

Assessment: Program Review Update

Program (REGN) - Associate Degree Nursing AS.1380

Program Catalog Summary:

Associate in Science:

SC Program: AS.1380

PROGRAM DESCRIPTION: The educational objective of the Associate in Science Degree Nursing program is to prepare the student who, upon graduation and successful completion of the NCLEX-RN, will be able to function within the scope of nursing as defined by the State of California Nursing Practice Act. Students must meet established physical criteria to participate in the clinical area.

This degree is approved through the California Community College Chancellor's Office. Upon satisfactory completion of all degree requirements and filing an application for graduation with Admissions and Records, the student's transcript will reflect completion of this degree.

PROGRAM LEARNING OUTCOMES:

Upon successful completion of this degree:

1. 90% of those students who are eligible to sit for the National Council Licensing Examination for Registered Nursing (NCLEX-RN) will pass their examination within the first six months of the first attempt.

GRADUATION REQUIREMENTS:

1. Completion of the Humanities requirement.
2. Completion of competence in math (MATH 102 Inter. Algebra or MATH 110 Essential Math are the advised course for meeting this requirement).
3. Completion of the multi-cultural awareness requirement.
4. Completion of computer literacy.

Due to the time commitments of the ADN program, it is strongly recommended to complete the graduation requirement before entering the program.

REQUIREMENTS FOR ENROLLMENT IN THE PROGRAM:

Space in the program is limited. A new class is enrolled every semester. In order to be eligible for enrollment, students must satisfy the prerequisites listed below and file an enrollment packet with the Admissions Office during designated enrollment periods in each semester. All qualified applicants are placed on a waiting list and enrolled on a space available basis in the order of their accepted application date. For specific information, see the Application Process tab on the website or call the Division Office at (530-339-3600).

Students must meet all of the following requirements for application:

1. Students filing enrollment packets must have a high school diploma or equivalent.
2. The "Prerequisite Science" courses listed below must be completed with a grade of C or higher in each course and a minimum science 2.5 GPA.
3. Prerequisites must be completed upon application. No in-progress courses will be accepted.

PREREQUISITE COURSES:

ANAT 1* Anatomy 5

MICR 1* **Microbiology 5

PHY 1* Physiology (with lab) 5

Students must complete the remaining "PREREQUISITE" courses listed below with a grade of "C" or better in each course.

ENGL 1A* College Composition 4

ANTH 2* Cultural Anthropology OR 3

SOC 1* Introduction to Sociology OR
 SOC 2* Social Problems
 PSYC 1A* General Psychology OR 3
 PSYC 14* Psychology of Personal/Social Adjustment
 **CMST 10* Interpersonal Communication OR 3
 CMST 54* Small Group Communication OR
 CMST 60* Public Speaking
 * May be used to fulfill General Education Requirements. See a counselor.
 ** ONLY if completed with a grade of C or higher during or prior to Spring 2014.
 TOTAL PREREQUISITE UNITS 28

DEGREE REQUIREMENTS:

Students must be enrolled in the ADN Program in order to take the courses listed below. Students must show competence in both clinical and theory components (with a grade of C or better) in order to progress through the curriculum. A failing clinical grade in either theory or clinical will require withdrawal or result in failure of the program.

CORE COURSES:

REGN 1 Theoretical Foundations of Nursing Care 6.5
 REGN 2 Clinical Foundations of Nursing Care 5.5
 REGN 10 Theoretical Concepts Med/Surgical Nursing I 6.5
 REGN 11 Clinical Concepts Med/Surgical Nursing I 4.5
 REGN 12 Assessment Concepts Med/Surgical Nursing 1
 REGN 20 Theoretical Concepts Med/Surgical Nursing II 7
 REGN 21 Clinical Concepts Med/Surgical Nursing II 5
 REGN 33 Theoretical Concepts Med/Surgical Nursing III 6
 REGN 34 Clinical Concepts Med/Surgical Nursing III 6
 TOTAL UNITS FOR CORE: 48

ASSOCIATE IN SCIENCE DEGREE REQUIREMENTS:

Major	76
Additional General Education	6
General Electives	0
Degree Total	82*

*Note: Calculation assumes a student will double-count the Multicultural graduation requirement with either a social science or humanities G.E. requirement and that the student will fulfill computer literacy through a test. If students plan well and see a counselor, they may be able to double count the Multicultural and Computer Literacy units. If these graduation requirements are added, the number of units is increased by 6 units.

The enrollment process for LVNs desiring to transition to RN has changed. For pertinent information see Advanced Placement tab on website or contact the Division at (530) 339-3600.

