



Joint Nursing Advisory Committee Meeting  
**May 3rd, 2024**  
**8:15 am – 12:00 pm**  
**River Ridge Golf Club**

NAME OF ATTENDEES	ATTENDANCE; Present or Absent	Name of Company, Business, College, High School	Email Address	Telephone Number
<b>Nursing Coordinator</b>	N/A			
<b>Nursing Director</b>	N/A			
<b>Nursing Chair, Dr. LaSonya Davis</b>	Present	CSU Channel Islands		
<b>Refer to sign-in sheets</b>				
<b>Industry Partners</b>				
<b>Dean</b>				
<b>Faculty</b>				
<b>Staff, Gabriel Bautista</b>	Present	CSU Channel Islands		
<b>Students</b>				
<b>Guests</b>				

**AGENDA****ACTION SUMMARY**

	Notes	ACTION
1.Welcome and Introductions	Welcome by Nursing Directors and introductions are given at each table.	
2. Presentations of Moorpark College, Ventura College, and CSU Channel Islands:	<b>Moorpark College:</b> <ul style="list-style-type: none"><li>ADN progress report (2022-2023, as available for 2023-2024)<ul style="list-style-type: none"><li>42 students admitted fall 2023.</li><li>42 students admitted Spring 2024.</li><li>350 applicants per semester.</li><li>Admission seats returning to pre pandemic levels.</li><li>Total program enrollment as of April 2024 is 139, 2020 was 143.</li></ul></li><li>28 projected spring 2024 graduates</li><li>59 total graduates for 2023-2024</li><li>100% NCLEX-RN pass rate on first attempt for Fall 2023</li><li>Goals for 2024-2025</li></ul>	<b>Moorpark College:</b> <ul style="list-style-type: none"><li>Early identified “at risk” students will receive individualized success plans.</li><li>Mandatory new student welcome and orientation</li><li>Nursing Boot Camp</li><li>Faculty tutors</li><li>ATI integration plan</li><li>Dedicate mental health Counselor, In-Building on lecture day and point of</li></ul>

	<ul style="list-style-type: none"> <li>○ Continue to restore admission seats, restore retention &gt; 70%, strive for 75%.</li> <li>○ Maintain NCLEX pass rates of &gt; 90%.</li> <li>○ Maintain graduate employment rate &gt; 80%.</li> <li>○ Continue to collaborate with health care partners and universities.</li> </ul> <p><b>Ventura College:</b></p> <ul style="list-style-type: none"> <li>• Graduate numbers are rising to pre pandemic numbers. <ul style="list-style-type: none"> <li>○ 75 graduates for 2023/2024</li> </ul> </li> <li>• 100% pass rate on first attempt NCLEX-RN in Fall 2023</li> <li>• 100% pass rate AP-LVN track</li> <li>• Graduates are most likely to work in a hospital.</li> <li>• New Sim – Conversational speech, enhanced by AI, active motor function, abnormal eye movements, dynamic facial expressions, lifelike sensory response.</li> <li>• Program goals. <ul style="list-style-type: none"> <li>○ Maintain NCLEX-RN pass rate &gt; 90%.</li> <li>○ Maintain retention rate of &gt; 90%</li> <li>○ Facilitate pathways for graduates to access BSN programs including, concurrent BSN enrollment.</li> <li>○ Collaborate with our health care partners to evaluate and support education and service needs.</li> </ul> </li> <li>• BRN approval in 2021 with full 5-year continuing approval with no areas of compliance or recommendations.</li> <li>• Updated classroom into a multi-use computer lab.</li> <li>• Purchased high fidelity AI simulator.</li> <li>• Receive very strong positive feedback from employers about graduates.</li> <li>• Moved to entirely online admission application.</li> <li>• Students are being hired to work to their highest level of competency in local hospitals.</li> <li>• AP-LVN is in high demand, admitted 15 in fall 2023 and will admit at least 10 in Fall 2024, the wait list is about 1.5 years.</li> <li>• For February 2024 application, high school chemistry will no longer be accepted to fulfill the nursing prerequisite requirement. <ul style="list-style-type: none"> <li>○ A college chemistry course must be completed with a corresponding lab.</li> </ul> </li> <li>• A seven-year regency requirement for Anatomy, Physiology, and microbiology will be instituted for both generic and advanced placement applicants.</li> </ul> <p><b>CSU Channel Islands:</b></p> <ul style="list-style-type: none"> <li>• Admissions <ul style="list-style-type: none"> <li>○ 70 students in BSN Fall 2024 Cohort</li> <li>○ 22 students in Goleta Spring 2024 Cohort</li> <li>○ 30 students in RN/ADN-BSN Summer 2024 <ul style="list-style-type: none"> <li>■ Concurrency program</li> <li>■ RN-BSN</li> </ul> </li> </ul> </li> </ul>	<p>contact for mental health services.</p> <p><b>Ventura College:</b></p> <ul style="list-style-type: none"> <li>• Implementation of the clinical judgment model into all courses, both theory, clinical, and simulation</li> <li>• Incorporation of clinical judgement model and NextGen format test questions in all exams</li> <li>• Multiple ATI proctored exams with remediation programs, critical thinking, and NCLEX predictive testing</li> <li>• Multiple simulation experiences</li> <li>• Provide NCLEX review course.</li> </ul> <p><b>CSU Channel Islands:</b></p> <ul style="list-style-type: none"> <li>• Transition to Lippincott, as a result will save students money.</li> </ul>
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	<ul style="list-style-type: none"> <li>• MSN Summer 2024 Cohort <ul style="list-style-type: none"> <li>◦ FNP Track</li> <li>◦ 24 Generic</li> <li>◦ 7 Post Master</li> </ul> </li> <li>• NCLEX Pass rate. <ul style="list-style-type: none"> <li>◦ 2022-2023 91.55%</li> </ul> </li> <li>• Updates <ul style="list-style-type: none"> <li>◦ New lab expansion</li> <li>◦ Campus consolidation</li> <li>◦ Pre-Licensure curriculum change</li> <li>◦ RN-BSN curriculum change <ul style="list-style-type: none"> <li>▪ Concurrency program</li> </ul> </li> <li>◦ DNP – tentative date Fall 2026</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of NCLEX remediation plan for 2024 Cohort and beyond.</li> <li>• New simulation lab training for faculty.</li> <li>• Consolidation of Camarillo and Goleta Campus.</li> </ul>
<p>3. Agency Presentations:</p> <ul style="list-style-type: none"> <li>- Community Memorial Healthcare</li> <li>- Cottage Hospital</li> <li>- Adventist Health Simi Valley</li> <li>- St John's Regional Medical Center</li> <li>- Ventura County Medical Center</li> </ul>	<p><b>Adventist Health Simi Valley:</b></p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> year in a row of receiving Patient Safety Excellence award.</li> <li>• Top 10% in patient safety by preventing infections, medical errors, and other preventable complications.</li> <li>• Center of Excellence in Robotic Surgery</li> <li>• Only COE for Robotic Spine and Joint Placement in California</li> <li>• Robotics and joint program continue to grow</li> <li>• 655 robotic cases and 127 robotic knees in 2023</li> <li>• Using Da Vinci 5 robotic surgery system, first and only hospital in LA &amp; Ventura Counties to have this.</li> <li>• Neurointervention Program Update <ul style="list-style-type: none"> <li>◦ VIZ ai for LVO Detection <ul style="list-style-type: none"> <li>▪ Assists with overall team communication and quick viewing of brain imaging.</li> <li>▪ Reduced door to needle times by 50% since implementation</li> <li>▪ Reduced door in/door out times for higher level of care by more than 50%</li> </ul> </li> </ul> </li> <li>• Transition into practice Opportunities <ul style="list-style-type: none"> <li>◦ Operating room 15 weeks</li> <li>◦ Emergency Department 12 weeks</li> <li>◦ Critical Care 14 weeks</li> </ul> </li> <li>• RN Resident Hiring Statistics January 2023-April 2024 <ul style="list-style-type: none"> <li>◦ 4 hires from Moorpark.</li> <li>◦ 1 hire from Ventura.</li> <li>◦ 0 hires from CSUCI.</li> <li>◦ 24 hires from other Schools.</li> </ul> </li> <li>• Residency Program Update <ul style="list-style-type: none"> <li>◦ 2 active cohorts</li> <li>◦ Next cohort starting in July 2024</li> <li>◦ Hiring both ADN and BSN graduates</li> </ul> </li> </ul> <p><b>Community Memorial Healthcare (CMH):</b></p> <ul style="list-style-type: none"> <li>• New CEO, Mick Zdeblick from Asante Rouge Regional Medical Center in Medford OR.</li> <li>• Rebranded logo</li> </ul>	

