

El Camino College

Associate Degree Nursing Program



Academic Program Review 2014

Revised 11/24/14

Table of Contents

1. Overview of the Program.....	5
a. Brief Narrative of the Program.....	5
b. Degrees and Certificates Offered.....	6
c. Program's Alignment with College's Mission and Strategic Initiatives.....	9
d. Status of Recommendations from Previous Program Reviews.....	13
2. Analysis of Institutional Research and Planning Data.....	13
a. Head Count of Students in the Program.....	13
b. Course Grade Distribution.....	14
c. Success Rates.....	18
d. Retention Rates.....	20
e. Comparison of Success and Retention Rates.....	21
f. Enrollment Statistics.....	21
g. Scheduling of Courses.....	23
h. Improvement Rates.....	25
i. Additional Data Compiled by Faculty.....	25
j. Related Recommendations.....	26
3. Curriculum.....	26
a. Curriculum Course Review Timeline.....	28
b. Course Additions.....	29
c. Course Deletions and Inactivation's.....	29
d. Distance Education Courses Offered.....	30
e. Student Transfer and Career Training Needs.....	30
i. Required Courses Offerings.....	30
ii. Articulation Agreements.....	30
iii. Student Achievements.....	30
f. Related Recommendations.....	32
4. Assessment and Student Learning Outcomes.....	32
a. Alignment Grid.....	38
b. Timeline for Course and Program Level SLO assessments.....	49
c. Course and Program SLOs Assessed.....	50
d. SLO and PLO Assessment Results.....	51
e. SLO Rubric Assessment Level.....	65
f. Improvements in SLO Processes.....	65
g. Related Recommendations.....	66
5. Analysis of Student Feedback.....	66
a. Student Feedback Results.....	66
b. Impact of Student Feedback on the Program.....	66
c. Related Recommendations.....	66
6. Facilities and Equipment.....	67
a. Existing Program Facilities and Equipment.....	67
b. Immediate Needs.....	68
c. Long-Range Needs.....	70
d. Related Recommendations.....	70
7. Technology and Software.....	71
a. Adequacy and Currency of Technology and Software.....	71
b. Immediate Needs.....	71
c. Long-Range Needs.....	72
d. Related Recommendations.....	72

8. Staffing.....	72
a. Current Staffing.....	72
b. Staffing Needs.....	73
c. Related Recommendations.....	74
9. Direction and Vision.....	74
a. Changes within the Academic Field/Industry.....	74
b. Direction and Vision of the Program.....	75
c. Related Recommendations.....	76
10. Prioritized Recommendations.....	77
a. List of Recommendations.....	77
b. Explanation of Prioritizations.....	78
11. Program and Division Colleague Review Sheet.....	79

1. Overview of the Program

1a. Brief Narrative of the Program

The El Camino Nursing Program is approved by the California Board of Registered Nursing. The program affords students with quality educators, a state-of-the-art simulation and skills lab, smart classrooms, and the most current tools and resources for student learning. Nursing instructors are highly skilled and knowledgeable in their area of specialty. Grant funding has supported the purchase of high-fidelity mannequins that provide for real life clinical experiences through simulation. Student support services provide for counseling and tutoring as needed, and ensure that students have access to a skills lab to practice nursing competences. Students who attend El Camino College's nursing program are eligible for the Health Resources and Services Administration (HRSA) scholarship. Those students who meet the eligibility criteria receive financial funding, which many students report is substantial. This has allowed students the flexibility of working fewer hours, thereby providing more study time. Students completing this program are very successful with the National Council Licensure Exam for Registered Nurses (NCLEX-RN), which is required to obtain a Registered Nurse license. The NCLEX pass rates for first-time test takers have been consistently above BRN requirements for the last five academic years, with scores ranging from 93.3% to 100%.

The nursing program is offered on two campuses. The main campus is the El Camino College Torrance campus and the secondary campus is the El Camino College Compton Center. Two separate nursing program reviews are being provided for the two campuses. This nursing program review will focus on the El Camino College Torrance campus.

The program is two academic years in length. After the completion of program prerequisites. Program length is congruent with the attainment of identified outcomes and consistent with the policies of the governing organization, state and national standards, and best practices. Students are admitted to the program twice a year. Admission to the generic Registered Nursing (RN) Program is determined by the use of a multi-criteria screening process which was implemented in October 2010. This screening process complies with California Assembly Bill 1559 (Chapter 712, Statutes of 2007 Public Postsecondary Education: Degree Nursing Programs, Section 78261.5), which permits a Community College to rank applicants utilizing a point system based on academic performance, work or volunteer experience, foreign language skills, life experiences, and special circumstances such as being the first in their family to attend college. Students with the highest points who wish to enter the ECC nursing program are required to take and pass the Test of Essential Academic Skills (TEAS), an exam that has been a statistically significant predictor of early success in the nursing program. Students with an LVN license or transfer students from an accredited nursing program are also admitted to the nursing program using the same admission criteria as for the generic students. These students enter into the second semester of nursing school. During the last five years the program admitted 100 generic students and approximately 20-30 Upward Mobility students (LVN and transfer students) each academic year.

1b. Describe the degree and/or certificates offered by the program.

The Nursing Degree provides the student with the skills to utilize the nursing process and assess unique clients of any age in terms of their basic human needs and structural variables. Degree competence is assessed regularly by evaluating student learning outcomes in the clinical setting as well as through course examinations. Students are also assessed on their ability to think critically. This skill is emphasized throughout the program. The nursing major prepares graduates to manage and provide skilled nursing care to individuals in a variety of health care settings as entry-level registered nurses. Upon successful completion of the nursing program, the graduate is eligible to take the NCLEX-RN. The Nursing Program at El Camino College provides three program options for students: Associate Degree in Nursing (ADN)/Generic, Upward Mobility with an ADN, and 30 Unit Non-Degree.

The Generic Associate Degree in Nursing

The generic nursing program is two academic years in length after completion of program prerequisites and is consistent with the requirements established by state and national standards. The College complies with the Carnegie Rule and Title V, Section 55002, which sets forth minimum criteria for hour of course instruction. The curriculum of the Nursing Program is also in compliance with Title 16 of the California Code of Regulations, Section 1426, and has been approved by the Board of Registered Nursing. All courses must be taken in sequential order.

**Program Prerequisites for the Associate Degree Nursing Program
(All Students)**

1. Complete the following courses with a minimum 2.5 GPA:
 - a. Anatomy 30 or 32 and Physiology 31; or Anatomy and Physiology 34A and 34B
 - b. Microbiology 33 (All science courses must have been completed within seven years prior to the date the application for the nursing program is submitted.)
 - c. English 1A (not included in the required basic science 2.5 minimum GPA)
 - d. Mathematics 73 or 80
2. Nursing 48 and Nursing 145 with a minimum grade of C

Additional Prerequisites for Generic Students:

1. Cumulative GPA of 2.5 in all courses completed since high school.
2. Completion of the Test of Essential Academic Skills (TEAS) with a state recommended passing score. If a prospective student receives a score below the state recommended score, the student will be required to complete remediation and then retake the TEAS test.

Generic Associate Degree Program: Nursing Courses, Hours and Units

Course Number and Title	Hours	Weeks	Units
Nursing 48 – Dosage Calculations	3.0 Lecture 3.0 Lab	8	2
Nursing 145 – Introduction to Nursing	3.0 Lecture	12	2
SEMESTER I			
Nursing 150A – Beginning Nursing Process & Fundamental Skills I	5.6 Lecture 10.0 Lab	8	4.0
Nursing 150B– Beginning Nursing Process & Fundamental Skills II	3.3 Lecture 13.5 Clinical	8	3.5
Nursing 151 – Human Development and Health	2.0 Lecture	8	2
Nursing 152 – Introduction to Nursing Pharmacology	2.0 Lecture	8	1
SEMESTER II			
Nursing 153 – Intermediate Nursing Process I	2.0 Lecture 7.5 Lab	8	4.5
Nursing 154 – Intermediate Nursing Process and Mental Health	2.0 Lecture 6.0 Lab	8	4
Nursing 155 – Health Assessment	0.5 Lecture 1.5 Lab	8	1
Nursing 156 – Advanced Nursing Pharmacology	2.0 Lecture	8	1
SEMESTER III			
Nursing 250 – Intermediate Nursing Process and the Family	3.0 Lecture 7.5 Lab	8	5.5
Nursing 251 – Legal and Ethical Considerations in Nursing	2.0 Lecture	8	1
Nursing 253 – Intermediate Nursing Process II	2.0 Lecture 7.5 Lab	8	4.5
SEMESTER IV			
Nursing 254 – Advanced Nursing Process I	3.0 Lecture 12.0 Lab	12	7
Nursing 255 – Advanced Nursing Process II	135 hours to be arranged over four weeks	4	2.5
Total Nursing Units			45.5

The Associate Degree in Nursing (ADN) curriculum has a total of 74.5 program units that consist of approved course content required for licensure by the California Board of Registered Nursing. The Nursing Program's curriculum design enables students to meet graduation requirements established by El Camino College.

