Comprehensive Program Review Report

Program Review - Nursing

Program Summary

2023-2024

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What are the strengths of your area?: Program Review Nursing Spring 2023-Fall 2024
What are the strengths of your area? Nursing Program Strengths

1.   Student success is a priority for the nursing program. The course pass rates in the core nursing program courses range from 97.4% 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 83% for the 2022-2023 academic year which is improved over the previous year (81.6%). 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 2022-2023 the nursing program had a total of 196 students enrolled in the program for fall semester and awarded 41 associate degrees to graduates and 40 of these graduates passed the NCLEX exam on their first try for a 97.5% pass rate. During the spring 2023 semester there were a total of 200 students enrolled in the program and the nursing program awarded 45 associates degrees to graduates. 42 of those 45 students passed the NCLEX exam on their first try for a success rate of 93.3%. There is a Fall 2023 enrollment of 264 students in the nursing program. This is a substantial increase.   A pinning ceremony honoring all graduates is held in December and May each academic year. With the addition of the year-round program another pinning ceremony for those students will be held in August at the end of their program completion. Success of the nursing program can be credited 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 have access to for practice, remediation, and skills review.

The nursing program continuing approval (CAV) occurred in November of 2022 and was very successful achieving a perfect review with zero recommendations from the BRN. This reflects the dedication and hard work of the full-time faculty, and nursing administration, who teach and guide the curriculum and program while providing student support whenever it is needed.

 The current 2022-2023 National Council Licensure Examination for Registered Nurses (NCLEX) pass rate is 95.3%. This increased over the 2021-2022 academic year where the success rate was 87%, and in 2020-2021 87.85%. This is very reassuring and suggests an improvement over the past years where the pandemic played a role in the lower success rates. The year prior to the pandemic NCLEX pass rates were 94.25% and it is clear to see that with the pandemic resolving the pass rates have now even exceeded pre-pandemic values. 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. Additionally, the implementation of the new NextGen NCLEX testing platform does not seem to have overly affected success rates as it was anticipated to do. The first cohort of students to take the newly designed NCLEX exam achieved a group total success rate of 93.3%. The program success rates reflect the dedication of faculty and the rigor of the new concept-based curriculum preparing our students for success.

The faculty of the RN program accommodates the learning and testing needs of students that use the Access and Ability Center. With the introduction of the new concept-based curriculum in 2020 the 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. 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 2023 the initial assessment of student preparedness to pass the NCLEX was 60.7%. 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 national mean is 2.2%. At the end of the

course the comprehensive predictor exam is taken again to compare rates. The adjusted group score increased from 60.7 % to 68 % and the percentage of students in the group above the individual national mean increased to 35.6%. Our simulation faculty and technicians address weaknesses in performance as indicated by this testing, during the student's final semester to improve performance, success, and competence. These statistics demonstrate the student's ability to pass the NCLEX licensure exam, as well as comprehend and apply learned content and skills which are imperative to nursing and expected by our community health care partners and all health care employers.

Students who did not complete the program mainly withdrew for personal reasons (health/financial), 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 2022-2023 is 4.3 % slightly higher than the 4% attrition rate the year before, but 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 reinforce learned content and skills and teach and reinforce intervention prioritization skills by the student nurse, allowing them to practice in a safe space. 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 has been approved for substantial growth and now will accept 80 generic students a semester and an additional cohort of 10 LVN students in both the fall and spring semesters (180 students). Additionally, nursing has now enrolled its' second cohort of 20 year-round students totaling 200 annual student enrollments. Students who have completed the required prerequisite courses with a minimum 2.5 GPA and have taken the TEAS (Test of Essential Academic Skills) assessment (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 2023 semester was 73.8-85.8 points for generic students and 72.5-85.8 for LVN-RN applicants. There was a total of 322 generic student applications and 33 LVN-RN advanced placement applications for the Fall 2023 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 71.8-86.5 for generic students and 71.2-87.5 for the LVN- RN advanced placement applicants. There were 232 RN Applications and 38 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 allows an additional 20 RN students to enter a year-round nursing program. The program began in the Summer 2022 and a second cohort was introduced in Summer of 2023.The 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 two cohorts of 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 at least semi-annually. It will be important to have available full-time faculty and adjunct faculty to meet the staffing demands of the program ongoing and to meet the needs of a substantially growing department.