- Second consecutive year of receiving Healthgrades Outstanding Patient Experience Award
- Awarded 5 star rating by Centers for Medicare & Medicare services (CMS)
- UKG (Kronos) Workforce Management
  - 2023 implemented new time clock and scheduling system.
  - Epic 2024-2025
  - Kickoff April 29<sup>th</sup>, 2024.
  - Go live March 8<sup>th</sup>, 2025.
- Student Internship Opportunities
  - Nurse Intern I and II
  - In 2023, we hired 10 intern I and 11 Intern II
    - 10 have hired on as an RN I with extended orientation or part of the residency program.
  - Intern I: Must have completed the first semester of a medical-surgical rotation (Fundamentals of Nursing)
  - Intern II: Must be a senior in good standing, from an ADN or BSN program.

**Cottage Advisory Board:**

- In 2023 96 New Graduate Nurses Hired
  - 2 CSUCI Camarillo
  - 9 CSUCI Goleta
  - 2 Moorpark
  - 3 Ventura college
  - 16 Acute Care Transition Nurses Hired
- Intern/Extern Employment Opportunities
  - Nurse Extender Job Role
    - Year Round if positions available
    - Paid Time
    - Interview process
    - Semester 3 or 4 nursing student or graduate from an accredited nursing program (Pre-boards)
  - Summer Internships
    - June through August
    - Paid time
    - Interview Process
    - Not Specific to Nursing
- Strategies to meet facilities needs
  - Nurse Residency programs increased to 4 annually.
  - Transition Nurses Hired into Nurse Residency Programs 4x annually.
  - Limited expansion in clinical capacity for nursing students
  - Virtual Nursing Pilot planned for Med-Surg Unit. Targeting end of 2024

**St John's Regional Medical Center:**

- Asynchronous Cohorting model
  - Onboarding residents monthly in smaller cohorts
- 12 weeks of didactic courses
- FY 24 Retention
  - 79 onboarded.
  - 10 resigned/terminated.
- Receiving positive resident feedback
- Received PTAP Accreditation – spring 2023
- Received Pathway to Excellence Designation award Winter 2023
- Educational Partnering & Professional development
  - Mock Code Blue Day
  - Mock interviews Ventura College & Moorpark College
  - Collaboration with local educational institutions for Nurses' week
  - ANCC Success Pays Program

**Ventura County Medical Center:**

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<p>4. Table Discussions</p> <p>4.1. Choose a competency to focus on, and provide feedback regarding what educational needs you identify for the new grad:</p> <ul style="list-style-type: none"> <li>- Communication, teamwork, and collaboration (tables 2 &amp; 3)</li> <li>- Safety and patient-centered care (tables 4 &amp; 5)</li> <li>- Leadership and management (table 6)</li> <li>- Legal and ethical nursing practice (table 7)</li> </ul> <p>4.2. During the hiring process at your health care agency, what evidence of the desired competencies above are you looking for from applicants?</p> <p>4.3. What challenges are agencies facing due to the “Nursing Shortage” and how can our partnerships assist in filling these gaps.</p>	<p>4.1.</p> <ul style="list-style-type: none"> <li>• Having the Graduates really understand the human element of nursing, “treat the patient, not the monitor”</li> <li>• Encourage an environment where teamwork is necessary, have the Preceptor act as a role model/coach.</li> <li>• Practice learning how to receive feedback.</li> </ul> <p>4.2.</p> <ul style="list-style-type: none"> <li>• Good communication skills</li> <li>• Being honest</li> <li>• Working well with a team</li> <li>• Engaged</li> <li>• Resilient</li> <li>• Motivated</li> </ul> <p>4.3.</p> <ul style="list-style-type: none"> <li>• Encouraging RNs to go into MSN programs to become educators, looking into how to get more pay for nurse educators operating outside of hospitals.</li> <li>• Students coming to hospitals with limited interpersonal skills due to Covid-19, Looking into providing more hands-on patient experience during residency.</li> <li>• Retention rates are low due to burn out, we can partner with community nursing schools to develop residency programs and ensure growth of nurses.</li> </ul>	
<p>5. Closing, Information Evaluation &amp; CEU Distribution</p>		

Meeting Minutes completed and distributed by: Gabriel Bautista, California State University Channel Islands

Date: 05/3/2024



## **Nursing Advisory Committee May 8, 2025**

### **Meeting the Challenges of Nursing Practice through Collaborative Nursing Education Partnerships**

#### **Objectives**

1. Identify expected competencies (Knowledge, Skills and Attitudes) of new hires at local health care agencies regarding quality indicators.
2. State initiatives and strategies implemented in response to accreditation, quality indicators or survey results
3. Discuss challenges that agencies are facing due to the “nursing shortage” and how our partnerships can assist in filling the gaps.
4. Discuss employment opportunities for new graduate nurses in Ventura County.

#### **Agenda**

8:30 – 9:00 Breakfast, Check-In  
9:00 – 9:10 Breakfast/Check-In, Introductions  
9:10 – 9:40 Moorpark College, Ventura College, CSU Channel Islands Presentations  
9:40 – 10:00 Agency Presentations  
10:00 – 10:10 Break  
10:10-10:40 Table Discussion  
10:40-11:00 Discussion Report  
11:00-11:30 Closing, Information Evaluation & CEU Distribution

#### **Table Discussion Questions**

1. Choose a competency to focus on, and provide feedback regarding what educational needs you identify for the new grad:
  - Communication, teamwork, and collaboration (tables 2 & 3)
  - Safety and patient-centered care (tables 4 & 5)
  - Leadership and management (table 6)
  - Legal and ethical nursing practice (table 7)
2. During the hiring process at your health care agency, what evidence of the desired competencies above are you looking for from applicants?



