# Comprehensive Program Review Report

## Program Review - Nursing

## Program Summary

### 2018-2019

**Prepared by:** Terri Paden RN, DNP Division Chair Nursing and Allied Health 2018
**What are the strengths of your area?:** RN Program

Student Success:  The Nursing Program has a high success rate with almost all the students completing the program.  During the academic year of 2017-2018 the program had a total of 164 students enrolled in the Fall semester with 39 graduates and 161 total students in the Spring semester with 38 graduates.  The students that did not complete the program either withdrew for personal reasons or academic failure.  The RN program does allow the students one academic failure and a chance to repeat the course upon faculty recommendation which contributes to our low attrition rate and high student success. In the academic year 2017-2018 only three students failed their second attempt in the program.  There were failures in the second semester but are still in the program.  There were two withdraws for reasons other than academics.  The RN program continues to have a high success rate and low attrition rate of 6.25% consistent with the previous year (State average is 14% in Associate Degree programs). In addition to program success and student retention the RN program continued to have above the State average pass rates of 96.1% on the National Council Licensure Examination (NCLEX) exam. The continued success of the program appears to be due to all instructors utilizing the RN program Student Success Program for students at risk for failure, struggling with nursing concepts and content, needing to develop study strategies, or having psycho-social issues. The students can voluntarily make arrangements with the student success instructor or can be referred to the student success instructor for assistance. The faculty of the RN program accommodates the learning and testing needs of the students at the Access and Ability Center. the faculty have also been consistent integrating an ongoing assessment tool, Assessment Technology Institute (ATI) for their course preparation, instruction and reinforcement. The ATI program purchased by students and grant funds provides the nursing student with assessments of their current knowledge level. ATI provides individualized remediation plans to support student success in achieving the COS RN program outcomes.  ATI guides the student by using supplementary resources such as case scenarios to reinforce theory and clinical instruction and ATI live review after program completion prior to sitting for the NCLEX exam.  The program also has a variety of student support services.  The students that did complete the RN program are eligible to sit for the NCLEX exam.

Enrollment Patterns:  The program continues to accept 40 generic students a semester.  Students who have completed the required pre-requisite courses with a minimum 2.5 GPA and have taken the TEAS test (entrance exam) are then qualified to apply for the program.  The selection process for acceptance is determined using the Multi-Criteria Admission Tool (documents). This tool is based on a 100 point system.  The average point spread scored for acceptance in the past two semesters was 56-81 points.  There were a total of 341 generic student applicants for the 2017-2018 academic year and 80 students were accepted into the program.  New to the program was the addition of 10 LVN to RN students in 1 cohort group.  The LVNs began the program in the 2nd semester of the program in the fall semester.  The application process is the same for the LVN to RN students.  The multi-criteria point spread for the accepted LVN students was 46-81.

Workload Measures:  The RN program has eight core nursing courses ranging from 3 to 11 units.  All the courses have a lab (clinical) component.  The optimal student instruction occurs when the theory instructor also teaches in the clinical setting.  This continuity of instruction is preferred to promote student learning and reinforces content recently taught in the classroom.  The program has hired two full time tenure tract nursing faculty at the end of last year to start this year giving the program a total of 11.  The program is fully staffed with full time nursing faculty providing the optimal full time faculty/student ratio in both the theory and clinical components of the courses.  These faculty all carry full load of core nursing course units and some overload. The adjunct faculty consisted of approximately 10 which will be reduced next year with the new faculty hires

Student Evaluations 2017-2018:  Evaluations are based on 3 categories, Theory, Clinical, and Resources in all 4 semesters of the program.  Graphs of all categories and the evaluation questions pertaining to those categories that the students have responded to are in the Summary of Program Effectiveness pages --- in the documents.  Evaluations are delivered through Survey Monkey and based on a 5 point Likert Scale.  The evaluation data analysis are summarized in a narrative followed by course faculty review responding with a development of plan of action, pp. 6-58.

Academic Quality:  A Nurse Educator is a nursing specialty supported by the National League of Nursing (NLN).  The standards set 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.
The Nursing Process is comprised of 5 elements: Assessment, Nursing Diagnosis, Planning, Implementation, Evaluation
In addition to professional standards and years of nursing experience a majority of the Nursing Faculty attend an Elsevier Nurse Education conference during the Winter Break. New teaching strategies are acquired and implemented into the classrooms.