There is a strong focus on equity and diversity in the nursing program. A review of enrolled students (program review and planning dashboard) for 2022-2023 reveals that 10 African American students are enrolled in the program with a success rate of 90%; 15 students identify as Filipino and had a success rate of 93.3 %; 83 students identified as Asian with a 100% success rate; 363 identified as Hispanic with a success rate of 92.3%; 24 students identified as being multi-ethnicity has a 100% success rate; and130 students identified as White/Caucasian and had a 95.4% success rate. There were 14 students who identified their ethnicity as unknown, and that group had a 100% success rate.
The nursing program student and faculty population is diverse and strives to increase diversity by attracting students of all ethnicities to apply to the program through outreach activities, and community involvement.

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 except for 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 13 full time tenured/tenure- track faculty and two full time temporary faculty filling positions that will need to be made permanent full-time tenure track positions (foundational med-surg). Having 13 full-time nursing faculty provides the optimal full-time faculty/student ratio in both the theory and clinical components of all the courses, for this semester; however, many faculty will need to be recruited to fill open positions created by substantially increasing enrollment and courses. Full-time faculty all carry a full load of core nursing course units and some overload. Additionally, 14 adjunct faculty help fill vacancies in clinical rotations (more will be needed) required for the practicum portion of the program per the BRN.

Student Evaluations 2022-2023: 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 (see related 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 assesses, evaluates, and implements 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. Nursing 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 each 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 Perkins grant funding. In addition to Perkins funds the program also has secured funding through Strong Workforce Grants, Song Brown Grant, donations from private benefactors, 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 has helped 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 the Board of Registered Nursing.

Faculty Growth Template Summary: The FTES for 2022-2023 was 304.91 which is lower than the FTES for the previous year of 306.44. 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 7.54 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 in the past has had a class of 40-50 students divided into 4-5 groups of a clinical lab with 1 instructor per 10 clinical lab students. Future semesters will include 40 more students each semester. The CBC 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. During the Fall 2022-Spring 2023 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. According to the LMI, the annual demand for CNAs is 818, with an annual supply of 280 in the central valley. During the Fall 2022 semester three course and during the Spring 2023 semester, three more course sessions were offered. A total of 84 students were enrolled. The success rate of enrolled students in 2022-2023 is 84%. 91% of 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 Credentia.

Growth: The C.N.A. Program has introduced a new Rehabilitative Nurse Assistant course offered four times a year. This is a continuous education course 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 and an adjunct teacher teach the three 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 2022-Spring 2023 academic year. Enrollment improved this academic year; all three sections were full, and students filled the waitlists, this is likely due to the improvement of the COVID pandemic.

 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 2022-2023: Course Evaluations include 5 questions.

The first question asks students the reason for taking the C.N.A course. 80% of student's goal for this class is to obtain employment as a C.N.A, 9% of student goals is to obtain points toward the RN program. 11% 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. 94% of students strongly agreed, 5% agreed, and 1% answered neutral.

The third question asks if articles and handouts posted on electronic message boards are useful. 75% of students strongly agreed, 21% agreed, and 4% answered neutral.

The fourth question asks students if the clinical sites provides opportunities to practice skills. 92% of students strongly agreed, 5% agreed, and 3% answered neutral.

The last question asks if the course objectives were clearly explained in the syllabus. 96% of students strongly agreed, 3% agreed, and 1% neutral.

External Relations: The CNA program has its own separate advisory board from the RN program. Stephanie Sierra meets with clinical sites throughout the semester. She continues to maintain strong working relationships with our community clinical partners and clinical sites. The last advisory board was in April 2021. Currently, the 2023 advisory board meeting is being

coordinated.

EMT Program Strengths

EMT to Paramedic Pathway has been approved by Senior Management in response to local workforce needs. EMT classes have expanded to 60 students per semester. Paramedic Director, Nick Branch has been hired to develop and implement the Paramedic program for a Summer 2024 start. The curriculum is an accelerated model.

What improvements are needed?: What improvements are needed? RN Program Improvements Needed:

Continually improving student success and NCLEX pass rate.
The nursing program attrition rate for 2022-2023 is 5.8% which is slightly higher than previous year (4%) but still rebounding significantly from pandemic numbers which were as high as 12.82%. Division tracking of attrition over the 2022-2023 academic year showed that the attrition rate was related primarily to personal reasons (health, family, and financial), and clinical course failure (program rigor). The current 2022-2023 National Council Licensure Examination for Registered Nurses (NCLEX) pass rate (95.3%) is significantly higher than the previous year (87%), and that of the pass rate reported from 2020-2021 87.85%. This is very encouraging and is the result of many implemented student success tools. The year prior to the pandemic NCLEX pass rates were 94.25%. Perhaps this improved success rate indicates a rebound from pandemic era decline. Student success measures improved even though a new National Nursing Licensure Exam testing platform was implemented beginning in April 2023. Nursing has the goal of a 100% success rate and needs to continue to provide needed resources for equity, inclusion and diversity, student success resources.

