Comprehensive Program Review Report

Program Review - Nursing

Program Summary

2021-2022

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What are the strengths of your area?: RN Program Strengths:

Student Success: The Nursing Program has a high success rate with almost all the students completing the program. During the academic year of 2020-2021 the program had a total of 182 students enrolled in the Fall semester with 48 graduates and 174 total students in the Spring semester with 44 graduates. Students that did not complete the program either withdrew for personal reasons (health and financial), difficulties related to the COVID Pandemic or clinical course failure (program rigor). A variety of support services within the program and the provision that students with one academic failure can repeat that course upon faculty recommendation contribute to our programs low attrition rate and high student success. During the 2020-2021 academic year students were given the option to apply for an Excused Withdrawal "EW" so that students could withdraw from their courses without penalty. In the academic year 2020-2021 no students failed their second attempt in the program. There were 6 withdraws for reasons other than academics. The RN program attrition rate for 2020-2021 was 12.82% which is higher than the attrition rate of 6.4% reported for 2019-2020 and is above the 2018-2019 state average for ADN programs of 10.5%. The 2018-2019 Board of Registered Nursing data is the most current state attrition rate data available. There is currently no state data related to attrition rates since the COVID pandemic ensued. The course success rate for the core nursing courses in the nursing program ranges from 99-100%. The nursing course with the lowest success rate is NURS 256, with a success rate of 84% for the 2020-2021 academic year. NURS 256 is offered for both college students and as a dual enrollment course available to area high schools. The High School students are not always prepared to meet the rigor of a college online course. Another influencing factor for 2020-2021 was the COVID pandemic. The RN program pass rate for 2020-2021 was 87.85% on the National Council Licensure Examination (NCLEX) exam (The NCLEX is the licensing exam that graduates from the Registered Nursing Program need to take after graduation to be licensed as a Registered Nurse). This figure is 6.47% lower than the pass rate of 94.25% reported for the 2019-2020 academic year. Some of the decrease in pass rates may be attributed to the fact that some of the students could not sit for the NCLEX exam for multiple months after graduation due to COVID restrictions at testing locations. The continued success of the program appears to be due to the number of experienced and conscientious full-time tenure track faculty, pre-admission counseling, low faculty to student ratio (10:1) in the clinical areas, skills and computer lab access (for practice remediation and review), skills lab adjunct that assist students with math, care planning and skills, and all instructors utilizing the RN program Student Success Program for students at risk for failure, struggling with nursing concepts and content, needing to develop study strategies, or having psycho-social issues. The students can voluntarily arrange an appointment with the student success instructor or can be referred to the student success instructor, if identified as being an at-risk-student, for assistance. The faculty of the RN program accommodates the learning and testing needs of students that use the the Access and Ability Center. During the 2020-2021 academic year faculty made every attempt to follow student AAC accommodations when courses were diverted to an online/hybrid format as a result of COVID restrictions. The 3rd and 4th semester faculty have also been continued to integrate an ongoing assessment tool, Assessment Technology Institute (ATI) for their course preparation, instruction and reinforcement. The ATI program purchased by students and grant funds provides the nursing student with assessments of their current knowledge level. ATI provides individualized remediation plans to support student success in achieving the COS RN program outcomes. ATI guides the student by using supplementary resources such as case scenarios to reinforce theory and clinical instruction and ATI live review after program completion prior to sitting for the NCLEX exam. The ATI products are being phased out as the new Concept-Based Curriculum (CBC) is rolled out. A comprehensive predictor of students ability to pass the NCLEX will still be used in the 4th semester of the new curriculum starting in Spring 2022. All faculty also have access to KeithRN products that provide a lot of faculty products that can be used in the classroom, such as unfolding case studies that support students development of clinical reasoning and judgment. KeithRN also has support that nursing faculty can use to help them with their teaching and for professional development. Enhancing student development

in clinical reasoning and judgment will be imperative to students that will be taking the next updated version of the NCLEX exam. Students that complete the RN program are eligible to sit for the NCLEX exam.

Enrollment Patterns: The program continues to accept 40 generic students a semester and an additional cohort of 10 LVN students was added for both the fall and spring semesters. Students who have completed the required prerequisite courses with a minimum 2.5 GPA and have taken the TEAS test (entrance exam) are then qualified to apply for the program. The selection process for acceptance is determined using the Multi-Criteria Admission Tool (documents), which is based on a 100-point system. The average point spread scored on the Multi-Criteria Admission Tool for acceptance for the 2020-2021 academic year was 69.8 -84.2 points for generic students and 47.6 - 71.1 for LVN-RN applicants. There were a total of 720 generic student applications and 40 LVN-RN applications for the 2020-2021academic year. The LVN-RN students are admitted in to the 2nd semester of the program.

During the 2020-2021 academic year there was an emphasis place on student equity and diversity. The Success Dashboard for the Nursing Program illustrates that the diversity of the COS Nursing Program closely reflects the diversity of the COS student population. The success rate for race/ethnicity for 2020-2021 range from 88.9% to 94.7% for students who have an identified race/ethnicity and 100% for those students whose race/ethnicity are unknown. The lowest success rate for students with an identified ethnicity/race was African-American students at 88.9% and the highest success rate for students with an identified ethnicity/race was Asian students at 96.0%. (see Success and Enrollment document in documents). The Nursing Program had our faculty hiring committee questions and a sample of a Nursing course syllabus reviewed by co-chair of the Equity, Diversity, and Action Committee to ensure that our practices support equity and diversity practices. Some members of the nursing faculty also attended webinars related to equity and diversity in nursing as well as COS and state led "Call to Action" webinars. Faculty also reviewed articles and scholarly briefs on topics such as racelighting, microagression, and microresistance. At the end of the Spring 2021 semester, division faculty were provided 2 books for summer reading (optional) that support DEI: "The Resilient Educator: Empowering Teachers to Overcome Burnout and Redefine Success." and "Relationship Rich Education".

 Workload Measures: The RN "old" program has eight core nursing courses ranging from 3 to 11 units. The new CBC nursing program has 10 core nursing courses ranging from 2-7 units. All the core nursing courses have a lab (clinical/simulation) component associated with them with the exception of NURS 123 of the CBC curriculum which is a critical thinking /clinical judgement in nursing course an is a foundational course. The optimal student instruction occurs when the theory instructor also teaches in the clinical setting. This continuity of instruction is preferred to promote student learning and reinforces content recently taught in the classroom. The program hired two full-time tenure tract nursing faculty (Advanced Med-Surg and Pediatric) during Spring/Summer 2021 to replace faculty that had resigned or retired, giving the program a total of 12 full-time faculty to start the 2021-2022 academic year. Having 12 full-time nursing faculty provides the optimal full-time faculty/student ratio in both the theory and clinical components of all the courses except pediatrics. Full-time faculty all carry a full load of core nursing course units and some overload. The adjunct faculty consists of 13 adjunct faculty.

Student Evaluations 2020-2021: Evaluations are based on 3 categories, Theory, Clinical, and Resources in all 4 semesters of the program. Graphs of all categories and the evaluation questions pertaining to those categories that the students have responded to are in the Summary of Program Effectiveness pages --- in the documents. Evaluations are delivered through Survey Monkey and based on a 5-point Likert Scale. The evaluation data analysis is summarized in a narrative followed by course faculty review responding with a development of plan of action.

Academic Quality: A Nurse Educator is a nursing specialty supported by the National League of Nursing (NLN). The NLN Core Competencies for Academic Nurse Educators defined by the NLN are as follows:

1. Facilitate learning
2. Facilitate learner development and socialization
3. Use assessment and evaluation strategies
4. Participate in curriculum design and evaluation of program outcomes
5. Function as a change agent and leader
6. Pursue continuous quality improvement in the nurse educator role
7. Engage in scholarship
8. Function within the educational environment

The nursing program faculty continually assess, evaluate and implement needed changes and improvements to optimize student learning and success. This process is the foundation of nursing the faculty have been practicing from the beginning of their careers and is now transferred to the students in their clinical education.

In addition to professional standards and years of nursing experience most of the Nursing Faculty attend conferences related to nursing education during the Winter and Summer breaks. Most of the faculty have attended conferences/webinars related to concept-based teaching, simulation, online teaching strategies, and conferences/webinars related to their nursing areas of expertise in order to prepare for teaching a CBC. At the end of the Spring 2020 semester most of the full-time nursing faculty participated in webinars related to the topics of teaching students for success on the next generation NCLEX, teaching to enhance student clinical judgment, and the best practices for writing test items for CBC. All Full-Time Nursing faculty and some of the adjunct nursing faculty have completed training for teaching online or in a hybrid format during the 2020-2021 academic year so that theory instruction could be moved to an online modality if needed as a result of changes related to COVID guidelines.

Resource Efficiency: The Nursing Program is a CTE program that qualifies for VTEA grant money. In addition to VTEA funds the program also has secured funding through Strong Workforce Grants, Song Brown Grant, donations from a private benefactor, and financial resources provided by one of our clinical partners. Much of this funding has been spent on resources to support student success in the program as well as prep materials for the NCLEX, faculty support materials for teaching the CBC, faculty professional development, and instructional materials. During 2020-2021 the program has also benefitted from CARES relief funds that helped with purchasing additional PPE (so students could attend clinical, as our healthcare partners were unable to provide PPE for students) , virtual simulation products (needed due to limitations on student clinical placement placed by clinical partners as a result of COVID) and pay for 0.8 faculty reassign time for a 3-semester simulation faculty position(supporting the integration of simulation throughout the CBC and for the development of the 4th semester capstone course that incorporates 2 units of simulation. The Money donated from the private benefactor helps to support the development and facilitation of the simulation lab. Resource efficiency is always low attributed to our Faculty/Student ratio in the clinical setting of 1:10. This ratio and limit of students in a clinical setting is a mandate by Board of Registered Nursing.

Faculty Growth Template Summary: The FTES for 2020-2021 was 349.06 which is lower than the FTES for the previous year of 362.78. The program has always focused on the needs of the community by meeting industry demands. The community nursing needs have steadily increased in the last two years. The efficiency of the nursing program (FTES/FTEF) is 8.01 which is far below the target ratio of 17.5. It would appear that we are not efficient, but this is due to the design of our classes by state mandate. Each semester has a class of 40-50 students divided into 4-5 groups of a clinical lab with 1 instructor per 10 clinical lab students. The old curriculum has a total of eight core (required) courses and the new curriculum has 9 core courses which are all designed in the same pattern. Therefore, it is virtually impossible to meet the state goal productivity value in the efficiency (FTES/FTEF) category and also meet the requirements and mandates of the Board of Registered Nursing.

