing department analysis shows that the allocated budget does not support our program.

The program shows a 2% decrease in average FT faculty expenditures over the last three years while the college has experienced over a 10% increase. This decrease is attributed to open FT faculty vacancies and the difficulty the department has experienced in hiring qualified FT nursing faculty. PT faculty expenditures show a 6% increase over the last three years. This is directly attributable to the need for PT faculty to backfill the vacant FT positions.

The supplies budget shows a 26% decrease over the last three years while the college experienced a 24% increase. The department was able to make up the deficit by using grant funds. These grant funds end June 30, 2012.

Equipment expenditures rose markedly for FY11 due to one-time program review funding of nursing department equipment needs. It should be noted that the funding allocated to equipment in the past 3 years will not even cover maintenance agreements on the high fidelity simulators let alone any other necessary equipment or replacement. Grant funding has provided necessary funding of these simulators, required software, electronic medication administration systems and other necessary equipment. These grant funds end June 30, 2012.

Classified staff shows a 221% decrease over the last three years while the college has had only a 1% decrease. An Admin I and the Clinical Simulation Specialist are 100% and 58% grant funded respectively. The Admin II is the only classified staff to be 100% general funded and the Clinical Simulation Specialist is 42% general funded. These classified positions will not be funded when the grant funds end on June 30, 2012. One classified staff position cannot support the 180 CNA and ADN students and the complicated admission and ongoing procedures and BRN requirements necessary to run the nursing and certified nurse assistant program.

The current Administrative Assistant I position is the only clerical position totally supporting the Certified Nursing Assistant program. In keeping with the college-wide planning priority Goal 1: (Continuously improve educational programs and services to meet student, community, and workforce development needs) and Objective 3 (Career Technical and Regional Education: Refine career, technical and regional education programs to meet constantly evolving needs) it has become necessary for this clerical position to grow so as to accommodate the significantly increased demands that have been placed upon both programs (CNA and ADN Nursing) by the State of California and the Health Care field. The Administrative Assistant I position is currently 100% grant funded. This position needs to be supported 100 % by the general fund to keep both of the programs meeting all of the accrediting and county agency requirements.

The following is a list of duties provided by the Administrative Assistant I:

- Process applications and submit documentation for certification to the state agency (105 CNA students, 11 advanced placement, and 60 ADN students/semester)
- Criminal background checks on new admits (175 ADN and CNA)
- Drug and alcohol testing data on new admits and new faculty

- Live scanning scheduling, coordination, and follow-up on new admits (105 CNA students)
- Processing of renewable requirements each semester for 150 + nursing students and 175 incoming students
- Verification and processing of at least a dozen documents for each of 180 new students each semester and 2 documents for each continuing student each semester
- Documentation of Fit testing of N95 masks for H1N1 for all new admits and faculty
- Arranges for student workers, and plans and schedules their work and submission of time sheets
- Preparations, distributions and coordination of faculty evaluation packets (50+ faculty)
- Collects and coordinates applications and payment for CNA certification testing and assists with student management and processing on testing days
- Completion of WIA enrollment paperwork and follow-up WIA calls supporting increased student access to post secondary education (50-75 students)
- Arrangements for NCLEX preparation classes for nursing program graduates to ensure success on licensure exam. Currently we have a 94% success rate.
- Finds and schedules all faculty substitutes for a department of more than 50 faculty members. Almost all Health Sciences faculty absences require a substitute due to the state regulations regarding the required number of hours a student must complete.
- Management of the Advisory Committee Meeting each year which improves service –learning partnerships and communication with hospitals and health care services in Ventura County. This is a large meeting offsite and involves the coordination of reservations, guest-list, invitations, programs, speakers, menu, decorations, attendance, and CEU certificates
- Program correspondence
- Communication with clinical agencies, faculty, students and accrediting agencies
- Manages distribution, retrieval and activation of pagers for clinical faculty
- Coordinates library book ordering
- Manages an average of 25 drop in students contacts per day and multi-line phones
- Prepares CEUs for department workshops and seminars and maintains required documentation for the Board of Registered Nursing

Likewise, the Clinical Simulation Specialists duties are wide in scope and varied. The following is a list of duties provided by the Clinical Simulation Specialist:

1. Patient care simulators
 - Assist nursing faculty to prepare and facilitate use of patient care simulators through implementation of case scenarios.
 - Collaborate with faculty to develop new patient care scenarios to enhance student critical thinking skills.
 - Orient new Skills Lab Instructors / Assistants to Meti man and Clinical
 - Simulation Specialist responsibilities. Runs, maintains, and repairs (simple) the high fidelity human patient simulators (4). She is the only person who knows how to do this.
2. Print schedule every week of availability and e-mail to all faculty and students via D2L and post in skills lab.
3. Technology based equipment
 - Provide demonstration and technical instructional assistance to nursing students to enable them to practice and refine clinical skills using technology.
 - Develop and coordinate technology-related in-services and workshops for nursing faculty and students as needed.

- Manage and maintain technology-based equipment – Maintains and repairs all high and medium fidelity simulators and mannequins (integral to the sustainability of our equipment)
 - Assist students and faculty to utilize advanced learning technology including IV arms, blood pressure simulators, heart and breath sound models, computers, AV equipment and other resources.
 - Trouble shoot AV and computers including lap tops – installs and updates all computers and skills lab lap tops
 - Organize, catalog and oversee related equipment, including repairs and replacement. Maintains and performs preventative maintenance on all equipment such as intravenous electronic pumps, wall air flow and suction units, electronic oxygen saturation monitors, electronic thermometers and glucose monitors
 - Maintain communication with faculty regarding technology issues and related student needs
 - Facilitates integration of new technology and teaching strategies.
 - Collaborate with faculty and Skills Lab Instructors to formulate policies for the skills lab.
 - Orient faculty to presentation software and smart classrooms
 - Coordinate scheduling and use of the patient care simulators and other technology available in the skills lab
5. Computer software
 - Maintain current automated inventory records of computer assisted
 - instruction (CAI) programs
 - Review software holdings for facility of use and orient faculty and students to use of CAI holdings. Orders all preview and selected DVDs
 - Develop and maintain a computerized system for previewing and ordering new CAI, videos and equipment
 6. Maintain a database of student skills lab performance and maintain communication with faculty regarding student performance.
 7. Monitor and maintain a tracking system of student and faculty use of clinical lab resources for program planning and resource utilization.
 8. Contact other colleges, vendors or service centers for information, equipment, supplies or services – interfaces with all local hospitals' central supply depts.
 9. Set up CNA Skills Testing
 10. Proctor tests by request (CNA certification testing)
 11. Maintain and record storage of equipment.
 12. General office duties
 - Assist in setting up and maintaining general office files for faculty and CNA students.
 - File Directors' office weekly
 - Organize archived files, rotating files.
 - Set up office supply cabinet, monitor inventory to ensure needed supplies on hand.
 - Assist in preparation of instructional materials, including general clerical duties such as keyboarding as needed
 - Operate office equipment such as computers, FAX machine, and copier
 - Update Bulletin Boards.
 13. Assist accuprints process CNA livescan fingerprinting.
Maintain safety standards in the skills lab

14. Perform other duties as assigned

- Orders, schedules testing times, proctors (5 hr. test), maintains records, and enters the TEAS test into the nursing database for ADN selection
- Maintains and distributes the keys for HSC
- Washes and dries the laundry for all the skills lab beds and mannequin gowns
- Orders all equipment & supplies, secures certified Fit Testers, sets up the Fit Testing stations, and maintains paperwork for the mandated Fit Testing of all incoming students
- Schedules all classrooms & conference rooms for the HSC
- Orders all supplies and prepares all student nurse paks (72/semester)
- Orders all equipment and supplies for the skills labs
- Proctors the NLN competency tests
- Prepares, labels, and sets up practice medications, dressing packs, etc. for use for every student in the skills lab for practice and skills testing
- Cleans desks, tables, beds, etc. in skills labs and classrooms
- Interfaces with students and provides skills lab scenarios for students to practice skills

Grant funding for these two positions terminates June 30, 2011. The nursing department is at a loss to suggest a solution as to the catastrophic effects the loss of these two positions will have on the department should the positions not be moved to 100% of the general fund. The department would suffer severe contractual and accreditation violations if these positions were lost and would probably bring our program to a standstill.

