Registered Nurse

ANNUAL PROGRAM REVIEW and PLAN
2011

Faculty and Staff (List all)

Full Time	Adjunct	Support Staff
Allahbachayo, Salima	Barajas,Noemi	Hall, Cheryl
Boquiren, Conchita	Brennan, Donna	Tunno, Julie
Greene, David	Javier, Angela	Lopez, Sujae (Student Worker)
Tucker, Gail	Nwangw, Helen	
Wong,Julie	Parsons,Karla	
	Payne, Renee	
	Wickman,Mary	
	Wozencroft,Paulette	

Registered Nurse

I. Executive Summary

Program Description:

The registered nursing program prepares students to care for individuals, families, and communities so they may attain, maintain, or recover optimal health and quality of life. The program includes the dual emphasis of nursing theory and clinical practice of direct patient care. The program meets the training requirements identified by the California Board of Registered Nursing and qualifies students to take the licensure examination (NCLEX-RN). Upon successful completion of this examination, students are able to enter practice as a Registered Nurse. Additionally, completion of the Associate in Science Degree in Nursing prepares students for transfer to a four-year institution to study for a baccalaureate in nursing degree. Advanced placement in the program may be granted to students with prior vocational nursing or registered nursing education or equivalent.

Lecture and laboratory courses are offered during the day and evening and on weekends in 8-week and 16-week sessions both online and in hybrid formats.

The combined advisory committee for all nursing programs meets annually and is comprised of health care professionals including chief executive officers of partnering healthcare facilities; industry representatives; nursing education consultants; and directors of nursing, education, and staff development.

Strengths/Effective Practices:
- In-house counseling providing support, early detection and retention.
- Strong partnership with clinical partners.
- Providing ATI and KAPLAN to increase the N-CLEX success rate.

Weaknesses/Lessons Learned:
- Difficulty retaining qualified faculty

Recommendations/Next Steps
- Hire and retain two full time qualified faculty

Registered Nurse

II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2010 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Winter	Spring	Summer	Fall	
RNRS 190 Foundations of Nursing	S07	0	0	0	3	Examination, successful course completion
RNRS 191 Intro to Medical/Surgical Nursing I	S07	0	0	0	3	Examination, successful course completion
RNRS 192 Pharmacology for Nurses	S07	0	0	0	1	Examination, successful course completion
RNRS 193 Pediatric Nursing	S07	0	3	0	0	Examination, successful course completion
RNRS 194 Obstetrics/Maternity Nursing	S07	0	3	0	0	Examination, successful course completion
RNRS 195 Beginning Medical/Surgical Nursing II	S07	0	3	0	0	Examination, successful course completion
RNRS 200 Role Transition: LVN to RN	F06	0	0	2	0	Examination, successful course completion
RNRS 201 Medical-Surgical Nursing III	F06	0	0	0	4	Examination, successful course

						completion
RNRS 203 Mental Health-Psychiatric Nursing	**S07**	0	0	0	4	Examination, successful course completion
RNRS 251 Medical-Surgical Nursing IV	**S07**	0	4	0	0	Examination, successful course completion NCLEX pass rates
RNRS 252 Leadership for Professional Nursing Practice	**S07**	0	1	0	0	Examination, successful course completion NCLEX pass rates
RNRS 290 Gerontological Nursing	**S07**	4	0	0	0	

III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2007	Number Awarded 2008	Number Awarded 2009	Number Awarded 2010
Registered Nursing	AS	2007		22		40

TYPE: **AA** = Associate in Arts Degree   **AS** = Associate in Science Degree   **C** = Certificate   **S** = Skill Award

AA-T = Associate in Arts for Transfer   **AS-T** = Associate in Science for Transfer

