Student Success: The strengths of the Nursing Program are the success rates of the students who complete the program. During the academic year 2013/2014 the nursing program had a total of 381 students. All but 15.6% successfully graduated and were qualified to sit for their National Council Licensure Examination (NCLEX) exam. The students that did not complete the program were due to either personal reasons or academic failure.

Enrollment Patterns: The program accepts 40 generic nursing students a semester. The LVN-RN bridge students are accepted into the second year as space is available. During the 2013/2014 academic year there were no LVN's accepted into the program. To improve student selection for the program a new admission policy was introduced for Fall 2013 and also used for Spring 2014. The Multi-Criteria Admission Tool (documents) provides the student a possibility of 100 points. The purpose is to select a student not only with a high GPA but also other qualities that would contribute to student success and the profession of nursing. The applicants that are accepted score between 60 to 80 points on this tool. Other application requirements are the TEAS test, background check, and drug testing.

Workload Measures: The recent mandatory reduction (prior to 2013/2014) in student enrollment provides an increase opportunity for the student to be instructed by one of the 10 full time faculty members. The program now requires less adjunct faculty. In the 8 nursing core courses there were approximately 16 adjunct faculty working at varying load and 10 full time faculty all working at varying overload.

Student Evaluations 2013/2014: Evaluations are based on 3 categories, Theory, Clinical, and Resources in all 4 semesters of the program. Graphs of all categories and questions pertaining to those categories are in documents. Students consistently rated 3 semesters above average in all areas. The one semester that rated below average is addressed in the improvement needed section.

Academic Quality: The Nursing Program believes in teaching techniques that honor the learning needs and preferences of the individual. The faculty expectation is to follow the program philosophy of presenting course information in a variety of methods and reinforcing that information with practices when ever possible.

Student Success: The program's average attrition rate is partially due to an ongoing assessment program purchased by the program and the student, Assessment Technology Institute ATI. The ATI program provides the student an assessment of their knowledge, remediation plans, and other resources to reinforce both theory and clinical instruction. The ATI comprehensive predictor exam administered at the end of the Nursing Program provides the student with a predictability percentage score of their chances of passing the National Council Licensure Examination (NCLEX) exam as well as a remediation plan for test preparation.

Resource Efficiency: The Nursing Program has been partially supported by grant monies that provided a part time secretary, skill lab supplies, ATI purchases, skill lab nursing instructors, Nursing Program academic counselor, and faculty development. At the conclusion of this academic year the grants expires. Plans and interventions are in the process to accommodate some of these changes. We will no longer have a part time secretary or Nursing Program academic counselor. The skill lab instructors will be classified as adjunct, with a reduction of hours available to students, deletion of Friday afternoon open skills lab due to underutilization by the students. The students will now be responsible financially to register with American Data Bank to track all personal immunizations and required documentation required to be in the nursing program. This on-line program will provide more time for the administration assistant to do other duties instead of tracking all student required documentation.

Internal Relations: Many of the full time faculty are members and attend campus committees representing the Nursing Program and also inform the nursing faculty of the current topics and processes of these committees. The COS committees that include a nursing faculty are: Curriculum, Distance Education, Academic Senate, Instructional Council, FEC, Outcomes and Assessment, and Budget (administrative assistant)

External Relations: The Nursing Program partners with multiple clinical sites for instruction in the community, Kaweah Delta Medical Center, Tulare District Medical Center, and Adventist Health Hospital. The clinical placements are coordinated by the San Joaquin Nursing Education Consortium which is a computerized clinical placement program for all the hospitals and nursing programs in the region. The Nursing Program also is a member and hosts the annual Advisory Board. Members include representatives of the hospitals and other nursing programs in the community. The Nursing Program also has an affiliation with the Health Workforce Initiative. One of the benefits of this affiliation is access to continual education units required for RN licensure at no cost to the faculty.
Faculty Growth Template Summary - The FTES for 2013-1014 has dropped due our decreased enrollment in response to state budget requirements and the RN job availability in the area. The program is focused on the needs of the community as our program also reflects these needs by meeting industry demands. The success rate of the program continues to remain high at 95%. The efficiency (E-WSCH) however is 280 in productivity as the state goal is 525 productivity. Our number may appear we are not efficient but this is due to the design of our classes by state mandate. The efficiency goal of 525 is not met in the nursing program due to the small lab ratio of faculty to students 1:10. Each semester has a class of 40 students divided into 4 groups of a clinical lab with 1 instructor per lab (10 students). The program has a total of eight core (required) courses which are all designed in the same pattern. Therefore it is virtually impossible to meet the state goal of 525 productivity in the efficiency category and also meet the Board of Registered Nursing state mandates.

