ALLAN HANCOCK COLLEGE

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PROGRAM REVIEW

///
2017-2018

Program Name: Registered Nursing

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PROGRAM REVIEW

REGISTERED NURSING

TABLE OF CONTENTS

PROGRAM REVIEW

Status Summary - Plan of Action-Post Validation

During the academic year 2010-2011, the Registered Nursing Program completed program review. The self-study and validation teams developed a final plan of action-post validation based on information in the self-study and the recommendations of the validation team. For each plan, indicate the action taken, the result of that action, and the current status of the plan, if it is incomplete.

(If any plan was made and action not taken, please state the rationale for not pursuing that particular item.)

PLAN OF ACTION	ACTION TAKEN, RESULT, AND STATUS

**RECOMMENDATIONS TO IMPROVE
STUDENT LEARNING OUTCOMES AND ACHIEVEMENT**

Assess collected data for all ADN SLO's • Compare data to Assessment Technologies Institute (ATI) proficiency levels • Document changes related to curriculum analysis	According to the 2017 Annual Update, ATI content mastery scores used as an assessment measure to evaluate the course SLOs indicate students are meeting the college 70% benchmark as well as nationally normed benchmarks. Faculty have discussed ongoing adjustments to instruction to meet identified student and industry needs. Analysis of curriculum changes is documented in nursing faculty meeting minutes. No curriculum changes have been made at this time. Curriculum is updated each semester to reflect the current practice in the registered nursing role.

**RECOMMENDATIONS TO ACCOMMODATE CHANGES IN
STUDENT CHARACTERISTICS**

Enrollment Changes Review data analysis related to program admission criteria • Analyze current 2012 class with proposed criteria • Implement new admission criteria for Spring 2014 admissions • Reassess criteria for admission Fall 2015	All analyses have been completed and new admission criteria have been implemented with the class of 2015. The next step is for admission criteria analysis for disproportionate advantage using the 2015 and 2016 cohorts. Collaboration with institutional research (IR) is needed to complete this step in the process.
Demographic Changes Explore options related to accommodations for students qualifying for Learning Assistance • Determine potential status changes of learning assistance support Services • Track the number of RN students requiring accommodation and the types of accommodations approved by learning assistance	No students have requested Learning Assistance Accommodations in the past five years. The faculty continue to recommend the use of college resources including the learning assistance programs. The students have opted to collaborate with the faculty for additional testing time and strategies to test in a quiet environment.

Curricular Changes Evaluate RN-predictor analysis from 2009, 2010, and 2011 to determine curricular areas of strength and weakness. • Discuss with BRN consultant curriculum analysis • Explore option for hiring curriculum consultant for curriculum review after the BRN approval visit Fall 2012	The RN-core courses have been reviewed and adjusted periodically for overall alignment with current changes in practice and community needs. These incremental changes have resulted in curriculum drift. As a program, there has been limited to no effort to analyze the curriculum as a cohesive whole since it was created in the 1990s. The work plan developed from the 2012 BRN visit included the plans for a major curriculum revision. With grant-funding, ATI curriculum consultants were hired in 2017. They assisted the nursing faculty with development of a cohesive curriculum with well-defined conceptual framework and measurable competencies. Simulation will be integrated in the new curriculum. The new curriculum will need to be approved by the California Board of Registered Nursing (BRN) and the curriculum processes in the college and the state's Chancellor's Office. Only upon approval will the new curriculum be implemented.
Co-Curricular Changes	
BRN recommendations • Hire permanent secretarial support for the nursing program. • Hire a dedicated skills lab coordinator /instructor.	The October 2017 BRN continuing approval visit echoed the 2004 recommendations. Secretarial support continues to be an ongoing need. The faculty continue to work with the limited secretarial assistance. Faculty have taken on tasks like filing, gathering documents for approval visits, completing forms, and other clerical tasks that take time away from teaching and developing curriculum. There has been occasional grant funded temporary secretarial assistance. With the steep learning curve in dealing with department needs, time and effort exerted to orient and train the temporary office assistants negated the contribution. By the time that they were developing work flows, the grant no longer sustained the position. The attempts at improving and running the department office with temporary office assistants were in vain. The revolving door of temporary secretarial support ushered both hope and frustration to the department. As a result, the program and the department as a whole continue to set sights on staying afloat instead of setting new goals for program improvement and long-range planning. Attempts to fill the skills laboratory position has posed similar challenges. Skills laboratory coordinator and instructor continue to be an ongoing need. Grant-funded temporary skills laboratory coordinator/ simulation faculty positions were not sustained. The temporary positions provided start-ups but did not lead to attainment of intended

	outcomes: providing adequate practice opportunities for student skills practice and development and full implementation of simulation technology in the nursing program. The skills lab houses disorganized equipment and supplies in dire need of clean up and organization. An expensive high-fidelity simulation manikin has barely been used in recent years. Nursing faculty continue to juggle, with limited success, setting up the skills laboratory, purchasing consumable supplies, and attempting to update, repair, and maintain equipment. On Oct 24-25, 2017, during the scheduled continuing approval visit, the BRN nursing education consultant commented that he is appalled at the condition of the skills laboratory. "It was a mess. It was not inviting to students. He noted that the high-fidelity manikins were not used or in a state of disrepair."
Related Community Plans MRMC simulation center/Coordination with AHC for student access and faculty involvement	Two high-fidelity simulation manikins have been relocated to the MRMC simulation center (A pediatric simulation manikin was transferred from the college. The other adult simulation manikin was purchased and directly shipped to the MRMC learning center.) The current faculty schedules access to the simulation center on a periodic basis depending on availability of adequate staffing to conduct simulations. Students have supported and valued their simulation experience. They reported that the experience helped them realize the critical roles and responsibilities of a nurse in the midst of changing patient conditions. The integration of simulation in the program has been inconsistent within the past five years. There were semesters when simulation was a major clinical rotation (32 hours per semester per student) or when simulation was integrated as limited student experiences (8 hours per semester per student) embedded in the acute care clinical rotations. The college continues to forge collaborative relationships with MRMC. Currently, AHC students have simulation experiences as part of their clinical practicum as faculty staffing allows. Increased staffing or use of MRMC-funded Clinical Teaching Assistants would facilitate better utilization of available simulation opportunities.

RECOMMENDATIONS THAT REQUIRE
ADDITIONAL RESOURCES

Facilities Respond to facilities needs identified by SLO analysis • Explore options for student seating in classroom vicinity • Improve the cleanliness of the skills lab floor	Student requests for seating outside of the classrooms was denied due to fire code. The skills lab floor is still not being routinely cleaned. The reason given is that the composition of the flooring material requires a special cleaning agent and that the product is cost prohibitive.
Equipment • Repair and update current equipment, including but not limited to: classroom media presentation systems, skills lab, computer lab, etc.	Classroom media presentation systems have been upgraded in the past year. There is no mechanism for repair of biomedical skills lab equipment. The computer lab has been refurbished in the past few years.
Staffing • Skills lab assistant (BRN recommendation 2004) • Permanent academic nursing counselor	No skills lab assistant or coordinator at this time. The nursing-dedicated academic counselor from the counseling department is currently available to the nursing students one day a week. She used to be available for two days per week but the counseling department needed her, so her hours were reduced. A permanent counselor with set hours dedicated to nursing is needed.
Other Explore grant funding opportunities related to: • Service learning • Enrollment • Funding for curriculum revision • Staff development • Industry/education partnerships	The RN program requires 4.8 (spring) and 4.7 (fall) FTEF to function. Three full-time faculty consistently have overload to staff the needed courses that have requirements mandated by the Board of Registered Nursing. No one has the time to pursue these opportunities.

Another strength is the full-time faculty committed to student success and promotion of the nursing profession. The nursing faculty maintains currency in practice by active involvement in clinical activities, attending seminars and conferences (when available and schedule allows), and continued collaboration with the local healthcare settings. These provide opportunities to update curriculum with current nursing practice and industry standards. In the immediate future, the program will lose two experienced nursing experts to retirement. One faculty is retiring on December 2017 leaving critical vacancies in both faculty position and program director. The other faculty is slated to retire in May 2019. The next years will be marked with major faculty transitions.

Quality and Effectiveness
The ultimate measure of effectiveness of our program is the National State Boards of Nursing Licensing Examination for Registered Nurses (NCLEX-RN) pass rate for our students. The AHC first time test taker pass rate has consistently remained between 80-90%. This is consistent with or above the state average for similar programs.

Maintaining the pass rate while keeping attrition below 15% has been a testament to the faculty's commitment to student success. The nursing faculty continue to monitor student progress through the program. Weekly faculty meetings are dedicated to identifying and managing student clinical and academic issues.

The nursing faculty diligently reflect on all the nursing courses in the course assessment system (eLumen). In multiple semesters, the faculty identified student needs and planned and implemented appropriate innovations to continually address the students learning needs. Nursing students are in desperate need of nursing-specific tutors and coaches to promote success. Use of student tutors is not practical. The students that would be knowledgeable and able to proctor nursing content have already graduated and are most likely employed as a nurse. For the RN program, faculty tutors are best positioned to meet student needs and maintain curriculum consistency.

The lack of resources specifically designed for nursing students and the nursing coursework is a major barrier for student success. The remarkable lack of nursing-specific academic support has placed additional (occasional almost insurmountable) demands on the three-full-time nursing faculty with overloaded teaching assignments.

III. Analysis of Resource Use and Program Implementation

Describe the program's current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs? If so, how?

Secretarial Support
The program admission process and tracking of mandates is managed completely through the Health Sciences Department office.

As already stated, multiple years of requests for additional secretarial support has not resulted in augmentation. The office not only supports the RN program but the CNA, Home Health Aide, LVN, Dental Assisting and Medical Assisting programs. All of these programs have admission requirements and ongoing tracking of agency-mandated and clinical facility-requirements that include CPR, immunizations, background checks and other verifications. These need to be managed through the Health Sciences office for confidentiality reasons. On average over one thousand class and program applications are processed annually by one program technician. The students' main source of information regarding programs and their application status comes from the one full-time program technician. The program technician, in addition to program-related processes, serves as the department's student liaison and performs day-to-day department functions such as answering volumes of phone calls, responding to various student inquiries, keeping faculty on track with time-sensitive tasks (schedules, textbook requisitions, preparations for student applications for licensure, graduation, filing, scanning student documents, and organizing files), to name a few.

The current faculty fill in the gaps. The department secretary responsibilities such as facilitating scheduling,

ALLAN HANCOCK COLLEGE

Allan Hancock College Program Review

2017-2018 Comprehensive Self-Study

I. Program Mission *(must align with college mission statement)*

x   For all programs, describe the need that is met by the program or the
purpose of the program, and explain how it aligns with the college mission and strategic plan.

x   For CTEA programs only, show that "the program does not represent an unnecessary duplication of other vocational or occupational training
programs in the area."

The purpose of the Allan Hancock College Associate Degree Nursing program (ADN) is to provide a Board of Registered Nursing approved curriculum in an atmosphere conducive to developing caring attitudes and actions. The ADN graduates are prepared to practice at the beginning registered nurse level in this community or similar communities.

The AHC LVN-to-RN completion program is one of six in the state. The nearest similar program is at Gavilan College in Gilroy. Santa Barbara City College and Cuesta College both offer a traditional 2-year ADN program. Having an alternative option for obtaining education leading to RN licensure offers additional opportunities for students and does not duplicate local program offerings.

II. Progress Made Toward Past Program/Departmental Goals

Summarize the progress the discipline has made toward achieving its goals during
the past six years. Discuss briefly the quality, effectiveness, strengths and struggles of the program and the impact on student success as reflected in past
comprehensive program reviews and Annual Updates.

Comprehensive Reviews, Annual Updates, and Related Studies and Actions
The California BRN conducts on-site program evaluation for continued approval every five years. In preparation for the 2017 BRN visit, the nursing faculty conducted a self-study that reviewed the nursing curriculum and related resources.
The nursing faculty completed course review and annual program update.
With grant-funding, the nursing faculty nears completion of curriculum revision.

Strengths, Quality and Effectiveness
The BRN, faculty, students, and college administration identify that strong industry support has been a major strength of the RN program. Continued access to Dignity Health clinical facilities is a key component in facilitating clinical experiences for students. Financial support from Marian Regional Medical Center has allowed for funding of faculty to continue to offer the RN and LVN programs concurrently. Our students are consistently welcomed throughout the community for clinical experiences and employment.

managing bookstore requests and taking meeting minutes are primarily being managed by faculty. There is additional burden on the faculty due to multiple newly hired faculty needing assistance and support. The department has been barely functioning without a secretary for several years. All programs have requested secretarial support either in program review or the annual update for multiple years.

Full-time Faculty
The current staffing of three full time faculty allows for coverage of the courses approved by the Board of Registered Nursing for the ADN. Faculty are stretched thin to cover and do not have much available time for identified student needs of tutoring and remediation, curriculum update and review, continuing professional development, and measurement of efficiency and student outcomes. Students consistently have requested more time in the skills lab for practice. Additional staffing is needed to cover this need.

Skills Laboratory
The skills lab continues to be in a state of underutilization and disrepair. All nursing faculty play a role in basic upkeep but there is a continued lack of coordination and pooling of resources.

The equipment has been purchased via grants over the years. There is no funding allocated for equipment update, maintenance, and repair.

Supplies needed for skills lab activities are in part funded by Marian Regional Medical Center with a donated amount of supplies not to exceed $5000. This is shared with the LVN and CNA programs annually. Consistent funding for replenishing supplies and equipment repair and maintenance would help planning for learning activities.

IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

All course student learning outcomes (CSLOs) are assessed annually. All CSLOs are mapped to the program learning outcomes (PLO's). All PLOs meet the 70% college-benchmark for meeting the standards.

To assess the CSLOs, the nursing faculty used a variety of measures that included standard testing (Assessment Technology Institute NCLEX-RN test plan based content mastery), clinical evaluation tools, written assignments, midterms and final examinations, and specific test items questions.

More specifically, based on the standardized ATI RN predictor tests, the AHC nursing students meet the national benchmark. Graduates of the program, as a group, scored similarly to the students from comparable nursing programs across the United States.

In 2013, the assessment tool used for Nursing 109 (Medical Surgical Nursing 2) was changed to better reflect course learning. This resulted in a change in the trend of the data obtained.

All faculty have identified declining trends in student academic preparedness in math and English (reading, writing, and comprehension). Recommendations for tutoring and help for remediation were repeatedly identified in multiple course improvement plans. There continues to be minimal adjustments in the course content since nursing content is approved by the California BRN as well as aligned with the national licensure test plan. Meanwhile, the nursing faculty continue to innovate strategies to promote student learning. Dose calculations and medication word problems continue to be ongoing problem areas that warrant tutoring, remediating, and overall support.

A comprehensive review of the SLO data is included in Appendix E 6. The course improvement plan summary states:
    There were remarkable efforts to address the students' academic needs. The nursing faculty drafted various strategies to

enhance instruction, adjust assessment measures, augment student support, and seek resources to enhance the learning experiences of the nursing students. In Nursing 111 and Nursing 112, a number of data points indicate below standards on CSLOs that relate to dose calculations. The math lab does not provide enough support for nurse-related word problems and calculations. There were equipment requests for the nursing skills courses (NURS 111 and NURS 112) that were critical to ensuring that the students develop competence in currently used technologies. These include infusion pumps, patient-controlled analgesia (PCA) pumps, and feeding pumps. These numbers are worth careful scrutiny because the knowledge and skills for these technologies are integral to the roles and responsibilities of the registered nurse.

All faculty identified in several assessment plans over the past five years the need for tutorial and remediation assistance for students. The SLO data does not reflect a deficiency because faculty have stepped in and provided the assistance. This time and effort is in addition to regular office hours and routine student contact. There is no documentation of what has been provided for students so it is not possible to statistically demonstrate the impact on student success.

V. Distance Learning (If applicable):

Describe the distance education courses offered in your program and any particular successes or challenges with these courses. Include the enrollment as well as percentage of courses offered by modality and the rationale for this ratio.

> x Compare the success and retention of your online offerings to the same courses offered face-to-face. Analyze any gaps and plans to address these.

As well, describe how program instructors ensure regular substantive instructor- initiated contact in online classes.

> The nursing courses use the learning management system (Canvas) to provide course materials, syllabi, and evaluative measures and communicate with the students. Nursing students continue to prefer live classes in the nursing theory courses. Clinical courses cannot be adapted to online.

VI. Success, Retention, and Equity

Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.

> x Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze, by discipline, success by gender, age, ethnicity, and online (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).

> x Suggest possible reasons for these trends and planned actions to address any disproportionate impact.

At-risk Students

The Institutional Research and Planning data did not capture the students who were most at risk for non-completion of the nursing program.

Through the California Community Colleges Chancellor's office grant, the AHC RN program continues to admit 35 students every year (5 above the BRN approved base of 30). Of the students entering the program, 65.7-82.9% (23-29) graduated from the AHC LVN program in December and met the admission criteria. These students transition seamlessly into the RN program in January.

The remaining 17.1-34.3% (6-12) "returning" nursing students are licensed vocational nurses who practice within the LVN-scope of practice and are desirous of advancing to the role of registered nurse. These students are previous AHC LVN graduates, medics from the military that challenged LVN boards and have never been to a formal nursing education course, or practicing vocational nurses in non-acute care settings.

The returning students require assistance with transition to the nursing student role as well as redeveloping academic and basic clinical nursing knowledge and skills. They are at-risk for not successfully completing the program. They are in dire need for academic assistance and support. They are most likely to fail or withdraw from the program, primarily in the first semester.

The low-academic and clinical performing AHC LVN students who barely met the requirements of the licensed vocational nursing program are also in the at-risk category. These students continue to need services but have been disenfranchised by the lack of nursing-specific support academic resources (nursing tutor). They continue to exist in an environment of "barely making" instead of "wanting to excel".

Promoting Student Success

The implementation and subsequent modifications in RN program admission criteria has identified students who are more likely to succeed in the program. This may be loosely correlated with the low attrition rates within the last six years.

The waitlist for the RN program continues to be robust. The average wait for entry to the program is 4-6 years with 30-40 students continuously on the wait list. The program continues to have a full enrollment of 35 students annually at program start.

Student attrition due to academic and/or unsafe clinical performance is the main reason for not maintaining a full enrollment of 35 students. The students are given options to withdraw when faculty has deemed them at risk for failing the course/s and/or the program to maintain eligibility for program readmission. On occasion, students opt to defer their seats due to personal circumstances. If this deferral is right before the program starts, these seats remain unfilled due to the nature of the program admission processes and the need for academic/living preparation lead-time. There is limited opportunity to engage in gainful employment due to the time and effort demands of the nursing program. This leads to additional stress and sometimes reasons for withdrawal from the program. The faculty has diligently worked with students to promote their success through timely assessment of student academic progress, coaching, remediation, individualized follow-up and referral to on campus resources.

Student Demographics

Our student population is not representative of the AHC demographics but is very representative of health care. Men are the minority in the nursing profession and our student group demonstrates this characteristic. Men continue to be underrepresented in the nursing program.

Age

The age group of our students is in the 25 and above range. To complete the prerequisite courses and complete the LVN program usually requires several years, resulting in fewer of the under 25 age group in the program. This is not a negative characteristic because the slightly older student has more life experiences to draw on when processing the situations encountered in the clinical setting. For many students, nursing clinical rotations may be their first encounter with end-of-life situations, homelessness, mental illness complicating medical issues, substance abuse, and the health care system in general. Having some maturity to be able to deal with the emotions, ambiguity and complexity of the situations, provides a strong foundation for valuable learning

experiences without damaging personal integrity.

Ethnicity
From an ethnicity standpoint, our classes are reflective of the campus demographics. While some English-as-a second-language (ESL) students struggle with understanding the nuances of English language, medical terminology, and nursing language, they are not alone. The students that have attended K-12 in the USA also struggle with English grammar as well as reading comprehension.

Trends of Students' Academic Under-preparedness
Academically underprepared students pose constant challenges. This does not seem to be related to age, ethnicity or student status. Nursing textbooks are written at a college reading level and many of our students are not prepared to read at the required level. Tutoring and remediation are needed for student success and this has been identified in multiple course improvement plans over the past few years. Further investigation into admission criteria is warranted to identify best preparation for student success without inducing disproportionate impact.

Financial Aid Status

To have met all of the academic requirements for the program, students exceed the unit limit and are no longer eligible for financial aid. Financial issues, along with family demands and need-to-work, cause undue burden and are barriers to student program completion and success. The nursing faculty routinely make appropriate referrals to financial aid and other campus resources.

VII. Trend Analyses/Outlook

Using the information already gathered in the Annual Updates s (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review. Explain possible causes for any identified gaps or trends and actions taken or needed to address these.

Trends
The need for Registered Nurses remains constant throughout the county, state and nation. There is a projected 15% increased need for RNs from 2014-2026 according to the Bureau of Labor Statistics. Most of the jobs are to replace retiring baby boomers and emerging new roles for registered nurses.

Challenges & Opportunities
The AHC graduate of the RN program faces the challenges related to patient complexity, computer and information literacy and technology, faster pace, and constant change.

AHC is fortunate that the local Dignity Health facilities continue to work with faculty and students to provide computer access. Some health care facilities throughout the state prohibit students from accessing the electronic health record. The ability to have our students function as they will in the workplace allows for better learning and preparation.

The move to electronic health records has resulted in purchase of equipment to simulate the hospital environment for medication administration training. This biomedical equipment along with smart IV pumps and other technologies require updating and maintenance. Grants have been obtained for equipment purchase, but the upkeep of the electronics is not covered by grants or by district funding. The increasing use of technology in health care will only increase over time and the need for this equipment for training will continue to be essential to remain current with industry standard. The nursing program struggles to keep current with technology used in the practice settings.

The lack of support staff (skills lab instructor, secretarial staffing, tutor, and counselor) results in the faculty filling in the gaps. With teaching overload and picking up the tasks necessary for the program to function, faculty have not had the time, energy, or resources to explore or implement opportunities for enhancing the program. While no areas of non-compliance were identified in the recent BRN approval visit, a recommendation was made to "Establish a plan for funding of adequate support staff such as the program technician, skills lab coordinator, simulation coordinator, clerical support, and counselor for nursing.

"This is to ensure compliance with Title 16 that states "

1424(d) 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."

An ongoing challenge has been inconsistent administrative support. Within the last fifteen years, the program, and the health sciences department as a whole, has been under ten different academic deans. The revolving door of deans has posed challenges on advocating for the program. There is a steep learning curve to understand the nature and the ongoing and emerging needs of vocational programs. This does not promote adequate and effective follow through. The lack of secretarial support and student support resources continues to be a stark reminder of this trend.

Succession Planning
The impending retirement of two of the three full-time RN faculty presents both challenges and opportunities.

Considerable strength of the RN program has been the consistency of faculty working together over many years. While this provides the needed continuity, it can also lead to complacency. With the replacement of faculty come the challenges of forging new working relationships and collaboration that affect program cohesiveness. This potentially poses a burden on both new and experienced faculty. The program will need some transition time to adjust to significant changes in staffing and overall team dynamics.

Curriculum revision is underway. The task will impose additional workload to the nursing faculty. Upon approval by the California Board of Registered Nursing and the college's curriculum processes, implementing the new curriculum will also cause additional challenges to the transitioning faculty.

Student Success
The student surveys show overall satisfaction with the RN program. Students continue to request for availability of additional skills practice time. Also, they indicate that consistent expectations from clinical faculty would enhance learning.

Part-time faculty augment staffing for clinical courses. Most, if not all, are full-time clinicians in the local health care settings. They provide valuable insights on current clinical practices. However, they are not formally trained nurse educators. They are not compensated for participating in discussions regarding student progress and curriculum during faculty meetings. The full-time faculty keeps them abreast of all matters of curriculum and student progress. The need for regular communication with the part-time faculty continues to pose challenges in developing consistency of instruction, assessment, and evaluation.

As applicable, please address the breadth, depth, currency, and cohesiveness of the curriculum in relation to evolving employer needs and/or transfer requirements, as well as other important pedagogical or technology -related developments and actions taken or needed to address these.

Round table discussions during advisory meetings echo the need for improvements in student preparation that include technology and information literacy, critical thinking, and clinical competency. The new graduate nurse faces these increasing healthcare demands and expectations. Patients have more complicated health conditions that constantly challenge even the most experienced nurses.

Graduates of the RN program continue their education in various colleges and universities. Students gravitate

toward online education formats since geographically there are no baccalaureate programs within commuting distance. These colleges and universities generally require current registered nursing license and graduation from an accredited nursing program for admission to the baccalaureate nursing programs and pathways to master's programs.

