



Nursing Science Program Review

2013-2014

Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

There were no initiatives created last year that did not require funding.

Initiatives created in 2011-2012 & 2012-2013 that required funding but were not funded:

1) Initiative NURS2012_02 & NURS2013_01 – Improve nursing program retention rate

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 improves, 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. **The BRN gave the nursing program a recommendation that the issue of no skills lab instructor must be addressed with a written plan to the curriculum meeting for approval at the October 30, 2012 meeting. It is also a Department of Health Services regulation that the program has sufficient resources including faculty and equipment to support the program. In addition, the ACEN accreditation team recommended a full time skills lab instructor in the skills lab.** Therefore, a full time skills lab instructor is necessary to provide these activities in the skills labs.

2) Initiative NURS2012_03 Improve application of theory to practice & clinical decision making

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 one nursing faculty who partly focuses on retention and remediation. Her 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 as grant funding expires June 30, 2014.



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Initiatives created in 2011-2012 & 2012-2013 that were funded:

- 1) Initiative NURS2012_01 Move Admin I & Clinical Simulation Specialist to general fund in order to sustain the viability of the nursing program**

The BRN and ACEN require that the nursing program have sufficient support staff to support itself. Since the Admin I position became general funded, the position was decreased to 50%. This loss has resulted in difficulty administering the CNA and ADN programs with their complicated admission procedures and BRN and ACEN requirements of data collection and reporting. The clinical simulation specialist cannot provide adequate support to the skills lab since there is no skills lab instructor and she is overwhelmed with the tasks that need to be done. To date, the 65 new students have not been fit tested, and they have no nurse packs. NS 20 and NS 30 students have not accessed Cerner. These tasks have not been done since the Clinical Simulation Specialist is assisting with helping students and other office duties.

Initiatives created in 2011-2012 & 2012-2013 that were grant funded:

- 1) Initiative NURS2012_04 Improve quality of documentation of nursing assessment/intervention and progress toward goals in the electronic medical record format and Initiative NURS2013_03 Improve application of theory to practice and clinical decision making, improve nursing program retention rate, and improve quality of documentation of nursing assessment/intervention and progress toward goals in the electronic medical record format.**

An Enrollment Growth grant provided the funding to purchase access codes for students to utilize the Cerner electronic medical record system. Perkins funding provided 9 computers and a security cart for the computers. Nursing students are being prepared to perform electronic documentation, however, there have been tremendous barriers to accessing the Cerner system. Only the first semester students have been able to document, for one day only, because of these difficulties. It has required 100% of our Clinical Simulation Specialist's time for the past 4 weeks. The other students have been unable to access the system. It is a hospital expectation that our nursing students develop competency in information technology skills.

- 2) Initiative NURS2013_02 Improve application of theory to practice and clinical decision making and improve nursing program retention rate**

Perkins funding provided a pediatric high fidelity simulator with an extended system warranty. 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 on simulation in the skills lab, skills performance and critical thinking will be increased. It is the Board of Registered Nursing's position that students are provided with simulation experiences especially in those areas where clinical experiences are limited, i.e., pediatrics. Research data demonstrates that as critical



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thinking skills improves, so does NCLEX-RN (state licensure) exam pass rates. Students have reported on their evaluations the benefit of simulation experiences.

3) Initiative NURS2013_04 Improve safety and the application of theory to practice and clinical decision making

A grant from the Rupe Foundation provided funds for the purchase of a Sara 3000 Lift for the CNA program. This equipment provides students with the ability to meet safety requirements in the clinical setting. Nurse competence in this area can be improved with the use of increased focus on lifting and moving patients safely in the skilled nursing facility with the use of the electronic lift. The Hill Rom bed that was broken and would not go up or down was repaired. The pediatric syringe controller pump for students to practice on in the delivery of pediatric IV medication in the skills lab is supposed to be funded by the VC Foundation.

B. Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.

2012-2013 Student SUCCESS Outcomes

ADN Nursing Program

Student SUCCESS Outcomes	Assessment
The program will maintain a pass rate on the NCLEX state licensure exam of >85%.	NCLEX pass rates have been consistently greater than 92% since 2008 and greater than 96% since 2010.
Students will complete the program earning the Associate of Science Degree in Nursing.	Program completion for fall 2012 is 62% and for spring 2013 it is 72%. For FY13, total completion rate on time is 67%. The overall completion rate for FY13 meets the nursing department's expected level of achievement of $\geq 65\%$ but is below the BRN standard of 75%.
The program will maintain greater than 80% satisfactory scores on employer surveys of graduates.	Employer satisfaction data consistently trends over 82.5%.
The program will maintain greater than 80% satisfactory scores on alumni surveys of graduates.	Student satisfaction consistently exceeded the benchmark trending between 90-100%.
The program will maintain greater than 80% satisfactory scores on program completion surveys of graduates.	98% of graduates in S13 felt that the nursing program prepared them to function competently in the clinical setting upon graduation.
The program will increase its retention rate from the average of the program's prior three-year retention rate. The retention rate is the overall number of	The retention rate for Fall 2012 = 85% and Spring 2013 = 91%. This rate is well above the performance indicator of 75%.



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students who successfully complete their respective course in a one semester time frame.	
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Certified Nursing Assistant Program

Student SUCCESS Outcomes	Assessment
The program will maintain a pass rate on the state certification exam of >85% on theory.	The CNA program currently has a 100% pass rate on theory on the state certification exam.
The program will maintain a pass rate on the State Certification exam of >85% on skills.	The CNA program currently has a 97.5% pass rate on skills on the state certification exam.
Students will successfully complete the course in order to take the state certification exam.	The CNA program has an 89% retention rate.
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.	The program has experienced a slight decline in its retention rate (89%) from the average of the program's prior three-year retention rate (92%).

One student, who completed the program successfully, confided to the director and her instructor that she was homeless. She now has job skills and state certification to enable her to obtain gainful employment. Kelly Neel reported that this student was probably the best clinical student in the entire program.

This was the highest pass rate for the state certification exam skills portion that this program has ever had. In addition, the providers who did the state competency exam testing stated that this was the most prepared and confident group of students from our program that they have ever tested. We believe that both of these findings are directly attributable to the additional skills lab instruction that was provided this semester.



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2012-2013 Program OPERATING Outcomes

ADN Nursing Program

Program OPERATING Outcomes	Assessment
The program will maintain WSCH/FTEF above the 275 goal set by the district.	The program data shows that the program did meet the district goal for FY13 with a WSCH of 278.
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.	A current inventory of all equipment in the program is maintained. Some equipment is significantly old. Venous arm and wound models are over 7 years old. These need to be replaced. A wound vac is also needed. There are not enough IV controller pumps and there is no pediatric syringe controller pump for students to practice on in the delivery of pediatric IV medication in the skills lab.
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.	The simulation lab needs the capability to record and review simulation training. LearningSpace is a comprehensive audiovisual system that records simulation training and allows observation of the simulation from another room. For debriefing sessions, LearningSpace integrates simulator data with a live feed from patient monitors. The advanced search capability saves all recordings and enables instructors edit and reload videos, or to find and replay any part of a simulation for debrief.
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).	The program director has 100% release time and the assistant director has 40% release time.
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).	The BRN gave the nursing program a recommendation that the issue of no skills lab instructor must be addressed. The ACEN accreditation team gave the same recommendation during their site visit.
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	The ACEN accreditation team expressed concern with the number of full time faculty. They cited the program in the "areas needing development" that the number of full time faculty must be sufficient to meet the program goals and outcomes. With open positions for two full time faculty currently, the program goals



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Professions Code Section 1424(h).	and outcomes cannot be adequately met. In addition, the BRN regulation CCR Sections 1424 (g) and 1425 state “the majority of the faculty should be full-time.”
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Certified Nursing Assistant Program

Program OPERATING Outcomes	Assessment
The program will maintain WSCH/FTEF above the 350 goal set by the district.	The program data shows that the program did meet the district goal for FY13 with a WSCH of 354.
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.	A current inventory of all equipment in the program is maintained. The bed that was broken has been repaired. Some equipment is significantly old. There are 2 Geri manikins that are 8 years old and two that are 7 years old.
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.	The program needs to update several outdated skills videos. In addition, there is not a shower chair or temporal thermometer that students can use to practice these skills. These competencies are necessary to demonstrate before the student has their clinical rotation.

