Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Associate Degree Nursing (Registered Nursing)

Term/Year of Review: Spring 2020

Summary of Program Review:

A. Major Findings

1. Strengths:

- **Board of Registered Nursing approval of new curriculum plan and implementation.**
- **NCLEX –RN pass rate has increased from 75% to greater than 90% X 2years**
- **ADN courses and program have been approved by the curriculum committee, appropriate old courses have been archived, curriculum of record and catalog descriptions are in-line.**
- **Student satisfaction surveys have improved.**
- **Labor Market trends project increased demand over the next ten years in both Napa County and the San Francisco bay areas, so students have a job market to go too!**

2. Areas for Improvement:

- **Learning outcomes assessments have been updated and newly scheduled so that future evaluations will show greater than the current 80% compliance in tracking.**

3. Projected Program Growth, Stability, or Viability:

The NVC Associate Degree Nursing Program is currently in a stable place, new curriculum outcomes need to be evaluated (and revised, if needed) when more data is available, but thus far are promising. As stated in the program summary, I do not believe we are in a position to expand our program due to the lack of availability of clinical placements at this time.

B. New Objectives/Goals:

- **Improve course and program retention**
- **Evaluate new curriculum outcomes as we have more data. Currently we have had one cohort complete the program based on the new curriculum. The second cohort will be complete December 2020 and the third cohort will graduate in December 2021.**

Program Review Report Spring 2020

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	**Associate Degree Nursing**
Area of Study	
Degrees / Certificates	Nursing: AS Nursing-Advanced Placement: AS (does not exist)
Courses	NURS 100
	NURS 141
	NURS 142
	NURS 143
	NURS 144
	NURS 151
	NURS 152
	NURS 153
	NURS 154
	NURS 155
	NURS 156
	NURS 245
	NURS 246
	NURS 247
	NURS 248
	NURS 249
	NURS 250
	NURS 251
	NURS 252
	NURS 253

Taxonomy of Programs, August 2019

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2016-2017	2017-2018	2018-2019	Change over 3-Year Period
Headcount				
Within the Program	85	76	78	-8.2%
Across the Institution	8,930	8,843	8,176	-8.4%
Enrollments				
NURS-141	39			
NURS-142	31			
NURS-143	32			
NURS-144	27			
NURS-151		40	39	
NURS-152		37	35	
NURS-153			35	
NURS-154			35	
NURS-155			32	
NURS-246	34	34		
NURS-247	35	29		
NURS-248	34	29		
NURS-249	33	33		
NURS-250	31	30		
NURS-251			33	
Within the Program	296	232	209	-29.4%
Across the Institution	36,525	36,115	32,545	-10.9%
Source: SQL Enrollment Files				

<u>RPIE Analysis:</u> The number of students enrolled (headcount) in the Associate Degree Nursing Program decreased by 8.2% over the past three years, while headcount across the institution decreased by 8.4%. Enrollment within the Associate Degree Nursing Program decreased by 29.4%, while enrollment across the institution decreased by 10.9%.

Trends at the course level are not provided because no Associate Degree Nursing course was offered in both 2016-2017 and 2018-2019. For courses offered in two of the past three years, enrollments were relatively consistent.

Program Reflection:

The Associate Degree Nursing Program made a major curriculum change, including changing the admission from Fall to Spring, Re-designed course content – thus the new course numbers, and in the transition phase had one semester where we only had one cohort on campus rather than the usual two cohorts. Transition occurred by phasing out the last cohort of the old curriculum, admitted in 2016, through to completion and then and then in 2017 phasing in the first cohort of the new curriculum. The number of

students enrolled stayed at 40 per cohort. It is not uncommon to have an occasional student drop in the first course of the program, often due to personal reasons. These numbers reflect a consistent admission to the program with 39-40 admissions over the three-year span. The enrollment in the ADN program appears to have decreased significantly but this is probably related to the changes in course numbers as well as the one semester with only on cohort present, as previously described.