C.N.A. Program Strengths:
The Certified Nurse Assistant (CNA) Program consistently has a high success rate and is in high demand, course offerings fill immediately when registration opens with a waitlist. The CNA program increased its course offerings to meet student and workforce demand. Four sections were offered in the Fall 2019 semester, 5 sections were offered in the Spring 2020 semester, and 1 section is offered during the Summer. The Fall 2019 semester had a total of 55 students with 97% completers. One student received an F and another student withdrew from the course. The Spring 2019 semester had a total of 71 students with 89% completers. 5 students obtained an incomplete due to insufficient clinical hours. 3 students obtained an EW due to COVID-19 pandemic. A major reason students were unable to complete their Spring semester was due to clinical sites shutting down because of COVID-19. The Summer 2020 was unable to take place due to lack of clinical sites with the COVID-19 pandemic. The students registered for the Summer class were brought forward to the Fall 2020 semester. Their class is currently in progress. The students who successfully completed the course are eligible to sit for the state certifying exam. To assist students with their certification testing, COS is certified as a testing site under National Nurse Assistant Training and Assessment Program (NNAAP) and falls into the Northern Testing Center and host through the Regional Testing Center. Due to the current COVID-19 pandemic, for the Spring 2020 semester, students have been unable to take their certification exam. For the Fall 2019 semester, Students were able to test but because of COVID-19 Pandemic results could not be obtained at this time.

Resource Efficiency: The CNA program has a low teacher/student ratio, 15:1 as mandated by the state. A full-time tenure track faculty was hired for the CNA Program at the end of the Spring 2020 to help meet the staffing needs associated with having additional course offerings. This position was partially funded with funds through a HWI grant. The program utilizes the Allied Skills Lab that is also shared with the EMT, Pharmacy Tech, and PT programs.
Enrollment Patterns: The program (each course) accepts a maximum of 15 students per section with 9 sections being offered during 2019-2020 year. All sections provided were filled with students on the waitlist to be enrolled if a student should drop the class prior to the start of the course (Fall-7 students and Spring-12 students).
Workload Measures: The program is taught by one full-time faculty and one adjunct faculty. The course/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. The number of theory hours and clinical hours required by the students are mandated by the state.

Student Evaluations 2019-2020:
Student evaluations has recently been implemented in this program. Students take a five questions survey concluding each semester. Responses are based on a Likert Scale except for question 1 which asked the student's goal for taking the course. Students responses were summarized and can be found in the document repository for 2019-2020 Student Survey.

Internal Relations: The CNA instructors are part of the COS nursing division and are invited to all the division meetings and advisory meetings.
External Relations: The CNA program is part of the annual Registered Nursing Advisory Board including RN nursing faculty and representatives of the hospitals and other nursing programs in the region. (See document repository for Advisory Board minutes)
This year we are creating a separate advisory board from the Registered Nurse Program. We will include our clinical partners in hopes of establishing strong working relationships with our clinical sites further strengthening our CNA program.

What improvements are needed?: RN Program Improvements Needed:
1. Continually improving student success and NCLEX pass rate.
The program's attrition rate increased from 6.4% to 12.82% for 2020-2021. This is above the most recent state average data available for ADN programs (2018-2019 data) , which is 10.5%. Division tracking of attrition over the 2020-2021 academic year showed that the increase in attrition was related primarily to personal reasons (health, family and financial), circumstances related to COVID and clinical course failure (program rigor). The current 2020-2021 National Council Licensure Examination for Registered Nurses (NCLEX) pass rate for the program is 87.85%. This figure is lower than the pass rate reported from last year 2019-2020 of 94.32%. Some of the decrease in percentage of students passing the NCLEX exam on their first attempt can be attributed to students that were unable to complete the program within the same academic year of expected completion and delays in students being able to take the NCLEX exam related to the COVID-19 Pandemic. A grant funded part-time/adjunct counselor for the Nursing and Allied Health Division was hired at the end of 2018-2019 to provide student counseling and support student success.
(see RN Program Summary of Program Effectiveness in Document Repository)

2. Simulation Lab
Simulation in nursing education has provided a solution for limited clinical sites as well as meeting the increased need for scenario based learning. Simulation offers the students the opportunity to learn in situations that are comparable to actual patient encounters in a controlled learning environment that promotes critical thinking, clinical judgement and helps to ensure patient safety. The National Council of State Boards of Nursing (2019) defined clinical judgement as " the observed outcome of critical thinking and decision making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern and generate the best possible evidence-based solutions in order to deliver safe client care". The next generation National Council Licensure Examination (NCLEX) exam format is scheduled to be initiated in 2023 and will have a greater emphasis on measuring the students ability to make appropriate clinical judgements. In simulation, students are able to transfer classroom knowledge to realistic patient scenarios meeting the required SLOs and clinical hours mandated by the California Board of Registered Nursing. Studies have shown that the use of high-fidelity simulation has led to significant improvements in students problem-solving, critical thinking, clinical judgement, and clinical competence. The skill lab currently has low, medium, and high-fidelity simulators that are underutilized due to lack of a simulation program and oversight, limitations of simulation room layout , lack of simulation lab support staff, technological challenges, and the requirement for additional faculty training. In the report of findings from the continuing approval visit by the Nurse Education Consultant (NEC) for the Board of Registered Nursing at the end of 2017 there was a recommendation to "Evaluate sufficiency of resources specific to simulation (technology) including but not limited to physical space, support staff, and support services to optimize the use of simulation in the students learning experience".
    a) In order to provide students with a training environment that supports simulation and provides learners with the physical space to promote fidelity, encourage active learning, support students clinical judgement, and support repetitive practice and reflection while meeting the International Nursing Association for Clinical Simulation and Learning (INACSL), National League for Nursing (NLN) & National Council of State Boards of Nursing (NCSBN) Standards and Recommendations for Best Practices in Simulation. The majority of the initial (Phase 1) renovation and expansion of the simulation lab space was completed in the summer 2020:
        1. Simulation lab space was divided into 2 individual rooms (Initially one of these rooms will function as a debriefing area and as the integration of simulation in the program grows, and additional area for debriefing will need to be developed
        (Phase 2) so that both of the current rooms can be used for facilitating student simulations).
        2. The control room and storage space construction.
        3. Initially, a section of the skills lab, a classroom, or the debriefing area will need to be used for pre-brief. (Phase 2-

development of a designated pre-brief area).
The remaining (Phase 1) renovation will be completed during the Fall 2020 semester.

     b) Part-time Simulation Lab Technician - Hiring for this position was moved back and is planned for the end of the fall 2021. This position is initially being funded through Strong Workforce funding. The International Nursing Association for Clinical Simulation and Learning (INACSL) & National Council of State Boards of Nursing Standards and Recommendations for Best Practices in Simulation both address the need for having a simulation technician whose primary duties include but not limited to: support daily operations of the Simulation lab; maintain human simulators and lab equipment; preform pre-simulation activities and execute the simulation experience. The new nursing curriculum has 2 new simulation courses that Incorporate simulation as a continual thread. Simulation in nursing provides a solution for limited clinical sites and offers students the opportunity to learn in situations that are comparable to actual patient encounters in a controlled learning environment. Students are then able to transfer classroom knowledge to realistic patient scenarios meeting the required SLOs and mandated clinical hours.

     c) Simulation Faculty - This position was approved by senior management and COSTA at 0.8 reassign time for 3 semesters (Fall 2020 thru Fall 2021). Position has been filled and position is being funded through CARES funding (See Job description and MOU). Starting Spring 2022 this position will be allotted 0.6 reassign time (see job description in documents)
The NCSBN guidelines specify that there is a need for a qualified lead faculty (Simulation Coordinator/Educator position) to oversee and be involved with the simulation lab development; policies and procedure creation, oversight, revision and evaluation that follow INACSL Standards of best practice; chair the Simulation Committee; design job descriptions; simulation oversight and management of schedule; maintain and manage financial resources; design and development of simulation scenarios to meet student needs; facilitate simulations for Transitions to Nursing and Concepts of Adult Health 3 courses; use evaluative feedback for quality improvement; provide faculty education and professional development.

     d) Faculty development/training in simulation pedagogy and the use of a theory-based debriefing. This is required to prepare competent simulation faculty and ensure the consistency across the programs that use simulation as a teaching tool.

     f) Electronic Medical Record (EMR)-The Quality and Safety Education for Nurses(QSEN) project have defined quality and safety competencies for nursing that identify the knowledge, skills, and attitudes to be developed in pre-licensure programs. Informatics is one of the QSEN competencies. This competency identifies that students should be able to apply technology and information management tools to support safe patient care, navigate the electronic health record, document and plan patient care in an electronic health record. Our students get limited exposure and access to documentation in electronic health records in the hospital setting. Hospital rules lessen the abilities of students to use computers and document patient care. If the nursing program had an electronic medical record for students to practice navigating, documenting, and planning patient care they would have an increased ability to navigate and manage a patient record, mitigate error and make better decisions related to safe patient-care. The EMR could be integrated into both theory and clinical and would help students to be more prepared for the work environment after graduation. (see Assessment and Recommendations for Nursing Simulation Program in the document repository).
During the Spring 2020 semester Nursing Director, Nursing and Allied Health Chair and COS IT Representatives met with Kaweah Delta IT and Education representatives on via zoom conference to see if it would be possible to get a copy of the Kaweah Cerner training shell so that our students can be trained on the Cerner EMR on campus. A follow-up meeting was to be scheduled but due to the COVID pandemic this item was put on hold. The Simulation Committee will follow up on this with Kaweah, evaluate program needs and look into other EMR products available that would meet the documentation needs to support student success.