Resource Efficiency:  The Nursing Program is a CTE program that qualifies for VTEA grant money.  The program has benefited greatly with needed skill lab equipment, student assessment testing, ATI live review and a consultant for the upcoming program curriculum change.  In addition to VTEA funds the program has been able to increase FTES with the addition of 10 LVN-RN students through the Strong Workforce Initiative for the 2017-2018 year and financial resources provided by one of our clinical partners.  Resource efficiency is always low attributed to our Faculty/Student ratio in the clinical setting of 1:10.  This ratio and limit of students in a clinical setting is a mandate by Board of Registered Nursing.

Faculty Growth Template Summary:  The FTES for 2017-2018 was 243 which is consistent with the previous year. Noted this data is a year behind the academic year being evaluated.  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 (E-WSCH/FTES) however, is 231 in productivity far below the state productivity goal. It would appear that we are not efficient but this is due to the design of our classes by state mandate.  Each semester has a class of 40 students divided into 4 groups of a clinical lab with 1 instructor per 10 clinical lab students.  The program has a total of eight core (required) courses which are all designed in the same pattern.  Therefore it is virtually impossible to meet the state goal productivity value in the efficiency (E-WSCH/FTEF) category and also meet the Board of Registered Nursing state mandates. (documents-Faculty Growth Template)

Internal Relations:  Many of the full time faculty are members of campus committees representing the RN Program, they inform the nursing faculty of the current topics and processes of these committees.  The COS committees that include a representative for nursing faculty are:  Curriculum, Distance Education, Academic Senate, Instructional Council, FEC, and Outcomes and Assessment.  The RN program representatives that attend these meetings provide updates and information to the program Division meeting that is scheduled once a month.

External Relations:  The RN Program partners with multiple clinical sites for instruction in the community including Kaweah Delta Medical Center, Hanford Adventist Health Hospital, Central Valley Regional Center Kaweah Delta Mental Health, Visalia Unified School Nurses, and 12 step addiction meetings.  The clinical placements are coordinated by the San Joaquin Valley Nursing Education Consortium which is a computerized clinical placement program for all the hospitals and nursing programs in the region.
The RN Program is a member and hosts the annual Advisory Board.  Members include representatives of the hospitals and other nursing programs in the community. See documents for minutes.
The RN Program also has an affiliation with the Health Workforce Initiative beneficial for the faculty for their required continual education units for RN license renewal with access to multiple courses at no charge.

Certified Nurse Assistant (CNA) Program

Course Success Rates:
The CNA program is one course that is offered in the Fall and 2 courses offered in the Spring semesters.  The program consistently has a high success rate and is in high demand as the class fills immediately when registration opens with a wait list.  The class has a maximum of 15 students per class and 1 to 2 classes a semester.  The Fall 2017 class had 15 students with 100% completers.  The Spring 2018 semester had 2 sections with a total of 29 students.  Twenty six of the students completed the course with 2 incompletes and 1 withdraw.  The students who successfully completed the course are eligible to sit for the state certifying exam that is offered by 2 different organizations, American Red Cross and the National Nurse Aide Assessment Program Examination (NNAAP), and acknowledged by all health care facilities.  The data provided from these certifying organizations provides the name of the student who passes but does not give the name of the student who fails.  There is no documentation if the student did not take the test or failed the test.  The instructors of record regularly checks the state certification web sites and has remained in contact  with the students to obtain some of this missing information.  Fall of 2017; Of the 15 completers of the program 11 students are certified, 3 plan on taking the test but have not and 1 student had no data.  Spring 2018; of the 26 completers, 21 students are certified, 3 had not taken the test and 3 students had no data.  The instructor last reviewed the status of certifications on August 30, 2017.

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

Enrollment Patterns:  The program (1 course) accepts a maximum of 15 students with 1 to 2 courses last year.  Fall and Spring semester were filled and had 10 students on the waitlist to be enrolled if a student should drop the class prior to the start of the course.

Workload Measures:  The program was taught by a full time faculty instructor in the RN program.  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 also taught by the same instructor.  The theory hours and clinical hours required by the students are mandated by the state.

Student Evaluations 2017-2018:  As new action last year a student program evaluation was developed and implemented.  The evaluation consists of 5 questions with responses based on a Likert Scale except for question 1 which asked the student's goal for taking the course.  With change of new CNA faculty the student evaluations were not distributed.  This is an area in which improvement is noted.

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

Internal Relations:  The CNA instructors are part of the COS nursing division and has access and invited to all the division meetings and advisory meetings.