Section II - Description

A. Description of Program/Department

ADN Nursing Program

The nursing program is approved by the California Board of Registered Nursing and has recently received national accreditation by the ACEN (Accreditation Commission for Education in Nursing), formerly NLNAC. 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



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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 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.

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)

B. Program/Department Significant Events (Strengths and Successes), and Accomplishments

ADN program successes include the following:

- The School of Nursing was awarded continuing approval for the maximum 5 year term by the Board of Registered Nursing in August 2012.
- The School of Nursing received initial national ACEN accreditation (retroactive to January 1, 2013). 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.



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Degrees / certificates conferred over the most recent four-year period

- 2012 - 2013 = 93 associate degrees
- 2011 - 2012 = 89 associate degrees
- 2010 - 2011 = 88 associate degrees + 2 LVN to RN 30 unit option
- 2009 - 2010 = 97 associate degrees + 2 LVN to RN 30 unit option

Job placement

In a recent survey of graduates from spring 2011 to fall 2012 (VC survey), 82% 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.

The impending implementation of the most significant components of the Affordable Care Act (ACA) - and expansion of Medi-Cal and the implementation of a Health Insurance Exchange to facilitate insurance enrollment - is expected to lead to an increase of more than 30 million additional Americans with health care insurance coverage in the near future, which will most likely increase the demand for RNs and other health care professionals (Forecast for the Registered Nurse Workforce in California, 2013).

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. The 2010 national average number of RN jobs per 100,000 was 860 (787 in 2004), representing a grade of C. *By Comparison, California received a D with an RN job ratio of 644 (622 in 2004).* Most P/MSAs retained the same grade as they had in 2004. (CINHC 2010).

Licensure pass rates over the most recent four-year period have been very high.

Nursing: NCLEX Exam Pass Rates

2009/2010		2010/2011		2011/2012		Fall 2012		Spring 2013	
# Taken	% Passed	# Taken	% Passed	# Taken	% Passed	# Taken	% Passed	# Taken	% Passed
108	92.4%	82	96.3%	81	96.3%	85	96%	8	100%

(NCSBN G-1-G6 Reports – June 30, 2013)



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Program strengths include the following:

1) 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 48th 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 year 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.

2) 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



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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 enabled the nursing department to fund student subscriptions to the electronic medical record documentation software (Cerner), and the critical thinking patient scenario software (Real Life Clinical Reasoning Scenarios). SecureRx has also been purchased to teach electronic medication administration in the skills lab.

Some nursing faculty have 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, in-service education, and as administrative supervisors.

A flex day activity for nursing faculty was held to update faculty on the use of the new electronic medical record documentation software (Cerner), SecureRX the electronic medication administration system, and the critical thinking patient scenario software (Real Life Clinical Reasoning Scenarios).

3) 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. The first cohort, in 2009, consisted of 17 students, of which 1, was a recent Ventura College graduate. Since 2010, 14 students have transferred from Ventura College into the BSN Fast Track Program. Information about this transfer opportunity is given to students through counseling and from faculty members. Twelve graduates have transferred into the regular RN to BSN program since 2009. This represents 32 Ventura College graduates who have transferred to CSUCI. This articulation agreement with CSUCI benefits students by providing an easy, clear pathway for them to achieve their BSN, thereby enhancing the profession and promoting excellence.



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In addition, many program graduates enter the ADN to BSN program at California State University, Dominguez Hills and are given full credit for nursing units.

4) 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. Kaiser Permanente recently gave a total of \$40,000 (F'12 and F'13) to the 5 top academic performing students in each semester of the nursing program. 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.

5) 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 two 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, and they participate in the random selection process to add applicants to the waiting list. The two full-time dedicated Health Services counselors were recognized by the ACEN accreditation team as a program strength in their report. 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.

6) 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 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



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Southern California Association of ADN Directors. She also is a member of the Workforce Investment Board Healthcare Standing Committee and the HWI Doing What Matters Healthcare sector. 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. They provided assistance in the Fall Prevention Seminar with the Department of Trauma Services for VCMC. In addition, students provide hundreds of volunteer hours for the American Red Cross and other health related activities in the county.

Certified Nursing Assistant Program

CNA program successes include the following:

State certification exam pass rates have been very high.

CNA Pass Rates

	2009/2010		2010/2011		2011/2012		2012/2013	
Test Type	# Taken	% Passed	# Taken	%Passed	# Taken	%Passed	# Taken	%Passed
Written	200	98.09%	157	100%	149	100%	80/85	100%
Skill	206	89.37%	164	94.27%	149	92%	80/86	99%/96%

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:

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.



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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.

Significant Program Changes & Impacts

- The nursing program decreased its units in the nursing major by 6 units. This was mandated by the nursing TMC and recommended by the ACEN accreditation team.
- The nursing program has two open FT tenure track positions and has had difficulty finding qualified faculty to fill open positions. Positions were not filled last hiring round and there has been at least one unfilled FT faculty position for the last 2 ½ years.
- The nursing program has no FT skills lab instructor as recommended by ACEN accreditation.
- Biology was removed as a prerequisite to Anatomy because the nursing program could not be completed in 6 semesters (required by ACEN) with the current prerequisite pattern.

C. 2013-2014 Estimated Costs/Gainful Employment – for Certificates of Achievement ONLY

	Cost		Cost		Cost		Cost
Enrollment Fees		Enrollment Fees					
Books/Supplies		Books/Supplies					
Total		Total		Total		Total	

D. 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



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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.



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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.

E. College Vision

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



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F. College Mission

At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

G. College 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.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Student Success • Respect • Integrity • Quality • Collegiality • Access | <ul style="list-style-type: none"> • Innovation • Diversity • Service • Collaboration • Sustainability • Continuous Improvement |
|--|---|

H. Organizational Structure

President: Dr. Greg Gillespie

Executive Vice President:

Dean: Dr. Kathleen Schrader

Department Chair: Dr. Sandra Melton (Program Director)

Faculty/Staff:

Name	Melton, Sandra
Classification	Professor
Year Hired	2005
Years of Work-Related Experience	39
Degrees/Credentials	Ph.D., APRN, BC, CNE

Name	Dalton, Heidi
Classification	Associate Professor
Year Hired	2008
Years of Work-Related Experience	30
Degrees/Credentials	B.S.N., M.S.N.

Name	King, Patricia
Classification	Assistant Professor
Year Hired	2013
Years of Work-Related Experience	9
Degrees/Credentials	DNP, BSN, NP-C



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Name	Koch , Katherine
Classification	Assistant Professor
Year Hired	2012
Years of Work-Related Experience	20
Degrees/Credentials	B.S.N, M.S.N.

Name	LaFemina, Florence
Classification	Professor
Year Hired	2005
Years of Work-Related Experience	20
Degrees/Credentials	A.A., B.S., M.A., M.S.N.

Name	Neel, Kelly (Certified Nurse Assistant Program)
Classification	Assistant Professor
Year Hired	2010
Years of Work-Related Experience	20
Degrees/Credentials	A.A., B.S.N.

Name	Peter, Claudia
Classification	Professor
Year Hired	1997
Years of Work-Related Experience	48
Degrees/Credentials	B.S.N., M.S.N., Ed.D.

Name	Valadez, Linda
Classification	Assistant Professor
Year Hired	2013
Years of Work-Related Experience	5
Degrees/Credentials	MSN

Name	Zacharias, Mary
Classification	Professor
Year Hired	1995
Years of Work-Related Experience	41
Degrees/Credentials	B.S.N., M.S.N.

Section IIIa – Data and Analysis

A. SLO Data

1. Provide highlights of what you learned last year in your assessments and discussions.
 - a. ISLO = Communication (PSLO 1 Nursing)



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- **NS40 Results:** 32 out of 38 (84%) students performed at a "Satisfactory" level in meeting criteria when asked to search the internet for an evidence based healthcare article on an ethical dilemma facing health care professionals and presenting the information to peers in an oral presentation. The benchmark was 80% of students would meet the ISLO, PSLO #1, and CSLO for this program and course. The program student learning outcome was: The student will function as a member within the discipline of nursing by demonstrating and fostering high standards of nursing practice. The course student learning outcome assessed was: The student will evaluate own legal/ethical decision-making related to professional practice. Additional findings included:
 - The oral presentation is an appropriate learning activity for an advanced level student.
 - The nursing program graduates individuals with high standards of professional practice.
 - Communication is a vital component for success in the nursing profession.
 - Six students were not able to complete this assignment successfully. Faculty need to identify why the six students were not able to complete this oral presentation successfully.