3. Virtual Simulation Products
During 2020-2021 faculty required access to virtual products due to the COVID Pandemic, clinical partners denied students placement, denied clinical access to all or some units, and placed limitations on some clinical units that greatly reduced the numbers of students allowed to be present for clinical placements. In response to the COVID Pandemic clinical restrictions, the governor issued Executive Order N-39-20 and the Department of Consumer Affairs provided an order waiving restrictions on nursing student clinical hours. As a result the CA BRN increased the percentage of simulated clinical hours allowed to 50% for the Spring 2020 semester. The waivers and increase in simulated clinical experiences has been extended thru the end of Fall 2021. During the 2020-2021 academic year all nursing faculty needed to use some sort of virtual simulated product to support students with completing their required amount of clinical hours. The limitations and restrictions related to clinical placements, as described above, are expected to continue as a result of continuing concerns over the COVID virus variants.
Even prior to the COVID Pandemic, providing clinical placements and experiences that support students' development of clinical judgment and provide students with the education and experience necessary to become competent and autonomous professional nurse students has been getting more difficult due to limited clinical placements. Virtual simulation products provide students with patient experiences/ cases that can also be integrated into theory. Over the past 3 semesters many faculty have utilized virtual simulation products to provide students with simulated patient experiences in both clinical and theory to support student learning and clinical judgment.
Virtual patient simulations have been shown to be as effective as high-fidelity simulations as long as INACSL guidelines are followed (including a pre-brief and debrief in addition to the simulated experience). New research had shown that relevant

student learning outcomes are at least equal to those achieved in traditional clinical settings. The National Council for State Boards of Nursing (NCSBN) conducted a large-scale, nationwide, randomized study comparing educational outcomes between students groups where simulation was substituted for up to 50% of traditional clinical experiences (Hayden et al., 2014). Results showed that there were no significant differences in nursing knowledge, clinical competency, NCLEX pass rates, and overall readiness for professional practice when simulation was substituted for up to 50% of traditional clinical experiences. The NCSBN study also showed that the benefits of using simulation in lieu of traditional clinical hours in pre-licensure nursing programs expanded to their students' first clinical position as there were no significant differences in clinical competency and readiness for practice at six weeks, three months, and six months after graduation.

4. Laptop Computers and Rolling Charging Carts
The majority of nursing faculty have moved their course quizzes, midterms, and finals to online testing using the LMS. Although there are platforms such as Proctorio to help ensure the integrity of student online testing, students still have technical issues and these types of platforms still leave opportunities for students to cheat on exams. There are also privacy and equity issues associated with students having to have cameras on their computers and keeping the cameras on during the testing process. There is currently limited computer room availability to support all of the nursing faculty as well as the rest of the faculty in the division who use electronic testing. This will be further impacted as the Nursing Program continues to grow. This causes faculty difficulty with securing computers on campus to facilitate their testing. The provision of 100 laptops and 3 charging carts would provide students more support during testing and faculty more flexibility with scheduling ,facilitating computerized testing, and helping to ensure testing integrity. The faculty would be able to take a cart with laptops to an alternate room for testing if the computer lab was in use to facilitate in-person proctoring. Having this flexibility for online testing would be beneficial during times with restrictions such as the distancing requirements previously enacted due to the COVID-19 virus and for resolution of computer room scheduling conflicts for electronic testing (quizzes, midterms, and finals) when faculty are able to fully return to campus with face-to-face instruction.

C.N.A. Program Improvements Needed:
CNA According to the September 2020 Central Valley Labor Market Analysis for Certified Nursing Assistants and Home Health Aides, the C.N.A occupation is expected to grow over 13% in the next 5 years, with 1120 projected annual job openings and Home Health Aide occupation is expected to grow by 84% with 353 annual job openings. (See Report in document repository) Due to the present COVID-19 pandemic, healthcare workers are in high demand. Some projections suggest a need of 630,000 to 1 million front line healthcare workers in the next decade. Due to the very critical staffing shortages that are occurring presently, California has put a "emergency waiver" in place to allow students to work as Nursing Assistants in healthcare organizations. Actions on H.H.A. and R.N.A. courses are ongoing. We are still looking to develop these programs. Due to the challenges with the COVID 19 pandemic we have moved our focus to supporting our current students through their Certified Nursing Program.
1. Development of a Home Health Aide (H.H.A.) Training Program to help with meeting the expected community needs for this occupation. This program would be available to students who have completed a nurse aide training program and possess a nurse assistant certificate. Financial support for the development of this program comes from VTEA funding.
2. Development of a Rehabilitative Nurse Assistant course which introduces the C.N.A. to restorative care. This course will help to meet the market demands and will increase the student's skill set and give them more options in the job market. Financial support for the development of this course comes from VTEA funding.
3. In response to students' surveys, we are currently discussing a potential open skill lab time for the CNA program. Having an open skill lab for students will give students an opportunity to practice their skills prior to clinical practice. This will give instructors the opportunity to recommended additional skill lab time to students who are struggling with specific skills. Instructors will have the ability to include skill lab time in a student's plan of remediation during the semester. An open skill lab will give students the opportunity to become proficient in their state required skills, pass their clinical practicum and untimely their state certification exam. Having an open skill lab accessible to our CNA students will facilitate student learning outcome number 3.
4. At the beginning of each semester, collecting over 75 student's clinical clearance documentation is an overwhelming process for our Administrative Assistant. We offered an orientation day for students for an explanation of the process. Due to "remote courses" students were required to email all documentation to the Allied and Nursing Health office to verify and file. Starting next semester, we hope to facilitate this process by requiring students to purchase a complio subscription. This subscription will allow students to directly upload all their clinical requirements and verify the compliance. Students will then need to assure they stay compliant the entire semester. This tool allows to run reports to verify students clinical compliance. The purchase of this subscription will minimize the challenges we face every semester to clear students for their clinical practicum.

Describe any external opportunities or challenges.: RN Program Opportunities:
1. There has been an increase in demand for nursing hires in the community. When the demand for nurses increases the health care facilities often develop and institute opportunities for the student during their nursing education. The RN Program's largest

clinical partner has increased the number of Student Nurse aide and Student Nurse Intern positions on multiple nursing units in response to our recommendation and also the hospital's need for nurses. This allows the nursing students during in their second semester (SNA) or last semester (SNI) of training to work under the supervision of an RN doing patient care and advanced skills under the classification of unlicensed personnel. The student is paid an hourly wage, gains experience in patient care, and possible employment at the completion of the program and licensure.

2. Also related to the nursing shortage in the area are the opportunities to expand the program to meet the needs of the community. The increase of FTES is beneficial to the college. A clinical partner has provided financial resources to the program to increase the number of LVN to RN students. Strong Workforce funds has also provided funds to increase the LVN to RN students. For the 2020-2021 academic year the program added 16 LVN to RN students. Funds secured through Strong Workforce and one of the clinical partners. During the Nursing Advisory meeting our clinical partners again expressed that they would like COS to expand its program numbers to meet the community need. A task force was developed with members representing the COS Nursing Program and representatives from community partners as well as the Workforce Investment Board (WIB) to explore opportunities and efficacy of adding an additional night and weekend nursing program consisting of 20 students. This additional program would help support the need for additional nurses in our community and provide more opportunity for students who are interested in pursuing a career in nursing. The task force met multiple times in Spring/Summer 2021. The Director of the COS Nursing Program is currently working with the Nursing Executive Consultant (NEC) from the Board of Registered Nursing (BRN) to provide the needed documents required by the BRN in order to seek approval for the additional 20 students for the night and weekend program and an extension of the approval for the additional 10 LVN to RN students. If approved by the BRN, the additional night and weekend program will be supported with funds from community partners, the college, and the WIB.

3. A third advantage to the area's current nursing shortage is our graduates are finding employment immediately after graduation before they have taken their NCLEX exams.

RN Challenges:
1. Due to the continuing concerns over the COVID-19 virus , clinical partners denied students placement, denied clinical access to all or some units, and placed limitations on some clinical units that greatly reduced the numbers of students allowed to be present for clinical placements. In response to the COVID Pandemic clinical restrictions, the governor issued Executive Order N-39-20 and the Department of Consumer Affairs provided an order waiving restrictions on nursing student clinical hours. As a result the CA BRN increased the percentage of simulated clinical hours allowed to 50% for the Spring 2020 semester. The waivers and increase in simulated clinical experiences has been extended thru the end of Fall 2021.

2. COVID recommendations and restrictions on the COS campus continued to impact both students and faculty for 2020-2021. All courses were required to move to an online or hybrid mode of instruction. Students completed the semester with online lectures for theory, reduced clinical hours in the hospital at the bedside or other out of the hospital clinical experiences, and use of virtual simulation products to complete their required clinical hours. Many of the students also had additional challenges because of responsibilities and learning distractions (family members, children) that hampered learning in the home environment. a percentage of students also had difficulties with learning in an online or virtual format. In an effort to promote student success, the college offered students that were struggling with online learning the option to take an (EW) so the student could withdraw from the course and repeat the course without it affecting their GPA. Faculty members not familiar with using the CANVAS LMS to manage courses had to learn how to navigate, organize, manage and facilitate courses using the LMS. Faculty members had to re-format their lecture courses to be facilitated via Zoom and on the CANVAS LMS. All faculty members that were not certified to teach online needed to complete an online teaching certification course or an emergency online training course. Online and hybrid course instruction has been extended thru the Spring 2021 semester.

 C.N.A. Opportunities and Challenges:
For Spring 2020, there was a major external challenge for our Certified Nursing Program, COVID-19. In the middle of our clinical rotation (March), our clinical sites stopped allowing students into their facility due to the high risk of infection. CDPH released a waiver in late May allowing alternative platforms for meeting the required number of theory/clinical hours. Spring 2020 students completed their theory hours via a synchronous method. To meet their clinical hours, students returned to the skill lab in small groups. Their completion date for the Spring semester was in July 2020.
The Summer 2020 CNA was postponed to Fall 2020 due to the pandemic. Clinical facilitates continued to not allow students into their facilities in the summer semester.
Due to these unforeseen circumstances, students from Spring 2020 have not taken for their state certification exam. Testing sites in California have closed and are currently trialing a soft opening. We continue to be a testing site for NNAAP.
After months of collaboration, the CNA program and clinical partners created a proposal to bring students safely back into clinical. (See attachment).

Due to the high county infection rate of COVID-19, students are required to test for COVID-19 weekly. There were many challenges in obtaining COVID-19 tests for students weekly. Students were struggling with finding COVID-19 screening sites, appointment availability and obtaining results in a timely manner. Recently, we partnered up with BioCEPT, a COVID screening laboratory. Currently, we are testing our students weekly for COVID-19 to maintain clinical clearance. Our program will continue to follow recommended state guidelines for testing to align with clinical facilities.