The program continues to be approved by the California BRN. The nursing education consultant, Dr. Wayne Boyer, did not identify any areas of non-compliance but cited areas of inconsistency regarding program philosophy and evaluation. He recommended:

> **1424(b)(1)** The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.
> 1. Review and update total program evaluation tools to include benchmarks and to better describe actions and evaluation for identified problems.
> A plan will be created to comply with the recommendation.

In fall 2016, the ATI consultants guided the nursing faculty in reviewing, revising, and drafting a curriculum that integrated the conceptual framework and competencies into the different core courses of the RN program. The revision preserved, improved, and incorporated current trends in nursing practice and nursing education while maintaining core sentiments of the original RN program. The nursing faculty continue to have ongoing curriculum discussions. See Appendix A 4 for proposed curriculum.

By the end of spring 2018, the faculty will work toward finalizing the new curriculum for subsequent submission and approval from the California BRN and the college curriculum processes.

The new curriculum promises better integration of simulation as part of clinical instruction. The integration of simulation in the curriculum provides opportunities for program growth and innovation. Re-implementing simulated clinical experiences would renew collaborative partnerships with Marian Regional Medical Center Learning Center. It would create a safe environment for students to learn and experience the importance of critical clinical decision-making with no adverse effects to patients. It would better utilize currently available technology, equipment, and resources. A permanent and full-time skills laboratory coordinator with expertise in simulation technology would play a crucial role in moving the RN program to integrating simulation educational technologies.

VIII. Long-Term Program Goals and Action Plans (Aligned with the College Educational Master Plan)

Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to show how these plans are related to assessment results. (Plan should cover five- year period and include target dates and resources needed.)

Action	Target Date	Responsible Party
Development of Courses and Programs		
Continue review and modification of RN curriculum.	Next Program Review 2022	Nursing Faculty
Submit new curriculum for approval to the California Board of Registered Nursing, college curriculum process, and California Community College Chancellor's Office.	2020	Nursing Faculty
Implement the new RN curriculum	2020	Nursing Faculty
Create noncredit options to facilitate transition of returning	2020	Nursing Faculty

nursing students.		
Enhancing Student Success		
Hire a skills laboratory coordinator with expertise in simulation	Next Program Review 2022	VP Academic Affairs and faculty prioritization team
Continue to pursue funding for nurse tutors to augment instruction, academic support, and remediation of students	Ongoing	Nursing Faculty, Academic Dean, and VP Academic Affairs
Nursing counselor with stable, dedicated hours to nursing students.	2019	
Evaluate RN program admission criteria for equity and disproportionate impact	2020	Program Director, Faculty, Institutional Research
Professional Development Opportunities		
Obtain funding for continuing education for both full-time and part-time nursing faculty	Ongoing	Nursing Faculty, Academic Dean, and VP Academic Affairs
Develop health science specific mentoring and professional development opportunities for new faculty.	Ongoing	Nursing Faculty, Academic Dean, and VP Academic Affairs
Fund professional development opportunities to maintain currency in clinical practice and educational technology.	Ongoing	Nursing Faculty, Academic Dean, and VP Academic Affairs
Fund professional development opportunities on simulation and educational technology.	Ongoing	Nursing Faculty, Academic Dean, and VP Academic Affairs
Other Resources		
Hire permanent an additional full-time 12-month secretarial support for the Health Sciences Department	Long-overdue Ongoing	Academic Dean and VP Academic Affairs
Develop processes to update, maintain, and repair educational technologies and skills laboratory equipment.	Long-overdue Ongoing	Academic Dean and VP Academic Affairs
Obtain sustainable funding for updating, repairing, and maintaining educational technology and skills laboratory equipment.	Long-overdue Ongoing	Academic Dean and VP Academic Affairs

Revised March 2015

Summary of Resource Requests

Resource Request	Justification	Timeframe
Skills Lab/Simulation Coordinator Faculty	Integration of simulation into curriculum. Student request for more lab hours. Need for optimizing use of existing equipment and space	**Immediate**
Full time 12 month secretarial support for the Health Sciences Office	The need has been documented since 2004 in multiple program review and annual update documents.	**Immediate**
Budget augmentation for equipment maintenance and repair	Thousands of dollars of grant money have been spent to obtain equipment for the skills lab. No maintenance budget is available. Biomedical equipment requires ongoing upkeep.	**Immediate**

with set hours for nursing.	on the part of the counselor and the number of students served requires a minimum of two days per week of dedicated time.	
Reassignment or supplemental staffing to replace FT faculty for curriculum implementation	The process of curriculum implementation is multistep due to the BRN oversight. The process will take dedicated time and effort to facilitate.	**Beginning fall 2018**
Nursing Tutors	Multiple incidences of need have been identified through SLO course improvement plans. Alternatives to district funding are being investigated.	**Spring 2018**
Professional development for new FT and PT faculty	New full time and part time faculty have need of orientation to the program and instruction on evaluation of students, techniques for delivering correction and new curriculum.	**Fall 2018**
Professional development for established FT faculty	Exploration of strategies for maintenance of clinical and professional currency as well as need of training in new technologies.	**Fall 2018**

Registered Nurses in California

Common Occupational Titles: Nurse Administrators, Nurse Supervisors, Nurse Educators, Staff Nurses, and Charge Nurses.

Specialties within this occupation include: Clinical Nurse Specialists, Hospital Nurses, Office Nurses, Home Health Care Nurses, and Public Health Nurses.

What Would I Do?

Registered Nurses (RN) are the largest group among all the health care occupations. Most RNs work in acute care hospitals but some care for patients in clinics or work in private homes. They evaluate patients' health problems and needs and provide nursing care to ill, injured, convalescing, or patients with a disability. Nurses record patients' medical histories and symptoms and administer treatment and medications. They help perform diagnostic tests, analyze results, and may advise patients on health maintenance and disease prevention. Registered Nurses develop and apply nursing care plans and maintain medical records. They educate patients and the public about various medical conditions. They also assist with patient follow-up and rehabilitation and provide advice and emotional support to the patients' family members.

Registered Nurses can specialize in one or more patient care specialties. The most common specialties can be divided into four categories: by work setting or type of treatment; disease, ailment, or condition; organ or body system type; and population.

Job Outlook and Wages

Employment is expected to grow primarily due to an increased emphasis on preventive care as well as the expanding and aging population who will demand more health care services as they live longer, more active lives than previous generations. In addition, implementation of the Affordable Care Act should increase opportunities for Nurses.

The median wage in 2012 for Registered Nurses in California was $89,577 annually or $43.06 hourly. The median is the point at which half of the workers earn more and half earn less.

For additional information on job growth and wages, view projected growth and wages.

How Do I Qualify?

- An associate's degree is typically the minimum educational requirement.
- Some nursing specialties require advanced degrees.
- Nurses must be licensed by the California Department of Consumer Affairs, Board of Registered Nurses.

For more information about this occupation, view the *California Occupational Guide*.

2014-2024 Occupational Employment Projections
Santa Maria-Santa Barbara Metropolitan Statistical Area
(Santa Barbara County)

SOC Code*	Occupational Title	Estimated Employment 2014**	Projected Employment 2024	Numeric Change 2014-2024 [1]	Percent Change 2014-2024	Annual Average Percent Change	Average Annual Job Openings			2016 First Quarter Wages [5]		Education and Training Levels [7]		
							New Jobs [2]	Replacement Needs [3]	Total Jobs [4]	Median Hourly	Median Annual	Entry Level Education	Work Experience	On-the-Job Training
00-0000	Total, All Occupations	212,900	249,500	36,600	17.2%	1.7%	3,807	5,094	8,901	$18.36	$38,192			
11-0000	Management Occupations	15,580	19,110	3,530	22.7%	2.3%	354	339	693	$50.56	$105,180			
29-1141	Registered Nurses	2,520	2,820	300	11.9%	1.2%	30	60	90	$46.38	$96,478	3	None	None
29-1171	Nurse Practitioners	90	120	30	33.3%	3.3%	4	2	6	$53.97	$112,254	2	None	None
29-2000	Health Technologists and Technicians	2,480	2,910	430	17.3%	1.7%	43	46	89	N/A	N/A			
29-2011	Medical and Clinical Laboratory Technologists	120	120	0	0.0%	0.0%	0	3	3	$44.36	$92,268	3	None	None
29-2012	Medical and Clinical Laboratory Technicians	130	150	20	15.4%	1.5%	2	3	5	$31.31	$65,130	4	None	None
29-2021	Dental Hygienists	210	240	30	14.3%	1.4%	3	3	6	$46.01	$95,687	4	None	None
29-2034	Radiologic Technologists	240	270	30	12.5%	1.3%	2	5	7	$35.79	$74,433	4	None	None
29-2052	Pharmacy Technicians	430	450	20	4.7%	0.5%	2	4	6	$20.22	$42,051	7	None	MT OJT
29-2055	Surgical Technologists	120	140	20	16.7%	1.7%	2	1	3	$25.64	$53,332	5	None	None
29-2056	Veterinary Technologists and Technicians	80	130	50	62.5%	6.3%	4	1	5	$19.79	$41,178	4	None	None
29-2057	Ophthalmic Medical Technicians	70	80	10	14.3%	1.4%	2	1	3	$14.72	$30,617	5	None	None
29-2061	Licensed Practical and Licensed Vocational Nurses	560	700	140	25.0%	2.5%	15	16	31	$26.82	$55,787	5	None	None
29-2071	Medical Records and Health Information Technicians	200	240	40	20.0%	2.0%	4	4	8	$19.08	$39,687	5	None	None
29-2081	Opticians, Dispensing	80	100	20	25.0%	2.5%	2	2	4	$16.33	$33,986	7	None	LT OJT
29-2099	Health Technologists and Technicians, All Other	70	90	20	28.6%	2.9%	2	1	3	$27.55	$57,309	7	None	None
29-9000	Other Healthcare Practitioners and Technical Occupations	160	190	30	18.8%	1.9%	3	3	6	N/A	N/A			
29-9011	Occupational Health and Safety Specialists	90	100	10	11.1%	1.1%	1	2	3	$40.67	$84,609	3	None	None
31-0000	Healthcare Support Occupations	4,920	6,060	1,140	23.2%	2.3%	116	100	216	$16.64	$34,620			
31-1000	Nursing, Psychiatric, and Home Health Aides	1,700	1,980	280	16.5%	1.6%	28	38	66	N/A	N/A			
31-1011	Home Health Aides	610	720	110	18.0%	1.8%	11	14	25	$12.25	$25,473	8	None	ST OJT
31-1014	Nursing Assistants	1,050	1,210	160	15.2%	1.5%	16	24	40	$16.58	$34,477	5	None	None
31-2000	Occupational Therapy and Physical Therapist Assistants and Aides	210	290	80	38.1%	3.8%	9	6	15	N/A	N/A			
31-2021	Physical Therapist Assistants	60	90	30	50.0%	5.0%	2	2	4	$30.84	$64,141	4	None	None
31-2022	Physical Therapist Aides	140	190	50	35.7%	3.6%	6	4	10	$13.85	$28,797	7	None	ST OJT
31-9000	Other Healthcare Support Occupations	3,010	3,790	780	25.9%	2.6%	80	56	136	N/A	N/A			

2014-2024 Occupational Employment Projections
Santa Maria-Santa Barbara Metropolitan Statistical Area
(Santa Barbara County)

SOC Code*	Occupational Title	Estimated Employment 2014**	Projected Employment 2024	Numeric Change 2014-2024 [1]	Percent Change 2014-2024	Annual Average Percent Change	Average Annual Job Openings			2016 First Quarter Wages [5]		Education and Training Levels [7]		
							New Jobs [2]	Replace-ment Needs [3]	Total Jobs [4]	Median Hourly	Median Annual	Entry Level Education	Work Experience	On-the-Job Training
31-9011	Massage Therapists	690	870	180	26.1%	2.6%	18	5	23	$21.57	$44,868	5	None	None
31-9091	Dental Assistants	540	610	70	13.0%	1.3%	7	13	20	$18.82	$39,148	5	None	None
31-9092	Medical Assistants	800	1,060	260	32.5%	3.3%	27	17	44	$17.72	$36,863	5	None	None
31-9094	Medical Transcriptionists	280	470	190	67.9%	6.8%	19	6	25	$9.61	$19,977	5	None	None
31-9097	Phlebotomists	250	280	30	12.0%	1.2%	2	5	7	$20.31	$42,248	5	None	None
31-9099	Healthcare Support Workers, All Other	90	100	10	11.1%	1.1%	1	2	3	$18.91	$39,311	7	None	None

* The Standard Occupational Classification (SOC) system is used by government agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.

** Data sources: U.S. Bureau of Labor Statistics' Current Employment Statistics (CES) March 2015 benchmark, Quarterly Census of Employment and Wages (QCEW) industry employment, and Occupational Employment Statistics (OES) data.

Occupational employment projections include self-employed, private household workers, farm, and nonfarm employment.

N/A - Information is not available.

Occupations with employment below 50 in 2014 are excluded.

Occupation subtotals may not add to the totals due to rounding and the suppression of data.

The use of occupational employment projections as a time series is not encouraged due to changes in the occupational, industrial, and geographical classification systems; changes in the way data are collected; and changes in the OES survey reference period.

[1] Numerical employment change is the net difference between the base and projected year employment and reflects job growth or decline. The base and projected year employment are independently rounded to 10. Therefore, numerical change may not equal new jobs.

[2] New jobs are only openings due to growth and do not include job declines. If an occupation's employment change is negative, there is no job growth and new jobs are set to zero. New jobs may not equal numerical change.

[3] Replacement needs estimate the number of job openings created when workers retire or permanently leave an occupation and need to be replaced.

[4] Total jobs are the sum of new jobs and replacement needs.

[5] Median hourly and annual wages are the estimated 50th percentile of the distribution of wages; 50 percent of workers in an occupation earn wages below, and 50 percent earn wages above the median wage. The wages are from 2016 first quarter and do not include self-employed or unpaid family workers.

[6] In occupations where workers do not work full-time all year-round, it is not possible to calculate an hourly wage.

[7] The Bureau of Labor Statistics develops and assigns education and training categories to each occupation (see tables below). For more information please see http://www.bls.gov/emp/ep_education_training_system.htm

Entry Level Education
1- Doctoral or professional degree
2- Master's degree
3- Bachelor's degree
4- Associate's degree
5- Postsecondary non-degree award
6- Some college, no degree
7- High school diploma or equivalent

Work Experience Codes	
≥5 years	5 years or more experience in a related occupation or field is common.
<5 years	Less than 5 years experience in a related occupation or field is common.
None	No work experience is typically required.

On-the-Job Training	
I/R	Internship/Residency
APP	Apprenticeship
LT OJT	Long-term on-the-job training
MT OJT	Moderate-term on-the-job
ST OJT	Short-term on-the-job training
None	None

ASSESSMENT PLAN

Associate Degree in Nursing (RN) Program
Learning Outcomes Assessment Plan

Data Collection

All Course Student Learning Outcomes are assessed each year. Included in this report are Student Learning Outcomes assessment data collected from fall 2011 to spring 2017. Each course SLO was mapped to a specific program learning outcome.

Program Learning Outcomes

1. Utilizing nursing concepts to facilitate health and self-actualization by solving goal setting, energy, and caring problems.
2. Using a database from the humanities and sciences to support nursing activities.
3. Using the concept of caring as a basis for providing nursing care implementing the behaviors of prevention, maintenance, care, and restoration.
4. Being responsible and accountable for self and one's nursing practice.
5. Providing nursing care to culturally diverse people utilizing tools of communication, teaching, nursing process, caring energy, and psychomotor skills.
6. Using research findings in nursing practice.
7. Establishing learning patterns that will provide the means for lifelong personal and professional growth.
8. Developing work-role relationships with members of the health team.
9. Practicing nursing that is responsive to current and changing health care needs.
10. Enhancing the leadership role of the Registered Nurse in the community.

Course SLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
SPRING SEMESTER OFFERINGS										
NURS 101										
NURS101 SLO1 - Integrate understanding of multiple dimensions of patient centered care.					X					
NURS101 SLO2 - Examine nursing roles in assuring coordination, integration, and continuity of care.								X		
NURS101 SLO3 - Explore ethical and legal implications of professional nurse caring				X						
NURS101 SLO4 - Appreciate the need for nurses to seek lifelong, continuous learning of information technology skills							X			
NURS 102										
NURS102 SLO1 - Synthesize the nursing process in planning care for individuals and families in a variety of settings	X									
NURS102 SLO2 - Perform appropriate physical and psychosocial assessments on individuals and families with respect to cultural differences and lifespan theory.			X							
NURS102 SLO3 - Assess the social trends directly related to providing health care for families in acute and community-based settings.					X					
NURS102 SLO4 - Identify problems which nurses encounter in less structured community-based settings					X					

	1	2	3	4	5	6	7	8	9	10
and employ registered nurse level problem-solving and priority setting strategies.										
NURS102 SLO5 - Integrate principles of pathophysiology when planning nursing care for family members experiencing cancer treatment therapy, Alzheimer's Disease, communicable diseases, and/or a nutritional deficit.						X				
NURS102 SLO6 - Describe alternative approaches to health care.									X	
NURS102 SLO7 - Apply human sexuality theory pertinent to planning patient care.					X					
NURS 103										
NURS103 SLO1 - Appropriately communicate with the patient while competently performing the psychomotor skills		X								
NURS103 SLO2 - Implement individualized plans of care according to priority of needs and established nursing protocols						X				
NURS103 SLO3 - Incorporate medication therapy in ongoing patient assessments in complex and unstructured situations				X						
NURS103 SLO4 - Implement teaching plans that are specific to the client's level of development and knowledge	X									
NURS 104										
NURS104 SLO1 - Formulate and explain rationale for specific nursing behaviors while caring for clients with pathophysiologic conditions including neurological, endocrine, renal, and digestive disorders.					X					
NURS104 SLO2 - Transfer nursing knowledge of selected client/family situations to other groups with similar health care needs.			X							
NURS104 SLO3 - Identify nursing research findings that support the data base used in nurse caring process for the client/family						X				
NURS111										
NURS111 SLO1 - Demonstrate effective use of technology and standardized practices that support safety and quality of care				X						
NURS111 SLO2 - Demonstrate accurate calculation of				X						

drug dosages.											
NURS111 SLO3 - Recognize relevant nursing considerations in medication administration.				X							
FALL SEMESTER OFFERINGS											
NURS 106											
NURS106 SLO1 - Value vigilance and monitoring (even of own performance) of care activities by patient, families, and other members of the health care team				X							
NURS106 SLO2 - Make timely and appropriate decisions based on available clinical information.											X
NURS108											
NURS108 SLO1 - Implement care based on recognition of the effect of illness on human functioning.		X									
NURS108 SLO2 - Show evidence of a positive assertive technique for maintaining self-image while continuing effort to meet patient needs.	X										
NURS108 SLO3 - Appropriately prioritize medication administration in variable, complex, and unstructured situations.			X								
NURS108 SLO4 - Propose ways of implementing research findings to individualize client situations.				X							
NURS109											
NURS109 SLO1 - Identify evidence based practice nursing interventions for clients at risk related to pharmacological, medical and surgical therapies.						X					
NURS109 SLO2 - Implement the nursing process to plan care for clients with actual or potential health problems related to acute or emergency medical-surgical conditions.			X								
NURS109 SLO3 - Apply theories of growth and development to planning nursing care for clients at risk.					X						
NURS 110											
NURS110 SLO1 - List the stages of caring occurring in nurse-client interaction.			X								
NURS110 SLO2 - Identify the important pharmacological principles in drug administration for clients at risk.		X									
NURS110 SLO3 - Give examples of legal and ethical aspects of caring for client at risk.										X	
NURS110 SLO4 - Implement the nursing process to plan	X										

care for clients with actual or potential health problems related to acute or emergency psychiatric conditions.										
NURS110 SLO5 - Apply concepts and principles of the communication process to caring for people at risk in psychiatric settings and community care settings.										X
NURS112										
NURS112 SLO1 - Demonstrate effective use of technology and standardized practices that support safety and quality of nursing care									X	
NURS112 SLO2 - Function competently within own scope of practice as a member of the health care team								X		
NURS112 SLO3 - Recognize variables that have an effect on the manner in which a procedure is demonstrated.				X						
NURS112 SLO4 - Demonstrate accurate calculation of drug dosages.				X						
Total Number of CSLOs Mapped to the specific PLOs for Spring Semester Course Offerings	2	1	2	5	5	3	1	1	1	0
Total Number of CSLOs Mapped to the specific PLOs for Fall Semester Course Offerings	2	2	3	4	1	1	0	1	2	2
Total Number of CSLOs Mapped to the specific PLOs for the RN Program	4	3	5	9	6	4	1	2	3	2

Table 2: Program Learning Outcomes Percentages of Meet-Exceeds Standards versus Below Standards

	Meets-Exceeds Standards		Below Standards	
PLO 1	749	98.17%	14	1.83%
PLO 2	544	98.37%	9	1.63%
PLO 3	535	90.68%	55	9.32%
PLO 4	1984	97.16%	58	2.84%
PLO 5	697	91.47%	65	8.53%
PLO 6	498	90.22%	54	9.78%
PLO 7	248	89.86%	28	10.14%
PLO 8	449	98.9%	5	1.10%
PLO 9	363	97.06%	11	2.94%
PLO 10	496	96.5%	18	3.50%

Table 3: PLO Rating of Below Standards by Semesters

	Below Standards	Percentage
PLO 1: Utilizing nursing concepts to facilitate health and self-actualization by solving goal setting, energy, and caring problems.		
Spring 2012	1	1.33%
Spring 2014	1	1.47%
Spring 2017	3	4.29%
Fall 2014	4	6.06%
Fall 2016	5	7.35%

Total	14	1.83%

PLO 2: Using a database from the humanities and sciences to support nursing activities.		
Fall 2014	4	6.06%
Fall 2016	5	7.35%
Total	9	1.63%

PLO 3: Using the concept of caring as a basis for providing nursing care implementing the behaviors of prevention, maintenance, care, and restoration.		
Spring 2012	1	2.70%
Spring 2014	6	18.18%
Spring 2016	1	3.03%
Fall 2011	19	24.36%
Fall 2012	20	27.78%
Fall 2014	1	1.56%
Fall 2015	4	3.81%
Fall 2016	3	4.41%
Total	55	9.32%

PLO 4: Being responsible and accountable for self and one's nursing practice.		
Spring 2012	4	1.80%
Spring 2013	6	3.45%
Spring 2014	6	3.53%
Spring 2015	4	1.97%
Spring 2016	5	2.53%
Spring 2017	5	2.86%
Fall 2011	6	3.08%
Fall 2012	4	2.78%
Fall 2013	1	0.76%
Fall 2014	3	1.91%
Fall 2015	8	5.84%
Fall 2016	6	4.41%
Total	58	2.84%

PLO 5: Providing nursing care to culturally diverse people utilizing tools of communication, teaching, nursing process, caring energy, and psychomotor skills.		
Spring 2012	2	1.79%
Spring 2013	1	0.97%
Spring 2014	7	6.93%
Spring 2016	2	2.02%
Spring 2017	7	10%
Fall 2011	19	48.72%
Fall 2012	20	55.56%
Fall 2014	1	3.23%
Fall 2015	3	8.57%
Fall 2016	3	8.82%
Total	65	8.53%

PLO 6: Using research findings in nursing practice.		
Spring 2012	1	1.35%
Spring 2014	6	8.96%
Spring 2016	1	1.52%

Fall 2011	19	48.72%
Fall 2012	20	55.56%
Fall 2014	1	3.23%
Fall 2015	3	8.82%
Fall 2016	3	8.82%
Total	**54**	**9.78%**

PLO 7: Establishing learning patterns that will provide the means for lifelong personal and professional growth.		
Spring 2012	7	9.46%
Spring 2013	6	17.65%
Spring 2014	4	11.76%
Spring 2015	4	12.12%
Spring 2017	7	20%
Total	**28**	**10.14%**

PLO 8: Providing nursing care to culturally diverse people utilizing tools of communication, teaching, nursing process, caring energy, and psychomotor skills.		
Spring 2012	1	2.70%
Spring 2014	1	2.94%
Spring 2016	3	9.09%
Total	**5**	**1.10%**

PLO 9: Practicing nursing that is responsive to current and changing health care needs.		
Fall 2012	2	2.78%
Fall 2014	4	4.21%
Fall 2016	5	7.35%
Total	**11**	**2.94%**

PLO 10: Enacting the leadership role of the Registered Nurse in the community.		
Fall 2011	1	1.28%
Fall 2012	1	0.93%
Fall 2013	1	1.03%
Fall 2014	6	6.32%
Fall 2015	4	5.88%
Fall 2016	5	7.35%
Total	**18**	**3.50%**

Table 4: Course Statistics Summary for all the Courses in the RN Program

Number of Courses	10	NURS101, NURS102, NURS103, NURS104, NURS106, NURS108, NURS109, NURS110, NURS111, and NURS112
Courses with SLO	10	
CSLO Mapped to PLOs	10	
CSLO Mapped to ILOs	10	
Courses with at least one planned assessment	10	
Courses with planned assessment	10	
Courses with at least one planned action plan	10	
Courses with some planned action responses	10	

Findings

The data points indicated that the cohorts of the inclusive semesters have met the college benchmark of 70% meets-exceeds standards. All the course student learning outcomes (CSLOs) have been mapped to the program learning outcomes (PLOs).

