

Comprehensive Program Review Report



Program Review - Nursing

Program Summary

2022-2023

Prepared by: Tina Toth and Stephanie Sierra

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

Student success is a priority for the nursing program. The course pass rates in the core nursing program courses range from 98% to 100% and culminate in an associate degree in nursing. Students may then sit for the licensure exam. NURS 256: Medical Terminology, did have a lower pass rate at 82% for the 2021-2022 academic year. NURS 256 is offered both to 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. During the academic year of 2021-2022 the nursing program had a total of 175 students enrolled in the program for fall semester and awarded 48 associate degrees to graduates. During the spring 2022 semester there were a total of 175 students enrolled in the program and the nursing program awarded 42 associates degrees to graduates. A pinning ceremony honoring all graduates is held in December and May each academic year. Success of the nursing program can be accredited to its dedicated and experienced full-time tenure track faculty, the pre-admissions counselling students receive, low faculty to student ratio (10:1) in the clinical area and the availability of a nursing and computer lab that students access for practice, remediation and skills review.

The current 2021-2022 National Council Licensure Examination for Registered Nurses (NCLEX) pass rate is 87%. This figure is slightly lower than the pass rate reported from last year 2020-2021 87.85%. This has been mostly attributed to a pandemic environment. Many lectures were held on Zoom and many clinical hours were completed using virtual or hands-on simulation (<25%). The year prior to the pandemic NCLEX pass rates were 94.25% and this lower pass (<7.25%) rate reflects the many adaptations students dealt during this difficult time. Many resources have been provided to students to assist with increasing the pass rate including: NCLEX review books, and review courses, tutorial services, student success program services, and strongly encouraging students to take the NCLEX exam within 45 days of graduation.

The faculty of the RN program accommodates the learning and testing needs of students that use the Access and Ability Center. In previous years ATI products (paid for by students and through grant money) have been used to support learning and content mastery by the student; however, with introduction of the new concept-based curriculum, faculty have phased out use of ATI except for the comprehensive predictor of students' ability to pass the NCLEX which is still being used in the 4th semester of the new curriculum starting in Spring 2020 and ongoing. The ATI comprehensive predictor has been a good indicator for the success of the new 4th semester simulation-based course for student nursing career preparation. At the beginning of the Spring semester 2022 (the first time this course has been offered as part of the new curriculum) the initial assessment of student preparedness to pass the NCLEX was 62%. The individual program mean was 72.1% as compared to the national individual mean of 71.8%. The percentage of this group of students above the individual mean is 7.1%. At the end of the course the comprehensive predictor exam is taken again to compare rates. The adjusted group score increased from 62% to 65.1% and the percentage of students in the group above the individual national mean increased to 20.9%. These statistics demonstrate the student's ability to pass the NCLEX licensure exam, as well as comprehend and apply learned content and skills which imperative to nursing and expected by our community health care partners and all health care employers.

There has been a change in the process of California graduating class data collection. The BRN (Board of Registered Nursing) has created a new education and graduation verification method that now involves the California approved program directors to log into the new system and verify information regarding graduating students. Not all students take advantage of this shorter timeline to receive their Authorization to Test (ATT).

Graduation (Pinning) was held for the Fall 2021 class on December 14, 2021. This was the first time that the upload of graduates' process was offered.

For this cohort of December 2021, the following occurred:

- No graduates of this cohort were allowed to test in December 2021. The first to take the NCLEX was thirty-two days after graduation.
- Four graduates were allowed to test in January 2022.
- Twenty-four graduates were allowed to test in February 2022.
- Ten graduates were allowed to test in March 2022 and two in April and one in May 2022.
- Graduation (Pinning) was for the Spring 2022 class on May 17, 2022. The Authorization to test (ATT's) was not issued in a timely manner. For this cohort of May 2022, the following occurred:
- Nineteen graduates of this cohort were allowed to test in June 2022. The first to take the NCLEX was twenty-one days after graduation.
- Fifteen graduates were allowed to test in July 2022.

Students who did not complete the program either withdrew for personal reasons (health/financial), difficulties related to the COVID pandemic or clinical course failure (program rigor). Many student support services are available within the program and there is a standing provision that students may repeat a course if they fail to pass it one time.

The nursing program attrition rate for 2021-2022 is 4% which is less than previous years rebounding significantly from pandemic numbers which were as high as 12.82%. The standard passing score in all courses is 75%. The college success and retention rates of the nursing program are very high, well over the college averages.

Student success is improved additionally by the amazing faculty support the program faculty receive including necessary equipment, and technology, simulation lab creation and equipment, Keith RN educational virtual conferences and lectures for faculty. Additional Keith RN access allows faculty to use case studies to reinforce lecture content and assist students with application to live patients and growth of clinical reasoning, judgement and decision making. Faculty received access to virtual simulation modules (vSIM) which were needed especially during covid when clinical sites were limited and continue to be to this day. RN program faculty use the Student Success Program for "at risk" students which include those at risk for failure, those struggling with the rigor or the program, the content, studying habits, and may have psycho-social issues. Students may enter the Student Success Program voluntarily by arranging an appointment themselves or may be referred to the program by their instructors.

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 Fall 2021 semester was 73.58-92.5 points for generic students and 72-82.5 for LVN-RN applicants. There was a total of 450 generic student applications and 40 LVN-RN advanced placement applications for the Fall 2021 semester. The LVN-RN students are admitted into the 2nd semester of the program. The average point spread scored on the Multi-Criteria Admission Tool for acceptance in the Spring semester was 73.9-90 for generic students and 64.8-88.5 for the LVN- RN advanced placement applicants. There were 310 RN Applications and 31 LVN-RN applications.

To meet the demands of the community we serve, and in collaboration with a community partner, a Year-Round RN Nursing program was implemented that will allow an additional 20 RN students to enter a year-round nursing program. The program began in the Summer 2022 and these first 20 enrolled students are expected to finish the program in 2024. A community partner in collaboration with COS pays for part of the program costs as does the Workforce Investment Board (WBI). The first 20 students have started the program and the Nursing department is evaluating the sustainability of the program and hopes to continue to enroll these additional 20 RN students annually. It will be important to have available full-time faculty and adjunct faculty to meet the staffing demands of the program ongoing.

There is a strong focus on equity and diversity in the nursing program. Of the 49 students enrolled in Fall 2021, 26 identified themselves as an ethnicity/race that was not Caucasian/White, two were of unknown race or ethnicity. This represents an ethnic and cultural diversity in the nursing student population of >53%. In Spring 2022 there were a total of 43 students enrolled with 26 students identifying as an ethnicity/race outside of White/Caucasian and two were of unknown ethnicity/race. This represents an ethnic and cultural diversity in the nursing student population of >60%. 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". Many faculty have also attended various webinars addressing topics including microaggression, micro-resistance, equity and inclusion.