Due to the COVID-19 pandemic and the abrupt educational transition to online learning, three students in the Spring semester withdrew due to extenuating circumstances (EW) from our CNA program.

Students have been given the opportunity to work as a nursing assistant without taking a certification exam. Students from the Spring semester are currently working as nursing assistants in various healthcare organizations. Currently, students have the opportunity of working in healthcare facilitates. This opportunity can maximize student clinical experience in this class and facilitate learning outcomes. Joining the workforce during this pandemic will give students a feeling of helping others and making a difference.

Overall SLO Achievement: Registered Nursing (RN) Program:
The old nursing program curriculum (currently in 2nd-4th semesters) has 8 core courses and the same 8 SLOs for each course (1. Caring, 2. Safety, 3. Critical Thinking, 4. Psychomotor, 5. Health Teaching, 6. Communication 7. Growth, Development and Adaptation, 8. Legal Ethical, and Professional Practice). The SLO's

In the new concept-based nursing program curriculum (currently in the 3rd semester) each course has varying numbers of SLO's that are individualized by course content and complexity.

The SLOs are semester leveled, meaning each semester's expectations of the student increase with complexity.
The faculty assess SLOs annually by various evaluation methods; classroom testing, clinical observation, student demonstration, written care plans, and ATI testing. The goal of the faculty is to have 100% of their students meet each SLO. Each course and every SLO consistently met the established goal of 100% success rate also reflective in the program success and attrition rates.
C.N.A. Program:
Certified Nurse Assistant (CNA) Program The full-time faculty of the CNA program are responsible in maintaining and updating the SLO evaluations of the program in accordance with college schedule.
Changes Based on SLO Achievement:
Overall PLO Achievement: Nursing is transitioning to a concept-based curriculum(CBC). For Fall 2021 the CBC is only in the 3rd semester. Assessing the overall PLO achievement will not be possible until the first cohort of students completes the program
Changes Based on PLO Achievement:
Outcome cycle evaluation: The college requirement for faculty SLO assessment is every 3 years. The Nursing Division faculty decided 3 years is too long to assess the SLOs for each of the classes as evaluation and improvement measures need to be identified and planned so the following semesters can benefit. At least 1 SLO is evaluated every year from every nursing core course but most faculty address all of the SLO's for their courses each year. The faculty participate in tracdat outcome assessments in the beginning of the academic year, usually during Dialog Day as outcome assessment is scheduled into the agenda.
This process of outcome evaluation will continue as the new Concept-based Curriculum (CBC) continues to roll out.
Related Documents:
ATTACHMENT A - Nursing Allocation.pdf
Nursing Advisory Committee Agenda.docx
Nursing Advisory Committee Minutes (Unapproved) 10.27.2020 (1).doc
Nursing and Allied Health.Equity info.docx
Success & Enrollments.pdf
VTEA Allocation Memo 21-22 (1).pdf
Program Review .pdf
Nursing LMI, 2021.pdf
ARRC 03152021 Minutes (1).doc
ARRC 09212020 Minutes.doc
FW. Waiver Extension Email docx.docx
CNA LMI, 2021.pdf
(Lap top and charging cart quote)cdwg, a. morris, nursing, pro. review, MJWC275.pdf

Action: 2021-2022 Facilitate Students Development of Clinical

Program Review - Nursing

Judgment and Provide Support to Meet the Board of Registered Nursing Clinical Hour Requirements Through the use of Virtual Patient Simulation Products

Purchase of virtual simulation products. (CARES, Strong Workforce)

Leave Blank:
Implementation Timeline: 2020 - 2021, 2021 - 2022
Leave Blank:
Leave Blank:
Identify related course/program outcomes: This action supports Nursing PLO's # 1,2,4, 5 and 6.
Person(s) Responsible (Name and Position): Jonna Schengel Associate Dean of Nursing and Allied Health, Anne Morris Chair of Nursing and Allied Health
Rationale (With supporting data): During 2020-2021 faculty required access to virtual products due to the COVID Pandemic, clinical partners denied students placement, denied clinical access to all or some units, and placed limitations on some clinical units that greatly reduced the numbers of students allowed to be present for clinical placements. In response to the COVID Pandemic clinical restrictions, the governor issued Executive Order N-39-20 and the Department of Consumer Affairs provided an order waiving restrictions on nursing student clinical hours. As a result the CA BRN increased the percentage of simulated clinical hours allowed to 50% for the Spring 2020 semester. All nursing faculty utilized some type of virtual simulation product during 2020-2021 to support students in completing the required amount of clinical hours. The waivers allowing for the increase in simulated clinical has been extended thru the end of through 12/31/21.
Even prior to the COVID Pandemic, providing clinical placements and experiences that support students' development of clinical judgment and provide students with the education and experience necessary to become competent and autonomous professional nurse students has been getting more difficult due to limited clinical placements. Virtual simulation products provide students with patient experiences/ cases that can also be integrated into theory. Over the past 3 semesters many faculty have utilized virtual simulation products to provide students with simulated patient experiences in both clinical and theory to support student learning and clinical judgment.
Virtual patient simulations have been shown to be as effective as high-fidelity simulations as long as INACSL guidelines are followed (including a pre-brief and debrief in addition to the simulated experience). New research had shown that relevant student learning outcomes are at least equal to those achieved in traditional clinical settings. The National Council for State Boards of Nursing (NCSBN) conducted a large-scale, nationwide, randomized study comparing educational outcomes between students groups where simulation was substituted for up to 50% of traditional clinical experiences (Hayden et al., 2014). Results showed that there were no significant differences in nursing knowledge, clinical competency, NCLEX pass rates, and overall readiness for professional practice when simulation was substituted for up to 50% of traditional clinical experiences. The NCSBN study also showed that the benefits of using simulation in lieu of traditional clinical hours in pre-licensure nursing programs expanded to their students' first clinical position as there were no significant differences in clinical competency and readiness for practice at six weeks, three months, and six months after graduation.
Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022   08/31/2021
Status: Continue Action Next Year
During 2020-2021 all nursing faculty used virtual simulation products in either theory or for clinical. Faculty used virtual simulation products to assist students in meeting the required hours of clinical. As a result of COVID restrictions, clinical placements were either greatly limiting the numbers of students allowed or were not allowing students. Limitations on student placements and numbers allowed at placements are expected to continue over 2021-2022
Impact on District Objectives/Unit Outcomes (Not Required):

Program Review - Nursing

Technology - Virtual Simulation Products (Active)

Why is this resource required for this action?: During 2020-2021 faculty required access to virtual products due to the COVID Pandemic, clinical partners denied students placement, denied clinical access to all or some units, and placed limitations on some clinical units that greatly reduced the numbers of students allowed to be present for clinical placements. In response to the COVID Pandemic clinical restrictions, the governor issued Executive Order N-39-20 and the Department of Consumer Affairs provided an order waiving restrictions on nursing student clinical hours. As a result the CA BRN increased the percentage of simulated clinical hours allowed to 50% through the Spring 2021 semester. The waivers for increasing the percentage of simulated clinical experiences (hours) has been extended thru the end of Fall 2021(12/31/21). During the 2020-2021 academic year all nursing faculty used some sort of virtual simulated product to support students with completing their required amount of clinical hours.

Even prior to the COVID Pandemic, providing clinical placements and experiences that support students' development of clinical judgment and provide students with the education and experience necessary to become competent and autonomous professional nurse students has been getting more difficult due to limited clinical placements. Virtual simulation products provide students with patient experiences/ cases that can also be integrated into theory. Over the past 3 semesters many faculty have utilized virtual simulation products to provide students with simulated patient experiences in both clinical and theory to support student learning and clinical judgment.

Virtual patient simulations have been shown to be as effective as high-fidelity simulations as long as INACSL guidelines are followed (including a pre-brief and debrief in addition to the simulated experience). New research had shown that relevant student learning outcomes are at least equal to those achieved in traditional clinical settings. The National Council for State Boards of Nursing (NCSBN) conducted a large-scale, nationwide, randomized study comparing educational outcomes between students groups where simulation was substituted for up to 50% of traditional clinical experiences (Hayden et al., 2014). Results showed that there were no significant differences in nursing knowledge, clinical competency, NCLEX pass rates, and overall readiness for professional practice when simulation was substituted for up to 50% of traditional clinical experiences. The NCSBN study also showed that the benefits of using simulation in lieu of traditional clinical hours in pre-licensure nursing programs expanded to their students' first clinical position as there were no significant differences in clinical competency and readiness for practice at six weeks, three months, and six months after graduation.

Notes (optional): CARES funding, Strong Workforce funding

Cost of Request (Nothing will be funded over the amount listed.):

Related Documents:

[BRN clinical_hours.pdf](#)

[FW. Waiver Extension Email docx.docx](#)

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

District Objectives: 2021-2025

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

Action: 2021-2022 Improve Student Equity and Access for Online Testing on Campus

Purchase 100 laptops and 3 charging (CARES Funding)

Leave Blank:

Implementation Timeline: 2021 - 2022

Leave Blank:

Program Review - Nursing

Leave Blank:
Identify related course/program outcomes:
Person(s) Responsible (Name and Position): Jonna Schengel Associate Dean of Nursing and Allied Health, Anne Morris Chair of Nursing and Allied Health
Rationale (With supporting data): The majority of nursing faculty have moved their course quizzes, midterms, and finals to online testing using the LMS. Although there are platforms such as Proctorio to help ensure the integrity of student online testing, students still have technical issues and these types of platforms still leave opportunities for students to cheat on exams. There are also privacy and equity issues associated with students having to have cameras on their computers and keeping the cameras on during the testing process. There is currently limited computer room availability to support all of the nursing faculty as well as the rest of the faculty in the division who use electronic testing. This will be further impacted as the Nursing Program continues to grow. This causes faculty difficulty with securing computers on campus to facilitate their testing. The provision of 100 laptops and 2 charging carts would provide students more support during testing and faculty more flexibility with scheduling ,facilitating computerized testing, and helping to ensure testing integrity. The faculty would be able to take a cart with laptops to an alternate room for testing if the computer lab was in use to facilitate in-person proctoring. Having this flexibility for online testing would be beneficial during times with restrictions such as the distancing requirements previously enacted due to the COVID-19 virus and for resolution of computer room scheduling conflicts for electronic testing (quizzes, midterms, and finals) when faculty are able to fully return to campus with face-to-face instruction.
Notes (optional): CARES funding, Strong Workforce funding
Cost of Request (Nothing will be funded over the amount listed.):
Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Resources Description