Continued Growth in the Nursing Program
         The community we serve needs more nurses (and all medical professionals) and represents an underserviced 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 the year-round program clinical site placement is on weekends. We will need to ensure continued support from our clinical partners who help fund the Year-Round Program. The Director of the COS Nursing Program received approval to add another cohort of 20 year-round students in the summer 2023 from the Board of Registered Nursing (BRN) 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 came to fruition this fall with approval by the BRN for an additional 40 students per semester, adding 80 full-time generic RN students to the program. This effectually doubles the number of generic RN students and courses in the nursing program. This is advantageous to our community which suffers a severe nursing shortage. We expect that our nursing student graduates will find employment immediately and currently many find employment 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. To continually promote and ensure student success with the addition of 80 more students annually, full-time tenure-track faculty and adjunct will need to be hired to fill the vacant positions. We are doubling the program and will need to have double the faculty to teach it.
Currently the Division Chair holds both the positions of Division 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 additional cohort of 80 students. Separation of the two positions can occur in one of a couple of ways. First a new administrative position could be created for the Assistant Director, leaving the Division Chair position with 0.6 FTE release time; or possibly creating a second faculty position for Assistant Director with release time designated to that role, and separate from the Division Chair role. With the aggressive growth in the department over the last academic year the need to separate the positions is warranted more now than ever. The Labor Market Demand for Registered Nursing (2023) predicts annual job openings of 1240 positions and an annual supply of only 873 with COS contributing an estimated 90 nurses in 2022 and 2023. The excess demand for nurses in our community = 367. (LMI: EMSI Compilation of Public and Private Data for the CCC "Strong Workforce" Centers of Excellence).
Expansion of Facilities

Continued and aggressive growth also demands that we consider the need for additional space. Nursing has outgrown its current confines of Hospital Rock. The nursing program is pursuing national accreditation through The Accreditation Commission for Education in Nursing (ACEN) and they will assess the program's infrastructure and ability to meet the needs of the student population in relation to class rooms, computer labs, and simulation rooms/equipment and skills lab. The increasing student enrollment will strain our current facilities. Building expansion is needed. The growth of the Nursing and Allied Health Division has necessitated the need for facilities expansion.

Funding Increase

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. The program has grown by 100%. Doubling the number of students entering the generic nursing program and an additional 20 students entering the year-round program.

Full-Time Tenure Track Faculty Positions:

   The nursing department will require 3 Full-Time Tenure-track positions be filled. Currently we have two temporary full-time positions that we need to replace with full time tenure track faculty (1 in first semester, and 1 in second semester) ; and 1 in 3rd semester Medical surgical nursing to replace a position lost to retirement vacancy. The faculty are needed to meet the demands of growth in the program. With continued growth of the program in both the year-round program and the new full time generic RN program, additional faculty will also need to be brought on during the 2024-2025 academic year. 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 (additional generic RN, 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 2023-2024 academic year. The current Senior Secretary has held the position for six 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 be paid from the general fund.

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 to deliver safe client care". The next generation National Council Licensure Examination (NCLEX) exam format initiated in April 2023 has a greater emphasis on measuring the student's ability to make appropriate clinical judgements. In simulation, students can 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 available space and the limitations of simulation room layout, technological challenges, and the requirement for additional faculty training.   Planning for 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. As mentioned earlier in this review, space has become an increasingly important topic and expansion of facilities is desperately needed and should be considered.

The new nursing curriculum has 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 consider the addition of a second simulation lab technician and full-time simulation faculty soon.

The current Sim Lab Coordinator position is allotted 0.6 reassign time (see job description in documents) and is 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 may be proposed to accommodate growth and maintain student success, as well as a part time simulation technician. 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.