- **CNA Program:** 76 out of 82 (92%) students performed at or above the identified achievement level in demonstrating effective communication and team building through interaction with the client, family, and members of the healthcare team. They accomplished this via role playing and practice in the skills lab. Findings included:
 - Those that did well put more effort into studying the content and reading the assignments.
 - Those that did well were more actively involved in role playing and skills practice.
 - Though the goal was met for those who stayed in the class, several students withdrew from the course because they were not meeting this clinical objective.

- b. **PSLO 3 Nursing:** 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.

- **Results:**
 - We had defined retention as program completion in error. Retention rate is the number of students who completed each individual nursing course in the curriculum in a one semester time frame. With this definition, retention rates



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of the nursing department are higher than those of the college at 88% compared to the college rate of 86%. Retention rates for the last academic year are:

Course	Fall 2012/Spring 2013
NS10	95%
NS20	88%
o P NS30	90%
g NS40	96%

r

- o Program pass rates on the NCLEX state licensure exam met and exceeded the benchmark of 85%. They are over 94% for each quarter.
- o The program met the benchmark of receiving a satisfactory rating on employer surveys of graduates trending greater than 82.5%.
- o The Faculty Affairs committee continues to have difficulty collecting the data from employer surveys.
- o The Employer Survey tool needs to be aligned with PSLOs and program effectiveness more closely.
- o The Alumni Survey verified overall student satisfaction with the nursing program between 82 and 96%; satisfaction for role as member of the profession (PSLO1) was 96-100%; satisfaction for role as manager of care (PSLO3) was 91-100%; and satisfaction for role as provider of care(PSLO 2) was 82-100%. This met our benchmark.
- o The Alumni Survey tool needs to be aligned with PSLOs and program effectiveness more closely.
- o The Student Affairs committee continues to have difficulty collecting data from the alumni 1 year post graduation.
- o The Graduate Program Completion Survey verified that overall graduate satisfaction with the role of member of the discipline was 92-100%, and with manager of care and provider of care was 85-100%.
- o The Graduate Program Completion Survey needs to be aligned more closely with the PSLOs and program effectiveness.
- o Students complete the nursing program earning the Associate Degree in Nursing at a rate of 63-72% (FY13).
- o Graduates are experiencing a more difficult time obtaining employment in local area hospitals. Hospitals are now seeking to hire BSN graduate nurses.
- o Less than 50% of students take the pre nursing courses (Nursing Readiness or Math 35) that would improve their academic success in the nursing program.
- o Alumni surveys indicate low alumni membership in professional organizations.



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- There is overall satisfaction with the NCLEX review course the college provides from grant funding. This course supports student success on the nursing licensure examination upon graduation.

2. Provide highlights of some of the changes made as a result of the assessments and discussions.

a. ISLO = Communication - PSLO1

• NS40:

- Continue to use this activity. Students said it was a valuable learning experience.
- Proposed changes include:
 - Provide additional practice of communication skills in other courses in the nursing program, for example, the electronic medical record for written documentation; high fidelity simulation that promotes both oral and written communication with peers; include more opportunities for original written assignments based on experience, and evidence based article research.
 - Identify factors responsible for student failure to meet learning outcomes each semester.

• CNA:

- Existing techniques will continue to be used since the majority of students reached the benchmark.
- Six students failed to perform satisfactorily and additional strategies need to be developed.
- Proposed changes include:
 - Use the ACES scenarios in order to improve communication skills with geriatric clients.
 - Use QSEN team building scenarios for additional role playing for those that did not meet the goal and include written and oral communication opportunities with the scenario. This activity increases student involvement.
 - Use gaming techniques to review reading assignments and encourage student completion of assignment before class.
 - Incorporate more examples of professional communication in theory class and give more journal and classroom activities to help solidify the desired clinical behaviors.
 - Develop journal questions with case studies based on communication.
 - Develop practice charting activities into the theory component of the course.



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- Provide more consistent and timely feedback to the students halfway through the course.
- Provide the rubric at the beginning of the class so the student knows what the expectations are.

b. PSLO 3 proposed changes

- Employer Surveys need to be transitioned to Survey Monkey to increase return of surveys from employers.
- Need to hire student workers to email and telephone graduates to obtain employment data and to call and visit local employers to obtain completed employer surveys.
- The nursing program proposes to develop a baccalaureate degree in nursing and ADN to BSN completion degree to meet the community demand for baccalaureate prepared nurses at an affordable tuition. The program needs funds to hire faculty to develop the two programs and work to have the state select Ventura College as one of the premier Community/Junior college based baccalaureate nursing programs in California.
- Need to offer study skills and math workshops for all students in every course; hire a retention specialist to teach the courses to improve student success, and hire skills lab instructors to support student math and skill acquisition on a weekly basis.
- Train/ hire supplemental instruction students to work with the nursing students in each course to improve their study skills, math skills, critical thinking skills, care planning and psychomotor skills on a weekly basis.
- Link our Ventura Nursing Student Association with the National Student Nursing Association which is part of the American Nurses Association. Students can earn scholarships and get financial aid, find out about job opportunities, attend Leadership training, and join a professional nursing organization .
- Continue to find funding to offer the NCLEX review course. Students have opted not to take the course when they have to pay \$350.
- Need a skills lab instructor at a pay scale of an adjunct faculty member and not classified staff which is non competitive with hospital salaries.
- Fund a full time retention specialist to support student retention and success.

3. How did the changes affect student learning - or how do you anticipate they will?

- **NS40:**
 - High fidelity simulation has been instituted in NS40 only once during each course.
 - Students expressed great satisfaction with this activity.
 - Faculty are not well trained in simulation and lack criteria to assess student accomplishment of oral and written communication skills during this activity.



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- Faculty do not have enough access with students in the simulation lab to implement this activity.
- Unable to implement the electronic written medical documentation system at this level due to lack of funds.
- **CNA:**
 - ACES and QSEN scenarios are easily accessible on line and reduce the workload of faculty because they are already developed for use. These scenarios are useful for developing team building, oral and written communication.
 - Develop gaming strategies to review reading assignments in class to improve student completion .
 - Need to reimburse instructors for development of gaming strategies.
- b. **PSLO3:**
 - Lack of financial resources to implement the support services listed above will result in static or even declining student success rates. Since student success is a major goal in the district's strategic plan, it is imperative that Ventura College assist each discipline in improving student success rates. In this case financial resources are needed. Providing study skill, math, critical thinking and psychomotor skill support will enhance the success of students coming to the college unprepared. The fact that they are unprepared is well documented in the District's strategic plan along with a call for the colleges to respond to this pressing need of our students.
 - Development of a BSN and an ADN to BSN nursing program will meet a second goal in the district's strategic plan. That goal is to meet the industry demands of our community which in this case is for baccalaureate prepared nurses.
 - Better data collection methods will make the nursing department more responsive to the needs of students and the community and the nursing industry in particular.
- 4. **Based on what you learned, what initiatives requiring resources could you develop (or have you developed) to improve student's learning? Explain briefly. Initiatives need to be entered in more detail in Section V.**
 - **NS40:**
 - Faculty need to be trained in the use of high fidelity simulation for greater impact. Send faculty for training sessions.
 - Hire a simulation specialist for all levels of nursing students to implement these activities. The simulation specialist will take a group of six students from each level each week for 2 hours and have them conduct a simulation, practice oral communication skills during the simulation and during the debriefing, and practice written communication skills by documenting the experience in the electronic medical record.