Program Units

BRN Content Requirement:	Units
Nursing Courses	45.5
Communication	10.0
Science	13.0
Other Degree Requirements	6.0
Total Units	74.5

Upon successful completion of the program requirements, graduates receive an Associate of Science Degree and are qualified to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

The Upward Mobility Track with an Associate Degree in Nursing

Individuals eligible for this program include Licensed Vocational or Practical Nurses, Licensed Psychiatric Technicians, and transfer students from accredited nursing programs. Upon successful completion of the program requirements, graduates of the Upward Mobility track receive an Associate Degree in Nursing and are qualified to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Upward Mobility ADN Program Requirements: Course, Hours and Units

Course Number and Title	Hours	Weeks	Units
N 48 – Dosage Calculations	3.0 Lecture 3.0 Lab	8	2
SEMESTER II			
N 149 – Advanced Placement	1.5 Lecture	8	2
N 154 – Intermediate Nursing Process and Mental Health	1.5 Lab	8	4
N 155 – Health Assessment	0.5 Lecture 0.5 Lab	8	1
N 156 – Advanced Nursing Pharmacology	2.0 Lecture	8	1
SEMESTER III			
N 250 – Intermediate Nursing Process and the Family	3.0 Lecture 7.5 Lab	8	5.5
N 251 – Legal and Ethical Considerations in Nursing	2.0 Lecture	8	1
N 253 – Intermediate Nursing Process III	2.0 Lecture 7.5 Lab	8	4.5
SEMESTER IV			
N 254 – Advanced Nursing Process I	3.0 Lecture 12.0 Lab	12	7
N 255 – Advanced Nursing Process II	135 hours to be arranged over 4 weeks	4	2.5

30-Unit Non-Degree Track

As required by California state law, a 30-unit option program is available for qualified Licensed Vocational or Practical Nurses. The Licensed Vocational Nurse may establish eligibility to take the state licensing examination to become a Registered Nurse by completing a sequence of courses. The Associate of Science Degree in Nursing is not awarded and the nurse will be considered a non-graduate. There is an enrollment limitation and applicants are accepted as space is available.

30 Unit Option Program Requirements: Course, Hours, and Units

Course Number and Title	Hours	Weeks	Units
N 48 – Dosage Calculations	3.0 Lecture 3.0 Lab	8	2
SEMESTER II			
N 149 – Advanced Placement	1.5 Lecture 1.5 Lab	8	2
N 154 – Intermediate Nursing Process and Mental Health	2.0 Lecture 6.0 Lab	8	4
SEMESTER III			
N 251 – Legal and Ethical Considerations in Nursing	2.0 Lecture	8	1
N 253 – Intermediate Nursing Process II	2.0 Lecture 7.5 Lab	8	4.5
SEMESTER IV			
N 254 – Advanced Nursing Process I	3.0 Lecture 12.0 Lab	12	7
N 255 – Advanced Nursing Process II	135 hours Lab arranged over 4 weeks	4	2.5

Upon successful completion of the 30 Unit Option Program requirements, students are qualified to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

1c. Explain how the program fulfills the College's mission and aligns with the strategic initiatives.

The El Camino Associate Degree Nursing Program supports the mission of El Camino College. The program offers quality, comprehensive educational opportunities and services to its diverse community, specifically those individuals aspiring to obtain the knowledge, skills, and attitudes required of a Registered Nurse. The philosophy of the Nursing Program is congruent with the El Camino College philosophy. Faculty and students contribute to department and college governance activities. The nursing education unit has numerous partnerships which promote and support nursing education at El Camino College and the community at large. The El Camino College administration has supported the Nursing Program by providing resources to support and strengthen the program. Communities of interest provide input into program

processes and decision-making. The nursing program is administered by a Director that has both experiential and academic preparedness for the responsibilities of the position.

The Nursing Department fulfills the College's mission and aligns with several of the College's strategic initiatives in the following ways:

STRATEGIC INITIATIVES FOR 2013 – 2014

Strategic Initiative A

Enhance teaching to support student learning using a variety of instructional methods and services.

In Spring of 2013, the nursing faculty moved into the new nursing department located in the Math, Business, and Allied Health building (MBA). All classrooms in the new building are "smart classrooms." The nursing faculty make full use of the technology for lectures and demonstrations. Faculty have access to document cameras and other computerized technology to educate students. Several nursing faculty utilize the El Camino College (ECC) Class Team Sites and/or ETUDES for distribution of course materials and to enhance student learning. The ECC electronic gradebook is also a valuable resource used by many faculty members.

The new nursing department has a four-room, state-of-art simulation lab with two debriefing rooms and separate control room. The simulation lab contains high-fidelity adult, pediatric, and birthing mannequins that provide a variety of simulated patient experiences. Each of the four simulation rooms are equipped with cameras and audio recording equipment. This enables students, technician, and faculty who are not in the simulation lab to view live activities. Students not directly involved in the simulation are placed in an adjacent debriefing room, and view the simulation through a live feed. Following each simulation, students debrief and discuss the scenarios.

The new nursing skills lab is a simulated hospital unit which consists of a nursing station and two large patient rooms. Each room contains five modern hospital beds. The skills lab contains all of the equipment, supplies, and amenities found in a hospital setting. Wall mountings provide access to suction canisters and actual oxygen that can be adjusted as needed. Students are able to practice skills such as dressing changes, ostomy care, intravenous fluids, medication administration, intramuscular injections, as well as the more complex skills of tracheal suctioning and tracheostomy care.

Strategic Initiative B

Strengthen quality educational and support services to promote student success.

The Nursing Department uses several strategies to enhance student learning and promote student success. These include early identification of students who are at risk of failing a nursing course. Any student who scores 76% or lower on an exam is automatically referred for assistance. Student Success Instructors work with individuals and small groups to assist students in

identifying areas of deficiency. Emphasis is placed on time management skills, decreasing stress and anxiety, and improving study techniques.

The ECC Nursing Program also uses the Assessment Technologies Institute (ATI) assessment and proctored tests throughout the nursing program to supplement course learning materials. Students are encouraged to monitor their level of knowledge by taking practice tests covering content they have learned. Students who score below the national average are provided with remediation. An ATI NCLEX practice test is given to students during their last semester of the nursing program to help identify areas of deficiency prior to students taking the NCLEX RN exam. Remediation is provided to all students who are unsuccessful with this exam.

Nursing faculty are familiar with the various support services available to students and refer students as needed. These services include the Student Health Center, which offers physical exams, blood work, vaccinations, and psychological support; counseling, which provides academic guidance and transfer preparation; the Special Resource Center; the Library and Learning Resource Center; the Financial Aid department; the Scholarship office, and the Veterans Services department.

Strategic Initiative C

Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.

The Nursing Department works collaboratively with the hospital affiliates to ensure that the students are able to meet their learning objectives and are exposed to positive learning environments. The nursing faculty and the program director attend meetings with communities of interest. These meetings foster a sense of community as various groups are organized with a focus on patients and students. Collegial consultation occurs as hot topics are address and action plans are developed and implemented.

Strategic Initiative D

Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.

The Nursing Department encourages students to continue their nursing education after graduation through RN to BSN programs. A Nursing Forum is held annually with one of the main focuses on obtaining a BSN degree. Several RN to BSN programs participate in this event. The nursing department recently completed an articulation agreement with Chamberlain College and is pursuing an agreement with Western Governor's University. The RN to BSN roadmap with CSUDH was recently updated to provide better accommodations for ECC student's transitioning into the BSN program. The Nursing Director and nursing faculty have been actively participating in various hospital advisory board meetings as a way to enhance partnerships between health care agencies, other nursing programs, colleges, and the community. The Nursing Department works with the organizations listed below to promote collaboration, share ideas, improve the nursing program, and advocate for ECC Nursing Students.