Simulation Needs:
-The most demanding need is that of expansion of facilities.
-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.
-Planning forward includes the addition of another Simulation Coordinator with 0.4 release time and
potentially a part time simulation technician
-Ongoing subscriptions to professional journals and online resources
-Annual maintenance for simulation mannequins
-Staying current with simulation with use of latest simulation mannequins and state of the art equipment.
-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 in use is virtual simulation scenarios. The BRN allows for a 25% allotment of clinical hours that can be dedicated to simulation. 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 if INACSL guidelines are followed (including a pre-brief and debrief in addition to the simulated experience). New research has 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 but has initiated the process and achieved approval of candidacy this past summer (2023). 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 from 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. With our aggressive growth these clinical placements are more important than ever. 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. Currently students spend two days in the skills lab prior to the start of their clinical rotation. Creation of additional opportunities for students to practice skills and have dedicated skills lab time is needed. In prior semesters a dedicated open skills lab time was piloted and was used by students only early in the semester, which leads me to recommend an additional skill lab day at the beginning of the semester for students to practice their skills prior to the start of their clinical rotation. In Spring 2022 semester, students were encouraged to attend RN skill lab if they needed practice, with their rubrics. No students utilized the RN skill lab.

 All students are to meet specific requirements to attend clinical. The task of gathering 45 students' data and assuring compliance is overwhelming in the first two weeks of the semester. Complio has allowed students to upload their documentation directly into the program. Students can check their compliance status at all times and ensure their clinical compliance throughout the semester.

EMT-Paramedic Improvements Needed

In order to implement the Summer 2024 Paramedic courses, a full time faculyt member and 1-2 adjuncts will need to be hired. Hosting 60 EMT students at the Visalia campus has put a strain on the physical plant and lab resources in Hospital Rock. Also the poor interconnectivity of Hospital Rock causes testing delays. One solution maybe to relocate 1/2 of the EMT students to the Hanford campus, where the Paramedic program will be housed. Equipment purchases have been planned with SW 6,7,8 funds.

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

As an underserviced 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 has 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. A second cohort of 20 students was added in summer of 2023. 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 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.

A perioperative nursing and LVN to RN nursing apprenticeship program has been initiated through a CCC initiative and community partnerships. The program is employer driven and the students will receive a wage while completing training. "As part of the California Community Colleges ongoing efforts to meet the state's need for an educated and skilled workforce and the Governor's goal of serving 500,000 earn-and-learn apprenticeships by 2029, the Chancellor's Office is pleased to announce the availability of Proposition 98 funds for the California Apprenticeship Initiative (CAI) New & Innovative Pre-Apprenticeship and Apprenticeship Grant Programs (N&I). Apprenticeship is the model of the future as a mechanism to eliminate the barrier between education, training, and employment to create a seamless pathway. While the goal is to serve 500,000 apprentices, California has currently served roughly 100,000, and the state has a need to create innovative ways to scale the growth of registered apprenticeships. The CAI N&I seeks to create new and innovative apprenticeship opportunities in priority and emerging industry sectors or areas in which apprenticeship training is not fully established or does not exist. The goal of the CAI N&I Grants Program Fiscal Year 2022-23 Applications is to create new and innovative apprenticeship opportunities in priority and emerging industry sectors or areas in which apprenticeship training is not fully established or does not exist. Programs should tap into CAI funding throughout the life cycle of the program and use the different grant purposes to create stackable funding: planning grants, implementation grants, and then expansion grants." Ref: California Community Colleges: California apprenticeship Initiative New and Innovative Grant Program Fiscal Year 2022-2023. Workforce and Economic Development Division.
The Director of Nursing also pursued an increase in student enrollment through the Board of Registered Nursing and was approved in increase enrollment by 40 students a semester, effectively doubling our program.
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 Program Challenges

A new program (UNITEK) has been approved and represents 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. The Dean and Director of the nursing program has implemented strategic and aggressive growth 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 and may still see decreased enrollment. We have seen a decrease in the number of applications received by the nursing program.

Two additional challenges created through growth include the recruitment and retention of faculty and the need for expanded facilities. To double the students enrolled in the program the program must adapt, add additional courses, and faculty and find available space to hold those classes, clinical placement, and skills lab resources etc. Nursing is outgrowing its facilities in

Hospital Rock and needs to expand. More simulation lab room is required as is the skills lab. We must accommodate 200 students a year at this point.

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 based on beginning the process of accreditation; however, in future accreditation is the expectation. 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.

C.N. A. Opportunities and Challenges

Students are no longer able to work as CNAs during the program due to the conclusion of the pandemic state of emergency. Students are required to complete their course, pass their state board test and pass a state fingerprint clearance to work as CNAs.

Clinical sites continue to require for students to be COVID vaccinated and mask FIT testing. Students are no longer required to COVID test weekly. For Fall 2022 and Spring 2023, CNA cohorts attended clinical at two clinical sites. Currently, we have 2 active clinical placement sites in Tulare County. We are currently working on expanding our clinical sites in Tulare and Kings County.