3. What challenges are agencies facing due to the “nursing shortage” and how can our partnerships assist in filling these gaps.

Student Questions (3 students/college)

4. What are the top 3 influencing factors you consider critically important in selecting a potential employer as a new graduate?
5. In what ways have clinical agencies been the most helpful to you in your clinical training?

# VENTURA COLLEGE

2024-2025 Program Report  
for the Nursing Advisory  
Committee Meeting



May 8, 2025

# Graduation Statistics



# PROGRAM OUTCOMES

## NCLEX-RN Results

NCLEX-RN PASS RATE				
VC GRADUATING CLASS	PASS RATE (1 <sup>st</sup> attempt)	AP-LVN Track	STATE AVERAGE	NATIONAL AVERAGE
Fall 2023	100%	100%	83%	80%
2022/2023	94%	100%	83%	80%
2021/2022	94%	100%	83%	80%
2020/2021	98%	100%	88%	83%
2019/2020	97%	100%	92%	88%

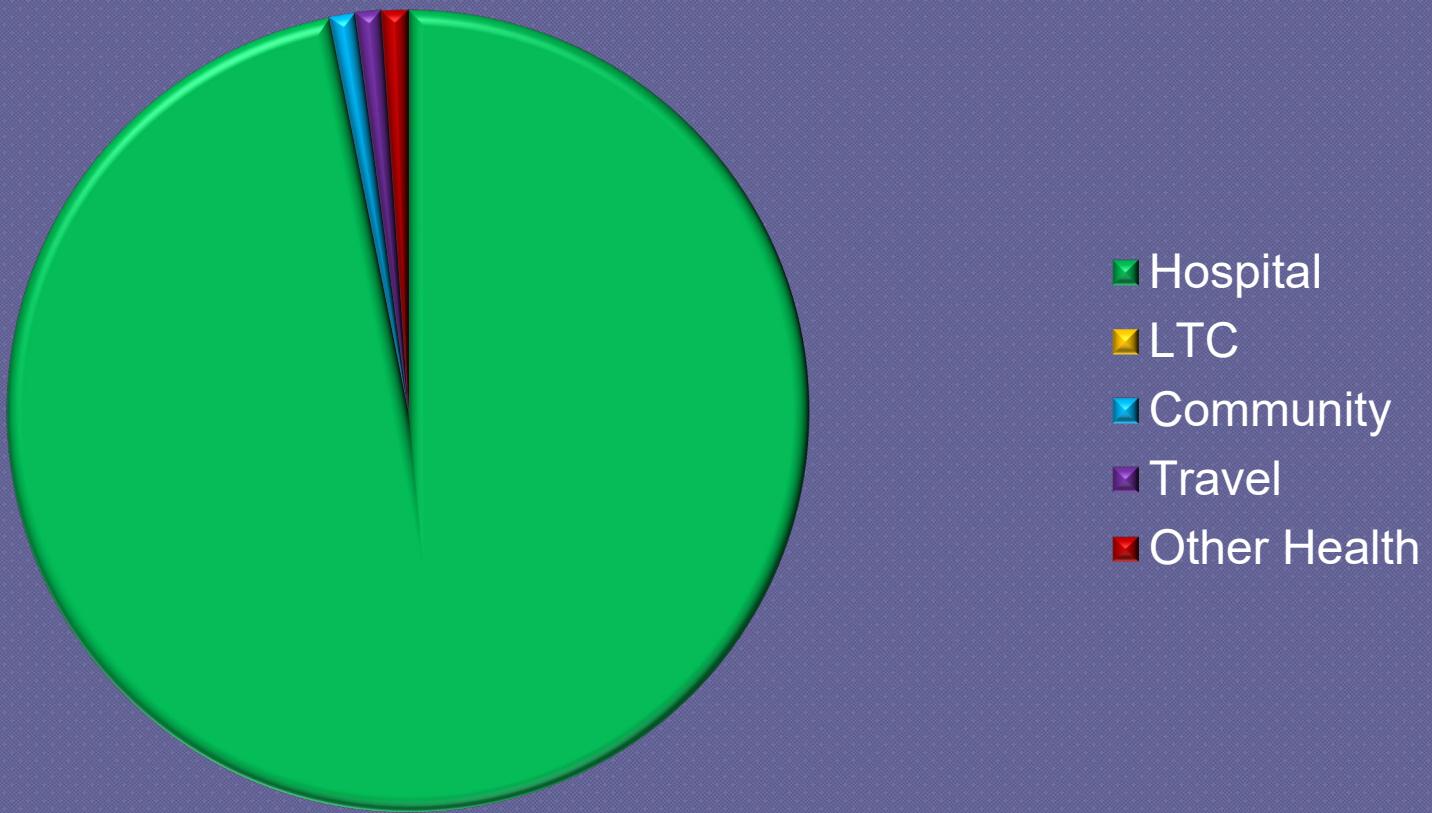
<https://www.rn.ca.gov/schools/passrates.shtml>

# Graduate Employment at 6 months – 1 year



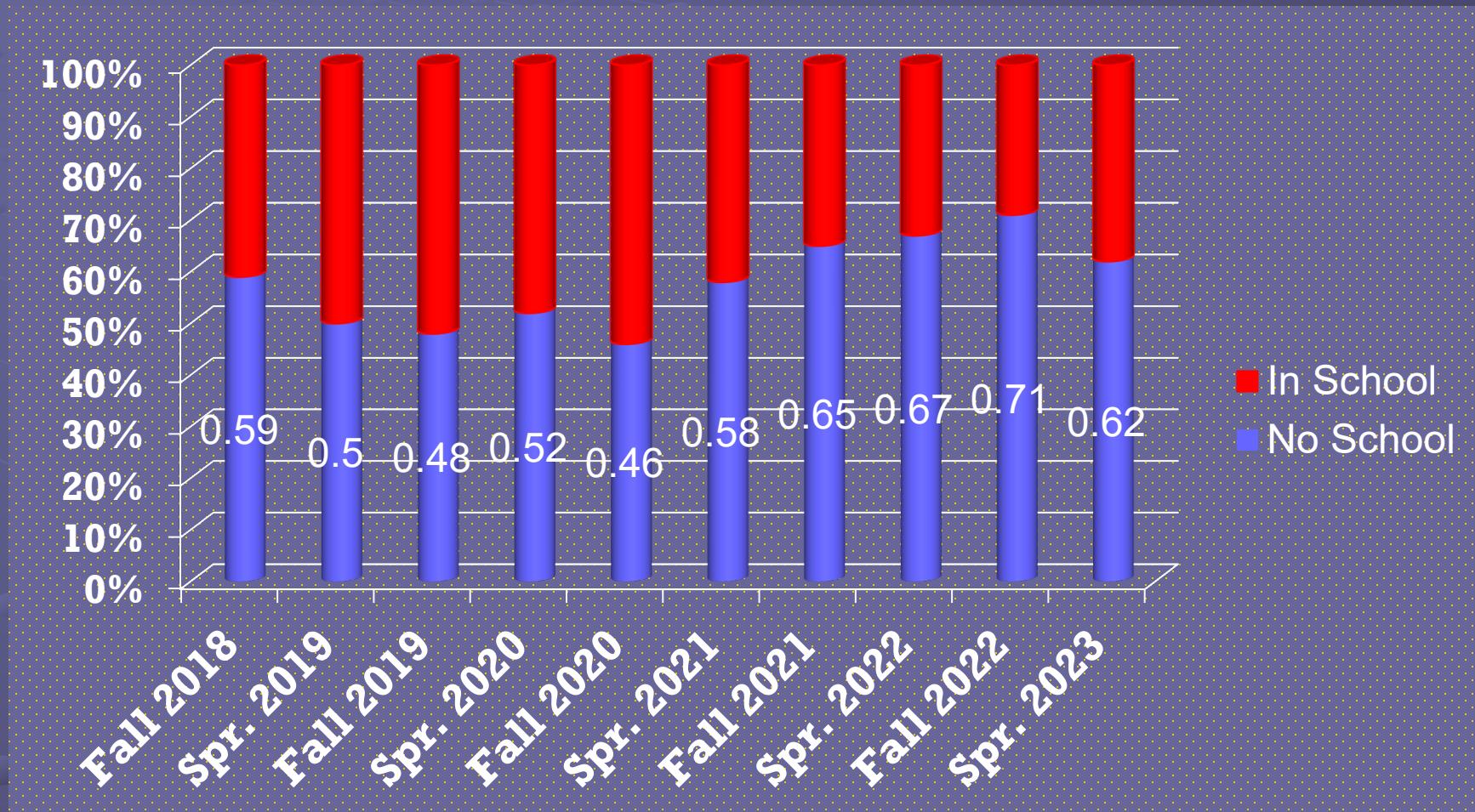
# Employed Where?