Workload Measures: The new Concept-Based-Curriculum has now been fully implemented across all four semesters of the nursing program. There are 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 and 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 nursing program currently has 11 full time tenured faculty and one full time temporary faculty that will need to be made a permanent full time tenure track position (med-surg). 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. Additionally, 17 adjunct faculty help fill vacancies in clinical rotations required for the practicum portion of the program per the BRN.

Student Evaluations 2021-2022: 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 meeting the professional standards of the nursing profession our faculty have years of nursing experience and education. Nurse faculty maintain their high degree of specialization through conference attendance, and webinars along with other course offerings. Many hold specialty certifications in nursing designating them as nursing experts in a given discipline and requires that they participate in 45 or more continuing education hours each renewal period. Nursing faculty also attended conferences/webinars and other offerings related to concept-based teaching, simulation, online teaching strategies, accreditation practices, and teaching techniques in career technical education. All Full-Time Nursing faculty and some of the adjunct nursing faculty have completed training for teaching online or in a hybrid format.

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. These valued resources helped with purchasing PPE for students in clinical, supplying students with access to virtual simulation products when clinical site placement is difficult as it has been since the onset of covid. 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 2021-2022 was 325.50 which is lower than the FTES for the previous year of 349.26 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 8.32 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 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. In recent semesters course offering needed to be decreased related to clinical site availability which was severely affected by the covid pandemic. During the Fall 2021-Spring 2022 there were 16.17 FTES and 3.84 FTEF, representing an FTES/FTEF ratio of 4.21 with courses being offered on both the Hanford campus and the Visalia campus. During the Fall 2021 semester three course and during the Spring 2022 semester, three more course sessions were offered. A total of 59 students were enrolled. The success rate of enrolled students in 2021-2022 is 83%. All the students enrolled were female and Hispanic which does represent the general enrollment for this course.

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.

With continued improvement in the rates of covid and clinical placement sites the hope is to increase the number of course sessions offered and increase the number of enrolled students.

Growth: The C.N. A. Program has introduced a new Rehabilitative Nurse Assistant course offered four times a year. This is continuous education that helps meet market demands and will increase the student's skill set and give them more options in the job market. This program is funded through the Strong Workforce and covers topics including Anatomy and aging, cognition, communication and hearing, dysphagia and eating, etc. Students develop skills in rehabilitation offering our community more resources.

Resource Efficiency: The CNA program has a low teacher/student ratio of 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 semester to help meet the staffing needs associated with having additional course offerings. The position was partially funded with funds through a HWI grant. The CNA program utilizes the Skills Lab that is also shared with EMT, Pharmacy Tech, and PTA programs.

Enrollment Patterns: The program (each course section) accepts a maximum of 15 students per section with 6 sections being offered in the Fall 2021-Spring 2022 academic year. Enrollment did show a decline during this academic year (59 students over the year), and this is likely related to the covid pandemic. In past years all sections were full, and students filled the waitlists. As environmental conditions improve and clinical site placement improves, we expect student enrollment to improve back to normal values.

Workload Measures: The CNA 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 2021-2022: Course Evaluations include 5 questions. The first question asks students the reason for taking the C.N.A course. 75% of student's goal for this class is to obtain employment as a C.N.A, 15% of student goals is to obtain points toward the RN program. 10% of students stated their goal is to obtain points toward the RN program as well as obtain employment as a C.N.A. The second question asks students if the textbooks and audiovisual are helpful. 89% of students strongly agreed, 10% agreed, and 1% answered neutral. The third question asks if articles and handouts posted on electronic message boards are useful. 64% of students strongly agreed, 32% agreed, and 4% answered neutral. The fourth question asks students if the clinical sites provides opportunities to practice skills. 89% of students strongly agreed, 7% agreed, and 4% answered neutral. The last question asks if the course objectives were clearly explained in the syllabus. 99% of students strongly agreed, and 1% agreed.

External Relations: The CNA program has it's own separate advisory board from the RN program. Stephanie Sierra has met with and developed strong working relationship with our community clinical partners and clinical sites.

What improvements are needed?: RN Program Improvements Needed:

Continually improving student success and NCLEX pass rate.

The nursing program attrition rate for 2021-2022 is 4% which is less than previous year(s) 6.4% rebounding significantly from pandemic numbers which were as high as 12.82%. Division tracking of attrition over the 2021-2022 academic year showed that the attrition rate was related primarily to person reasons (health, family, and financial), circumstances related to COVID and clinical course failure (program rigor). The current 2021-2022 National Council Licensure Examination for Registered Nurses (NCLEX) pass rate is 87%. This figure is slightly lower than the pass rate reported from last year 2020-2021 87.85%. This has been mostly attributed to a pandemic environment. Many lectures were held on Zoom and many clinical hours were completed using virtual or hands-on simulation (<25%). The year prior to the pandemic NCLEX pass rates were 94.25% and this lower pass (<7.25%) rate reflects the many adaptations students made during this difficult time. 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)

Continued Growth in the Nursing Program

The community we serve needs more nurses (and all medical professionals) and represents an underserved area. The Year-Round nursing program adds an additional 20 RN students to the overall program and allows an additional 20 students to graduate and obtain RN licensure every two years. By enrolling an additional 20 students annually we can significantly impact growth of the program while not necessitating additional space since the year-round program is offered in the evening. It will not impact the current semester-based program clinical site placements because in the year-round program clinical site placement is on weekends. We will need to assure continued support from our clinical partners who help fund the Year-Round Program. 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. Strategic planning for other growth potential is being considered including incrementally increasing the number of enrollments into the Year-Round Program and the development of a second full-time evening program that mimics the day program. These two strategic plans are only in initial discussions and only two examples of how the nursing program is planning growth for the program. This is advantageous to the area's current nursing shortage as our graduates are finding employment immediately after graduation before they have taken their NCLEX exams. Continuation of the Year-Round Program and new growth strategies will allow us to work toward meeting the Strategic Plan District Goals and Objectives 1, 2 and 3.

To maintain the Year-Round Program, we will need to maintain staffing including full time and adjunct faculty to teach theory and attend clinical site placements. Additional Full-Time Faculty and Adjunct Faculty will need to be hired to accomplish this goal. Additionally this will put an inappropriate burden on the simulation lab technician who is currently employed part time. This position will need to be made full time to accommodate all the programs and the need for simulation in the 4th semester course and throughout the program.

Currently the Division Chair holds both position of chair and Assistant Director. With the addition of new programs, increased student enrollment, clinical site coordinator, evaluations etc., and in meeting the requirements set forth by the Board of Registered Nursing for Adequate Faculty and Administration to run a successful, quality program, separating the two positions is also being strongly recommended. The division of the two would allow for the Division Chair to focus on their assigned duties while allowing a new Assistant Director to assume the role of managing/directing the new year-round and proposed night program. We will request the addition of 0.4 release time for the position of Assistant Director. These are aggressive growth strategies being considered to meet the high demand of our community. The Labor Market Demand for Registered Nursing (2022) predicts annual job openings of 1227 positions and an annual supply of only 873 with COS contributing an estimated 90 nurses in 2021 and 2022. (LMI: EMSI Compilation of Public and Private Data for the CCC "Strong Workforce" Centers of Excellence).