Certified Nurse Assistant (CNA) Program

Course Success Rates: The CNA program has a high success rate Fall 2013 - 93% program pass rate and in Spring 2014 - 86% program pass rate. Upon completion of the program the students are eligible to take the state certification exam. The fall semester had a total of 78% of the class take the exam and passed. In the spring semester 38% of the class took the exam and passed. Information and data of students that took the exam and failed is not available to COS.

Resource Efficiency: The CNA program has a low teacher/student ratio, 15-1 as mandated by the state, and does not require any additional instructors. The program also utilizes the Allied Skill Lab that is also shared with the EMT, PT, and PTA programs. Equipment and supplies are shared by the allied health division.

Enrollment Patterns: The program (1 course) accepts a maximum of 15 students per semester. Fall 2013 only had 14 as 1 student withdrew the course the 1st week of the course. The course always fills up with a wait list.

Workload Measures: The program is taught by one adjunct instructor. The program consists of a lecture and a lab. The program is structured for student learning in theory, instructor demonstration, student participation, and student skill demonstration. The students then progress to the clinical sites for patient care also taught by the same instructor. The theory hours and clinical hours required by the students are also mandated by the state.

Academic Quality: The CNA program prepares the student as an entry-level worker, providing basic nursing care to patients in acute care and long-term care settings by presenting course information in a variety of methods and reinforcing that information with practices when ever possible.

Student Success: The CNA program's attrition rate is extremely low with a very high completion rate. An average of the two semesters is 91% of the students successfully completed the certificate program.

Internal Relations: The CNA adjunct instructor is part of the COS nursing division and has access and invited to all the division meetings.

External Relations: The CNA program is part of the annual Advisory Board including RN nursing faculty and representatives of the hospitals and other nursing programs in the region.

What improvements are needed?:

1. Improvement in the program's NCLEX exam results. In the academic year 2012/2013 the pass rate was 88%. In the academic year 2013/2014 the NCLEX rate was 76.15%. There have been 109 first time NCLEX takers, 83 have passed, 26 have failed (documents). There are a couple of factors that contributed to this dramatic change, a more difficult NCLEX test plan, and new BRN software called BreEze that developed a glitch and delayed the graduating class of 12/2013 in taking their exam from 3 months and more. A third reason that may have contributed is two of our semesters are being taught by adjunct instructors, Perinatal 100% as of November 2013, Intermediate Med-Surg approximately 75% for both Fall and Spring semesters.

2. Another improvement that is needed is a revision of our multi-criteria admission tool. It became evident by the fundamentals instructors that the students in the last academic year were not performing at the same level as students that were accepted into the program by GPA only. The data used to analyze the instructor's observations was the ATI protoced Fundamentals assessment. The Fall semester students scored lower than the students who had taken the same exam using the previous admission policy. The Spring semester students even score lower and well below the national mean. In review of the multi criteria tool it was suspected that awarding 15 points for taking pre-requisites at COS might have contributed as these points do not equate to a better student. This suspicion was also analyzed. There was little difference in the Fall semester students, those that received the 15 points averaged a score of 66.84% and those that did not receive the 15 points and averaged a score of 66.66%. However in the Spring class the students that received the 15 points averaged 55.20% well below the national average and very low on the ATI proficiency level. The students that did not receive the 15 points scored 64.80% above the national average (documents). The improvement required is to revise the point system on the multi criteria tool or revert back to the previous admission policy of GPA only. Unfortunately these students will progress through the program and if they do not improve in proficiency this will contribute to the first improvement needed, NCLEX pass rate.