B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
#02-25-7002 Metro Convertible	Pocket Nurse En	30120	111	5/25/2010	1	2,269	N00022089	
MS ALP 501 DVT Pump	Currie Medical S	30120	111	5/13/2010	1	3,150	N00022097	23778
#02-25-257M Manikin 5 Shelf St	Pocket Nurse En	30120	111	5/25/2010	1	1,137	N00022088	
ML2236 3 Sided Cart - Enclosed	Market Lab Inc	30120	111	5/13/2010	1	437	N00022044	N/A
AA2370X Nursing Baby, Vitalsim	Armstrong Medic	30120	12807	11/28/2007	4	1,513	N00018396	None
AA2310 Vitalsim	Armstrong Medic	30120	12807	11/28/2007	4	1,843	N00018395	
AA2310 Vitalsim	Armstrong Medic	30120	12807	11/28/2007	4	1,843	N00018394	None
AA2350X Nursing Kid, Vitalsim C	Armstrong Medic	30120	12807	11/28/2007	4	1,802	N00018393	350M4170007
PTGST1 Heart Sounds Monitor	Pinnacle Techno	30120	111	7/6/2006	5	980	N00018001	1194
Equipment -Instructional	Troxell Communi	36030	121	1/29/2001	10	1,992	N00002658	11001
Equipment -Instructional	Troxell Communi	36030	121	1/29/2001	10	1,992	N00002657	11064
Equipment -Instructional	Troxell Communi	36030	121	1/29/2001	10	1,992	N00002656	10995
Equipment -Instructional	Troxell Communi	36030	121	1/29/2001	10	1,992	N00002659	10931
SK-1005 Deluxe Skeleton Repro	Medical Plastics	37010	122	3/22/2001	10	1,027	N00002739	
Configuration A (Preloaded)	MAT 2000 Inc	37010	122	1/8/2001	10	2,893	N00002554	9705653
PTW-2500 Gatesville Child	Medical Plastics	37010	122	3/22/2001	10	1,354	N00002738	
Auscultation Trainer and Smarts	Pinnacle Techno	37056	125	5/21/2009	2	750	N00018836	LF11423451
#376-00550 Birthing Simulator	Laerdal Medical	37056	125	5/14/2009	2	2,665	N00018823	
#25E144 Inspiron 1545 laptop	Dell Computer C	37056	125	4/16/2009	2	1,019	N00018794	22KZ8H1
#25E144 Inspiron 1545 laptop	Dell Computer C	37056	125	4/16/2009	2	1,019	N00018793	H1KZ8H1
#25E144 Inspiron 1545 laptop	Dell Computer C	37056	125	4/16/2009	2	1,019	N00018792	J1KZ8H1
#25E1935 Latitude D630 laptop	Dell Computer C	37056	125	4/15/2009	2	1,267	N00018782	CT5KMJ1
Mannequin - #900-000-101 Amb	Ambu Inc	37056	125	3/2/2009	2	2,450	N00018736	None
#25E144 Inspiron 1545 laptop	Dell Computer C	37056	125	4/16/2009	2	1,019	N00018795	12KZ8H1
XD300U Mitsubishi XGA 2100 Lu	Spinatar - USE c	37056	125	2/23/2004	7	2,724	N00011111	11968
XD300 LCD Projector (Mitsubish	Spinatar	37056	125	2/18/2003	8	3,612	N00003325	1981
Dell Inspiron 1.8 GHz 30 GB Lapt	Dell Computer C	37056	125	1/24/2003	8	1,905	N00003322	538S821
Optiplex 745 desktop computer	Dell Computer C	37062	125	3/5/2007	4	1,157	N00018124	6WYQ8C1
#HP4250DTN Printer-part #Q540	Sehi Computers	37062	125	10/6/2007	4	1,832	N00018369	CNRXR40032
List continues with 97 items								

B2: Interpretation of the Program Inventory Information

In analysis of the data, the equipment list provided by Banner is incomplete and does not accurately reflect the program’s holdings. The data report shows equipment holdings totaling \$320,866 representing 97 items. It is critical to note that of these 97 items, only 5 were purchased with general funds for a total of \$7,973. The remainder of the equipment was purchased with grant funds. Much of the equipment listed is 5-10 years old.

C1: Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4 th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = $400/525 = 0.762$ FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = $6/30 = 0.20$ FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments).The current practice is not to assign FTE. Example: if census>60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term “WSCH” is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: $2,400$ WSCH x 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTES (see FTES definition). Simplified Formulas: $FTES = WSCH/15$ or $WSCH = FTES \times 15$
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

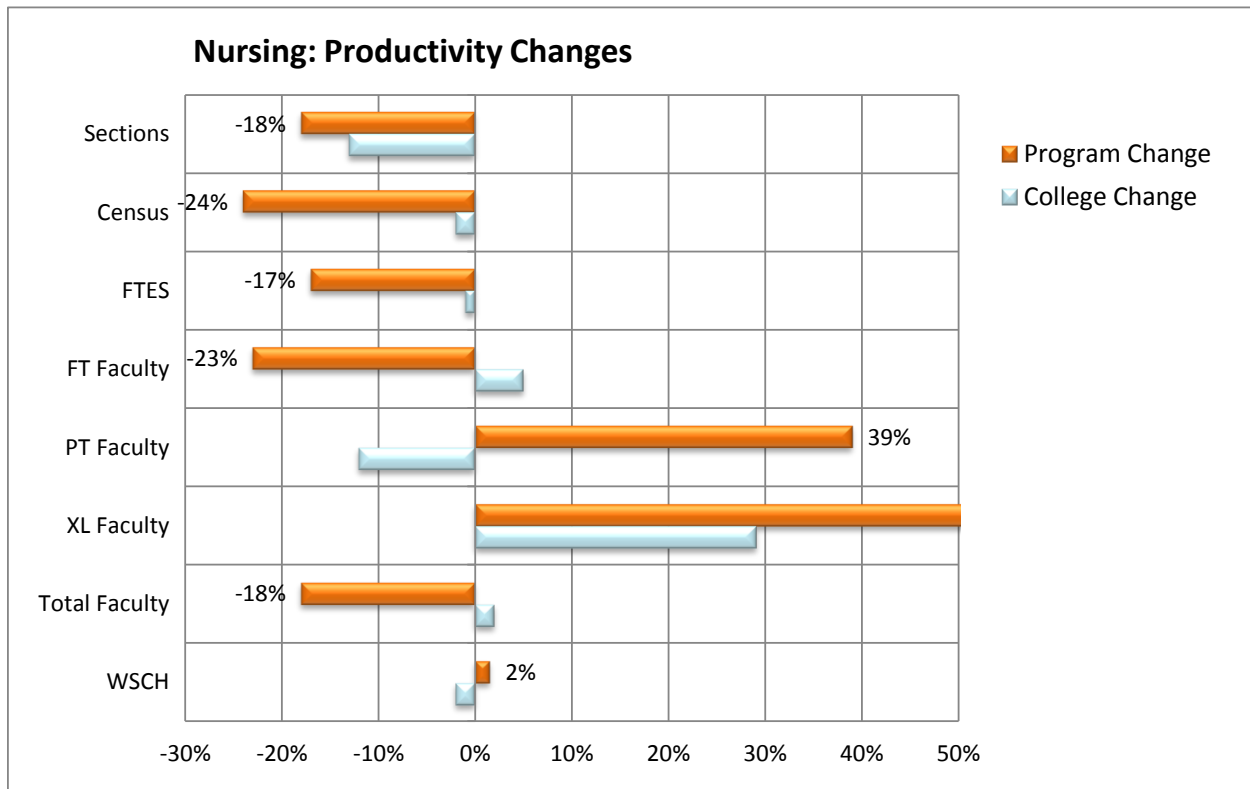
C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The “3 Year Average” was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The “FY11 College” percentages are included to provide a benchmark to compare the program’s percentages.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	77	70	53	67	55	-18%	-13%
Census	1,155	997	777	976	746	-24%	-2%
FTES	398	380	324	367	305	-17%	-1%
FT Faculty	18.71	18.62	18.55	18.62	14.41	-23%	5%
PT Faculty	2.70	1.01	0.54	1.42	1.97	39%	-12%
XL Faculty	-	-	0.05	0.02	0.05	200%	29%
Total Faculty	21.41	19.63	19.14	20.06	16.42	-18%	2%
WSCH	279	290	254	274	279	2%	-2%

C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program’s change in productivity and includes the data label. The second bar represents the college’s change in productivity.



C4: Interpretation of the Program Productivity Information

The C2 Chart and C3 Graph indicate that program offerings for FY 08 and 09 were greater than those offered in FY10 and FY11. Enrollment, sections, and faculty increased. This is directly attributable to Enrollment Growth and WIA grant funding of extra sections during the 08 and 09 time period. The WSCH/FTEF is above the district goal of 275 for 3 of the 4 fiscal years and is currently at 279. The district goal of 275 is calculated based on the fact that a clinical size in nursing is limited to 11 students.

Again it should be noted that FT faculty productivity decreased by 23% while the college experienced a 5% increase in FT faculty productivity. This decrease is attributed to open FT faculty vacancies and the difficulty the department has experienced in hiring qualified FT nursing faculty. PT faculty productivity shows a 39% increase over the last three years. This is directly attributable to the need for PT faculty to backfill the vacant FT positions.

Extra large sections demonstrates a 200% program increase while the college shows a 29% increase. This is directly attributable to the increase of students in courses in the second and third semesters as a result of grand funding of additional advanced placement students.

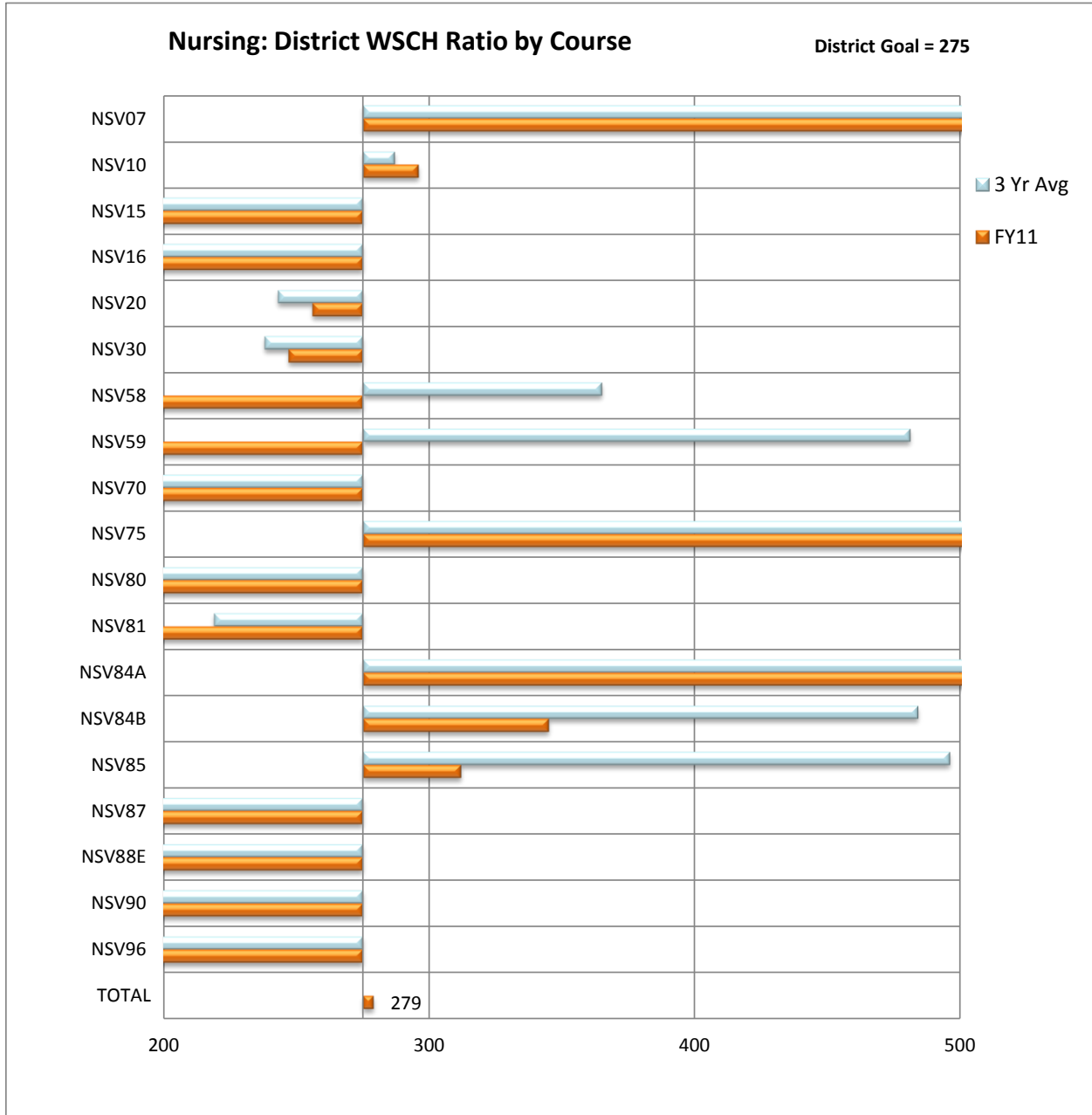
D1: District WSCH Ratio Productivity Table