External Relations:  The CNA program is part of the annual Registered Nursing Advisory Board including RN nursing faculty and representatives of the hospitals and other nursing programs in the region. (Advisory Board minutes attached)
**What improvements are needed?:** 1.  Continually improving student success and NCLEX pass rate.  The program's attrition rate did decrease substantially and our NCLEX pass rates have have increased to 96.1 but they are not at the of goal of 100%.
The faculty are also revising the Nursing Program curriculum that was developed in 2002.  The curriculum is dated and does not represent all the new health care reform standards and mandates.  This process began in the 2017-2018 academic year.  Curriculum Revision Timeline can be found in documents

2.  Update and expansion of simulation room to a simulation lab- The new nursing curriculum has 2 new simulation courses.  Incorporating simulation as a continual thread in Nursing programs across the state has been in effect for years.  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. Students are able to transfer classroom knowledge to realistic patient scenarios meeting the required SLOs and mandated clinical hours.  The skill lab currently has low, medium, and high fidelity simulators that are underutilized due to faculty workload, technological challenges, and the requirement for additional training.  It is the norm for nursing programs to have a simulation lab with a designated faculty and a simulation technician to manage, schedule and

maintain the simulators.  The design of these new courses does not require employment of a new faculty member but will be part of a current full time faculty load.  A nursing faculty with technical support is preferable to a technician only as they have the knowledge to integrate simulation across the curriculum, the ability to reverse the faculty role from teacher-centered to student-centered and becoming the facilitator in the student's learning process, and the knowledge to assess and evaluate student SLO success and completion.

3.  Full time temporary pediatrics faculty -  The program had the passing of one of the senior faculty members in November.  The college granted a full time temporary faculty position as a replacement but it was not filled as it was late notice and would require a potential candidate to resign their current employment also at last minute.  The full time  position was staffed with adjunct for the clinical portion and a current full time faculty teaching overload for the theory portion. The current division chair will be completing the term following the Fall 2018 semester and will be taking this load.  The incoming division chair will be vacating the Pediatrics in Nursing course.  The temporary position is now needed in the specialty of Pediatrics.

4.  Health Science Guided Pathway Counselor - to support student success through facilitating pathways in health care the student can follow course or program mapping depending on student goals and academic performance.  The counselor can help new students explore programs, consider possible careers, develop complete academic plans, and keep the student on track.  The campus has multiple Allied Health programs in addition to Nursing.  The counselor can advise the students on which program may meet their goals by exploring their interests.  The counselor would also be instrumental in the student needs to transfer following completion of the available associate degree health science programs on campus.

5.  Continued financial assistance implementing the new concept curriculum - The program is in the process of updating the nursing curriculum.  VTEA funds have assisted the faculty by employing a curriculum consultant over the past 2 years.  In the final phase of the curriculum update the faculty will be requesting from VTEA funds for on site  teaching strategies provide by the consultant for content delivery in the new conceptual format.

5.  Skill lab equipment - The equipment in the skills lab needs to be current with the equipment  used in the clinical sites when administering patient care.
Technological updates and purchases are needed on a yearly basis.

Certified Nurse Assistant (CNA) Program

Improvement Needed:
Consistent evaluation of the program utilizing student evaluations in areas of audiovisual, textbook, handouts, opportunities to practice sills, and clear understanding of objectives.
Implement an onsite CNA certification testing center at COS.  This would allow the students to test close to their residence and early notification of pass/fail status.
Continual growth of the CNA program to meet the needs of the community
**Describe any external opportunities or challenges.:** RN Program

Opportunities:

1.  There has been an increase in demand for nursing hires in the community.  When the demand for nurses increases the health care facilities often develop and institute opportunities for the student during their nursing education.  The RN program's largest clinical partner has reinstated the Student Nurse Intern position on multiple nursing units in response to our recommendation and also the hospital's need for nurses.  This allows the nursing student during the last semester of training to work under the supervision of an RN doing patient care and advanced skills under the classification of unlicensed personnel.  The student is paid an hourly wage, gains experience in patient care, and possible employment at the completion of the program and licensure.

2.  Also related to the nursing shortage in the area are the opportunities to expand the program to meet the needs of the community.  The increase of FTES is beneficial to the college.  A clinical partner has provided financial resources to the program to increase the number of LVN to RN students.  Strong Workforce funds has also provided funds to increase the LVN to RN students.  This year the program will have and increase of 20 LVN to RN students, for the 2018-2019 year.  Fund have be secured through Strong Workforce and one of the clinical partners.