ENROLLMENT CRITERIA FOR THE 30-UNIT OPTION – NON DEGREE – LVN-RN PROGRAM:

LVNs may elect to take a non-degree program under the BRN regulation 1429 – the 30 unit option. This consists of twenty (20) units of nursing and ten (10) units of related science. REGN 20X, REGN 21X, REGN 33X, and REGN 34X are the required 20 units of nursing. Microbiology and physiology are the required 10 units of science. Students must see nursing program director if considering this option.

Fall 2018

PRIOR PROGRAM REVIEW REFLECTION (If applicable)

Term and Year of Previous Review: Fall 2016

Discuss any changes to the program as a result of the previous program review: 1) Update of Program mission statement, philosophy, conceptual framework theory content and PLO's. Approval by Board of Registered Nursing or BRN in spring 2017.
 2) Implementation of new curriculum. Started in Fall 2017 and the final courses implemented in Fall 2018. Spring 2019 we will complete the evaluation of these new courses.
 3) Improved TEAS remediation plan with policy and procedure updates as needed.
 4) All graduation requirements are met prior to entering into the first semester of the ADN program. This ensures 100% of the students who complete the A.D.N. program will also obtain their degree. The time for transcript review by counseling or faculty

has been decreased. Students are tracked by counseling to ensure all graduation requirements are met prior to completion of the A.D.N. program to facilitate degree application.

5) Fall 2018 faculty positions were filled for Simulation Coordinator and Student Remediation. Faculty will assist in simulation in the lab, leveling of simulation throughout the program, and standardization of simulation. Faculty will be available for student clinical remediation to improve student outcomes and retention.

6) Enrollment for the ADN program is now implemented through a multi-criteria process. We no longer take students and place them on a wait list.

7) There has been replacement of High fidelity simulation mannequins and IV pumps.

Resources Received or Requested: Four new High fidelity simulation mannequins, 2 new geriatric mannequins (non-technical), IV pumps replaced, 2 additional beds, 4 new nebulizers (machine to deliver medication to enhance breathing), 7 Patient Control Analgesic Machines (used for delivery of pain medication to patients), 1 AED Trainer, 12 CPR mannequins, Infant mannequins. All this equipment is available for student use in the RN, LVN, NA and some Allied Health Programs.

CURRENT PROGRAM REVIEW

Who completed this form?: Linda Thomas MSN, RN, FNP, Roxi Redd EdD, RN, Michelle Morris MSN, RN, Angela Nitsche DNP, RN, Michael Boucher EdD, RN, Brian Busk MSN, RN, Laurie Bish MSN, RN

Participation in completing this report: Area Faculty (list in the next box)

Summarize participation comments: This report is written, reviewed and revised with input from all full-time ADN faculty.

Alignment with Mission: Describe how the program contributes to the Shasta College Mission:

Discuss some of the program successes and benefits to the students and/or community.: 1. Increasing NCLEX pass rate to 94.12

2. Maintaining a stellar reputation in the community for professionally prepared entry level nurses. 100% of our graduates who apply for jobs are hired.

3. 100% of our students who pass our Associate Degree Nursing Program will graduate with their degree.

4. Completion of our new curriculum.

5. 90% of our graduates will take jobs in the Shasta Tehama County area.

List each PLO and write a brief narrative summary analysis discussing outcomes for each of them.: PLO- Upon successful completion of this degree 90% of those students who are eligible to sit for (National Council Licensing Examination for Registered Nurses) NCLEX-RN exam will pass their examination within the first 6 months on their first attempt. In the last 2 years we have met our PLO. NCLEX pass rate for first time student attempt 2016-2017 (62 students) 91.47%. This data is up from 2015-2016 data. Spring 2018 we had 17 students set for their NCLEX with a pass rate of 94.12%. (New PLO's #1, 2, 4 will be started at the end of this semester which will be the first class completing the new curriculum. New PLO #3 will start in May 2019, allowing time for the first class with the new curriculum to graduate and take their NCLEX.)

1.) Synthesize principles of holistic nursing practice to provide evidence based care to clients and their families throughout the lifespan.

2.) Integrate principles of critical thinking and the nursing process to enhance care delivery, and protect clients and healthcare staff.

3.) Apply evidence based concepts of nursing practice to provide care and comfort, promote health and wellness, manage health care alterations, and reduce risk potential across the healthcare continuum for clients and their families.