This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.
 District WSCH Ratio = WSCH / (PT FTE + FT FTE).

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
NSV07	Pharmacology	668	863	885	805	878	9%	275	319%
NSV10	Intro Professional Nursing	277	280	313	287	296	3%	275	108%
NSV15	Nursing Science Review	-	-	-	-	-	0%	-	0%
NSV16	Nursing Science Brief Review	-	-	-	-	-	0%	275	0%
NSV20	Health Care Deviations I	273	272	194	243	256	5%	275	93%
NSV30	Health Care Deviations II	231	251	232	238	247	4%	275	90%
NSV58	Psychiatric Nursing: CO	365	-	-	365	-	-100%	275	0%
NSV59	Intro to Pediatrics: CO	481	-	-	481	-	-100%	275	0%
NSV70	Obstetric Nursing	-	-	-	-	-	0%	-	0%
NSV75	Nursing Readiness	623	563	683	623	690	11%	275	251%
NSV80	Health Skills Enhancement	-	-	-	-	-	0%	275	0%
NSV81	LVN Bridge	219	-	-	219	-	-100%	275	0%
NSV84A	Success Strategies for NS V10	567	520	1,200	637	615	-3%	275	224%
NSV84B	Success in Hi-Risk Nursing II	364	593	435	484	345	-29%	275	125%
NSV85	Success Workshops: Nursing	521	458	-	496	312	-37%	275	114%
NSV87	Psychiatric Nursing	-	-	-	-	-	0%	275	0%
NSV88E	Boot Camp for Nursing	46	-	-	46	-	-100%	275	0%
NSV90	Directed Studies in Nursing	-	-	-	-	-	0%	275	0%
NSV96	Nursing Internship II	-	-	-	-	-	0%	275	0%
TOTAL	Annual District WSCH Ratio	279	291	254	275	279	1%	275	101%

D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program’s three year average. The second bar shows the program’s FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program’s (or subject’s) total WSCH ratio is shown as the TOTAL at the bottom of the chart.



D3: College WSCH Ratio Productivity Table

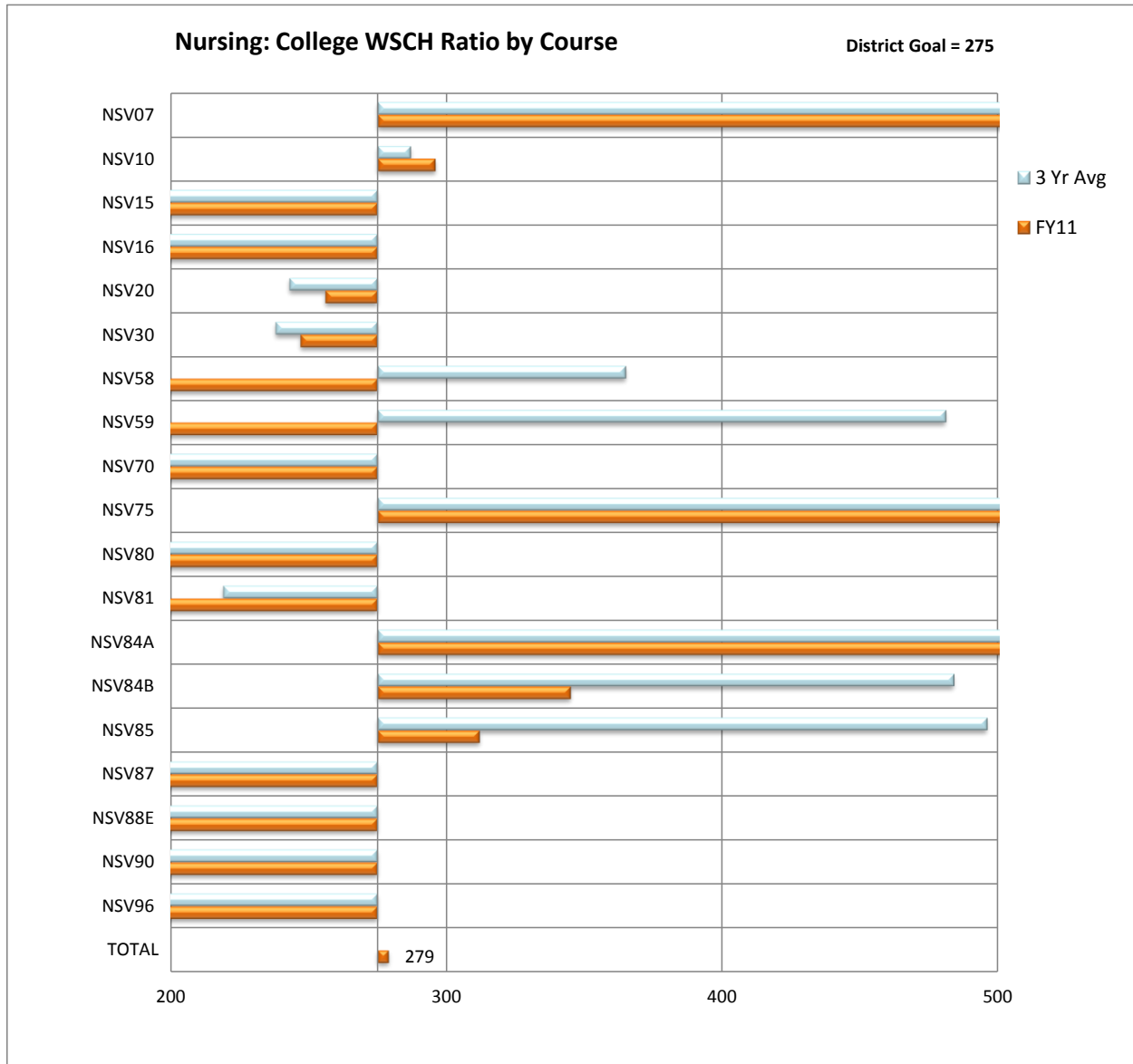
This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.

College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)										
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal	
NSV07	Pharmacology	668	863	708	743	702	-6%	275	255%	
NSV10	Intro Professional Nursing	277	280	313	287	296	3%	275	108%	
NSV15	Nursing Science Review	-	-	-	-	-	0%	-	0%	
NSV16	Nursing Science Brief Review	-	-	-	-	-	0%	275	0%	
NSV20	Health Care Deviations I	273	272	194	243	256	5%	275	93%	
NSV30	Health Care Deviations II	231	251	232	238	247	4%	275	90%	
NSV58	Psychiatric Nursing: CO	365	-	-	365	-	-100%	275	0%	
NSV59	Intro to Pediatrics: CO	481	-	-	481	-	-100%	275	0%	
NSV70	Obstetric Nursing	-	-	-	-	-	0%	-	0%	
NSV75	Nursing Readiness	623	563	683	623	690	11%	275	251%	
NSV80	Health Skills Enhancement	-	-	-	-	-	0%	275	0%	
NSV81	LVN Bridge	219	-	-	219	-	-100%	275	0%	
NSV84A	Success Strategies for NS V10	567	520	1,200	637	615	-3%	275	224%	
NSV84B	Success in Hi-Risk Nursing II	364	593	435	484	345	-29%	275	125%	
NSV85	Success Workshops: Nursing	521	458	-	496	312	-37%	275	114%	
NSV87	Psychiatric Nursing	-	-	-	-	-	0%	275	0%	
NSV88E	Boot Camp for Nursing	46	-	-	46	-	-100%	275	0%	
NSV90	Directed Studies in Nursing	-	-	-	-	-	0%	275	0%	
NSV96	Nursing Internship II	-	-	-	-	-	0%	275	0%	
TOTAL	Annual College WSCH Ratio	279	291	254	275	279	1%	275	101%	

D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program’s three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program’s (or subject’s) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).



D5: Productivity Detail Report

The program’s detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District’s Banner Student System. The productivity information includes all information associated with the program’s subject codes. The *Program*

Review Productivity Report is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6: Interpretation of the Program Course Productivity Information

The program data shows that with the average of 275, the nursing department is meeting the district 275 goal. This data does not include NS 40 in this revised table. FY 08 and 09 were higher than the 275 goal as these years had a grant funded program and 36 extra students were in the program. For FY 11, the productivity ratio has increased to 279. Considering the small laboratory size of 11 students, and the rigor of the program, the nursing department is quite efficient at 101%.

For strictly lecture courses, i.e., Pharmacology (NS V07), there is extremely high productivity ratios. The district goal is 275 and the three year average is 805. This is 319% efficiency over the district goal.