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

Challenges:

1.  The Program had their 5 year Board of Registered Nursing re-accreditation visit with a favorable report.  There was a recommendation to update the current curriculum as it had been 16 years since the last update.  The faculty had several meetings and decided to adopt a concept-basede curriculum.  The change will include teaching to concepts as well as changing the strategies and delivery of the content through the specific concept.  The program applied for VTEA funding to assist with a curriculum consultant for the development of the curriculum and  also the transition.  The challenge for the faculty was changing the courses and unit values.  This will affect the faculty's load, courses they currently teach, and the classroom strategies they currently use.  This year will be the actual course writing assisted by the curriculum consultant.  in 2021 implementation of the curriculum will begin.  VTEA requests will be for assistance in the new teaching strategies and delivery of the concepts by the curriculum consultant.

2.  Clinical post conference space/rooms at the clinical sites - The clinical partners have not allowed the Instructors to schedule post conference meeting rooms at the clinical sites.  This restriction has left the faculty and the students no other option but to return to campus following their clinical rotations.  This increases the clinical day by 30 to 40 minutes to allow for commuting and to find parking.  Classrooms need to be reserved limiting the availability of other classes on campus to be scheduled.

3.  The temporary closure of a clinical site that provided placements for multiple students.  The hospital is scheduled to re-open next month with new ownership and the clinical placements are currently unknown.

4.  The restriction of Perinatal nursing students in the C-Section operating room in the clinical site they are assigned.  The students are traveling 20 minutes to another clinical partner to obtain this experience.  This restriction is not data driven but a decision by management.

5.  Technological Challenges - The main clinical partner has transitioned from Sorian to Cerner medical record software system last May.  This transition did not go very smooth for the facility and students did not have access during this time.  The facility does not provide nursing student training as they have done in past.  The expectation of the facility is the faculty should provide the training.  The faculty are not proficient with the system and have not used the system in past employment.  The program would like the facility to return to providing student orientation on their electronic medical record to the previous agreement of IT support for the students and faculty.

6.  The demand for the program to increase FTES.  The faculty have agreed to have an increase in class size to accommodate the LVN-RN students for two cohorts.  Continual discussions to increase the program size has concerned the faculty with the impending curriculum change, and faculty shortages.  Concerns by the faculty if there was an increase in program size are:

-Closure of a clinical site - the reopening with new ownership but uncertain as to the new clinical partnership
-Loss of previous clinical sites due to our program reduction - unable to get these back as other schools are now using them
-The current reduction in clinical partnership collaboration
-Overload demands by the current faculty
-The timing - new curriculum and expansion co-existing - concerns regarding student success

Certified Nursing Assistant (CNA) Program

Challenge - the students do not have an opportunity to make-up lecture of clinical time in the event of illness and family emergencies.

**Overall SLO Achievement:** RN Program

The nursing program has 8 core courses and the same 8 SLOs for each course (1. Caring, 2. Safety, 3. Critical Thinking, 4. Psychomotor, 5. Health Teaching, 6. Communication 7. Growth, Development and Adaptation, 8. Legal Ethical, and Professional Practice)  These SLOs are semester leveled, meaning each semester's expectations of the student increase with complexity.  The faculty assess all 8 SLOs by various evaluation methods; classroom testing, clinical observation, student demonstration, written care plans, and ATI testing.  The goal of the faculty is to have 100% of their students meet each SLO.  Each course and every SLO consistently met the established goal of 100% success rate also reflective in the program success and attrition rates

Certified Nurse Assistant (CNA) Program

The adjunct faculty of the CNA program are responsible in maintaining and updating the SLO evaluations of the program

**Changes Based on SLO Achievement:**

**Overall PLO Achievement:**
**Changes Based on PLO Achievement:**
**Outcome cycle evaluation:** RN Program

The college requirement for faculty SLO assessment is every 3 years. The Nursing Division Faculty decided 3 years is too long to assess the 8 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. 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.