4.) Incorporate the concepts of therapeutic communication and evidence based nursing care to promote and support the emotional, mental, and social well-being of clients, families and the community

Describe how this program supports a transfer pathway to CSU or UC.: Students on the wait list or even applying through the multi criteria selection are recommended to complete prerequisites required for an advanced degree. Students are required to have at least one counseling session while in the A.D.N. program to look at advancement to BSN or MSN programs. Links to the BOLD pathway maps, comparison tables and other colleges offering RN to BSN can be found on the A.D.N. Program website. A yearly Education Fair is held in the Health Science Building, in which 10 nationally accredited schools offer information to nursing students about RN to BSN, MSN, and RN doctoral programs. Informal partnerships have been established with CSU Chico, Simpson University, Texas Arlington, and University of Phoenix, to provide various options for A.D.N. students interested in pursuing advanced degrees

Specify Labor Market Demand (for CTE programs): The A.D.N. program currently accepts 30 students into the program each semester and graduates approximately 30 students each semester. Students must complete NCLEX-RN prior to being employed. Approximately 1/4 to a 1/3 of our students have job offers prior to their exam. All our students who have passed their NCLEX-RN exam are employed within 4-6 months. Hiring preference for BSN graduates has not been a great deterrent to employment. There is an increase in demand for nurses with BSN degrees, but Shasta College A.D.N. graduates are still highly sought after. Creating the BSN pathway has been essential and has encouraged many students to continue their education following graduation. We have included a new survey question in the A.D.N. graduate survey to better capture data related to degrees graduates are pursuing after graduation. The A.D.N. program offers a unique Preceptor Program which provides students with

clinical experiences during actual shifts with an assigned Shasta College preceptor. The preceptor program increases clinical preparation for the workforce and is a marketable asset students can add to their resumes when looking for employment. Recent labor market data collected for the BRN by UCSF informs us the A.D.N. program is on track to meet the Labor Market Demands. The findings are that over 70% of the work force will work within a 40 mile radius of their high school, (this data was gathered from a 10 yr tracking study.) Information is available on the Health Impact web site

PROGRAM DATA ANALYSIS

Program Effectiveness:

Program Effectiveness (CTE): Program effectiveness is evaluated through SLO, PLO's along with successful degree graduates, NCLEX pass rates and student retention. Annual pass rate in 2016-2017 at 91.47.37% is reflective of this success. With spring 2018 class pass rate of 94.12%. Student retention has consistently remained greater than 90%. Employment is greater than 95% of all graduates.

Course Success Rates:

	2015/2016		2016/2017		2017/2018	
NCLEX Pass Rate	Taken	Passed	Taken	Passed	Taken	Passed
	59	84.75 %	62	92%		94.12

Course Retention Rates:

	2015/2016		2016/2017		2017/2018	
	A	R	A	R	A	R
Attrition Rate						
Retention Rate	5.7%	91.7%	3.74%	96.%	8%	93%

Student attrition has been changing over the last 2 years and indicate that many of student enrolled have had lower TEAS testing, (TEAS tests monitor English, math, science). Despite remediation for low score, students are still not always successful in the program. Data has shown us that if student with low scores are able to adapt and improve while in the program they do just as well on passing the NCLEX exams as student who were admitted with higher scores. We have also seen an increase in student negative behaviors and unsafe clinical practice. As a result, faculty provide more specific guidelines regarding clinical expectations and evaluations. Clinical evaluations are now done weekly to weekly identify problems early. As of fall 2018 we have faculty to help with the remediation of students with clinical deficiencies, which should also help retention. Faculty and staff has had more training on supporting a environment for a "Just Culture" in and out of the classroom, and student evaluation

Course Enrollments: 30 students are enrolled into the ADN program each semester for a total of 60 students/year. Students graduate from the program twice a year.

In spring of 2018 the wait list stop taking students for admission into the ADN Program. The multicriteria selection process was started in June of 2018. The catalog update is as follows:

All applicants who desire to be enrolled in the ADN program (including qualified applicants for Advanced Placement) must apply to the program through the same Multi-criteria Selection process. A new class of 30 students is enrolled each semester, with a total of 60 new students per year. Each year, 30 applicants are chosen through the Multi-criteria Selection Process, and 30 applicants are drawn in order from the Wait List (previous selection method), until it is depleted. Each semester's new class (of 30) is made up of 15 students selected through the Multi-criteria Selection process while the other 15 are from the Wait List. Once the Wait List is depleted, selection of students will depend entirely on the Multi-criteria Selection Process. For specific information, see the Application Process tab on the website or call the Division Office at 530-339-3600.

Equity: Equity in the ADN Program is integrated throughout each semester and focuses on giving the students what they need to be successful. Faculty promote engaged learning by assessing student needs, listening to student feedback, and supporting student ideas. Some examples of this are the use of active learning strategies, peer learning, real life examples, and informing the student of criteria and standards for success. Team building is encouraged, feedback is valued, and student contributions are acknowledged. Fairness and cultural diversity is built into the curriculum. Shared governance is implemented via student representation, from all semesters, in the ADN meetings. Shared governance is required by the BRN.