2011 Annual Program Review and Plan: RNRS

IV. Sections Offered

	Winter 2010	Spring 2010	Summer 2010	Fall 2010
On-Campus				
On-Campus by Term Length				
Full Term	0	5	0	4
Short Term	0	0	0	0
On-Campus Subtotal	0	5	0	4
On Campus By Schedule				
Morning Before 11:59 am	0	3	0	3
Afternoon Noon to 4:29 pm	0	2	0	1
Evening After 4:30 pm	0	0	0	0
Weekend Friday after 4:30 pm, Saturday, or Sunday	0	0	0	0
Arranged Hours Meeting time beginning is unknown	0	0	0	0
On-Campus Subtotal	0	5	0	4
Distance Education				
Distance Ed Full-term	0	0	0	0
Distance Ed Short-term	0	0	0	0
Distance Ed Subtotal	0	0	0	0
Total	0	5	0	4
Course Retention*		92.7%		90.3%
Course Success**		10.9%		14.6%

* **Retention** is defined as the percent of students receiving all grades except W.

** **Success** is defined as a student taking a credit course and earning a grade of A, B., C, CR, or P.

V. Student Demographics

Gender	College 2009-10	2006-07	2007-08	2008-09	2009-10
Female	53.1%	83.2%	79.1%	75.5%	81.1%
Male	44.7%	16.6%	20.0%	21.2%	16.6%
Unknown	2.2%	< 1%	< 1%	3.3%	2.3%

Ethnicity	College 2009-10	2006-07	2007-08	2008-09	2009-10
Asian/Filipino/Pacific Islander	9.0%	35.9%	31.9%	27.6%	25.1%
Black/African American	5.6%	8.5%	8.2%	6.4%	8.0%
Hispanic/Latino	46.2%	36.1%	35.7%	36.0%	40.0%
White	25.1%	16.3%	15.2%	16.4%	17.1%
Other*	14.1%	3.2%	9.0%	13.6%	9.9%

* **Other** includes Native American, two or more races, and unknown.

2011 Annual Program Review and Plan: NRS

VI. Career Technical Education Programs

TOP CODE: <u>1230 NURSING</u>

CORE INDICATORS

Indicator	Negotiated Level	2008-09 (Actual)	2009-10 (Actual)	2010-11 (Actual)	2011-12 (Proposed)
1. Technical Skill Attainment	88.81%		99.15	96.07	96.05
2. Credential, Certificate, or Degree	82.05%		93.07	78.70	96.43
3. Persistence or Transfer	85.96%		81.30	78.18	90.23
4. Placement	81.72%		89.30	90.91	86.15
5. Nontraditional Participation	20.37%		89.22	23.58	27.12
6. Nontraditional Completion	25.99%		22.65	23.81	29.55

Core 1 - Skill Attainment, GPA 2.0 & Above:
Core 2 - Completions, Certificates, Degrees and Transfer Ready :)
Core 3 - Persistence in Higher Education :)
Core 4 - Employment: 79.86% Performance Goal
Core 5 - Training Leading to Non-traditional Employment:
  Source: CCCCO MIS Database, EDD Base Wage File, CSU Chancellor's Office, UC Office of the President, 2000 Census,
  Student Loan Clearing House

VII. Student Accomplishments

Provide examples of individual student success or instructional strategies that were effective.

One student had family issues, failed a course and was put on remediation. With faculty and administration support, was able to successfully complete the remediation process and join the cohort. This student was able to successfully complete the RN program.

Effective Instructional strategies
- NCLEX type questions and Kaplan
- Remove RNRS 200 and have it available for transition students but decrease 3 units for NLN accreditation.