Certified Nurse Assistant (CNA) Program

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

## Action: Maintain accreditation standards through nursing specialty of a Full Time Pediatrics Instructor

A pediatric nursing instructor is needed for a recently vacated position (new division chair has vacated the position)

**Status (Priority starting in 2018):** Mandated by Law/Accreditation
**Implementation Timeline:** 2018 - 2019
**Start Date (Leave Blank):**
**Completion Date (Leave Blank):**
**Identify related course/program outcomes:** Pediatrics is a specialty nursing content area mandated by the BRN to be included in the RN program curriculum. A pediatrics nursing instructor must be approved by the BRN to be competent to teach in this area.
A qualified Pediatrics nursing instructor will contribute to the program success in direct relation to District Objective 2.1:
Increase CTE course success rates and program completion annually
**Person(s) Responsible (Name and Position):** Terri Paden
**Rationale (With supporting data):** California Nursing Practice Act, Article 3 Prelicensure Nursing Programs, section 1426
Required Curriculum which include theory and clinical practice in Pediatrics Nursing
**Priority:** High
**Safety Issue:** Yes
**External Mandate:** Yes
**Safety/Mandate Explanation:** Pediatric nursing is a mandated content area required in the RN program curriculum

## *Resources Description*

**Personnel - Faculty -** Full time tenure tract faculty position (Active)

**Why is this resource required for this action?:** Resource request is connected to achieving the action
**Notes (optional):**
**Cost Estimate:** 130000

## *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 2.4 -** 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

## Action: Implementation of an updated Simulation Lab for real patient scenarios

Update and expand the simulation room to a simulation lab

**Status (Priority starting in 2018):** Essential for Operation

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**Implementation Timeline:** 2019 - 2020
**Start Date (Leave Blank):**
**Completion Date (Leave Blank):**
**Identify related course/program outcomes:** Relates to all 8 program outcomes; Caring, Safety, Psychomotor Skills, Critical Thinking, Communication, Health Teaching, Growth, Development & Adaptation, and Legal, Ethical & Professional Practice
**Person(s) Responsible (Name and Position):** Terri Paden
**Rationale (With supporting data):** The new nursing curriculum has 2 simulation courses. Incorporating simulation as a continual thread in Nursing programs across the state has been in effect for years. Simulation in nursing education has provided a solution for limited clinical sites as well as meeting the increased need for scenario based learning. It is the norm for nursing programs to have a simulation lab with a designated faculty and a simulation technician to manage, schedule, and maintain the simulators. A current nursing faculty with technical support (technician) is preferable to a technician only as they have the knowledge to integrate simulation across the curriculum and to assess and evaluate student SLO success and completion. Simulation instruction is a nurse educator specialty that requires course training and development in the area of simulation pedagogy. The benefits of the incorporation of simulation in the program curriculum is;

1. Active involvement of students in their learning process
2. More effective use of faculty in the teaching of clinical skills and interventions
3. Increased student flexibility to practice based on their schedules
4. Improved student instruction
5. Effective competency check for undergraduates
6. Correction of errors discussed immediately
7. Standardized, consistent, and comparable experiences for all students
8. Opportunities for collaboration

Simulation can also be utilized for students to make-up clinical time as the BRN allows a certain percentage of the mandated clinical hours to be completed through simulation
**Priority:** High
**Safety Issue:** Yes
**External Mandate:** No
**Safety/Mandate Explanation:** Safety is one of the 8 program SLOs in which the students will be meeting in these new courses

## *Resources Description*

> **Equipment - Instructional -** Resources will include instructional equipment, skill lab reconfiguration (one time expense) simulation technologist (on going expense) (Active)
>
> **Why is this resource required for this action?:** The action is linked to the funding request related to course and program department outcomes
> **Notes (optional):**
> **Cost Estimate:** 100000

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

## Action:  Increase FTES in the RN program to meet community needs

Add 10 LVN to RN cohort Fall 2018, 10 LVN to RN cohort Spring of 2019

**Status (Priority starting in 2018):** New Action
**Implementation Timeline:** 2017 - 2018
**Start Date (Leave Blank):** 09/07/2017
**Completion Date (Leave Blank):**
**Identify related course/program outcomes:** District Objective 2.1: Increase the number of students who earn an associate degree or certificate annually

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District Objective 2.4: by 2021 increase the percentage of CTE students who achieve their employment objectives by 5% points
**Person(s) Responsible (Name and Position):** Terri Paden
**Rationale (With supporting data):** Current and predicted nursing shortages in the area. See labor market data in documents

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

| Update on Action |
| --- |

## *Updates*

**Update Year:** 2017 - 2018                                              09/11/2018
**Status:** Continue Action Next Year
The initial 10 LVNs are completing the final semester this year. There are an additional 10 LVNs in the second semester and 10 LVNs coming into the program Spring of 2019. Further evaluation of student completion and success are pending.
**Impact on District Objectives/Unit Outcomes:** District Objective 2.4 - Increasing the CTE course success rates and program completion annually