CURRICULUM

Review of courses with prerequisites: A.D.N. Program courses and prerequisites were reviewed and then approved in Spring of 2017 by the BRN as part of our curriculum update

Challenges to offering key courses: 1.) There is no clear and timely succession plan to replace retiring faculty or faculty who resign positions. The A.D.N. Program should have 8 full time faculty, part time faculty for the clinical areas, and a program director. For the last two years, there has consistently been 1 unfilled full time faculty position. This puts a strain on the faculty who are required to fill in the gaps and puts student success at risk. Faculty replacement for Nursing Programs in the state of California continues to be difficult, since there is a shortage of nursing faculty nationwide. The Administrative and Human Resources procedures and hiring processes have resulted in delays in recruitment and hiring qualified faculty. For example, administrative processes limit the posting of faculty positions to specific times, which can delay prompt recruitment of nursing

faculty. Additionally faculty must be approved for teaching by our governing Board, BRN which can also add to the approval process can delay hiring.

2.) Maintaining part time staff for clinical requires endless monitoring, ongoing education and evaluating for qualified facility to assist us in student clinical areas.

3.) Maintaining and looking for new clinical sites can be challenging as we share our sites with numerous other schools, private and public from Chico to the Oregon Boarder. We also share sites with our N.A. and LVN program. These sites require monitoring of patient populations, numbers and experiences to ensure students have the clinical experience they need for our program. Discussions with Health Care Administration to ensure are students are adhering to facility regulations. As the BRN regulations change and health care in moving more into the community we are looking for new sites to ensure we are meeting the student's requirements in this area.

Course changes: Course numbers changed from fall 2017 to fall 2018 as new courses were implemented.

CORE COURSES:

REGN 15 Health & Illness I 6.5
REGN 15P Professional Nursing Practicum MS I 5.5
REGN 25 Health & Illness II 6.5
REGN 25P Professional Nursing Practicum MS II 4.5
REGN 35 Health & Illness III 3.5
REGN 35P Professional Nursing Practicum MS III 2.5
REGN 36 Child And Adolescent Care 1.5
REGN 36P Professional Nursing Practicum Child 1.5
REGN 37 Maternal & Infant Care 1.5
REGN 37P Professional Nursing Practicum Maternal & Child Care 1.5
REGN 45 Health & Illness MS IV 2.5
REGN 45P Professional Nursing Practicum MS IV 2
REGN 46 Community & Mental Health 2.5
REGN 46P Community & Mental Health Practicum 2.0
REGN 47 Professional Nursing Leadership 1.0
REGN 47P Professional Nursing Capstone 2.0
TOTAL UNITS FOR CORE: 48

Proposed changes for 2019. This has been submitted to the Curriculum Committee and the BRN for approval.

The course current courses are;

REGN 36 Peds theory 1.5 units

REGN 36P Peds clinical 1.5 units

REGN 37 OB theory 1.5 units

REC N 37P OB clinical 1.5 units

The plan is to combine the courses and redistribute the units as follows:

REGN 36 would become Peds and OB theory with 3.5 units

REGN 36P would become Peds and OB clinical with 2.5 units

The rationale:

a.) There is an overlap of content between OB/Peds and Med Surg in wellness, pathophysiology, psychosocial and some age specific concepts.

b.) Adding 0.5 clinical hours into OB Peds theory is needed to reinforce foundational Med Surg content that OB Peds theory is based on.

c.) Active learning strategies implemented in theory can assist in scaffolding these concepts to enhance.

d.) increase student comprehension of OB and Peds while reinforcing Med Surg basics.

e.) The students will still have 135 hours of OB/Peds clinical time, which is significantly higher than the 18 unit (54 hour) BRN clinical minimum.

SUMMARY

Changes or improvements needed based on the analysis above: New Curriculum

Improvements- final semester implementation fall 2018.

Planned Changes- Curriculum content review in November, evaluation of student impact through course surveys in December and May, NCLEX result from January through July 2019 and SLO's in May 2019.

Prepping for changes with NCLEX Exam

Improvements- some NCLEX style test questions have been updated with the new curriculum change.

Planned Changes- Anticipate changes to NCLEX exam over the next 5 years.

Improved utilization of standardize testing tools and better utilization of content remediation for each semester.

Educate faculty on item writing and exam review to stay current with NCLEX style questions and BRN changes.

We will begin to look at and implement Virtual Reality questions for students over the next 3 years as this type of question will be incorporated into NCLEX with the next 5 years.

Simulation, equipment maintenance and replacement, expanding community clinical sites and staffing to create programs and implement changes in these areas require funding and the following have been addressed.

Improvement- Equipment updated in fall 2017; 4 new High fidelity Simulation Manikins, and one Birthing Manikin. 16 new IV machines. These tools are used by the RN and LVN nursing programs.