The first semester of nursing (NS 10) shows a 3 year average of 287 above the district goal of 275. This average does decrease as students progress in the program to NS 20 (average ratio = 243), NS 30 (average ratio = 238), and NS 40 (average ratio = 242). This decrease demonstrates the rigor of the nursing program and the fact that students withdraw/fail because they are not meeting clinical/theory objectives. The clinical lab size is thereby decreased from 11 students even further.

Other significant changes in courses showing a decrease of 100% for NS V58, 59, 81, 88E are because these courses are no longer offered as they were grant funded at the time. Other support courses that are currently grant funded, i.e., NS V 84A, 84B, NS 85, are incredibly productive at 3 year averages of 637, 484 and 496 respectively. In addition, NS V75 a prenursing course, has steadily maintained a 3 year average of 623 with a current FY11 high of 690. It is important to note that all of these courses are currently listed as Tier 3. They are highly successful and support retention in the nursing program.

The data for the Certified Nursing Assistant Program (CNA) shows that with the average of 393, the CNA program is well above meeting the district 350 goal. FY 11 productivity ratio has decreased slightly to 346 at a 99% efficiency ratio. This slight decrease is attributed to the fact that the lecture and lab for this course has been combined. Considering the small laboratory size of 15 students, and the rigor of the program, the CNA program is quite efficient at 99%.

E1: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4 th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census, 35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

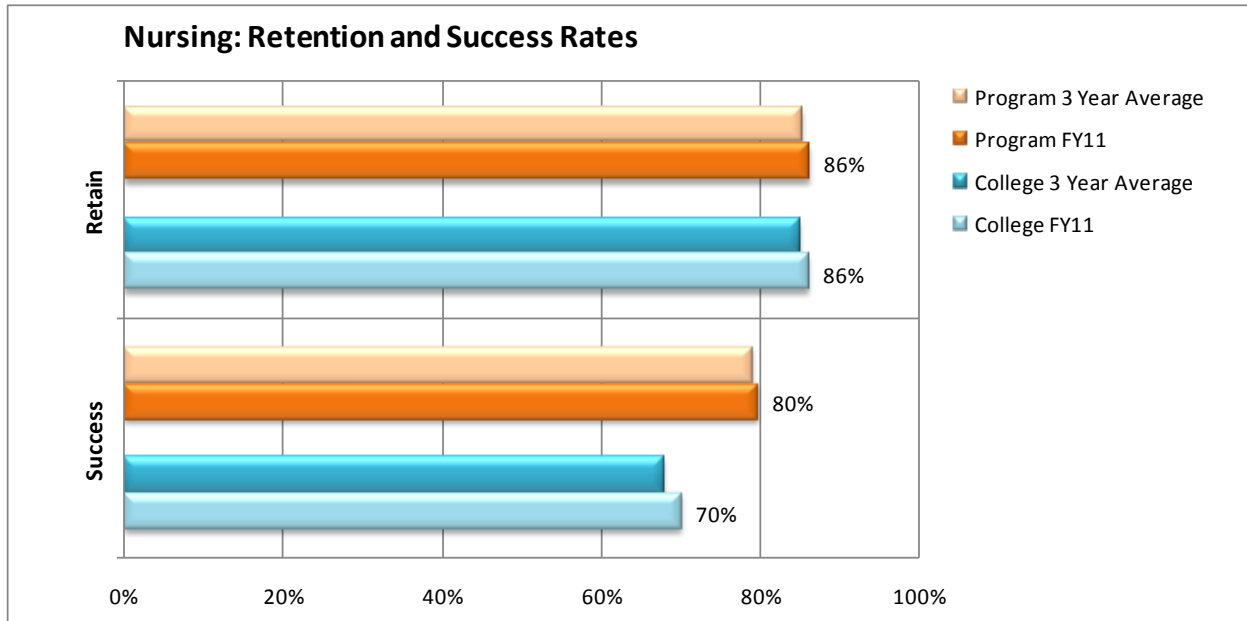
E2: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The “3 Year Average” was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The “College” success percentages are included to compare the results of the program to the results of the college.

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
NS	FY08	80	321	139	395	17	16	140	30	1,169	998	935
NS	FY09	68	311	117	296	26	10	124	26	985	853	792
NS	FY10	74	273	77	168	17	25	122	21	786	654	592
NS	3 Year Avg	74	302	111	286	20	17	129	26	980	835	773
NS	FY11	64	251	112	163	17	22	94	9	741	638	590
Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
NS	FY08	7%	27%	12%	34%	1%	1%	12%	3%		85%	80%
NS	FY09	7%	32%	12%	30%	3%	1%	13%	3%		87%	80%
NS	FY10	9%	35%	10%	21%	2%	3%	16%	3%		83%	75%
NS	3 Year Avg	8%	31%	11%	29%	2%	2%	13%	3%		85%	79%
NS	FY11	9%	34%	15%	22%	2%	3%	13%	1%		86%	80%
College	3 Year Avg	33%	19%	12%	5%	5%	10%	15%	2%		85%	68%
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

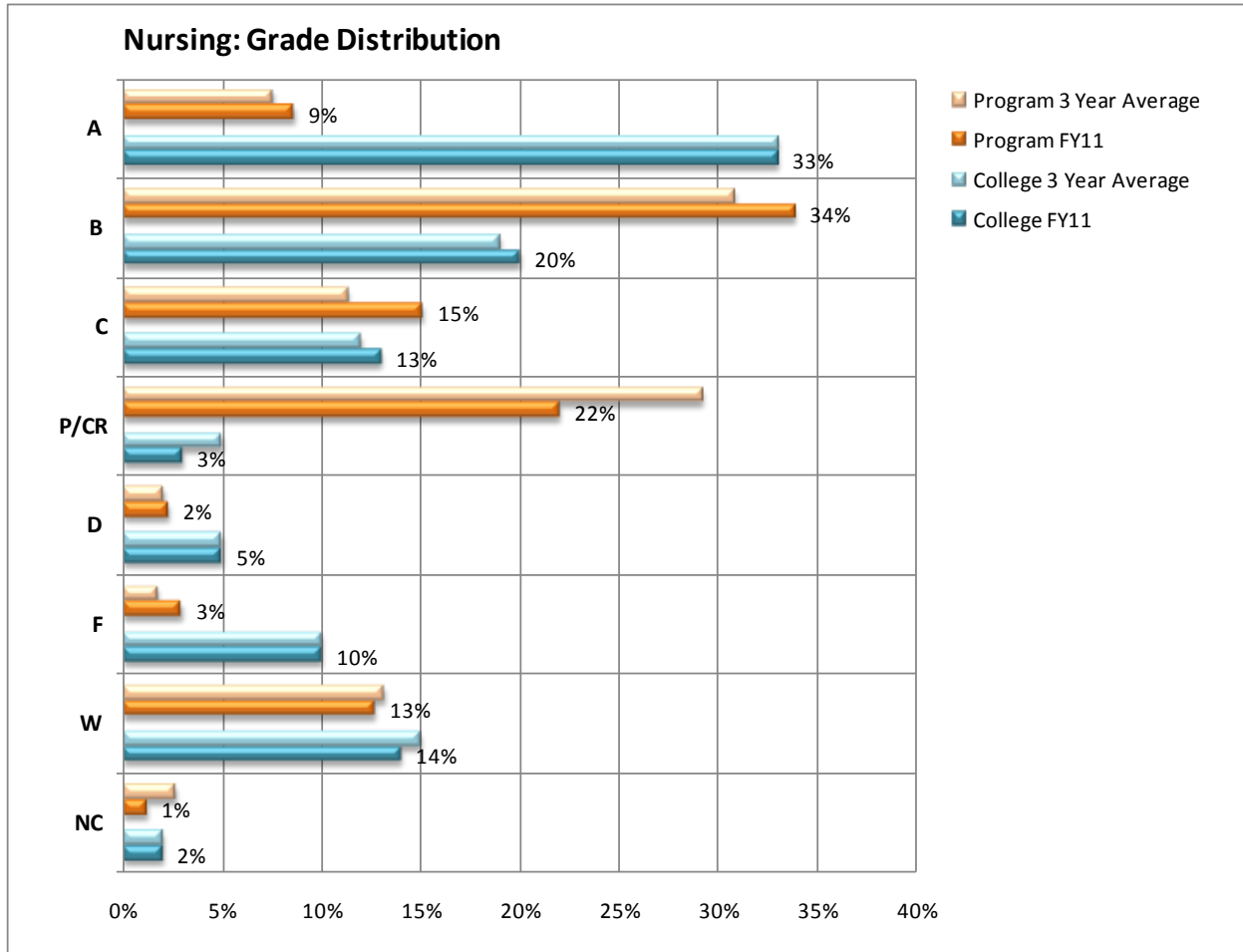
E3: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



E4: Grade Distribution

This chart illustrates the program’s distribution of grades (by subject). Each grade has four bars. The first bar represents the program’s prior three year average percent of grades. The second bar shows last year’s (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.



E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District’s Banner Student System. The student success information includes all information associated with the program’s subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

E6: Interpretation of Program Retention, Student Success, and Grade Distribution

The Certified Nurse Assistant program currently has both a high retention rate of 94% and a high pass rate of 92%. The students that drop from the program usually do so because of the strict regulations mandated by the state of California on hours that they must attend in the theory class and at the clinical sites.

The grade distribution in the nursing department is significantly less than that of the college average with 29% of the students receiving As and Bs compared to the college average of 52% As and Bs. This is directly attributable to the rigor of the nursing program. A C grade is defined as >75% and below that is failing. Withdrawals from courses mirror those of the college. It is important to note the consistency of the grades that the department has maintained over the 3 year average.

The retention rates of the nursing department mirror those of the college at 86% at census. Success rates are slightly higher with the nursing department at 80% compared to the college at 70%. This presents a false picture for the nursing program in regard to retention and success since the data is collected at census at not at program or course completion. Our program retention is 57 - 70% The state chancellor's office defines retention as nursing program completion.