2. Average Class Size

	2016-2017		2017-2018		2018-2019		Three-Year	
	Sections	**Average Size**	**Sections**	**Average Size**	**Sections**	**Average Size**	**Average Section Size**	**Trend**
NURS-141	1	39					39	
NURS-142	1	31					31	
NURS-143	2	16					16	
NURS-144	2	13.5					13.5	
NURS-151			1	40	1	39	39.5	
NURS-152			1	37	1	35	36	
NURS-153					2	17.5	17.5	
NURS-154					2	17.5	17.5	
NURS-155					1	32	32	
NURS-246	2	17	2	17			17	
NURS-247	2	17.5	2	14.5			16	
NURS-248	2	17	2	14.5			15.8	
NURS-249	1	33	1	33			33	
NURS-250	1	31	1	30			30.5	
NURS-251					1	33	33	
Program Average*	14	21.1	10	23.2	8	26.1	23	23.7%
Institutional Average*	1,474	24.8	1,406	25.7	1,313	24.8	25.1	0.0%

Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}.$$

It is not the average of the three annual averages.

RPIE Analysis: Over the past three years, the Associate Degree Nursing Program has claimed an average of 23 students per section. The average class size in the program has been lower than the average class size of 25.1 students per section across the institution during this period. Average class size in the program increased by 23.7% between 2016-2017 and 2018-2019. Average class size at the institutional level remained stable between 2016-2017 and 2018-2019.

Trends at the course level are not provided because no Associate Degree Nursing course was offered in both 2016-2017 and 2018-2019. For courses offered in two of the past three years, average class size was relatively consistent.

Program Reflection:

Class size between those admitted in the older curriculum cohorts and the newer curriculum cohorts appear to have remained the same. The program does have several courses/ sections that are divided in half (Maternal Health and Mental Health classes are unable to meet the clinical objectives required by the Board of Registered Nursing and the clinical resources available to us, so we alternate half of the cohort taking Maternal Health first and then Mental Health and the other half of the cohort starting with Mental Health and then completing Maternal Health). This then is reflected as two sections of the same course in the same semester…. thus dropping overall class size for the program. Of note, all other sections of the program have class sizes of thirty or more, which exceeds the institutional average class size.

3. Fill Rate and Productivity

Fill Rate*			
	Enrollments*	**Capacity**	**Fill Rate**
2016-2017	296	240	123.3%
2017-2018	232	280	82.9%
2018-2019	209	240	87.1%
Three-Year Program Total	737	760	97.0%
Institutional Level	94,614	117,777	80.3%
Productivity*			
	FTES	**FTEF**	**Productivity**
2016-2017	85.2	29.3	2.9
2017-2018	70.3	10.8	6.5
2018-2019	59.9	14.9	4.0
Three-Year Program Total	215.3	54.9	3.9
Source: SQL Enrollment and Course Sections Files			

RPIE Analysis: Fill rates within the Associate Degree Nursing Program tend to be higher than the fill rates at the institutional level. [Compare program-level rate of 97.0% to institution-level rate of 80.3% over the past three years.] Between 2016-2017 and 2017-2018, enrollment decreased and capacity increased, resulting in a decrease in fill rate. Between 2017-2018 and 2018-2019, enrollment and capacity decreased, resulting in an increase in fill rate.

Productivity ranged from 2.9 to 6.5 over the three-year period. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 3.9 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

Program Reflection:

These numbers are reflective of a time of transition, as previously explained. Because of the increasing demands of our clinical partners relating to the decreasing size of clinical groups, thus the need for more nursing instructors,

productivity will be less. This is unavoidable as the Board of Registered Nursing (BRN) requirements have not changed and we have minimal options when it comes to clinical choices. This is a common issue to all nursing programs over the state of California.