Technology - 100 laptops and 3 charging carts (Active)

Why is this resource required for this action?: The majority of nursing faculty have moved their course quizzes, midterms, and finals to online testing using the LMS. Although there are platforms such as Proctorio to help ensure the integrity of student online testing, students still have technical issues and these types of platforms still leave opportunities for students to cheat on exams. There are also privacy and equity issues associated with students having to have cameras on their computers and keeping the cameras on during the testing process. There is currently limited computer room availability to support all of the nursing faculty as well as the rest of the faculty in the division who use electronic testing. This will be further impacted as the Nursing Program continues to grow. This causes faculty difficulty with securing computers on campus to facilitate their testing. The provision of 100 laptops and 2 charging carts would provide students more support during testing and faculty more flexibility with scheduling ,facilitating computerized testing, and helping to ensure testing integrity. The faculty would be able to take a cart with laptops to an alternate room for testing if the computer lab was in use to facilitate in-person proctoring. Having this flexibility for online testing would be beneficial during times with restrictions such as the distancing requirements previously enacted due to the COVID-19 virus and for resolution of computer room scheduling conflicts for electronic testing (quizzes, midterms, and finals) when faculty are able to fully return to campus with face-to-face instruction.
Notes (optional): CARES funding, Strong Workforce funding
Cost of Request (Nothing will be funded over the amount listed.):
Notes (optional):
Cost of Request (Nothing will be funded over the amount listed.): 123000

Action: 2021-2022 Increase FTES in the RN Program to Meet Community Demands

Obtain BRN continuing approval for an additional cohort of 5-10 LVNs to RN cohort in both the Fall and Spring semesters
Obtain BRN approval for an addition of a night and weekend nursing program with 20 traditional ADN students
Leave Blank:
Implementation Timeline: 2021 - 2022
Leave Blank:
Leave Blank:

Program Review - Nursing

Identify related course/program outcomes: This action supports Nursing PLO's # 1,2,4, 5 and 6.
Person(s) Responsible (Name and Position): Jonna Schengel Associate Dean of Nursing and Allied Health, Belen Kersten Director of Nursing, Anne Morris, Chair for Nursing and Allied Health
Rationale (With supporting data):
Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022   08/31/2021
Status: Continue Action Next Year
During the Nursing Advisory meeting our clinical partners again expressed that they would like COS to expand its program numbers to meet the community need. A task force was developed with members representing the COS Nursing Program and representatives from community partners as well as the Workforce Investment Board (WIB) to explore opportunities and efficacy of adding an additional night and weekend nursing program consisting of 20 students. This additional program would help support the need for additional nurses in our community and provide more opportunity for students who are interested in pursuing a career in nursing. The task force met multiple times in Spring/Summer 2021. The Director of the COS Nursing Program is currently working with the Nursing Executive Consultant (NEC) from the Board of Registered Nursing (BRN) to provide the needed documents required by the BRN in order to seek approval for the additional 20 students for the night and weekend program and an extension of the approval for the additional 10 LVN to RN students. If approved by the BRN, the additional night and weekend program will be supported with funds from community partners, the college, and the WIB.
Impact on District Objectives/Unit Outcomes (Not Required): Supports: Strategic Plan 2021-2025
District Objective 1.1: The District will increase FTES 2% from 2021 to 2025.
District Objective 2.1: Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
District Objective 2.4: Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

Update Year: 2020 - 2021   09/19/2020
Status: Continue Action Next Year
A cohort of 10 LVNs was added in both the Fall 2019 and Spring 2020 semesters.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Non-instructional equipment - The increase of nursing graduates meets the needs of the community by increasing the amount of RNs available for employment (Active)
Why is this resource required for this action?: Funding request is linked to District objectives through its associated action
Notes (optional):
Cost of Request (Nothing will be funded over the amount listed.): 80000

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5

percentage points

District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level

District Objectives: 2021-2025
District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.
District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

Action: 2021-2022 Facilitate Student Ability to Communicate, Manage Knowledge, Mitigate Error, and Support Clinical Judgement

Purchase a Simulated Electronic Medical Record (VTEA?)

Leave Blank:
Implementation Timeline: 2019 - 2020, 2020 - 2021, 2021 - 2022
Leave Blank:
Leave Blank:
Identify related course/program outcomes: This action relates to the current PLO's and SLO's for Safety, Critical Thinking, Communication and Legal, Ethical, Professional. This action relates to the PLO in the proposed new curriculum #5 Employ Information Management Systems/Patient Care Technology to Facilitate Student Abilitiy to Communicate, Manage Knowledge, Mitigate Error, and Support Clinical Judgement and SLO #5 in all new courses related to technology
Person(s) Responsible (Name and Position): Jonna Schengel Associate Dean Nursing/Allied Health, Belen Kersten Director of Registered Nursing, and Anne Morris Chair of Nursing and Allied Health and Assistant Director of the Registered Nursing Program

Rationale (With supporting data): The 2019 National Council Licensure Examination for Registered Nurses (NCLEX-RN® Examination) Detailed Test Plan requires Registered Nurses to be involved in information technology as noted in task statements under the category of "Management of Care" that state: "Information Technology: Receive and/or transcribe health care provider orders; Apply knowledge of facility regulations when accessing client records; and, Access data for client through online databases and journals; Enter computer documentation accurately, completely and in a timely manner; and Utilize valid resources to enhance the care provided to a client (e.g., evidenced-based research, information technology, policies and procedures)" (p. 11).
The California Board of Registered Nursing (BRN) in Section 1426, Required Curriculum for nursing programs states that instructional outcomes shall include using information technology.
 In order to assure that nursing students have the knowledge, skills, and attitudes (KSA's) essential to meet the Quality and Safety Education for Nurses (QSEN) competency for informatics and the BRN requirements for information technology nursing students need to be able to "Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making". Students need to be able to navigate and document a plan of care in an electronic health record (EHR). The EHR is an integral tool used by nurses in a variety of clinical settings. Due to regulations imposed by The Joint Commission, clinical partners are hesitant to allow nursing students to chart on assigned patients in the EHR in order to avoid potential errors or substandard documentation. Simulated EHRs allow undergraduate nursing students to develop proficiency in electronic documentation in a safe and controlled environment.
Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Program Review - Nursing

Updates

Update Year: 2021-2022 08/31/2021
Status: Continue Action Next Year

The Nursing Director, Nursing and Allied Health Chair and COS IT Representatives met with Kaweah Delta IT and Education representatives since the meeting on 2/28/20 via zoom conference to see if it would be possible to get a copy of the Kaweah Cerner training shell so that our students can be trained on the Cerner EMR on campus. A follow-up meeting was to be scheduled but due to the COVID pandemic this item was put on hold. The Simulation Committee will follow up on this with Kaweah, evaluate program needs and look into other EMR products available that would meet the documentation needs to support students success.

Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2020 - 2021 09/18/2020
Status: Continue Action Next Year

Nursing Director, Nursing and Allied Health Chair and COS IT Representatives met with Kaweah Delta IT and Education representatives on 2/28/20 via zoom conference to see if it would be possible to get a copy of the Kaweah Cerner training shell so that our students can be trained on the Cerner EMR on campus. A follow-up meeting was to be scheduled but due to the COVID pandemic this item was put on hold. The Simulation Committee will follow up on this with Kaweah, evaluate program needs and look into other EMR products available that would meet the documentation needs to support students success.

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Technology - A simulated electronic medical record (Active)

Why is this resource required for this action?: This action supports the current PLO's and SLO's for Safety, Critical Thinking, Communication and Legal, Ethical, Professional. This action relates to the PLO in the proposed new curriculum #5 Employ Information Management Systems/Patient Care Technology to Facilitate Student Ability to Communicate, Manage Knowledge, Mitigate Error, and Support Clinical Judgement and SLO #5 in all new courses related to technology. The 2019 National Council Licensure Examination for Registered Nurses (NCLEX-RN® Examination) Detailed Test Plan requires Registered Nurses to be involved in information technology as noted in task statements under the category of "Management of Care" that state: "Information Technology: Receive and/or transcribe health care provider orders; Apply knowledge of facility regulations when accessing client records; and, Access data for client through online databases and journals; Enter computer documentation accurately, completely and in a timely manner; and Utilize valid resources to enhance the care provided to a client (e.g., evidenced-based research, information technology, policies and procedures)" (p. 11).
The California Board of Registered Nursing (BRN) in Section 1426, Required Curriculum for nursing programs states that instructional outcomes shall include using information technology.
 In order to assure that nursing students have the knowledge, skills, and attitudes (KSA's) essential to meet the Quality and Safety Education for Nurses (QSEN) competency for informatics and the BRN requirements for information technology nursing students need to be able to "Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making". Students need to be able to navigate and document a plan of care in an electronic health record (EHR). The EHR is an integral tool used by nurses in a variety of clinical settings. Due to regulations imposed by The Joint Commission, clinical partners are hesitant to allow nursing students to chart on assigned patients in the EHR in order to avoid potential errors or substandard documentation. Simulated EHRs allow undergraduate nursing students to develop proficiency in electronic documentation in a safe and controlled environment.
Notes (optional): 190 students= 19,600 per year; (VTEA?)
220 students= 22,900 per year
Cost of Request (Nothing will be funded over the amount listed.): 23000

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

Program Review - Nursing

District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points
District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

District Objectives: 2021-2025
District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

Action: 2021-2022 Improve Student Clinical Reasoning and Clinical Judgement Through the Use of Simulation

Development of a Simulation Program following the standards of best practice.