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- Students need repeated experiences with simulation technology to increase communication skills. Purchase video equipment to enable students to perform a simulation experience with 5 other peers as they are videotaped. Instructor will not be present. Six other students will watch the first group of students (vicarious learning) from the other side of a one way glass. The two groups will conduct oral debriefings with each other and document the activity in a written electronic medical record. The instructor can watch the two groups on video tape and return written comments on activities.
- Criteria for oral and written communication objectives need to be developed for the simulation experience and debriefing in order to assess results.
- Need to improve implementation of the Cerner electronic medical record on all levels in the nursing program. Be able to purchase codes for students in all levels to actually access the documentation program to improve written communication skills appropriate for a health care professional. Purchase more lap top computers for student access to load the software. Purchase a security system for the lap top computers. Continue to purchase access codes for the other 3 levels of nursing courses each semester.
- Increase the number of simulation experiences with debriefings in each nursing course.
- **CNA**
 - Develop gaming strategies to review reading assignments in class to improve student completion.
 - Need to reimburse instructors for development of gaming strategies.
 - Incorporate more examples of professional communication in theory class and give more journal and classroom activities to help solidify the desired clinical behaviors.
 - Develop journal questions with case studies based on communication.
 - Develop practice charting activities into the theory component of the course.
 - Provide more consistent and timely feedback to the students halfway through the course.
 - Provide the rubric at the beginning of the class so the student knows what the expectations are.
- b. PSLO 3**
 - Grants fund many of the strategies used to improve student retention and NCLEX pass rates. Need more support for these student success strategies from the general fund. Now that we are nationally ACEN accredited the nursing program needs college and district support in locating and writing federal and other grants (grant writer and institutional researcher).
 - Employer surveys need to be switched to Survey Monkey to increase return of surveys from employers.



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- Need to hire student workers to email and telephone graduates to obtain employment data and to call and visit local employers to obtain completed employer surveys.
- The nursing program proposes to develop a baccalaureate degree in nursing and ADN to BSN completion degree to meet the community demand for baccalaureate prepared nurses at an affordable tuition. The program needs funds to hire faculty to develop the two programs and work to have the state select Ventura College as one of the premier Community/Junior college based baccalaureate nursing programs in California.
- Need to offer study skills and math workshops for all students in every course; hire a retention specialist to teach the courses to improve student success. Hire skills lab instructors to support student math and skill acquisition on a weekly basis.
- Train/hire supplemental instruction students to work with the nursing students in each course to improve their study skills, math skills, critical thinking skills, care planning and psychomotor skills on a weekly basis.
- Link our Ventura Nursing Student Association with the National Student Nursing Association which is part of the American Nurses Association. Students can earn scholarships and get financial aid, find out about job opportunities, attend leadership training, and join a professional nursing organization.
- Continue to find funding to offer the NCLEX review course. Students have opted not to take the course when they have to pay \$350.
- Need a skills lab instructor at a pay scale of an adjunct faculty member and not classified staff which is non competitive with hospital salaries.
- Fund a full time retention specialist to support student retention and success.

5. What are the most significant initiatives not requiring resources you could (or have developed) to improve student learning. Explain briefly.

- NS40
 - Identify factors responsible for student failure to meet satisfactory performance in NS40 ethical/legal oral presentation activity.
 - Write criteria for assessing oral and written communication/debriefings during the one simulation experience in each nursing course.
 - Write criteria for assessing written communication in electronic medical record in Nursing 10, 20, and 30. It is not available in NS40.
- CNA
 - Use of ACES scenarios which are already available online.
 - Use of QSEN scenarios which are already available online.
 - Use of gaming strategies to review content and encourage student completion of reading assignments.



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- Incorporate more examples of proper communication in theory class and give more journal and classroom activities to help solidify the desired clinical behaviors.
- Develop journal questions with case studies based on communication.
- Develop practice charting activities into the theory component of the course.
- Provide more consistent and timely feedback to the students halfway through the course.
- Provide the rubric at the beginning of the class so the student knows what the expectations are.

6. Comment on the status of your SLO rotational plan, mapping and other TracDat work.

- A 5 year rotational plan has been developed for all nursing courses and the CNA course.
- ISLO - Communication was assessed in Fall 2012 as required by Ventura College. Plans for assessment of the ISLO - Scientific Reasoning/Quantitative Analysis are being implemented this semester. All required information has been entered into TracDat by the department TracDat representative (the Assistant Director), as part of her job description. She also sits on the Campus SLO committee and coaches the faculty in the development of their SLO assessments, action identification and initiative development. She updates them on SLO committee activities and faculty responsibilities.
- All SLOs are linked appropriately in Trac Dat and data and initiatives added.

B. Performance Data

1. Retention – Program and Course

The Certified Nurse Assistant program currently has both a high retention rate of 89% and a high pass rate of 89%. 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, as well as, failed background checks. The retention rates of the CNA program are higher than those of the college at 89% compared to the college rate of 86%. The retention rates of the nursing department are higher than those of the college at 88% compared to the college rate of 86%.

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



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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 improve student retention and success include the fact that we have 1 FT nursing faculty whose focus is retention and remediation for 105 hrs/semester. Her 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 and added NS V84C and NS V84D for our third and fourth semester students in spring 2014. 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 retention specialist faculty 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. This faculty 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.

SimEMR was abandoned last semester as it was difficult to use, had poor technical support, and did not meet program expectations. For fall 2013, we have purchased Cerner for electronic documentation. This is a web based system, and all students have access to the program. Assignments have been created to assist the student with documentation since this has been noted to be a weak area. It is planned that this documentation system will be utilized with clinical simulation scenarios. SecureRx has also been purchased to teach electronic medication administration in the skills lab. In addition, the Cerner system will be used to enhance students' critical thinking ability in the second and third semesters.

Remediation, tutoring and case management have been provided on all topics that students have requested, including care planning, concept mapping, dosage calculation, medication administration,



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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.

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 94% for the past four years.

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. A challenge for the nursing program is difficulty in recruiting skills lab faculty. The job opening has remained unfilled for two years despite vigorous marketing and recruitment strategies. Applicants verbalize low pay (as compared to hospital pay), as being the biggest factor going against new faculty hiring for the skills lab. One skills lab instructor for spring 2013 was hired for a total of 13 hours/week. This instructor was paid at the part time faculty rate rather than general funding for a classified position. This position and salary rate was made possible through a state Enrollment Growth and Retention grant and is only sustainable with grant funding. The feedback from students was that the addition of this skills lab instructor was a tremendous success, and data show that the skills lab faculty had a high utilization rate.

The BRN gave the nursing program a recommendation that the issue of no skills lab instructor must be addressed with a written plan to the curriculum meeting for approval at the October 30, 2012 meeting. The program director presented a plan to address this issue at the BRN curriculum meeting, however, recruitment for this position has been unsuccessful.

It is important to note that **all** of these support activities and faculty to ensure student success have been provided by grant funding only. This funding will end June 30, 2014.

2. Success – Program and Course

The grade distribution in the nursing department is significantly less than that of the college average with 39% of the students receiving As and Bs compared to the college average of 54% 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. There does appear to be a slight downward trend which may be attributed to a decrease in the preparation of the students admitted and/or the increasing complexity of the nursing curriculum. Success rates are significantly higher with the nursing department at 84% compared to the college at 71%. There is a slight gap in success for Hispanic, Filipino, and African American students. From TEAS test scores and retention specialist data, this gap is due to poor basic skills and language barriers.



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The grade distribution in the Certified Nurse Assistant program is significantly higher than that of the college average with 86% than that of the college of the students receiving As and Bs compared to the college average of 54% As and Bs. This percentage has increased from the prior 3 year average of 80%. The increase may be due to the counseling that students receive regarding the preparation needed for this course since it is a prerequisite to the nursing program. Success rates are significantly higher with the CNA program at 89% compared to the college at 71%. There does not appear to be an ethnicity gap in success rates for CNA students.

3. Program Completion – for “Programs” with Degrees/Certificates Only

The total degrees awarded for the past 4 years in nursing science is 365. There were 91 degrees awarded in FY13. This number is consistent with the past 3 years. There is no comparison data to the college as a whole.

The nursing program has a high retention rate of 88%, however, this does rate does not accurately reflect program completion as defined by the ACEN accreditation and BRN standards. The BRN defines program completion as completion on time (4 semesters). With this definition, program completion for fall 2012 is 51% and for spring 2013 it is 60%. For FY13, total completion rate on time is 56%. ACEN accreditation standards define program completion as completion at the end of 3 years or 6 semesters.) With this definition, program completion for fall 2012 is 62% and for spring 2013 it is 72%. For FY13, total completion rate on time is 67%. The overall completion rate for FY13 meets the nursing department’s expected level of achievement of $\geq 65\%$, however, the department is working to achieve this minimum completion rate for every semester. Much is being done to improve retention and program completion as discussed in the Retention section and program initiatives continue to address this issue.