2022-2023



# Pursuing Advanced Degree 2018-23

(within 1st yr. of graduation)

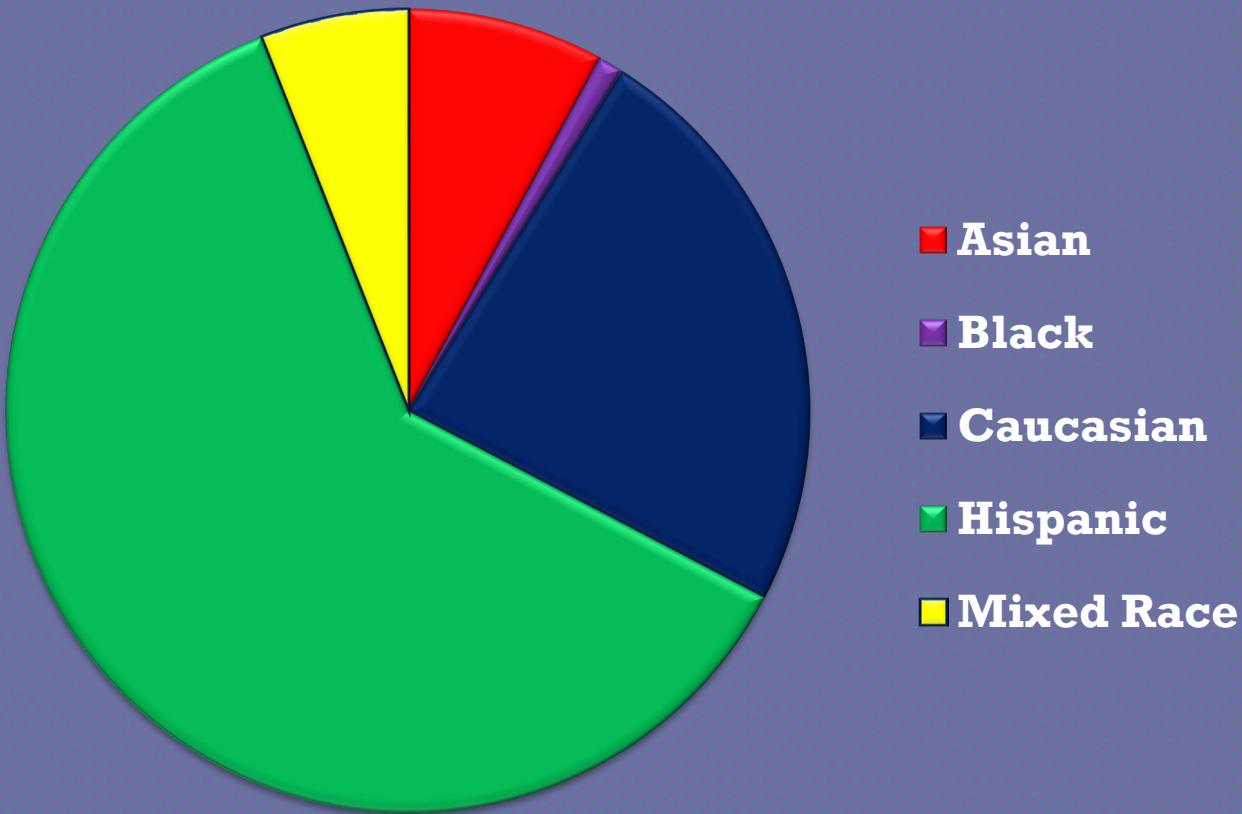


# **Graduates Pursuing Advanced Degrees**

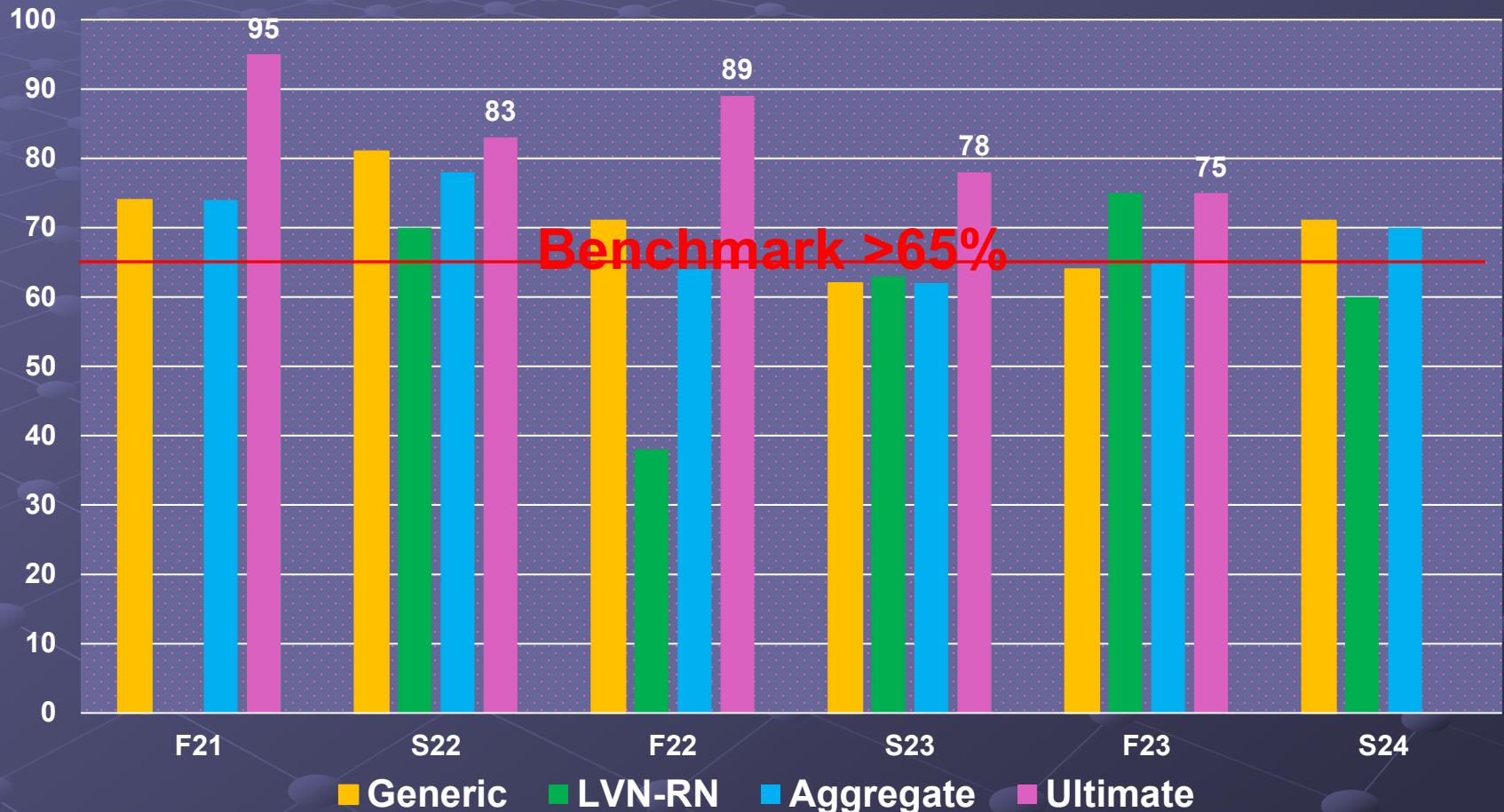
- Ventura College continues to maintain partnerships with multiple ADN to BSN Programs, i.e., Azusa Pacific, Capella, Chamberlain, CSUDH, CSUCI, CSUN, Grand Canyon University, Western Governors, National University, University of Phoenix and University of Arlington. Many of these programs offer concurrent enrollment of which VC students are taking advantage of.
- Several students are enrolled in ADN to MSN programs.

# ETHNICITY

2022-2023



# Completion Rate



Since F21 Reflects On Time Completion

# Retention

- Overall program completion is defined by BRN and ACEN as program completion on time.
- Completion rates for both generic and advanced placement students has decreased with the new definition of completion, however, ultimate complete rate is higher.
- In the last fiscal quarter, 76 students took the ATI TEAS. Of those tested, 66 (87%) scored 62% or higher. 10 (13%) scored less than 62% and have been/are being provided with remediation. 7 students completed remediation and retook the exam. 57% of these students passed.
- TEAS includes English, reading, math, and science.
- For Spring 2024 admission, we utilized the first attempt on TEAS VII only for eligibility.
- We have continued to offer TEAS testing remotely.

# What are we doing?

- **Implementation of the clinical judgment model into all courses, both theory, clinical, and simulation**
- **Incorporation of clinical judgment model and NextGen format test questions in all exams**
- **Multiple ATI proctored exams with remediation programs, critical thinking, and NCLEX predictive testing**
- **Adaptive quizzes with NCLEX practice questions for each module**
- **Support courses**
- **New orientation and extra support for AP-LVN students with concerted focus on care maps**
- **Peer tutors**
- **Multiple simulation experiences**
- **Provide NCLEX review course**

# Clinical Judgment Model

## Clinical Judgment Measurement Model

Used with permission by NCSBN® NextGen NCLEX®  
<https://www.ncsbn.org/next-generation-nclex.htm>

### Recognize Cues

Identify relevant and important information from different sources (e.g., medical history, vital signs).

- What information is relevant/irrelevant?
- What information is most important?
- What is of immediate concern?

Do not connect cues with hypotheses just yet.



### Analyze Cues

Organizing and linking the recognized cues to the client's clinical presentation.

- What client conditions are consistent with the cues?
- Are there cues that support or contraindicate a particular condition?
- Why is a particular cue or subset of cues of concern?
- What other information would help establish the significance of a cue or set of cues?

Consider multiple things that could be happening. Narrowing things down comes at the next step.



### Prioritize Hypotheses

Evaluating and ranking hypotheses according to priority (urgency, likelihood, risk, difficulty, time, etc.).

- Which explanations are most/least likely?