In order to meet the needs of a growing nursing program a budget increase of 40% to the GF nursing budget for supplies is essential.

Full-Time Tenure Track Faculty Positions:

The nursing department will require three full time faculty positions. One faculty position will cover a retirement vacancy and the others will be needed to meet the demands of growth in the program. With continued growth of the program in both the year round program and the proposed new full time program additional faculty will also need to be brought on eventually.

This ensures the continuation of student success and meets staffing mandates by the BRN. The Board of Registered Nursing mandates the number of staff that a school of nursing must have to prove they meet the needs of nursing students and facilitate the successful integration of nursing students into the profession. The BRN policy statement on Faculty, CCR 1424(g), and 1425.1 (see document repository) outlines hiring processes and requirements for faculty. The considerations outline the following requirements:

- Ensure there are adequate resources. Faculty is adequate in type and number to meet the end of program learning outcomes.
- The majority of faculty should be full-time per the BRN regulations. Faculty members, including the ratio of full time to adjunct (part-time) shall be sufficient to safely implement the curriculum
- Nursing faculty members whose teaching responsibility includes subject matter directly related to nursing are clinically competent in areas assigned (Med-Surg, Psychiatric, Gerontology, Pediatrics, Obstetrics etc.) and must be approved by the BRN to instruct in these areas.
- There should be one instructor qualified as a content expert in each of the five areas
- Evidence must support that each faculty member participates in nursing program activities, including instruction, evaluation of students, development of policies and procedures, planning, implementation and evaluation of the curriculum.

Obtaining and securing full-time tenure track faculty is increasingly important and more difficult. As the remuneration for hospital-based nurses increases this will become even more difficult. Nurses will not consider part-time temporary or full-time temporary roles when they earn less than working on the floor. It is imperative that recruitment focus on full-time permanent tenure track faculty to replace vacancies as appropriate and to maintain increasing growth of the program (LVN to RN program and Year-Round RN program).

Maintain Full Time Senior Secretary—Nursing:

This extremely valuable position is currently being funded through grant money through the end of the 2022-2023 academic year. The current Senior Secretary has held the position for five years. She is a very valuable part of our support staff who meets the needs of the nursing program in a myriad number of ways including documentation preparation and review, overseeing student Complio compliance (student requirements for vaccines, paper completion such as orientations and confidentiality statements, auto insurance etc.) and assists with student placement in the Adventist facilities which involves many complicated steps and changes on a regular basis. The senior secretary is responsible for assisting with nursing program application processes and review along with a multitude of other things. This position needs to be institutionalized as a full time permanent position.

Simulation in Nursing.

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 student's 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".

Phase two sim lab construction and space designation includes development of a space that can be used for debriefing and a separate space used specifically for pre-briefing. Currently pre-briefing is still taking place either in the skills lab or in any available classroom. The development of these two spaces is part of phase two.

Simulation Lab Technician: A part-time Simulation Lab Technician was hired in fall 2021 which 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; perform 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.

As the program and student enrollment grows and the year-round program makes it to fourth semester it is necessary to change the part time lab technician to a full-time position. As the year-round program reaches its 4th semester (N175), the proposed addition of a new full time program is implemented it will be imperative to have a full time simulation technician.

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 was 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) and be funded through Strong Work Force. With the proposed growth of the nursing program the need for the simulation coordinator/educator will increase necessitating an increase in the amount of time allotted to that position. A second simulation coordinator/educator with an allotted 0.4FTE release time will be proposed. 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.

Ongoing Annual Simulation Lab Needs:

- SimCloud subscription renewal

- Staff development and training in simulation pedagogy and the use of a theory-based debriefing. This ensures consistency across the programs that use simulation as a teaching tool.

- Equipment purchase (EMR), maintenance, and replacement as needed. 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. Belen Kersten (director) has been in contact with Kaweah Health Care and when last they conversed it was shared that the window to allow COS RN program to have Cerner on our Computer Lab happens every five years. That means that we missed this important window. The director is now looking into an Electronic Medical Record product from Wolters Kluwer, called DocuCare which could be purchased using grant money. This is a beneficial program especially since Cerner is not available at this time.

Virtual Simulation Products: Clinical placement availability has been significantly altered since the onset of the COVID pandemic. Students have been denied access to some units, and limitations have been placed on some clinical units that greatly reduce the number of students allowed to be present for clinical placements. Unit census in some cases has also forced a reduction in the numbers of students that can be present on a given unit. As a result nursing instructors have had to look for alternate clinical experiences that allow students the ability to apply learned content to patient care situations. One such product is use of virtual simulation scenarios. The BRN allows for a 25% allotment of clinical hours that can be dedicated to simulation. The limitations and restrictions currently experienced in clinical placement are expected to continue related to ongoing concerns related to 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 student groups where simulation was substituted for up to 50% of traditional clinical experiences (Hayden et al., 2014). Result 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.

National Accreditation (ACEN):

Nursing is the largest program in the Nursing and Allied Health Division, and it is not nationally accredited. Both the PTA and Pharmacy Technician programs are. ACEN is a private and not for profit organization providing accreditation services to schools nationally. The goal is to improve educational quality and effectiveness of nursing education programs through the function of accreditation. In 2023 there will be 27 standards and criteria that would need to be met. Peer evaluations determine the extent to which a program meets expected standards of educational quality specific to nursing education. Faculty and the community benefit because it heightens faculty members' and administrators' awareness and responsiveness to areas needing improvement, it offers professional development opportunity and validation, and assists employers seeking graduates who are competent practitioners. Facts as presented during the ACEN conference (2022) attended by Belen Kersten the program director and Tina Toth the division chair included:

- As of July 2022, accreditation is required by 30 jurisdictions
- NCSBN is advocating that all Boards of Nursing require it by 2030
- First time NCLEX pass rates for students from an accredited associate degree program we 86% vs 72% for non-accredited ADP.
- Standards and criteria are reviewed every five years, but data is collected and reviewed annually sometimes necessitating early review.

The following represents benefits to our COS RN Nursing Students:

- National accreditation offers our nursing graduates lifelong advantages. Many higher-level facilities will only hire nurses who have graduated an accredited program. The VA is included in this grouping.
- It would allow our COS students to join a collaborative with CSU Fresno allowing students to attain a baccalaureate degree more quickly.
- Accreditation demonstrates the value of nursing education at COS by meeting the rigorous standards and criteria of a national accreditation certification.
- The evaluation and accreditation process assesses program adherence to the set standards and continued level of excellence.
- Provides useful information for students' career and education decision making
- Enables student eligibility for funding support from federal and state agencies, and foundations.
- Facilitates transfer of credits
- Is required by many nursing programs from admission to the graduate level, as well as, by some state regulatory agencies for licensures, and many employers.