Affiliate and Advisory Organizations

Company	Contact Person
Providence Little Company of Mary Medical Center Advisory Committee	Sue Revero
Kasier, South Bay Advisory Committee	Sharon N. Wilson
Southern California Simulation Collaborative	Kim Baily
CINHC (California Institute for Nursing & Health Care) California Nursing Workforce	Laine Snowman
LA Regional Nursing Advisory Committee (through HWI- Health Workforce Initiative)	Shari T. Herzfeld
COADN South (California Organization of Associate Degree Nursing Program Directors)	Sandra Melton
Harbor UCLA Medical Center	Beth Rohrbach
NCSBN (National Council of State Boards of Nursing) NCLEX Conference	varies

Strategic Initiative E

Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.

Nursing students are surveyed to collect information needed for program review. This information provides feedback regarding the clinical facilities utilized, skills lab and resources available, course content, and instructor evaluations. In addition, surveys collect data regarding graduates perception of the effectiveness of the program, employment trends of ECC students, and employer satisfaction with ECC graduates. This information is used to make course and program changes.

The planning and allocation of resources is done through Plan Builder. Faculty provide input by identifying program needs and providing this information to the program director. Input is also received from students; this is primarily through nursing student surveys. All faculty members are provided with an opportunity to review the plans, give additional input, and recommend changes.

Strategic Initiative F

Support facility and technology improvements to meet the needs of students, employees, and the community.

The new nursing building has several facility and technology upgrades that are utilized by students and employees. All classrooms are 'smart-classrooms', which are equipped with an overhead projector, a document camera, laptop access, computer access, internet access, as well as DVD and CD players. The department has a state-of-the-art simulation lab equipped with cameras, monitors, computers, LCD screens, and other features. The adult and pediatric

mannequins are high-fidelity mannequins that have advanced features such as lung and heart sounds, and a pulse. These modern advancements provide students with the most current resources available for training and teaching purposes. Students are exposed to the same technological advancements that are readily available in most clinical facilities.

Strategic Initiative G

Promote processes and policies that move the College toward sustainable, environmentally sensitive practices.

The Nursing Department participates in recycling of paper, bottles, and cans. Many faculty members email students electronic copies of documents rather than print out hard copies. Faculty also utilize online resources, such as ETUDES and Team Sites, for posting information. The department follows college and state policy and procedures regarding the storage and disposal of sharps. Students are educated and trained on handling and disposal processes.

1d. Discuss the status of recommendations from your previous program review.

There was limited evidence to support that communities of interest had input into program processes and decision-making.

- Recommendation: Designated faculty and/or the Program Director will participate in a minimum of two Advisory Committee meetings per semester.
- Status: This recommendation has been achieved for Fall 2013, Spring 2014, and Fall 2014.

Nursing textbooks older than five years were noted in the library. None of these books were specified as historically significant.

- Recommendation: Ensure all learning resources for the nursing department are current in the library.
- Status: The Learning Resource Committee, which is a nursing committee, has been working with the library to ensure that this recommendation is carried out.

2. Analysis of Institutional Research and Planning Data

2a. Head count of students in the program.

The head count of students enrolled in core nursing courses per academic year is illustrated in Figure 1. The data presented demonstrates a declining head count with each new academic year. The decline is believed to coincide with the completion of three nursing cohorts. These cohorts were grant funded and allowed the program to admit larger groups of students. When the funding ended the additional cohorts were no longer admitted to the program. The enrollment numbers were decreased proportionately, which reflects this change.

		2010	2011	2012	2013
Term Headcount		433	402	348	380
Gender	F	81.8%	83.3%	81.9%	78.4%
	M	18.2%	16.7%	18.1%	21.6%

Figure 1

An analysis of student headcounts would not be complete without reviewing gender demographics as it pertains to the nursing profession. Males continue to represent a small percentage of the nursing workforce. According to the U.S. Department of Health and Human Services, only 9.1% of Registered Nurses in the United States are male (*The U.S. Nursing Workforce: Trends in Supply and Education*, October 2013, and retrieved from: <http://bhpr.hrsa.gov/healthworkforce/supplydemand/nursing/nursingworkforce/nursingworkforcefullreport.pdf>). The American Association of Colleges of Nursing (AACN) reported in 2014 that males made up approximately 11% of students enrolled in Baccalaureate and Graduate Schools of Nursing (retrieved from: <http://www.aacn.nche.edu/government-affairs/Student-Diversity-FS.pdf>). A demographic gender trend provided by the IRP (Figure 1) for students enrolled in prerequisite nursing courses, with or without a declared nursing major, along with students enrolled in core nursing courses, demonstrates a low, but relatively stable percentage of male students enrolled in the nursing program at ECC. This can be viewed in a positive light and suggests that there is greater gender diversity in the ECC nursing program compared to data trends provided by AACN.

2b. Course grade distribution.

The grading criteria within the Nursing Department differs from college criteria in that a grade of 75% is the required minimum passing score for any nursing course. This grading standard was implemented in the spring of 1990, based on a retrospective longitudinal study conducted by Dr. Katherine Townsend, Ed.D. a former Director of Nursing at El Camino College. In her study, it was identified that nursing students who obtained a theory grade of 75% in all nursing courses were more likely to pass the NCLEX-RN compared to those students whose nursing course grades were below 75%.

The tables displayed in Figures 2a -2d, visually highlight grade distribution data specific to courses within the nursing program. The IRP has reported that from 2009 to 2013, the five year success average for nursing students was 83.4%. Factors contributing to that success rate can be traced back to the requirements for graduating with an Associate in Science Degree in Nursing from ECC. Nursing courses are rigorous and sequential with high-stakes testing. As previously mentioned, nursing students must pass required nursing courses with a minimum score of 75%. A student's inability to successfully meet the requirements for a required nursing course results in delayed progression through the program. A failed course must be repeated with re-entry back into that course based upon space availability, which usually occurs the following semester. Failure to meet course requirements in two nursing classes will result in the student failing out of the nursing program.

The *ECC Course Grade Distribution* tables (Figures 2a, 2b, 2c, and 2d) contain data provided by the IRP (<http://www.elcamino.edu/administration/ir/acadperformance.asp>).