The nursing department had implemented multiple activities to support student retention and success. One significant change has been the implementation of the State Chancellor's multi-selection criteria process for admission in to the program. The admission data process has been integrated into a multidisciplinary computer program. Counseling and nursing all input data into the multi screening program criteria and applicants are rank ordered. This program can also be used to track students throughout the program. The nursing program, as well as other nursing programs, concluded that the greatest benefit to nursing student retention may lie in either A) a higher TEAS testing cut score requirement or B) the multi-selection criteria that has been implemented for the first time in Spring 2011.

Other innovative strategies or exemplary practices that the nursing department has implemented to improving student retention and success include the fact that we have 2 PT nursing faculty whose focus is retention and remediation. Their focus is on assisting students with deficits in dosage calculation, clinical skills and skills testing, physical assessment, and theory. We have reinstated our High Risk in Nursing courses (NS V84A and 84B) for our first and second semester students. In addition, we have reinstated a "Success Workshop" course (NS V85) which focuses on note taking, test taking, reading the textbook, and study skills. This workshop is available for all first and second semester students. In addition, we are also offering a workshop to our first semester students on financial aid and how to apply for the nursing scholarships that are available. This workshop has been expanded to actually help students in filling out the necessary paperwork. Another new workshop for newly admitted students was held. The purpose of this workshop was to alert students to the scholarships that are available, resources for textbooks, preparation for dosage calculation (textbook and resources given), paperwork requirements, etc. The first semester instructor attended the workshop to provide direction and answer questions.

Our case manager instituted a new process last semester whereby she contacts each of the incoming first semester students (n=60) prior to the start of classes. She meets with each one of them for a minimum of 30 min. to go over their TEAS and LASSI scores. She makes recommendations on how they can be successful in their first semester. Referrals are made to EAC as necessary. In addition, she fills out

a questionnaire and discusses life style changes, necessary work hour changes, etc. and provides referrals/suggestions in these areas as well. The case manager also introduced a new organizational sheet that is developed with the students to help them identify where they are spending their time and what could be modified to improve their study time and efficiency.

The nursing case manager/retention specialist meets throughout the semester with all students who meet criteria for "high risk" based on TEAS score, or failing theory grades or clinical performance. Reentry students are also referred. Students may self-refer. Students are given 1:1 counseling regarding time management, study skills, stress management, test taking skills, and other success skills. If areas of content weakness are discovered, the student is referred to the theory instructor or skills lab instructor for assistance.

We have purchased NurseSquared to enable students to use electronic hospital records in their documentation. Assignments are being created to assist the student with this documentation since this has been noted to be a weak area. Nurse Squared will also be incorporated with the Meti man scenarios. ActivSim has also been purchased for these students to enhance critical thinking abilities and assignments will be utilized with these simulation scenarios. Remediation, tutoring and case management have been provided on all topics that students have requested, including care planning, concept mapping, dosage calculation, medication administration, documentation, and other skills. The plan is to continue to offer these services. In addition to these services, advanced placement students received a separate orientation and individualized weekly nursing care plan classes to assist them with identified deficits in these areas. They also met with the case manager and retention specialist on a regular basis.

The use of human simulators is increasing as the faculty learning curve improves. The simulation specialist attended a 3-day inservice hosted by METI HPS. Ventura College has one adult and one pediatric HFS. New this year: a simulation committee made up of nursing faculty representatives. They came up with a master plan. Now students are required to rotate through the simulation lab and complete sim exercises in 1st, 2nd, and 3rd semester.

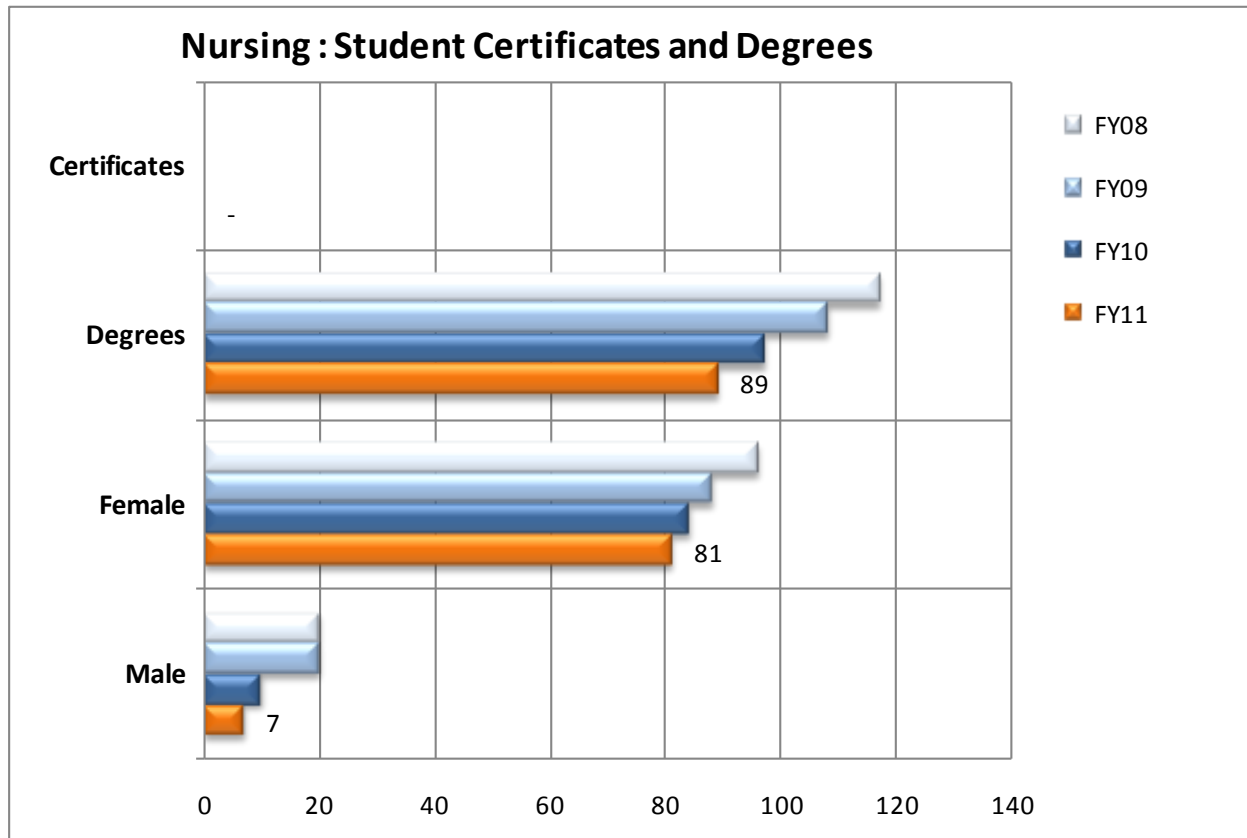
Lastly, the nursing program has offered an onsite NCLEX-RN review course every semester for the past several years. The review course appears to have had a significant impact on NCLEX pass rates. Pass rates have been greater than 92% since 2006 with the exception of 2007/08 when they were 89%.

It is important to note that all of these support activities to insure student success have been provided by grant funds and grant funded classified staff.

F1: Program Completion – Student Awards

This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

Program	FY	Certificates	Degrees	Female	Male
Nursing	FY08	-	117	96	20
Nursing	FY09	-	108	88	20
Nursing	FY10	-	97	84	10
Nursing	FY11	-	89	81	7
Total Awards in 4 Years		-	411	349	57



F2: Interpretation of the Program Completion Information

The number of Associate of Science in Nursing degrees that are awarded is significant. Degree awards have been decreasing because the program has admitted significantly less students due to the completion of Enrollment Growth and Capacity grants being completed.

The number of ADN degrees awarded to males is also very significant. Degrees awarded to males over the past four years show a range of 7 – 17%. The national average for men in nursing programs is 6%. We usually exceed that average, and for FY12, we have a first semester class of 20% males!

G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

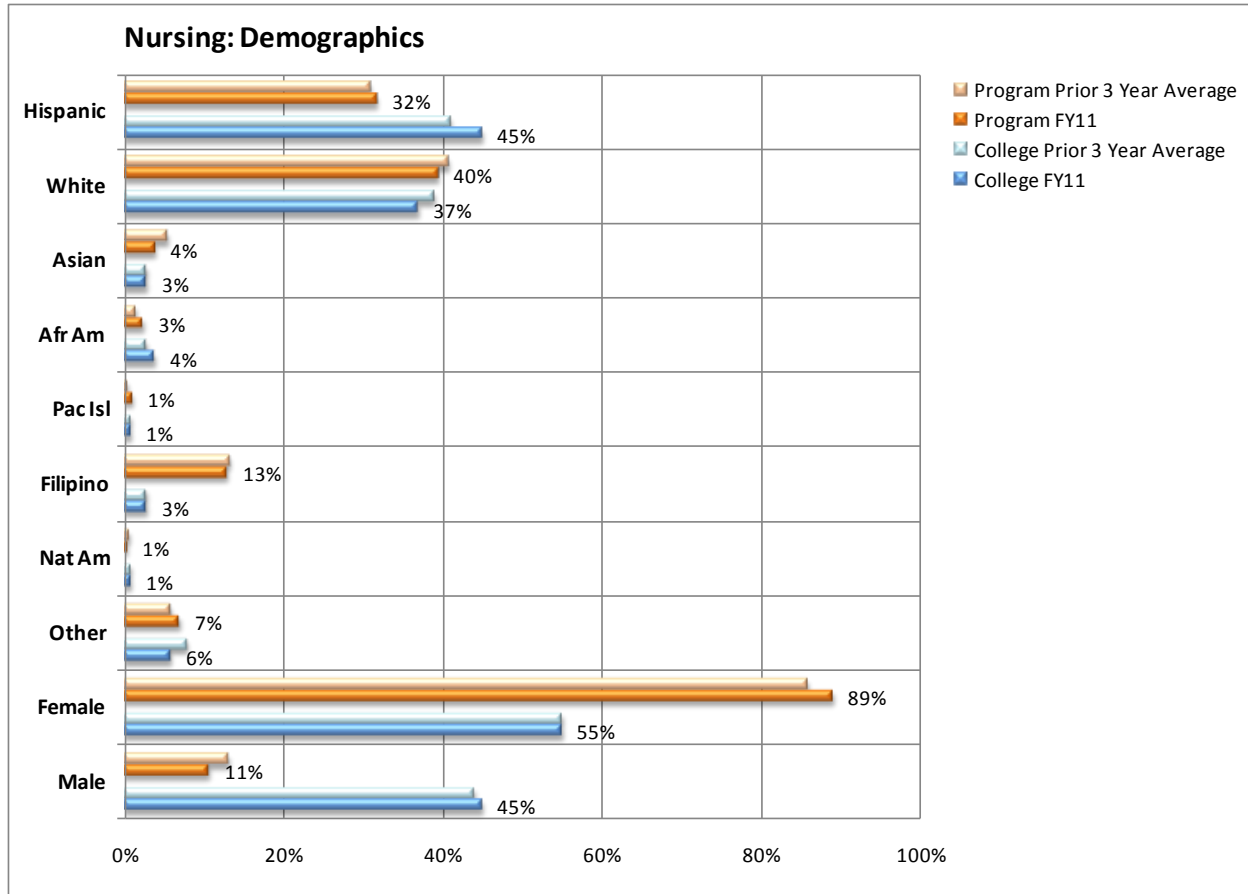
Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
NS	FY08	341	506	68	22	6	152	12	62	977	182	10	35
NS	FY09	297	409	53	17	7	136	8	58	858	119	8	34
NS	FY10	274	285	45	10	5	105	4	58	689	90	7	31
NS	3 Year Avg	304	400	55	16	6	131	8	59	841	130	8	34
NS	FY11	236	293	30	19	9	97	4	53	660	80	1	30
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	FY11	13,034	10,566	977	1,040	196	886	402	1,688	15,734	13,014	40	24