Maintenance and Replacement- it is recommended that our equipment such as beds, IV machines, High fidelity Simulation Manikins and computers be on maintenance and replacement schedules. There is no routine and ongoing replacement plan. Regular replacement and maintenance of equipment is subject to funding.

Community Clinical Sites: one new part time clinical site was added for Pediatrics and we are currently working to add a site to Community Health. These sites need monitoring by the A.D.N. Program Director to ensure clinical learning objectives and agency needs are being met. These sites are also heavily regulated by the BRN and must have their approval to be used.

Staffing- In May 2018 two part time staff were moved from clinical in the hospital to assist in the Lab as Simulation Coordinators and student remediation faculty. They official began their new role in the fall semester 2018.

Planned Changes- Educate staff to new role as Simulation Coordinator, Assist staff with changes in simulation curriculum to ensure leveling of simulation between the four semesters and standardization of Simulation following the International Nursing Association for Clinical Simulation and Learning. Which has developed the INACSL standards of Best Practice.

TEAS Remediation These goals were met.

Improvement- TEAS Remediation Plan is in place and administered by our Director of Health Science Pathways, Outreach and Retention. Students must complete remediation prior to applying to the ADN program. See policy.

This policy will be updated this fall to meet new recommendations.

Plan and Meeting Graduation Requirements. These goals were met.

Students must have completed all graduation requirements prior to applying to the ADN program. This is now a part of the admission/application process.

Note any resources you intend to request through the Area Planning process to improve the program.: We requested the following items last year and will submit them again for consideration this year. Pyxis medication administration machine to be used by the ADN, LVN and Medical Assistance Program. Update class room furniture. Update computer stands, they can be used in a down position when sitting and raised when doing work at the bedside in the clinical classroom or simulation hospital. Funding for National Accreditation Program.

New funding for virtual reality programming to educate our students on future testing for NCLEX

Other information/reflections on the program: 1.) Curriculum was updated into a Conceptual Framework using core values using QSEN and NCLEX competencies starting in Fall 2017. This is a more systematic, collaborative and supportive approach to teaching. Students are expected to participate in their educational development and learning. The final courses (4th semester) to be implemented in Fall 2018. After this time we will be evaluating the revised curriculum impact on students through SLO's, NCLEX Exam results. The revised curriculum will be evaluated by examination of content as well as review of the logistical and system challenges of separating content areas into several courses. An example of this is that positive attendance reporting has become difficult because the 3rd and 4th semester courses have increased from 2 to 6 in each semester; which includes 3 clinical courses, which each have 3 sections. This has more than doubled positive attendance reporting submissions. New program SLO's will begin in spring 2019.

2.) Our Program regulatory board, California State Board of Registered Nursing, BRN has recently informed us of anticipatory changes with the NCLEX exam over the next five years. After completing the A.D.N. program, the student will receive an AA in Nursing. Students are required to take and pass NCLEX in order to practice Nursing. The A.D.N. program helps prepare students for this exam and a future career. The BRN also uses the NCLEX pass rate as a guide/grade as to how the program is doing and requires programs to maintain at least a 75% pass rate. Currently the A.D.N. program pass rate is at 93%. Examinations in all semester will be assessed for competency in nursing. Types of questions will be updated to include anticipated exam changes for the NCLEX exam.

3.) Simulation allows us to create a robust learning environment for health care learning. The environment is essential to building critical reasoning skills, prioritizing and adapting to patient needs and understanding outcomes. Designing curriculum and having trained faculty to assist with the learning environment, and help develop leveling and standardization of simulation can improve student outcomes, and meet our BRN recommended program changes

4.) In order to teach current health care practice students must have access to current teaching models and equipment. As health care practice changes and limited access to areas occurs, students need to have access to practice in the clinical classroom or simulation.

5.) Studies like Regional Supply and Demand Forecast in September 2018 by Dr. Joanne Spetz, of UCSF and in the Fall 2016 Strong Work Force Initiative indicate that the Health Care workforce is moving out of acute care facilities, except when patients are extremely ill, into community based settings. The BRN has charged nursing programs with moving more student clinical experiences into the community sites. The BRN anticipates this will also include expanding community care content to meet the

future needs of healthcare.

6. BRN Executive Officer Dr. Joseph Morris, RN, MSN, PHD, recently discussed the need for nursing schools to consider national accreditation as a method of measuring standards and expertise. Accreditation may have future impact on funding and student jobs/outcomes.

7. Faculty retention and replacement need to be considered priorities to maintain program integrity and high standards, which includes student pass rates. A plan for timely faculty recruitment and replacement is necessary to ensure successful continuity of the Shasta College A.D.N. program. Currently in the state many colleges have difficulty replacing staff due to a multitude of reasons. ADN Self Study Program for the BRN in Spring 2019 was cited with a noncompliance in this area: CCR 1424 (d), (e).