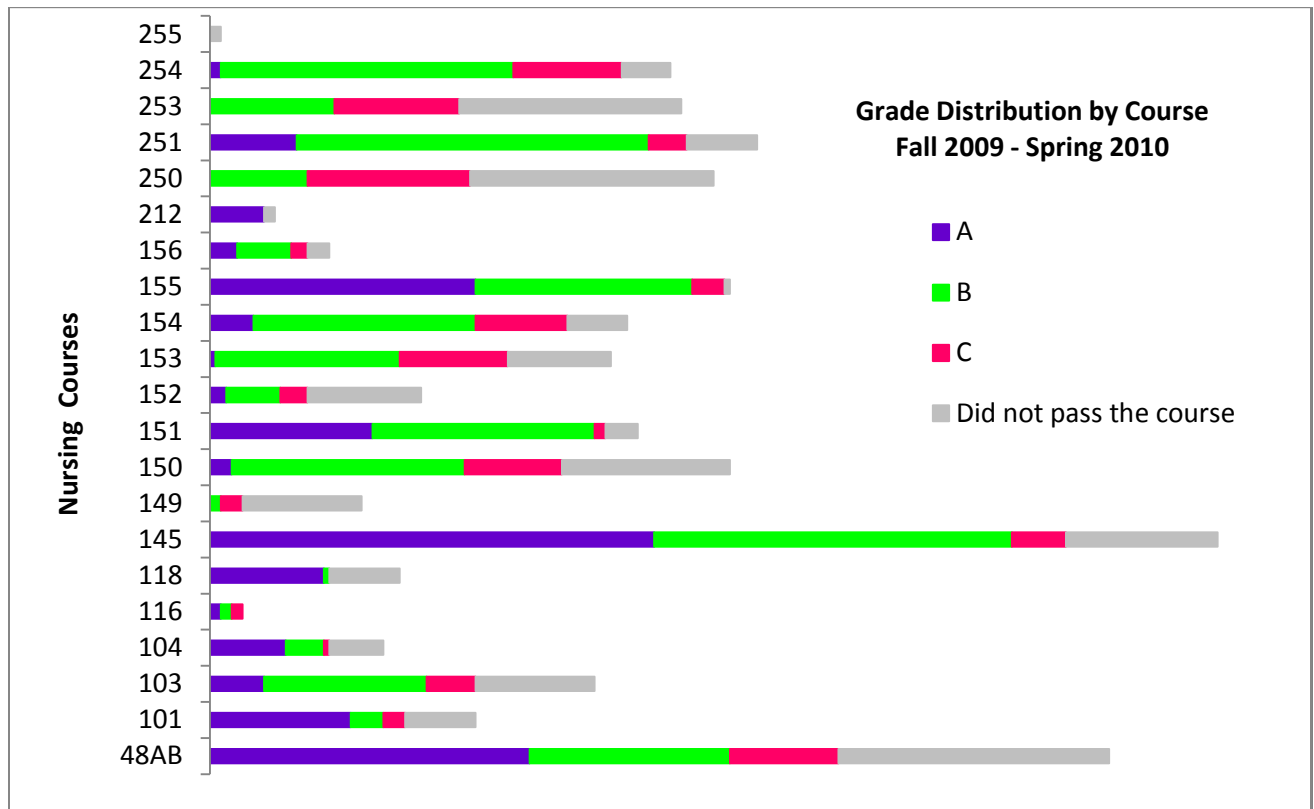


Figure 2a

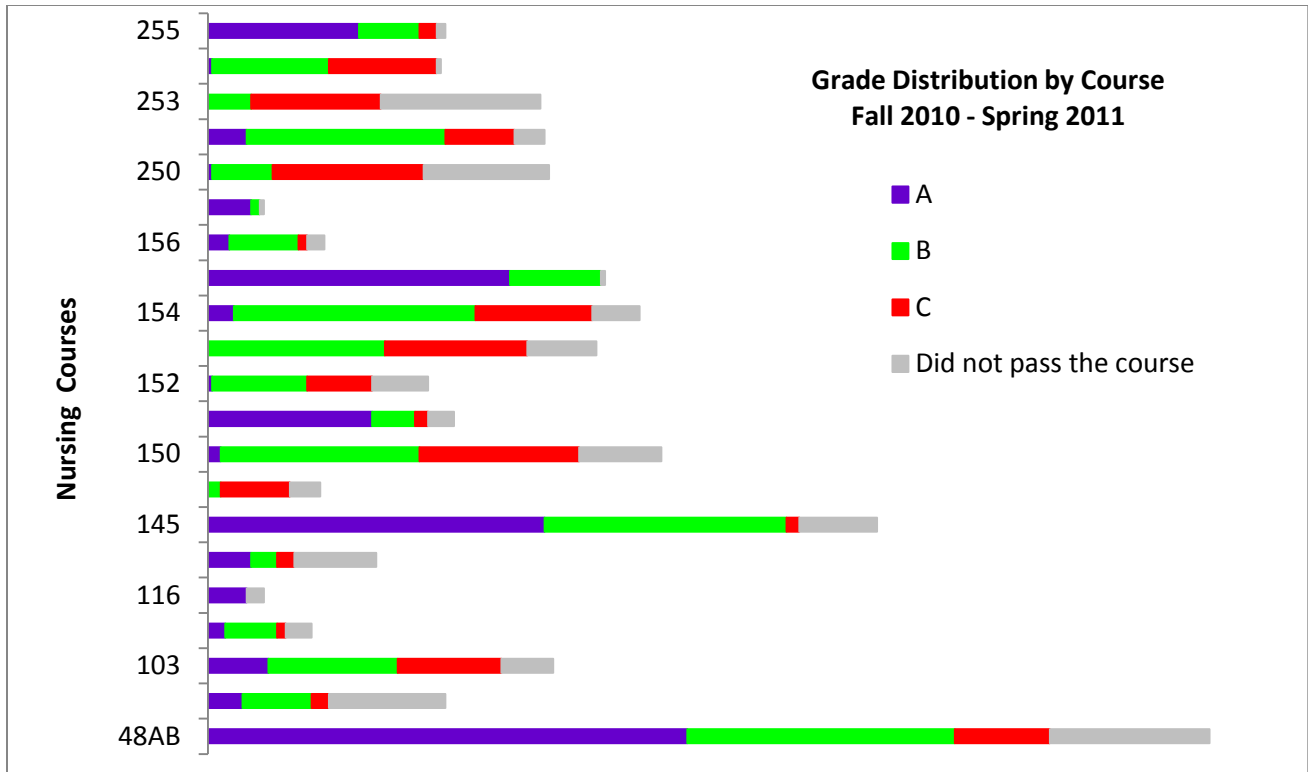


Figure 2b

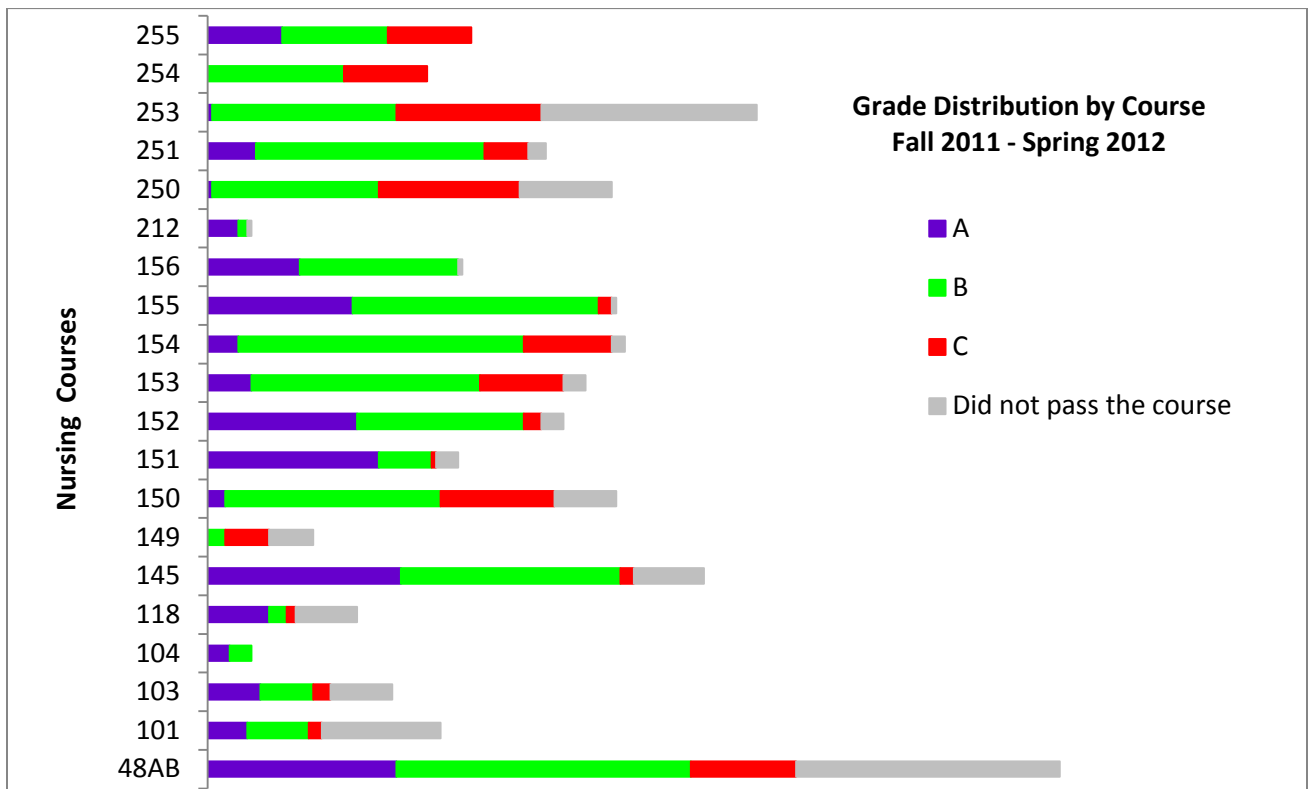


Figure 2c

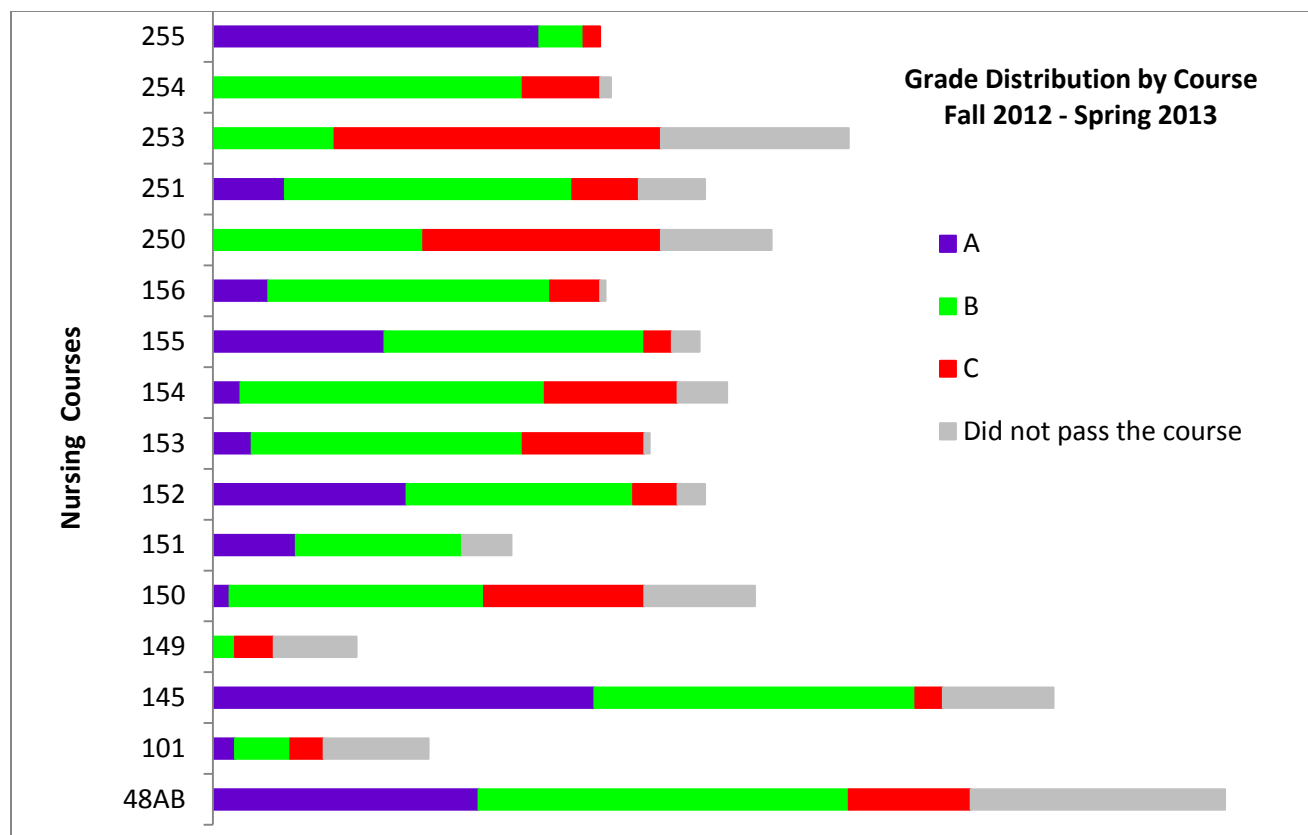


Figure 2d

Grade distribution scores within the nursing program demonstrate that students are motivated to succeed and have been academically well-prepared in pre-requisite classes. Historically, there have been two classes that seem to consistently award the highest number of “A” grades: NURS-48 Dosage Calculations and NURS-145 Introduction and Preparation for Nursing. These are the final pre-requisite classes for students to complete prior to applying to the nursing program and factor into the academic points that can be earned by students based on the multi-criteria screening admissions process.

There are three courses that have consistently had the lowest success rates in the nursing program: NURS-149 Preparation for Advanced Placement in Nursing, NURS-250 Intermediate Nursing Process and the Family, and NURS-253 Intermediate Nursing Process II. NURS-149 is comprised of mostly Licensed Vocational Nurses (LVNs) and occasionally a student transferring from another accredited college into the ECC nursing program. Nursing faculty have noted that LVNs who have not worked in an acute care facility often have difficulty remediating and then demonstrating required clinical competencies during the lab portion of the class. Some LVN students struggle with integrating critical thinking processes and conceptual nursing principles presented during the theory portion of the class. Although the Supervised Skills Lab and Student Success hours are available for use, LVN students often work 24 plus hours per week, which can impact their access to the nursing program’s student success and retention strategies. NURS-250 and NURS-253 are both third semester nursing classes; each class of eight weeks duration is interchanged during the semester. Strong emphasis is placed on the progressive clinical application of theory as well as the integration of previously learned knowledge in order for

nursing students to mature in their professional development and RN role responsibilities. If students have barely met the minimum requirements from multiple previous courses, work greater than 24 hours per week, and/or have grave personal troubles during their third semester, these factors can impact a third semester student's ability to focus on their studies and successfully meet third semester course requirements. These same factors can also impact their ability to avail themselves of Supervised Skills Lab and Student Success hours.

2c. Success rates.

Data provided by the IRP (<http://www.elcamino.edu/administration/ir/acadperformance.asp>) from 2009 – 2013, demonstrates that the Nursing Program's success rates are consistently higher than that of the College's success rates. As previously mentioned, students within the ECC nursing program are motivated to succeed and are academically well-prepared in their pre-requisite classes: a tribute to the students attending ECC and the ECC faculty that prepare them to enter the Nursing Program. From 2009-2013, IRP trended a minimum five-year success rate of 80.3% among students in the nursing program and an average student success rate of 83.4%. The nursing program will strive to maintain a minimum success rate of 75% which it has achieved since the Fall term of 2009. Figure 3 provides an overview of the Nursing Program's success rates in comparison to the College's success rates.