This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
NS	FY08	29%	43%	6%	2%	1%	13%	1%	5%	84%	16%	1%	35
NS	FY09	30%	42%	5%	2%	1%	14%	1%	6%	87%	12%	1%	34
NS	FY10	35%	36%	6%	1%	1%	13%	1%	7%	88%	11%	1%	31
NS	3 Year Avg	31%	41%	6%	2%	1%	13%	1%	6%	86%	13%	1%	34
NS	FY11	32%	40%	4%	3%	1%	13%	1%	7%	89%	11%	0%	30
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	FY11	45%	37%	3%	4%	1%	3%	1%	6%	55%	45%	0%	24

G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.



G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4: Interpretation of the Program Demographic Information

The ethnic and gender distribution in the Nursing and Certified Nurse Assistant Program has remained relatively constant over the past years and roughly mirrors the college as a whole. The Hispanic population is slightly less than the college; Nursing is at 31%. The Filipino population represents more than triple, and the Asian population represents double that of the college.

4. Performance Assessment

A1: Program-Level Student Learning Outcomes

ADN Nursing Program

ADN Program-Level Student Learning Outcome 1	Performance Indicators
Function as a member within the discipline of nursing by demonstrating and fostering high standards of nursing practice.	Communicates suspected and/or known client abuse utilizing legal and professional guidelines.
Operating Information	
49 students participated in small group discussions where answers were given by 2-4 members of each group which equals 8-16 students out of 49 students who answered the questions correctly. 33 – 41 students performed below the achievement level and did not participate in the discussion or answer the questions.	
Analysis – Assessment	
It would be more effective if students had a virtual simulation of an abused child and had to role play the assessment and the reporting individually. This simulation activity requires the expertise and operation of Meti Man by the Clinical Simulation Specialist. The Board of Registered Nursing states that 25% of clinical is to be in simulation.	

ADN Program-Level Student Learning Outcome 2	Performance Indicators
Function as a provider of care by providing competent and safe care in a variety of settings to an individual, family, group, or community of clients with diverse self-care needs across the life span by utilizing the nursing process for knowledgeable decision-making and judgment based on critical thinking, clinical competence, collaboration and accountability.	Students will demonstrate competency in math and drug dosage calculations. Plan and provide appropriate interventions for the specified needs of the hospitalized child. Improve application of theory to practice and clinical decision making.
Operating Information	
4 students performed below the achievement level. 2. On the first attempt, 3/10 of the students were unable to meet the goal on a pediatric-focused care plan and 10/43 were unable to meet the goal on an adult-focused care plan. 3. 30% of students fail their first nursing care plan in the first three semesters.	
Analysis – Assessment	
The faculty is currently trialing “Prep U Adaptive Testing” for NS 10 students. Future students would require the ability to purchase the access code for \$55/semester. This is very costly to add to the students’ current textbook costs. An experienced skills lab RN instructor teaching drug calculations, skills lab space, and time for students to access this instructor for tutoring. 2. Nursing care planning and the nursing process are difficult concepts for students. Students need access to a skills lab instructor who is available every day to discuss the students’ care plans with them and be readily available to assist students. Topic oriented care planning workshops are necessary. 3. Student performance assessment/indicators across the curriculum showed that actions needed to be taken to correlate theory to practice and demonstrate critical thinking and	

evidence based practice. A skills lab instructor and simulation scenarios are critical in teaching these concepts.

ADN Program-Level Student Learning Outcome 3	Performance Indicators
<p>Function as a manager of care by demonstrating management skills in providing care to individuals, families, groups or communities/aggregates of clients with diverse needs.</p>	<p>The program will maintain a pass rate on the NCLEX state licensure exam of >85%.</p> <p>Students will complete the program earning the Associate of Science Degree in Nursing.</p> <p>The program will maintain greater than satisfactory scores on employer surveys of graduates.</p> <p>The program will maintain greater than satisfactory scores on alumni surveys of graduates.</p> <p>The program will maintain greater than satisfactory scores on program completion surveys of graduates.</p> <p>The program will increase its retention rate from the average of the program's prior three-year retention rate. The retention rate is the number of students who successfully complete the program and are able to take their NCLEX licensure exam.</p>
Operating Information	
<p>Pass rates have been greater than 92% since 2006 with the exception of 2007/08 when they were 89%.</p> <p>We have documentation of strong satisfaction with our graduates, and Ventura College enjoys an excellent reputation in Ventura County for producing top notch graduates and having a rigorous and extremely high quality program. Graduates are surveyed upon graduation and one year after completion of the program, and results of the surveys are consistently highly positive. Graduates state that the program prepared them well and that they are happy with their profession. Employer surveys provide similar positive feedback.</p> <p>The first semester of nursing (NS 10) shows a 3 year average of 287 above the district goal of 275. This average does decrease as students progress in the program to NS 20 (average ratio = 243), NS 30 (average ratio = 238), and NS 40 (average ratio = 242). This decrease demonstrates the rigor of the nursing program and the fact that students withdraw/fail because they are not meeting clinical/theory objectives. The clinical lab size is thereby decreased from 11 students even further.</p> <p>The retention rates of the nursing department mirror those of the college at 86% at census. Success rates are slightly higher with the nursing department at 80% compared to the college at 70%. This presents a false picture for the nursing program in regard to retention and success since the data is collected at census at not at program or course completion. Our program retention is 57 - 70%. The state chancellor's office defines retention as nursing program completion.</p>	
Analysis – Assessment	
<p>The overall program retention rate (retention defined as completion of the ADN program) needs to be improved. Pages 33-34 of this report clearly demonstrate the activities that have been undertaken by the faculty to improve retention. It should be noted that all of these activities are a result of grand funded and are not supported by the general fund. They will not continue when the grants end on June 30, 2012. Students have requested on their program evaluations for the last 5 years the need for a RN instructor in the skills lab. This would enable the skills labs to be open during unscheduled class times and the students would be able to access this instructor for remediation and help in dosage calculation, skills, nursing care planning, and critical thinking.</p>	

Certified Nursing Assistant Program

CNA Program-Level Student Learning Outcome 1	Performance Indicators
Demonstrates characteristics of professional and ethical behavior including honesty, confidentiality and integrity.	<p>Students will maintain a professional appearance and adhere to the dress code policy with only 2 exceptions.</p> <p>Students will maintain confidentiality and HIPPA laws in the clinical settings at all times with no exceptions.</p> <p>Students will show civility to their instructors, classmates, clients and staff in the clinical setting with only 1 exception.</p>
Operating Information	
Students took care of clients in a respectful and careful manner without being sent home for breaches in professionalism.	
Analysis – Assessment	
Objective data from clinical instructors on dress code policies, confidentiality and civility. Subjective data from positive input from facility staff at the clinical settings and facility administrators that students have done well in the clinical environment.	

Program-Level Student Learning Outcome 2	Performance Indicators
Demonstrates effective communication and team building through interaction with members of the healthcare team, family and others involved in client care.	<p>Students will report any changes in client care to their instructor and to the CNA/RN staff members with no more than 1 exception (or 90% of the time).</p> <p>Students will communicate in the health setting with clients and all members of the healthcare team in a clear concise manner with no more than 2 exceptions (80% of the time).</p>
Operating Information	
This area is somewhat subjective to evaluate but students meet this goal 80% of the time.	
Analysis – Assessment	
Due to the potential for safety of patient care to be compromised if effective communication is not utilized, we would like this learning outcome to be reached 90% of the time. More practice and time to work on this skill will be needed. A skills lab instructor is necessary, and requested by the students multiple times in evaluations in order for them to be able to practice these skills in skills lab.	
Program-Level Student Learning Outcome 3	Performance Indicators
Demonstrate basic critical thinking and problem solving skills when caring for assigned client.	Students will be able to effectively and accurately take vital signs on residents, being able to recognize when

	<p>values are abnormal and their significance with only 2 exceptions (80%).</p> <p>Students will recognize medical emergencies with their clients and access the proper help with no exceptions.</p>
Operating Information	
Students achieved this 75% of the time. Due to the critical nature of this objective, mastery level needs to be increased.	
Analysis – Assessment	
The concepts and skills of vital signs are difficult to master from the theory class into the clinical setting. More practice and time are needed to work with the students individually on this skill. Students are asking for more scheduled time in the skills lab with a RN instructor.	