C. Operating Data

1. Demographics - Program and Course

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 for nursing is slightly less than the college at 33%. Interestingly, the Hispanic population for FY13 was more than the college average of 45%. The CNA program is equal to the Hispanic population of the college at 45%. The Filipino population represents more than triple, and the Asian population represents almost double that of the college.

It is interesting to note that the average age in the nursing program is slightly higher than that of the college and has remained at about 32 years of age for the past 4 years. The average age of CNA students is 29 years of age for the past three years. The average age student at Ventura College for FY13 was 26 years of age.

There continues to be a need to diversify the programs in terms of gender. There continues to be a disproportionate number of males to females in the nursing and CNA programs. The average percentage of males in the past 4 years for nursing is 12%/class.



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2. Budget

- Program members have reviewed the budget data.
- No comments or requests to make about the budget

It is clear that nursing department analysis shows that the allocated budget does not support our program. For FY10-FY13, program expenses exceeded the program budget.

The program shows a 9% increase in average FT faculty expenditures over the last three years. This increase is attributed to salary costs not an increase in faculty. There has been an open FT faculty position the entire FY12 & FY 13 and two open positions for FY13/14. The department had 12 FT faculty positions in 2008 at its Interim Visit from the Board of Registered Nursing (BRN). FT faculty has decreased to 7. The number of students in the nursing program has not declined. Open FT faculty vacancies and the difficulty the department has experienced in hiring qualified FT nursing faculty was written as a recommendation that must be addressed by the BRN. The nursing department is required to submit a plan to the BRN by October 10, 2012 on how this situation can be remedied. The plan was submitted but has been unsuccessful. In the past two and one half years, the nursing department has hired 5 FT faculty. One worked one semester and two declined the position after hire due to the low salary offer. The other two faculty are in their second semester. The BRN has noted in their approval visit, that this situation appeared to be unique to Ventura College and that prior RN experience should be taken into account. PT faculty expenditures show a 54% increase over the last three years while the college has experienced an 8% decrease. This is directly attributable to the need for PT faculty to backfill the vacant FT positions.

The instructional and general supplies budgets are unable to sustain the nursing program at its current level of capacity. The instructional supplies budget shows a 98% decrease over the last three years. The general supplies budget shows a 52% decrease from FY12.

The equipment budget has been reduced to zero since the implementation of this program review process. The department has been able to purchase necessary equipment, software, and replacement solely through grant funding. These grant funds end June 30, 2014.

Classified staff shows an 81% decrease over the last three years while the college has had only a 7% decrease. The nursing department has had four Administrative Assistants in the past three years to support the nursing program. One administrative position has since been decreased to 50%. The department has struggled to maintain consistency and productivity. The tasks and data collection the department has been required to do has not decreased but increased. In addition, the department is adding the Home Health Assistant program.

3. Productivity – Program and Course

The program data shows that with the 3 year average of 265, the nursing department is not meeting the district 275 goal. FY 11 and 13 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 had increased to 279 because of increased student enrollment in Pharmacology and High Risk courses. For FY12, the class size



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for Pharmacology has been cut to 55 students. However, considering the small laboratory size of 11 students, and the rigor of the program, the nursing department is quite efficient.

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 737. This is 292% efficiency over the district goal despite the decrease in class size.

The first semester of nursing (NS 10) shows a 3 year average of 288 above the district goal of 275. This average does decrease as students progress in the program to NS 20 (average ratio = 225), NS 30 (average ratio = 247), and NS 40 (average ratio = 236). 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 support courses that are currently grant funded, i.e., NS V 84A, 84B, NS 85, are incredibly productive at 3 year averages of 683, 424 and 359 respectively. In addition, NS V75 a prenursing course, has steadily maintained a 3 year average of 670. The current WSCH of 390 demonstrates a marked decline in productivity from previous years. This may be attributed to a change in faculty. 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 430, the CNA program is well above meeting the district 350 goal. FY 13 productivity ratio has increased to 354 at a 101% efficiency ratio. Considering the small laboratory size of 15 students, and the rigor of the program, the CNA program is quite efficient at 101%.

D. Resources

1. Faculty

The nursing program FTEF of 2.11% is **significantly** lower than the college of 42.4%. There are two open tenure track positions, however, the department has had one of those positions open for the past two years. In the past 2 ½ years, the nursing department has hired 5 FT faculty. One worked one semester and two declined the position after hire due to the low salary offer. The BRN has noted in their approval visit, that this situation appeared to be unique to Ventura College and that prior RN experience should be taken into account. Regulatory standards (SECTION 1424(h)) state that the faculty shall be adequate in type and number to develop and implement the program approved by the board. Section 1425 states that the majority of the faculty are full time. At the present time, the nursing department is out of compliance with this BRN standard. The ACEN accreditation team listed the ratio of FT to PT faculty as an area of considerable concern in the program's ability to ensure that outcomes are achieved.

PTEF of 8.04% is also **significantly** lower than the college of 55.3%. ACEN accreditation requires the majority of part time faculty to hold a minimum of a master's degree in nursing.



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It has been extremely difficult for the nursing department to find qualified applicants to fill full time and part time clinical positions. The low salary scale and lack of credit given for clinical experience is cited by applicants as reasons to decline a position offer.

2. Classified Staff

Classified staff shows a 221% decrease over the last three years while the college has had only a 1% decrease. Since the Admin I position became general funded, the position was decreased to 50%. This loss has resulted in difficulty administering the CNA and ADN programs with their complicated admission procedures and BRN and ACEN requirements of data collection and reporting. One and a half classified staff positions cannot support the 180 CNA and 240 ADN students as well as the complicated admission, ongoing procedures and BRN and ACEN accreditation requirements of data collection and reporting necessary to run the nursing and certified nurse assistant program. Students in these programs must have face to face interaction with staff regarding confidential drug and alcohol screening and background check procedures, immunization, physical, and CPR requirements, multiple parts to the application process, and tracking this data every semester. Staff interact a minimum of 5-6 times/student during the ADN (60 students/semester) and CNA (90 students/semester) admission process. The same information must be tracked for faculty. We will be adding the HHA program with 30 additional students which requires the same amount of student contact and tracking requirements. For example, the following represents a small segment of the staff's workload just regarding the admission process:

INTERACTION	ADMINISTRATIVE
<ul style="list-style-type: none"> • Answer questions about the application process by phone/walk-in. 	<ul style="list-style-type: none"> • Enter student information in ADN database.
<ul style="list-style-type: none"> • Receive email from student to accept or defer. 	<ul style="list-style-type: none"> • Run ranking report to select student for admission or assign wait list number.
<ul style="list-style-type: none"> • Call/email students that do not respond. 	<ul style="list-style-type: none"> • Prepare & mail acceptance letter and forms packet.
<ul style="list-style-type: none"> • Answer questions from student regarding immunization requirements, background check, uniforms, etc. 	<ul style="list-style-type: none"> • Create permanent and rotating files.
<ul style="list-style-type: none"> • Track immunization status on Certified Background and contact student regarding any missing or rejected information. 	<ul style="list-style-type: none"> • Prepare acceptance workshop materials and forms.
<ul style="list-style-type: none"> • Track drug and alcohol screening clearance – contact student if needed. 	<ul style="list-style-type: none"> • Confirm student has an active CNA license. If no certificate is on file, look up on state website.
<ul style="list-style-type: none"> • Distribute add slips after student cleared for clinical. 	<ul style="list-style-type: none"> • Enter student data obtained from workshop in excel spreadsheet for use in completing reporting requirements for the BRN, ATI, & ACEN.
<ul style="list-style-type: none"> • Acceptance workshop – answer questions after orientation. 	<ul style="list-style-type: none"> • Mail waitlist letters.
	<ul style="list-style-type: none"> • Update database with student status (accept/defer/decline/assign waitlist number.)



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In addition, the department receives numerous phone calls every day with inquiries regarding the Health Sciences programs, including foreign grads, and requests from clinical agencies. Most importantly, there is an extensive amount of data collection, tracking, and analysis for grant, accreditation, and regulatory requirements that must be done in a distraction free environment. For example, the CCCCO requires programs using multi-criteria for admission purposes to track and submit data on students who took the TEAS V exam. To date, we have 481 students that we are required to track with numerous items. Of these 481 students, 140 of them are new and require extensive data input, responses, and tracking.

The BRN and ACEN accreditation standards require that the nursing program have sufficient support staff to support itself.