4. Labor Market Demand

Economic Development Department Standard Occupational Classification Description (Code): **Registered Nursing (29-1141)**	Numeric Change in Employment	Projected Growth (% Change in Employment)	Average Annual Job Openings (New Jobs + Replacement Needs)
Napa County (2016-2026)	80	5.5%	85
Bay Area[A] (2016-2026)	11,040	18%	4,481
California (2016-2026)	47,550	17%	20,061

Source: Economic Development Department Labor Market Information, Occupational Data, Occupational Projections (http://www.labormarketinfo.edd.ca.gov/)
[A]Bay Area counties include: Alameda, Contra Costa, Napa, Marin, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma. Figures also include San Benito County (reported with projections for Santa Clara County).

RPIE Analysis: The Economic Development Department projects an increase of 80 positions for Napa County and 11,040 positions for the Bay Area for the Associate Degree Nursing Program by 2026 (compared to 2016). This increase in positions translates into a 5.5% increase for the industry within Napa County (2016-2026) and an 18% increase for the industry within the Bay Area (2016-2026). The projected growth for Napa County is lower than the projected growth in California, while the projected growth for the Bay Area is consistent with the projected growth in California (for 2016-2026). Approximately, 85 openings for the Associate Degree Nursing program are projected each year in Napa County, while 4,481 openings are projected each year in the Bay Area (through 2026).

Program Reflection:

The State and the Nation predict an increased need for nurses over the next ten years as the baby boomer generation ages. Technology has improved and people are living longer, some with quality of life, and some with more need for nursing intervention. There is a push to shorten nursing programs and get students through. Currently, we have permission from the BRN to admit 40 students per cohort (annually). In the past, due to growth expansion grants, we have had the ability to admit twice that number. When the money went away, so did the faculty and the large admission numbers. At this time, I predict that we will not be able to expand our admission capacity due to the lack of available clinical opportunity, which is required by the BRN. Our ability to assist in meeting the growing numbers needed will most likely have to do with retention of those we admit and, perhaps at some point in time, re-considering a VN to ADN program.

B. Momentum

1. Retention and Successful Course Completion Rates

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
Level	**Rate**	**Course Rate vs. Program Rate**		**Rate**	**Course Rate vs. Program Rate**	
		Above	**Below**		**Above**	**Below**
NURS-141	***92.3%***		***X***	***79.5%***		***X***
NURS-142	100%	X		93.5%	--	--
NURS-143	96.9%		X	87.5%		X
NURS-144	100%	X		100%	X	
NURS-151	100%	X		91.1%		X
NURS-152	98.6%	--	--	95.8%	X	
NURS-153	100%	X		94.3%	X	
NURS-154	100%	X		94.3%	X	
NURS-155	100%	X		96.9%	X	
NURS-246	***94.1%***		***X***	88.2%		X
NURS-247	98.4%	--	--	90.6%		X
NURS-248	96.8%		X	96.8%	X	
NURS-249	98.5%	--	--	92.4%	--	--
NURS-250	100%	X		98.4%	X	
NURS-251	100%	X		93.9%	X	
Program Level	**98.2%**			**92.8%**		
Institutional Level	89.8%			75.1%		

Source: SQL Enrollment Files
-- Indicates a value that is within 1% of the program level value.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate.

RPIE Analysis: Over the past three years, the retention rate for the Associate Degree Nursing Program was significantly higher than the rate at the institutional level. The retention rates for NURS-141 and NURS-246 were significantly lower than the program-level rate. Other Associate Degree Nursing courses (highlighted in the table) had retention rates that were higher than the program-level rate. (The differences were not statistically significant.) The retention rate for Associate Degree Nursing Program falls in the 96.5th percentile among program-level retention rates (across 59 instructional programs, over the past three years).

Over the past three years, the successful course completion rate for the Associate Degree Nursing Program was significantly higher than the rate at the institutional level. The successful course completion rate for NURS-141 was significantly lower than the program-level rate. Other Associate Degree Nursing courses (highlighted in the table) had successful course completion rates that were higher than the program-level rate. (The differences were not statistically significant.) The successful course completion rate for Associate Degree Nursing Program falls in the 94.8th percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years).