Program-Level Student Learning Outcome 4	Performance Indicators
Demonstrates the role of a CNA and operates within their scope of practice.	<p>Students demonstrate the care and skill in performing activities of daily living on clients that they care for with 75% accuracy.</p> <p>Student passes a written test on patient care skills and client rights of care. At least 80% of the class will achieve 80% or higher.</p>
Operating Information	
This outcome has been successfully met.	
Analysis – Assessment	
Though this skill has been met, we feel it can be enhanced with more manikins and supplies in the CNA skills lab trailer, so more practice time can be achieved.	

4B: Student Success Outcomes

ADN Nursing Program

Student Success Outcome 1	Performance Indicators
The program will increase its retention rate from the average of the program's prior three-year retention rate in Level One. The retention rate is the number of students who finish Level One with 75% or better.	The program will increase the retention rate in Level One by 2% or more above the average of the program's retention rate for the prior three years.
Operating Information	
Our current retention rate is 57 - 70%.	
Analysis – Assessment	
Attrition is highest in the first two semesters of the program. Students are unrealistic about the time commitment required for the program in order to be successful. They typically work too much while going to school. Financial need continues to be a huge barrier. There are also basic skills deficits as evidenced by low TEAS test scores. Student learning also tends to be interrupted by family problems, personal relationship problems, and lack of family support. Another challenge for VC is difficulty in recruiting skills lab faculty. The job opening remained unfilled for an entire year despite vigorous marketing and recruitment strategies. The director suspects low pay (as compared to hospital pay), as being the biggest factor going against new faculty hiring for the skills lab. TEAS scores are predictive of success in nursing and have been implemented as part of the multi-criteria selection process. If the nursing program uses this test as a requirement in to the program, then the program has to pay the testing fee which is \$35/student. That fee is currently paid for by grant funding. There is no general fund allocation for this testing. Retention was significantly lower before this requirement was implemented into the application process.	

Student Success Outcome 2	Performance Indicators
The program will increase its retention rate from the average of the program's prior three-year retention rate. The retention rate is the number of students who successfully complete the program and are able to take their NCLEX licensure exam.	Program retention for 2011-2012 will increase to 75%.
Operating Information	
Our current retention rate is 57 - 70%.	
Analysis – Assessment	
Students have requested on their program evaluations for the last 5 years the need for a RN instructor in the skills lab. This would enable the skills labs to be open during unscheduled class times and the students would be able to access this instructor for remediation and help in dosage calculation, skills, nursing care planning, and critical thinking.	
Student Success Outcome 3	Performance Indicators

The program will maintain greater than 80% satisfactory scores on employer surveys of graduates.	Employers state that VC graduates are prepared to function in the clinical setting upon graduation 80% of the time.
Operating Information	
In 2009, 100% of employers surveyed reported our graduates provide safe, individualized care to clients. In 2008, 100% of employers reported this.	
Analysis – Assessment	
Student success goal met. The program is preparing graduates to function safely in the care of patients.	

Student Success Outcome 4	Performance Indicators
The program will maintain greater than 80% satisfactory scores on alumni surveys of graduates.	Alumni state that they felt prepared to meet the real world as a graduate 80% of the time.
Operating Information	
96% of alumni surveyed from 2007 reported that they felt prepared to meet the real world as a graduate. In 2008, 90% of the alumni reported that they felt prepared.	
Analysis – Assessment	
Student success goal met. The program is preparing graduates to function in the real world.	

Student Success Outcome 5	Performance Indicators
The program will maintain greater than satisfactory scores on program completion surveys of graduates.	80% of graduates state that they feel the nursing program prepared them to function competently in the clinical setting upon graduation.
Operating Information	
100% of graduates in F09 and S10 felt that the nursing program prepared them to function competently in the clinical setting upon graduation.	
Analysis – Assessment	
Student success goal met. The program is preparing graduates to function in the real world.	

Student Success Outcome 6	Performance Indicators
Students will pass their NCLEX licensure exam.	The program will maintain a pass rate on the NCLEX state licensure exam of >85%.
Operating Information	
Pass rates have been greater than 92% since 2006 with the exception of 2007/08 when they were 89%.	
Analysis – Assessment	
The nursing program has offered an onsite NCLEX-RN review course every semester for the past several	

years. The review course appears to have had a significant impact on NCLEX pass rates. Pass rates have been greater than 92% since 2006 with the exception of 2007/08 when they were 89%. This review has been totally funded by grants. The student pass rate was definitely lower when students had to pay for this review on their own.

Certified Nursing Assistant Program

Student Success Outcome 1	Performance Indicators
Students will complete the program earning a minimum of C in both clinical and theory to be able to take the State Certification test by the California Department of Public Health.	The program will maintain over 85% pass rate on completion of the program and State competency testing.
Operating Information	
The program has consistently met this goal since 2009 with state certification examination pass rates greater than 89% on both written and skills tests.	
Analysis – Assessment	
The Certified Nursing Assistant program is on track with 95% of the students applying for application into the ADN nursing program. Graduates have been able to secure jobs in skilled nursing facilities while they wait for entrance into the nursing program. The remainder of students are content with the completion of the CNA certificate as a terminal objective so that they can get out into the workforce.	

C. Program Operating Outcomes

ADN Nursing Program

Program Operating Outcome 1	Performance Indicators
The program will meet and/or maintain WSCH/FTEF the 275 goal set by the district.	The program will meet and/or maintain the efficiency goal of 275 set by the district.
Operating Information	
<p>The program data shows that with the average of 275, the nursing department is meeting the district 275 goal. This data does not include NS 40 in this revised table. FY 08 and 09 were higher than the 275 goal as these years had a grant funded program and 36 extra students were in the program. For FY 11, the productivity ratio has increased to 279. Considering the small laboratory size of 11 students, and the rigor of the program, the nursing department is quite efficient at 101%.</p> <p>For strictly lecture courses, i.e., Pharmacology (NS V07), there is extremely high productivity ratios. The district goal is 275 and the three year average is 805. This is 319% efficiency over the district goal.</p> <p>The first semester of nursing (NS 10) shows a 3 year average of 287 above the district goal of 275. This average does decrease as students progress in the program to NS 20 (average ratio = 243), NS 30 (average ratio = 238), and NS 40 (average ratio = 242). This decrease demonstrates the rigor of the nursing program and the fact that students withdraw/fail because they are not meeting clinical/theory objectives. The clinical lab size is thereby decreased from 11 students even further.</p> <p>Other significant changes in courses showing a decrease of 100% for NS V58, 59, 81, 88E are because these courses are no longer offered as they were grant funded at the time. Other support courses that are currently grant funded, i.e., NS V 84A, 84B, NS 85, are incredibly productive at 3 year averages of 637, 484 and 496 respectively. In addition, NS V75 a prenursing course, has steadily maintained a 3 year average of 623 with a current FY11 high of 690. It is important to note that all of these courses are currently listed as Tier 3. They are highly successful and support retention in the nursing program.</p>	
Analysis – Assessment	
<p>NS V07, 75, 84A, 84B, and 85 are currently listed as Tier 3 courses and are under consideration for being cut. These courses support retention in the ADN program. As the nursing program is struggling to increase its student retention rate, general funding needs to be provided for the continuance of these courses. These courses and a skills lab faculty are necessary to support students as they progress in the nursing program and the complexity and rigor required of students increases.</p>	

Program Operating Outcome 2	Performance Indicators
Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over \$200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over \$5000 will be budgeted if funds are available.	A current inventory of all equipment in the program will be maintained. Equipment having a value over \$5000 will have a service contract. A schedule for service life and replacement of outdated equipment will reflect the total cost of ownership.

Operating Information

The inventory list is out of date and needs to be reviewed (3B1). The supplies budget shows a 26% decrease over the last three years while the college experienced a 24% increase. The department was able to make up the deficit by using grant funds. These grant funds end June 30, 2012. Equipment expenditures rose markedly for FY11 due to one-time program review funding of nursing department equipment needs.

Analysis – Assessment

It is a Board of Registered Nursing regulation that the program has sufficient resources including equipment to support the program. It should be noted that the general funding allocated to equipment in the past 3 years will not even cover maintenance agreements on the high fidelity simulators that we have, let alone any other necessary equipment or replacement. Grant funding has provided necessary funding of these simulators, required software, electronic medication administration systems and other necessary equipment. These grant funds end June 30, 2012. The high fidelity simulators are computers and high tech equipment that require weekly maintenance and service. The simulator cost \$700 one way to transport to Florida for repair which is the only place it can be done at present. The maintenance agreement is more than worth the expense of shipping and repair. The manikins and replacement parts, intravenous pumps and other high tech equipment are used on a daily basis and must be replaced frequently because of wear and tear and new technology.

Program Operating Outcome 3	Performance Indicators
The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives.	There are adequate resources to assist the students to achieve the program objectives.
Operating Information	
The Admin I and Clinical Simulation Specialist positions will not be funded after June 30, 2012.	
Analysis – Assessment	
The nursing department is at a loss to suggest a solution as to the catastrophic effects the loss of these two positions will have on the department should the positions not be moved to 100% of the general fund. The department would suffer severe contractual and accreditation violations if these positions were lost and would probably bring our program to a standstill.	

Program Operating Outcome 4	Performance Indicators
Operating Information	
Analysis – Assessment	

Certified Nursing Assistant Program

Program Operating Outcome 1	Performance Indicators
The program will meet and/or maintain WSCH/FTEF at the 350 goal set by the district.	The program will meet and/or maintain the efficiency goal of 350 set by the district.
Operating Information	
The data for the Certified Nursing Assistant Program (CNA) shows that with the average of 393, the CNA program is well above meeting the district 350 goal. FY 11 productivity ratio has decreased slightly to 346 at a 99% efficiency ratio. This slight decreased is attributed to the fact that the lecture and lab for this course has been combined.	
Analysis – Assessment	
Considering the small laboratory size of 15 students, and the rigor of the program, the CNA program is quite efficient at 99%.	