Faculty are being encouraged to pursue certification as experts in nursing education (CNE certification) to prepare for the rigor and standards/criteria requirements of accreditation. This cost will be covered by Strong Work Force 7 funding.

Beginning the process of accreditation at this time is especially crucial because the Adventist Health facilities that we partner with for clinical placements has put a limitation on our placements stating that they will accept only students from accredited schools in the in the very near future but will allow our COS students to attend as long as we are in the process of application for accreditation. Ref: <https://www.acenursing.org/about/>

C.N.A. Program Improvements Needed

Skills lab lacks availability and is impacted by the number of students in nursing and allied health programs. Creation of opportunities for students to practice skills and have dedicated skills lab time is needed. A dedicated open skills lab time would benefit students and allow instructors the opportunity to recommended additional skill lab time to students who are struggling with specific skills; however, when this was piloted during office hours, it was used by students early in the semester but was not sustained.

Instructors will have the ability to include skill lab time in a student's plan of remediation during the semester. An open skill lab by the hour - and give students an opportunity to sign up as needed instead of a separate skill lab. Stephanie and Belen have discussed utilizing the RN skills lab which has more open hours and opportunities for students to practice. Students would have the rubric and the exact skill they need to practice. They could sign as a C.NA student so that we could keep track of this option.

Students must complete complio requirements to attend clinical. The task of gathering student data and assuring compliance is overwhelming but has allowed for students to upload their documentation directly into complio. Faculty need follow up to assure compliance in all requirements.

Describe any external opportunities or challenges.: RN Program Opportunities:

As an underserved community there has been an increased demand for nursing hires. Clinical partners have reached out to the college and the nursing program to assist with meeting this demand. Health care facilities in our area have responded by increasing the available opportunities for nursing students as student nurse aides and student nurse interns. These positions are available on multiple nursing units. This allows the nursing students to increase their experience providing patient care and improve/develop some advanced skills while working under the supervision of a licensed RN. Students are paid an hourly wage and the experience may lead to permanent employment at the completion of the nursing program and licensure.

To meet the needs of the community, the nursing program will take advantage of opportunities to increase FTES which is also beneficial to the college. One of our clinical partners have collaborated with nursing program to provide financial resources to increase the number of LVN to RN students. Strong Workforce funds have also provided funds to increase the LVN to RN students. An additional 10 students per semester are added to the general enrollment. Members of the Nursing Advisory Committee additionally reiterated the need for continued growth and have supported (partial financing) the creation of a Year-Round cohort of LVN-RN students. The first 20 students were enrolled this summer (2022) and will finish in 2024. The additional program supports the need for nurses in the healthcare workforce in our community and provides more opportunity for students who are interested in pursuing a career in nursing. The director is pursuing opportunities to expand the program and continue to enroll 20 students each year. We will seek support from our community partners, the college, and the Workforce Investment Board (WIB) to achieve this goal once approval from the BRN has been received.

The current nursing shortage has benefited our students and they are able to immediately obtain permanent nursing positions in our community following graduation. Some even prior to obtaining their licensure exam.

RN Challenges

The recent addition of Unitek, a competing and predatory nursing program being offered online is in the processes of BRN approval and licensing. Should this new program be approved it may represent a challenge in that it would recruit students who might otherwise attend COS. It will also take potential faculty out of the employment pool. This program is being offered as a hybrid nursing program with lectures being offered online and clinicals being offered in the local hospitals. A community partner is committing to this program with funding which again could potentially remove funding from COS. At this point Unitek and the community partner involved with them are stating that COS clinical placements will not be affected. Jonna Schengel; Dean for Nursing and Allied Health, along with administration are looking at growth potential strategies and competitive course planning to combat potential deficits to COS nursing program. This new program is very expensive (>\$130,000.00) and compared to the \$6000.00 our COS students pay but with community partners paying for some of their own nurses to take the courses way still may see decreased enrollment.

Another new challenge and opportunity for nursing is national accreditation through ACEN (Accreditation Commission for Education in Nursing). One of our clinical partners is now requiring that any students attending their clinical sites for student placement must be from a nationally accredited nursing school. Currently COS and most if not all community colleges in the area are not nationally accredited. The director Belen Kersten did meet with the Education Director of the clinical partner, and it was arranged that at this time we could send students to the clinical site with an agreement extension; however, in future we will be required to at least be in the process of application for accreditation. The process of application and ongoing accreditation means the introduction of a new expense to the program. There will be an initial accreditation application fee and ongoing annual fees associated with this process. Accreditation does, however, offer many benefits to the students and the college.

The nursing program is still being impacted by the COVID-19 pandemic. We are still experiencing limitations in clinical placement and clinical access to some units. This reduces the number of students allowed to be present for hands-on clinical placement hours. The extensions for increased use of simulation-based training, approved previously by the BRN, have now expired (fall 2021). We may still use simulation to meet clinical needs, but it is limited to 25% of the total allotted clinical hours for a rotation.

COVID continues to impact our students and faculty in 2021-2022. Students had to adapt to more virtual simulation, online or hybrid instruction, reduced clinical hours and sites, and personal, financial, health, and time constraints related to covid issues at home. Faculty must provide alternate learning platforms for students affected by covid such as simultaneously teaching face to face and using zoom so that students have access to course content when unable to attend classes due to illness. Faculty have expressed a concern about abuse of the system by students who may or may not have covid but wish to use zoom instead of coming to class. Faculty are exploring ways of dealing with this situation while maintaining compassion and empathy for those truly ill. Another challenge with this situation is that in the past nursing has had (still has) policies related to absenteeism. Missing time simply does not allow a nursing student to complete their objectives, especially in the clinical area. We are obliged to make allowances for those with COVID, but students are voicing their concern that other illnesses should now qualify for absenteeism without reproof.

C.N. A. Opportunities and Challenges

Students are allowed to work as CNAs during the program that allow students to join the workforce early in the program. Most community partners are allowing the students to gain employment while still attending the program.

Covid continues to be challenge and requires daily testing of students prior to clinical site days. Hanford cohort lost a clinical placement and those students have to travel to Visalia for clinical hours.

Spring 2022 C.NA had 4 clinical sites. Fall 2022, we only have two- 3 CNA cohorts are going to two clinical sites.

Overall SLO Achievement: Registered Nursing Program:

The new concept-based curriculum is now being fully implemented across all four semesters of the program. The nursing program has 10 core nursing courses. The courses in the curriculum have six general course outcomes:

- Provide safe, quality, compassionate, evidence-based, patient-centered care to diverse patients across the lifespan in a variety of healthcare settings.
- Engage in clinical judgement making patient-centered care and other nursing decisions.
- Participate in quality improvement processes to improve patient care outcomes.
- Participate in teamwork and collaboration with all members of the healthcare team including the patient.
- Employ information management systems and patient care technology to communicate, manage knowledge, mitigate error, and support clinical judgement.
- Use leadership, management, legal, and ethical principles to guide practice as a Registered Nurse.