VIII. Student Learning Outcomes Assessment Reflection
SLO ASSESSMENT RESULTS: Upon reflection with program colleagues (or self-reflection for programs with one instructor only); please provide a brief narrative to the following:
Utilizing information garnered from SLO assessment data at the course level; please describe results or faculty recommendations for changes and/or continuations relevant at both the course and program level. ***Address GE classes specifically.***

- The progression of courses from simple to advanced
- Gerontology course information to be integrated into Medical Surgical Courses

Registered Nurse

IX. Progress toward previous goals

During 2010, we accomplished:

	Previous Goals	**Progress/ Persons Responsible**	**Status**	**Year 1 Strategic Plan Objectives**
Goal 1 **EMP**	Integrate nursing students more fully into the college campus by using such services as campus-wide tutoring and by having students assist with campus clinics such as the flu shot clinics	• Tutor services started. One of the first year students is offering her service as a tutor. RN • Students are invited to participate in flu shot. • RN student participating in Parent's night.	Ongoing	2.2.4
Goal 2 **EMP**	Provide technology based, specialized, contextualized tutoring focusing on skills such as charting, documentations, case studies, and using the American Psychological Association format for papers	• Student use "chart smart – an interactive web based system to learn documentation and clinical procedure skills • VCE- Virtual clinical excursion- interactive software to develop critical thinking and clinical judgment skills.	P	1.2.4
Goal 3 **EMP**	Ensure that students have optimal clinical experiences by continuing close collaboration with clinical partners and exploring the benefits of fee-based regional scheduling consortiums	• Fee based scheduling system is dropped since there was only one hospital requiring it. • Clinical experience are motivated by evaluations and communicating closely with the educators.	Complete And ongoing	1.2.4
Goal 4 **EMP**	Modify curriculum as needed to align with the National League for Nursing accreditation standards	• Extensive curriculum review done in past year for BRN approval.	Complete And ongoing	1.2.4
Goal 5 **2010-11**	The Nursing Program should continue to evaluate and identify learning needs of incoming nursing students.	• "Program end survey" done at the end of the program. Students complete this before graduation.	Complete and ongoing	2.2.4

	Previous Goals	Progress/ Persons Responsible	Status	Year 1 Strategic Plan Objectives
Goal 6 2010-11	Revise the preparatory course curriculum based on the findings of the evaluations.	• "Graduate survey" is completed by graduate six months of graduation.	Ongoing	
Goal 7 2010-11	Maintain our enrollment patterns that demonstrate strong participation of traditionally underrepresented groups. Recommendation in 2005 student equity plan	• Underrepresented groups are well- represented in the total population.	Complete	2.3.5
Goal 8 2010-11	Increase community awareness of the high quality of instructional and support programs available to the (nursing) student at the college. Recommendation in 2005 student equity plan	• Citrus College website provides complete information about the ADN program. Students educate community in "Parent's night" session.	Complete	3.1.4
~~**Goal 9**~~ ~~2010-11~~	~~Revise the course description for NRS 260 and remove "should be a licensed vocational nurse.~~	~~VN~~		
~~**Goal 10**~~ ~~2010-11~~	~~Include a statement under Entrance Skills/Prerequisites, or Co-requisites which requires licensure as a vocational nurse.~~	~~VN~~		
Goal 11 2010-11	The Nursing Program will evaluate whether the admission process for the program provides open access to all qualified applicants.	• The admission packet clearly describes the accessibility to all qualified applicants.	Complete	3.1.4
Goal 12 2010-11	Beginning in the fall of 2005, the Nursing Faculty will begin meeting to address changes in all course outlines of record for nursing course. Student Learning Outcomes will be developed for one-third of the nursing program courses per year over the next three years.	• SLO's have been developed for all ADN Courses	Complete	1.2.4

	Previous Goals	Progress/ Persons Responsible	Status	Year 1 Strategic Plan Objectives
~~Goal 13 2010-11~~	~~The Nursing Program should explore the viability of an RN Program with a 30 unit option~~	• ~~30 unit option is offered to transition students. The citrus college may accept up to 2% of qualified 30-unit option applicant's information into a cohort.~~	Complete	
~~Goal 14 2010-11~~	~~Review the numbering sequence of the vocational nurse classes to mimic as they actually are offered. e.g. Semester II 170, 171L, 172, 173, 183. Change 183 to 175.~~	~~VN~~	N/A	
~~Goal 15 2010-11~~	~~Offer a nurse assistant/home health aide course combining the two classes for entry levels students. Continue to offer a standalone HHA class for already certificated nurse assistants.~~	~~CNA~~	N/A	
~~Goal 16 2010-11~~	~~Reword/re-title the NRS 260 Drugs and Solutions class for certified nurse assistants who plan to challenge the VN licensure exam and to more clearly explain what the course has to offer.~~	~~VN~~	N/A	
Goal 17 2010-11	Nursing faculty should continue to pursue advanced degrees in preparation for a Registered Nurse Program and to enhance their learning to continue to demonstrate credibility.	• Faculty have taken 30 CEU courses and completed clinical requirements to become eligible to teach in RN program. • Faculty has also attended workshops /continuing education programs to keep them updated.	Ongoing	5.2.1