Leave Blank:
Implementation Timeline: 2019 - 2020, 2020 - 2021, 2021 - 2022
Leave Blank:
Leave Blank:
Identify related course/program outcomes: This action supports all 8 of the RN Program PLO's and course SLO's and all 6 of the new CBC RN Program PLO's
Person(s) Responsible (Name and Position): Jonna Schengel Associate Dean Nursing/Allied Health, Belen Kersten Director of Registered Nursing, and Anne Morris Chair of Nursing and Allied Health and Assistant Director of the Registered Nursing Program

Rationale (With supporting data): Simulation Lab-Simulation in nursing education has provided a solution for limited clinical sites as well as meeting the increased need for scenario based learning. Simulation offers the students the opportunity to learn in situations that are comparable to actual patient encounters in a controlled learning environment that promotes critical thinking, clinical judgement and helps to ensure patient safety. The National Council of State Boards of Nursing (2019) defined clinical judgement as " the observed outcome of critical thinking and decision making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern and generate the best possible evidence-based solutions in order to deliver safe client care". The next generation National Council Licensure Examination (NCLEX) exam format is scheduled to be initiated in 2023 and will have a greater emphasis on measuring the students ability to make appropriate clinical judgements. In simulation, students are able to transfer classroom knowledge to realistic patient scenarios meeting the required SLOs and clinical hours mandated by the California Board of Registered Nursing. Studies have shown that the use of high-fidelity simulation has led to significant improvements in students problem-solving, critical thinking, clinical judgement, and clinical competence. The skill lab currently has low, medium, and high-fidelity simulators that are underutilized due to lack of a simulation program and oversite, limitations of simulation room layout , lack of simulation lab support staff, technological challenges, and the requirement for additional faculty training. In the report of findings from the continuing approval visit by the Nurse Education Consultant (NEC) for the Board of Registered Nursing at the end of 2017 there was a recommendation to "Evaluate sufficiency of resources specific to simulation (technology) including but not limited to physical space, support staff, and support services to optimize the use of simulation in the students learning experience". Following this recommendation and the INACSL Standards of Best Practice, at the end of Spring 2019 the Nursing Division had a simulation consultant provide a Simulation Strategic Planning Workshop here at COS. During this workshop a needs assessment of our current simulation program was done using tools based on industry best standards and practices (National League of Nurses, National Council of State Boards of Nurses, International Nursing Association for Clinical Simulation and Learning, and the Society for Simulation in Healthcare (see Assessment and Recommendations for Nursing Simulation Program in the document repository). current simulation room space needs to be be renovated and expanded to provide adequate designated physical space to support a simulation lab with 2 individual simulation rooms (area in which students engage in the simulation experience), a pre-briefing/debriefing room ,control room and storage space. Simulation in nursing education has provided a

solution for limited clinical sites as well as meeting the increased need for scenario based learning. Simulation offers the students the opportunity to learn in situations that are comparable to actual patient encounters in a controlled learning environment that promotes critical thinking and helps to ensure patient safety. Students are able to transfer classroom knowledge to realistic patient scenarios meeting the required SLOs and mandated clinical hours. The skill lab currently has low, medium, and high-fidelity simulators that are underutilized due to faculty workload, technological challenges, and the requirement for additional training.

The National League for Nursing (NLN) supports the use of simulation as a teaching methodology to prepare nurses for practice across the continuum of care in today's complex health care environment. Based on the results of the NCSBN study, simulation provides a rich learning opportunity, and can be used as a substitute for traditional clinical experiences in all courses in pre-licensure nursing education, with qualifications:

a)Ensure optimal learning, simulation experiences should be facilitated by an adequate number of dedicated simulation faculty with training and expertise in the pedagogy of simulation.

b)Debriefing should be theory based and facilitated by a qualified educator who has received specific education in debriefing techniques.

c)Debriefing facilitators should have their competence assessed on a regular basis.

d)All aspects of simulation experiences should be guided by the Standards of Best Practice: Simulation (INACSL, 2013)

Nursing programs using simulation need to ensure that simulation is purposefully integrated into the curriculum with clear connections toward achievement of course and program outcomes. The report of findings from the COS Nursing Program continuing approval visit by the Board of Registered Nursing at the end of 2017 there was a recommendation to "Evaluate sufficiency of resources specific to simulation (technology) including but not limited to physical space, support staff, and support services to optimize the use of simulation in the students learning experience". Following this recommendation, At the end of Spring 2019 the Nursing Division had a simulation consultant provide a Simulation Strategic Planning Workshop here at COS. During this workshop an assessment of our current simulation program was done using tools based on industry best standards and practices (NLN, National Council of State Boards of Nurses, International Nursing Association for Clinical Simulation and Learning, and the Society for Simulation in Healthcare).

Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022   08/31/2021
Status: Continue Action Next Year
Expansion and Renovation: Phase 1 construction has been completed . An increase in faculty demand for the use of simulation lab is expected to outgrow the current simulation lab space, so further expansion of the simulation space and/or an increase in the hours that the simulation lab is available may be need to be explored in order to meet the future faculty demand.

Simulation Lab Technician: Hiring for this position was delayed and will take place at the end of the Fall 2021semester. This position will initially begin as a part-time position (24 hours/wk) and may need to be converted to a full-time position in order to meet faculty simulation demands. Strong Workforce funding will cover the costs of this position for the 2021-2022 academic year.

Simulation Faculty: This position was approved by senior management and COSTA at 0.8 reassign time for 3 semesters (Fall 2020 thru Fall 2021). Beginning Spring 2022 the Simulation Faculty position has been approved for 0.6 reassign time. Position has been filled and position is being funded through CARES funding.

Simulation Management system including audio, visual and debriefing equipment: This equipment has been installed in simulation room #1. Simulation room #2 is currently being used as a debrief area and installation of audio/visual equipment has been delayed for further evaluation of need.
Impact on District Objectives/Unit Outcomes (Not Required):

Program Review - Nursing

Status: Continue Action Next Year

Expansion and Renovation: Most of the needed construction and renovation was completed during Summer 2020. There is still some minor construction needed that should be completed during the Fall 2020 semester.

Simulation Lab Technician: Hiring for this position will take place at the end of the Fall 2020 semester or the beginning of the Spring 2021 semester. VTEA funding will cover the costs of this position for the 2020-2021 academic year.

Simulation Faculty: This position was approved by senior management and COSTA at 0.8 reassign time for 3 semesters (Fall 2020 thru Fall 2021). Position has been filled and position is being funded through CARES funding.

 Simulation Management system including audio, visual and debriefing equipment: This equipment has beed purchased and is scheduled to be installed during the Fall 2020 semester (Tentative date: end of October beginning of November).

Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Facilities - Expansion and Renovation of Current Simulation Space (Active)

Why is this resource required for this action?: The current simulation room space needs to be be renovated and expanded to provide adequate designated physical space to support a simulation lab with 2 individual simulation rooms (area in which students engage in the simulation experience), a pre-briefing/debriefing room ,control room and storage space. Simulation in nursing education has provided a solution for limited clinical sites as well as meeting the increased need for scenario based learning. Simulation offers the students the opportunity to learn in situations that are comparable to actual patient encounters in a controlled learning environment that promotes critical thinking and helps to ensure patient safety. Students are able to transfer classroom knowledge to realistic patient scenarios meeting the required SLOs and mandated clinical hours. The skill lab currently has low, medium, and high-fidelity simulators that are underutilized due to faculty workload, technological challenges, and the requirement for additional training.

The National League for Nursing (NLN) supports the use of simulation as a teaching methodology to prepare nurses for practice across the continuum of care in today's complex health care environment. Based on the results of the NCSBN study, simulation provides a rich learning opportunity, and can be used as a substitute for traditional clinical experiences in all courses in pre-licensure nursing education, with qualifications:

       a)Ensure optimal learning, simulation experiences should be facilitated by an adequate number of dedicated simulation faculty with training and expertise in the pedagogy of simulation.

       b)Debriefing should be theory based and facilitated by a qualified educator who has received specific education in debriefing techniques.

       c)Debriefing facilitators should have their competence assessed on a regular basis.

       d)All aspects of simulation experiences should be guided by the Standards of Best Practice: Simulation (INACSL, 2013)

Nursing programs using simulation need to ensure that simulation is purposefully integrated into the curriculum with clear connections toward achievement of course and program outcomes. The report of findings from the COS Nursing Program continuing approval visit by the Board of Registered Nursing at the end of 2017 there was a recommendation to "Evaluate sufficiency of resources specific to simulation (technology) including but not limited to physical space, support staff, and support services to optimize the use of simulation in the students learning experience". Following this recommendation, At the end of Spring 2019 the Nursing Division had a simulation consultant provide a Simulation Strategic Planning Workshop here at COS. During this workshop an assessment of our current simulation program was done using tools based on industry best standards and practices (NLN, National Council of State Boards of Nurses, International Nursing Association for Clinical Simulation and Learning, and the Society for Simulation in Healthcare). The following are based on the results of the program assessment and best practice standards:

       a) In order to provide students with a training environment that supports simulation and provides learners with the physical space to promote fidelity, encourage active learning and support repetitive practice and reflection while meeting the International Nursing Association for Clinical Simulation and Learning (INACSL) & National Council of State Boards of Nursing (NCSBN) Standards and Recommendations for Best Practices in Simulation.

Notes (optional): first Stage

Program Review - Nursing

Cost of Request (Nothing will be funded over the amount listed.): 100000

Related Documents:

[16_Simulation_Guidelines.pdf](#)

[COS ROF from BRN.pdf](#)

[INACSL Standards of Best Practice.pdf](#)

[COS Recommendations 6-2019.pdf](#)

Personnel - Classified/Confidential - Simulation Lab Technician (Active)

Why is this resource required for this action?: The International Nursing Association for Clinical Simulation and Learning (INACSL) & National Council of State Boards of Nursing Standards and Recommendations for Best Practices in Simulation both address the need for having a simulation technician to support daily operations of the Simulation lab; maintain human simulators and lab equipment; manage simulation lab supplies; preform pre-simulation activities; execute the simulation experience; perform post-simulation activities; collaborate with faculty and staff; assist with the maintenance of simulation lab documentation and resources; maintain professional development; other duties as assigned by Simulation Program Coordinator. This position will be funded initially through Strong Workforce.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 50000

Related Documents:

[16_Simulation_Guidelines.pdf](#)

[COS ROF from BRN.pdf](#)

[INACSL Standards of Best Practice.pdf](#)

[Learning Gets Real- A Hands-On Simulation Guide for Teaching Tomorrow's Clinical Practitioners.pdf](#)

[COS Recommendations 6-2019.pdf](#)

Personnel - Faculty - A Simulation Faculty: Faculty Coordinator for Simulation Curriculum Design, Integration Across the Curriculum, and Faculty Training . (Active)

Why is this resource required for this action?: According to the 2019 Simulation Guidelines recommended by the Board of Registered Nursing, "Simulation activities shall be managed by an individual who is academically and experientially qualified. The individual shall demonstrate continued expertise and competence in the use of simulation while managing the program".