- Which possible explanations are the most serious?

Item development should focus on ranking the potential issues and should use phrases such as "most likely."



### Generate Solutions

Identifying expected outcomes and using hypotheses to define a set of interventions for the expected outcomes.

- What are the desirable outcomes?
- What interventions can achieve those outcomes?
- What should be avoided?

Focus on goals and multiple potential interventions—not just the best one—that connect to those goals. Potential solutions could include collecting additional information.



### Take Action

Implementing the solution(s) that addresses the highest priorities.

- Which intervention or combination of interventions is most appropriate?
- How should the intervention(s) be accomplished (performed, requested, administered, communicated, taught, documented, etc.)?

For "how" questions, ensure that specific elements from the scenario are what determines approach. Avoid memorized or "textbook" procedures. The item stem and/or the responses should include action verbs.



### Evaluate outcomes

Comparing observed outcomes against expected outcomes.

- What signs point to improving/declining/unchanged status?
- Were the interventions effective?
- Would other interventions have been more effective?

Item development should focus on the efficacy of the intervention(s) from the previous items.





*“If we wait for the moment  
when everything, absolutely  
everything, is ready we shall  
never begin.”*

# **End of Program SLOs #1**

**Provide safe, quality, culturally appropriate patient-centered care to patients, families, and groups supported by evidence-based clinical decisions and patient preferences in a variety of settings.**

**Assessment measures – ATI Comprehensive Predictor, Med/Surg, Mental Health, Maternal Child proctored exams, ATI Pulse Probability Score, ATI Critical Thinking, NS V40A & B Clinical Evaluation Tool, Employer and Graduate Satisfaction Surveys**

# **End of Program SLOs #2**

**Communicate effectively with patients and members of the inter-professional health care team to provide and coordinate safe, quality, patient-centered care.**

**Assessment measures – ATI Proctored Mental Health and Leadership exams, NS V40A & B Clinical Evaluation Tool, Employer and Graduate Satisfaction Surveys**

# **End of Program SLOs #3**

**Demonstrate leadership and system management knowledge and skills in the delivery of quality health care to patients while contributing to the effectiveness and efficiency of the work unit.**

**Assessment measures – ATI Proctored Mental Health and Leadership exams, NS V40A & B Clinical Evaluation Tool, Employer and Graduate Satisfaction Surveys, ATI Comprehensive Predictor and Pulse Probability Score**

# End of Program SLOs #4

**Integrate established regulatory (California Nurse Practice Act), legal and ethical principles into standard-based personal nursing practice.**

**Assessment measures – ATI Comprehensive Predictor, Med/Surg, Mental Health, Maternal Child proctored exams, ATI Pulse Probability Score, ATI Critical Thinking, NS V40A & B Clinical Evaluation Tool, Employer and Graduate Satisfaction Surveys**