	Previous Goals	Progress/ Persons Responsible	Status	Year 1 Strategic Plan Objectives
Goal 18 2010-11	Seek grants and other means to provide cutting edge technology within the department, fund activities that will enhance student/faculty/learning, develop new course, reduce attrition and improve licensing pass rates.	• Received grants for Kaplan.	Completed	3.1.1 5.2.1
Goal 19 2010-11	Continue to find outside sources such as the Workforce Investment Board, Cal WORKS and contract education, which will aid the student nurse to meet their career goals.	• EGR (Enrollment Growth and Retention) through which we try to provide the graduating students Kaplan course.	Ongoing	3.1.1 5.2.1
Goal 20 2010-11	Expand the program and increase the number of full-time faculty to accommodate the increase of sections.	• We have two full time vacancies.	P	3.1.1 5.2.1
~~**Goal 21** 2010-11~~	~~Licensed Vocational Nurse job growth is projected to be 20.2% by 2012. The program should look to offer admission to the program every 9 weeks. Ob/Pediatrics, which is currently offered only once per year during the summer session, should be offered during the regular school year as well.~~	~~N/A. Does not apply to the RN Program~~	N/A	
~~**Goal 22** 2010-11~~	~~RN job growth is projected to be 27% by 2012, with such a successful VN Program; the faculty should continue to pursue the development of an RN program on this campus.~~	~~Accomplished~~	N/A	

	Previous Goals	Progress/ Persons Responsible	Status	Year 1 Strategic Plan Objectives
Goal 23 2010-11	Continue to upgrade equipment, software; DVD's which keep the department on the cutting edge.	• We have one sim man one medi man • Two medibaby to provide stimulation.	P	3.1.1 5.2.1
Goal 24 2010-11	Pursue a remodel to bring classrooms into a more student friendly atmosphere for learning.	• Still pending	P	

In addition to previous goals, during 2011, we plan to:

	Description	Actions / Target Date	Year 1 Strategic Plan Objectives**
Goal 1 2011	Hire and retain two qualified full time faculty	2011-2012	3.1.1 5.2.1
Goal 2 2011	Program Completion/retention at $\geq$ 80-85%	2012-2013 and ongoing	
Goal 3 2011	NCLEX pass rate at $\geq$ 95%	2012-2013 and ongoing	
Goal 4 2011			

**See the Preface for information related to* Year 1 Strategic Plan Objectives *for 2011.

Registered Nurse

X. Budget Recommendations for 2012

(Add rows or attach additional pages as needed for complete description / discussion)

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
Two Faculty positions	One faculty position was open but was not filled Additionally, a FT faculty resigned in August 2011. We need to fill those two positions to provide consistency to the students, as well as to remain in compliance with the program governing body.	MNQFC	ABC
Skills lab support	The program needs to sustain with district funds, the resources provided in start-up with grant funding	MNQFC	ABC

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority
Technical Support for Skills Lab	Provision of adequate resources for student success regulated by the governing body requires that we maintain student access to skills lab/simulation. Budgetary cuts have severely curtailed our ability to provide adequate skills lab instruction. The multiple technical skills required of the running a state-of-the-art skills lab are not appropriately assigned to a faculty role. There will need to be ongoing support of instruction to maintain this level of lab simulation. We previously had district funding in the non-instructional lines for both student workers and non-nursing personnel for skills lab. That funding was covered temporarily by grants, however those grant funds have decreased severely and will be completely depleted in the very near future.	MNQFC	ABC

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Management / Effective teaching skills.	Grants have supported many staff development opportunities in the first four years of the program. To maintain quality of the program and ensure excellence in content delivery, staff development will need to be supported by district funds.	$5,000 annually	MQC	BC

	Many of the conferences that have been funded in the Health Sciences Department have mandatory attendance by the program director/designee.			