3. Improvements based on Student Evaluations: The theory portion of the student evaluation for the Spring 2014 semester supports the improvements identified in the program review. The first and third semester rated the lowest in theory component of student evaluation. The reason suspected for the first semester class is the new admission criteria policy which may be contributing to students being admitted with lower GPAs. The probable cause for the theory component of the third semester a new adjunct instructor. The evaluation of the clinical component in 3rd semester also rated very low. The cause is thought to be the absence of a full time nursing instructor, the semester was taught 75% with adjunct. This percentage conflicts with the Board of Registered Nursing statement on faculty CCR
sections 1424(g) and 1425 (documents). The policy statement requires the majority of the faculty should be full-time. It is evident that a 3rd semester full time nursing faculty in both theory and clinical needs to be in this course.

In 2014 the program added student success under resources. The students rated this resource the lowest in use. This mostly is due to only the struggling students are referred to student success and not designed for all students to utilize.

Redesigning student success to include opportunities for all students to improve their knowledge, tutoring and assignments for struggling students and mentoring activities for successful students.

4. ATI resources and assessment testing. Increase consistency among faculty for incorporating ATI into final grades.

Certified Nurse Assistant (CNA) Program

An improvement needed is to develop an evaluation process for student satisfaction of the CNA program. In this process a survey is needed to determine why an increase number of students are not taking the certifying exam. It is suspected that many of the students are taking the course to obtain an increase number of points on the application process for the RN program as well as an admission requirement for the LVN program. If this is the reason then these students would not need to take the certifying exam. This evaluation process would provide needed data to analyze this suspicion.

Describe any external opportunities or challenges:

An external clinical challenge is the primary clinical site for training. The facility has recently restricted students from accessing the medication dispensing unit as well as administering medications with their assigned RN. This change occurred without any supporting data to initiate the need for this change. This challenge has created difficulty in meeting the clinical objective of proficient medication administration. Basically the students are not getting enough practice in their clinical site with actual patients. This challenge has been addressed with the facility and supported by the Board of Registered Nursing without any success of change by this facility.

Certified Nursing Assistant (CNA) Program

None Identified

Overall Outcome Achievement:
The Nursing Program has 8 SLOs that are the same in each nursing core course. All 8 SLOs are assessed by the instructors of those courses every semester following convocation and the division faculty meeting. The data obtained to assess these outcomes are the results of the Assessment Technology Institute (ATI) exams taken by all students in all semesters that measures their competency in course knowledge to college benchmarks as well as national benchmarks. Other data utilized are the patient care plans that measure the students ability to critically think and their performance in the clinical setting that measures psychomotor skills and patient safety. Almost all of the goals were met by the instructors requiring 100% success. The areas that consistently had goals not met by 100% were safety by a student that resulted in a clinical error and a few rewrites of their clinical care plan that measured critical thinking.

Changes based on outcome achievement:
Based on outcome achievement the instructors assigned remediation plans for students who did not reach the required benchmarks on their ATI exams. The faculty also allowed students to rewrite patient care plans resulting in a higher level of critical thinking. Students that needed to improve their psychomotor skills were issued a skill lab referral for practice and competency. Students who had clinical errors resulting in unsafe patient care were assessed and either put on a clinical remediation plan or failed with the opportunity to return to the program according to the re-entry RN program policy.

Certified Nurse Assistant (CNA) Program

All outcomes in the CNA program have been met by the goals that are set, in fact they greatly exceed the goals. Discussion on possibly increasing the benchmark of the goals by a success rate greater than 70% is being planned. No changes to the course, objectives, or teaching strategies are needed.

Outcome cycle evaluation:
The cycle for outcome assessment is every year. The entire faculty participate in tracdat outcome assessments by the start of the next academic year, usually during flex day as outcome assessment is scheduled into the agenda (attach each course tracdat printout in Documents section)

Certified Nurse Assistant (CNA) Program

The assessment cycle is the same as the RN program assessment cycle

Action: Nursing Program Student Success and Satisfaction

Improve NCLEX pass rates by 5% (81% pass rate) and increase student satisfaction in the 3rd semester to be consistent with the entire program


Start Date: 08/06/2014
Completion Date: 08/18/2015
Status: New Action

Identify related course/program outcomes: teaching, application of legal, ethical and professional practices.