## *Resources Description*

**Non-instructional equipment -** The increase of nursing graduates meets the needs of the community by increasing the amount of RNs available for employment (Active)
**Why is this resource required for this action?:** Funding request is linked to District objectives through its associated action
**Notes (optional):**
**Cost Estimate:** 80000

## *Link Actions to District Objectives*

| District Objectives: 2018-2021 |
| --- |
| **District Objective 2.1 -** Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years |
| **District Objective 2.4 -** By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points |
| **District Objective 4.1 -** Increase the use of data for decision-making at the District and department/unit level |

# Action:  Hiring a Health Science Guided Pathway Counselor (Adjunct)

Redesigning student advising as part of guided pathway reform to map pathways to student end goals, helping students choose and enter a health care program pathways, and keeping students on a path
**Status (Priority starting in 2018):** Essential for Operation
**Implementation Timeline:** 2018 - 2019
**Start Date (Leave Blank):**
**Completion Date (Leave Blank):**
**Identify related course/program outcomes:** District Objective 3.2:  Increase training for academic  and student services staff and faculty to respond to the unique need of our student population
District Objective 2.4:  Increase CTE course success rates and program completion annually
**Person(s) Responsible (Name and Position):** Terri Paden
**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 pre requisite 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.  Health Science Guided Pathway Counselor can provide a pathway for students and an alternative pathway for students whose primary goal can not currently be achieved.

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The data is in the research and literature.  Bailey, Thomas R., Smith Jaggars, S., and Jenkins, D. 2015.  Resigning 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.

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

## *Resources Description*

> **Personnel - Classified/Confidential -** Salaried position (Active)
>
> **Why is this resource required for this action?:** Data supports the rational for the action and need for resource request
> **Notes (optional):**
> **Cost Estimate:** 100000

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

## Action:  Continual Curriculum Revision Development mandated by the BRN (VTEA)

Develop a comprehensive program curriculum using a concept-based curricula

**Status (Priority starting in 2018):** Mandated by Law/Accreditation
**Implementation Timeline:** 2018 - 2019
**Start Date (Leave Blank):** 03/01/2018
**Completion Date (Leave Blank):**
**Identify related course/program outcomes:** Our program outcomes will change from the current 8 SLOs.  They are currently in the development phase
District Objective 2.4:  Increase CTE course success rates and program completion
**Person(s) Responsible (Name and Position):** Terri Paden
**Rationale (With supporting data):** The BRN has recommended the program updates the current curriculum as it has not been updated for over 10 years.  The recommendation was made during our re-accreditation visit last November.  The program has 5 years from that visit to have an updated curriculum implemented.
**Priority:** High
**Safety Issue:** No
**External Mandate:** Yes
**Safety/Mandate Explanation:** Accreditation organization recommendation

## *Link Actions to District Objectives*

| District Objectives: 2018-2021 |
| --- |
| **District Objective 2.1 -** Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years |
| **District Objective 2.4 -** By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points |
| **District Objective 4.1 -** Increase the use of data for decision-making at the District and department/unit level |
| **District Objective 4.2 -** Improve organizational effectiveness by strengthening operations of and communication between District |

# Program Review - Nursing

departments, divisions, and constituents

## Action:  Expansion and growth of the CNA program due the LMI statistics and needs of the community (grant funding)

Increase the CNA program to 2 sections a semester with the addition of a summer section

**Status (Priority starting in 2018):** Nonessential/Nice to have
**Implementation Timeline:** 2018 - 2019
**Start Date (Leave Blank):**
**Completion Date (Leave Blank):**
**Identify related course/program outcomes:** 2.4 Increase CTE course sucess rates and program completion annually to meet LMA

**Person(s) Responsible (Name and Position):** Terri Paden
**Rationale (With supporting data):** LMI data statistics
**Priority:** High
**Safety Issue:** No
**External Mandate:** No
**Safety/Mandate Explanation:**

### *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 |

## Action:  CNA Program - 100% of students enrolled into the CNA program with the goal of CNA employment

Increase the number of students in the CNA program with the goal of CNA employment by increasing the enrollment in the CNA course.  Revise the student evaluation question to determine if the student who took the class for the RN application points plans to work as a CNA while in the RN program if they are accepted into the RN program.