EMT-Paramedic
External challenges are obtaining the number and variety of clinical sites for the Paramedic program. A medical director position is also required, which is costly but can be obtained.
Overall SLO Achievement: 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.

Overall SLO Achievement: C.N.A.

Certified Nurse Assistant (CNA) Program: The full-time faculty of the CNA program is responsible in maintaining and updating the SLO evaluations of the program in accordance with college schedule.

Changes Based on SLO Achievement: RN Program Changes Based on SLO Achievement: Nursing has transitioned to a concept-based curriculum (CBC). Spring 2022 represents the first semester that students in all four semesters complete the CBC program.

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 areas (100%), some of the evaluated areas on the comprehensive predictor exam scored quite low. Faculty teaching fourth semester simulation have addressed identified practice weaknesses through 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: 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 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:
[2022.10-17 ARRC Minutes (Unapproved).doc](#)
[ARRC 03202023 Agenda (1).doc](#)
[BRN ELC Growth Request.pdf](#)
[CAI RFA apprenticeship info.pdf](#)
[CNA LMI, 2023.pdf](#)
[College of the Sequoias - ADN Review - Final.pdf](#)
[College of the Sequoias - Candidacy Decision Letter.pdf](#)
[Comp Pred scores test 1 Sp 23 (1).pdf](#)
[Comp Pred scores test 1 Sp 23.pdf](#)
[Consortium Feb Minutes.pdf](#)
[Consortium Nov Minutes.pdf](#)
[CRC Strategic Plan 2022-2023.pdf](#)
[Final ACEN CANDIDACY PRESENTATION.pdf](#)
[NCLEX 2017 to 2023 results (5).xlsx](#)
[NCSBN NCLEX Success Report.pdf](#)
[Nursing Advisory Committee Minutes 10.18.2022.doc](#)
[Nursing LMI, 2023.pdf](#)

Action: 2023-2024 ; 2022-2023 Support the Aggressive Growth in the Nursing Program Offerings to Meet Workforce Demand/Need

Maintain aggressive growth in the nursing program which increased the number of students able to enroll and receive associate degrees in nursing and potentiate further educational and career goals. Explore addition of apprenticeship programs in nursing.
Leave Blank:
Implementation Timeline: 2022 - 2023, 2023 - 2024
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 form 2018-2028 is 15.8%. The annual demand for new nurses currently is 1240 with an annual supply of only 873. This leaves a nursing shortfall of 354 annually.(Labor Market Demand, Registered Nursing 2022. In document repository). In order to address the nursing shortage and the predicted high demand for nurses, COS has strategically plannied and implemented a number action plans that address growth. One such opportunity exists in the Year-Round program which incrementally increases enrollment annually by 20 students. Currently the second cohort of 20

students are in the program and Belen Kersten is considering adding another cohort biannually beginning in summer 2025. Additionally the program doubled its enrollment after being approved by the Board of Registered Nursing to accept an additional 40 students per semester. This program mimics the current full time day program. Full-time tenure track faculty have the option to teach or not teach in this option as they do now with the year-round program. Implementation of this program requires the recruitment and hiring of full time faculty and adjunct faculty. Having adequate faculty and clinical instructors will be imperative to the success of the programs being offered.

The addition of so many students may require the recruitment and hiring of an additional part time simulation technician to faciltiate simulations, prepare the sim lab and maintain the simulation equipment.

The salary of this inidividual would also be covered by Strong Work Force 7 funding initially.

Another consideration is the separation of the Divison Chair and Assistant Director role which is currently one postion. 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 increased enrollment in the generic nursing program and the year-round 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 postiion or the consideration of making a new administrative position (Assistant Director) allowing COS nursing to meet the requirment of the BRN by allotting enough time to the Assistant Director to learn the role of Director.

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

Resources Description

Personnel - Faculty - Strong Workforce 7, will support the addition of a part time simulation lab technician (Active)
Why is this resource required for this action?:
Notes (optional):
Cost of Request (Nothing will be funded over the amount listed.): 45000
Related Documents:
Nursing LMI, 2023.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: 2023-2024 Implement Paramedic program for a Summer 2024 start

Develop and implement an accelerated Paramedic program to serve 24-32 students by hiring a full time faculty member, 1-2 adjunct as well as purchasing required equipment, obtaining accreditation status, and hiring a medical director.
Leave Blank:
Implementation Timeline: 2023 - 2024
Leave Blank:
Leave Blank:

Program Review - Nursing

Identify related course/program outcomes: Produce 24-32 Paramedics every year.
Person(s) Responsible (Name and Position): Nick Branch, Paramedic Director; Jonna Schengel, Dean
Rationale (With supporting data): Minutes from Paramedic Advisory Board and LMI support this new program; many ambulance companies have been contracting with colleges outside the area to meet the educational requirements.
Priority: High
Safety Issue: Yes
External Mandate: Yes
Safety/Mandate Explanation: Paramedic programs must meet rigorous safety/clinical and accreditation standards

Resources Description

Personnel - Faculty - Full time Paramedic Faculty (Active)
Why is this resource required for this action?: Required to teach the Paramedic courses
Notes (optional):
Cost of Request (Nothing will be funded over the amount listed.): 150000

Adjustment to Base Budget - Supplies and stipend for medical director is required for ongoing implementation of the Paramedic program (Active)
Why is this resource required for this action?: Students need to demonstrate lab skills; medical director is required to coordinate clinical experiences
Notes (optional): Nick Branch has been able to secure a medical director at $2000/month; all other start up equipment purchases will be covered with SW 6,7,8 funds, including Program Director salary.
Cost of Request (Nothing will be funded over the amount listed.): 30000

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 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: 2023-2024, 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 one expected vacancy and meet demand of program growth (2 faculty) 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, 2023 - 2024
Leave Blank:

Program Review - Nursing

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): 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.

To continually promote and ensure student success with the addition of 80 more students annually, full-time tenure-track faculty and adjunct will need to be hired to fill the vacant positions. We are doubling the program and will need to have double the faculty to teach it.

   The nursing department will require 4 Full-Time Tenure-track positions be filled. Currently we have two temporary full-time positions that we need to replace with full time tenure track faculty (1 in first semester, and 1 in second semester) ; we need 1 in OB 2nd semester (growth position), and 1 in 3rd semester Medical surgical nursing to replace a position lost to retirement vacancy. The faculty are needed to meet the demands of growth in the program. With continued growth of the program in both the year-round program and the new full time generic RN program, additional faculty will also need to be brought on during the 2024-2025 academic year. 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 (additional generic RN, 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 staff growth positions (2) and replace current postions being vacated through retirement (1). The additional faculty will be supported using Song Brown (2) Grant funding. (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.): 456000

Related Documents:

Nursing Advisory Committee Minutes 10.18.2022.doc

BRN ELC Growth Request.pdf

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 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: 2023-2024, 2022-2023 Maintain adequate student support and enrollment in the nursing program by providing additional administrative support

Implement release time for the Assistant Director of Nursing. Consider creation of Assistant Director administrative position. Make the Assistant Director position separate from the Division Chair role. The 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, 2023 - 2024
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 in the nursing program necessitates additional administrative assistance for the Director and time committment 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 generic RN program), the Assitant Director will need to assume a larger role and time committment. It is therefore necessary to offer the Assistant Director role as separate from the Division Chair role as time will not allow for both committments . 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/Or create new administrative postion of Assistant Director of Nursing. Separate this role from the Divison Chair role and designated release time for Division Chair. Supported by Nursing Growth funds. (Active)

Program Review - Nursing

> **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 Asistant Director. The role is combined with the role of Division Chair. Substantial growth of the program will necessitate additional administrative support and time committment from the Assistant Director.
>
> **Notes (optional):**
>
> **Cost of Request (Nothing will be funded over the amount listed.):** 71500

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: 2023-2024, 2022-2023 Increase student access to nursing programs 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% ($8400.00) 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, 2023 - 2024

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% ($8400.00) 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 (program doubled) over the 2022-2023 academic year +
>
> **Notes (optional):**
>
> **Cost of Request (Nothing will be funded over the amount listed.):** 8400

Program Review - Nursing

Related Documents:
BRN ELC Growth Request.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 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: 2023-2024, 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:
Implementation Timeline: 2022 - 2023, 2023 - 2024
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 2023-2024 academic year. The current Senior Secretary has held the position for six 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.) for hundreds of students, 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 $64,611,57 plus benefits.
Benefits are 43,290.84

Program Review - Nursing

Total cost for full time senior secretary with benefits is $107,902.41

Can be funded by Song Brown grant. (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, institutionaled position. This position ranked #1 last year and it was decided to continue to pay from grant funds. We are requesting that the position be instituationalized this year.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 108000

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: 2023-2024, 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 effectivenesss in the nursing program

Leave Blank:

Implementation Timeline: 2022 - 2023, 2023 - 2024

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 and going forward 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