ECC Grade Distribution: Fall 2009												
Grades											Total Grades	
	A	B	C	P	D	F	I	NP	DR	W		
NURS Total	188	313	191	59	78	30	4	1	20	72	956	Department Success Rate
% Of Dep. Total	19.7%	32.7%	20.0%	6.2%	8.2%	3.1%	0.4%	0.1%	2.1%	7.5%		78.6%
College Totals	18,808	13245	9880	4971	3201	5941	388	1425	3042	9914	70,815	College Success Rate
% Of College Total	26.6%	18.7%	14.0%	7.0%	4.5%	8.4%	0.5%	2.0%	4.3%	14.0%		66.2%
												Department Retention Rate
												90.4%
												College Retention Rate
												81.7%
ECC Grade Distribution: Spring 2010												
Grades											Total Grades	
	A	B	C	P	D	F	I	NP	DR	W		
NURS Total	156	234	149	0	62	20	11	0	26	58	716	Department Success Rate
% Of Dep. Total	21.8%	32.7%	20.8%	0.0%	8.7%	2.8%	1.5%	0.0%	3.6%	8.1%		75.3%
College Totals	17672	12721	9005	3889	2914	4498	348	1269	1899	10212	64,427	College Success Rate
% Of College Total	27.4%	19.7%	14.0%	6.0%	4.5%	7.0%	0.5%	2.0%	2.9%	15.9%		67.2%
												Department Retention Rate
												88.3%
												College Retention Rate
												81.2%
ECC Grade Distribution: Fall 2010												
Grades											Total Grades	
	A	B	C	P	D	F	I	NP	DR	W		
NURS Total	241	265	153	0	54	23	5	0	18	51	810	Department Success Rate
% Of Dep. Total	29.8%	32.7%	18.9%	0.0%	6.7%	2.8%	0.6%	0.0%	2.2%	6.3%		81.4%
												Department Retention Rate
												91.5%

College Totals	17,331	13209	9385	4465	2950	4855	498	1232	2509	9526	65,960	College Success Rate	College Retention Rate
% Of College Total	26.3%	20.0%	14.2%	6.8%	4.5%	7.4%	0.8%	1.9%	3.8%	14.4%		67.3%	81.8%
ECC Grade Distribution: Spring 2011													
Grades	A	B	C	P	D	F	I	NP	DR	W	Total Grades		
NURS Total	172	245	149	0	50	23	4	0	12	49	704	Department Success Rate	Department Retention Rate
% Of Dep. Total	24.4%	34.8%	21.2%	0.0%	7.1%	3.3%	0.6%	0.0%	1.7%	7.0%		80.4%	91.3%
College Totals	17928	12642	9399	3508	2884	4965	412	1114	2313	10111	65,276	College Success Rate	College Retention Rate
% Of College Total	27.5%	19.4%	14.4%	5.4%	4.4%	7.6%	0.6%	1.7%	3.5%	15.5%		66.6%	81.0%
ECC Grade Distribution: Fall 2011													
Grades	A	B	C	P	D	F	I	NP	DR	W	Total Grades		
NURS	165	334	117	0	55	26	9	0	19	51	776	Department Success Rate	Department Retention Rate
% Of Dep. Total	21.3%	43.0%	15.1%	0.0%	7.1%	3.4%	1.2%	0.0%	2.4%	6.6%		79.4%	91.0%
College Totals	17,718	12959	9262	3761	2909	4841	451	1156	2432	9400	64,889	College Success Rate	College Retention Rate
% Of College Total	27.3%	20.0%	14.3%	5.8%	4.5%	7.5%	0.7%	1.8%	3.7%	14.5%		67.3%	81.8%
ECC Grade Distribution: Spring 2012													
Grades	A	B	C	P	D	F	I	NP	DR	W	Total Grades		
NURS Totals	147	309	105	0	34	19	2	0	17	26	659	Department Success Rate	Department Retention Rate
% Of Dep. Total	22.3%	46.9%	15.9%	0.0%	5.2%	2.9%	0.3%	0.0%	2.6%	3.9%		85.1%	93.5%
College Totals	16942	12223	8873	3201	2659	4385	398	976	2390	8526	60,573	College Success Rate	College Retention Rate
% Of College Total	28.0%	20.2%	14.6%	5.3%	4.4%	7.2%	0.7%	1.6%	3.9%	14.1%		68.1%	82.0%
ECC Grade Distribution: Fall 2012													
Grades	A	B	C	P	D	F	I	NP	DR	W			
NURS Totals	142	312	131	0	43	10	2	0	7	56	703	Department Success Rate	Department Retention Rate
% Of Dep. Total	20.2%	44.4%	18.6%	0.0%	6.1%	1.4%	0.3%	0.0%	1.0%	8.0%		83.5%	92.0%
College Totals	17,435	13045	9248	3383	2821	4773	133	1092	341	9721	61,992	College Success Rate	College Retention Rate
% Of College Total	28.1%	21.0%	14.9%	5.5%	4.6%	7.7%	0.2%	1.8%	0.6%	15.7%		69.8%	84.3%