Administration and Organization of the Nursing Program: Resources & Sufficiency. Multiple areas of improvement were identified and address. One area identified by the BRN Nursing Education Consultant was "eliminate delays in processes associated with timely faculty recruitment/hiring and faculty replacements."

8. To ensure successful student outcomes and program quality, multiple studies and reports are needed to generate data for our program. These reports are needed to comply with the BRN, Chancellor's office and evaluate overall program effectiveness. Timely and accurate data reports are needed to evaluate and implement changes to the A.D.N. Program.

Conclusion: The ADN Program continues to contribute entry level nurses into the Shasta, Trinity, Tehama workforce through our Associate Degree Nursing Program. Although the Healthcare Industry is constantly evolving, our curriculum remain current and is update by faculty who are highly qualified both academically and as expert nurses in their clinical areas. The California State Board of Nursing continues to regulate our program to ensure students remain our priority and to ensure the standard of education is met. Students and the Program outcomes continue to be our focus throughout the nursing program and are supported though the Shasta College President, School Board and Community.

****BELOW TO BE COMPLETED BY THE PROGRAM REVIEW COMMITTEE****

Date: 11/20/2019

Recommended Action: The PRC recommends this program continue without qualification.

Summary of Findings: The program has a five-year average of 54.4 completers (2013/14 to 2017/18). The 5-year average success and retention rates for all degree classes is not available due to significant course number changes from fall 2017 to fall 2018 as new courses were implemented. However, the nursing faculty in this report discuss high success rates above the Institution-set Standard of 70% and retention rates above 90%. Enrollments are controlled to limited numbers per term (30 each). The PLO's have been mapped to ISLO's, and most SLO's to PLO's but SLO's to ISLO's have not been mapped. They report favorable outcomes with one PLO: "Upon successful completion of this degree 90% of those students who are eligible to sit for (National Council Licensing Examination for Registered Nurses) NCLEX-RN exam will pass their examination within the first 6 months on their first attempt." They report that additional PLO's will be assessed with the implementation of new curriculum. The PRC commends the Nursing Faculty for their comprehensive Program Review, use of data and research to support their findings, and their currency and expertise in the industry. We recognize the work in updating curriculum and assuring compliance with community partners and external licensing bodies. We further applaud their efforts and achievements with regard to student and program outcomes.

PRC recommends that:

- Program faculty map SLO's to ISLO's

Date summary sent to program faculty and/or counselors: 11/21/2019

Program faculty response: None from faculty

Sue Loring, Counselor said, "Absolutely agree! The program serves a great need in the community and is so beneficial to our students' lives."

Date summary sent to College Council: 12/13/2019

Date reviewed by College Council: 12/17/2019

College Council response or additional action: Acknowledged receipt.

Superintendent/President response/additional action:

Course Statistics

			Acyr / Term	
			2017-18	
Subject	Course Name		2017F	2018S
REGN	REGN-15	# Sections	1	1
		Census Enrollment	27	28
		Capacity	30	30
		Avg. Fill Rate	90.0%	93.3%
		Ftes	6.1	6.5
		Ftef	0.43	0.43
		Ftes/Ftef	14.2	15.0
		Weekly Contact Hrs	176	182
	REGN-15P	# Sections	3	3
		Census Enrollment	27	28
		Capacity	30	30
		Avg. Fill Rate	90.0%	93.3%
		Ftes	15.6	16.5
		Ftef	2.48	2.48
		Ftes/Ftef	6.3	6.7
		Weekly Contact Hrs	447	463
	REGN-25	# Sections	1	1
		Census Enrollment	27	25
		Capacity	30	30
		Avg. Fill Rate	90.0%	83.3%
		Ftes	6.2	5.8
		Ftef	0.43	0.43
		Ftes/Ftef	14.2	13.3
		Weekly Contact Hrs	174	163
	REGN-25P	# Sections	3	3
		Census Enrollment	27	25
		Capacity	30	30
		Avg. Fill Rate	90.0%	83.3%
		Ftes	15.7	14.5
		Ftef	2.48	2.48
		Ftes/Ftef	6.4	5.8

Sections, Census Enrollment, Capacity, Avg. Fill Rate, Ftes, Ftef, Ftes/Ftef and Weekly Contact Hrs broken down by Acyr and Term (XWFRDwCurrent (Xwfr_DW)) vs. Subject and Course Name (XWFRDwCurrent (Xwfr_DW)). The data is filtered on Division, Course Name, Location Desc, Exted Flag, Gender, Ethnicity and Age In Term (group). The Division filter keeps ACSS, BAITS, HSUP, PEAT and SLAM. The Course Name filter keeps 10 of 1,026 members. The Location Desc filter excludes Null and Redding - Off Campus. The Exted Flag filter keeps Null, N and Y. The Gender filter keeps Unknown, Female and Male. The Ethnicity filter keeps 9 of 9 members. The Age In Term (group) filter keeps multiple members. The view is filtered on Acyr, Subject and Term (XWFRDwCurrent (Xwfr_DW)). The Acyr filter keeps 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18. The Subject filter keeps 87 of 94 members. The Term (XWFRDwCurrent (Xwfr_DW)) filter keeps 12 of 31 members.