Each of these general course outcomes has been adapted to the course being taught. As an example: For NURS 135 Concepts of Care of the Pregnant Family and Neonate, the first course objective reads "Apply nursing concepts to provide safe, quality, compassionate, evidence-based, patient-centered nursing care to the pregnant family and neonate".

Each course has a varying number of SLO's attached to the course outcome that are individualized by course content and complexity.

The SLOs are semester leveled with expectations for the student increasing in complexity. Faculty use various assessment methods to evaluate course SLOs including classroom testing, online testing, clinical observation, student demonstration, and written care plans. The goal of the faculty is to have 100% of students meet each SLO. Of the recorded SLO assessments in TracDat , students met the objectives of the course and program 98-100% of the time. Each course and every SLO consistently met the achievement rate of 98-100%. Reflective of the program success and attrition rates.

C.N.A. Program SLO Achievement

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: Nursing Changes Based on SLO Achievement: Nursing is transitioning to a concept-based curriculum (CBC). Spring 2022 represents the first semester that students in all four semesters complete the CBC program. The cohort graduating in May 2022 represents the first to complete the new curriculum in its entirety. The ATI predictor exam administered at the beginning of the fourth semester and again at the end of the fourth semester showed improvement in student achievement meeting all the SLOs . Program Outcomes were evaluated in part using the results from the ATI Comprehensive Predictor exit exam. Though students were all able to demonstrate attainment of competency in all the assessed area (100%) some of the evaluated areas on the comprehensive predictor exam scored quite low and have necessitated marking that area of assessment as "not met", however; this is the first cohort of students taking the ATI

Comprehensive Predictor Test . They lacked preparation and did not use ATI throughout the curriculum as students in the past have done. Faculty teaching fourth semester simulation have addressed identified practice weaknesses thru simulation experiences and will continue to look for opportunities to improve student success on the exit exam. Some strategies include utilization of the ATI review modules more effectively and using simulation more effectively after assessment of module completion.

C.N.A. Changes Based on PLO Achievement
None

Overall PLO Achievement: As above

Changes Based on PLO Achievement: Same as above

Outcome cycle evaluation: 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.

Related Documents:

[16_Simulation_Guidelines \(1\).pdf](#)

[2021-2022 Director's Handbook FINAL_.pdf](#)

[2022 Schedule of Fees ACEN.pdf](#)

[2022-Nursing-Program-Fees-Domestic.pdf](#)

[ATI Comp Pred Retake May 2 Sp22 \(1\).pdf](#)

[ATI Comp Pred Retake May 2 Sp22.pdf](#)

[Comp Pred results Sp 22 .pdf](#)

[Comprehensive Program Review Report.pdf](#)

[COS_KH MOU.pdf](#)

[Fall 2021 - Spring 2022 Data.xlsx](#)

[Fall 2021 Total Applications Stats.docx](#)

[INACSL Standards of Best Practice \(1\) \(1\).pdf](#)

[INACSL Standards of Best Practice \(1\).pdf](#)

[NCLEX 2021 to 2022.pdf](#)

[NCLEX Pass rate Qtr 4 2021 2022.pdf](#)

[Nursing Advisory Committee Minutes 10.26.2021.doc](#)

[Nursing LMI, 2022.pdf](#)

[Spring 2022 Total Applications Stats.docx](#)

[Summary of Program Effectiveness 2021-2022 \(3\).doc](#)

Action: 2022-2023 Strategically Grow the Nursing Program Offerings to Meet Workforce Demand/Need

Strategically explore opportunities of growth potential in the nursing program increasing the number of students able to enroll and receive associate degrees in nursing and potentiate further educational and career goals.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes: This action would apply to all PLO, SLOs in the program

Person(s) Responsible (Name and Position): Jonna Schengel, Dean of Nursing and Allied Health; Belen Kersten, Director of Nursing; Tina Toth, Division Chair

Rationale (With supporting data): As some of our community partners have begun to pursue competing nursing programs to increase the number of nurses available in the employment pool, COS must strategically plan to meet the communities' demand for trained nursing staff. The predicted nursing shortage from 2018-2028 is 15.8%. The annual demand for new nurses currently is 1227 with an annual supply of only 873. This leaves a nursing shortfall of 354 annually. (Labor Market Demand, Registered Nursing 2021. In document repository). In order to address the nursing shortage and the predicted high demand for nurses, COS is strategically planning and considering a number of plans of action that address growth potential. One such opportunity exists in the Year-Round program by incrementally increasing enrollment annually by 10 students. Currently the first cohort of 20

Program Review - Nursing

students are in the program and Belen Kersten is applying to the board of registered nursing to add an additional cohort of 20 beginning in the summer 2023. Consideration is being given to enrolling 30 the following start date, then 40 etc. Other plans being considered in the growth strategy planning includes the additional of a full time time evening program. This program would mimic the current day program but be completely offered during evening hours (both lecture and clinical). In this way the clinical site placements for the full time day students is unaffected. Full-time tenure track faculty would have the option to teach or not teach in this option as they do now with the year-round program. Implementation of this program would require the recruitment and hiring of full time faculty and adjunct faculty. Consideration is also being given to hiring a full time clinical educator to cover clinicals. Having adequate faculty and clinical instructors will be imperative to the success of the programs being considered.

The current simulation lab technician is currently part time and the addition of additional program offerings will necessitate the need to hire a full time lab technician and possibly another part time technician as well. The salary of this individual would also be covered by Strong Work Force 7 funding initially.

Another consideration is the separation of the Division Chair and Assistant Director role which is currently one position. With the growth potential being examined it would be necessary to separate the functional roles of Division Chair and Assistant Nursing Director allowing the Assistant Nursing Director to focus their attention on the year-round program and creation and follow through of proposed full time evenings program. The determination of release time or remuneration is also under consideration and it is strongly recommended that 0.4 FTE release time be assigned to the position.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Personnel - Faculty - Strong Work Force 7 funding (Active)

Why is this resource required for this action?: Strong Work Force 7 funding will support the strategic growth potential and needed additional staffing (Full time faculty, adjunct clinical instructors and a full time simulation lab technician) by the nursing program

Notes (optional):

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

Related Documents:

[Nursing LMI, 2022.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 2.4 - 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 1.1 - The District will increase FTES 2% from 2021 to 2025.

Action: 2022-2023; 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 an annual night and weekend nursing program with 20 traditional ADN students
Obtain BRN approval for the addition of a full-time general RN nursing program-40 students per Fall and Spring semesters

Program Review - Nursing

Leave Blank:

Implementation Timeline: 2021 - 2022, 2022 - 2023

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, Belen Kersten Director of Nursing, Tina toth, 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

08/24/2022

Status: Continue Action Next Year

BRN approval received for first cohort of 20 students and a Year-Round Nursing Program. Additional approval is being sought for an annual recruitment of 20 students each year into the program.

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

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.