The RN faculty demonstrated diligence in entering assessment measures during the inclusive semesters of the study, mapping the CSLOs to PLOs and ILOs, planning assessments, and planning actions.

The percentage of data points that were below standards warrant careful review. All PLOs have a "below standard" rating that ranged from 1.10% (PLO 8) to 10.74% (PLO7). There were two CSLOs mapped for PLO 8 (NURS 101 CSLO 2 and NURS 112 CSLO 2) that had the lowest "below standard" overall percentage and one CSLO mapped for PLO 7 (NURS 101 CSLO 4) that had the highest "below standard" overall percentage.

There were remarkably high (more than 30%) "below standard percentages" for PLO 5 in fall 2011 (Data Points: 19 (48.72%)) and fall 2012 (Data Points: 20 (55.56%)) and for PLO 6 in fall 2011 (Data Points: 19 (48.72%)) and fall 2012 (Data Points: 20 (55.56%)). There was one CSLO mapped for PLO 5 (NURS 109 CSLO3) and one CSLO mapped for PLO 6 (NURS 109 CSLO 1).

Table 5: CSLO Mapping to PLO (Extract from Table 1)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
Total Number of CSLOs Mapped to the specific PLOs for Spring Semester Course Offerings	2	1	2	5	5	3	1	1	1	0
Total Number of CSLOs Mapped to the specific PLOs for Fall Semester Course Offerings	2	2	3	4	1	1	0	1	2	2
Total Number of CSLOs Mapped to the specific PLOs for the RN Program	4	3	5	9	6	4	1	2	3	2

Curriculum Integration

A review of the CSLO mapping to the PLOs indicated unequal distribution of CSLOs. There was no CSLO mapped to PLO 10 during the spring semester and no CSLO mapped to PLO 7 during the fall semester. Nine CSLOs were mapped to PLO 4.

Redundancy of Assessment Measures

The nursing faculty used a variety of assessment measures that included standard testing (Assessment Technology Incorporated NCLEX-RN test plan based content mastery), clinical evaluation tools, written assignments, midterms and final examinations, and specific test items questions. There were instances when the same assessment measure was used in assessing a number of CSLOs. Thus, interpreting these data points was approached with careful regard for the quality and quantity of data points.

Course Improvement Plans

There were remarkable efforts to address the students' academic needs. The nursing faculty drafted various strategies to enhance instruction, adjust assessment measures, augment student support, and seek resources to enhance the learning experiences of the nursing students.

Table 6: Course-Specific Student Issues

NURS111 CSLO2 – Demonstrate accurate calculation of drug dosages.	Below Standards	Percentage
Spring 2012	3	8.11%
Spring 2013	2	5.71%
Spring 2014	6	17.65%
Spring 2015	3	9.09%
Spring 2016	1	3.03%
Spring 2017	4	11.43%
NURS 112 CSLO 4 - Demonstrate accurate dose calculation of drug dosages		
Fall 2011	3	7.69%
Fall 2012	3	8.33%
Fall 2013	1	3.03%
Fall 2014	3	9.68%
Fall 2015	8	23.53%
Fall 2016	6	17.65%

In NURS 111 and NURS 112, a number of data points indicate below standards on CSLOs that relate to dose calculations. The math lab does not provide enough support for nurse-related word problems and calculations. There were equipment requests for the nursing skills courses (NURS 111 and NURS 112) that were critical to ensuring that the student develop competence in currently used technologies. These include infusion pumps, patient-controlled analgesia (PCA) pumps, and feeding pumps. These numbers are worth careful scrutiny because these knowledge and skills are integral to the roles and responsibilities of the registered nurse.

PREREQUISITES/CO-REQUISITES/ADVISORIES

Courses	Prerequisites	Co-requisites	Advisories	LOE
NURS 101	None	None	None	Admittance to RN Program
NURS 102	None	None	None	Same
NURS 103	None	NURS 111	None	Same
NURS 104	None	None	None	Same
NURS 106	None	None	None	Same
NURS 108	None	NURS 112	None	Same
NURS 109	Successful completion of first semester nursing courses	Enrollment in second semester courses	None	Same
NURS 110	None **Entrance skills** indicate: The student must have successfully completed all first semester RN courses and have met the exit objectives of NURS 101, 102, 103, 104, & 111.	None	None	Same
NURS 111	None	None	None	Same
NURS 112	None	None	None	Same

PLAN OF ACTION - PRE-VALIDATION
Six Year

DEPARTMENT: Health Sciences   PROGRAM: Registered Nursing

List below as specifically as possible the actions which the department plans to take as a result of this program review. Be sure to address any problem areas which you have discovered in your analysis of the program. Number each element of your plans separately and for each, please include a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)

RECOMMENDATIONS TO IMPROVE **STUDENT LEARNING OUTCOMES** AND ACHIEVMENT	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Continue to pursue funding for nurse tutors to augment instruction, academic support, and remediation of students.	Goal SLS2	Ongoing
Hire a skills laboratory coordinator with expertise in simulation	Goal SLS6	Next program review 2022

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN **STUDENT CHARACTERISTICS**	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Enrollment Changes		
Evaluate RN program admission criteria for equity and disproportionate impact	Goal SLS5	2020
Dedicated nursing counselor with set hours for nursing	Goal SLS3	2019
Demographic Changes		

RECOMMENDATIONS TO IMPROVE THE **EDUCATIONAL ENVIRONMENT**	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Curricular Changes		
Continue review and modification of RN curriculum	Goal SLS2	2020
Submit new curriculum for approval to the California Board of Registered Nursing, college curriculum process, and California Community College Chancellor's Office.	Goal SLS2	2020
Implement the new RN curriculum	Goal SLS2	2020
Co-Curricular Changes		
Create noncredit options to facilitate transition of returning nursing students	Goal I2	2020
Obtain funding for continuing education for both full-time and part-time nursing faculty	Goal IR3	Ongoing
Develop health science specific mentoring and professional development opportunities for new faculty	Goal IR3	Ongoing
Fund professional development opportunities to maintain currency in clinical practice and educational technology	Goal IR3	Ongoing
Fund professional development opportunities on simulation and educational technology.	Goal IR3	Ongoing

Neighboring College and University Plans		
Related Community Plans		

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Facilities		
Equipment Obtain sustainable funding for updating, repairing, and maintaining educational technology and skills laboratory equipment.	Goal IR4	ASAP
Staffing Hire permanent additional full-time 12-month secretarial support for the Health Sciences Department.	Goal IR1	Immediate
Hire a skills laboratory coordinator with expertise in simulation.	Goal SLS6	Immediate
Faculty for tutoring, remediation and augmentation of instruction.	Goal SLS2	Fall 2018
Dedicated nursing counselor with set hours for nursing.	Goal SLS3	Spring 2018
Reassignment of supplemental staffing to replace FT faculty for curriculum implementation	Goal IR2	Fall 2018
Professional development for FT and PT faculty for orientation, training in new technologies and maintenance of clinical currency.	Goal IR3	Fall 2018

EXHIBITS

STUDENT DATA SUMMARY

Data analysis is a critical component of program review. The three categories below
should be used as guidelines in developing a summary of the student data.

State at least three positive factors about the discipline/program identified by students.
Include the number (or percentage) of students responding and any implications for
planning.

1. Students favorably rated the RN program with regards to: instructions (94%), how the program meets the educational goals (84%), how it contributes to intellectual growth (95%), clarity of course goals and learning objectives (88%), feedback and assessment of progress toward learning (94%), availability of courses (89%), and course content (88%).
2. Students favorably rated instructional equipment like computers and laboratory equipment (100%) and presentation of classes via (then) BlackBoard (94%), and physical facilities and space like classroom and laboratory (100%).
3. Students would recommend the RN program at the rate of 94%.

State at least three negative factors about the discipline/program identified by students.
Include the number (or percentage) of students responding and any implications for
planning.

1. Students rated course assistance through tutorial services (like tutorial center, math lab, writing center) at 71%.
2. Students rated availability of appropriate resources in the libraries at 67%.
3. Students responded that their reason for taking the courses in the registered nursing program include: recommendation by a counselor (17%), recommended by a friend (17%), meet general requirements (28%), and offered at a convenient time (11%).

State any other information (use responsive numbers) that you obtained from student data (e.g.
focus groups, questionnaires, or SGIDs) that may be of special interest to the self-study team.
What planning implications will result from this information?

The students reported that compared to the beginning of the semester, their attitude toward the RN program has improved at 35% and remained the same (65%). There were no reports of have decreased attitudes toward the program. This is a testament to the fact that the students are made fully aware of the program prior to the start and as they complete the program, they were well aware of the program requirements and demands.

17% of the students identified associate degree in nursing as their educational goal. 39% aimed to pursue bachelor's degree. 44% planned on going on to a master's or higher degrees. There is widespread kudos for the students' interest in further education. Nursing faculty continue to inspire students to pursue further education as part of personal advancement and professional responsibility. The guided pathways that lead to the nursing program may have provided a positive experience in education that there are, indeed, no barriers that cannot be overcome.

Planning Implications:
Promote student success. There are ample opportunities to promote nursing as a viable career path that can be facilitated by improved academic preparation and assistance. Nursing-specific student coaching, counselling, and tutorial services are in short-supply and have clear benefits to the changing student academic preparedness.

Improve guided pathways to nursing degrees and nursing careers. The RN program provides thorough information to enable students to prepare for the demands of the program. There is a remarkable need for counselors to play a role in guiding students to career pathways. There is a continued need to improve dissemination of information and student access to various available resources (including financial resources) to

ease the burdens and overcome potential barriers of their academic endeavor.

Participate in statewide discussions regarding baccalaureate offerings in the community colleges and continually review the possibilities of developing partnerships with universities. The student interest in further education is definitely a potent impetus to providing pathways to higher education.

Improve instruction and promote innovations to meet the current industry standards. The cohort has not experienced the transition to practice as they were finishing the nursing program. However, regular interactions with community agencies continue to warrant moving the nursing instruction closer to the realities of current nursing practices.

Default Report

Associate Degree Nursing Program Review Survey 2016
December 16th 2016, 11:11 am MST

Q2 - Part I. Please indicate how satisfied you are, in general, with the following aspects of the Associate Degree Nursing Program

Question	Highly satisfied		Somewhat satisfied		Neither satisfied nor disatisfied		Somewhat dissatisfied		Highly dissatisfied		Total
Quality of instruction within the program	50%	9	44%	8	0%	0	6%	1	0%	0	18
The way textbooks and other materials used in courses within the program help me learn	39%	7	39%	7	17%	3	6%	1	0%	0	18
Advice about the program from counselors	31%	5	31%	5	31%	5	6%	1	0%	0	16
The way this program meets your educational goals	56%	10	28%	5	11%	2	6%	1	0%	0	18
Contribution towards your intellectual growth	67%	12	28%	5	6%	1	0%	0	0%	0	18
Clarity of course goals and learning objectives	44%	8	44%	8	11%	2	0%	0	0%	0	18
Feedback and assessment of progress towards learning objectives	50%	9	44%	8	6%	1	0%	0	0%	0	18
The availability of courses	39%	7	50%	9	11%	2	0%	0	0%	0	18

offered in the Associate Degree Nursing Program												
The content of courses offered in the Associated Degree Nursing Program	44%	8	44%	8	11%	2	0%	0	0%	0	18	
The coordination of courses offered in the Associate Degree Nursing Program and courses offered in other departments that may be required for your major	35%	6	47%	8	18%	3	0%	0	0%	0	17	
The physical facilities and space (e.g., classrooms, labs)	44%	8	56%	10	0%	0	0%	0	0%	0	18	
Instructional equipment (e.g., computers, lab equipment)	44%	8	56%	10	0%	0	0%	0	0%	0	18	
Presentation of classes via the college's Blackboard course management system	44%	8	50%	9	6%	1	0%	0	0%	0	18	
Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	24%	4	47%	8	29%	5	0%	0	0%	0	17	
Availability of appropriate resources in the libraries	28%	5	39%	7	28%	5	6%	1	0%	0	18	

Q4 - Which of the following best describes your reason for taking this and other courses in Associate Degree Nursing Program?

#	Answer	%	Count
1	Recommended by a counselor	17%	3
2	Recommended by a friend	17%	3
3	To meet general education requirements	28%	5
4	Offered at a convenient time	11%	2
5	Other, please specify:	28%	5
	Total	100%	18

Other, please specify:

Other, please specify:
To obtain my Registered Nursing License
To meet AS Nursing requirements.
career growth
Always wanted to since i was a young child
To become an RN

Q5 - Compared to the beginning of the semester, your attitude about Associate Degree Nursing Program has

#	Answer	%	Count
1	Improved	35%	6
2	Remained the same	65%	11
3	Decreased	0%	0
	Total	100%	17

Q6 - Please answer the following questions.

Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
I would recommend taking courses in Associate Degree Nursing Program	67%	12	28%	5	6%	1	0%	0	0%	0	18
I plan on taking additional courses to pursue my BSN within the next 12 months.	61%	11	17%	3	11%	2	11%	2	0%	0	18

Q9 - How many units have you completed prior to this semester?

#	Answer	%	Count
1	0-15 units	0%	0
2	16-30 units	0%	0
3	31-45 units	0%	0
4	46-60 units	11%	2
5	61 or more units	89%	16
	Total	100%	18

Q10 - In how many units are you currently enrolled?

#	Answer	%	Count
1	less than 5 units	0%	0
2	5 - 8.5 units	0%	0
3	9 - 11.5 units	6%	1
4	12 or more units	94%	17
	Total	100%	18

Q11 - What is your final academic goal?

#	Answer	%	Count
1	Certificate	0%	0
2	AA/AS	17%	3
3	Bachelors	39%	7
4	Masters or higher	44%	8
5	Not certain	0%	0
	Total	100%	18

Q12 - Please provide additional comments or feedback regarding overall program curriculum.

Please provide additional comments or feedback regarding overall program cu...
This program has helped me grow, not only as a student, but also as a registered nurse. I can't thank the instructors enough for all of their time and dedication that they placed on this program and into us, as students. Thank you!!!
This program was tough but worth it. I really feel it challenged me and helped me be the best I can be.
Information regarding requirements and more importantly areas that could cause issues (GPA and course repeats) prior to enrolling in pre-nursing required classes should have been an area of focus that counselors should have talked about.
I appreciated the commitment of all nursing faculty to help their students prepare to become a competent future nurses.
Longer clinical hours and decreased preceptorship hour requirements or longer time period to complete the 96 hours requirements.
Good program. Solid foundation. Decent instructor support. Decent methods of teaching.
Felt there was bias depending on what teacher and class you were in that affected subjective grading, example written work.
I've enjoyed my learning experience

2017-2018 Program Review Data

Registered Nursing

If you need to explore you data further please access the publically available Tableau Reports at http://www.hancockcollege.edu/institutional_effectiveness/data.php .

For any further questions, you can contact Armando Cortez at Armando.Cortez@hancockcollege.edu .
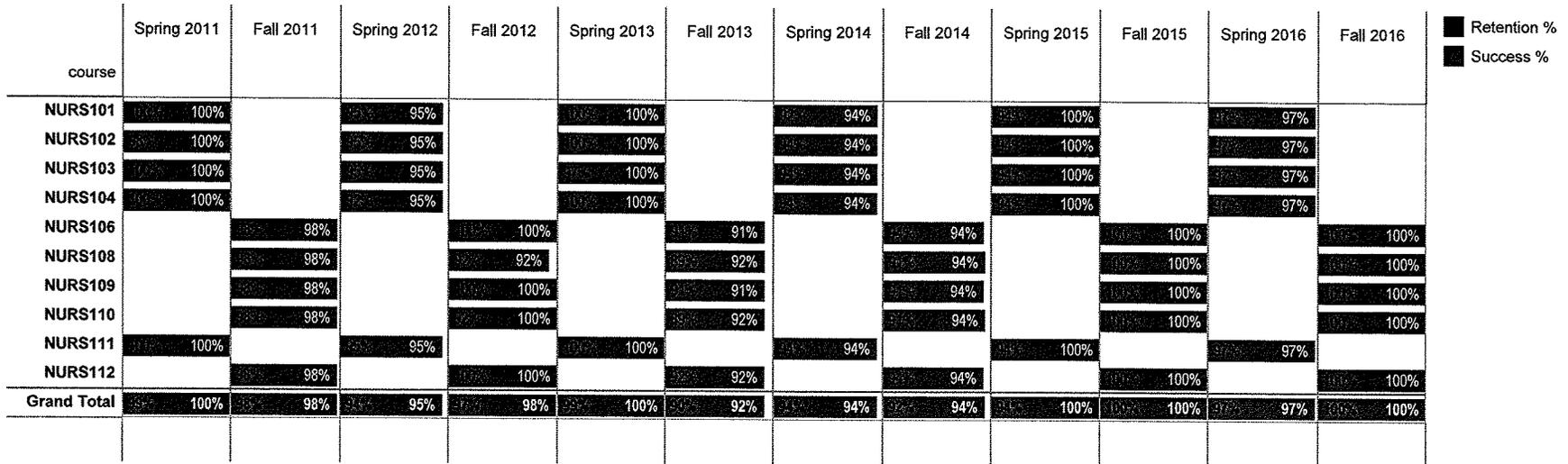
Table of Contents

NURS: OUTCOMES

	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Sections	5	5	5	5	5	5	5	5	5	5	5	5
Headcount	40	40	39	36	35	36	36	35	35	35	34	34
Enrollment	199	200	195	180	173	178	180	169	175	173	170	170
retained	199	195	185	177	173	163	170	159	175	173	165	170
Retention %	100.0%	97.5%	94.9%	98.3%	100.0%	91.6%	94.4%	94.1%	100.0%	100.0%	97.1%	100.0%
success	198	195	184	174	172	161	169	156	165	173	165	170
Success %	99.5%	97.5%	94.4%	96.7%	99.4%	90.4%	93.9%	92.3%	94.3%	100.0%	97.1%	100.0%
FTES	34.2	44.1	41.7	38.6	36.0	35.8	38.5	34.3	103.7	35.2	36.6	109.1

Legend: Retention % / Success %

course	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
NURS101	100%		95%		100%		94%		100%		97%	
NURS102	100%		95%		100%		94%		100%		97%	
NURS103	100%		95%		100%		94%		100%		97%	
NURS104	100%		95%		100%		94%		100%		97%	
NURS106		98%		100%		91%		94%		100%		100%
NURS108		98%		92%		92%		94%		100%		100%
NURS109		98%		100%		91%		94%		100%		100%
NURS110		98%		100%		92%		94%		100%		100%
NURS111	100%		95%		100%		94%		100%		97%	
NURS112		98%		100%		92%		94%		100%		100%
Grand Total	100%	98%	95%	98%	100%	92%	94%	94%	100%	100%	97%	100%

ALL AHC: OUTCOMES

	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016
Sections	1,240	314	1,023	1,146	293	1,004	1,087	285	1,069	1,141	306	1,141	1,209	355	1,177	1,220	357	1,184
Headcount	12,689	5,798	10,957	11,736	5,551	10,883	11,361	5,421	10,922	11,293	5,185	11,084	11,249	5,593	10,982	11,341	4,354	12,111
Enrollment	33,109	9,242	29,219	30,988	8,784	28,559	29,609	8,455	28,612	29,369	8,168	29,153	28,984	8,789	28,471	28,153	8,305	29,268
Retention %	84.7%	85.5%	86.7%	84.6%	89.8%	86.6%	86.2%	89.1%	87.0%	85.2%	89.4%	86.8%	85.4%	89.6%	86.4%	89.4%	90.4%	88.0%
Success %	68.8%	74.3%	68.6%	69.1%	77.3%	69.6%	70.4%	77.5%	70.6%	70.2%	77.7%	69.8%	71.4%	77.4%	70.2%	73.2%	79.6%	71.5%
FTES	4,162	1,072	3,905	3,879	1,001	3,775	3,813	978	3,852	3,868	944	3,900	4,048	1,009	3,807	3,715	967	4,197

NURS: DEMOGRAPHICS

age_category	2011 Headcount	FTES	2012 Headcount	FTES	2013 Headcount	FTES	2014 Headcount	FTES	2015 Headcount	FTES	2016 Headcount	FTES
20-24	8	11	4	6	8	14	7	12	2	7	1	1
25-29	12	21	18	34	16	28	14	24	15	50	16	68
30-34	11	18	8	13	3	3	9	17	10	34	7	30
35-39	7	12	6	11	7	12	3	5	6	21	6	19
40-49	6	12	6	12	6	10	6	10	6	16	8	28
50+	2	4	2	4	2	4	3	3	4	12		

ETHNICITY	2011 Headcount	FTES	2012 Headcount	FTES	2013 Headcount	FTES	2014 Headcount	FTES	2015 Headcount	FTES	2016 Headcount	FTES
Asian	3	5	2	4	1	2	4	7			1	4
Black	1	2									1	4
Filipono	3	6	3	6	3	5	3	5	4	12	3	12
Hispanic	12	24	16	33	13	24	9	15	17	60	8	31
Native Am							1	1			1	4
Pac Isl	1	2										
White	21	40	18	36	20	40	22	44	17	67	21	90

Gender	2011 Headcount	FTES	2012 Headcount	FTES	2013 Headcount	FTES	2014 Headcount	FTES	2015 Headcount	FTES	2016 Headcount	FTES
Female	37	71	37	77	34	66	38	71	37	136	29	120
Male	4	8	2	3	3	6	1	2	1	3	6	26

Enrollment Status	2011 Headcount	FTES	2012 Headcount	FTES	2013 Headcount	FTES	2014 Headcount	FTES	2015 Headcount	FTES	2016 Headcount	FTES
First Time Transfer	3	3	3	6	1	1	2	2			3	3
Continuing	41	72	33	67	35	67	36	68	36	120	34	137
Returning	5	4	3	6	4	4	3	3	7	19	5	5
Grand Total	41	78	39	80	37	72	39	73	38	139	35	146

ALL AHC CREDIT: DEMOGRAPHICS

age_category	2011-2012 Headcount	FTES	2012-2013 Headcount	FTES	2013-2014 Headcount	FTES	2014-2015 Headcount	FTES	2015-2016 Headcount	FTES	2016-2017 Headcount	FTES
Under 19	4,349	2,778	4,318	2,784	4,221	2,720	4,268	2,742	4,527	2,758	5,742	2,978
20-24	6,375	3,402	6,362	3,337	6,302	3,417	6,121	3,441	6,054	3,341	5,632	3,302
25-29	2,631	1,117	2,564	1,029	2,497	1,100	2,584	1,182	2,555	1,118	2,415	1,228
30-34	1,597	541	1,585	514	1,520	508	1,542	563	1,533	528	1,370	565
35-39	1,021	334	950	291	978	317	944	320	969	292	905	349
40-49	1,416	422	1,324	382	1,253	378	1,212	400	1,261	356	1,028	369
50+	993	257	919	250	878	259	891	244	966	248	780	222

ETHNICITY	2011-2012 Headcount	FTES	2012-2013 Headcount	FTES	2013-2014 Headcount	FTES	2014-2015 Headcount	FTES	2015-2016 Headcount	FTES	2016-2017 Headcount	FTES
Asian	593	302	638	282	627	297	585	277	582	275	500	259
Black	658	339	625	342	634	327	617	340	673	359	578	323
Filipono	490	294	447	261	450	271	477	320	473	292	475	305
Hispanic	7,495	4,232	7,604	4,253	7,654	4,475	7,959	4,698	8,196	4,670	8,177	4,820
Native Am	286	142	290	142	261	136	270	144	263	133	303	142
Other	6	1	2	0	1	0	5	1	2	0	4	1
Pac Isl	93	60	103	59	105	50	122	59	97	50	116	60
Unknown	35	4	5	0	2	0	7	1	3	0	6	2
White	7,844	3,477	7,503	3,248	7,033	3,143	6,671	3,050	6,728	2,862	6,913	3,101