ECC Grade Distribution: Spring 2013												
<i>Grades</i>												
	A	B	C	P	D	F	I	NP	DR	W		
NURS Totals	166	324	137	0	42	22	2	0	3	51	747	Department Success Rate
% Of Dep. Total	22.2%	43.4%	18.3%	0.0%	5.6%	2.9%	0.3%	0.0%	0.4%	6.8%		84.2%
College Totals	16692	12930	9136	2700	2839	4144	76	892	304	10310	60,023	College Success Rate
% Of College Total	27.8%	21.5%	15.2%	4.5%	4.7%	6.9%	0.1%	1.5%	0.5%	17.2%		69.2%
Department Retention Rate												93.2%
College Retention Rate												82.8%

ECC Grade Distribution: Fall 2013												
<i>Grades</i>												
	A	B	C	P	D	F	I	NP	DR	W		
NURS Totals	228	389	113	0	28	20	0	0	2	69	849	Department Success Rate
% Of Dep. Total	26.9%	45.8%	13.3%	0.0%	3.3%	2.4%	0.0%	0.0%	0.2%	8.1%		86.0%
College Totals	21,198	15118	#####	4021	3490	6105	100	1200	381	12607	74,701	College Success Rate
% Of College Total	28.4%	20.2%	14.0%	5.4%	4.7%	8.2%	0.1%	1.6%	0.5%	16.9%		68.2%
Department Retention Rate												91.9%
College Retention Rate												83.1%

ECC Grade Distribution: Spring 2014												
<i>Grades</i>												
	A	B	C	P	D	F	I	NP	DR	W		
NURS Total	190	341	105	0	35	6	0	0	2	46	725	Department Success Rate
% Of Dep. Total	26.2%	47.0%	14.5%	0.0%	4.8%	0.8%	0.0%	0.0%	0.3%	6.3%		87.7%
College Totals	16528	13359	9291	2658	2920	5080	110	962	322	10524	61,754	College Success Rate
% Of College Total	26.8%	21.6%	15.0%	4.3%	4.7%	8.2%	0.2%	1.6%	0.5%	17.0%		67.9%
Department Retention Rate												93.7%
College Retention Rate												83.0%

Figure 3

2d. Retention rates.

ECC utilizes the Chancellor's Office methodology to determine retention rates (percentages) among students in a given course. Retention rates are defined as the number of students who remain enrolled in a course until the course ends, compared to all the students enrolled on the census date, the date which the College uses to record student enrollment (retrieved from:

<http://www.elcamino.edu/administration/ir/docs/acadperformance/Report%20Definitions%20ECC%20Division.pdf>). As with the student success rates, student retention rates from 2009 – 2013 exceed College retention rates. Department retention rates

have been 90% or greater since the Fall term of 2009. The nursing program will continue efforts to maintain a minimum retention rate of 85%.

2e. A comparison of success and retention rates in face-to-face classes with distance education classes.

The ECC Nursing Program does not provide or participate in any distance education classes at this time.

2f. Enrollment statistics with section and seat counts and fill rates.

The Annual Program Participation table for the Nursing Department, as presented in Figure 4, was provided by the IRP. This table is an aggregate of students enrolled in the nursing program, students enrolled in prerequisite nursing courses with declared nursing majors, and students enrolled in prerequisite nursing courses whose health science career path destination may not be the ECC nursing program. Annual enrollment rates actually correspond to the total number of class seats occupied by students in all nursing and prerequisite nursing courses (located at the top of the bar graph) and the number of course sections available for enrollment (located at the bottom of the bar graph). This table also incorporates students concurrently enrolled in multiple nursing or prerequisite nursing courses which contribute to the overall total number of class seats occupied during an academic year.

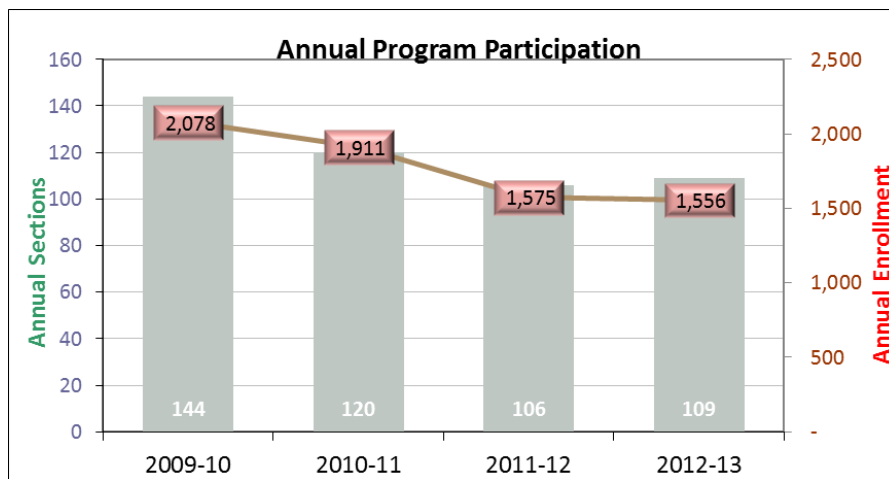


Figure 4

Placing the Annual Program Participation table in perspective, Figure 5 provides an actual head count of students enrolled in core nursing and gateway nursing courses per academic year. The average number of classes per student was a little over two courses per academic year. Data collected by the IRP from 2009 to 2013 demonstrate that student head counts in the nursing program decreased by 33%, class seats by 25%, and course sections by 24%. One possible explanation that may provide insight into these data trends is the historical context during which the data was collected.

Academic Year	2009-2010	2010-2011	2011-2012	2012-2013
Head count	948	868	676	632
Enrollments/Students	2.19	2.20	2.33	2.46

Figure 5

The high annual enrollment seen in 2009-2010 can be traced back to changes made by the nursing department in regard to teaching partnerships developed with Little Company of Mary Medical Center (LCMMC), the Los Angeles County Workforce Development (LACWD) program, and the Centinela - Daniel Freeman Hospital (CDF) program. These off-site teaching partnerships had been created in order to address the nursing shortage prevalent at that time with the goal of increasing the number of graduating El Camino College nursing students and providing local hospitals with an increased number of qualified nursing applicants from our college.

Waning student enrollment seen during the academic year 2010-2011 was likely affected by the conclusion of these teaching partnerships. While the goal of both parties aspired to better serve the healthcare needs of the community, the workload placed on the ECC nursing faculty to meet this goal became too great of a burden. Most full-time faculty were assigned overload every semester and many part-time faculty had to be hired to teach curriculum and clinical sections not covered by full-time faculty. In the end, the department's infrastructure could not support the additional classes created from these teaching partnerships. Based on professional benchmarks set by the California Board of Registered Nursing and the Accreditation Commission for Education in Nursing, the ratio of full-time to part-time faculty (the number of part-time faculty being significantly greater than full-time faculty) could not be adequately justified to these governing agencies. High attrition rates from the off-site LACWD and the CDF programs contributed to the decision to dissolve these two teaching partnerships due to lack of sufficient resources to promote student success and retention. The LCMMC partnership/contract reached its natural conclusion and was not renewed. These outcomes contributed to streamlining teaching loads within the department and resulted in a more efficient fill rate of course sections offered, as seen in Figure 6.