The faculty fulfilling the obligations of this position will be instrumental in the simulation lab development; policies and procedure creation, oversight, revision and evaluation that follow INACSL Standards of best practice; design job descriptions; simulation oversight and management of schedule; maintain and manage financial resources; design and development of simulation scenarios to meet student needs; facilitate pre and post-simulation activities including debriefing; conduct simulations for Transitions to Nursing and Concepts of Adult Health 3 courses; use evaluative feedback for quality improvement; faculty education and professional development; coordinate community outreach activities; maintain professional development. (See Simulation Guidelines Recommended by the California BRN in document repository).

Notes (optional): Looking at 0.8 reassign time for 3 semesters (Fall 2020-Fall 2021) for this position. Starting Spring 2022 this position will have 0.6 reassign time. Funded through Strong Workforce.

Cost of Request (Nothing will be funded over the amount listed.): 80000

Related Documents:

[16_Simulation_Guidelines.pdf](#)

[COS Recommendations 6-2019.pdf](#)

[COS ROF from BRN.pdf](#)

[INACSL Standards of Best Practice.pdf](#)

[Learning Gets Real- A Hands-On Simulation Guide for Teaching Tomorrow's Clinical Practitioners.pdf](#)

Technology - Simulation Management system including audio, visual and debriefing equipment (Active)

Why is this resource required for this action?: Ongoing assessment of progress toward established business and educational goals is fundamental in measuring success. Utilizing a dashboard focused on metrics against goals can assist with bridging strategy and action. The goals you establish will ultimately drive the data The NCSBN Simulation Guidelines for Pre-Licensure Nursing Program Preparation Checklist recommends that leaders establish a long-range plan for the anticipated use of simulation in coming years (Journal of Nursing Regulation: Volume 6/Issue 3, October 2015). A functioning simulation lab/center requires on-going scheduling and equipment accountability. The simulation lab team

Program Review - Nursing

needs tools to store content and standardize offerings across the entire facility. Having evaluation tools in a consistent format and location eases the burden of staff and faculty. A management system that can assist with: tracking and evaluating simulation utilization to contribute to quality and process improvement; Resource allocation to ensure adequate resources to support the program; and learning outcomes to ensure the student, program, and institutional needs are being met. Using video and audio to record clinical simulation labs enables both instructors and students to review recorded lab sessions and has been demonstrated to increase greatly the effectiveness of learning during clinical simulation lab. The simulation encounter can also be electronically viewed in a remote classroom during a live classroom session. Simulation action can be recorded, studied, replayed and logged to give facilitators and learners every opportunity to evaluate each learning experience completely, meet SLO's, and assist students with improving their clinical judgement.

Notes (optional):
Cost of Request (Nothing will be funded over the amount listed.): 60000
Related Documents:
16_Simulation_Guidelines.pdf
COS Recommendations 6-2019.pdf
COS ROF from BRN.pdf
INACSL Standards of Best Practice.pdf
Learning Gets Real- A Hands-On Simulation Guide for Teaching Tomorrow's Clinical Practitioners.pdf

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

District Objective 4.1 - Increase the use of data for decision-making at the District and department/unit level

District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

District Objectives: 2021-2025

District Objective 1.1 - The District will increase FTES 2% from 2021 to 2025.

District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

Action: 2021-2022 Provide Students Interested in Nursing & Allied Health Careers With a Clearer Path for Success

Institutionalize the Adjunct Nursing and Allied Health Counselor position.

Leave Blank:
Implementation Timeline: 2019 - 2020, 2020 - 2021, 2021 - 2022
Leave Blank:
Leave Blank:
Identify related course/program outcomes:
Person(s) Responsible (Name and Position): Jonna Schengel Associate Dean Nursing/Allied Health, Belen Kersten Director of Registered Nursing, and Anne Morris Chair of Nursing and Allied Health and Assistant Director of the Registered Nursing Program

Rationale (With supporting data): COS has multiple allied health programs and over a 1000 nursing majors. Not all declared nursing majors or PTA majors will get into the programs due to the difficult prerequisite science courses and the competitive application process. The student may not be aware of other health care options that are available to them to begin their career in health care and the pathways to advance their career in healthcare. A Nursing & Allied Health Counselor can provide a pathway for students and an alternative pathway for students whose primary goal can not currently be achieved.

Program Review - Nursing

The data is in the research and literature. Bailey, Thomas R., Smith Jaggars, S., and Jenkins, D. 2015. Redesigning America's Community Colleges: A Clearer Path to Student Success. Cambridge, MA: Harvard university Press.
This book and multiple research papers support the idea guided pathways reforms provide a systematic process through which students can make more informed choices, take less units, and have less debt. (See attached document for counselor duties and rationale). This adjunct position can be supported with grant funding.

Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action
Updates
Update Year: 2020 - 2021   09/18/2020
Status: Continue Action Next Year
Part-time/adjunct counselor for the Nursing and Allied Health Division position was filled for the 2019-2020 year- and is currently grant funded.
Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Personnel - Faculty - Adjunct Counselor for Nursing and Allied Health (Active)

Why is this resource required for this action?: Data supports the rational for the action and need for resource request. COS has multiple allied health programs and over a 1000 nursing majors. Not all declared nursing majors or PTA majors will get into the programs due to the difficult prerequisite science courses and the competitive application process. The student may not be aware of other health care options that are available to them to begin their career in health care and the pathways to advance their career in healthcare. A Nursing & Allied Health Counselor can provide a pathway for students and an alternative pathway for students whose primary goal can not currently be achieved.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 75000

Related Documents:

RN Counselor rationale 2019.pdf

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 1.1 - The District will increase FTES by 1.75% over the three years
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years
District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

District Objectives: 2021-2025
District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

Program Review - Nursing

District Objective 4.2 - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

Action: 2021-2022 Strengthen Academic Experiences for RN Students Through Faculty Professional Development

Improve academic experiences for RN students by providing faculty development courses in areas of debriefing, simulation, concept-based teaching strategies and current RN practice. (VTEA Request, Strong Workforce, and Nursing Growth Grant)

Leave Blank:
Implementation Timeline: 2019 - 2020, 2020 - 2021, 2021 - 2022
Leave Blank:
Leave Blank:
Identify related course/program outcomes: This action will relate to all of the new SLO's and PLO's in the new RN curriculum
Person(s) Responsible (Name and Position): Jonna Schengel Associate Dean Nursing/Allied Health, Belen Kersten Director of Registered Nursing, and Anne Morris Chair of Nursing and Allied Health and Assistant Director of the Registered Nursing Program

Rationale (With supporting data): The Nursing faculty needs to stay current in their practice in order to maintain BRN approval to teach in different content areas. The current RN curriculum is undergoing a change to a concept-based curriculum with the integration of simulation. Faculty development is needed to support faculty with teaching the concept-based curriculum that incorporates simulation and to provide learning experiences that support students meeting their SLO's, PLO's, and be successful
Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022   08/31/2021
Status: Continue Action Next Year
Multiple faculty members were able to attend webinars related to concept-based teaching, teaching for student success on the next generation NCLEX licensing exam, Writing concept-based test items, virtual simulation products, and strategies for teaching virtually (Online) and simulation. Faculty development will continue to be at the forefront as we continue to roll out the concept-based curriculum (CBC), continue to learn how to facilitate courses virtually (online or hybrid), develop skills for equitable face-to-face and online teaching, and continue to work on expanding knowledge related to simulation.
Impact on District Objectives/Unit Outcomes (Not Required):

Update Year: 2020 - 2021   09/18/2020
Status: Continue Action Next Year
Multiple faculty members were able to attend conferences and webinars related to concept-based teaching, virtual simulation products, strategies for teaching virtually (Online) and simulation. Faculty development will continue to be at the forefront as we continue to roll out the concept-based curriculum (CBC), continue to learn how to facilitate courses virtually (online or hybrid), develop skills for equitable online teaching, and continue to work on expanding knowledge related to simulation.
Impact on District Objectives/Unit Outcomes (Not Required):

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

Program Review - Nursing

District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

District Objectives: 2021-2025
District Objective 2.1 - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
District Objective 2.4 - Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.
District Objective 4.3 - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

Action: 2021-2022 CNA : Increase student access to an Accredited Online CNA program (VTEA-SWP)

In order to offer an Accredited Online CNA program, the applicant's program must meet all applicable requirements specified in Code of Federal Regulations, Section 483 Subpart D, the California Health and Safety Code Division 2, Chapter 2, Article 9, the California Code of Regulations, Title 22, Division 5, Chapter 2.5 and the requirements listed in the All Facilities Letter(AFL) 20-89. The software chosen for the program needs to have specific requirements to meet the above Title 22 regulations. The software is required to track student time reviewing material and collaborations. A form of evaluation for understanding of content is required. The ability to skip forward should not be disabled. The application including all lesson plans, exams, and assignments need to be submitted for consideration. Access to the live online program is also required for accreditation approval. CDPH must have initial and ongoing access rights to the online program. The list of forms are required: CDPH E276, CDPH E276a, CDPH E276b, CDPH E276c, CDPH E 276d, CDPH E276p, and CDPH E279.

Leave Blank:
Implementation Timeline: 2021 - 2022
Leave Blank:
Leave Blank:
Identify related course/program outcomes: Taking an online course can develop vital time management, self-discipline and communication skills, which can be critical for healthcare workers when giving care for clients experiencing physiological?needs?of?safety, comfort, nutritional, regulatory mechanisms and mobility (SLO #2)
Person(s) Responsible (Name and Position): Stephanie Sierra
Rationale (With supporting data): Offering a hybrid model CNA program with the theory portion online can increase student accessibility to our program. There is a drastic needs for CNAs in our current job market. Per our Labor Market Analysis, a 14.9% increase in job growth is predicted for CNAs with annual job openings of 852. Currently CNA programs in the surrounding areas are only meeting 27% of this need. In compliance with the Executive Order N-12-21, during the COVID 19 pandemic our theory was temporary transitioned onto an online platform. The CDPH 5000A waiver allowed our theory hours to be completed online giving student the flexibility they needed during the pandemic. The COVID 19 pandemic has caused the largest online movement in the history of education. Some research shows that students can retain 25-60% more material when learning online due to the ability of allowing students to learn at their own pace. Online education enables student to set their own learning pace, giving them flexibility and a better balance of life and studies. In 2018-2019, 115 students successfully completed our CNA program. In 2019-2020, only 69 students successfully completed our CNA program. The number continues to decrease each year. Giving students the option of a hybrid CNA program model can increase the number of students we serve and help fill the critical roles of CNAs out in the community.