# ATI Pulse Dashboard

Cohort	Probability of Passing NCLEX-RN	Students at Risk
Fall 2023	87%	5
Spring 2023	87%	3
Fall 2022	58%	15
Spring 2022	72%	12
Fall 21	68%	16
Spring 21	81%	13
Fall 20	67%	19
Spring 20	68%	17

# ATI Leadership Proctored Exam

Semester/Year	S22	F22	S23	F23
<b>Goal Met = M Below Goal = B</b>	<b>N = 36</b>	<b>N = 25</b>	<b>N = 31</b>	<b>N = 45</b>
<b>Target score Group National mean</b>	<b>72.9%</b>	<b>72.9%</b>	<b>72.9%</b>	<b>73.2%</b>
<b>Adjusted Group Score</b>	<b>74.9% M</b>	<b>68.9% B</b>	<b>73.5% M</b>	<b>70.5% B</b>
<b>Management Of Care</b>	<b>75.6% M</b>	<b>70.2% B</b>	<b>74.6% M</b>	<b>69.2% B</b>
<b>Safety &amp; Infection Control</b>	<b>71.4% M</b>	<b>62.4% B</b>	<b>68.4% M</b>	<b>67.5% M</b>
<b>Number of Students at or Above “2” on Proficiency Level</b>	<b>15</b>	<b>6</b>	<b>11</b>	<b>6</b>
<b>Per Cent of Students at or Above “2” on Proficiency Level</b>	<b>41.7%</b>	<b>24%</b>	<b>35.5%</b>	<b>13%</b>

# ATI Leadership Results

Semester/year	Plan
Spring 2022	<p><b>EOPSLOs evaluated with this exam are #2 and #3. Need improvement in each outcome.</b></p> <p><b>Focus for leadership is management of care and safety and infection control.</b></p> <p><b>Student performance in each were below national mean – not met.</b></p> <p><b>Remediation action plan</b></p> <p><b>Will put emphasis on the following topics</b></p> <p><b>Discharge planning for client with tracheostomy</b></p> <p><b>Professional responsibilities regarding the code of ethics</b></p> <p><b>Reporting unusual occurrence or variance report</b></p> <p><b>Professional responsibilities regarding floating</b></p>
Fall 2022	<p><b>EOPSLOs evaluated with this exam are #2 and #3. Need improvement in each outcome.</b></p> <p><b>Focus for leadership is management of care and safety and infection control.</b></p> <p><b>Student performance in each were below national mean – not met.</b></p> <p><b>Remediation action plan</b></p> <p><b>Will put emphasis on the following topics</b></p> <p><b>Professional responsibilities regarding client advocacy and advance directives</b></p> <p><b>Assessment of fetal well-being (interdisciplinary communication)</b></p> <p><b>Professional responsibilities regarding the breach of electronic health information</b></p>

# ATI Comp Predictor

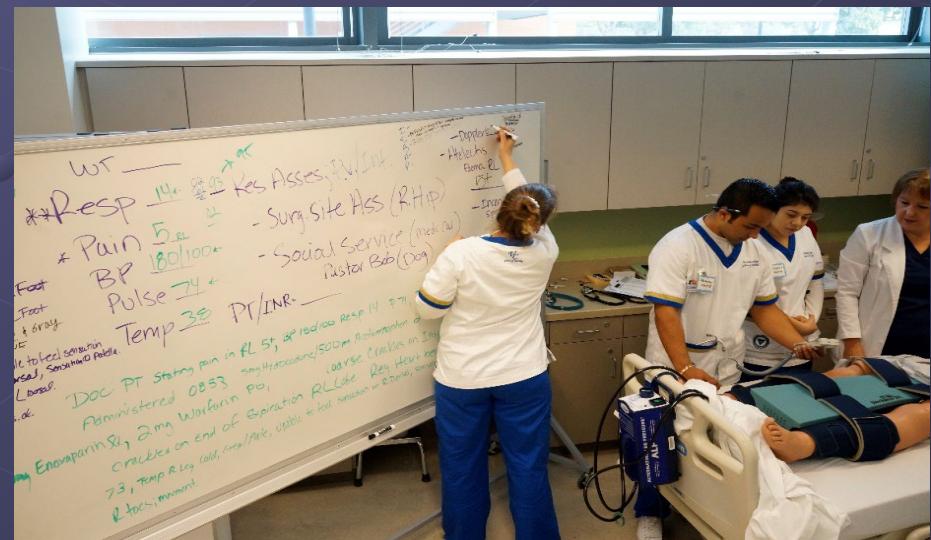
Semester/Year		S22	F22	S23	F23
<b>Highlighted Box = National Mean</b>	<b>Target Score = National Mean</b>	71.8%	71.8%	71.8%	71.8%
<b>Adjusted Group Score</b>	<b>Group National Mean</b>	69% ↓	62.4% ↓	72.3%	72.9%
<b>Management Of Care</b>		74.7%	73.1%	74% ↓	78.1%
<b>Safety &amp; Infection Control</b>		71.9%	63.3%	60.5% ↓	70.4% ↓
<b>Health Promotion &amp; Maintenance</b>		65.7% ↓	58.3%	66.6% ↓	77.1%
<b>Psychosocial Integrity</b>		62.2% ↓	60.6%	80.4%	63.9% ↓
<b>Basic Care and Comfort</b>		62.6% ↓	57%	69.2%	59.5% ↓
<b>Pharmacological and Parenteral Therapies</b>		71.2%	61%	75.5%	69.6%
<b>Reduction In Risk Potential</b>		72.2%	61.6%	63.6% ↓	66.4% ↓
<b>Physiological Adaptation</b>		63.5% ↓	56.2%	72.5%	80.5%
	<b>N =</b>	<b>35</b>	<b>25</b>	<b>31</b>	<b>31</b>
<b>Number of individual scores at or above 64%</b>	<b>N=</b>	<b>29</b>	<b>11</b>	<b>30</b>	<b>28</b>
<b>Percent of individual scores at or above 64%</b>	75%	82.8%	44%	96.7%	90%

# Critical Thinking

Outcomes	S22	F22	S23	F23
Priority setting	70%	66%	77%	63%
Foundational thinking	68%	56%	73%	72%
Clinical Application	69%	64%	70%	72%
Clinical Judgment			72%	71%
Recognizing Cues			75%	76%
Analyze Cues			65%	69%
Prioritize Hypotheses			65%	55%
Generate Solutions			82%	70%
Take Actions			66%	73%
Evaluate Outcomes			78%	72%

# The Health Sciences Center

- State of the Art facility.
- The Center includes a lecture hall (80 seats), 4 classrooms, 4 skills labs (1 for paramedics), 11 faculty offices, 2 director offices (1 for nursing & 1 for paramedic), 6 clerical work stations and 2 conference rooms.
- “Smart” classrooms and 1 new computer lab (total of 2).



# Increased Use of Technology

- We have infant, child, OB and 2 adult wireless high fidelity simulators.
- New sim - conversational speech, enhanced by AI, active motor function, abnormal eye movements, dynamic facial expressions, lifelike sensory response
- Clinical simulations are videotaped for use in debriefing sessions with new camera equipment.
- The use of video clips, pod casts, and on-line resources has dramatically increased.
- Simulation experiences to enhance critical thinking and clinical judgment have been added to the curriculum.