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

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 4.1 - 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: 2022-2023 Maintain adequate student support and enrollment in the nursing program by providing additional administrative support

Implement a 0.4 FTE release time for the Assistant Director of Nursing. Make the Assistant Director position separate from the Division Chair role. The 0.4 FTE release time will be separate from and in addition to the 0.6 release time the Division Chair currently has.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes: All program and course outcomes are directly effected by the ability of administration to maintain, coordinate and support the programs being offered.

Person(s) Responsible (Name and Position): Jonna Schengel Associate Dean Nursing/Allied Health, Belen Kersten Director of Registered Nursing, and Tina Toth Chair of Nursing and Allied Health and Assistant Director of the Registered Nursing Program

Rationale (With supporting data): Substantive growth proposals in the nursing program will necessitate additional administrative assistance for the Director and time commitment from the Assistant Director. The Assistant Director role is currently undertaken by the Division Chair. With the addition of two additional nursing program offerings (a year-round program and a full-time evening program), the Assistant Director will need to assume a larger role and time commitment. It is therefore necessary to offer the Assistant Director role as separate from the Division Chair role as time will not allow for both commitments. The requested time allotment for Assistant Director is 0.4 FTE release time. This is in addition to the 0.6 FTE release time awarded to the Division Chair. The Board of Registered Nurses and Nursing Practice Act do state that the Director and Assistant Director must have enough time available to competently oversee, evaluate, and head the nursing program and in past renewals it has been suggested that the two roles of Assistant Director and Division Chair be separate entities unto themselves. Growth of the program will necessitate this change.

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation:

Resources Description

Personnel - Faculty - Provide 0.4 FTE Release time for the Assistant Director of Nursing. Separate this role from the Division Chair role and designated release time for Division Chair (Active)

Why is this resource required for this action?: Currently the Assistant Director does not receive additional release time or compensation for duties performed as the Assistant Director. The role is combined with the role of Division Chair. Substantial growth of the program will necessitate additional administrative support and time commitment from the Assistant Director.

Program Review - Nursing

Notes (optional):

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

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

District Objectives: 2021-2025

District Objective 2.4 - 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: 2022-2023 Support Student Success and Continued Learning by Maintaining Adequate Staffing/Faculty.

Recruit and hire three full-time tenure track faculty members to fill expected vacancies and meet demand of program growth to ensure continued student success rate and meeting BRN ADN program staffing guidelines. Full-time Tenure Track Faculty Positions (3), Maintain BRN renewal standards for program

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes: Faculty support student achievement in all the program and student learning outcomes. Having qualified, skilled and experienced nursing faculty is imperative to all aspects of student achievement.

Person(s) Responsible (Name and Position): Jonna Schengel, Associate Dean of Nursing and Allied Health; Belen Kersten, Director of Nursing

Rationale (With supporting data): The nursing department will require three full time faculty positions. One will address a vacancy related to retirement and the others to address growth of the program. One position is a replacement position, and two are requests for new faculty. This ensures the continuation of student success and meets staffing mandates by the BRN. The Board of Registered Nursing emphasizes that the number of staff that a school of nursing must have to prove they meet the needs of nursing students and facilitate the successful integration of nursing students into the profession must be adequate. The BRN policy statement on Faculty, CCR 1424(g), and 1425.1 (see document repository) outlines hiring processes and requirements for faculty. The considerations outline the following requirements:

- Ensure there are adequate resources. Faculty is adequate in type and number to meet the end of program learning outcomes.
- The majority of faculty should be full-time per the BRN regulations. Faculty members, including the ratio of full time to adjunct (part-time) shall be sufficient to safely implement the curriculum
- Nursing faculty members whose teaching responsibility includes subject matter directly related to nursing are clinically competent in areas assigned (Med-Surg, Psychiatric, Gerontology, Pediatrics, Obstetrics etc.) and must be approved by the BRN to instruct in these areas.

- There should be one instructor qualified as a content expert in each of the five areas

- Evidence must support that each faculty member participates in nursing program activities, including instruction, evaluation of students, development of policies and procedures, planning, implementation and evaluation of the curriculum.

Obtaining and securing full-time tenure track faculty is increasingly important and more difficult. As the remuneration for hospital-based nurses increases this will become even more difficult. Nurses will not consider part-time temporary or full-time temporary roles when they earn less than working on the floor. It is imperative that recruitment focus on full-time permanent

Program Review - Nursing

tenure track faculty to replace vacancies as appropriate and to maintain increasing growth of the program (LVN to RN program and Year-Round RN program).

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: The BRN policy statement on Faculty, CCR 1424(g), and 1425.1 (see document repository) outlines hiring processes and requirements for faculty.

Resources Description

Personnel - Faculty - Three full-time tenure track faculty to replace current positions being vacated (Active)

Why is this resource required for this action?: The Nursing Program BRN renewal requires adequate staffing that meets various requirements as outlined in program review

Nothing will be funded over the amount listed on the salary schedule for each faculty hired.

Notes (optional): Each faculty will be placed in the full time faculty salary schedule as appropriate

Cost of Request (Nothing will be funded over the amount listed.): 150000

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 4.3 - 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 2.4 - 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: 2022-2023 Support student success in nursing simulation courses by introducing an additional Simulation Coordinator with 0.4 FTE release time

Offer a second simulation coordinator/education position to address needs for simulation after the introduction of a second cohort of 40 students (if BRN approved). The addition of another cohort of 40 students in the RN nursing program will necessitate a full-time Simulation Coordinator. This need will be split into two positions. Current position holds 0.6FTE release time. The additional of another position and 0.4 FTE release time will account for the full time need

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes: This item applies to all course SLOs and program outcomes.

Person(s) Responsible (Name and Position): Jonna Schengel Associate Dean Nursing/Allied Health, Belen Kersten Director of Registered Nursing, and Tina Toth Chair of Nursing and Allied Health and Assistant Director of the Registered Nursing Program

Rationale (With supporting data): 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 was being funded through CARES

Program Review - Nursing

funding (See Job description and MOU). Starting Spring 2022 this position will be allotted 0.6 reassign time (see job description in documents) and be funded through Strong Work Force. Beginning in 2022-2023 we would like to introduce a second simulation coordinator with 0.4 FTE release time. The NCSBN guidelines specify that there is a need for a qualified lead faculty (Simulation Coordinator 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. The nursing program is planning on substantial growth of the RN program and this growth necessitates the addition of a full time tenure track nursing lab coordinator.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Personnel - Faculty - 0.4 FTE release time for a second faculty member to assume role of simulation educator/coordinator (Active)

Why is this resource required for this action?: Expansion of the nursing program will require the equivalent of a full time simulation coordinator that can meet the demands of the increased number of course offerings and student census. Currently one faculty member holds a position with 0.6 FTE release time. In order to meet the demands of an increased student census, an additional simulation coordinator/educator is needed. This second position would result in release time of 0.4 FTE

Notes (optional): The cost of this request is dependent upon the faculty salary schedule. 0.4 FTE release time

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

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 2.4 - 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: 2022-2023 Support student success and continued learning by having a full time simulation technician to meet growth demands of the program

Hire a full time qualified simulation technician to meet best practices in simulation, support student success, and address growth challenges of the program

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes: This action is relevant to all program and course SLOs in the registered nursing

Program Review - Nursing

program

Person(s) Responsible (Name and Position): Jonna Schengel Associate Dean Nursing/Allied Health, Belen Kersten Director of Registered Nursing, and Tina Toth Chair of Nursing and Allied Health and Assistant Director of the Registered Nursing Program

Rationale (With supporting data): Simulation Lab Technician: A part-time Simulation Lab Technician was hired in fall 2021 which 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; perform 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.