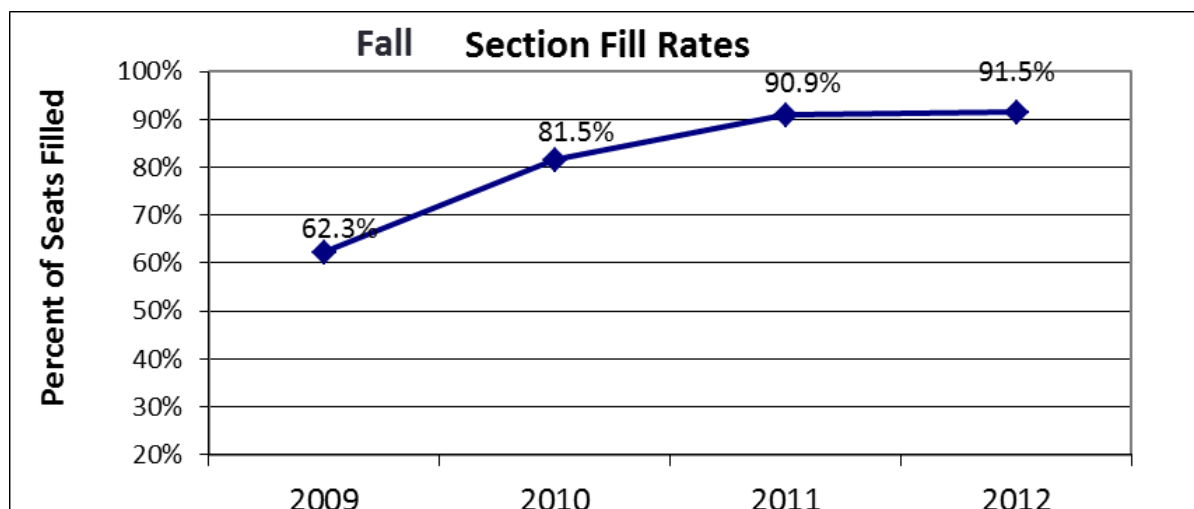


Figure 6

The aggregation of students enrolled in prerequisite nursing courses (with or without a declared nursing major), along with students enrolled in core nursing courses, creates a broad brushstroke of students associated with the nursing program but not in nursing school.

2g. Scheduling of courses (day vs. night, days offered, and sequence).

ECC offers affordable courses during non-traditional college hours, such as evenings and weekends, to provide adults with the opportunity to attend college while still maintaining family and job responsibilities. However, student enrollments have essentially shown a steady decline among evening and weekend courses. Perhaps this could be attributed to the economy as these particular hours have now become a means to supplement or maintain decreasing household budgets. Enrollment during daytime classes has steadily increased and this could be due in part to overall national trends of increasing nursing enrollments. The nursing profession is perceived as stable, professional employment that pays sustainable living wages.

Enrollment by Time of Day				
Fall Term	2009	2010	2011	2012
Day	71.1%	70.0%	73.7%	82.6%
Night	15.7%	19.8%	17.4%	7.7%
Weekend/Unknown	13.1%	10.2%	8.9%	9.7%

Figure 7a

Enrollment by Time of Day				
Spring Term	2010	2011	2012	2013
Day	74.6%	75.4%	73.5%	79.0%
Night	17.3%	19.4%	16.4%	11.9%
Weekend/Unknown	8.1%	5.2%	10.1%	9.1%

Figure 7b

The sequence of nursing program requirements are as follows: (retrieved from <https://www.elcamino.edu/academics/healthsciences/nursing/curriculum.asp>).

PROGRAM REQUIREMENTS

Nursing 48 - Calculating Drugs and Solutions (8 weeks)

Hours: 3.0 hours Lecture; 3.4 hours Lab - 2 Units

Nursing 145 - Introduction to Nursing (8 weeks)

Hours: 4.5 hours Lecture - 2 Units

Total units for Program Requirements = 4.0

SEMESTER I

Nursing 150A - Beginning Nursing Process & Skills I (8 weeks)

Hours: 5 hours Lecture; 9 hours Lab - 4 Units

Nursing 150B - Beginning Nursing Process & Skills II (8 weeks)

Hours: 3 hours Lecture; 12 hours Lab - 4 Units

Nursing 151 - Human Development and Health (8 weeks)

Hours: 4.5 hours Lecture - 2 Units

Nursing 152 - Introduction to Nursing Pharmacology (8 weeks)

Hours: 2 hours Lecture - 1 Unit

Sociology 101 - Introduction to Sociology (8 weeks)*

Hours: 3 hours Lecture - 3 Units

Total units for first Semester = 14.0

SEMESTER II

Nursing 153 - Intermediate Nursing Process I (8 weeks)

Hours: 4.5 hours Lecture; 16.9 hours Lab - 4.5 Units

Nursing 154 - Intermediate Nursing Process and Mental Health (8 weeks)

Hours: 4.5 hours Lecture; 13.5 hours Lab - 4 Units

Nursing 155 - Health Assessment (8 weeks)

Hours: 1 hour Lecture; 3.4 hours lab - 1 Unit

Nursing 156 - Advanced Nursing Pharmacology (8 weeks)

Hours: 2 Units Lecture - 1 Unit

Psychology 5*

Hours: 3.4 hours Lecture - 3 Units

Total units for Second Semester = 13.5

SEMESTER III

Nursing 250 - Intermediate Nursing Process and The Family (8 weeks)

Hours: 6.8 hours Lecture; 16.9 hours Lab - 5.5 Units

Nursing 251 - Legal and Ethical Considerations in Nursing (8 weeks)

Hours: 2 hours Lecture - 1 Unit

Nursing 253 - Intermediate Nursing Process II (8 weeks)

Hours: 4.5 hours Lecture; 16.9 hours Lab - 4.5 Units

Select one of the following General Education Requirements:

*English 1B**

Hours: 3.4 hours Lecture- 3 Units

*Communication & Analytical Thinking**

Hours: 3.4 hours Lecture - 3 Units

Total Units Third Semester = 14

SEMESTER IV

Nursing 254 - Advanced Nursing Process I (12 weeks)

Hours: 4.5 hours Lecture; 18 hours Lab - 7 Units

Nursing 255 - Advanced Nursing Process II (4 weeks)

Hours: 33.75 hours Lab - 2.5 Units

Select one of the following General Education Requirements:

*English 1B**

Hours: 3.4 hours Lecture- 3 Units

*Communication & Analytical Thinking**

Hours: 3.4 hours Lecture - 3 Units

Total Units Fourth Semester = 12.5

** These subjects may be taken prior to admission to the nursing department.*

Figure 8

2h. Improvement rates

The Nursing Department is currently retrieving and collecting data spanning a five year period (from 2009-2014) in order to identify student retention rates based on definitions set forth by the California Board of Registered Nursing (BRN). Student retention rates are defined by the BRN as students completing the program within four semesters or who are on schedule to complete the program within four semesters. Based on the current 2012-2013 BRN Annual School Report, student retention rates among Associate Degree of Nursing (ADN) Programs in California ranged from 77% - 81% from 2009 to 2013.

A preliminary data analysis of the nursing program at El Camino College indicates student retention rates are approximately at 40% for two nursing cohorts: Fall 2011 and Fall 2012. Once the data has been collected for all Fall and Spring cohorts from 2009-2013, it will be carefully vetted and analyzed. The department will examine factors that might be contributing to these preliminary findings and then implement retention strategies to promote a higher degree of student success.

2i. Additional data compiled by faculty.

Since the nursing program's visitation by the *Accreditation Commission for Education in Nursing* in October 2013, nursing faculty have been directing their energies toward building a stronger program to serve our students. Nursing faculty have compiled data to measure Student Learning Outcomes (SLOs) for assigned courses and placing the assessment findings in TrackDat. During course evaluations, the department has included student evaluations for all SLOs to improve teaching strategies and learning outcomes. Student Success Mentors (full-time faculty mentors) are compiling data on students that come to them for assistance and are tracking if academic and/or clinical at-risk students are benefitting from this retention strategy. All Team Leader instructors were asked to submit and implement three teaching goals this semester. Many strategies have been developed with one goal in mind: collect and analyze data results to identify and improve student success rates.

2j. List any related recommendations.

Utilize grant funding to improve student retention and success rates by strengthening support systems and resources available to promote student success.