**Status (Priority starting in 2018):** New Action
**Implementation Timeline:** 2017 - 2018
**Start Date (Leave Blank):** 09/18/2017
**Completion Date (Leave Blank):**
**Identify related course/program outcomes:** District Objective - 2.4:  Increase CTE course success rates and program completion annually
**Person(s) Responsible (Name and Position):** Terri Paden
**Rationale (With supporting data):** The need for CNAs is evident as documented by the EDD.  Tulare County projected job openings for 2014-2024 is 740 and California State openings are 41,700 for 2014-2024. (documents)
**Priority:** Medium
**Safety Issue:** No
**External Mandate:** No
**Safety/Mandate Explanation:**

| Update on Action |
| --- |

### *Updates*

| **Update Year:** 2017 - 2018 | 10/08/2018 |
| --- | --- |

# Program Review - Nursing

> **Status:** Continue Action Next Year
> The CNA program increased the number of students last year by 15. The action plan is to continue to increase the number of students by another 15. With a total of 60 for the 2018-2019 year.
> **Impact on District Objectives/Unit Outcomes:** 2.4 Increase the percentage of CTE students who achieve their employment

## *Link Actions to District Objectives*

District Objectives: 2015-2018

**District Objectives -** 2.4 - Increase Career Technical Education course success rates and program completion annually.

## Action:  Develop and implement a CNA COS site certification testing center (grant funding)

On campus center for CNA certification testing for COS students and students in the community from other programs

**Status (Priority starting in 2018):** Nonessential/Nice to have
**Implementation Timeline:** 2018 - 2019
**Start Date (Leave Blank):**
**Completion Date (Leave Blank):**
**Identify related course/program outcomes:** 2.4 Increase career technical education course success rates
**Person(s) Responsible (Name and Position):** Terri Paden
**Rationale (With supporting data):** Currently students will need to drive to other areas for testing. On-site testing with provide student convenience and reduction in test anxiety due to familiarity to the facility. The testing center will also be available to students from other programs providing a service to the community.
**Priority:** High
**Safety Issue:** No
**External Mandate:** No
**Safety/Mandate Explanation:**

## *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:  Full Time Nursing Faculty Vacancy

Existing vacant intermediate Medical-Surgical nursing instructor position

**Status (Priority starting in 2018):** New Action
**Implementation Timeline:** 2017 - 2018
**Start Date (Leave Blank):** 09/07/2017
**Completion Date (Leave Blank):** 08/01/2018
**Identify related course/program outcomes:** Full time faculty relates and supports all 8 program outcomes; Caring, Safety, Psychomotor Skills, Critical Thinking, Communication, Health Teaching, Growth, Development & Adaptation, and Legal, Ethical & Professional Practice. A full time nursing instructor represents and focuses on the institution, nursing program, and the goals of the student
**Person(s) Responsible (Name and Position):** Terri Paden
**Rationale (With supporting data):** Currently this position has been filled with faculty overload and adjunct instructors who work full time in 1 of our clinical sites. Although our adjunct are experienced nurses they do not have the knowledge of a nursing instructor as an educator. They also lack the time or interest in participatory governance, division meetings, curriculum decisions, and overall nursing program planning. Due the large unit value of this course it provides faculty load for 2 instructors. The 1 full time faculty in this semester has been working overload in theory and managing the semester independently. This is a 2 full time faculty course/semester

# Program Review - Nursing

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

| Update on Action |
| --- |

## *Updates*

**Update Year:** 2017 - 2018                                                                                          09/11/2018
**Status:** Action Completed
Action Complete with new full time tenure tract hire for Medical Surgical Nursing
**Impact on District Objectives/Unit Outcomes:** Full time faculty supports all 8 program objectives, Caring, Safety, Psychomotor Skills, Critical Thinking, Communication, Health Teaching, Growth, Development & Adaptation, and Legal, Ethical & Professional Practice

## *Link Actions to District Objectives*

| District Objectives: 2015-2018 |
| --- |
| **District Objectives -** 2.2 - Increase the number of students who earn an associate degree or certificate annually. |
| **District Objectives -** 2.4 - Increase Career Technical Education course success rates and program completion annually. |

## Action:  Full Time Nursing Faculty Retirement Replacement

Full time nursing faculty retirement replacement

**Status (Priority starting in 2018):** New Action
**Implementation Timeline:** 2017 - 2018
**Start Date (Leave Blank):** 09/06/2017
**Completion Date (Leave Blank):** 08/01/2018
**Identify related course/program outcomes:** A nurse educator supports all 8 of the program outcomes of Caring, Safety, Psychomotor Skills, Critical Thinking, Communication, Health Teaching, Growth, Development & Adaptation, and Legal Ethical & Professional Practice
**Person(s) Responsible (Name and Position):** Terri Paden
**Rationale (With supporting data):** Full time nursing instructors improve academic quality by adhering to the National League for Nursing Nurse Educator Competencies
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
Although our clinical adjunct instructors are meeting the objectives of the course and students are meeting their SLOs there is a gap in clinical expertise and an Educator's foundation
**Priority:** High
**Safety Issue:** Yes
**External Mandate:** No
**Safety/Mandate Explanation:**

| Update on Action |
| --- |

## *Updates*

**Update Year:** 2017 - 2018                                                                                          09/11/2018