Program Review - Nursing

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 - SW 7 to support accreditation fees. (Active)
Why is this resource required for this action?: Initial Accreditation Fee, $1000, Visit Fee $7425.00, Firt 5 year accreitation fee $2395. and annual accrditation fee $2875. All will be resourced through SW7.
Notes (optional):
Cost of Request (Nothing will be funded over the amount listed.): 14000
Related Documents:
2023 ACEN Manual of Standards and Criteria.pdf
2022 Schedule of Fees ACEN.pdf
College of the Sequoias - ADN Review - Final.pdf
College of the Sequoias - Candidacy Decision Letter.pdf
Final ACEN CANDIDACY PRESENTATION.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: 2023-2024, 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, 2023 - 2024
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 the pandemic faculty required access to virtual products due to clinical partners denying 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. This is still occurring and limited placement is a reality for schools across the United States since the onset of COVID.
Even prior to the COVID Pandemic, providing clinical placements and experiences that support students' development of clinical judgment and provide students with the education and experience necessary to become competent and autonomous professional nurse students has been getting more difficult due to limited clinical placements. Virtual simulation products provide students with patient experiences/ cases that can also be integrated into theory. Over the past 3 semesters many faculty have utilized virtual simulation products to provide students with simulated patient experiences in both clinical and theory to support student learning and clinical judgment.
Virtual patient simulations have been shown to be as effective as high-fidelity simulations as long as INACSL guidelines are followed (including a pre-brief and debrief in addition to the simulated experience). New research had shown that relevant student learning outcomes are at least equal to those achieved in traditional clinical settings. The National Council for State Boards of Nursing (NCSBN) conducted a large-scale, nationwide, randomized study comparing educational outcomes between students groups where simulation was substituted for up to 50% of traditional clinical experiences (Hayden et al., 2014). Results showed that there were no significant differences in nursing knowledge, clinical competency, NCLEX pass rates, and overall readiness for professional practice when simulation was substituted for up to 50% of traditional clinical experiences. The NCSBN study also showed that the benefits of using simulation in lieu of traditional clinical hours in pre-licensure nursing programs expanded to their students' first clinical position as there were no significant differences in clinical competency and readiness for practice at six weeks, three months, and six months after graduation.
Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

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.

Notes (optional): Nursing Enrollment Growth Grant Funded
Cost of Request (Nothing will be funded over the amount listed.): 12000

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: 2023-2024. 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. (Perkins Request, Strong Workforce, and Nursing Growth Grant)

Leave Blank:
Implementation Timeline: 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024
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

Program Review - Nursing

Updates

Update Year: 2022 - 2023   08/30/2022

Status: Continue Action Next Year

Faculty, as part of their professional development and maintainance 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):

Resources Description

Perkins Grant Funding for professional development ad improving instruction through faculty education and development. (Active)

Why is this resource required for this action?:

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 5000

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: 2023-2024, 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, 2023 - 2024
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

Program Review - Nursing

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

Notes (optional): 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: 2023-2024, 2022-2023 Support student success and continued learning by having an addiitional part-time simulation technician to meet growth demands of the program

Hire a part-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, 2023 - 2024
Leave Blank:
Leave Blank:
Identify related course/program outcomes: This action is relevant to all program and course SLOs in the registered 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 full-time Simulation Lab Technician was hired in fall 2021 (initially part-time) which is initially being funded through Strong Workforce Funding. With the substantial growth of the nursing program and a doubling of the need for students to pass simulation based learning objections in the fourth semester of the program, the need for a simulation tech has doubled requiring the addition of another part time simulation techinitian. The International Nursing Association for Clinical Simulation and Learning (INACSL) & National Council of State Boards of Nursing Standards and Recommendations for Best Practices in Simulation both address the need for having a simulation technician whose primary duties include but not limited to: support daily operations of the Simulation lab; maintain human simulators and lab equipment; preform pre-simulation activities and execute the simulation experience. The new nursing curriculum fourth semester focus on simulation that address student weakness in nursing skills and performaance. Additionally the new curriculum Incorporates simulation as a continual thread throughout and all semesters utilize the simulation lab and would use it more with the addition of technical assistance. 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 additional full time RN program, it is necessary to hire and additional part time technician to meet the needs of the students and support the success of the students and the program.
Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Resources Description

Personnel - Classified/Confidential - Part time simulation technician salary.
A ten month, 60% employee (based off previous simulation technician salary) approximate annual salary would be $28,480.90 plus benefits at 35.6295% $10,147.60. total cost for FY23 would be $38,628.50. With the addition of wage increases this year at approximately 10% an estimate of the cost for a part time simulation coordinator would be $45,000.00