As the program and student enrollment grows and the year-round program makes it to fourth semester, and the proposed addition of a full time RN program, it is necessary to change the part time lab technician to a full-time position. As the year-round program reaches its 4th semester (N175), and the proposed addition of a new full time program is implemented it will be imperative to have a full time simulation technician.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Personnel - Classified/Confidential - Full time simulation technician salary.

Angelica Gonzalez is currently at step 34-3 for FY23 as a 10 month 60% employee. Annual salary is \$28,480.90 plus benefits at 35.6295% \$10,147.60. total cost for FY23 would be \$38,628.50.

For FY24 Angelica would move to step 34-4 currently 31.00 per hour. Estimated salary as 10 month employee at 8 hours per day would be \$49,848.00 plus estimated benefits at 35.6295% \$17,760.59. total estimated cost as a 10 month employee would be \$67,608.59

(Active)

Why is this resource required for this action?: Angelica's salary is currently paid through Strong Workforce Funds and we need a full time permanent simulation technician to address growth when transitioning into new nursing programs.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 68000

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 2.4 - 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: 2022-2023 Increase student access to nursing programs

Program Review - Nursing

through growth. Increase the general fund nursing budget by 40% for supplies to meet growth needs.

Increase the GF nursing budget for supplies by 40% to accommodate needs related to substantive growth of the program (increased students in year round program and addition of second full time program)

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes: This action applies to the entire program, program outcomes and student learning outcomes.

Person(s) Responsible (Name and Position): Jonna Schengel Associate Dean Nursing/Allied Health, Belen Kersten Director of Registered Nursing, and Tina Toth Chair of Nursing and Allied Health and Assistant Director of the Registered Nursing Program

Rationale (With supporting data): As the nursing program continues to grow, substantially, the budge for supplies, faculty, etc., will need to be increased to support the program, student success, and access to appropriate supplies and equipment for enrolled students.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Adjustment to Base Budget - 40% increase in base budget for nursing supplies related to substantive nursing program growth (Active)

Why is this resource required for this action?: Substantial program growth over the 2022-2023 academic year +

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 6000

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

District Objectives: 2021-2025

District Objective 2.4 - 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: 2022-2023 Support Student Success and Support Growth of the Nursing Program by Maintaining the Nursing Full Time Senior Secretary

Institutionalize the Full Time Nursing Senior Secretary Position to facilitate student enrollment, clinical placement, and nursing administrative support.

Leave Blank:

Program Review - Nursing

Implementation Timeline: 2022 - 2023

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 Tina Toth Chair of Nursing and Allied Health and Assistant Director of the Registered Nursing Program

Rationale (With supporting data): Maintain Full Time Senior Secretary—Nursing:

This extremely valuable position is currently being funded through grant money through the end of the 2022-2023 academic year. The current Senior Secretary has held the position for five years. She is a very valuable part of our support staff who meets the needs of the nursing program in a myriad number of ways including documentation preparation and review, overseeing student Complio compliance (student requirements for vaccines, paper completion such as orientations and confidentiality statements, auto insurance etc.) and assists with student placement in the Adventist facilities which involves many complicated steps and changes on a regular basis. The senior secretary is responsible for assisting with nursing program application processes and review along with a multitude of other things. This position needs to be institutionalized as a full time permanent position, and moving this position that is grant funded to the general fund.

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Personnel - Classified/Confidential - Maintain full time senior secretary moving pay from grant funded to general fund.

The full time senior secretary salary would be \$44,160 plus benefits.

Benefits are 30.6234% which will equal \$13,523.29

Health benefits are \$18,670.20

Total cost for full time senior secretary with benefits is \$76,353.49. (Active)

Why is this resource required for this action?: This position has been traditionally funded through nursing grant funds. As the nursing program continues to grow and the senior nursing secretary role is even more crucial it is necessary to move this position to a permanent full time, institutionalized position.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 77000

Related Documents:

[Senior Secretary FT request 042021.pptx](#)

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: 2022-2023 Support student success, clinical placements, academic and career goals through national accreditation (ACEN)

Intentionally pursue national accreditation in order to preserve clinical placement at Adventist facilities, and to strengthen the program through rigorous peer review processes that evaluate educational quality and effectiveness in the nursing program

Leave Blank:

Program Review - Nursing

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes: The accreditation process ensures that students are receiving a quality education, meeting program SLOs across the board and provides the student with lifelong advantages related to scholarship and career opportunity. Accreditation applies to all SLOs in the program

Person(s) Responsible (Name and Position): Jonna Schengel, Associate Dean of Nursing and Allied Health; Belen Kersten, Direct of Nursing, Tina Toth Division Chair for Nursing and Allied Health

Rationale (With supporting data): National Accreditation (ACEN): Nursing is the largest program in the Nursing and Allied Health Division, and it is not nationally accredited. Both the PTA and Pharmacy Technician programs are. ACEN is a private and not for profit organization providing accreditation services to schools nationally. The goal is to improve educational quality and effectiveness of nursing education programs through the function of accreditation. In 2023 there will be 27 standards and criteria that would need to be met. Peer evaluations determine the extent to which a program meets expected standards of educational quality specific to nursing education. Faculty and the community benefit because it heightens faculty members' and administrators' awareness and responsiveness to areas needing improvement, it offers professional development opportunity and validation, and assists employers seeking graduates who are competent practitioners. Facts as presented during the ACEN conference (2022) attended by Belen Kersten the program director and Tina Toth the division chair included:

As of July 2022, accreditation is required by 30 jurisdictions

NCSBN is advocating that all Boards of Nursing require it by 2030

First time NCLEX pass rates for students from an accredited associate degree program we 86% vs 72% for non-accredited ADP.

Standards and criteria are reviewed every five years, but data is collected and reviewed annually sometimes necessitating early review.

The following represents benefits to our COS RN Nursing Students:

National accreditation offers our nursing graduates lifelong advantages. Many higher-level facilities will only hire nurses who have graduated an accredited program. The VA is included in this grouping.

It would allow our COS students to join a collaborative with CSU Fresno allowing students to attain a baccalaureate degree more quickly.

Accreditation demonstrates the value of nursing education at COS by meeting the rigorous standards and criteria of a national accreditation certification.

The evaluation and accreditation process assesses program adherence to the set standards and continued level of excellence.