3. Inventory

The inventory list has been updated and reveals equipment that is significantly old. It is a Board of Registered Nursing and Department of Health Services regulation that the program has sufficient resources including equipment to support the program. There must be adequate equipment for the students to meet safety requirements in the clinical setting. There is no shower chair for students to practice moving patients safely to the shower in the skilled nursing facility and no temporal thermometer. There are two Geri manikins that are 8 years old and two that are 7 years old. Venous arm and wound models are also 7 years old. There are not enough IV controller pumps for students to practice on and there is no pediatric syringe controller pump for students to practice on in the delivery of pediatric IV medication in the skills lab.

One of the most important aspects of simulation is the debriefing experience. In order to fully utilize the high fidelity simulators, the simulation lab needs the capability to record and review simulation training. LearningSpace is a comprehensive audiovisual system that records simulation training and allows observation of the simulation from another room. For debriefing sessions, LearningSpace integrates simulator data with a live feed from patient monitors. The advanced search capability saves all recordings and enables instructors edit and reload videos, or to find and replay any part of a simulation for debrief. LearningSpace offers more than 25 reports for faculty and learners.

The care of multiple types of wounds are an integral part of the competencies of the nurse. The skills lab does not have a wound vac to teach students how to handle this piece of equipment in the care of a patient with wounds. Other essentials to provide a quality learning environment in the skills lab include simulation wounds to be used with the wound vac and a moulage kit.

The CNA program also needs to update its videos. Needed videos include:

- Fire Prevention and Safety Practices in Long Term Care (Eldercare communications)
- Body Mechanics – The Science of Moving Safely (Medcom)
- Resident Rights – The Art of Caring (Medcom)
- Confidentiality: Who Needs to Know (Medcom)



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4. Facilities or other Resource Requests

The program is in need of the institutional researcher for 20 hrs./semester (\$1877/semester) to provide program statistical data for BRN and ACEN accreditation purposes. The National Council of State Boards for Nursing also provides extensive statistical analysis (\$450/yr.) on test items for our graduates' performance on the NCLEX-RN exam. This information is critical to enhancing curriculum content in order for students to insure student success on the state board exam.

5. Combined Initiatives

N/A

E. Other Program/Department Data

The lack of an instructor for the skills lab, the two open FT faculty positions, and the program completion rate are cause for concern. At the present, the program is out of compliance with both the Board of Registered Nurses (BRN) regulations and ACEN accreditation standards (as previous data mentions). Program completion rates are below the required BRN benchmark of 75%. Program completion for fall 2012 is 62% and for spring 2013 it is 72%. For FY13, total completion rate on time is 67%. The overall completion rate for FY13 meets the nursing department's expected level of achievement of $\geq 65\%$ but is below the BRN standard of 75%.

The initiatives that have been prioritized as high or required will enable the nursing program to meet the BRN regulations and ACEN accreditation standards.

Section IIIb – Other Program Goals and Initiatives

A. Other Program Goals

Nursing Program Goals include the following:

1. Regulations & Industry Standards

- Obtain a skills lab instructor per accreditation standards
- Develop and implement a master simulation plan

2. Regulations & Professional Development

- Analyze the curriculum in regard to placement of content, concept based curriculum, and structure

3. Legislation & Regulation

- Improve program completion rates



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Section IV – Program Vitality (Academic Senate Approved Self-Evaluation)

The program vitality score is 32. It is clear from the Program Vitality scores that the nursing and CNA programs are vibrant and viable. Program and course completion and student success scores surpass that of the college. The enrollment demand remains high and exceeds the program's ability to meet student demand. No further action recommended.

Section V - Initiatives

Instructions:

Please list your initiatives below, including any you are carrying forward from prior years. Add as many as needed. Deans/division offices will put the information onto the initiatives charts. Every program/department needs initiatives that do not require resources.

Ranking:

The ranking provided below indicated the program/department's ranking. The initiatives will be ranked again later at the division level before going to the appropriate committees (i.e. technology) for additional ranking.

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

H = High – Approximately 1/3 of the total program/department/division's initiatives by resource category

M = Medium – Approximately 1/3 of the total program/department/division's initiative by resource category

L = Low – Approximately 1/3 of the total program/department/division's initiatives by resource category

Example:

Initiative: Provide a brief title

Initiative ID: (i.e. CD1301 = Child Development, 2013, first initiative. Maintain initiative numbers from prior program review if any are being carried forward into this new year.)

Link to data (Required): From which area of data is this request associated? Within the category, be specific. (i.e. Success data for a specific course, PSLO #1, . . . , etc.)

Expected Benefits: What benefits to student learning or completion, etc. do you anticipate?

Goal: What do you believe needs to occur? (i.e. raise student success in ____ course)

Performance Indicator: What do you see as a realistic goal? (i.e. a 5% increase in student success)

Timeline: When do you expect to achieve this success within in the next three years? (i.e. by May 2015). These timelines will create a multi-year plan for your program/department. (a drop down menu is provided.)

Funding Source Category: (a drop down menu is provided)

- No new resources
- Additional general funds for hourly instruction, supplies and services (includes maintenance contracts)
- College equipment funds (non computer)
- Technology funds
- Facilities funds
- Staffing resources
- Grant funds

Ranking: (i.e. H) (a drop down menu is provided) Note: Your program/department will need to rank its initiatives (1/3 High, 1/3 Medium, 1/3 Low). These initiatives will be further ranked by the division.



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Begin listing your initiatives here, including any you are carrying forward from prior years. Please note that every program/department needs to include initiatives that do not require resources. You may copy and paste this section

A. Initiative: Restore Admin position to 100% in CNA/HHA/ADN programs

Initiative ID: NURS2014_01

Link to Data: Classified staff shows a 221% decrease over the last three years while the college has had only a 1% decrease. One and a half classified staff positions cannot support the 180 CNA and 240 ADN students as well as the complicated admission, ongoing procedures and BRN and ACEN accreditation requirements necessary to run the nursing and certified nurse assistant program. Students in these programs must have face to face interaction with staff regarding confidential drug and alcohol screening and background check procedures, immunization, physical, and CPR requirements, multiple parts to the application process, and tracking this data every semester. Staff interact a minimum of 5-6 times/student during the ADN (60 students/semester) and CNA (90 students/semester) admission process. The same information must be tracked for faculty. We will be adding the HHA program with 30 additional students which requires the same amount of student contact and tracking requirements. In addition, the department receives numerous phone calls every day with inquiries regarding the Health Sciences programs, including foreign grads, and requests from clinical agencies. Most importantly, there is an extensive amount of data collection, tracking, and analysis for grant, accreditation, and regulatory requirements that must be done in a distraction free environment. For example, the CCCCO requires programs using multi-criteria for admission purposes to track and submit data on students who took the TEAS V exam. To date, we have 481 students that we are required to track with numerous items. Of these 481 students, 140 of them are new and require extensive data input, responses, and tracking.

The BRN and ACEN accreditation standards require that the nursing program have sufficient support staff to support itself. The nursing department must meet the BRN recommendations or face noncompliance and program non-approval. It is state law that the program have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives

Expected Benefits: Sustainability of the CNA/HHA/ADN nursing program. Clinical facility contractual and accreditation requirements will continue to be met.



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Goal: ACEN accreditation, CA Board of Registered Nursing, and clinical facilities contract requirements are met, and there are no areas of noncompliance.

Performance Indicator: Compliance with ACEN accreditation, CA Board of Registered Nursing, and clinical facilities contract requirements and standards.

Timeline: 2013-2014

Funding Resource Category: Staffing Funds

Ranking: H

B. Initiative: **Improve nursing program retention rate & comply with BRN and ACEN accreditation requirements**

Initiative ID: **NURS2012_02 and NURS2013_01 (last two years), now NURS2014_02**

Link to Data: 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. Students and faculty have repeatedly requested on their program evaluations and resource surveys for the last 5 years the need for a RN skills lab instructor to be available to them. This position was funded and advertised for in the past, however, applicants verbalized the low salary schedule attached to the position as reason to decline the offer. **The BRN gave the nursing program a recommendation that the issue of no skills lab instructor had to be addressed with a written plan to the BRN curriculum meeting for approval at the October 30, 2012 meeting. A plan was submitted by the program director, however, the strategies were not successful.** The nursing department must meet the BRN recommendations or face noncompliance and program non-approval. It is state law that the program have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives. Grant funding for PT faculty to work in the skills lab expires June 30, 2014.