# Program Review - Nursing

**Status:** Action Completed
Action Completed with a new full time tenure tract nursing faculty for Medical Surgical Nursing content
**Impact on District Objectives/Unit Outcomes:** Full time faculty supports all 8 program objectives, Caring, Safety, Psychomotor Skills, Critical Thinking, Communication, Health Teaching, Growth, Development & Adaptation, and Legal, Ethical & Professional Practice

## *Link Actions to District Objectives*

| District Objectives: 2015-2018 |
| --- |
| **District Objectives -** 2.2 - Increase the number of students who earn an associate degree or certificate annually. |
| **District Objectives -** 2.4 - Increase Career Technical Education course success rates and program completion annually. |

## Action: Reconfigure Projector and Projector Screen in Room HR127, HR128, HR129

Change projectors, and screens to face the east wall

**Status (Priority starting in 2018):** New Action
**Implementation Timeline:** 2017 - 2018
**Start Date (Leave Blank):** 09/08/2017
**Completion Date (Leave Blank):**
**Identify related course/program outcomes:** This action focus is on faculty safety as the path to the current front of the class is a maze of student belongings
**Person(s) Responsible (Name and Position):** Terri Paden
**Rationale (With supporting data):** It has been very difficult for faculty to make their way to the front of the class with the current desk orientation. Should a faculty have a cart or rolling item it requires desks to be moved and multiple students moving their backpacks and books causing disruption.
**Priority:** Medium
**Safety Issue:** Yes
**External Mandate:** No
**Safety/Mandate Explanation:**

| Update on Action |
| --- |

### *Updates*

**Update Year:** 2017 - 2018                                                     09/11/2018
**Status:** Action Discontinued
There was not enough support for this action by the faculty. Discontinued
**Impact on District Objectives/Unit Outcomes:**

## Action: Nursing Division Equipment

The skills lab is in need of a bladder scanner (ultrasonic hand held device). Used in the clinical sites for assessing urinary retention. The division is also in need of a new Faculty/Student identification badge unit used for Nursing and Allied Health. The current machine is malfunctioning and requires a new camera, software and a change in the COS logo. The cost of repairs exceeds the cost of a new unit.
**Status (Priority starting in 2018):** New Action
**Implementation Timeline:** 2017 - 2018
**Start Date (Leave Blank):** 09/07/2017
**Completion Date (Leave Blank):**
**Identify related course/program outcomes:** The addition of a bladder scanner to the skills lab relates to the program outcomes of Safety, Psychomotor Skills, and Critical Thinking

# Program Review - Nursing

**Person(s) Responsible (Name and Position):** Terri Paden
**Rationale (With supporting data):** The nursing program is required to have a functioning and up to date skills lab where students can learn and practice their skills.  It is imperative to have equipment that is currently being used in the clinical setting to prepare the students for actual patient care.  The lab is staffed with adjunct nurses who are available to assist the students in their learning needs.
The Identification Badge unit is shared by Nursing and Allied Health as well as  other departments.  It is mandatory that all staff and students entering a clinical site have the appropriate identification.
**Priority:** Medium
**Safety Issue:** No
**External Mandate:** Yes
**Safety/Mandate Explanation:** BRN mandate that RN programs have skill labs with current equipment
Clinical site requirement to have appropriate identification name badges on at all times for the duration of the clinical instruction

| Update on Action |
|---|
| *Updates* |

| | |
|---|---|
| **Update Year:** 2017 - 2018 | 09/11/2018 |
| **Status:** Action Completed | |
| The bladder scanner, and name tag manufacturing machine have been purchased through VTEA | |
| **Impact on District Objectives/Unit Outcomes:** Supports program objectives Safety, Psychomotor Skills, and Critical Thinking | |

## *Link Actions to District Objectives*

| District Objectives: 2015-2018 |
|---|
| **District Objectives -** 2.2 - Increase the number of students who earn an associate degree or certificate annually. |
| **District Objectives -** 2.4 - Increase Career Technical Education course success rates and program completion annually. |