Course Statistics

			Acyr / Term	
			2017-18	
Subject	Course Name		2017F	2018S
REGN	REGN-25P	Weekly Contact Hrs	446	408
	REGN-35	# Sections		1
		Census Enrollment		25
		Capacity		30
		Avg. Fill Rate		83.3%
		Ftes		3.1
		Ftef		0.23
		Ftes/Ftef		13.4
		Weekly Contact Hrs		88
	REGN-35P	# Sections		3
		Census Enrollment		25
		Capacity		30
		Avg. Fill Rate		83.3%
		Ftes		4.9
		Ftef		1.13
		Ftes/Ftef		4.4
		Weekly Contact Hrs		145
	REGN-36	# Sections		1
		Census Enrollment		25
		Capacity		30
		Avg. Fill Rate		83.3%
		Ftes		1.4
		Ftef		0.10
		Ftes/Ftef		13.7
		Weekly Contact Hrs		38
	REGN-36P	# Sections		3
		Census Enrollment		25
		Capacity		30
		Avg. Fill Rate		83.3%
		Ftes		3.9
		Ftef		0.68

Sections, Census Enrollment, Capacity, Avg. Fill Rate, Ftes, Ftef, Ftes/Ftef and Weekly Contact Hrs broken down by Acyr and Term (XWFRDwCurrent (Xwfr_DW)) vs. Subject and Course Name (XWFRDwCurrent (Xwfr_DW)). The data is filtered on Division, Course Name, Location Desc, Exted Flag, Gender, Ethnicity and Age In Term (group). The Division filter keeps ACSS, BAITS, HSUP, PEAT and SLAM. The Course Name filter keeps 10 of 1,026 members. The Location Desc filter excludes Null and Redding - Off Campus. The Exted Flag filter keeps Null, N and Y. The Gender filter keeps Unknown, Female and Male. The Ethnicity filter keeps 9 of 9 members. The Age In Term (group) filter keeps multiple members. The view is filtered on Acyr, Subject and Term (XWFRDwCurrent (Xwfr_DW)). The Acyr filter keeps 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18. The Subject filter keeps 87 of 94 members. The Term (XWFRDwCurrent (Xwfr_DW)) filter keeps 12 of 31 members.

Course Statistics

			Acyr / Term	
			2017-18	
Subject	Course Name		2017F	2018S
REGN	REGN-36P	Ftes/Ftef		5.8
		Weekly Contact Hrs		114
	REGN-37	# Sections		1
		Census Enrollment		25
		Capacity		30
		Avg. Fill Rate		83.3%
		Ftes		1.3
		Ftef		0.10
		Ftes/Ftef		12.9
		Weekly Contact Hrs		38
	REGN-37P	# Sections		3
		Census Enrollment		25
		Capacity		30
		Avg. Fill Rate		83.3%
		Ftes		4.0
		Ftef		0.68
		Ftes/Ftef		5.9
		Weekly Contact Hrs		114
Grand Total		# Sections	8	20
		Census Enrollment	108	256
		Capacity	120	300
		Avg. Fill Rate	90.0%	85.3%
		Ftes	43.6	61.8
		Ftef	5.82	8.72
		Ftes/Ftef	7.5	7.1
		Weekly Contact Hrs	1,243	1,753

Sections, Census Enrollment, Capacity, Avg. Fill Rate, Ftes, Ftef, Ftes/Ftef and Weekly Contact Hrs broken down by Acyr and Term (XWFRDwCurrent (Xwfr_DW)) vs. Subject and Course Name (XWFRDwCurrent (Xwfr_DW)). The data is filtered on Division, Course Name, Location Desc, Exted Flag, Gender, Ethnicity and Age In Term (group). The Division filter keeps ACSS, BAITS, HSUP, PEAT and SLAM. The Course Name filter keeps 10 of 1,026 members. The Location Desc filter excludes Null and Redding - Off Campus. The Exted Flag filter keeps Null, N and Y. The Gender filter keeps Unknown, Female and Male. The Ethnicity filter keeps 9 of 9 members. The Age In Term (group) filter keeps multiple members. The view is filtered on Acyr, Subject and Term (XWFRDwCurrent (Xwfr_DW)). The Acyr filter keeps 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18. The Subject filter keeps 87 of 94 members. The Term (XWFRDwCurrent (Xwfr_DW)) filter keeps 12 of 31 members.