Priority: Medium
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Program Review - Nursing

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

Action: 2021-2022 CNA: Employer engagement event to improve transition to employment (VTEA/Strong Work Force)

Up to 105 students successfully complete our CNA program every year. Only a portion of these students obtain jobs as a CNA. Initiating an employer engagement event each semester can facilitate our student's transition into the workforce. The event will start with a presentation from the CTE career center on resume building and interview strategies. Students will have the opportunity to obtain results assistance and engage in mock interviews. After the workshop, industry partners will be invited to present their facility and job openings. Lunch will be provided for all. Initial outreach strategies will include phone calls, personalized emails, and personal visits to our industry partners. A room will be reserved on campus and an agenda created. When developing the agenda, engagement activities will be included. Prizes may be needed.

Leave Blank:
Implementation Timeline: 2021 - 2022
Leave Blank:
Leave Blank:
Identify related course/program outcomes:
Person(s) Responsible (Name and Position): Stephanie Sierra
Rationale (With supporting data): Hosting an employer engagement event can increase the amount of students joining the workforce as CNAs. It gives employers an opportunity to recruit students by presenting their organization and its opportunities. It can also facilitate networking between students and employers. Research suggests that students value information on jobs and careers if obtained in a real workplace and through contact with working people. If 100% of students become employed, COS will meet 12% of the annual increase in CNA jobs in our community. The CTE career professional workshop, can promote student career development and employability.

Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Resources Description

Equipment - Non-Instructional - Host employer engagement event. (Active)
Why is this resource required for this action?: Provide professional development, handouts, lunch, stipends for employers
Notes (optional): VTEA-SWP
Cost of Request (Nothing will be funded over the amount listed.): 1000

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

Program Review - Nursing

Action: 2021-2022 CNA: Increase student success by offering skill lab for practice

Offer designated time for CNA students to have access to skill lab throughout the semester. This may require hiring an adjunct.

Leave Blank:
Implementation Timeline: 2021 - 2022
Leave Blank:
Leave Blank:
Identify related course/program outcomes: SLO # 5: Provide basic nursing care to selected clients under the supervision of an Licensed Nurse or MD. An increase in skill lab time will faciliate meeting student objectives and create higher level performers.
Person(s) Responsible (Name and Position): Stephanie Sierra
Rationale (With supporting data): The CNA program consists of 60 theory hours and 100 clinical hours. It is a one semester program. The CNA program has no prerequisites so many students whom enroll in the program have no prior training in handling or caring for patients. To successfully pass the clinical portion of the program students have 92 skills that need to be checked off. Prior to the start of clinical, students spend 2 days in the skills lab practicing essential skills. After those two days student have no other scheduled time in the skills lab for the rest of the semester. Accessibility to the skill lab throughout the semester can enhance clinical competency and confidence ensuring safe patient care.

Currently, as an instructor, when students need remediation, it is completed via home videos or during clinical. Students self record themselves deomonstrating skills they are struggling with. Having accessibility to the skill lab with an instructor and clinical equipment can make live 1:1 feedback accessible to students.

After completing the course, students take their state boards for a CNA certificate. Their state board consists of a written test and a skill test. The skill test includes the demonstrating of 5 random skills under 30 minutes. Our average state board pass rate ranges from 91-96%. Additional skill lab time can further prepare students for their state board test, potentially increaseing pass rates.

All other Allied programs on campus have designated skill lab time where students have an opportunity to practice skills prior to patient care.
Priority: Medium
Safety Issue: Yes
External Mandate: No
Safety/Mandate Explanation: During the COVID 19 pandemic, our relationship with our clinical sites have been unpredictable. Initially, clinical sites completely closed their doors to students. Students met their clinical hours as guided by the CDPH 5000a waiver, with skill lab time. Scheduling skill lab time for clinical hours was extremely challenging due to various CTE programs on campus. Our skill lab is shared with three other allied health programs. Due to the COVID pandemic, and the limitation of clinical sites, accessibility to a skills lab is critical for the success of students.

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

Action: 2020-2021 Increase student access to a Home Health Aide Program

Development of a Home Health Aide Training Program through the curriculum process and hiring a full-time tenured C.NA and H.H.A faculty position.
Leave Blank:
Implementation Timeline: 2019 - 2020, 2020 - 2021, 2021 - 2022
Leave Blank:
Leave Blank:

Program Review - Nursing

Identify related course/program outcomes:
Person(s) Responsible (Name and Position): Jonna Schengel Associate Dean Nursing/Allied Health, Stephanie Sierra
Rationale (With supporting data): The intent of this program is to build upon the knowledge, skills, and abilities of individuals who are C.N.A's. According to the California Future Health Workforce Commission Executive Summary (2019) the projected need for H.H.A's in California is 600,000 by 2030. It would save the state economy 2.7 billion over 10 years due to enhanced training and care provided in the home and reduce emergency room visits and unnecessary hospitalizations. Any community college with a C.NA program must add the HHA program to meet with needs of students and community. (See attached, #8, pg. 3. Hiring a full-time tenured C.NA and H.H.A faculty position. to help meet the increased student demand for C.N.A course offerings, on 2 of the three campuses within our district, and to facilitate the Home Health Aide Training Program to meet both the student and community demand. Due to the COVID 19 pandemic, there is a delay in the creation of the HHA Training Program. There are limited clinical healthcare organizations allowing students in their facilities.
Priority: Medium
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2021-2022   09/21/2021
Status: Action Completed
A tenured full-time Certified Nursing Assistant faculty position was filled for the 2019-2020 academic year to help meet the meet the demands of additional C.N.A course offerings. We have increased the sections of C.N.A offered and are currently offering 3 sections of C.N.A in the fall, 3 sections in the spring and 1 session in the summer. This faculty position continues to be needed to help meet the increased student demand for C.N.A course offerings, on 2 of the three campuses within our district. This faculty position will ensure compliance with CDPH regulations related to the COVID 19 virus. This faculty position will also facilitate the development and instruction of the Home Health Aide Training Program in order to meet both the student and community demand. This is being completed through the training program.
Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Personnel - Faculty - Hiring a full-time tenured C.N.A and H.H.A faculty position. (Active)

Why is this resource required for this action?: Prior: A temporary full-time Certified Nursing Assistant (C.N.A) faculty position was approved for the 2019-2020 academic year to help meet the demands of additional C.N.A course offerings. We have increased the sections of C.N.A offered and are currently offering 4 sections of C.N.A in the fall, 5 sections in the spring and 1 session in the summer. We are requesting a full-time tenured C.N.A and H.H.A faculty position to replace the temporary full-time C.N.A position. This faculty position is needed to help meet the increased student demand for C.N.A course offerings, on 2 of the three campuses within our district. This faculty position will also facilitate the development and instruction of the Home Health Aide Training Program in order to meet both the student and community demand.

 Notes (optional):
Cost of Request (Nothing will be funded over the amount listed.): 110000
Related Documents:
HHA + CNA statewide data CA 2019.pdf
Nursing and Allied Health LMI.pdf
Nursing Advisory Committee 4-9-19 Meeting Minutes (2).doc

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 1.1 - The District will increase FTES by 1.75% over the three years

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Program Review - Nursing

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points
District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

Action: 2020-2021Full-Time Tenured Medical-Surgical Nursing Faculty

Full Time Nursing Faculty Retirement Replacement Medical-Surgical Instructor Position to maintain the high level of student success in medical-surgical nursing courses. (Completed)

Leave Blank:
Implementation Timeline: 2020 - 2021
Leave Blank:
Leave Blank:
Identify related course/program outcomes:
Person(s) Responsible (Name and Position): Jonna Schengel Associate Dean of Nursing and Allied Health, Belen Kersten Director of Nursing, Anne Morris Chair of Nursing and Allied Health
Rationale (With supporting data): A current Advanced Med-Surg Nursing instructor has notified the division that she will use bank time for 100% of her load for the Fall 2021 semester is planning on retiring prior to the Spring 2022 semester. The success the Nursing Program is dependent on dedicated full-time faculty that coordinate and consistently plan and monitor each semester in both the theory and clinical components. The nursing program is requesting the hire of a full-time tenure track nursing faculty to replace the retiring full-time tenured Med-Surg faculty.
Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action
Updates
Update Year: 2021-2022   08/31/2021
Status: Action Completed
At the end of Summer 2021, a full-time tenured med/surg nursing faculty with advanced med/surg experience was hired for the 4th semester advanced med/surg course
Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

Personnel - Faculty - Full-Time Tenured Medical-Surgical Nursing Faculty (Active)
Why is this resource required for this action?: This is a retirement replacement position.
Notes (optional):
Cost of Request (Nothing will be funded over the amount listed.):

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

Action: Full-Time Tenured Medical-Surgical Nursing Faculty

Program Review - Nursing

Replacement

Full time nursing faculty replacement, Medical-Surgical Instructor, position to maintain the high level of student success in medical-surgical nursing courses.

Leave Blank:
Implementation Timeline: 2021 - 2022
Leave Blank:
Leave Blank:
Identify related course/program outcomes:
Person(s) Responsible (Name and Position): Jonna Schengel Associate Dean of Nursing and Allied Health, Belen Kersten Director of Nursing, Anne Morris Chair of Nursing and Allied Health
Rationale (With supporting data): Full-time tenured Med-Surg Nursing instructor has notified the division that she will be terminating her employment at COS. This will leave a full-time tenured nursing faculty vacancy starting in the Spring 2022 semester. The success the Nursing Program is dependent on dedicated full-time faculty that coordinate and consistently plan and monitor each semester in both the theory and clinical components. The nursing program is requesting the hire of a full-time tenure track nursing faculty to replace the full-time tenured Med-Surg faculty member vacancy.
Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Resources Description

Personnel - Faculty - Full-Time Tenured Medical-Surgical Nursing Faculty (Active)

Why is this resource required for this action?: This is a replacement position.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.):

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 4.3 - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.