Program Operating Outcome 2	Performance Indicators
<p>Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over \$200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over \$5000 will be budgeted if funds are available.</p>	<p>A current inventory of all equipment in the program will be maintained. Equipment having a value over \$5000 will have a service contract. A schedule for service life and replacement of outdated equipment will reflect the total cost of ownership.</p>
Operating Information	
<p>The inventory list is out of date and needs to be reviewed (3B1). The supplies budget shows a 26% decrease over the last three years while the college experienced a 24% increase. The department was able to make up the deficit by using grant funds. These grant funds end June 30, 2012. Equipment expenditures rose markedly for FY11 due to one-time program review funding of nursing department equipment needs.</p>	
Analysis – Assessment	
<p>It is a Department of Health Services regulation that the program has sufficient resources including equipment to support the program. It should be noted that the general funding allocated to equipment in the past 3 years will not even cover maintenance agreements on the high fidelity simulators that we have, let alone any other necessary equipment or replacement. Grant funding has provided necessary funding of these simulators, required software, electronic medication administration systems and other necessary equipment. These grant funds end June 30, 2012. The high fidelity simulators are computers and high tech equipment that require weekly maintenance and service. The simulator cost \$700 one way to transport to Florida for repair which is the only place it can be done at present. The maintenance agreement is more than worth the expense of shipping and repair. The manikins and replacement parts, electronic vital signs and other high tech equipment are used on a daily basis and must be replaced frequently because of wear and tear and new technology.</p>	

5. Findings

Finding 1

Grant funding for the two positions of Admin I and Clinical Simulation Specialist terminates June 30, 2011. The nursing department is at a loss to suggest a solution as to the catastrophic effects the loss of these two positions will have on the department should the positions not be moved to 100% of the general fund. The department would suffer severe contractual and accreditation violations if these positions were lost and would probably bring our program to a standstill.

Finding 2

Student performance assessment/indicators across the curriculum show that actions need to be taken to correlate theory to practice. By improving nurse competence in this area with the use of increased focus and assistance with a skills lab instructor in the areas of concept mapping, care planning, dosage calculation, skills performance, and clarification of nursing theory, student retention and critical thinking will be increased. Research data demonstrates that as critical thinking skills improve, so does NCLEX-RN (state licensure) exam pass rates. Nursing and certified nursing assistant students have repeatedly requested a skills lab instructor in program evaluations to be available to them. Therefore, a 50% skills lab instructor is necessary to provide these activities for 20 hrs/week in the skills labs.

Finding 3

The nursing department has instituted multiple innovative strategies to improve student retention in the nursing program. These support activities have been strategically placed throughout the nursing curriculum to improve student success. Currently, these courses (NS V75, NS V85, NS V84A &B) and activities (Nurse Squared and ActivSim), are 100% grant funded. It is imperative that these courses be moved from Tier 3 to Tier 2 and general funded.

Finding 4

It is a Board of Registered Nursing regulation that the program has sufficient resources including equipment to support the program. It should be noted that the general funding allocated to equipment in the past 3 years will not even cover maintenance agreements on the high fidelity simulators that we have, let alone any other necessary equipment or replacement. Grant funding has provided necessary funding of these simulators, required software, electronic medication administration systems and other necessary equipment. These grant funds end June 30, 2012. The high fidelity simulators are computers and high tech equipment that require weekly maintenance and service. The simulator cost \$700 one way to transport to Florida for repair which is the only place it can be done at present. The maintenance agreement is more than worth the expense of shipping and repair. The manikins and replacement parts, intravenous pumps and other high tech equipment are used on a daily basis and must be replaced frequently because of wear and tear and new technology. The current allocation of \$7,700 is not enough to meet the replacement costs of equipment. Equipment funding must be increased to a minimum of \$30,000/year and maintenance contracts need to be general funded.

6. Initiatives

Initiative

Move Admin I and Clinical Simulation Specialist to general fund in order to sustain the viability of the nursing program.

Initiative ID

NURS2012_01

Links to Finding 1

Classified staff shows a 221% decrease over the last three years while the college has had only a 1% decrease. An Admin I and the Clinical Simulation Specialist are 100% and 58% grant funded respectively. The Admin II is the only classified staff to be 100% general funded and the Clinical Simulation Specialist is 42% general funded. These classified positions will not be funded when the grant funds end on June 30, 2012. One classified staff position cannot support the 180 CNA and ADN students and the complicated admission and ongoing procedures and BRN requirements necessary to run the nursing and certified nurse assistant program.

Grant funding for the two positions of Admin I and Clinical Simulation Specialist terminates June 30, 2011. The nursing department is at a loss to suggest a solution as to the catastrophic effects the loss of these two positions will have on the department should the positions not be moved to 100% of the general fund. The department would suffer severe contractual and accreditation violations if these positions were lost and would probably bring our program to a standstill.

Benefits:

The nursing department will continue to exist, and clinical facility contractual and accreditation requirements will continue to be met.

Request for Resources

General funding for Admin I and Clinical Simulation Specialist positions

Funding Sources

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative

Improve nursing program retention rate.

Initiative ID

NURS2012_02

Links to Finding 2

Student performance assessment/indicators across the curriculum show that actions need to be taken to correlate theory to practice. By improving nurse competence in this area with the use of increased focus and assistance with a skills lab instructor in the areas of concept mapping, care planning, dosage calculation, skills performance, and clarification of nursing theory, student retention and critical thinking will be increased. Research data demonstrates that as critical thinking skills improve, so does NCLEX-RN (state licensure) exam pass rates. Students have repeatedly requested on their program evaluations for the last 5 years the need for a RN skills lab instructor to be available to them. Therefore, a 50% skills lab instructor is necessary to provide these activities for 20 hrs/week in the skills labs.

Student performance assessment/indicators across the curriculum showed that actions needed to be taken to correlate theory to practice. By improving nurse competence in this area, patient safety, will be increased. In addition, nursing skills, knowledge, and practice will reflect current best practices.

Benefits

A skills lab instructor would improve the students’ acquisition of nursing knowledge and skills, critical thinking, improve retention rates, and ultimately provide increased nursing services to the Ventura County community.

Requests for Resources

Skills lab instructor - \$35,000 (20 hrs/wk x 2 semesters)

Funding Sources

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative

Improve application of theory to practice and clinical decision making.

Initiative ID

NURS2012_03

Links to Finding 3

Attrition is highest in the first two semesters of the nursing program primarily due to basic learning and study skills deficits. To remedy this, the nursing department has implemented innovative strategies to improve student retention and success, as well as, application of theory to practice and critical thinking. We have designated two PT nursing faculty whose focus is retention and remediation. Their focus is on assisting students with deficits in dosage calculation, clinical skills and skills testing, physical assessment, and theory. We have reinstated our High Risk in Nursing courses (NS V84A and 84B) for our first and second semester students. In addition, we have reinstated a “Success Workshop” course (NS V85) which focuses on note taking, test taking, reading the textbook, and study skills. This workshop is available for all first and second semester students. NS V75 prepares students with the skills necessary to be successful in a challenging and rigorous nursing program. These support courses have been strategically placed throughout the nursing curriculum to improve student success. These courses support student application of theory to practice and are currently grant funded but are currently listed as Tier 3 courses and are under consideration for being cut. These courses are necessary to support students as they progress in the nursing program and the complexity and rigor required of students increases. General funding needs to be provided for the continuance of these courses.

Benefits

General funding support for these courses will improve students’ ability to apply theory to practice and clinical decision making skills. Research data demonstrates that as critical thinking skills improve, so does NCLEX-RN (state licensure) exam pass rates.

Request for Resources

Movement of NS V75, NS V85, NS V84A & B from Tier 3 to Tier 2.

General funding for NS V75, 84A, 84B, 85

Funding Sources

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative

Improve quality of documentation of nursing assessment/intervention and progress toward goals in the electronic medical record format.

Initiative ID

NURS2012_04

Links to Finding 2

Documentation in the medical record is the primary communication between the interdisciplinary team. It serves as the recorded legal documentation of the patient's hospitalization and care received. Nurses are required to thoroughly and objectively record patient assessments, problem identification, nursing interventions, and patient response to other members of the health care team to insure continuity and quality of care. It is a recommendation from the Institute of Medicine that all medical records will be in the electronic medical record format. Therefore, it is imperative that nursing students develop competency in information technology skills.

Benefits

Nursing students will be prepared to perform this skill in the clinical area and will develop the necessary competency in information technology skills.

Request for Resources

Nurse Squared (electronic medical record) - \$5,950 (NS 10)

ActivSim - virtual simulation - \$4,500 (NS 20 & 30)

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	X
Requires computer equipment funds (hardware and software)	X
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Nursing and Certified Nursing Assistant Program Review Spreadsheet

Line Number	Division Code	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Resource Category	Estimated Cost
1	36	Nursing & Cert. Nurse Assistant	1				NURS2012_01	Admin I	40 hrs/week classified Admin I	2	53,699
2	36	Nursing & Cert. Nurse Assistant	1				NURS2012_01	Clinical Simulation Specialist	40 hrs/week classified Clinical Simulation Specialist	2	51,985
3	36	Nursing & Cert. Nurse Assistant	2				NURS2012_02	Skills lab instructor	20 hrs/week classified Skills Lab Instructor	2	35,000
4	36	Nursing & Cert. Nurse Assistant	1				NURS2012_03	Nursing Support Courses	4 courses = 130.5 hrs.	1	6,525
5	36	Nursing & Cert. Nurse Assistant	3				NURS2012_04	Electronic medical record & Documentation	Computer software	4	10,450
6											
7											
8											

6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

Computer Equipment and Software

Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1												
2												
3												
4												
5												

Other Equipment Requests

Equipment	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1												
2												
3												
4												
5												

Facilities Requests

Facilities	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1												
2												
3												
4												
5												

Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division’s spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division’s initiatives by resource category (personnel, equipment, etc.)

6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

7A: Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position. The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.