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority
Classroom	Smart panel, projector light not working efficiently takes time to turn on. Heating and cooling systems not working.		MNQFC	ABC
Skills lab human simulators	In order to maintain consistency in human simulation, the existing mannequins require scheduled high-tech maintenance. Frequently we have one or more of the mannequins in disrepair and there is no current budget for repair.	PC 212	MNQFC	ABC
Update videos to DVD from VHS	The current video library is outdated and does not present technical skill training that meets the standard.	PC 212	MNQFC	ABC

Computers / Software (TeCS)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
White boards	Change chalkboard in TC classroom to whiteboard.			MQF

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (i.e. training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)

- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.

- Identify unit cost (cost per item) and the number of units desired in requests.

- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request $30,000 for a classroom set of equipment (one item for each student), if $15,000 were available, would it be possible for two students to share an item? Is the request "All or nothing"?

Determining Budget Impact:

Indicate one or more of the following areas that your request will affect:

M = Mission: Does the request assist the program in meeting the District's mission and established core competencies and / or diversity?

N = Need: Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

Q = Quality: Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?

F = Feasibility: Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

C = Compliance: Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

Budget Priorities:

When establishing priority, consider the following:

Priority 1: This item is mandated by law, rule, or district policy.
Priority 2: This item is essential to program success.
Priority 3: This item is necessary to maintain / improve program student learning outcomes.

Registered Nurse

XI. Career Technical Education

1. **Advisory Committee meeting date(s):**   October 28, 2010

                  October 27, 2011 scheduled

2. **Advisory Committee recommendations**

1.	The need for qualified graduates continues, however, initial work assignments may be somewhat less desirable than 5 years ago. The need is expected to increase significantly as the economy recovers and planned retirements deplete the workforce.
2.	Graduates should enroll in intern programs offered
3.	Graduates should apply to multiple hospitals and call monthly to "stay on HR's radar.
4.	
5.	

3. **Are Advisory Committee minutes on file with Academic Affairs?**

    YES __X__   NO _____

4. **Vocational Funds**

Source	Purpose	Amount
EGR Grant	Success and retention	135,287
District	Ongoing program support	374,521

5. **Labor Market Data 2008 – 2018**
   (California Employment Department Labor Market Information for Los Angeles County)

Soc Code	Occupation	Employment Estimated	Employment Projected	Change
29-1111	Registered nurses	61760	79960	29.5%

6. Discuss demand for workers in this TOP code based on CA Employment Development Department Labor Market Information for Los Angeles County and Advisory Committee input. Describe the rationale for use of data regarding additional geographic areas.

The potential for ADN program growth is evidenced by a nursing shortage in California, a long-standing, well documented phenomenon. As noted in a recent BRN report, this shortage, combined with new legislation (AB 347) mandating richer nurse-to-patient staffing, indicate that recent increased RN graduations continue to fall short of the need. A continuing disparity between RN demand and supply is forecasted. The projected nation-wide shortage will be 500,000 qualified RNs by 2020 (NRSA, PBS, week of 10-16-09, Nurses Needed *http://www.pbs.org/now/shows/442/ index.html). Experts caution that the State of California still falls short of the national average of 825 registered nurses per 100,000 population. Further, the expected "baby-boomer" retirements that have been delayed due to the economy are expected to create an increasing need as the economy recovers. http://articles.sfgate.com/2011-02-04/opinion/27100858_1_nursing-shortage-nurse-education-initiative-new-student-enrollments*