Gender	2011-2012 Headcount	FTES	2012-2013 Headcount	FTES	2013-2014 Headcount	FTES	2014-2015 Headcount	FTES	2015-2016 Headcount	FTES	2016-2017 Headcount	FTES
Female	8,738	4,804	8,529	4,526	8,474	4,635	8,255	4,714	8,361	4,479	8,688	4,855
Male	8,753	4,039	8,674	4,058	8,283	4,061	8,450	4,174	8,645	4,159	8,267	4,135
Unknown	13	7	5	3	4	2	3	2	3	2	106	22

Enrollment Status	2011-2012 Headcount	FTES	2012-2013 Headcount	FTES	2013-2014 Headcount	FTES	2014-2015 Headcount	FTES	2015-2016 Headcount	FTES	2016-2017 Headcount	FTES
First Time Student	2,804	972	2,455	801	2,859	1,169	2,904	1,176	2,920	1,185	2,775	1,176
First Time Transfer	2,538	546	3,096	695	2,871	681	2,408	598	2,634	616	1,996	519
Continuing	10,766	6,193	9,894	5,704	9,365	5,831	10,408	6,335	10,181	5,991	10,484	6,424
Returning	3,839	1,034	4,709	1,286	4,211	919	3,041	672	3,196	675	2,255	542
NA	474	90	475	94	505	96	560	107	935	173	2,256	351
Unknown	25	14	14	7	6	3	13	3	6	2	4	0
Grand Total	17,500	8,850	17,208	8,587	16,760	8,699	16,707	8,891	17,007	8,641	17,061	9,012

Nursing: Degrees & Certificates

GRADUATION_TERM_CODE (group) 1

DEGREE_PRO..	DEGREE_MAJO..	DEGREE_CODE	2011	2012	2013	2014	2015	Grand Total
Nursing	Registered Nursing	AS	39	33	32	32	35	171
	Total		39	33	32	32	35	171
Grand Total			39	33	32	32	35	171

Degrees & Certificates

DEGREE_PROGRAM_DESC / DEGREE_MAJOR_DESC / GRADUATION_TERM_CODE (group) 1

Nursing

Registered Nursing

4
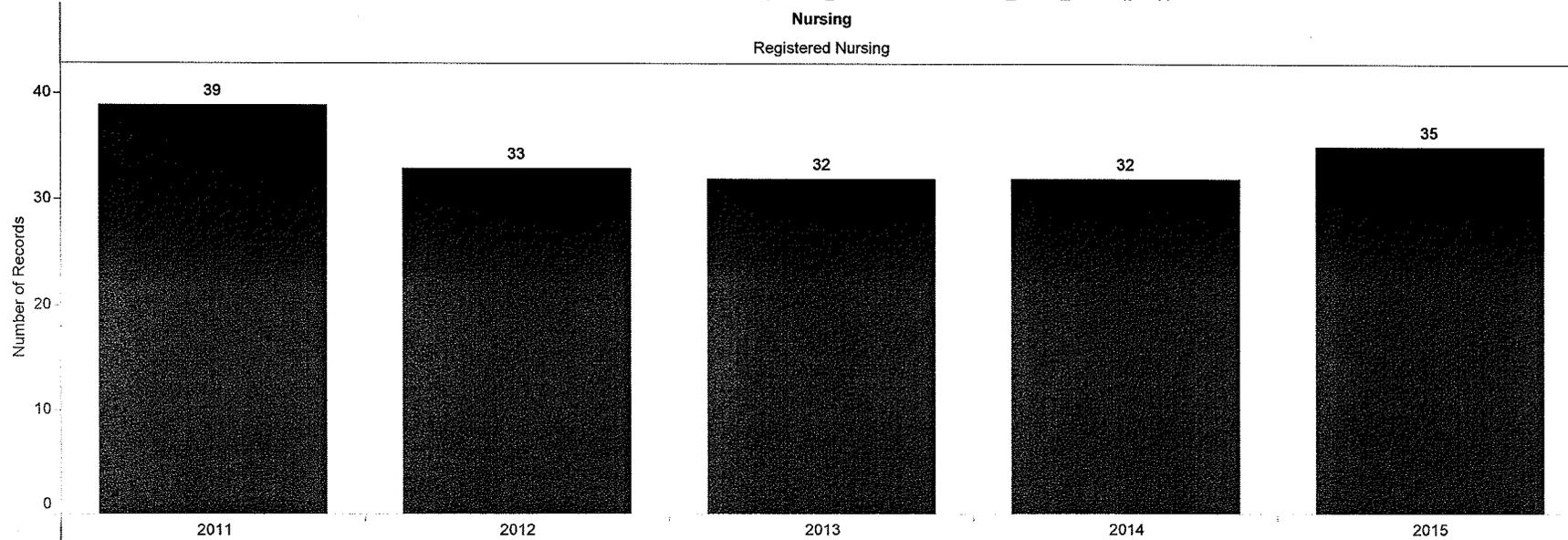
NURS: Course Efficiency - Fall 2016

Low (<80%) Fill Rates + High Efficiency

NURS 108

NURS 109

NURS 106

NURS 112

Low Fill Rates + Low Efficiency

Y-axis: FTES/ FTEF +Overload (0 to 30)
X-axis: Fill Rate (0.00% to 160.00%)
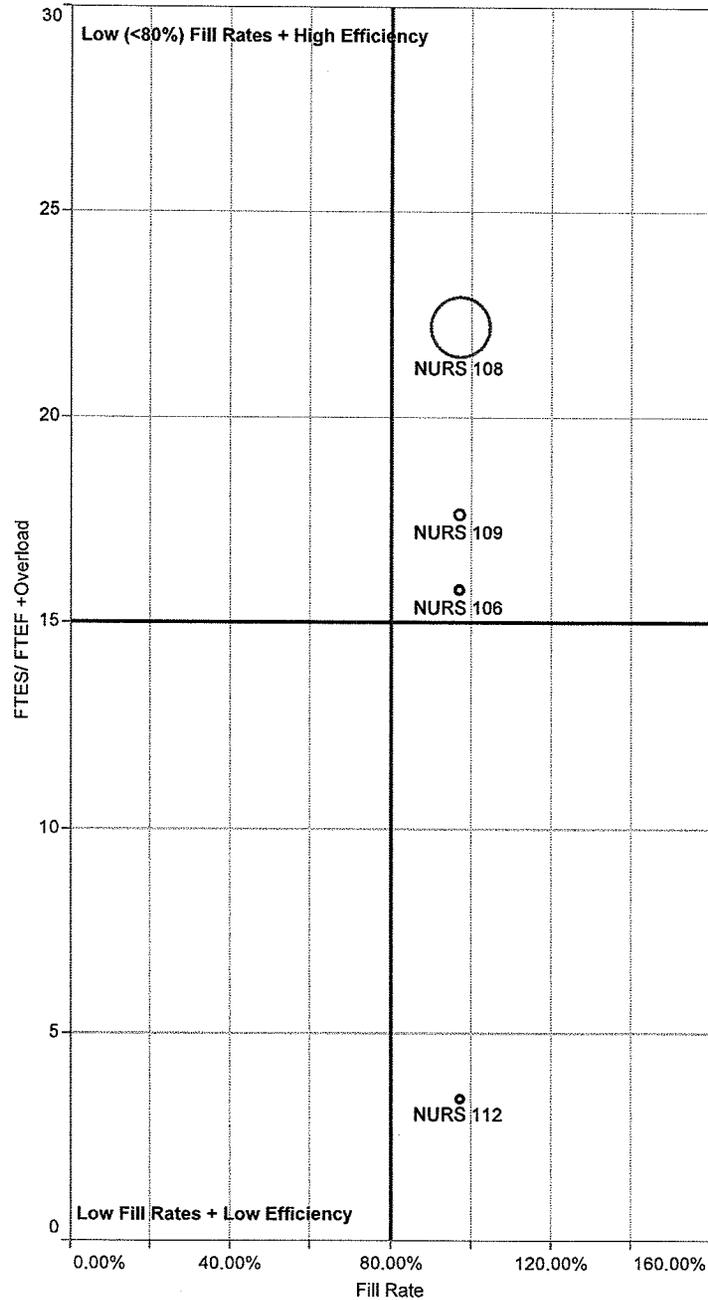
NURS: Course Efficiency - Spring 2016

High Fill Rates + High Efficiency

NURS 101

NURS 102

NURS 103

NURS 111

High Fill Rates + Low Efficiency

Y-axis: FTES/ FTEF +Overload (0 to 30)
X-axis: Fill Rate (0.00% to 160.00%)
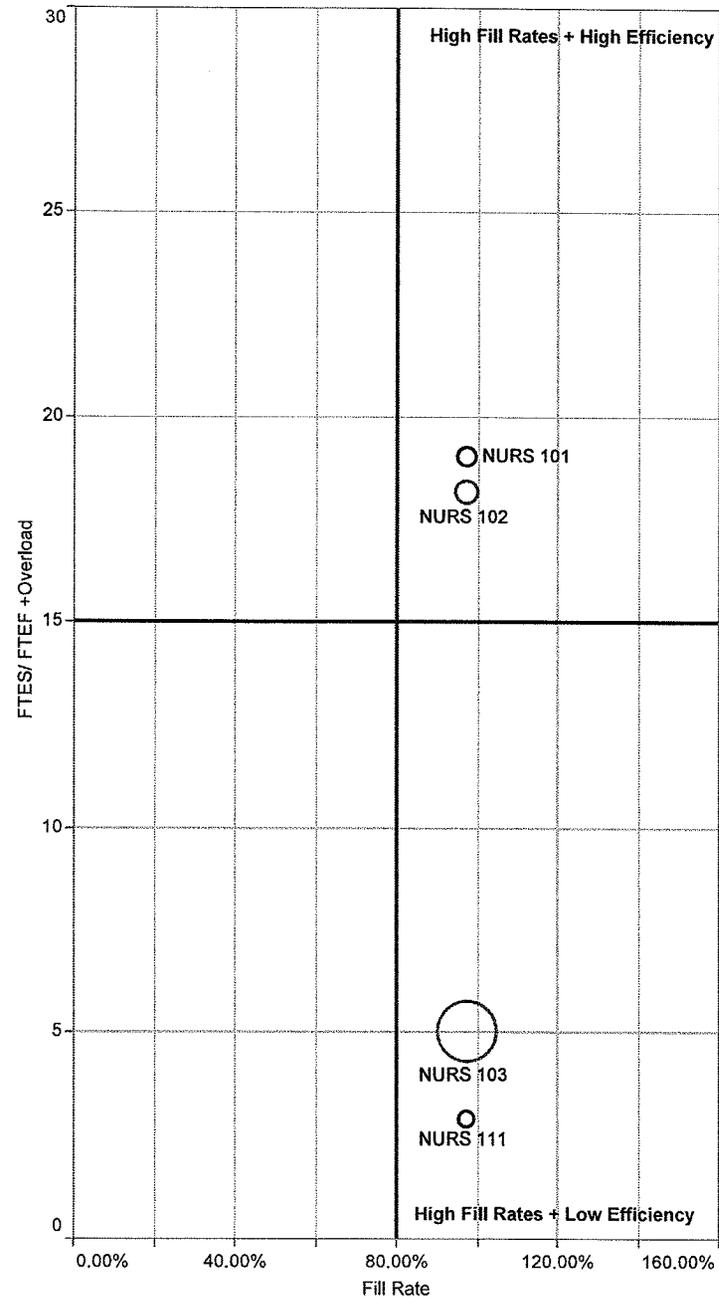
Subject Code
NURS

Totals Fall 2016

FTES/FTEF	20.3
FTES	109.10
FTEF	5.4
Fill Rate	97%
Sections	5
Avg Class Size	34
Day 1 Waitlist	0

Totals Spring 2016

FTES/FTEF	6.00
FTES	36.64
FTEF	6.11
Fill Rate	97%
Sections	5
Avg Class Size	34
Day 1 Waitlist	0

Efficiency is the ratio of FTES to FTEF or 'how many FTES are generated per FTEF'.

The threshold for efficiency is 15 and the threshold for fill rate is 80%

If courses have similar data the circles will overlap

5

NURS: Course Efficiency

Term Code - Desc	Division Desc	Subject Code	course	Max. Lab Sessions_	FTES/FTEF	FTES	FTEF	Enrollment	Max Enrollment	Fill Rate	Day 1 Waitlist	Demand Ratio
Spring 2016	Health Sciences	NURS	NURS 101	0.0	19.04	2.53	0.13	34.0	35.0	97%	0.0	97%
			NURS 102	0.0	18.17	3.63	0.20	34.0	35.0	97%	0.0	97%
			NURS 103	17.0	5.04	25.10	4.98	34.0	35.0	97%	0.0	97%
			NURS 104	0.0	18.17	3.63	0.20	34.0	35.0	97%	0.0	97%
			NURS 111	3.0	2.93	1.74	0.59	34.0	35.0	97%	0.0	97%
			Total	17.0	6.00	36.64	6.11	170.0	175.0	97%	0.0	97%
Fall 2016	Health Sciences	NURS	NURS 106	0.0	15.78	2.10	0.13	34.0	35.0	97%	0.0	97%
			NURS 108	28.0	22.23	99.59	4.48	34.0	35.0	97%	0.0	97%
			NURS 109	0.0	17.64	2.95	0.17	34.0	35.0	97%	0.0	97%
			NURS 110	0.0	17.64	2.95	0.17	34.0	35.0	97%	0.0	97%
			NURS 112	5.0	3.46	1.52	0.44	34.0	35.0	97%	0.0	97%
			Total	28.0	20.26	109.10	5.39	170.0	175.0	97%	0.0	97%
Grand Total				28.0	12.68	145.73	11.49	340.0	350.0	97%	0.0	97%

NURS: FTEF, FTES, Efficiency

	Subject NURS	Subject__ NURS	Academic Year Multiple values

TERM_CODE (group)

Subject__	2011			2012			2013			2014			2015			2016		
	FTEF	FTES	FTES/ FTEF	FTEF	FTES	FTES/ FTEF	FTEF	FTES	FTES/ FTEF	FTEF	FTES	FTES/ FTEF	FTEF	FTES	FTES/ FTEF	FTEF	FTES	FTES/ FTEF
NURS	15.540	98.82	6.36	10.609	80.27	7.57	9.077	71.70	7.90	9.430	72.78	7.72	9.193	138.87	15.11	9.024	145.73	16.15
Grand Total	15.540	98.82	6.36	10.609	80.27	7.57	9.077	71.70	7.90	9.430	72.78	7.72	9.193	138.87	15.11	9.024	145.73	16.15

FTES

FTEF

Efficiency
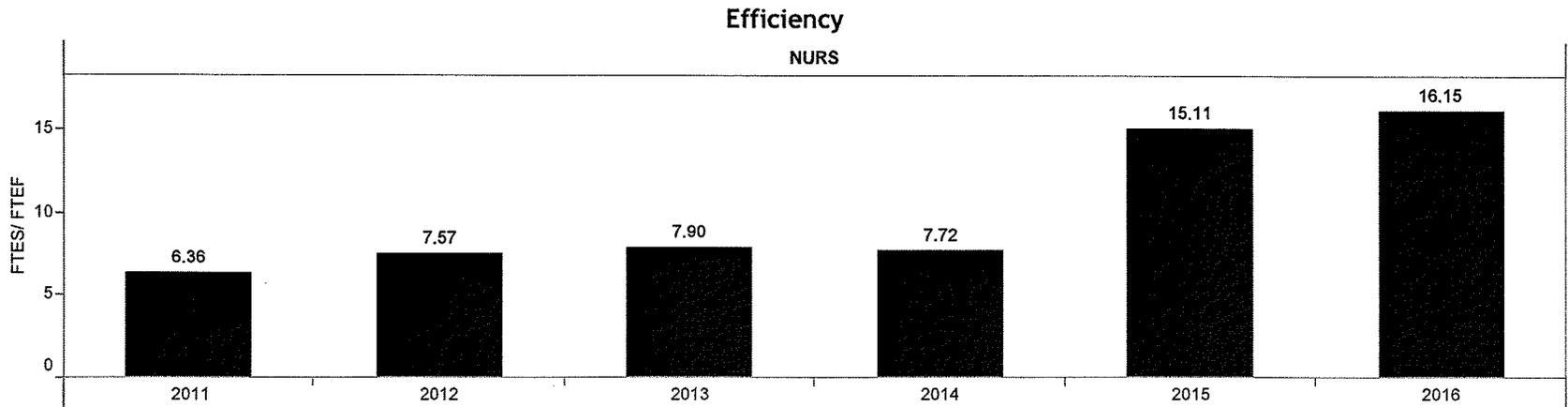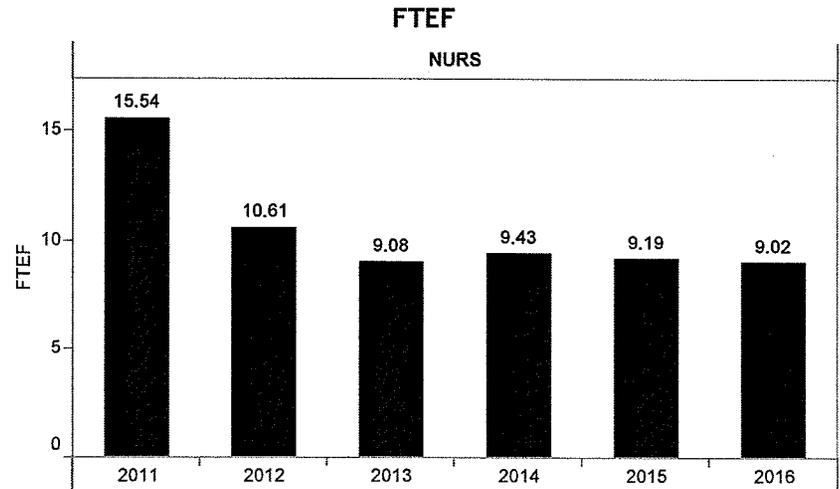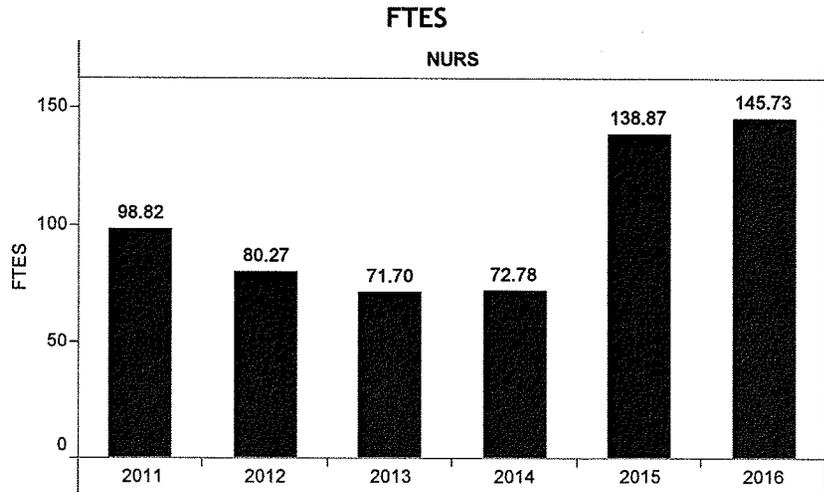
NURS: FTEF by Faculty Type

If multiple faculty teach the same course the TOTAL section count may not equal the SUM of sections shown

Subject_ All

Academic Year (copy) (copy)

Subject_	Faculty Type	2011				2012				2013			
		FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections
NURS	Instructional - FT	7.972	1.773	6.00	11.00	6.000	1.590	3.00	10.00	6.000	1.411	3.00	10.00
	Instructional - PT	7.568	0.000	10.00	5.00	4.609	0.000	5.00	2.00	3.077	0.000	5.00	2.00
	Total	15.540	1.773	16.00	11.00	10.609	1.590	8.00	10.00	9.077	1.411	8.00	10.00
Grand Total		15.540	1.773	16.00	11.00	10.609	1.590	8.00	10.00	9.077	1.411	8.00	10.00

Academic Year (copy) (copy)

Subject_	Faculty Type	2014				2015				2016			
		FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections
NURS	Instructional - FT	5.600	1.914	3.00	10.00	5.200	2.326	3.00	10.00	4.200	2.466	3.00	10.00
	Instructional - PT	3.830	0.000	5.00	2.00	3.993	0.000	5.00	2.00	4.824	0.000	7.00	2.00
	Total	9.430	1.914	8.00	10.00	9.193	2.326	8.00	10.00	9.024	2.466	10.00	10.00
Grand Total		9.430	1.914	8.00	10.00	9.193	2.326	8.00	10.00	9.024	2.466	10.00	10.00

NURS: % of Total FTEF, Overload

Bar = % FTEF
Circle = Overload
NURS
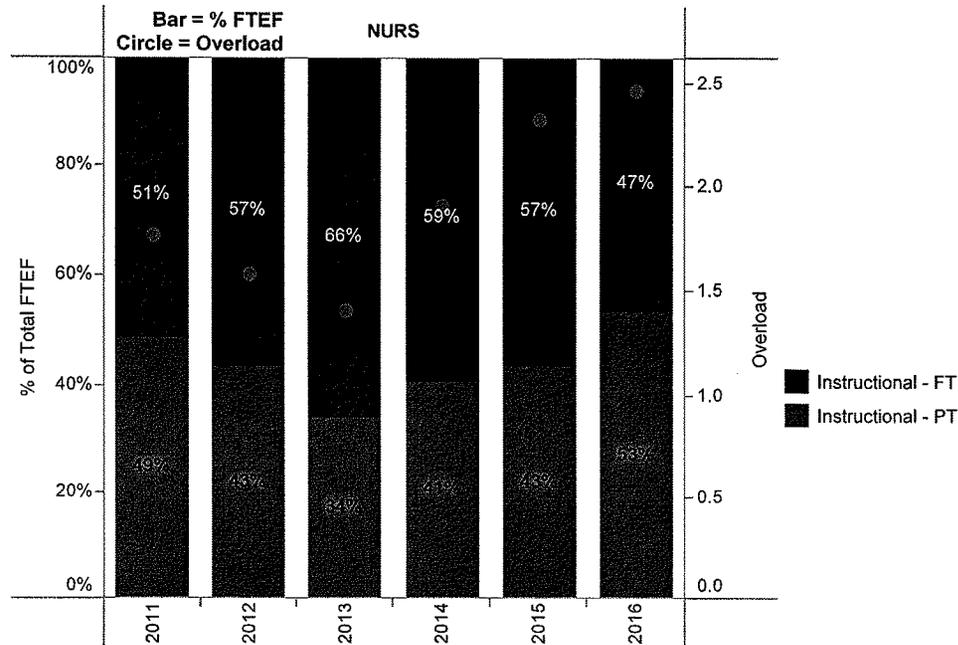
NURS: Count of Faculty Type

NURS

8
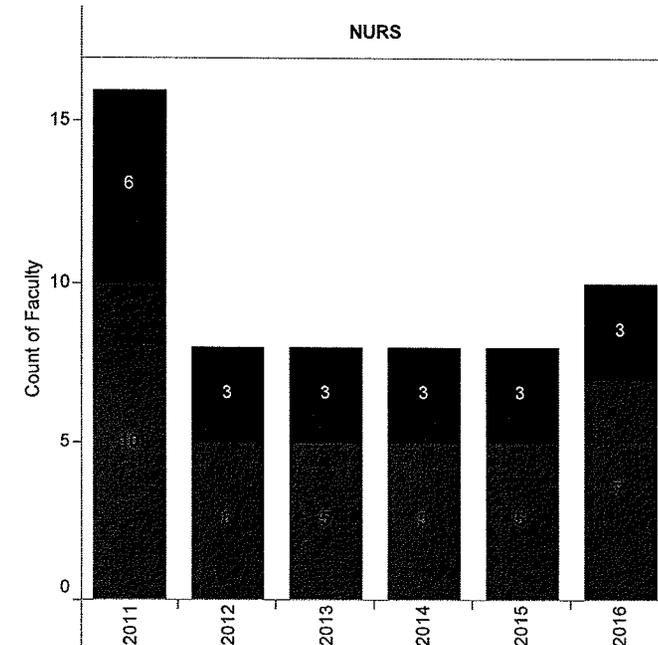
ALL AHC: FTEF by Faculty Type

Instruction Type	Faculty Type_	Academic Year						
		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Instructional	FT	104.6	201.9	198.3	196.1	187.2	188.5	103.0
	PT	142.7	237.2	268.1	296.0	314.5	327.1	150.0
	Total	247.4	439.1	466.4	492.1	501.7	515.7	253.0
NonInstructional	FT	22.8	44.2	49.4	54.6	67.9	70.8	34.6
	PT	10.6	22.4	26.0	25.4	28.1	30.4	13.2
	Total	33.4	66.6	75.4	79.9	96.0	101.1	47.8
Grand Total		280.8	505.7	541.8	572.1	597.6	616.8	300.8