Over the past three years, the difference between retention and successful course completion at the program level (5.4%) was lower than the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following Associate Degree Nursing Program course claimed a difference (between retention and successful course completion) that exceeded 10%:

- *NURS-141 (12.8%)*

Program Reflection:

NURS 141 was the first course in the program and it was not uncommon for students to find "this is not for me" or "this is not what I expected" or just did not have the aptitude for the required objectives. Of note, is that NURS 151, has a much higher retention rate than did its' predecessor NURS 141, because with our curriculum changes we did two things differently: (1) we required a certified nursing assistance certification (CNA) so that all who met admission criteria has already had hands on experience taking care of the personal needs of a patient/ stranger as well as some exposure to medical terminology and how the health care system works and (2) we divided the first semester into two courses….the first one checking off the skills they should already know as a state certified CNA and building upon that skill set and the second course includes health and wellness, geriatrics and chronic disease. This way we are able to determine who can be successful with the hands-on skills as well as the theory learning required to be successful in the program.

It is reasonable to expect some further decline in successful course completion as the coursework increases in complexity and demand as the program progresses. But this may be the opportunity we have with counselors, tutors, and other creative ideas to improve our retention rates in the future.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	**Institution Level**	**Program Level**	**Institution Level**
Black/African American	96.9%	***85.8%***	92.2%	***64.2%***
Hispanic			91.9%	***72.9%***
First Generation			94.6%	***73.9%***

Source: SQL Enrollment Files
Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.
Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all students) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.

Within the Associate Degree Nursing Program, retention and successful course completion rates were significantly higher than the rates at the institutional level for all three groups.

This pattern reflects the findings from the comparison of retention and successful course completion at the program vs. institutional level (with the program-level rate exceeding the institution-level rate for retention and successful course completion). (See Section I.B.1 above).

Program Reflection:

Nursing programs are typically difficult to enter, with long wait lists and requiring more pre-requisites and more financial backing. Being a community college, our entry "bar" is a bit lower than many UC, CSU, or private programs. This allows more students opportunity to work towards realistic goals, with a bit more guidance and at a much more affordable cost. One of the other changes we made with our new curriculum is we no longer have a wait list—students applications are accepted only by mail during a certain point in time and they are accepted (if all pre-requisites are met) based on time of receipt of the application. Admission is purely chance as to who can get their application to the post office and pay the cost of postage. We need nurses of all cultures and ethnicities as our patients are diverse. This enriches the programs content and our eventual contribution to our patients.

3. **Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

This section does not apply to the Associate Degree Nursing Program, as courses associated with the program were not offered through multiple delivery modes within the same academic year between 2016-2017 and 2018-2019.

C. Student Achievement

1. Program Completion

	2016-2017	2017-2018	2018-2019
Degrees			
Associate Degree Nursing: AS	30	30	1
Institutional: AS Degrees	**443**	**394**	**386**
Average Time to Degree (in Years) +			
Associate Degree Nursing: AS	6	5	*
Institutional: AS	**4**	**4**	**4**

Source: SQL Award Files
*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.
+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2018-2019 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2009-2010 or later.

RPIE Analysis: The number of AS degrees conferred by the Associate Degree Nursing Program decreased by 96.7% between 2016-2017 and 2018-2019. Over the same period, the number of AS degrees conferred by the institution decreased by 12.9%.

The Associate Degree Nursing Program accounted for 6.8% of the AS degrees conferred in 2016-2017, 7.6% in 2017-2018, and 0.3% of those conferred in 2018-2019.

The average time to degree for the Associate Degree Nursing Program AS was 6 years in 2016-2017 and 5 years in 2017-2018. Those figures exceeded the average time to degree for AS conferred across the institution each year. For 2018-2019, average time to degree is not reported due to small cohort size.