Person(s) Responsible (Name) Terri Paden, Division Chair Allied Health, Assistant Director of Nursing
Rationale (With supporting data): Student evaluations in Documents supporting the need for improvement in the 3rd semester. Recent reduction in NCLEX results 88.71% for the academic year 2012-2013, 75.70% in the academic year 2013-2014. The 3rd semester FTE = 2.0. Spring of 2014 full time faculty taught 0.5 FTE with 1.5 FTE taught by adjunct. The Board of Registered Nursing recommends a majority of the faculty should be full-time.

Priority: High
Safety Issue: No
External Mandate: Yes

Mandate Explanation: In accordance with CCR Sections 1424(g) and 1425

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### Add Resource Request for Action

<table>
<thead>
<tr>
<th>Resource Description</th>
<th>Why is this resource required for this action?</th>
<th>Notes (optional)</th>
<th>Active</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time tenured tract instructor</td>
<td>The resource is requested to replace a recent retired nursing instructor in the 3rd semester medical surgical nursing course. A full time faculty assigned to this semester will provide continuity in theory and clinical instruction. The result will reduce the use of multiple adjunct instructors and improve student learning and satisfaction</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

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**Resource Type:** Faculty - New/Replacement

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**Action: Admission Criteria Policy revision**

The Admission Criteria Form will reflect the best applicant for the RN program.

**Implementation Timeline:** 2014 - 2015
- **Start Date:** 08/08/2014
- **Completion Date:** 08/18/2015
- **Status:** New Action

**Identify related course/program outcomes:** The acceptance of a qualified nursing student will promote success in all the program outcomes related to caring, safety, psychomotor, critical thinking, health teaching, application of legal, ethical and professional practices.

**Person(s) Responsible (Name and Position):** Terri Paden, Assistant Director, Division Chair Allied Health

**Rationale (With supporting data):** Students accepted into the nursing program with the new Multi-Criteria policy are scoring lower on their ATI exams than students that were accepted into the program by GPA only and also students that did not receive the 15 points for taking their pre-requisites at COS.

**Priority:** High
**Safety Issue:** No
**External Mandate:** No

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**Action: Student Success**

Maintain and contribute to high student success in the Registered Nursing Program. The division will apply for VTEA funds to purchase additional resources for nursing students, ATI materials (testing and learning modules). See documents.

**Implementation Timeline:** 2014 - 2015
- **Start Date:** 08/11/2014
- **Completion Date:** 05/22/2015
- **Status:** New Action

**Identify related course/program outcomes:**
1. Safety - comprehend safety in nursing care to assist the client to promote, maintain, or restore an optimal level of well-being
2. Critical Thinking - comprehend critical thinking in applying the nursing process to manage client care
3. Health Teaching - comprehend the principles of health teaching when promoting wellness
4. Growth, Development, and Adaptation - comprehend the principles that will result in optimal well-being
5. Legal, Ethical, and Professional Practices - comprehend the practices while acting as client advocate in providing nursing care to a diverse population

**Person(s) Responsible (Name and Position):** Terri Paden, Nursing Instructor, Division Chair
Action: Certified Nursing Assistant (CNA) Program  Program Evaluation by Student

Will evaluate the student satisfaction of the CNA program and assess the personal goals of the students who completed the program.

**Implementation Timeline:** 2014 - 2015
  - **Start Date:** 09/02/2014
  - **Completion Date:** 05/20/2015

**Person(s) Responsible** (Name and Position):
- Terri Paden Assistant Director of Nursing and Division Chair of Allied Health

**Rationale (With supporting data):** The data to support the evaluation of student satisfaction and personal goals is to determine the cause of the decrease in students taking the state certifying exam from 78% in Fall 2013 to 38% in Spring 2014 following the completion of the CNA program. This action is also needed to complete the program review in the Student Evaluations section.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No