  (Active)

Why is this resource required for this action?: Consider use of Strong Workforce Funds, to expand the simulation program

Program Review - Nursing

and staff to support continued success of program and student success
Notes (optional):
Cost of Request (Nothing will be funded over the amount listed.): 45000

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: 2023-2024, 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 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, 2023 - 2024
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 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

Program Review - Nursing

Personnel - Faculty - 0.4FTE release time for additional Simulation Coordinator (Active)

Why is this resource required for this action?: The rapid and substantial growth of the nursing program and the number of students in the program requires that to support student success, reources need to grow as well. Additional faculty are needed to support the simulation portion of the curriculum as simulation based learning requires substantial planning, coordination and production of simulations. Position will be supported by Nursing Growth Fund

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 76427

Related Documents:

16_Simulation_Guidelines (1).pdf

INACSL Standards of Best Practice (1) (1).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 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: 2023-2024, 2022-2023, 2021-2022 CNA: Increase student success by offering skill lab for practice

Offer an additional skill lab day prior to the start of clinical.

Leave Blank:

Implementation Timeline: 2021 - 2022, 2022 - 2023, 2023 - 2024

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 facilate 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. Adding an additional skill lab day 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.

Program Review - Nursing

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: 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.

Update on Action

Updates

Update Year: 2023 - 2024   09/18/2023
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. Considering adding an additional scheduled skill lab time within the course.
Impact on District Objectives/Unit Outcomes (Not Required):

Resources Description

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: 2023-2024, 2022-2023, 2021-2022 CNA : Increase student access to an Accredited Online CNA program (VTEA-SWP)

In order to offer an Accredited Online CNA program, the applicant's program must meet all applicable requirements specified in Code of Federal Regulations, Section 483 Subpart D, the California Health and Safety Code Division 2, Chapter 2, Article 9, the California Code of Regulations, Title 22, Division 5, Chapter 2.5 and the requirements listed in the All Facilities Letter(AFL) 20-89. The software chosen for the program needs to have specific requirements to meet the above Title 22 regulations. The software is required to track student time reviewing material and collaborations. A form of evaluation for understanding of content is required. The ability to skip forward should not be disabled. The application including all lesson plans, exams, and assignments need to be submitted for consideration. Access to the live online program is also required for accreditation approval. CDPH must have initial and ongoing access rights to the online program. The list of forms are required: CDPH E276, CDPH E276a, CDPH E276b, CDPH E276c, CDPH E 276d, CDPH E276p, and CDPH E279.
Leave Blank:
Implementation Timeline: 2021 - 2022, 2022 - 2023, 2023 - 2024
Leave Blank:
Leave Blank:

Program Review - Nursing

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 15% increase in job growth is predicted for CNAs with annual job openings of 818. Currently CNA programs in the surrounding areas are only meeting 34% 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 waiver has since expired, but CDPH has approved an online option for theory hours. 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: 2023 - 2024   09/18/2023 **Status:** Continue Action Next Year Faculty continue to pursue accreditation. The process has been delayed related to current events including 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

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: 2023-2024, 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.

Program Review - Nursing

Leave Blank:
Implementation Timeline: 2021 - 2022, 2023 - 2024
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: 2023 - 2024   08/30/2022
Status: Action Completed
Successful completing of employer engagement event. Due to the success of this event, it will be maintained as an semi- 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
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: 2023-2024, 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:

Program Review - Nursing

Implementation Timeline: 2022 - 2023, 2023 - 2024
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.

Update on Action

Updates

Update Year: 2023 - 2024   09/18/2023
Status: Continue Action Next Year
Due to the COVID pandemic and change in owner/management obtaining clinical site contracts has been challenging. Stephanie is currently in the process of obtaining 3 additional clinical site contracts with the assistance of the Allied Health Sr. Secretary. The additional three contracts plus the two current contracts will make a total of 5.

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 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, 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 Abilitiy to Communicate, Manage Knowledge, Mitigate Error, and Support Clinical Judgement and SLO #5 in all new courses related to technology
Person(s) Responsible (Name and Position): Jonna Schengel Associate Dean Nursing/Allied Health, Belen Kersten Director of Registered Nursing, and 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.

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):

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).

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Program Review - Nursing

Notes (optional): 190 students= 19,600 per year; (VTEA?)
220 students= 22,900 per year
Cost of Request (Nothing will be funded over the amount listed.): 23000

Link Actions to District Objectives

District Objectives: 2018-2021

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

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 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

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:

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

Program Review - Nursing

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.