# Our Students & Our Community



- The Student Nurses Association sponsored a blood drive and are collecting clothes for clients in need at Hillmont Psychiatric Center. Students participated in Earth Day and the Alpha Delta Nu Honor Society supply drive collected toys, hygiene, and pantry items for the Ronald McDonald House at VCMC.

# PROGRAM GOALS



College

- **Maintain excellent NCLEX-RN pass rate > 90%**
- **Maintain retention rate at >90%**



Education

- **Facilitate pathways for graduates to access BSN programs including concurrent BSN enrollment**
- **Apply for BSN pilot program if SB895 successfully passes**
- **Strengthen faculty orientation and support to new/current/adjunct faculty**
- **Explore alternate pediatric clinical experiences**



Agency  
Partners

- **Collaborate with our health care partners to evaluate and support education and service needs**
- **Focus on all aspects of service and quality**

# Accomplishments!

- Our BRN approval visit was in December 2021. We received full 5 year continuing approval with no areas of noncompliance and no recommendations!
- Updated upstairs classroom into a multi-use computer lab.
- Purchased high fidelity AI simulator.
- Our licensure exam pass rates continue to remain strong.
- We continue to receive very strong, positive feedback from employers about our graduates.
- We have gone to an entirely online admission application.
- We continued to deliver quality, compassionate care to patients and deliver outstanding and innovative education to our students.
- Students are being hired to work to their highest level of competency in our local hospitals!

# Enrollment

- The nursing department typically admits 60 students/semester. Fall 2018 was the last semester this number of students was admitted. Enrollment for the past 8 semesters has decreased by 50% due to restrictions on clinical placements and decreased faculty numbers. Fall 2022 we admitted 50 students and Spring 2023 = 40. Fall 2023 = 50, Spring 2024 = 60 and Fall 2024 = 60 students.
- Our AP-LVN track is in great demand. We admitted 15 AP-LVNS in fall 2023 and will admit at least 10 in the fall. The waiting list is about 1.5 years.

# Entrance Requirements Changes

- The waitlist was halted for application cycle Fall 2023/Spring 2024. No new applicants were added to the existing nursing waitlist. All applicants were contacted and the waitlist was purged by 50%. The entering class will be selected on the basis of available openings in the order determined by the student's ranking on the multi-criteria screening (75% of class) and based on the existing waitlist (25% of class).
- For February 2024 application cycle for Fall 2024 admission, high school chemistry will no longer be accepted to fulfill the nursing prerequisite requirement - students must complete a college chemistry course with a corresponding laboratory.
- A seven year recency requirement for Anatomy, Physiology, and Microbiology will be instituted for both generic and Advanced Placement Applicants.

# Current Entrance Requirements

- 2.5 overall GPA
- 2.5 GPA in **microbiology, anatomy & physiology**
- No more than one repeat or withdrawal in **microbiology, anatomy or physiology**
- Students not meeting these requirements are not eligible for the wait list until remediation is completed
- “Success score” of 62% on the ATI TEAS VII

# THANK YOU!

- **THANK YOU** for all the assistance you provide that enables us to meet our enrollment, education, and outcome goals.
- **THANK YOU** for “coming” today. Your input is essential to our program success!



Component	Expected Level of Achievement	Results of Data Collection & Analysis	Action for Program Development, Maintenance, or Revision
<p><b><u>EPSLO (End of Program Student Learning Outcomes) #1:</u></b> <b>Demonstrate and foster high standards of nursing practice.</b></p> <p><b>EPSLO #2:</b> Provide competent and safe care in a variety of settings to an individual, family, group, or community of patients with diverse self-care needs across the life span by utilizing the nursing process for knowledgeable decision-making and judgment based on critical thinking, clinical competence, collaboration, and accountability.</p> <p><b>EPSLO #3:</b> Demonstrate management skills in providing care to individuals, families, groups, or communities/aggregates of patients with diverse needs.</p> <p><b>EPSLO #4:</b> Integrated established regulatory (California Nurse Practice Act), legal and ethical principles into standard-based personal nursing practice.</p>	<p>The group score will be <math>\geq</math> group national mean. The goal is for students to perform above the national average.</p>	<p><b>Group Score Data Analysis</b></p> <p><b>Spring 2023</b></p> <ul style="list-style-type: none"> <li>The adjusted group score is 72.3% which is slightly higher than both the individual national mean (71.8%) and the individual program mean (72.1%).</li> <li>Approximately 45% of the students in the group score above both the individual national mean and the individual program average.</li> </ul> <p><b>Fall 2023</b></p> <ul style="list-style-type: none"> <li>The adjusted group score is 72.9% which is slightly higher than both the individual national mean (71.8%) and the individual program mean is (72.1%).</li> <li>A significant majority of the group, 67%, scored above both the national and program averages.</li> </ul>	<p><b>Spring and Fall 2023:</b> the group is performing well above both the individual national and program means.</p> <p><b>Group Score Action Plan Spring and Fall 2023:</b></p> <ul style="list-style-type: none"> <li>Encourage active engagement and participation in class activities and discussions to foster continued learning and understanding.</li> <li>This includes but not limited to: <ul style="list-style-type: none"> <li>Case studies and bringing the patient into the classroom, simulations, Socratic questioning, NGN NCLEX questions in class all to facilitate open discussions that involve active learning, analyzing, application, and higher learning activities that develop critical thinking and clinical judgment skills.</li> </ul> </li> <li>Provide Hurst Review for all graduating students paid by grant funds.</li> <li>All students counseled on remediation plans that includes ATI's Content Mastery Series Review Modules, online practice assessments, and a focused review that is individualized to the questions missed.</li> <li>Maintain open communication with students to address their concerns and gather feedback on the program through evaluations, curriculum committees with student involvement, and student affairs committee.</li> <li>Use student feedback to make continuous improvements in teaching and curriculum.</li> </ul>