ALL AHC: % of FTEF (Fall & Spring terms only)

Faculty Type: ■ FT   ■ PT

Academic Year

(Stacked bar chart, % of Total FTEF)

Academic Year	FT (top)	PT (bottom)
2011-2012	49%	51%
2012-2013	46%	54%
2013-2014	44%	56%
2014-2015	43%	57%
2015-2016	42%	58%
2016-2017	46%	54%

Allan Hancock College
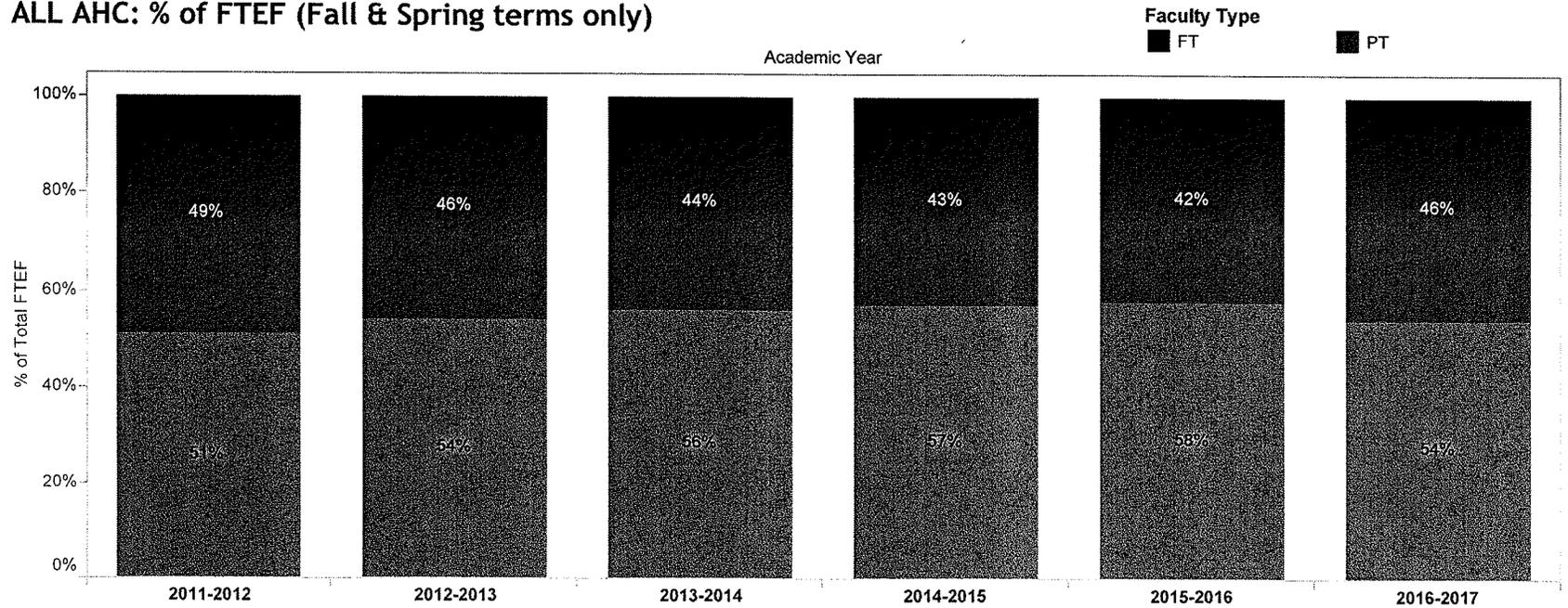
SLO Performance Report

by Department with SLO

Department: Nursing

Courses: Nursing: Registered Nursing (LVN-TO-RN ONLY) (A.D.N)

Terms: Fall 2016, Summer 2016, Spring 2016

SLOs: ILO Class Nursing - Registered Nursing AS Program Outcomes

Date: 03/13/2017

Department: Nursing

PSLO: REGISTERED NURSING PSLO 1 - Utilizing nursing concepts to facilitate health and self-actualization by solving goal setting, energy, and caring problems.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
Spring 2016	16	24.24%	50	75.76%	0	0.00%
Summer 2016	0	0.00%	0	0.00%	0	0.00%
Fall 2016	14	20.59%	49	72.06%	5	7.35%
Overall	30	22.39%	99	73.88%	5	3.73%

PSLO: REGISTERED NURSING PSLO 2 - Using a database from the humanities and sciences to support nursing activities.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
Spring 2016	8	24.24%	25	75.76%	0	0.00%
Summer 2016	0	0.00%	0	0.00%	0	0.00%
Fall 2016	14	20.59%	49	72.06%	5	7.35%
Overall	22	21.78%	74	73.27%	5	4.95%

PSLO: REGISTERED NURSING PSLO 3 - Using the concept of caring as a basis for providing nursing care implementing the behaviors of prevention, maintenance, care and restoration.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
Spring 2016	11	33.33%	21	63.64%	1	3.03%
Summer 2016	0	0.00%	0	0.00%	0	0.00%
Fall 2016	22	32.35%	43	63.24%	3	4.41%
Overall	33	32.67%	64	63.37%	4	3.96%

PSLO: REGISTERED NURSING PSLO 4 - Being responsible and accountable for self and one's nursing practice.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
Spring 2016	141	71.21%	52	26.26%	5	2.53%
Summer 2016	0	0.00%	0	0.00%	0	0.00%
Fall 2016	87	63.97%	43	31.62%	6	4.41%
Overall	228	68.26%	95	28.44%	11	3.29%

PSLO: REGISTERED NURSING PSLO 5 - Providing nursing care to culturally diverse people utilizing tools of communication, teaching, nursing process, caring, energy, life span, and psychomotor skills.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
Spring 2016	36	36.36%	61	61.62%	2	2.02%
Summer 2016	0	0.00%	0	0.00%	0	0.00%
Fall 2016	6	17.65%	25	73.53%	3	8.82%
Overall	42	31.58%	86	64.66%	5	3.76%

PSLO: REGISTERED NURSING PSLO 6 - Using research findings in nursing practice.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
Spring 2016	17	25.76%	48	72.73%	1	1.52%
Summer 2016	0	0.00%	0	0.00%	0	0.00%
Fall 2016	6	17.65%	25	73.53%	3	8.82%
Overall	23	23.00%	73	73.00%	4	4.00%

PSLO: REGISTERED NURSING PSLO 7 - Establishing learning patterns that will provide the means for lifelong personal and professional growth.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
Spring 2016	52	78.79%	14	21.21%	0	0.00%
Summer 2016	0	0.00%	0	0.00%	0	0.00%
Fall 2016	0	0.00%	0	0.00%	0	0.00%
Overall	52	78.79%	14	21.21%	0	0.00%

PSLO: REGISTERED NURSING PSLO 8 - Developing work-role relationships with members of the health team.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
Spring 2016	18	54.55%	12	36.36%	3	9.09%
Summer 2016	0	0.00%	0	0.00%	0	0.00%
Fall 2016	16	47.06%	18	52.94%	0	0.00%
Overall	34	50.75%	30	44.78%	3	4.48%

PSLO: REGISTERED NURSING PSLO 9 - Practicing nursing that is responsive to current and changing health care needs.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
Spring 2016	0	0.00%	0	0.00%	0	0.00%
Summer 2016	0	0.00%	0	0.00%	0	0.00%
Fall 2016	38	55.88%	25	36.76%	5	7.35%
Overall	38	55.88%	25	36.76%	5	7.35%

PSLO: REGISTERED NURSING PSLO 10 - Enacting the leadership role of the Registered Nurse in the community.

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
Spring 2016	0	0.00%	0	0.00%	0	0.00%
Summer 2016	0	0.00%	0	0.00%	0	0.00%
Fall 2016	29	42.65%	34	50.00%	5	7.35%
Overall	29	42.65%	34	50.00%	5	7.35%

Overall by Term for Department: Nursing

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
Spring 2016	299	50.34%	283	47.64%	12	2.02%
Summer 2016	0	0.00%	0	0.00%	0	0.00%
Fall 2016	232	40.14%	311	53.81%	35	6.06%

Overall by PSLO for Department: Nursing

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
REGISTERED NURSING PSLO 1 - Utilizing nursing concepts to facilitate health and self-actualization by solving goal setting, energy, and caring problems.	30	22.39%	99	73.88%	5	3.73%
REGISTERED NURSING PSLO 2 - Using a database from the humanities and sciences to support nursing activities.	22	21.78%	74	73.27%	5	4.95%
REGISTERED NURSING PSLO 3 - Using the concept of caring as a basis for providing nursing care implementing the behaviors of prevention, maintenance, care and restoration.	33	32.67%	64	63.37%	4	3.96%
REGISTERED NURSING PSLO 4 - Being responsible and accountable for self and one's nursing practice.	228	68.26%	95	28.44%	11	3.29%
REGISTERED NURSING PSLO 5 - Providing nursing care to culturally diverse people utilizing tools of communication, teaching, nursing process, caring, energy, life span, and psychomotor skills.	42	31.58%	86	64.66%	5	3.76%
REGISTERED NURSING PSLO 6 - Using research findings in nursing practice.	23	23.00%	73	73.00%	4	4.00%
REGISTERED NURSING PSLO 7 - Establishing learning patterns that will provide the means for lifelong personal and professional growth.	52	78.79%	14	21.21%	0	0.00%

	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards	
REGISTERED NURSING PSLO 8 - Developing work-role relationships with members of the health team.	34	50.75%	30	44.78%	3	4.48%
REGISTERED NURSING PSLO 9 - Practicing nursing that is responsive to current and changing health care needs.	38	55.88%	25	36.76%	5	7.35%
REGISTERED NURSING PSLO 10 - Enacting the leadership role of the Registered Nurse in the community.	29	42.65%	34	50.00%	5	7.35%

Course Statistics And Evidence

Nursing

Date: 03/13/2017

Terms: Fall 2016, Summer 2016, Spring 2016

Summary

Statistic	Number of Courses	Courses
Courses in the Department	10	NURS101, NURS102, NURS103, NURS104, NURS106, NURS108, NURS109, NURS110, NURS111, NURS112
Courses with CSLOs	10	NURS101, NURS102, NURS103, NURS104, NURS106, NURS108, NURS109, NURS110, NURS111, NURS112
Courses without CSLOs	0	
Courses with CSLOs mapped to PSLOs	10	NURS101, NURS102, NURS103, NURS104, NURS106, NURS108, NURS109, NURS110, NURS111, NURS112
Courses without CSLOs mapped to PSLOs	0	
Courses with direct assessment of PSLOs	0	
Courses with CSLOs mapped to ILOs	10	NURS101, NURS102, NURS103, NURS104, NURS106, NURS108, NURS109, NURS110, NURS111, NURS112
Courses without CSLOs mapped to ILOs	0	
Courses with direct assessment of ILOs	0	
Courses with at least one planned Assessment	10	NURS101, NURS102, NURS103, NURS104, NURS106, NURS108, NURS109, NURS110, NURS111, NURS112
Courses with planned Assessments scored	10	NURS106, NURS108, NURS109, NURS110, NURS112, NURS103, NURS101, NURS102, NURS104, NURS111
Courses with some Assessments scored	0	
Courses without any Assessment scored	0	
Courses with no planned Assessments	0	
Courses with at least one planned Action Plan	10	NURS101, NURS102, NURS103, NURS104, NURS106, NURS108, NURS109, NURS110, NURS111, NURS112
Courses with Action Plan Responses	0	
Courses with some Action Plan Responses	10	NURS106, NURS108, NURS109, NURS110, NURS112, NURS103, NURS101, NURS102, NURS104, NURS111
Courses without Action Plan Responses	0	
Courses with no planned Action Plans	0	

NURS101 - Foundations for Caring

SLOs

CSLOs	» NURS101 SLO1 - Integrate understanding of multiple dimensions of patient centered care. » NURS101 SLO2 - Examine nursing roles in assuring coordination, integration, and continuity of care. » NURS101 SLO3 - Explore ethical and legal implications of professional nurse caring » NURS101 SLO4 - Appreciate the need for nurses to seek lifelong, continuous learning of information technology skills
	Nursing - Registered Nursing AS Program Outcomes NURS - Registered Nursing Program Outcomes » REGISTERED NURSING PSLO 4 - Being responsible and accountable for self and one's nursing practice. » REGISTERED NURSING PSLO 5 - Providing nursing care to culturally diverse people utilizing tools of communication, teaching, nursing process, caring, energy, life span, and psychomotor skills.

Mapped PSLOs	» REGISTERED NURSING PSLO 7 - Establishing learning patterns that will provide the means for lifelong personal and professional growth. » REGISTERED NURSING PSLO 8 - Developing work-role relationships with members of the health team. **Nursing Program Outcomes** Nursing - Registered Nursing Program Outcomes » REGISTERED NURSING PSLO 4 - Being responsible and accountable for self and one's nursing practice. » REGISTERED NURSING PSLO 5 - Providing nursing care to culturally diverse people utilizing tools of communication, teaching, nursing process, caring, energy, life span, and psychomotor skills. » REGISTERED NURSING PSLO 7 - Establishing learning patterns that will provide the means for lifelong personal and professional growth. » REGISTERED NURSING PSLO 8 - Developing work-role relationships with members of the health team.
Mapped ILOs	**ILO** ILO 7 - Personal Responsibility & Development » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community. ILO 3 - Global Awareness & Cultural Competence » ILO 3 - Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework. ILO 2 - Critical Thinking & Problem Solving » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

Assessments

Spring 2016

Designated Test Items

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
NURS101 SLO1 - Integrate understanding of multiple dimensions of patient centered care.	33 of 33	54.55%	42.42%	3.03%	0

Designated Test Items

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
NURS101 SLO2 - Examine nursing roles in assuring coordination, integration, and continuity of care.	33 of 33	54.55%	36.36%	9.09%	0

Designated Test Items

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
NURS101 SLO3 - Explore ethical and legal implications of professional nurse caring	66 of 33	78.79%	15.15%	6.06%	0

Designated Test Items

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
NURS101 SLO4 - Appreciate the need for nurses to seek lifelong, continuous learning of information technology skills	66 of 33	78.79%	21.21%	0%	0

Action Plans

Spring 2016

Spring 2016 Section Improvement Plan (Courses)

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Nursing >> NURS101 >> Section 40479 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	The students fared well in all CSLOs. They benefited from both reviewers and collaborative testing.	2016-05-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	There were outliers in SLO 1 (1), SLO 2 (3), and SLO 3 (1). These students participated in the collaborative tests and they had an opportunity to discuss the test items with their peers. Their final ratings reflected their deficiency.	2016-05-20	

What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Based on the above data, there are no planned changes to the course.	2016-05-20	

NURS102 - Community Med-Surg Nursing

SLOs

CSLOs	» NURS102 SLO1 - Synthesize the nursing process in planning care for individuals and families in a variety of settings. » NURS102 SLO2 - Perform appropriate physical and psychosocial assessments on individuals and families with respect to cultural differences and lifespan theory. » NURS102 SLO3 - Assess the social trends directly related to providing health care for families in acute and community-based settings. » NURS102 SLO4 - Identify problems which nurses encounter in less structured community-based settings and employ registered nurse level problem-solving and priority setting strategies. » NURS102 SLO5 - Integrate principles of pathophysiology when planning nursing care for family members experiencing cancer treatment therapy, Alzheimer's Disease, communicable diseases, and/or a nutritional deficit. » NURS102 SLO6 - Describe alternative approaches to health care. » NURS102 SLO7 - Apply human sexuality theory pertinent to planning patient care.
Mapped PSLOs	**Nursing - Registered Nursing AS Program Outcomes** NURS - Registered Nursing Program Outcomes » REGISTERED NURSING PSLO 1 - Utilizing nursing concepts to facilitate health and self-actualization by solving goal setting, energy, and caring problems. » REGISTERED NURSING PSLO 3 - Using the concept of caring as a basis for providing nursing care implementing the behaviors of prevention, maintenance, care and restoration. » REGISTERED NURSING PSLO 5 - Providing nursing care to culturally diverse people utilizing tools of communication, teaching, nursing process, caring, energy, life span, and psychomotor skills. » REGISTERED NURSING PSLO 6 - Using research findings in nursing practice. » REGISTERED NURSING PSLO 9 - Practicing nursing that is responsive to current and changing health care needs. **Nursing Program Outcomes** Nursing - Registered Nursing Program Outcomes » REGISTERED NURSING PSLO 1 - Utilizing nursing concepts to facilitate health and self-actualization by solving goal setting, energy, and caring problems. » REGISTERED NURSING PSLO 3 - Using the concept of caring as a basis for providing nursing care implementing the behaviors of prevention, maintenance, care and restoration. » REGISTERED NURSING PSLO 5 - Providing nursing care to culturally diverse people utilizing tools of communication, teaching, nursing process, caring, energy, life span, and psychomotor skills. » REGISTERED NURSING PSLO 6 - Using research findings in nursing practice.
Mapped ILOs	**ILO** ILO 7 - Personal Responsibility & Development » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community. ILO 3 - Global Awareness & Cultural Competence » ILO 3 - Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework. ILO 6 - Scientific Literacy » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges. ILO 2 - Critical Thinking & Problem Solving » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. ILO 1 - Communication » ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

Assessments
Spring 2016
Midterm exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
NURS102 SLO1 - Synthesize the nursing process in planning care for individuals and families in a variety of settings.	33 of 33	21.21%	78.79%	0%	0
NURS102 SLO4 - Identify problems which nurses encounter in less structured community-based settings and employ registered nurse level problem-solving and priority setting strategies.	33 of 33	21.21%	78.79%	0%	0

Action Plans
Spring 2016

Spring 2016 Section Improvement Plan (Courses)

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Nursing >> NURS102 >> Section 40480 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	The midterm exam reflected improvement of content knowledge from previous quiz scores. The students have stated that they appreciate a midterm in this course to re-visit complex topics again .	2016-06-27	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	None determined at this time.	2016-06-27	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	The Registered nursing program is anticipating curriculum revision within the next 2 years. No major course changes will be initiated . Semester by semester the updating of content related to current entry level nursing practice is done with each new semester.	2016-06-27	Name: Skills lab coordinator Detail: The nursing skills lab lacks a coordinator that could address tutoring, skills practice and group work. Those efforts support the integrated nursing curriculum, both theory and skill courses. Status: Pending

NURS103 - RN Practicum 1

SLOs

CSLOs	» NURS103 SLO1 - Appropriately communicate with the patient while competently performing the psychomotor skills » NURS103 SLO2 - Implement individualized plans of care according to priority of needs and established nursing protocols » NURS103 SLO3 - Incorporate medication therapy in ongoing patient assessments in complex and unstructured situations » NURS103 SLO4 - Implement teaching plans that are specific to the client's level of development and knowledge
Mapped PSLOs	**Nursing - Registered Nursing AS Program Outcomes** NURS - Registered Nursing Program Outcomes » REGISTERED NURSING PSLO 1 - Utilizing nursing concepts to facilitate health and self-actualization by solving goal setting, energy, and caring problems. » REGISTERED NURSING PSLO 2 - Using a database from the humanities and sciences to support nursing activities. » REGISTERED NURSING PSLO 4 - Being responsible and accountable for self and one's nursing practice. » REGISTERED NURSING PSLO 6 - Using research findings in nursing practice. **Nursing Program Outcomes** Nursing - Registered Nursing Program Outcomes » REGISTERED NURSING PSLO 1 - Utilizing nursing concepts to facilitate health and self-actualization by solving goal setting, energy, and caring problems. » REGISTERED NURSING PSLO 2 - Using a database from the humanities and sciences to support nursing activities. » REGISTERED NURSING PSLO 4 - Being responsible and accountable for self and one's nursing practice. » REGISTERED NURSING PSLO 6 - Using research findings in nursing practice.
	ILO

Mapped ILOs	ILO 3 - Global Awareness & Cultural Competence » ILO 3 - Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework. ILO 2 - Critical Thinking & Problem Solving » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. ILO 1 - Communication » ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

Assessments
Spring 2016
Eval Tool: Communication

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
NURS103 SLO1 - Appropriately communicate with the patient while competently performing the psychomotor skills	33 of 33	24.24%	75.76%	0%	0

Eval Tool: Nursing Process

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
NURS103 SLO2 - Implement individualized plans of care according to priority of needs and established nursing protocols	33 of 33	18.18%	81.82%	0%	0

Eval Tool: Energy

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
NURS103 SLO3 - Incorporate medication therapy in ongoing patient assessments in complex and unstructured situations	33 of 33	21.21%	78.79%	0%	0

Eval Tool: Teaching

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
NURS103 SLO4 - Implement teaching plans that are specific to the client's level of development and knowledge	33 of 33	27.27%	72.73%	0%	0

Action Plans
Spring 2016
Spring 2016 Section Improvement Plan (Courses)

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Nursing >> NURS103 >> Section 40485 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	The assessment measures represent different parts of the clinical evaluation. The data indicated that students improved with subsequent clinical rotations or had consistently met the increasing expectations. The faculty have been more or less in agreement with the evaluation of the students.	2016-05-23	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	The clinical tool with its multiple criteria is a subjective measure of the student's clinical performance. It is important to note that the current faculty demonstrated agreement and consistency in using the clinical evaluation tool.	2016-05-23	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	It took time to develop consistent faculty use of a clinical evaluation tool. It was a combination of ongoing conversation regarding observations of student performance and repeated use of the same tool. With the pending retirement of nursing faculty, it is important to consider measures to start orienting more faculty in the student clinical evaluation process and the use of the evaluation tool.	2016-05-23	

NURS104 - Medical Surgical Nursing 1
SLOs

CSLOs	» NURS104 SLO1 - Formulate and explain rationale for specific nursing behaviors while caring for clients with pathophysiologic conditions including neurological, endocrine, renal, and digestive disorders. » NURS104 SLO2 - Transfer nursing knowledge of selected client/family situations to other groups with similar health care needs. » NURS104 SLO3 - Identify nursing research findings that support the data base used in nurse caring process for the client/family.
Mapped PSLOs	**Nursing - Registered Nursing AS Program Outcomes** NURS - Registered Nursing Program Outcomes » REGISTERED NURSING PSLO 3 - Using the concept of caring as a basis for providing nursing care implementing the behaviors of prevention, maintenance, care and restoration. » REGISTERED NURSING PSLO 5 - Providing nursing care to culturally diverse people utilizing tools of communication, teaching, nursing process, caring, energy, life span, and psychomotor skills. » REGISTERED NURSING PSLO 6 - Using research findings in nursing practice. **Nursing Program Outcomes** Nursing - Registered Nursing Program Outcomes » REGISTERED NURSING PSLO 3 - Using the concept of caring as a basis for providing nursing care implementing the behaviors of prevention, maintenance, care and restoration. » REGISTERED NURSING PSLO 5 - Providing nursing care to culturally diverse people utilizing tools of communication, teaching, nursing process, caring, energy, life span, and psychomotor skills. » REGISTERED NURSING PSLO 6 - Using research findings in nursing practice.
Mapped ILOs	**ILO** ILO 3 - Global Awareness & Cultural Competence » ILO 3 - Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework. ILO 6 - Scientific Literacy » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges. ILO 2 - Critical Thinking & Problem Solving » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

Assessments
Spring 2016
Final Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
NURS104 SLO1 - Formulate and explain rationale for specific nursing behaviors while caring for clients with pathophysiologic conditions including neurological, endocrine, renal, and digestive disorders.	33 of 33	33.33%	63.64%	3.03%	0
NURS104 SLO2 - Transfer nursing knowledge of selected client/family situations to other groups with similar health care needs.	33 of 33	33.33%	63.64%	3.03%	0
NURS104 SLO3 - Identify nursing research findings that support the data base used in nurse caring process for the client/family.	33 of 33	33.33%	63.64%	3.03%	0

Action Plans
Spring 2016
Spring 2016 Section Improvement Plan (Courses)

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Nursing >> NURS104 >> Section 40069 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Overall the students did well on the final. One returning student did not meet standard.	2016-05-24	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	The final exam is a high stakes test. The students study very hard for it and it may not be the best indicator of knowledge acquisition	2016-05-24	

| What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes? | No action type | Anonymous | Rather than use the overall score on the final, I would like to work with institutional research and identify questions on the test that are a better representation of outcome achievement. I will need the time to pull together the data and meet with IR staff. | 2016-05-24 | |