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Expected Benefits: A skills lab instructor is needed to be compliant with BRN and ACEN accreditation requirements. 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. A full time skills lab instructor would also improve the students' acquisition of nursing knowledge and skills, critical thinking, and improve retention rates.

Goal: ACEN accreditation and CA Board of Registered Nursing standards are met, and there are no areas of noncompliance.

Performance Indicator: Compliance with BRN and ACEN accreditation requirements and program completion is increased by 5%.

Timeline: 2014-2015

Funding Resource Category: Staffing Funds

Ranking: H

C. Initiative: **Improve application of theory to practice, clinical decision making, and retention**

Initiative ID: **NURS2012_03 and NURS2014_03**

Link to Data: 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 one nursing faculty who partly focuses on retention and remediation. Her 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, 84B, 84C, and 84D) for all 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



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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 as grant funding ends June 30, 2014.

Expected Benefits: General funding support for these courses will improve students' ability to apply theory to practice and clinical decision making skills.

Goal: Improve application of theory to practice, clinical decision making, and retention.

Performance Indicator: Improved retention and improved exam and NCLEX-RN exam pass rates.

Timeline: 2014-2015

Funding Resource Category: Hourly Instruction Funds
Movement of NS V84A, 84B, 84C, 84D and NS V85 from Tier 3 to Tier 2.

Ranking: H

D. Initiative: Improve application of theory to practice & clinical decision making

Initiative ID: NURS2014_04

Link to Data: The inventory list has been updated and reveals equipment that is significantly old. It is a Board of Registered Nursing and Department of Health Services regulation that the program has sufficient resources including equipment to support the program. There must be adequate equipment for the students to meet safety requirements in the clinical setting. There is no shower chair for students to practice moving patients safely to the shower in the skilled nursing facility and no temporal thermometer. There are two Geri manikins that are 8 years old and two that are 7 years old. Venous arm and wound models are also 7 years old. There are not enough IV controller pumps for students to practice on and there is no pediatric syringe controller pump for students to practice on in the delivery of pediatric IV medication in the skills lab.



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One of the most important aspects of simulation is the debriefing experience. In order to fully utilize the high fidelity simulators, the simulation lab needs the capability to record and review simulation training. LearningSpace is a comprehensive audiovisual system that records simulation training and allows observation of the simulation from another room. For debriefing sessions, LearningSpace integrates simulator data with a live feed from patient monitors. The advanced search capability saves all recordings and enables instructors edit and reload videos, or to find and replay any part of a simulation for debrief. LearningSpace offers more than 25 reports for faculty and learners.

The care of multiple types of wounds are an integral part of the competencies of the nurse. The skills lab does not have a wound vac to teach students how to handle this piece of equipment in the care of a patient with wounds. Other essentials to provide a quality learning environment in the skills lab include simulation wounds to be used with the wound vac and a moulage kit.

The CNA program also needs to update its videos. Needed videos include:

- Fire Prevention and Safety Practices in Long Term Care (Eldercare communications)
- Body Mechanics – The Science of Moving Safely (Medcom)
- Resident Rights – The Art of Caring (Medcom)
- Confidentiality: Who Needs to Know (Medcom)

It is a Board of Registered Nursing, Department of Health Services on regulation and an ACEN accreditation standard that the program has sufficient resources including equipment to support the program.

Expected Benefits: Nursing students will develop the necessary competency and be prepared to perform these skills in the clinical setting. regulatory and accreditation standards will be met.

Goal: Student clinical competency **and** regulatory and accreditation standards will be met.

Performance Indicator: Student clinical competency in these skills.

Timeline: 2014-2015

Funding Resource Category: Equipment-non computer



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Requests for Resources (in priority order)	Cost (no tax or shipping included)
Institutional researcher & NCSBE - REQUIRED	\$3,754/academic year for 20 hrs/semester for institutional researcher & \$450 for NCSBE data
Shower chair	\$249.95
Temporal thermometer (Thermoscan Pro 4000)	\$350.00
CNA videos	\$500
Learning Space	\$25,000 – 40,000
Nursing care moulage kit	\$1,317.00
Suture staple wound care simulation kit	\$169.00
2 Geri manikins (Advanced Keri with 3 yr. warranty)	\$5,450 (\$2,725/manikin)
Wound vac (refurbished with supplies)	\$20,000

Ranking: M

E. Initiative: Curriculum development - Analyze the ADN curriculum in regard to placement of content, concept based curriculum, and structure

Initiative ID: NURS2014_05

Link to Data: The nursing program has a high retention rate of 88%, however, this does rate does not accurately reflect program completion as defined by the ACEN accreditation and BRN standards. The BRN defines program completion as completion on time (4 semesters). With this definition, program completion for fall 2012 is 51% and for spring 2013 it is 60%. For FY13, total completion rate on time is 56%. ACEN accreditation standards define program completion as completion at the end of 3 years or 6 semesters.) With this definition, program completion for fall 2012 is 62% and for spring 2013 it is 72%. For FY13, total completion rate on time is 67%. The overall completion rate for FY13 meets the nursing department’s expected level of achievement of $\geq 65\%$, however, the department is working to achieve this minimum completion rate for every semester. Much is being done to improve retention and program completion as discussed in the Retention section and program initiatives continue to address this issue.

In addition, in order to improve program completion, faculty development with seminars and consultation needs to be provided to update and improve the curriculum. The curriculum needs to be current in order to meet societal needs and the changing roles of the nurse. Factors that are impacting our curriculum that require changes are:



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- IOM report and focus for nursing and health care in the future
- ACEN and BRN requirements for accreditation
- Affordable health care act and its impact on health care. There is a need for new health care delivery options, new roles of health care providers, and new places to provide health care, e.g., clinics, community
- Cultural changes - new populations with differing health care needs
- Foreign nurses that require additional education to become licensed here
- Focus on global health care needs
- Changing roles of the nurse
- Growth of information and technology
- Changes in treatment measures and nursing best practices based on EBP
- Changing populations of students that require new teaching strategies and curriculum plans
- Implementation of the transfer model curriculum and articulation with the CSUs
- Industry needs that require new educational offerings, e.g., residency programs, OR techs, BSN tracks

Expected Benefits: Program compliance with state regulations and national accreditation standards. Student satisfaction with program completion rates and increased enrollment applications.

Goal: To rewrite the curriculum and to meet ACEN Accreditation standards and CA Board of Registered Nursing regulations.

Performance Indicator: Program completion rate of 75%. Compliance with ACEN Accreditation standards and CA Board of Registered Nursing regulations.

Timeline: 2014-2015

Funding Resource Category: Grant Funds

Ranking: H



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Section VI – Process Assessment

Instructions: Please answer the following questions:

A. How have the changes in the program review process this year worked for your area?

It was easier to write the program review with the omission of the performance assessment, student success outcomes, and program operating outcomes boxes since these were oftentimes redundant. It was easy to retrieve the information from TracDat.

B. How would you improve the program review process based on this experience?

It was easier when the data was populated into the document itself. The bar graphs were extremely helpful with the interpretation of data and should continue to be included. I understand that this is still a work in process but it was frustrating to work on a section and then have corrected data come out on several occasions which required modification of what had already been done. Some of the questions that served as a guideline asked you to compare data that was not available. These questions should be omitted from the prompt.

C. Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

VII – Submission Verification

Program/Department: Nursing and Certified Nurse Assistant programs

Preparer: Dr. Sandra Melton

Dates met (include email discussions): 8/16/13, 8/26/13, 9/9/13, 9/23/13



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List of Faculty who participated in the program Review Process:

Heidi Dalton, Debbie Kahn, Dr. Patricia King, Kathy Koch, Florence LaFemina, Kelly Neel, Dr. Claudia Peter, Lisa Powell, Linda Valadez, Heidi Vogtmann, and Mary Zacharias.

Preparer Verification: I verify that this program document was completed in accordance with the program review process.

Dean Verification: I verify that I have reviewed this program review document and find it complete. Dean may also provide comments (optional):



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Program Review Process Map

I . Status report and accomplishments from prior year

II. Description

III(b). Other program goals and initiatives

(Innovations, regulations, legislation, new technology, industry standards, professional development, or advisory committee recommendations, etc.)