Provides useful information for students' career and education decision making

Enables student eligibility for funding support from federal and state agencies, and foundations.

Facilitates transfer of credits

Is required by many nursing programs from admission to the graduate level, as well as, by some state regulatory agencies for licensures, and many employers.

Beginning the process of accreditation at this time is especially crucial because the Adventist Health facilities that we partner with for clinical placements has put a limitation on our placements stating that they will accept only students from accredited schools in the in the very near future but will allow our COS students to attend as long as we are in the process of application for accreditation. Ref: <https://www.acenursing.org/about/>

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Resources Description

Personnel - Faculty - Work Force 7 funding (Active)

Why is this resource required for this action?: Nursing faculty, in preparation for the rigorous standards and criteria requirements of accreditation will enroll in a Certified Nurse Educator course, and take the exam resulting in certification in nursing education expertise. Faculty will be compensated for their time, the course and the exam. Additionally, as incentive to participate the Dean has offered those who successfully pass the exam a stipend. All will be resourced through Work Force 7.

Program Review - Nursing

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 10000

Related Documents:

[2023 ACEN Manual of Standards and Criteria.pdf](#)

[2022 Schedule of Fees ACEN.pdf](#)

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

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 2.2 - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

Action: 2022-2023; 2021-2022 Facilitate Students Development of Clinical 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. (Strong Workforce)

Leave Blank:

Implementation Timeline: 2020 - 2021, 2021 - 2022, 2022 - 2023

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, Tina Toth Division 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

Program Review - Nursing

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

08/24/2022

Status: Continue Action Next Year

Continue Action for 2021-2022 academic year to facilitate fulfillment of clinical hours in lieu of limited clinical site placement

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

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):

Resources Description

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.

Program Review - Nursing

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: 2022-2023, 2021-2022 Facilitate Student Ability to Communicate, Manage Knowledge, Mitigate Error, and Support Clinical Judgement

Purchase a Simulated Electronic Medical Record (grant funding)

Leave Blank:

Implementation Timeline: 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023

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 Ability 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 Tina Toth 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.

Program Review - Nursing

Priority: High

Safety Issue: No

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2022 - 2023

08/30/2022

Status: Continue Action Next Year

The Cerner product is not available to COS nursing program through Kaweah Health Care District as originally planned; however, the director Belen Kersten is willing to purchase an electronic medical record product (DocuCare) and Tina Toth the Division Chair is researching cost and availability of this product.

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

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):

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

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
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: 2022-2023, 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, 2022 - 2023

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 Tina Toth 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: 2022 - 2023 08/30/2022
Status: Continue Action Next Year
Faculty, as part of their professional development and maintenance of expertise are being encouraged to obtain CNE (certified nursing educator) certification in preparation for the requirements of ACEN (national accreditation) standards and criteria. This is one of several areas of professional development that faculty engage in including test item writing (NEXGEN NCLEX), teaching in a concept-based curriculum, teaching methods, strategies, and pedagogy
Impact on District Objectives/Unit Outcomes (Not Required):
Update Year: 2021-2022 08/31/2021

Program Review - Nursing

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):

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

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: 2022-2023, 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, 2022 - 2023

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 Tina Toth 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.

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 Song Brown Grant funding.

Priority: High

Safety Issue: No

Program Review - Nursing

External Mandate: No

Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2022 - 2023

08/30/2022

Status: Continue Action Next Year

Health Counselor position filled and successfully implemented

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 rationale 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): Amelia's current hourly rate is \$68.25. Estimate for 22-23 hourly rate \$73.41 with 7.56% added.

Estimated Benefit rate for FY23 is 23.1595%

FY23-24 salary increase would be at least 2.5% more than 2022-2023. I would use the same benefit rate as FY23 for an estimate.

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

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.

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: 2022-2023, 2021-2022 CNA : Increase student access to an

Program Review - Nursing

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, 2022 - 2023

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:

Update on Action

Updates

Update Year: 2022 - 2023

09/13/2022

Status: Continue Action Next Year

Faculty continue to pursue accreditation. The process has been delayed related to current events including covid, and additional requirements related to covid.

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 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: 2022-2023, 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, 2022 - 2023

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 facilitate 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 demonstrating 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 increasing 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.

Update on Action

Updates

Update Year: 2022 - 2023

09/13/2022

Status: Continue Action Next Year

The C.N.A. program stills lacks designated skills lab time related to availability and use of the skills lab by the many programs in the nursing and allied health division.

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

Program Review - Nursing

Personnel - Faculty - Adjunct for C.NA to cover skills lab (Active)

Why is this resource required for this action?: The full time C.NA instructor teaches 18 units, which does not allow time for her to hold open skills lab hours. An adjunct C.NA would be good to have for when Stephanie needs to miss class/lab + could cover skills lab hours.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 15000

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

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: 2022-2023 Increase clinical placements for C.NA students

Increase clinical contracts in order to return to 5 clinical locations for C.NA students to attend. Stephanie will explore specific clinical contracts in Hanford.

Utilize Allied Health Sr Secretary to prepare new contracts and send to facilities. Dean, Jonna Schengel, will assist in the process to get new C.NA clinical contracts approved by COS Board.

Leave Blank:

Implementation Timeline: 2022 - 2023

Leave Blank:

Leave Blank:

Identify related course/program outcomes:

Person(s) Responsible (Name and Position): Stephanie Sierra, Angela Iniguez, Jonna Schengel

Rationale (With supporting data):

Priority: High

Safety Issue: No

External Mandate: Yes

Safety/Mandate Explanation: CDPH does require appropriate level of clinical placements in order to meet state required hours.

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 Objectives: 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 Equity and Access for Online Testing on Campus

Program Review - Nursing

Purchase 100 laptops and 3 charging (CARES Funding)

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, 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:

Update on Action

Updates

Update Year: 2021-2022

08/24/2022

Status: Action Completed

100 laptops and 3 charging stations have been received and are in use

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

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.

Program Review - Nursing

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 Full-Time Tenured Medical-Surgical Nursing Faculty 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:

Update on Action

Updates

Update Year: 2022 - 2023

08/30/2022

Status: Action Discontinued

Recruitment and hiring for this full time tenure track position is ongoing.

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

Program Review - Nursing

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 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". 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

Program Review - Nursing

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: 2022 - 2023

08/30/2022

Status: Continue Action Next Year

Simulation room two currently being used as a debriefing room. Simulation lab is still acquiring new equipment and supplies. Additionally audio video equipment is still being installed

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

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):

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.

Program Review - Nursing

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

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

Program Review - Nursing

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 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

Program Review - Nursing

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 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:

Update on Action

Updates

Update Year: 2022 - 2023

08/30/2022

Status: Action Completed

Successful completing of employer engagement event. This event will be maintained as an annual event now being planned and managed by the CTE Coordinator Daisy Guzman.

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

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

Program Review - Nursing

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

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:

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 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.

Program Review - Nursing

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

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.