NURS106 - Leadership & Management

SLOs

CSLOs	» NURS106 SLO1 - Value vigilance and monitoring (even of own performance) of care activities by patient, families, and other members of the health care team » NURS106 SLO2 - Make timely and appropriate decisions based on available clinical information.
Mapped PSLOs	**Nursing - Registered Nursing AS Program Outcomes** NURS - Registered Nursing Program Outcomes » REGISTERED NURSING PSLO 4 - Being responsible and accountable for self and one's nursing practice. » REGISTERED NURSING PSLO 10 - Enacting the leadership role of the Registered Nurse in the community. **Nursing Program Outcomes** Nursing - Registered Nursing Program Outcomes » REGISTERED NURSING PSLO 4 - Being responsible and accountable for self and one's nursing practice. » REGISTERED NURSING PSLO 10 - Enacting the leadership role of the Registered Nurse in the community.
Mapped ILOs	**ILO** ILO 2 - Critical Thinking & Problem Solving » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

Assessments

Fall 2016

Finals

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
NURS106 SLO1 - Value vigilance and monitoring (even of own performance) of care activities by patient, families, and other members of the health care team	34 of 34	94.12%	5.88%	0%	0
NURS106 SLO2 - Make timely and appropriate decisions based on available clinical information.	34 of 34	73.53%	26.47%	0%	0

Action Plans

Section Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Nursing >> NURS106 >> Section 20313 - Fall 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	The students continue to engage in meaningful discussions regarding the test questions through collaborative testing. They are able to verbalize understanding of both leadership principles and test-taking strategies.	2016-11-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	As a group of students, they share similar understanding of the various leadership concepts. The test scores tend to follow a group pattern.	2016-11-21	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	No changes needed. the use of collaborative testing continues to be a viable test strategy depending on the student population.	2016-11-21	

NURS108 - RN Practicum 2

SLOs

CSLOs	» NURS108 SLO1 - Implement care based on recognition of the effect of illness on human functioning. » NURS108 SLO2 - Show evidence of a positive assertive technique for maintaining self image while continuing effort to meet patient needs. » NURS108 SLO3 - Appropriately prioritize medication administration in variable, complex, and unstructured situations. » NURS108 SLO4 - Propose ways of implementing research findings to individualize client situations.
	Nursing - Registered Nursing AS Program Outcomes NURS - Registered Nursing Program Outcomes

Mapped PSLOs	» REGISTERED NURSING PSLO 1 - Utilizing nursing concepts to facilitate health and self-actualization by solving goal setting, energy, and caring problems. » REGISTERED NURSING PSLO 2 - Using a database from the humanities and sciences to support nursing activities. » REGISTERED NURSING PSLO 3 - Using the concept of caring as a basis for providing nursing care implementing the behaviors of prevention, maintenance, care and restoration. » REGISTERED NURSING PSLO 4 - Being responsible and accountable for self and one's nursing practice. **Nursing Program Outcomes** Nursing - Registered Nursing Program Outcomes » REGISTERED NURSING PSLO 1 - Utilizing nursing concepts to facilitate health and self-actualization by solving goal setting, energy, and caring problems. » REGISTERED NURSING PSLO 2 - Using a database from the humanities and sciences to support nursing activities. » REGISTERED NURSING PSLO 3 - Using the concept of caring as a basis for providing nursing care implementing the behaviors of prevention, maintenance, care and restoration. » REGISTERED NURSING PSLO 4 - Being responsible and accountable for self and one's nursing practice.
Mapped ILOs	**ILO** ILO 7 - Personal Responsibility & Development » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community. ILO 3 - Global Awareness & Cultural Competence » ILO 3 - Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework. ILO 2 - Critical Thinking & Problem Solving » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

Assessments
Fall 2016

Eval Tool: Lifespan

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
NURS108 SLO1 - Implement care based on recognition of the effect of illness on human functioning.	34 of 34	29.41%	70.59%	0%	0

Eval Tool: Caring

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
NURS108 SLO2 - Show evidence of a positive assertive technique for maintaining self image while continuing effort to meet patient needs.	34 of 34	29.41%	70.59%	0%	0

Eval Tool: Psychomotor

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
NURS108 SLO3 - Appropriately prioritize medication administration in variable, complex, and unstructured situations.	34 of 34	47.06%	52.94%	0%	0

Eval Tool: Nursing Process

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
NURS108 SLO4 - Propose ways of implementing research findings to individualize client situations.	34 of 34	26.47%	73.53%	0%	0

Action Plans
Section Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Nursing >> NURS108 >> Section 20314 - Fall 2016					

What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	The clinical evaluation tool reflects the expectations of the nursing program. Both part-time and full-time faculty good assessments of student clinical performance.	2016-11-23	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	None	2016-11-23	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Based on the data, there are planned changes. There is a need to continue conversations regarding the assessment of student clinical performance as more part-time faculty are recruited to join the RN faculty. There is a continued need to orient, mentor, and nurture more part-time clinical faculty.	2016-11-23	

NURS109 - Medical Surgical Nursing 2

SLOs

CSLOs	» NURS109 SLO1 - Identify evidence based practice nursing interventions for clients at risk related to pharmacological, medical and surgical therapies. » NURS109 SLO2 - Implement the nursing process to plan care for clients with actual or potential health problems related to acute or emergency medical-surgical conditions. » NURS109 SLO3 - Apply theories of growth and development to planning nursing care for clients at risk.
Mapped PSLOs	**Nursing - Registered Nursing AS Program Outcomes** NURS - Registered Nursing Program Outcomes » REGISTERED NURSING PSLO 3 - Using the concept of caring as a basis for providing nursing care implementing the behaviors of prevention, maintenance, care and restoration. » REGISTERED NURSING PSLO 5 - Providing nursing care to culturally diverse people utilizing tools of communication, teaching, nursing process, caring, energy, life span, and psychomotor skills. » REGISTERED NURSING PSLO 6 - Using research findings in nursing practice. **Nursing Program Outcomes** Nursing - Registered Nursing Program Outcomes » REGISTERED NURSING PSLO 3 - Using the concept of caring as a basis for providing nursing care implementing the behaviors of prevention, maintenance, care and restoration. » REGISTERED NURSING PSLO 5 - Providing nursing care to culturally diverse people utilizing tools of communication, teaching, nursing process, caring, energy, life span, and psychomotor skills. » REGISTERED NURSING PSLO 6 - Using research findings in nursing practice.
Mapped ILOs	**ILO** ILO 6 - Scientific Literacy » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges. ILO 2 - Critical Thinking & Problem Solving » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. ILO 1 - Communication » ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

Assessments
Fall 2016
Final Exam

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
NURS109 SLO1 - Identify evidence based practice nursing interventions for clients at risk related to pharmacological, medical and surgical therapies.	34 of 34	17.65%	73.53%	8.82%	0
NURS109 SLO2 - Implement the nursing process to plan care for clients with actual or potential health problems related to acute or emergency medical-surgical conditions.	34 of 34	17.65%	73.53%	8.82%	0
NURS109 SLO3 - Apply theories of growth and development to planning nursing care for clients at risk.	34 of 34	17.65%	73.53%	8.82%	0

Action Plans
Section Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Nursing >> NURS109 >> Section 20863 - Fall 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	The students that struggled all semester did not do well on the final.	2016-11-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	The students that have worked as LVNs and then come back into the program after being out of school for a while have a difficult transition. The content covered in N 109 is built upon knowledge from LVN courses. If the student has not refreshed that information it is difficult to catch up.	2016-11-21	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Tutors would be helpful as would be a refresher course. Faculty are needed to develop and present the course or tutoring.	2016-11-21	

NURS110 - Mental Health Nursing

SLOs

CSLOs	» NURS110 SLO1 - List the stages of caring occurring in nurse-client interaction. » NURS110 SLO2 - Identify the important pharmacological principles in drug administration for clients at risk. » NURS110 SLO3 - Give examples of legal and ethical aspects of caring for clients at risk. » NURS110 SLO4 - Implement the nursing process to plan care for clients with actual or potential health problems related to acute or emergency psychiatric conditions. » NURS110 SLO5 - Apply concepts and principles of the communication process to caring for people at risk in psychiatric settings and community care settings.
Mapped PSLOs	**Nursing - Registered Nursing AS Program Outcomes** NURS - Registered Nursing Program Outcomes » REGISTERED NURSING PSLO 1 - Utilizing nursing concepts to facilitate health and self-actualization by solving goal setting, energy, and caring problems. » REGISTERED NURSING PSLO 2 - Using a database from the humanities and sciences to support nursing activities. » REGISTERED NURSING PSLO 3 - Using the concept of caring as a basis for providing nursing care implementing the behaviors of prevention, maintenance, care and restoration. » REGISTERED NURSING PSLO 9 - Practicing nursing that is responsive to current and changing health care needs. » REGISTERED NURSING PSLO 10 - Enacting the leadership role of the Registered Nurse in the community. **Nursing Program Outcomes** Nursing - Registered Nursing Program Outcomes » REGISTERED NURSING PSLO 1 - Utilizing nursing concepts to facilitate health and self-actualization by solving goal setting, energy, and caring problems. » REGISTERED NURSING PSLO 2 - Using a database from the humanities and sciences to support nursing activities. » REGISTERED NURSING PSLO 3 - Using the concept of caring as a basis for providing nursing care implementing the behaviors of prevention, maintenance, care and restoration. » REGISTERED NURSING PSLO 9 - Practicing nursing that is responsive to current and changing health care needs. » REGISTERED NURSING PSLO 10 - Enacting the leadership role of the Registered Nurse in the community.
Mapped ILOs	**ILO** ILO 7 - Personal Responsibility & Development » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community. ILO 3 - Global Awareness & Cultural Competence » ILO 3 - Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework. ILO 6 - Scientific Literacy » ILO 6 - Scientific Literacy: Use scientific knowledge and methodologies to assess potential solutions to real-life challenges. ILO 2 - Critical Thinking & Problem Solving

» ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.
ILO 1 - Communication

» ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

Assessments
Fall 2016

ATI content mastery

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
NURS110 SLO2 - Identify the important pharmacological principles in drug administration for clients at risk.	34 of 34	11.76%	73.53%	14.71%	0
NURS110 SLO3 - Give examples of legal and ethical aspects of caring for clients at risk.	34 of 34	11.76%	73.53%	14.71%	0
NURS110 SLO4 - Implement the nursing process to plan care for clients with actual or potential health problems related to acute or emergency psychiatric conditions.	34 of 34	11.76%	73.53%	14.71%	0
NURS110 SLO5 - Apply concepts and principles of the communication process to caring for people at risk in psychiatric settings and community care settings.	34 of 34	11.76%	73.53%	14.71%	0

Action Plans
Fall 2016

Section Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Nursing >> NURS110 >> Section 20315 - Fall 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	Students are getting weaker in academic discipline and study.	2016-12-12	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	Fundamentally, I have not changed my approach. I am consistent in order to determine student changes (demographically and cognitively) . It is discouraging to see the decline.	2016-12-12	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	Curriculum analysis(from an expert and national perspective) and potential program curriculum revision within the next several years.	2016-12-12	Name: ATI integration specialist Detail: Integrates all ATI learning resource materials to promote student success. Status: Pending

NURS111 - Intermediate RN Skills

SLOs

CSLOs	» NURS111 SLO1 - Demonstrate effective use of technology and standardized practices that support safety and quality of care » NURS111 SLO2 - Demonstrate accurate calculation of drug dosages. » NURS111 SLO3 - Recognize relevant nursing considerations in medication administration.
Mapped PSLOs	**Nursing - Registered Nursing AS Program Outcomes** NURS - Registered Nursing Program Outcomes » REGISTERED NURSING PSLO 4 - Being responsible and accountable for self and one's nursing practice. **Nursing Program Outcomes** Nursing - Registered Nursing Program Outcomes » REGISTERED NURSING PSLO 4 - Being responsible and accountable for self and one's nursing practice.
Mapped ILOs	**ILO** ILO 5 - Quantitative Literacy » ILO 5 - Quantitative Literacy: Use mathematical concepts and models to analyze and solve real life issues or problems.

ILO 2 - Critical Thinking & Problem Solving
» ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

Assessments
Spring 2016
Skills Check-off

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
NURS111 SLO1 - Demonstrate effective use of technology and standardized practices that support safety and quality of care	33 of 33	93.94%	6.06%	0%	0

Medical Math

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
NURS111 SLO2 - Demonstrate accurate calculation of drug dosages.	33 of 33	60.61%	36.36%	3.03%	0

Skills Check-off

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
NURS111 SLO3 - Recognize relevant nursing considerations in medication administration.	33 of 33	93.94%	6.06%	0%	0

Action Plans
Spring 2016
Spring 2016 Section Improvement Plan (Courses)

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Nursing >> NURS111 >> Section 40071 - Spring 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	The course is designed to provide opportunities to develop skills and to demonstrate a level of competency. The students demonstrated competency based on skill-specific check-lists.	2016-05-20	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	The outliers have demonstrated competency based on the check-lists. They similarly met the standards. Math proficiency and problem solving pose challenges to the outliers.	2016-05-20	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	On the skills check-offs, there are no anticipated changes regarding the conduct of practice and check-off opportunities. Regarding the math proficiency, there would be increased opportunities to practice as well as continued assessments. There is a need to follow-up on available math learning center available resources.	2016-05-20	

NURS112 - Advanced RN Skills

SLOs

CSLOs	» NURS112 SLO1 - Demonstrate effective use of technology and standardized practices that support safety and quality of nursing care » NURS112 SLO2 - Function competently within own scope of practice as a member of the health care team » NURS112 SLO3 - Recognize variables that have an effect on the manner in which a procedure is demonstrated. » NURS112 SLO4 - Demonstrate accurate calculation of drug dosages.
Mapped PSLOs	**Nursing - Registered Nursing AS Program Outcomes** NURS - Registered Nursing Program Outcomes » REGISTERED NURSING PSLO 4 - Being responsible and accountable for self and one's nursing practice. » REGISTERED NURSING PSLO 8 - Developing work-role relationships with members of the health team. » REGISTERED NURSING PSLO 9 - Practicing nursing that is responsive to current and changing health care needs. **Nursing Program Outcomes** Nursing - Registered Nursing Program Outcomes » REGISTERED NURSING PSLO 4 - Being responsible and accountable for self and one's nursing practice. » REGISTERED NURSING PSLO 8 - Developing work-role relationships with members of the health team. » REGISTERED NURSING PSLO 9 - Practicing nursing that is responsive to current and changing health care needs.

Mapped ILOs	ILO ILO 7 - Personal Responsibility & Development » ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community. ILO 5 - Quantitative Literacy » ILO 5 - Quantitative Literacy: Use mathematical concepts and models to analyze and solve real life issues or problems. ILO 2 - Critical Thinking & Problem Solving » ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

Assessments
Fall 2016
Check-off

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
NURS112 SLO1 - Demonstrate effective use of technology and standardized practices that support safety and quality of nursing care	34 of 34	100%	0%	0%	0
NURS112 SLO2 - Function competently within own scope of practice as a member of the health care team	34 of 34	47.06%	52.94%	0%	0
NURS112 SLO3 - Recognize variables that have an effect on the manner in which a procedure is demonstrated.	34 of 34	97.06%	2.94%	0%	0

Dose Calculation

SLO	Scored	Institutional Exceeds Standards	Institutional Meets Standards	Institutional Below Standards	N/A
NURS112 SLO4 - Demonstrate accurate calculation of drug dosages.	34 of 34	38.24%	44.12%	17.65%	0

Action Plans
Fall 2016

Section Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> Nursing >> NURS112 >> Section 20317 - Fall 2016					
What did the assessment data indicate about the strengths of your course?	No action type	Anonymous	The students responded well with collaborative content and skills check-offs. They had challenges with putting the pieces together when it comes to code management and clinical decision-making.	2016-11-21	
What did the assessment data indicate about the weaknesses of your course?	No action type	Anonymous	There is a cohort of students that continue to struggle with word problems.	2016-11-21	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	I would consider using standardized testing for dose calculations (ATI) to screen students at the beginning of the RN year. I would continue to give word problem quizzes throughout the semester.	2016-11-21	

The registered nursing curriculum does not contain courses with articulation agreements.

COURSE REVIEW VERIFICATION

As part of the self-study, team members should review the official course outlines for the discipline. Once the self-study is completed, the team should complete and forward the course review verification form to the office of Academic Affairs. Upon receipt of this form, outlines will be modified to reflect the review date, and returned to the department. This is particularly important for courses that articulate as the review date indicates to the transfer institution that the outline has been reviewed for currency. Should it be necessary to revise the outline through the AP&P process as a result of the review, a further modified review date will be placed on the outline at the time such revision is made.

Discipline: Nursing **Year:** AC 2016-2017 (Fall 2016)
Program/Discipline: Associate Degree in Nursing (RN Program)

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

The following course outlines are satisfactory as written and do not require modification (list all such courses): **None**

The following courses require minor modification to ensure currency. It is anticipated that such minor modifications will be completed by: **Spring 2017.**
NURS 101, NURS 102, NURS 103, NURS 104, NURS 106, NURS 108, NURS 109, NURS 110, NURS 111, and NURS 112.

The following courses require major modification. The self-study team anticipates submitting such modifications to the AP&P committee. **None.**

GENERAL EDUCATION or MULTICULTURAL/GENDER COURSES
The following courses were also reviewed as meeting an **AHC General Education** requirement and were found to satisfactorily meet the established criteria (list courses by prefix & number): N/A

The following courses were also reviewed as meeting an **AHC General Education** requirement and will require modification to ensure the content reflects compliance with category definitions (list courses by prefix & number). It is anticipated that such modifications will be completed by: N/A

The following courses were also reviewed as meeting the **Multicultural/Gender Studies** requirement and were found to satisfactorily meet the established criteria (list courses by prefix & number): N/A

The following courses were also reviewed as meeting the **Multicultural/Gender Studies** requirement and will require modification to ensure the content reflects compliance with category definitions (list courses by prefix & number). It is anticipated that such modifications will be completed by:
N/A.
Course Review Team Members: <u>There are no modifications related to the Graduation Requirements.</u>

_____ 4-4-18	_____ 4.4.18
Signature Date	Signature Date

_____	_____ 4/4/2018
Signature Date	Signature Date
	Academic Dean

COURSE REVIEW VERIFICATION

REVIEW OF PREREQUISITES, COREQUISITES, AND ADVISORIES
Summary

COURSE PREFIX No.	CURRENT Prerequisite/ Corequisite/ Advisory/ Limitation on Enrollment	LEVEL OF SCRUTINY (Statistics, Content review, UC/CSU Comparison, Student Survey – List all)	RESULT (i.e. current PCA established, should be dropped/modified or new PCA is established)	ACTION TO BE TAKEN (None, AP&P Major or Minor)
NURS 101	LOE: Admittance to RN Program		Keep LOE	Minor Modification
NURS 102	LOE: Admittance to RN Program		Keep LOE	Minor Modification
NURS 103	C: NURS 111 LOE: Admittance to RN Program	Content Review	Keep Corequisite and LOE	Minor Modification
NURS 104	LOE: Admittance to RN Program			Minor Modification
NURS 106	LOE: Admittance to RN Program			Minor Modification
NURS 108	C: NURS 112 LOE: Admittance to RN Program	Content Review	Keep Corequisite and LOE	Minor Modification
NURS 109	P: First semester nursing courses C: Second semester courses LOE: Admittance to RN Program	Statistics Content Review	Clarify Prerequisite Keep C and LOE	Minor Modification
NURS 110	P: Implied by the Entrance Skills statement LOE: Admittance to RN Program	Statistics Content Review	Clarify Prerequisite and LOE	Minor Modification
NURS 111	LOE: Admittance to RN Program		Keep LOE	Minor Modification
NURS 112	LOE: Admittance to RN Program		Keep LOE	Minor Modification

Minor Modification would include clarification of PCA and update textbook and supplies.

APPENDICES

Allan Hancock College
Course Outline

Discpline Placement: Nursing (Masters Required)

Department: Health Sciences

Prefix and Number: NURS 101

Catalog Course Title: Foundations for Caring

Banner Course Title: Foundations for Caring

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.000	32.0 - 36.0	2.0
Lab	0.000	0.0 - 0.0	0.0
Total Hours	2.0	32.0 - 36.0	2.0

Number of Times Course may be Repeated
None

Grading Method
Letter Grade Only

Requisites

Limitations on Enrollment
Admittance to RN Program

Entrance Skills

None

Catalog Description

The course introduces professional nurse caring. It includes foundations in communication, teaching and learning, nursing process, clinical judgement, life span, and how these concepts, skills, and issues affect and are affected by diverse populations needing health services. It covers principles of self-care that focuses on multi-cultural differences, attitudes, and beliefs. It surveys legal, ethical, historical, and socio-cultural aspects of nursing. It emphasizes critical thinking, non-judgemental advocacy, and nursing caring.

Course Content

Lecture

1. Critical Thinking, Clinical Judgment, and Nursing Process

2. Caring Process and Professional Nurse Caring

3. Challenges in Teaching and Learning

4. Communication Skills and Techniques

5. Ethical and Legal Dimensions of Nursing Care

6. Culture and Complementary/Alternative Products and Practices

7. Health Promotion and Disease Prevention

8. Theoretical Framework of Professional Practice

9. Health Care Policy and Economics

10. Socialization to Professional Nursing

Course Objectives

At the end of the course, the student will be able to:

1. develop a plan of care that integrates the concepts of communication, teaching and learning, nursing process, clinical judgment, and life span.
2. correlate historical events, current socio-cultural issues, health care industry trends, and other issues with professional nursing care and current nursing practices.
3. discuss socio-cultural aspects of nursing care.
4. explain and use systematic approaches to ethical and legal dilemmas of nursing care.
5. explain the importance of self-care in providing safe and effective nursing care.

Methods of Instruction

- **Lecture**

Outside Assignments

- **Other Assignments**
    1. Reading assignments
    2. Written assignments
    3. Preparation for group presentations

    Sample Assignment:
    What personal skills and academic skills pose the greatest challenges to your academic success? List at least five specific strategies to overcome these challenges.

Methods of Evaluation

1. Written assignments
2. Group presentation
3. Quizzes
4. Comprehensive finals

Sample Evaluation:
What is "breach of professional boundary"? What are its effects on the patient/client/customer? What are its effects on the nurse? If Mitch is a registered nurse providing care for Morrie, did he breach professional boundaries? If he did, cite three specific instances when he breached professional boundaries. If he did not,

cite three specific instances when he was able to provide a therapeutic environment for his patient/client/customer.

Adopted Texts and Other Instructional Materials

Textbooks

1. Albom, M. *Tuesdays with Morrie* 1997 -
2. Creasia, J.L. & Parker, B. *Conceptual Foundations: The Bridge to Professional Nursing Practice* Edition: 4th 2007

Other Texts

1. Syllabus
2. Selected articles from current nursing publications like Nursing, American Journal of Nursing, RN, Nursing Research, etc.
3. Professional and government websites like California Board of Registered Nursing, American Nurses Association, National Institutes of Health, National Institutes of Nursing Research, National Council of State Boards of Nursing, etc.
4. Computer with Internet access

Instructional Materials
None

Student Learning Outcomes

1. NURS101 SLO1 - Integrate understanding of multiple dimensions of patient centered care.
2. NURS101 SLO2 - Examine nursing roles in assuring coordination, integration, and continuity of care.
3. NURS101 SLO3 - Explore ethical and legal implications of professional nurse caring.
4. NURS101 SLO4 - Appreciate the need for nurses to seek lifelong, continuous learning of information technology skills.

Distance Learning

This course is not Distance Learning.

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Allan Hancock College
Course Outline

Discpline Placement: Nursing (Masters Required)

Department: Health Sciences

Prefix and Number: NURS 102

Catalog Course Title: Community Med-Surg Nursing

Banner Course Title: Community Med-Surg Nursing

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	3.0
Lab	0.000	0.0 - 0.0	0.0
Total Hours	3.0	48.0 - 54.0	3.0

Number of Times Course may be Repeated
None

Grading Method
Letter Grade Only

Requisites

Limitations on Enrollment
Admittance to the RN Program

Entrance Skills

None

Catalog Description

The course applies nurse caring concepts to administering nursing care of families in acute and community-based settings. Topics include: community health nursing, physical and psychosocial assessments, gerontology and the sociological aspects of aging, communicable diseases, blood-borne pathogens, oncology, human sexuality, cultural diversity, ethnic considerations, and end-of-life care. The course emphasizes registered nurse decision-making and nursing interventions.