IV. Program vitality-(Academic Senate rubric)

V. Summary of initiatives and requests
Minority reports if any

VI. Process assessment

VII. Verification of review



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Program Review Resource Initiatives Guidelines

WHAT TO LEAVE OUT

The purpose of this document is to clarify what kinds of resource requests should NOT be included in the Program Review Document as initiatives.

<p>The table below summarizes the types of resources that DO NOT need to be included in the Department Plans. The “Who to Contact” column lists who to contact when the resources or services are needed.</p>		
Excluded Items	Who to Contact	Explanation
Safety Issues, including but not limited to broken chairs or desks, etc. that can be resolved through the normal process.	Dean, M&O or Appropriate Office	All safety issues should be immediately reported to the Dean, M&O, or appropriate department.
EAC Accommodations that can be resolved through the normal process.	DSPS and Dean	Any accommodation should have the guidance of the DSPS office.
Routine M&O maintenance & repair (light fixtures not working, holes in walls, locks, cleaning, broken desks or chairs, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vccd.edu or notify your division office so they can handle for you.
Cyclical Maintenance (painting, flooring, carpet shampooed, windows, etc.) that can be resolved through the normal process.	M&O or Division Office	Complete an email request to vcmaintenance@vccd.edu or notify your division office so they can handle for you.
Classroom technology equipment repairs (projector light bulb out, video screen not working, computer not working, existing software updates) that can be resolved through the normal process.	Campus Technology Center or Division Office	Complete an email request to vchelpdesk@vccd.edu or notify your division office so they can handle for you.
Section Offerings/ Change of classrooms	Dean/Department Chair	Dean will take requests through the enrollment management process.
Substitutes	Dean	Dean will process in accordance with existing guidelines.
Conferences, Meetings, Individual Training	Professional Development Committee	Requests should first be addressed by the PDC and only go through program review if costs cannot be covered.



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Program Review Resource Initiatives Guidelines

WHAT TO LEAVE IN

The purpose of this document is to clarify what kinds of resource requests should be included in the Program Review Document as initiative.

<p>Faculty and Staff from each department will meet as a division to prioritize initiatives resulting from the Program Review process. The initiatives will then go to each respective governance groups such as Staffing Priorities, Technology Committee, Budget Resource Council, etc., for further prioritization. Administrative Council and the Executive Team will develop the final prioritized list and distribute for implementation.</p>		
Included Items	Committee Group	Explanation
Replacement of classroom furniture	Facilities Oversight Group	Only when it is an entire classroom/lab/office at a time or a safety or disability issue that has not been resolve through the normal process.
Upgrade and/or replacement of computer and other technological equipment	Technology Committee	These items will go on to a list for replacement or upgrade per the technology plan.
New Equipment/Furniture/classroom items (i.e. microscope, etc.)	Budget Resource Council	These items must be approved included in a plan to improve student learning and/or services.
Buildings/Office Space (new renovation, modernization)	Division Dean	The division dean will work with Administrative Council and the Fog Committee to pursue the projects.
New Software	Technology Committee	These items must be approved included in a plan to improve student learning and/or services.
New Faculty Positions	Faculty Staffing Priorities	Requests for new positions will compiled on a list and sent to the FSP committee.
New Classified Positions/or increase in percentage of existing positions.	Classified Staffing Priorities	Requests for classified positions will compiled on a list and sent to the CSP committee.
New Programs/certificates	Curriculum Committee	These program/certificates must be approved by the curriculum committee.
Training and Professional Development above normal	Professional Development/ Budget Resource Council	These are items over and above what the PDC can provide.
Expansion/Conversion to Distance Learning	Dean of Distance Learning and Distance Learning Committee	Requests will be compiled and sent to the committee process for discussion.
Service Agreements	Budget Resource Council	Requests must include justification.
Instructional Materials and Office Supplies/ Advertising/Student Workers/Printing/Duplicating	Budget Resource Council/Dean	These items must include a compelling reason and be above what the normal budget will allow.



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Appendix-C

Rubric for Instructional Program Vitality-Academic (non-CTE)

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

Academic programs:

Point Value	Element	Score
Up to 6	Enrollment demand ¹	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	
Sufficient capital / human resources to maintain the program, as defined by:		
Up to 3	Ability to find qualified instructors	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
	A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.	
Up to 3	Financial resources, equipment, space	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
	A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	
Up to 4	Agreed-upon productivity rate ²	
	A "4" would indicate that a program has met or exceeded its productivity rate.	
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	

¹ Enrollment demand is determined by the ability to fill classes.

² Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.



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A "2" would indicate that a program is at 80% or greater of its productivity rate.	
A "1" would indicate that a program is at 70% or greater of its productivity rate.	
A "0" would indicate that a program is at less than 70% of its productivity rate.	

Up to 4	Course completion rate³	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 3	Success rate⁴	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 3	Ongoing and active participation in SLO assessment process	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

Note rationale on next page.

³ As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."

⁴ As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.



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In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

Score interpretation, academic programs:

- | | |
|-----------------|---|
| 22-26 | Program is current and vibrant with no further action recommended |
| 18-21 | Recommendation to attempt to strengthen program |
| Below 18 | Recommendation to consider discontinuation of the program |



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Rubric for Instructional Program Vitality-CTE

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

CTE programs:

Point Value	Element	Score
Up to 6	Enrollment demand / Fill rate ⁵	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	6
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	
Up to 3	Sufficient capital / human resources to maintain the program, as defined by:	
	Ability to find qualified instructors	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	3
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
Up to 3	Financial resources, equipment, space	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	3
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
	A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	
Up to 4	Agreed-upon productivity rate ⁶	
	A "4" would indicate that a program has met or exceeded its productivity rate.	4
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	
	A "2" would indicate that a program is at 80% or greater of its productivity rate.	
	A "1" would indicate that a program is at 70% or greater of its productivity rate.	

⁵ Enrollment demand is determined by the ability to fill classes.

⁶ Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.



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A "0" would indicate that a program is at less than 70% of its productivity rate.	
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Up to 3	Program Completion	
	A "3" would indicate that the program has granted 25 or greater combined degrees, certificates and proficiency awards over the past four academic years.	3
	A "2" would indicate that the program has granted 20-24 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "1" would indicate that the program has granted 15-19 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "0" would indicate that the program has granted fewer than 14 combined degrees, certificates and proficiency awards over the past four academic years.	

Up to 3	Employment Outlook for Students/Job Market Relevance	
	A "3" would indicate that the employment outlook for students in the program is greater than the projected county-wide employment average for the next three years and/or "leavers" of the program make more money in their jobs based on taking courses at the college (with or without having completed a degree) than had they not taken courses at the college.	3
	A "2" would indicate the employment outlook for students in the program is about average with the projected county-wide employment average for the next three years.	
	A "1" would indicate that the employment outlook for students in the program is less than the projected county-wide employment average for the next three years.	
	A "0" would indicate that the employment outlook for students in the program is significantly less than the projected county-wide employment average for the next three years.	

Up to 3	Success rate⁷	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	3
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 4	Course completion rate⁸	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	4
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

⁷ As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.

⁸ As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."



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Up to 3	Ongoing and active participation in SLO assessment process	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	3
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

It is clear from the Program Vitality scores that the nursing program is vibrant and viable. Program and course completion and student success scores surpass that of the college. The enrollment demand remains high and exceeds the program's ability to meet student demand.

Score interpretation, academic programs:

- 27-32** Program is current and vibrant with no further action recommended
- 22-26** Recommendation to attempt to strengthen program
- Below 22** Recommendation to consider discontinuation of the program



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APPEAL FORM

(Due to Office of Institutional Effectiveness by November 8)

The program review appeals process is available to any faculty, staff, or administrator who feels strongly that the prioritization of initiatives (i.e. initiatives that were not ranked high but should have been, initiatives that were ranked high but should not have been), the decision to support or not support program discontinuance, or the process followed by the division should be reviewed by the College Planning Council.

Appeal submitted by: (name and program) _____

Date: _____

- Category for appeal:
- Faculty
 - Personnel – Other
 - Equipment- Computer
 - Equipment – Other
 - Facilities
 - Operating Budget
 - Program Discontinuance
 - Other (Please specify)

Briefly explain the process that was used to prioritize the initiative(s) being appealed:

Briefly explain the rationale for asking that the prioritization of an initiative/resource request be changed:

Appeals will be heard by the College Planning Council on November 9, 2011 at its regularly scheduled meeting (3:00 – 5:00 p.m.). You will be notified of your time to present.