Program Reflection:

Due to the program transition, as previously mentioned, we did not have graduates from the nursing program in 2018-2019.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

Measure	Program-Set Standard* (& Stretch Goal)	Recent Performance			
		Year 1	Year 2	Year 3	Three-Year Total
Job Placement Rate: Registered Nursing	75% (100%)	76.2% (2016-2017 report)	89.7% (2017-2018 report)	92.6% (2018-2019 report)	84.7%
Licensure Exam Pass Rate:	75% (100%)	92.6% (2016)	93.1% (2017)	96.7% (2018)	94.3%

Registered Nursing					

Sources: Perkins IV Core 4 Employment data for Program (TOP Code 123010) for job placement rates (https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx); Board of Registered Nursing reports on a July-June calendar year (RN).
*Program-set standards and stretch goals reported in the table are the standards and goals established in 2019.

RPIE Analysis: *Among Associate Degree Nursing Program students, job placement rates have consistently exceeded the program-set standard. The job placement rates have not met the stretch goal (of 100%). Among Associate Degree Nursing Program students, licensure exam pass rates have consistently exceeded the program-set standard. Licensure exam pass rates have not met the stretch goal (of 100%).*

Program Reflection:

One of the major determinants of our need to revise our curriculum came from the declining NCLEX pass rates. Part of the reason for this was lack of leadership and consistency in the program. Once the declining pass rates put the program in "warning status for closing" by the BRN, the problems were addressed. Much time and effort by the faculty was put into resolving internal conflicts, understanding the programmatic deficiencies and then plans made to improve the programs deficiencies, including addressing old curriculum deficiencies for the students in those cohorts. The pass rate increase from year one to years two and three are reflective of those efforts.

II. CURRICULUM

A. Courses

Subject	**Course Number**	**Approval Date**	**Has Prerequisite*** Yes/No	**In Need of Revision** *Indicate Non-Substantive (NS) or Substantive (S)* ***& Academic Year***	**To Be Archived** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	**No Change**
DISC						
DISC						

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. Degrees and Certificates[+]

Degree or Certificate & Title	**Implementation Date**	**Has Documentation** Yes/No	**In Need of Revision+** *and/or Missing Documentation* **& Academic Year**	**To Be Archived*** *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	**No Change**
Nursing AS degree		Yes			No change

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force. +Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

All **old** nursing courses have been archived via the approval process of the Curriculum Committee being NURS 141, 142, 143, 144, 245, 246, 247, 248, 249, 250) as of 2019/2020.

NURS 100 is not part of the ADN program and has been archived via the approval process of the Curriculum Committee as of 2019.

All **new** nursing courses in the ADN program, being NURS 151,152,153,154,155,251,252,253 have been approved via the process of the Curriculum Committee, as of 2017/18.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
10	8	8	80%	80%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Nursing AS Degree	6	6	6	100%	100%

Program Reflection:

Course / Student Learning objectives and Program Learning objectives are based on the BRN requirements and the requirements for licensure as a Registered Nurse in the state of California. Clinical and course evaluation tools reflect these learning objectives. During this time of transition there have been changes to the objectives as well as the timing to measure them. We have recently worked to change how reporting of the SLOS and the PLOs will be calendared and reported so that nothing gets missed and all is timely in the future.

B. Summary of Learning Outcomes Assessment Findings and Actions

PLOs in the catalog now match TracDat as of the end of this semester. Students who successfully progress through this program must meet all SLOs and PLOs to meet BRN standards of practice in the state of California.

Program Reflection:

The program ensures that students meet clinical and didactic course objectives and program objectives to remain in the program. This is reinforced by clinical opportunities, use of the nursing lab and lab manager support, utilization of the Simulation lab (which is becoming so much more important with declining clinical opportunity, Elsevier case studies and Swift River virtual simulation opportunities. Counselling and tutoring support for students may help increase retention rates in the program, as well as continuing efforts to resolve internal faculty conflict that impacts students.