Course Content

Lecture

    1. Community Health Nursing

2. Communicable Diseases

3. Bloodborne Pathogens

4. Our Aging Community

5. Oncology

6. Pain Management

7. Nutritional Assessment

8. Families at Risk

9. Human Sexuality

10. Sexually Transmitted Diseases

11. Genetic Counseling Theory

12. Death and Dying

Course Objectives

At the end of the course, the student will be able to:

1. synthesize the nursing process in planning care for individuals and families in a variety of settings.
2. perform appropriate physical and psychosocial assessments on individuals and families with respect to cultural differences and lifespan theory.
3. assess the social trends directly related to providing health care for families in acute and community-based settings.
4. identify problems which nurses encounter in less structured community-based settings and employ registered nurse level problem-solving and priority setting.
5. integrate principles of pathophysiology when planning nursing care for family members experiencing cancer treatment therapy, Alzeimer's Disease, communicable diseases, and/or a nutritional deficit.
6. describe alternative approaches to health care.
7. apply human sexuality theory pertinent to planning patient care.
8. explore personal values related to the provision of nursing care and agency referrals to patients experiencing pain, dying, AIDS, abuse and/or dysfunction, and genetic disorders.

Methods of Instruction

- **Discussion**
- **Lecture**
- **Methods of Instruction Description:**
  Video presentations, Critiques of video presentations and case studies

Outside Assignments

- **Other Assignments**
  1. Writing Assignements
  2. Reading Assignments
  3. Homework

  Sample Assignment:
  Describe two cultural groups different from your own that you have had nursing experience within your community and describe how individual health beliefs and practices were honored.

Methods of Evaluation

1. Writing assignments
2. Homework
3. Essay questions, multiple choice, true-false, and matching
4. Demonstration of the nursing process with supporting rationale

Sample evaluation:
Explain the differences related to providing nursing care for a client newly diagnosed with active TB in the community versus the acute care setting. Consider formal and informal support systems and lifespan theory.

Adopted Texts and Other Instructional Materials

Textbooks

1. Smeltzer, S.C, Bare, B.G, Hinkle, J.L and Cheever, K.H *Brunner and Suddarth's Textbook of Medical-Surgical Nursing* Edition: 12th 2011

Other Texts

1. Selected articles from professional nursing journals and websites like American Journal of Nursing, R.N., Journal of Psychosocial Nursing, Nursing Research, and others.
2. Internet access and electronic mail

Instructional Materials
None

Student Learning Outcomes

1. NURS102 SLO1 - Synthesize the nursing process in planning care for individuals and families in a variety of settings.
2. NURS102 SLO2 - Perform appropriate physical and psychosocial assessments on individuals and families with respect to cultural differences and lifespan theory.
3. NURS102 SLO3 - Assess the social trends directly related to providing health care for families in acute and community-based settings.
4. NURS102 SLO4 - Identify problems which nurses encounter in less structured community-based settings and employ registered nurse level problem-solving and priority setting strategies.
5. NURS102 SLO5 - Integrate principles of pathophysiology when planning nursing care for family members experiencing cancer treatment therapy, Alzheimer's Disease, communicable diseases, and/or a nutritional deficit.
6. NURS102 SLO6 - Describe alternative approaches to health care.
7. NURS102 SLO7 - Apply human sexuality theory pertinent to planning patient care.

Distance Learning

This course is not Distance Learning.

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Board Approval:
PCA Established: 10/03/2013
DL Conversion:
Date Reviewed: Fall 2013
Catalog Year: None

Allan Hancock College
Course Outline

Discpline Placement: Nursing (Masters Required)
Department: Health Sciences
Prefix and Number: NURS 103
Catalog Course Title: RN Practicum 1
Banner Course Title: RN Practicum 1

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	0.0
Lab	15.000	240.0 - 270.0	5.0
Total Hours	15.0	240.0 - 270.0	5.0

Number of Times Course may be Repeated
None

Grading Method
Letter Grade Only

Requisites

Corequisite
NURS 111 Intermediate RN Skills

Limitations on Enrollment
Admittance to RN Program

Entrance Skills

Upon entering this course, the student should be able to:

NURS 111 - Intermediate RN Skills

- apply overriding critical elements of nursing skills.
- verbalize rationale for the critical elements of the nursing skills.
- identify variables affecting performance of nursing skills.
- use the nursing process to guide skill development and documentation.
- competently perform nursing skills including peripheral and central vascular access care, parenteral therapies, and nursing assessments.

Catalog Description

The course provides moderately structured clinical practice in a variety of acute-care and community based settings. It emphasizes hands-on delivery of planned nursing care for individuals and families.

Course Content

Lecture

The student would demonstrate application of knowledge, skills, and attitudes covered in all the concurrent nursing courses in acute-care and community-based clinical settings.

Course Objectives

At the end of the course, the student will be able to:

1. Formulate a nursing diagnosis through observation of the client's physical condition and behavior, and through interpretation of infomation obtained from the client and others, including the health team.
2. Formulate a care plan, in collaboration with the client, which ensures that direct and indirect nursing care services provide for the client's safety, comfort, hygiene, and protection, and for disease prevention and restorative measures.
3. Perform skills essential to the kind of nursing action to be taken, explain the health treatment to the client and family, and teach the client and family how to care for the client's health needs.
4. Delegate tasks to subordinates based on legal scopes of practice of the subordinates and on the preperation and capability needed in the tasks to be delegated, and effectively supervise nursing care being given by subordinates.
5. Evaluate the effectiveness of the care plan through observation of the client's physical condition and behavior, signs and symotoms of illness, and reactions to treatment and through communication with the client and health team members, and modify the plan as needed.
6. Act as the client's advocate, as circumstances require, by initiating action to improve health care or to change decisions or activities, which are against the interests or wishes of the client, and by giving the client the oppertunity to make informed decisions about health care before it is provided.

Methods of Instruction

- **Discussion**
- **Lab**
- **Methods of Instruction Description:**
  Individualized coaching, Pre-conference, Post-conference, Small group discussion and Simulation

Outside Assignments

- **Other Assignments**
  1. Nursing care plans
  2. Teaching plans
  3. Portfolios
  4. Writing assignments
  5. Reading assignments

  Sample Assignments:
  Develop a nursing care plan on a 50-year patient who was newly diagnosed with diabetes mellitus. Include integration of conceptual framework, all the steps in the nursing process, medications, and diagnostic tests.

Methods of Evaluation

1. Nursing care plans
2. Teaching plans
3. Portfolios
4. Writing assignments
5. Clinical evaluation of student performance

Sample Evaluation:
Describe the three instances during your clinical rotations that you have successfully met the level 3 communication clinical objectives.

Adopted Texts and Other Instructional Materials

Textbooks

1. Smeltzer, S.C, Bare,B.G, Hinkle, J.L and Cheever,K.H *Brunner and Suddarth's Textbook of medical-surgical nursing* Edition: 12th 2012

Other Texts

1. Supplemental Readings and/or Other Materials:
   a) Current nursing journals (refer to theory courses) published within the last five years unless deemed classic publications.

   b) Facility Policy & Procedure Manuals

   c) Van Leeuwen, A.M., Poelhuis-Leth, D.J., and Bladh, M.L. (2011). Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications (4th ed). Philadelphia, PA: F.A. Davis (ISBN-13: 978-0-8036-2304-

   d) Pathophysiology text of choice

Instructional Materials
None

Student Learning Outcomes

1. NURS103 SLO1 - Appropriately communicate with the patient while competently performing the psychomotor skills.
2. NURS103 SLO2 - Implement individualized plans of care according to priority of needs and established nursing protocols.
3. NURS103 SLO3 - Incorporate medication therapy in ongoing patient assessments in complex and unstructured situations.
4. NURS103 SLO4 - Implement teaching plans that are specific to the client's level of development and knowledge.

Distance Learning

This course is not Distance Learning.

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Allan Hancock College
Course Outline

Discpline Placement: Nursing (Masters Required)

Department: Health Sciences

Prefix and Number: NURS 104

Catalog Course Title: Medical/Surgical Nursing 1

Banner Course Title: Medical Surgical Nursing

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	3.0
Lab	0.000	0.0 - 0.0	0.0
Total Hours	3.0	48.0 - 54.0	3.0

Number of Times Course may be Repeated
None

Grading Method
Letter Grade Only

Requisites

Limitations on Enrollment
Admittance to RN program

Entrance Skills

None

Catalog Description

This course provides a database for students to utilize in nursing decision-making. Content is arranged in learning modules relative to problems seen during the life span. Concepts of human sexuality, pathophysiology, and the nursing process are applied. The caring process is applied to a variety of common health problems in the areas of neurological, renal, and endocrine problems related to prevention, maintenance, and restoration.

Course Content

Lecture

1. Review and Strengthen Concepts of the Nursing Process as a Problem-Solving Tool in Managing Clients with Renal / Fluid and Electrolyte Disturbances

2. Identification of Appropriate Nursing Interventions for Disease Processes Involving the Endocrine and Digestive Systems

3. Clarification of Specific and Appropriate Nursing Behaviors to be Demonstrated When caring for Clients with Disease Processes of the Neurological

4. Integration of Concepts of Impaired Regulatory Mechanisms as Applied to the Neurological, Digestive, Endocrine, and Renal/Hemeostatic Systems

Course Objectives

At the end of the course, the student will be able to:

1. formulate and explain rationale for specific nursing behaviors while caring for clients with pathophysiologic conditions including neurological, endocrine, renal, and digestive disorders.
2. transfer nursing knowledge of selected client/family situations to other groups with similar health care needs.
3. identify nursing research findings that support the data base used in nurse caring process for the client/family.
4. compare and contrast differences between impaired mechanisms involved with neurological, endocrine, digestive, and renal/homeostatic systems.

Methods of Instruction

- **Lecture**
- **Methods of Instruction Description:**
  Lecture
  Group discussions

Outside Assignments

- **Other Assignments**
  1. Nursing journals assigned reading
  2. Textbook reading
  3. Case study written analysis

  Sample Assignment:
  A complete neurologic assessment includes: level of consciousness, pupil checks, motor response, sensory response, reflexes and breathing patterns. Explain what information each assessment gives you about the function of the patient's nervous system.

Methods of Evaluation

Multiple choice quizzes
Case studies - rubric grading
Final Exam

Sample Evaluation:
A patient is admitted with head trauma. The patient requests pain medication for his headache. The nurse explains that the pain medications are usually not given to patients with head injuries. The patient says, "A couple of aspirin won't hurt." What is the rationale for withholding aspirin from patients with head injury.
A. There is a potential for gastrointestinal distress with administration of aspirin.
B. Aspirin can cause tinnitus, making neurologic assessment more difficult.
C. Aspirin can increase the risk for intracranial bleeding.
D. Aspirin causes constriction of the pupils, making pupil assessment more difficult.

Adopted Texts and Other Instructional Materials

Textbooks

1. Brunner and Suddarth *Textbook of Medical-Surgical Nursing* Edition: 12th 2010 -

Other Texts

1. Internet access and electronic mail
2. Selected nursing journals including American Journal of Nursing, R.N Nursing, Nursing-Life, and other peer-reviewed publications.
3. Drug book of choice
4. Laboratory and diagnostic book of choice

Instructional Materials
None

Student Learning Outcomes

1. NURS104 SLO1 - Formulate and explain rationale for specific nursing behaviors while caring for clients with pathophysiologic conditions including neurological, endocrine, renal, and digestive disorders.
2. NURS104 SLO2 - Transfer nursing knowledge of selected client/family situations to other groups with similar health care needs.
3. NURS104 SLO3 - Identify nursing research findings that support the data base used in nurse caring process for the client/family.

Distance Learning

This course is not Distance Learning.

Allan Hancock College
Course Outline

Discpline Placement: Nursing (Masters Required)

Department: Health Sciences

Prefix and Number: NURS 106

Catalog Course Title: Leadership & Management

Banner Course Title: Leadership & Management

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.000	32.0 - 36.0	2.0
Lab	0.000	0.0 - 0.0	0.0
Total Hours	2.0	32.0 - 36.0	2.0

Number of Times Course may be Repeated
None

Grading Method
Letter Grade Only

Requisites

Limitations on Enrollment
Admittance to RN Program

Entrance Skills

None

Catalog Description

The course introduces the application of leadership and management concepts, skills, and issues to the future registered nurse. It covers critical thinking, change, quality management, ethical and legal responsibilities, and professional nursing roles and relationships. It also details application for nursing licensure and of state nurse practice acts.

Course Content

Lecture

1. Nursing Management and Organizations

   a. Nursing Care Delivery

      b. Quality Management

      c. Change

2. Key Skills in Nursing Management

      a. Critical Thinking, Making Decisions, and Solving Problems

      b. Communication

      c. Teamwork

      d. Conflict Management

      e. Time Management

3. Managing Fiscal Resources

      a. Budgets

      b. Recruitment and Retention

      c. Staff Development

      d. Work Issues

4. Self-care and Transitions

Course Objectives

At the end of the course, the student will be able to:

1. identify and describe leadership and management concepts, skills, and issues in nursing practice.
2. apply systematic approaches to issues related to change, quality of care, and ethical and legal dilemmas in nursing practice.
3. reflect on the expanding roles and responsibilities of the registered nurse.
4. develop strategies to facilitate personal/professional transitions and to prevent burnout.

Methods of Instruction

- **Discussion**
- **Lecture**

Outside Assignments

- **Other Assignments**
    1. Reading Assignments
    2. Written Assignments
    3. Preparation for Group Presentation

    Sample Assignment:
    Based on your understanding of change, apply one change theory and describe strategies to educate, implement, and measure desired outcomes in introducing an evidence-based practice.

Methods of Evaluation

1. Written Assignments
2. Quizzes
3. Group Presentation
4. Comprehensive Finals

Sample Evaluation:
The nurse executive is spearheading a philosophical shift from team nursing to an enhanced patient-centered care. S/he initiated the discussion by asking, "Where are we now with regards to serving our patients? What is unique about us? How can we improve our nursing care?" These statements best describe what step in the change process:
A. Building a coalition of supporters
B. Identifying the opportunity
C. Preparing to handle resistance
D. Developing a plan for change
Answer: B. The nurse executive is setting the stage for introducing the new philosophy. The other choices would come in later in the implementation.

Adopted Texts and Other Instructional Materials

Textbooks

1. Sullivan, E.J. & Decker, P.J. *Effective Leadership and Management in Nursing* Edition: 7th 2009
2. King, S. *Josie's Story: A Mother's Inspiring Crusade to Make Medical Care Safe* 2009
3. Norgaard, M. *Ugly duckling goes to work* 2005 -

Other Texts

1. Selected readings from current nursing publications like Nursing, American Journal of Nursing, RN, Nursing Research, etc.
2. Professional and government websites like California Board of Registered Nursing, American Nurses Association, National Institutes of Health, National Institutes of Nursing Research, Institute of Healthcare Improvement, National Council of State Boards of Nursing, etc.
3. Computer with Internet access
4. Syllabus

Instructional Materials
None

Student Learning Outcomes

1. NURS106 SLO1 - Value vigilance and monitoring (even of own performance) of care activities by patient, families, and other members of the health care team.
2. NURS106 SLO2 - Make timely and appropriate decisions based on available clinical information.

Distance Learning

This course is not Distance Learning.

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Allan Hancock College
Course Outline

Discpline Placement: Nursing (Masters Required)

Department: Health Sciences

Prefix and Number: NURS 108

Catalog Course Title: RN Practicum 2

Banner Course Title: RN Practicum 2

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	0.0
Lab	15.000	240.0 - 270.0	5.0
Total Hours	15.0	240.0 - 270.0	5.0

Number of Times Course may be Repeated
None

Grading Method
Letter Grade Only

Requisites

Corequisite
NURS 112 Advanced RN Skills

Limitations on Enrollment
Admittance to the RN Program

Entrance Skills

Upon entering this course, the student should be able to:

NURS 112 - Advanced RN Skills

- actively collaborate and act as a team leader in case scenarios, simulations, and role playing clinical situations.
- consistently apply critical elements germane to all nursing skills.
- appropriately modify skills approaches to address variables affecting the procedures.

Entrance Skills Other (Legacy)
The student must have successfully completed all first semester RN courses and have met the exit objectives of Nursing 101, 102, 103, 104, and 111.

Catalog Description

The course provides opportunities to apply nurse caring concepts to people at risk. The student implements the nursing process with increasing level of independence. It includes a learning-objectives based preceptorship.

Course Content

Lecture

The student will demonstrate application of knowledge, skills, and attitudes covered in all the concurrent nursing courses in acute-care and community-based clinical settings. Clinical rotations are at 6 hours/day for 24 days. 144 hours

Clinical preceptorship - 96 hours

Course Objectives

At the end of the course, the student will be able to:

1. Formulate a nursing diagnosis through observation of the client's physical condition and behavior, and through interpretation of information obtained from the client and others, including the health team.
2. Formulate a care plan, in collaboration with the client, which ensures that direct and indirect nursing care services provide for the client's safety, comfort, hygiene, and protection, and for disease prevention and restorative measures.
3. Perform skills essential to the kind of nursing action to be taken, explain the health treatment to the client and family, and teach the client and family how to care for the client's health needs.
4. Delegate tasks to subordinates based on legal scopes of practice of the subordinates and on the preparation and capability needed in the tasks to be delegated, and effectively supervise nursing care being given by subordinates.
5. Evaluate the effectiveness of the care plan through observation of the client's physical condition and behavior, signs and symptoms of illness, and reactions to treatment and through communication with the client and health team members, and modify the plan as needed.
6. Act as the client's advocate, as circumstances require, by initiating action to improve health care before it is provided.

Methods of Instruction

- **Discussion**
- **Lab**
- **Methods of Instruction Description:**
  Individualized coaching, Clinical discussions, Pre-conference, Post-conference, Small group discussion and simulation

Outside Assignments

- **Other Assignments**
    1. Nursing care plans
    2. Teaching plans
    3. Portfolios
    4. Writing assignments
    5. Reading assignments

    Sample Assignment:
    Develop a nursing care plan on a 60-year patient who was newly diagnosed with congestive heart disease with co-occuring clinical depression. Include steps in the nursing process, medications, and diagnostic tests.

Methods of Evaluation

1. Nursing care plans
2. Teaching plans
3. Portfolios
4. Writing assignments
5. Clinical evaluation of student performance

Sample Evaluation:
Describe instances during clinical rotations that you have successfully met the clinical objectives on nursing process-judgment.

Adopted Texts and Other Instructional Materials

Textbooks

1. Smeltzer, S.C, Bare, B.G, Hinkle, J.L, and Cheever, K.H *Brunner and Suddarth's Textbook of medical-surgical nursing* Edition: 12th 2010
2. Frisch, N. & Frisch, L. *Psychiatric Mental Health Nursing* Edition: 4th 2010
3. Gahart, B. & Nazareno, A. R. *Intravenous Medications* 2013

Other Texts

1. Current nursing journals (refer to theory courses) published within the last five years unless deemed classic publications
2. Facility Policy & Procedure Manuals
3. Van Leeuwen, A.M., Poelhuis-Leth, D.J., and Bladh, M.L. (2011). Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications (4th ed). Philadelphia, P.A.: F.A. Davis (ISBN-13 978-0-8036-2304-0)
4. Pathophysiology text of choice

Instructional Materials
None

Student Learning Outcomes

1. NURS108 SLO1 - Implement care based on recognition of the effect of illness on human functioning.
2. NURS108 SLO2 - Show evidence of a positive assertive technique for maintaining self image while continuing effort to meet patient needs.
3. NURS108 SLO3 - Appropriately prioritize medication administration in variable, complex, and unstructured situations.
4. NURS108 SLO4 - Propose ways of implementing research findings to individualize client situations.

Distance Learning

This course is not Distance Learning.

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Allan Hancock College
Course Outline

Discpline Placement: Nursing (Masters Required)

Department: Health Sciences

Prefix and Number: NURS 109

Catalog Course Title: Medical Surgical Nursing 2

Banner Course Title: Medical Surgical Nursing 2

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.500	40.0 - 45.0	2.5
Lab	0.000	0.0 - 0.0	0.0
Total Hours	2.5	40.0 - 45.0	2.5

Number of Times Course may be Repeated
None

Grading Method
Letter Grade Only

Requisites

Corequisite
enrollment in second semester nursing courses.

Prerequisite
successful completion of first semester nursing courses

Limitations on Enrollment
Admittance to RN program

Entrance Skills

Entrance Skills Other (Legacy)

The student must have successfully completed all first semester RN courses and have met the exit objectives of NURS 101, 102, 103, 104, and 111.

Catalog Description

A study of the application of caring concepts to medical/surgical clients at risk. Emphasizes the skills necessary to provide specific nursing interventions.

Course Content

Lecture

1. Cardiac disorders

   a. Hemodynamics/EKG/pacemakers/MI/cardiac surgery

2. Circulatory disorders

   a. PVD, AAA, surgical interventions, shock, trauma

3. Respiratory disorders

   a. Mechanical ventilation/cardiopulmonary emergencies

Course Objectives

At the end of the course, the student will be able to:

1. list the stages of caring occurring in nurse-client interaction.
2. identify the important pharmacological principals in drug administration for clients at risk.
3. design a teaching plan for clients at risk using teaching/learning principals.
4. give examples of legal and ethical aspects of caring for clients at risk.
5. use the nursing process to plan care for clients with actual or potential health problems related to acute or emergency medical-surgical conditions.
6. provide the rationale for energy maintenance of people at risk.
7. apply concepts and principles of the communication process to caring for people at risk in acute and community care settings.
8. apply theories of growth and development to planning nursing care for clients at risk.

Methods of Instruction

- **Lecture**

Outside Assignments

- **Other Assignments**
   1. Written papers
   2. Assigned reading
   3. Video tape review
   4. Case study analysis
   5. Pharmacological and pathophysiology worksheets

   Sample assignment:
   Di Decker, a 48-year-old saleswoman complaining of abdominal pain, is hospitalized for an exploratory laparotomy. She has had a low grade fever of unknown origin, which has defied multiple diagnostic procedures and several courses of antibiotics. The pain has persisted for a week with an increase in intensity in the past few hours. During surgery adhesions were lysed but no abscess or other cause of infection was found. Di tolerated the surgery well with minimal blood loss.
   A few hours post-operatively in the ICU, Di starts to ooze blood from her abdominal incision. She is increasingly restless, tachycardic and tachypneic. Her skin is warm and flushed, she has chills and fever. Her BP is now 80/60, peripheral pulses non-palpable, skin cool and diaphoretic, fingers and toes blue, legs mottled, urine output = 7 ml/hour for the past hour.

1. What are your priorities for Di? List them in order.

Whole blood, albumin and I.V. drip of dopamine are administered with raises her BP temporarily to 108/60 but does not increase her urinary output. She becomes progressively worse with signs of increasing shock. Lungs – crackles upon auscultation, sinus tachycardia on the monitor, abdomen distended but not tense. Her dressings are half-saturated with serosanguinous drainage and have been changed several times. She is bleeding from the mouth and vagina.

The diagnosis is septic shock complicated by DIC and respiratory failure. In spite of aggressive treatment, Di went into cardiac arrest. She was resuscitated from the arrest, but died three days later without regaining consciousness.

2. What clinical signs indicate increasing shock?
3. Which patients are at high risk for septic shock?
4. What are some of the early clues of septic shock?
5. Discuss the treatment protocol that would be most likely followed in a case of sepsis complicated by respiratory failure and DIC.
6. Explain the pathology of DIC.

Sample writing assignment: Devise a teaching plan for the patient who is to receive a permanent pacemaker.

Methods of Evaluation

Students are evaluated by multiple choice, short answer and essay exams, as well as course assignments.

Sample essay question:
Explain the rationale for performing EKG monitoring in more than one lead.

Adopted Texts and Other Instructional Materials

Textbooks

1. Brunner, L. and Suddarth, D. *Textbook of Medical-Surgical Nursing* Edition: 10th 2004 -

Other Texts

1. Selected articles from professional nursing journals, such as American Journal of Nursing, RN, Nursing, Critical Care Nurse.
2. Video viewing
3. Computer assisted instruction

Instructional Materials
None

Student Learning Outcomes

1. NURS109 SLO1 - Identify evidence based practice nursing interventions for clients at risk related to pharmacological, medical and surgical therapies.
2. NURS109 SLO2 - Implement the nursing process to plan care for clients with actual or potential health problems related to acute or emergency medical-surgical conditions.
3. NURS109 SLO3 - Apply theories of growth and development to planning nursing care for clients at risk.

Distance Learning

This course is not Distance Learning.