Success/Retention Tables

Subject	Course Name		Acyr / Term		5 Yr Avg
			2017-18		
			2017F	2018S	
REGN	REGN-15	Avg Seats per Section	28.00	30.00	29.00
		Success Rate	96.43%	93.33%	94.88%
		RetentionRate	96.43%	93.33%	94.88%
	REGN-15P	Avg Seats per Section	9.33	10.00	9.67
		Success Rate	96.43%	93.33%	94.88%
		RetentionRate	96.43%	93.33%	94.88%
	REGN-25	Avg Seats per Section	28.00	28.00	28.00
		Success Rate	96.43%	92.59%	94.51%
		RetentionRate	96.43%	92.59%	94.51%
	REGN-25P	Avg Seats per Section	9.33	9.33	9.33
		Success Rate	96.43%	92.59%	94.51%
		RetentionRate	96.43%	92.59%	94.51%
	REGN-35	Avg Seats per Section		27.00	27.00
		Success Rate		92.59%	92.59%
		RetentionRate		92.59%	92.59%
	REGN-35P	Avg Seats per Section		9.00	9.00
		Success Rate		92.59%	92.59%
		RetentionRate		92.59%	92.59%
	REGN-36	Avg Seats per Section		27.00	27.00
		Success Rate		92.59%	92.59%
		RetentionRate		92.59%	92.59%
	REGN-36P	Avg Seats per Section		9.00	9.00
		Success Rate		92.59%	92.59%
		RetentionRate		92.59%	92.59%
	REGN-37	Avg Seats per Section		27.00	27.00
		Success Rate		92.59%	92.59%
		RetentionRate		92.59%	92.59%
	REGN-37P	Avg Seats per Section		9.00	9.00
		Success Rate		92.59%	92.59%
		RetentionRate		92.59%	92.59%
Grand Total	Avg Seats per Section		18.67	18.53	18.57
	Success Rate		96.43%	92.74%	93.79%
	RetentionRate		96.43%	92.74%	93.79%

Avg Seats per Section, Success Rate and RetentionRate broken down by Acyr and Term vs. Subject and Course Name. The data is filtered on Division, Location Desc, Exted Flag, Gender, Ethnicity and Age In Term (group). The Division filter keeps ACSS, BAITS, HSUP, PEAT and SLAM. The Location Desc filter excludes Null and Redding - Off Campus. The Exted Flag filter keeps Null, N and Y. The Gender filter keeps Unknown, Female and Male. The Ethnicity filter keeps 9 of 9 members. The Age In Term (group) filter keeps multiple members. The view is filtered on Acyr, Subject and Course Name. The Acyr filter keeps 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18. The Subject filter keeps 87 of 94 members. The Course Name filter keeps 10 of 1,026 members.

CCCCO Program Awards As of 09/21/2018

				Acyr			
Award Type	Program Co..	Top Code	Program Title	2013-14	2014-15	2015-16	2016-17
Grand Total				57	51	58	55
Associate of Science (A.S.) degree	AS.1380	123010	Nursing-ADN	57	51	58	55

Count of CCCCCO Assigned broken down by Acyr vs. Award Type, Program Code, Top Code and Program Title. The view is filtered on Award Type and Program Code. The Award Type filter keeps 7 of 7 members. The Program Code filter keeps AS.1380.

CCCCO Program Awards As of 09/21/2018

Acyr				
Award Type	Program Co..	Top Code	Program Title	2017-18
Grand Total				51
Associate of Science (A.S.) degree	AS.1380	123010	Nursing-ADN	51

Count of CCCCCO Assigned broken down by Acyr vs. Award Type, Program Code, Top Code and Program Title. The view is filtered on Award Type and Program Code. The Award Type filter keeps 7 of 7 members. The Program Code filter keeps AS.1380.

SC Internal Awards - Data As of 09/24/2018 HSUP

Award Type	Division	Program Co..	Title	Academic Year				
				2013-14	2014-15	2015-16	2016-17	2017-18
Grand Total				57	51	58	55	51
Associate of Science..	HSUP	AS.1380	AS Associate Degree Nursing	57	51	58	55	51

Count of Acad Person Id broken down by Academic Year vs. Award Type, Division, Program Code and Title. The data is filtered on Major, Age Group, Gender and Ethnicity. The Major filter keeps 83 of 60 members. The Age Group filter keeps 7 of 7 members. The Gender filter keeps F, M and NULL. The Ethnicity filter keeps 9 of 9 members. The view is filtered on Division, Program Code and Award Type. The Division filter keeps ACSS, BAITS, HSUP, PEAT and SLAM. The Program Code filter keeps AS.1380. The Award Type filter keeps 8 of 7 members.