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- ○ Viability
- ○ Stability
- Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

Major curriculum changes have been made and are currently being practiced and evaluated to maximize student success and program productivity—as well as to maintain a positive stance with the Board of Registered Nursing and our community healthcare facilities.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: Associate Degree Nursing Program
Plan Years: 2020-2023

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Program productivity	1A3 1A4 B1 Bc	Implementation of a HEOC counselor to improve retention	Retention rates by course, especially N151
Improved Learning Outcomes documentation	IIIA	Continued support of the skills lab, sim lab, Virtual Simulation	Improved documentation of successful learning outcomes being met

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

- Require continuing support of the HEOC skills lab and manager.
- Require continuing support (**and additional space)** for the Simulation lab and simulation manager and staff, to make it a productive learning opportunity as well as an efficient learning tool for our nursing classes.
- Continued support of *virtual* simulation tools.
- Evaluation of the part time HEOC counselor to be used for course and program retention and student support in the HEOC programs. Is 8 hours per week enough (supported by grant monies) to meet the needs of Nursing programs and other HEOC programs?

- Request: Upgrade computers and programs for faculty in Nursing – many cannot work in their offices efficiently due to the age of their computers and lack of access in the 800 building.

- Request: Testing ability for Nursing courses either via better wi-fi capability in the 800 building or more testing access in campus computer rooms that are often used for classes. This often conflicts with our ability to be flexible with clinical sites and their availability as our usual testing days

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

Major Curriculum changes have been designed collaboratively, approved by the BRN, and approved by the Curriculum Committee and Chancellors Office. Coordination of curriculum changes with the catalog and Curriculum of Record (COR) have been established.

Old curriculum courses have been appropriately archived.

NCLEX pass rates have increased from 75% to greater than 90% for the past two years.

Collaborated with the Math department to create a math class appropriate for health occupations students who need mathematics support.

B. Effective Practices

- Change in pre-requisite classes to include CNA.
- Inclusion of virtual simulation and emergent distance education during Covid pandemic as well as alternative face to face clinical opportunities so that students could meet BRN requirements and complete the semester (when many nursing programs throughout the state and locally have had to shut down and repeat the semester or had to expand clinicals through the summer break).
- Improved faculty/ instructor teamwork to complete the tasks needed to rebuild this program to be effective and productive.

Feedback and Follow-up Form

Completed by Supervising Administrator:

Robert Harris

Date:

06/26/2020

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

The Registered Nursing Program (ADN) has made tremendous strides of improvement and growth over the past several years. As accurately noted in the body of the review, the faculty have worked hard to address deficiencies cited by the Board of Registered Nursing, worked hard to develop a more "student-centered" program that is responsive to students needs/expectations yet continues to push the student to learn the massive amounts of information, and has developed into a program in which faculty and staff are true co-workers and team members.

Student reviews indicate that all the above is true and first-time licensure exam pass rates indicate that the curricular change, the "student centered approach" and the teamwork within the faculty have been successful. The program has been responsive to the need to change and has done so with great success.

The program has been able to leverage grant funding in recent years with the assistance of the HEOC Director of Healthcare Workforce Training Center. This has resulted in the move of the Simulation Center to campus (from the Yountville Veteran's Home), upgrades to some equipment that is utilized by all HEOC programs, and the procurement of updated high fidelity mannequins in the Simulation Center (forthcoming in Fall 2020).

Areas of concern, if any:

1. Finite number of clinical facilities available in our general geographical area.
2. Aging computer technology that hampers faculty and student productivity in the 800 building.
3. Ability to utilize computer testing facilities for highly regulated examinations at times that do not conflict with scheduled lecture or clinical education.

Recommendations for improvement:

We have purchased 40 laptop computers via grant money for use in testing but we lack appropriate WiFi in our area to have students test. College is in process of improving WiFi but concern is that it will not be completed in a timely manner.

Anticipated Resource Needs:

Resource Type	**Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)**
Personnel: Faculty	None at this point but may need to review needs for potential retirements in next few years.
Personnel: Classified	None
Personnel: Admin/Confidential	None
Instructional Equipment	Improved simulation mannequins in Sim Lab (in process).

Instructional Technology	Improved/required faculty technology available to all faculty members and improved WiFi availability for all …. especially students.
Facilities	Continued improvement in the Sim Center (serves all HEOC programs)
Operating Budget	Dedicated professional development funds.
Professional Development/ Training	Available as needed from funds noted in above comment.
Library & Learning Materials	--