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Allan Hancock College
Course Outline

Discpline Placement: Nursing (Masters Required)

Department: Health Sciences

Prefix and Number: NURS 110

Catalog Course Title: Mental Health Nursing

Banner Course Title: Mental Health Nursing

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.500	40.0 - 45.0	2.5
Lab	0.000	0.0 - 0.0	0.0
Total Hours	2.5	40.0 - 45.0	2.5

Number of Times Course may be Repeated
None

Grading Method
Letter Grade Only

Requisites

Limitations on Enrollment
Admittance to RN Program

Entrance Skills

Entrance Skills Other (Legacy)
The student must have successfully completed all first semester RN courses and have met the exit objectives of
NURS101, 102, 103, 104 & 111.

Catalog Description

The course provides the knowledge and skills necessary to identify psychiatric and mental health patient/clients
at risk and to apply caring concepts. Specific nursing interventions are presented.

Course Content

Lecture

1. Foundations for practice in the psychiatric setting

2. The patient in crisis

3. The patient with anxiety

4. The patient with schizophrenia

5. The patient with depression

6. The patient with mania

7. The suicidal client

8. Substance abuse

9. Personality disorders

10. Psychosomatic disorders and disorders of self-regulation

11. Community mental health patient/client services

12. Psychiatric conditions in children and adolescents

13. Psychiatric conditions in the elderly

Course Objectives

At the end of the course, the student will be able to:

1. list the stages of caring occurring in nurse-client interaction.
2. identify the important pharmacological principles in drug administration for clients at risk.
3. design a teaching plan for clients at risk using teaching/learning principles.
4. give examples of legal and ethical aspects of caring for clients at risk.
5. use the nursing process to plan care for clients with actual or potential health problems related to acute or emergency psychiatric conditions.
6. provide the rational for energy maintenance of people at risk.
7. apply concepts and principles of the communication process to caring for people at risk in psychiatric settings and community care settings.
8. apply theories of growth and development to planning nursing care for clients at risk.

Methods of Instruction

- **Discussion**
- **Lecture**
- **Methods of Instruction Description:**
  Case studies

Outside Assignments

- **Other Assignments**
  1. Written papers
  2. Assigned reading

  Sample assignments:
  In a typed and APA formatted paper, describe the legal parameters and nursing responsibilities related to:
  A. client's rights
  B. confidentiality
  C. psychological competence
  D. informed consent

E. right to refuse treatment
F. involuntary hospitalization
G. professional negligence
H. violent or self-destructive behavior

Writing assignment:
Utilizing the following case study, write a nursing care plan for the client's in-patient hospitalization. Label each axis of DSM-IV criteria and include a hypothetical response to a Mental Status Exam. Identify key points in the decision to initiate and/or terminate seclusion.

Elizabeth is a forty-seven year old, married woman. She was brought to the hospital by her husband of 25 years. Elizabeth had been hospitalized four times in the last year. She has not slept much in the last few nights. She talks incessantly and paced back and forth in the hallway. She interrupts anyone to talk about her previous hospitalizations. She cannot sit down to eat. She is labile and fluctuates from being extremely happy to extremely sad. She refuses medication because she says she feels "too good" to need medications.

Methods of Evaluation

1. Multiple choice, short answer and essay exams.
2. Written papers/ Case studies

Sample essay question:
From your perspective as a registered nursing student what issues come to mind when caring for the mentally ill, homeless population? From a professional and personal perspective, how do you process your feelings related to the issues that you articulate?

Adopted Texts and Other Instructional Materials

Textbooks

1. Frisch, N.C and Frisch, L.E *Psychiatric Mental Health Nursing* Edition: 4th 2011 -

Other Texts

1. Selected articles from professional nursing journals, such as American Journal of Nursing, RN, Journal of Psychosocial Nursing, Nursing Research and others.
2. Internet access and electronic mail

Instructional Materials
None

Student Learning Outcomes

1. NURS110 SLO1 - List the stages of caring occurring in nurse-client interaction.
2. NURS110 SLO2 - Identify the important pharmacological principles in drug administration for clients at risk.
3. NURS110 SLO3 - Give examples of legal and ethical aspects of caring for clients at risk.
4. NURS110 SLO4 - Implement the nursing process to plan care for clients with actual or potential health problems related to acute or emergency psychiatric conditions.
5. NURS110 SLO5 - Apply concepts and principles of the communication process to caring for people at risk in psychiatric settings and community care settings.

Distance Learning

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Allan Hancock College
Course Outline

Discpline Placement: Nursing (Masters Required)

Department: Health Sciences

Prefix and Number: NURS 111

Catalog Course Title: Intermediate RN Skills

Banner Course Title: Intermediate RN Skills

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	0.0
Lab	1.500	24.0 - 27.0	0.5
Total Hours	1.5	24.0 - 27.0	0.5

Number of Times Course may be Repeated
None

Grading Method
Letter Grade Only

Requisites

Limitations on Enrollment
Admittance to RN Program

Entrance Skills

None

Catalog Description

The course provides hands-on practice and testing at the registered nursing level. The nursing skills vary from intermediate to complex. Practice opportunities vary from highly structured simulations to unstructured clinical scenarios.

Course Content

Lecture

1. Peripheral Vascular Access

2. Central Vascular Access

3. Pain Management

4. Blood and Blood Products

5. Maintenance Infusions

6. Parenteral Nutrition

7. Piggyback Infusions

8. Bolus Infusions (IV Push)

9. Nursing Assessment

Course Objectives

At the end of the course, the student will be able to:

1. apply overriding critical elements of nursing skills.
2. verbalize rationale for the critical elements of the nursing skills.
3. identify variables affecting performance of nursing skills.
4. use the nursing process to guide skill development and documentation.
5. competently perform nursing skills including peripheral and central vascular access care, parenteral therapies, and nursing assessments.

Methods of Instruction

- **Discussion**
- **Lab**
- **Methods of Instruction Description:**
  Skills demonstration and Individualized coaching

Outside Assignments

- **Other Assignments**
  N/A

Methods of Evaluation

1. Quizzes
2. Skills Check-off

Sample Evaluation:
You are caring for a patient who is admitted for blood draw and blood transfusion. The patient will be discharged after these procedures. The patient has an implanted port. Prepare equipment for accessing the port. Demonstrate blood draw and blood transfusion using central line protocol.

Adopted Texts and Other Instructional Materials

Textbooks

1. Phillips, L.D. *Manual of I.V. Therapeutics* Edition: 5th 2010
2. Gahart, B.L. and Nazareno, A.R. *Intravenous Medications* Edition: Current 0 -

Other Texts

1. Computer with Internet access
2. Facility Policies and Procedures
3. Selected articles from current nursing publications like Nursing, American Journal of Nursing, RN, Nursing Research, etc.
4. Websites including Infusion Nurses Society, Oncology Nursing Society, Occupational Safety and Health Administration, Centers for Disease Control and Prevention, National Institutes of Health, medical equipment manufacturers' sites, etc.
5. Handouts
6. Skills videos

Instructional Materials

None

Student Learning Outcomes

1. NURS111 SLO1 - Demonstrate effective use of technology and standardized practices that support safety and quality of care.
2. NURS111 SLO2 - Demonstrate accurate calculation of drug dosages.
3. NURS111 SLO3 - Recognize relevant nursing considerations in medication administration.

Distance Learning

This course is not Distance Learning.

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Allan Hancock College
Course Outline

Discpline Placement: Nursing (Masters Required)

Department: Health Sciences

Prefix and Number: NURS 112

Catalog Course Title: Advanced RN Skills

Banner Course Title: Advanced RN Skills

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	0.0
Lab	1.500	24.0 - 27.0	0.5
Total Hours	1.5	24.0 - 27.0	0.5

Number of Times Course may be Repeated
None

Grading Method
Letter Grade Only

Requisites

Limitations on Enrollment
Admittance to RN Program

Entrance Skills

None

Catalog Description

The courses provides opportunities to practice and develop advanced nursing skills. The complex skills integrate previously learned nursing skills and apply protocols in case scenarios, simulations, and role playing clinical situations.

Course Content

Lecture

1. Advanced Continuous Infusions

2. Reconstitutions

3. Advanced Pediatric Medication Administration

4. Rapid Response Protocols

5. Code Management

6. Systematic Assessments

Course Objectives

At the end of the course, the student will be able to:

1. actively collaborate and act as a team leader in case scenarios, simulations, and role playing clinical situations.
2. consistently apply critical elements germane to all nursing skills.
3. appropriately modify skills approaches to address variables affecting the procedures.

Methods of Instruction

- **Demonstration**
- **Discussion**
- **Lab**

Outside Assignments

- **Other Assignments**
  N/A

Methods of Evaluation

1. Quizzes
2. Skills Check-off

Sample Evaluation:
You are caring for a 50 year-old male who was admitted with complaints of shortness of breath and excessive sweating. What are appropriate nursing actions?

Adopted Texts and Other Instructional Materials

Textbooks

1. Phillips, L.D. *Manual of IV Therapeutics* Edition: 5th 2010
2. Gahart, B.L. and Nazareno, A.R. *Intravenous Medications* Edition: current 0 -

Other Texts

1. Computer with Internet access
2. Facility Policies and Procedures
3. Selected articles from current nursing publications like Nursing, American Journal of Nursing, RN, Nursing Research, etc.
   Websites including Infusion Nurses Society, American Heart Association, etc. Handouts
4. Skills videos

Instructional Materials
None

Student Learning Outcomes

1. NURS112 SLO1 - Demonstrate effective use of technology and standardized practices that support safety and quality of nursing care.
2. NURS112 SLO2 - Function competently within own scope of practice as a member of the health care team.
3. NURS112 SLO3 - Recognize variables that have an effect on the manner in which a procedure is demonstrated.
4. NURS112 SLO4 - Demonstrate accurate calculation of drug dosages.

Distance Learning

This course is not Distance Learning.

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Degree and Certificate Requirements

A major of 26 units is required for the associate in science degree.

COURSE NUMBER	TITLE	UNITS
Required core courses (26 units)		

Spring Semester

NURS 101	Foundations for Caring	2
NURS 102	Community Med-Surg Nursing	3
NURS 103	RN Practicum 1	5
NURS 104	Medical/Surgical Nursing 1	3
NURS 111	Intermediate RN Skills	0.5

Fall Semester

NURS 106	Leadership and Management	2
NURS 108	RN Practicum	2 5
NURS 109	Medical Surgical Nursing 2	2.5
NURS 110	Mental Health Nursing	2.5
NURS 112	Advanced RN Skills	0.5

Associate Degree Requirements

An associate in arts and/or associate in science degree will be awarded when the following requirements have been met:

1. A MINIMUM OF 60 UNITS have been completed satisfactorily. A maximum of 12 units of workshop and no more than 16 units of P graded courses can be applied toward an AA/AS degree. Only 100 and 300 level courses will apply to the AA or AS degree.

2. A GRADE POINT AVERAGE OF 2.0 or better has been earned for all college work attempted.

3. AN APPLICATION has been filed in the Admissions and Records office by the published deadline.

4. A MINIMUM OF 12 UNITS toward the degree have been completed at Allan Hancock College (Title 5, Section 55063).

5. A MINIMUM OF 2 COURSES IN HEALTH AND WELLNESS (3.5 Units) The purpose of the Health and Wellness graduation requirement is to promote awareness and understanding of the significance/importance of the lifelong-process of actively increasing the quality of one's decision making such that it leads towards a more positive, comprehensive state of well-being, beyond a state of merely being free from illness, injury, and/or disease.

Select one course from each of the following areas:
PHYSICAL ACTIVITY:
Dance (any activity course)
Physical Education (any activity course)

HEALTH EDUCATION or FIRST AID SAFETY:
Emergency Medical Services 102
Family and Consumer Science 109
Food, Science and Nutrition 109
Health Education 100
Human Services 126

Completion of the following academy and nursing courses will fulfill the Health and Wellness requirement: Law Enforcement 320, Emergency Medical Services 301, Fire Technology 307, Nursing 103, 108, 318, 328 & 338.

Exemption is allowed for the physical activity area for a disability.
Students must file a "Request for Course Substitution or Waiver" form.

6. COMPETENCY IN READING, IN WRITTEN EXPRESSION, AND IN MATHEMATICS has been demonstrated.
Students will demonstrate competence in reading by completing the general education requirements (below). Students will demonstrate competence in written expression by completing English 100 (grade C or higher) or English 101 (grade C or higher).

NOTE: Students who plan to transfer to a four-year institution should demonstrate competence in written expression by completing English 101 rather than English 100.

Students will demonstrate competence in mathematics by meeting any one of the following standards:
A. Pass one of the following courses with a C or better: Math 309, Math 321, Math 331, Math 333/334 or any 100-level math course of at least three units.

B. Receive a math placement recommendation for any 100-level math course based on the Accuplacer test.
NOTE: Students should consult a counselor to see if Math 309 is best for them. STEM majors and others who intend to take Math 121 or higher, should take Math 331.

7. A MINIMUM OF THREE UNITS IN MULTICULTURAL/ GENDER STUDIES have been completed.

ADVISORY COMMITTEE

Nursing

Sue Barse, Director, Hospice and
Palliative Care
Dignity Helath Central Coast

Kris Blanchard
Dignity Health – Marian Medical Center

Doug Brown, Director of Staff
Development
Villa Maria Care Center

Brenda Cisney, Director of Nursing
Country Oaks Care Center

Kim Culliver, Director of Staff
Development
Atterdag Care Center

Luiza Dutra, Director of Patient Care
Services
Wilshire Hospice

Katie Ellis, Director of Nursing
Lompoc Convalescent Care Center

Jackie Fas, Director of Staff Development
Lompoc Skilled and Rehab Center

Jennifer Howell, Director of Staff
Development
Santa Ynez Valley Recovery Residence

Villa Infanto, Chief Nursing Officer
Arroyo Grande Hospital

Connie Malek, Director, Adult Services
Sierra Vista Regional Medical Center

Debbie Mockler-Young, Administrator
Marian Extended Care

Candice Monge, Chief Nursing Office
Marian Medical Center

Terry Pultz, Director of Nursing
Atterdag Care Center
Jane Regnier, Public Health Nurse
Santa Barbara County Public Health

Sherry Richards, Director of Nursing
Marian Extended Care Center

Linda Riggle, VP, Patient Care Services
French Hospital Medical Center

Jayne Scalise, Chief Nursing Officer
Lompoc Valley Medical Center

Marcia Scott, Director of Nursing &
Allied Health
Cuesta College

Riitta Speer, Director of Nursing
Lompoc Convalescent Care Center

Allan Hancock College Nursing Faculty

Margaret Lau, Academic Dean
Mary Pat Nelson, CNA Director and
Department Chair
Bonny Friedrich, LVN Director
Larry Manalo, RN Director

Holly Stromberg, Faculty
Megan McComas, Faculty
Bethany Conner, Faculty
Joann Bellrose, Faculty
Eileen Donnelly, Faculty
Martha Hull, Faculty

VALIDATION

PROGRAM REVIEW -- VALIDATION TEAM MEMBERS

TO: Academic Dean   Date: 11/16/2017

From: Holly Stromberg RN, MSN, CCRN

We recommend the following persons for consideration for the validation team:

DEPARTMENT Health Sciences   PROGRAM Registered Nursing

Board Policy requires that the validation team be comprised of the dean of the area, one faculty member from a related discipline/program, and two faculty members from unrelated disciplines.

Eileen Donnelly   Health Sciences, LVN program
_____(Name)_____   _____(Related Discipline/Program)_____

Alex de Jounge   Student Health Services Coordinator
_____(Name)_____   _____(Unrelated Discipline/Program)_____

Len Miyahara   Biological Sciences
_____(Name)_____   _____(Unrelated Discipline/Program)_____

At the option of the self-study team, the validation team may also include one or more of the following: a. someone from a four-year institution in the same discipline; someone from another community college in the same discipline; a high school instructor in the same discipline; a member of an advisory committee for the program. Please complete the following as relevant to your program review.

Will Cheadle RN, BSN	Manager, Telemetry Unit
(Name)	(Title)

Affiliation: Marian Regional Medical Center Telephone Contact Number: 739-3238

Address 1400 Church Street   Santa Maria, CA 93454   William.Cheadle@DignityHealth.org
(Mailing)   City/State/Zip   email address

(Name)	(Title)

Affiliation:_____Telephone Contact Number:_____

Address_____
(Mailing)   City/State/Zip   email address

(Name)	(Title)

Affiliation:_____Telephone Contact Number:_____

Address_____
(Mailing)   City/State/Zip   email address

APPROVED: _Margaret Lau_____   _11/17/17_
                        Academic Dean   Date

29

EXECUTIVE SUMMARY
(Validation Team Report)

1. MAJOR FINDINGS

   Strengths of the program/discipline:

   - Well-qualified, well-respected, experienced, and resourceful faculty
     - Exhibit out-of-the box thinking
     - Have utilized several grant funding sources to support, improve, and advance program
   - Dedicated team of instructors who are committed to the success of students
     - Pass rates for AHC ADN graduates over the last five years have been above the national average with low attrition rate
     - Embrace diversity of RN students
     - Pro-active in identifying and accessing wrap-around student support services to support and remediate at-risk students
   - Program has cultivated and maintained close ties to the community
     - Robust advisory committee
     - Strong, enduring partnership with Marian Regional Medical Center

   Concerns regarding the program/discipline:

   - Maintaining quality of program in light of anticipated near-term retirement of one full-time RN faculty member
   - Lack of sufficient and accessible comprehensive student support services that meet general and unique needs of nursing students
     - Declining academic preparedness (math and reading/writing/literacy) of students enrolled in RN program
   - Insufficient program staff support independently cited by ATI accreditation and BRN consultant
   - Insufficient ongoing budget to meet ongoing lab equipment maintenance and repair needs (usually unsupportable by grants)

2. RECOMMENDATIONS

   - Ensure program quality
     - Ensure timely implementation of a succession plan for retiring faculty
     - Ensure currency and alignment of RN curriculum to meet standards of the profession
     - Ensure resources for ongoing faculty professional development and mentoring of probationary, tenure-track faculty
     - Engage HR and academic dean to lead Health Sciences Departmental administrative support staffing analysis and restructuring process
     - Maintain and ensure state-of-the-industry currency and functionality of lab facilities and instructional equipment

   - Improve and enhance support of RN students
     - Secure instructional support for skills and simulations labs
   - Secure/leverage resources for support of a dedicated Nursing counselor
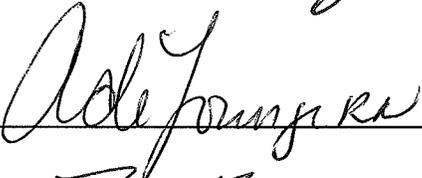
VALIDATION TEAM SIGNATURE PAGE

William Cheadle, Manager, Telemetry Unit
Marian Regional Medical Center

Eileen Donnelly, Instructor, Nursing
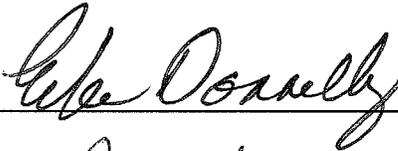
Alex De Jounge, Student Health Services
Coordinator

Len Miyahara, Instructor, Biological Sciences

Margaret Lau, Dean, Academic Affairs

PLAN OF ACTION – POST-VALIDATION
(Sixth-Year Evaluation)

DEPARTMENT **Health Sciences** _____ PROGRAM **Registered Nursing** _____

In preparing this document, refer to the Plan of Action developed by the discipline/program during the self-study, and the recommendations of the Validation Team. Note that while the team should strongly consider the recommendations of the validation team, these are recommendations only. However, the team should provide a rationale when choosing to disregard or modify a validation team recommendation.

Identify the actions the discipline/program plans to take during the next six years. Be as specific as possible and indicate target dates. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives) The completed final plan should be reviewed by the department as a whole.

Please be sure the signature page is attached.

RECOMMENDATIONS TO IMPROVE DESIRED **STUDENT OUTCOMES** AND IMPROVE STUDENT PERFORMANCE	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
The Validation Team Recommendation: **Improve and enhance support of RN students:** **Secure instructional support for skills and simulations labs** **Secure/leverage resources for support of a dedicated Nursing counselor** Program Review Action: Enhancing Student Success Hire a skills laboratory coordinator with expertise in simulation Continue to pursue funding for nurse tutors to augment instruction, academic support, and remediation of students. Nursing counselor with stable, dedicated hours to nursing students. Evaluate RN program admission criteria for equity and disproportionate impact.	Student Learning & Student Success Goal SLS 1-8	Ongoing 2020

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN **STUDENT CHARACTERISTICS**	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Enrollment Changes Program Review Action: Enhancing Student Success Evaluate RN program admission criteria for equity and disproportionate impact.	Governance Goal G1	2020
Demographic Changes **The Validation Team Concerns Regarding the Program/Discipline.** **Lack of sufficient and accessible comprehensive student support services that meet the general and unique needs of nursing students. Declining academic preparedness (math and reading/writing/literacy) of students enrolled in RN program** Program Review Action: Enhancing Student Success Continue to pursue funding for nurse tutors to augment instruction, academic support, and remediation of students	Student Learning & Student Success Goal SLS 1-8	Ongoing

RECOMMENDATIONS TO IMPROVE THE **EDUCATIONAL ENVIRONMENT**	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Curricular Changes **The Validation Team Recommendation: Ensure program quality** **Ensure currency and alignment of RN curriculum to meet standards of the profession.** Program Review: Action: Development of Courses and Programs Continue review and modification of RN curriculum Submit new curriculum for approval to the California Board of Registered Nursing, college curriculum process, and California Community College Chancellor's Office. Implement the new RN curriculum Create noncredit options to facilitate transition of returning nursing students.	Student Learning & Student Success Goal SLS 1-8	2020
Co-Curricular Changes **The Validation Team Recommendation: Ensure program quality** **Ensure resources for ongoing faculty professional development and mentoring of probationary, tenure-track faculty** Program Review: Action: Professional Development Opportunities Obtain funding for continuing education for both full-time and part-time nursing faculty Develop health science specific mentoring and professional development opportunities for new faculty. Fund professional development opportunities to maintain currency in clinical practice and educational technology. Fund professional development opportunities on simulation and educational technology.	Institutional Resources Goal IR 1-4	Ongoing
Neighboring College and University Plans Program Review: Action: Development of Courses and Programs Investigate potential articulation and transfer partnerships with other colleges and universities.	Integration: Goal E1: Community Integration	Ongoing
Related Community Plans Program Review Action: Enhancing Student Success Continue to maintain and create new partnerships with local health care agencies.	Integration: Goal E1: Community Integration	Ongoing

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
Facilities **The Validation Team Recommendation:** **Maintain and ensure state-of-the-industry currency and functionality of lab facilities.**		

Program Review: Other Resources: Collaborate with other health sciences programs regarding emerging skills laboratory facility needs.	Integration: Goal E2: Employee Integration	Ongoing
Equipment **The Validation Team Recommendation:** **Maintain and ensure state-of-the-industry currency and functionality of lab instructional equipment** Program Review: Action: Other Resources Develop processes to update, maintain, and repair educational technologies and skills laboratory equipment. Obtain sustainable funding for updating, repairing, and maintaining educational technology and skills laboratory equipment. Budget augmentation for equipment maintenance and repair	Institutional Resources Goal IR 1-4	Long-overdue Ongoing
Staffing **The Validation Team Recommendation: Ensure program quality:** **Ensure timely implementation of a succession plan for retiring faculty** **Ensure resources for ongoing faculty professional development and mentoring of probationary, tenure-track faculty** **Engage HR and academic dean to lead Health Sciences Departmental administrative support staffing analysis and restructuring process** **Secure/leverage resources for support of a dedicated Nursing counselor** **Secure instructional support for skills and simulations labs** Program Review: Action: Other Resources Hire permanent an additional full-time 12-month secretarial support for the Health Sciences Department	Institutional Resources Goal IR 1-2	Long-overdue Ongoing

VALIDATION TEAM RECOMMENDTIONS   **REASON**   **ACTION/CHANGEEGE**
Disregarded or modified (if appropriate)

Recommendation All validation team recommendations were incorporated.		
Recommendation		
Recommendation		

PLAN OF ACTION – Post-Validation

Review and Approval

Plan Prepared By

Holly Stromberg _Holly Stromberg_ Date: 4-4-18

Larry Manalo _Larry Manalo Jr_ Date: 4.4.18

_____ Date:_____

_____ Date:_____

_____ Date:_____

Reviewed:

Mary Pat Nelson, Department Chair, Health Sciences

MP Nelson Date: 4/4/18

*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Margaret Lau, Dean of Academic Affairs

Margaret Lau Date: 4/4/2018

Dr. Melinda Nish, Interim Vice President, Academic Affairs

(signature) Date: 4-14-18