<p>ELA is 75% of students will have an individual predictor score at or above 64% which means they have a 75% or greater probability of passing the NCLEX-RN.</p>	<p><b><u>ATI Comprehensive Predictor Individual Score Data Analysis</u></b></p> <p><b>Spring 2023:</b></p> <ul style="list-style-type: none"> <li>• Total students 31.</li> <li>• Students scoring above 64%: 30 students.</li> <li>• 96% of students scored above 64% threshold, significantly surpassing the program's goal of 75%.</li> </ul> <p><b>Fall 2023:</b></p> <ul style="list-style-type: none"> <li>• Total students: 31</li> <li>• Students scoring above 64%: 28 students.</li> <li>• 90% of the students scored above the 64% threshold, surpassing the program's goal of 75%.</li> </ul>	<p><b>Individual Score:</b> our program has achieved exceptional results in Spring and Fall 2023, with a high achievement rate.</p> <p><b>Individual Score Action Plan Spring and Fall 2023:</b></p> <ul style="list-style-type: none"> <li>• Each student will be counseled regarding remediation plans.</li> <li>• Advise students to do the remediation for both the practice and proctored exam.</li> <li>• Students are provided with a Hurst Review upon graduation to prepare for the NCLEX-RN.</li> <li>• Students receive a copy of their ATI test results immediately after the test.</li> <li>• All students will be referred to a variety of learning resources that can be used in the review process: content, images, animations, and videos in ATI's Content Mastery Series Review Modules, online practice assessments, and a focused review that is individualized to the questions missed.</li> <li>• Faculty will review ATI Comprehensive results and make decisions about courses of action for areas needing improvement.</li> <li>• Incorporate more active learning, critical thinking exercises, and NGN practice questions and unfolding case studies into the curriculum.</li> <li>• NS 40 included students to complete each practice assessment (Cardiovascular, Respiratory, Adult Medical-Surgical) with a score of 80% or greater.</li> <li>• NS 40 added Pharmacology ATI assessment. Students to complete the practice assessment with a score of 80% or greater.</li> </ul>
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		<p><b>Sub-Score Category Analysis:</b></p> <p><b>Spring 2023</b></p> <ul style="list-style-type: none"> <li>• <b>Management of Care:</b> The group score of 74% is slightly below both the national and program means.</li> <li>• <b>Safety and Infection Control:</b> The group score of 60.5% is considerably below both the national and program means.</li> <li>• <b>Health Promotion and Maintenance:</b> The group score of 63.3% is slightly below both the national and program means.</li> <li>• <b>Reduction of Risk Potential:</b> The group score 63.6% is below both the national and program means.</li> </ul> <p><b>Fall 2023</b></p> <ul style="list-style-type: none"> <li>• Safety and Infection Control: The group score of 70.4% is slightly below the national mean and program means. (National mean: 74.5%)</li> <li>• Psychosocial Integrity: The group score of 63.9% is below the national and program means (National mean: 70.7%)</li> <li>• Basic Care and Comfort: The group score of 59.5% is below the national and program means. (National mean: 69%)</li> <li>• Reduction in Risk Potential: The group score of 66.4% is below the national and program means. (National mean: 74.4%)</li> </ul> <p>It is noted that the students take the practice and proctored exams but do not always complete the remediation for the practice</p>	<p><b>Sub-Score Category Spring and Fall 2023 Action Plan:</b></p> <p><b>Management of Care:</b></p> <ul style="list-style-type: none"> <li>• <b>Case Studies:</b> Incorporate case studies into the curriculum that require students to analyze and prioritize patient care needs, delegate tasks effectively, and coordinate interdisciplinary care.</li> <li>• <b>Clinical Rotations:</b> Provide opportunities for students to shadow experienced nurses and nurse leaders in various healthcare settings to observe management strategies in action (e.g. charge nurse experience, operating room (OR), neonatal intensive care unit (NICU), cardiac catheterization lab).</li> <li>• <b>Leadership Development:</b> provide discussions in leadership skills development, including communication, conflict resolution, and time management.</li> <li>• <b>Role-Playing Exercises:</b> Conduct role-playing exercises where students take on the role of charge nurse or team leader, practicing decision-making and delegation skills in simulated scenarios (e.g. code blue simulation).</li> <li>• <b>Quality Improvement Projects:</b> Engage students in quality improvement initiatives within clinical settings, allowing them to participate in identifying areas for improvement and implementing change (e.g. nurse sensitive indicators).</li> <li>• <b>Simulation-Based Learning:</b> Utilize high-fidelity simulations to simulate complex patient care situations, allowing students to practice managing care in a controlled environment (e.g. pediatric simulation, blood transfusion simulation, code blue simulation).</li> <li>• <b>Reflective Journals:</b> Encourage students to keep reflective journals to document their experiences in care management, identifying challenges, successes, and areas for growth (e.g. preceptorship weekly journals).</li> </ul>
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		<p>exams which would help them learn the content.</p>	<p><b>Safety and Infection Control:</b></p> <ul style="list-style-type: none"><li>• <b>Standard Precautions Review:</b> Review standard precautions protocols, including proper use of personal protective equipment (PPE) such as gloves, masks, and gowns, to minimize the risk of exposure to infectious agents.</li><li>• <b>Infection Control Simulations:</b> Conduct simulation scenarios focused on infection control practices, such as isolation precautions, environmental cleaning, and safe handling of contaminated materials.</li><li>• <b>Patient Education:</b> Emphasize the role of patient education in infection prevention, teaching students how to effectively communicate with patients about infection control measures and the importance of adherence to treatment plans.</li><li>• <b>Case Studies:</b> Integrate case studies into the curriculum that highlight real-world infection control challenges, requiring students to analyze scenarios and develop appropriate intervention strategies.</li></ul> <p><b>Health Promotion and Maintenance:</b></p> <ul style="list-style-type: none"><li>• <b>Community Outreach Events:</b> Engage students in community outreach events such as health fairs, blood pressure screenings, and vaccination clinics to promote preventive care and health maintenance in the community.</li><li>• <b>Simulation-Based Learning:</b> Incorporate simulation scenarios focused on health promotion and maintenance activities.</li><li>• <b>Clinical Rotations:</b> Offer clinical rotations in settings that emphasize health promotion and disease prevention, such as public health clinics, wellness centers, and community health organizations.</li><li>• <b>Self-Care Practices:</b> Promote self-care practices among students, emphasizing the importance of maintaining their own health and well-being to serve as role models for patients and peers.</li></ul>
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			<p><b>Psychosocial Integrity:</b></p> <ul style="list-style-type: none"> <li>• Integrate communication skills training into the curriculum, including active listening and empathy-building exercises.</li> <li>• Facilitate discussions on cultural competence and patient-centered care to enhance students' understanding of diverse patient populations.</li> <li>• Provide opportunities for role-playing and simulated patient interactions to practice therapeutic communication.</li> </ul> <p><b>Basic Care and Comfort:</b></p> <ul style="list-style-type: none"> <li>• <b>Skills Lab Practice:</b> Increase hands-on practice opportunities in the skills lab for tasks like bathing, positioning, and assisting with daily activities.</li> <li>• <b>Clinical Rotations:</b> Provide structured clinical experiences in diverse healthcare settings to expose students to a variety of patient populations and care needs.</li> <li>• <b>Simulation-Based Learning:</b> Integrate simulation scenarios focused on basic care tasks, ensuring scenarios emphasize patient dignity, privacy, and comfort.</li> <li>• <b>Reflective Exercises:</b> Incorporate reflective exercises into the curriculum, encouraging students to critically evaluate their interactions with patients and identify areas for improvement.</li> <li>• <b>Feedback and Coaching:</b> Offer constructive feedback and coaching to students during skills practice sessions and clinical rotations, emphasizing the importance of patient-centered care.</li> <li>• <b>Educational Resources:</b> Provide access to educational resources such as videos, articles, and online modules covering fundamental nursing care principles and best practices.</li> </ul> <p><b>Reduction in Risk Potential:</b></p>
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			<ul style="list-style-type: none"><li>• Implement case-based learning activities to help students identify potential risks and develop strategies for risk reduction (e.g. Nurse Sensitive Indicators).</li><li>• Interactive case studies present scenarios of patients at risk for deterioration.</li><li>• Simulation exercises using high-fidelity mannequins to simulate realistic patient care situations (e.g. code blue simulation).</li><li>• Debriefing sessions to discuss performance, identify areas for improvement, and reinforce learning objectives.</li><li>• Encourage active participation in quality improvement initiatives to promote a culture of patient safety.</li></ul>
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