Develop a cohesive plan for aggregating data to inform program decision-making to maintain or improve student learning outcomes.

Establish new methods for collecting data to show evidence of program satisfaction for graduates of the nursing program.

3. Curriculum

The nursing curriculum incorporates standards, guidelines, and competencies utilizing the National League of Nursing Educational Competencies for Graduates of Associate Degree programs (2012); Educational Competencies for Graduates of Associate Degree programs (2012); Quality and Safety Education for Nurses (QSEN); and National Patient Safety Goals. The Content Experts, the Curriculum Committee, and the faculty at large play an integral role in the development of the new curriculum. The curriculum incorporates specific didactic course content and learning experiences that prepare the graduate to function at an entry level competency in the clinical setting. Research and best practice standards are a vital part of improving curricular and instructional processes through innovation. The nursing program has developed innovative, flexible, and technological advances to optimize student learning. The Supervised Skills Lab introduces students to skills, concepts, and procedures that are then transferred to the clinical settings. Simulation is another pedagogy that has been incorporated into the curriculum to facilitate critical thinking and application of the nursing process.

Evaluation methodologies are varied to appropriately assess student learning. The tables below indicate the varying methods of evaluating students didactically and clinically in all core courses. Professional practice competencies reflective in Figure 9 encompass components that measure student learning and program outcomes such as professional practice, communication, team work and collaboration, and safety. Professional practice is evidenced by theory grade and/or

CET for each course (with a clinical component). The student demonstrates standards of accountability for his/her actions and behaviors and practices within legal, ethical, and regulatory frameworks.

Students must communicate effectively, accurately and in a timely manner with not only the patient but significant others and members of the health care team. They must utilize teamwork and collaboration while providing quality care to individuals and families. They must also recognize potential threats to patient safety from both systems ineffectiveness and individual performance as well as appropriately intervene.

Course Didactic Evaluation Methods

Course	Evaluation Method
N150	Multiple Choice Exams including Alternate Format Questions MyNursing Lab assignments Geriatric Nutrition Analysis Case Study Class Presentation ATI Exam: RN Fundamentals Exam 2010 B Math quizzes in Module Exams include 5 math question in each exam Final exam Math Exit Exam
N151	Preschool paper Adult Interviews paper Two group exams with multiple choice and essay questions Comprehensive Final exam with multiple choice and essay questions
N152	Medication Error Analysis Paper Multiple choice midterm exam Multiple choice and alternate format final exam Drug research paper on an assigned medication
N153	MyNursingLab assignments Multiple choice exams with five dosage calculations for each Multiple choice comprehensive final exam ATI Exam: RN Fundamental Exam 2010 A Teaching Plan Math exit exam
N154	Quizzes include alternate format, fill in the blank, short essay, case study analysis, and matching, Multiple choice exams with five dosage calculations Multiple choice final exam Case study- Class presentations ATI Exam: Mental Health Nursing Group observation/evaluation and presentation Math exit exam
N155	Multiple choice quizzes

	Health history paper Comprehensive final exam Demonstration of physical head to toe 10 minute assessment in lab
N156	Multiple choice exams Multiple choice final exam
N250	Multiple choice exams with 5 dosage calculations Multiple choice final exam ATI Exam: RN Maternal Newborn 2010 ATI Exam: RN Nursing Care of Children 2010 Math exit exam
N251	Multiple choice and alternate format module tests Objective final exam Small group projects Small group discussions
N253	Multiple choice and alternate format weekly exams Math quizzes Comprehensive final exam ATI Exam: Adult Medical Surgical Nursing 2010 Math exit exam
N254	Multiple choice and alternate format exams and 5 math questions MyNursingLab assignments Core measure paper Resume and resignation letter Article critique ATI Exam: Leadership ATI Exam: Practice Comprehensive Predictor Exam 2010 Math exit exam Comprehensive final exam
N255	NPSGs and Core measures paper ATI Exam: RN Comprehensive Predictor Exam 2010
N48	Completion of assigned homework Exams weekly Comprehensive final exam Comprehensive lab practicum

Figure 9

Curriculum is developed by the faculty utilizing student input obtained from nursing student surveys and from student representatives who serve on nursing committees. The Content Experts and the Curriculum Committee play an integral role in the development of the new curriculum. The nursing faculty vote on all proposed curriculum changes. These changes are documented in the faculty meeting minutes. Formal proposals are then submitted to the Division Curriculum Committee and follow the colleges' normal processes for approval. The current curriculum was initiated in the Fall of 2005 and was fully implemented by the Spring 2007.

3a. Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.

All courses are regularly reviewed for rigor and currency. Curriculum related information can be viewed through CurricUNET which is an online ECC site. Each division in the College maintains a schedule for course review. All courses are on a six year review cycle. The nursing department has course teams. These teams consist of full-time and part-time nursing faculty who teach in the same course. The faculty on these teams will perform their course specific reviews. This information is shared with the entire nursing faculty for discussion and input. Once finalized, the information is then moved forward to the division level for review and then progresses to the College Curriculum Committee where courses undergo a final review and are formally approved. There is interdisciplinary input into all course reviews during this process.

Schedule for Nursing Course Review

Time Frame	Course
2015 Spring	N101
2016 Fall	N145, N153, N155
2017 Spring	N149, N151, N152, N154, N156, N250, N253
2017 Fall	N254
2018 Spring	N251, N255
2018 Fall	N48, N150A, N150B

Figure 10

3b. Explain any course additions to current course offerings.

The nursing program does not have any plans to add additional course offerings. Based on California Senate Bill 1440 and Assembly Bill 1295, the Chancellor's office will be requiring Associate Degree Nursing programs to standardize all nursing education program prerequisites and implement articulation agreements between Community Colleges and the CSUs and the UCs. Community colleges are being encouraged to decrease or limit the total nursing curriculum to no more than 36 units. This is to provide for a smooth matriculation to advanced nursing degrees at the State College and University levels. Currently the ECC Nursing Program has 45.5 nursing units. In Spring of 2012, the nursing faculty accepted the 36 unit nursing curriculum with 9 units assigned to each semester of the associate degree program. This was never moved forward to the college curriculum committee because additional restructuring of courses is required and also because the state has not mandated the changes.

3c. Explain any course deletions and inactivation's from current course offerings.

During the 2012 to 2013 academic year, Nursing 103 (Nurse Assistant) and Nursing 104 (Home Health Aide) were inactivated due to state requirements that could not be met. Students who were interested in these classes were referred to other local programs. The discontinuation of these courses did not impact the Registered Nursing Program. Nursing 116, Disabilities in the Developing Child, was an elective nursing course that was deactivated due to low enrollment and due to a similar preexisting course called Child Development 152. Nursing 212, Basic Perioperative Nursing, a post RN degree course is currently being inactivated due to low

enrollment. The course has not been taught for several semesters. Nursing 99, Independent Study, was inactivated due to low registration related to enrollment limitations.

Nursing 150, Beginning Nursing Process and Fundamentals, was an eighteen week course that was split into two eight-week sessions. The courses are now referred to as Nursing 150A, Beginning Nursing Process and Fundamental Skills I, and Nursing 150B, Beginning Nursing Process and Fundamental Skills II. This was done to more accurately reflect the scheduled hours of the lecture and clinical components of the course. This change was approved through the curriculum committee process and was implemented in Fall 2013. This change did not impact the programs length or program units.

3d. Describe the courses and number of sections offered in distance education.

The Nursing Program does not currently offer any distance education or hybrid courses.

3e. Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.

Students who complete the ADN program and the Upward Mobility ADN program will graduate with an associate degree. The associate degree allows students to continue on to obtain a BSN, MSN, and later, a doctorate degree. BSN prepared nursing graduates are currently in high demand and sought after by clinical facilities. The associate degree provides ECC students with the foundation for obtaining a BSN degree. Students who elect to complete the 30-Unit Option are at a significant disadvantage and are strongly counseled prior to enrollment. The 30-Unit Option is a certificate track. These students do not graduate and they do not receive a degree. They cannot pursue an advanced degree and tend to have difficulty with job placement due to the lack of an associate degree.

3e1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?

All courses required for the ADN, Upward Mobility ADN, and the 30-Unit Option track have been offered in the last two years.

3e2. Are there any concerns regarding program courses and their articulation?

The nursing department recently completed an articulation agreement with Chamberlain College and is pursuing an agreement with Western Governor's University. The RN to BSN roadmap with California State University, Dominguez Hills was recently updated to provide better accommodations for ECC student's transitioning into the BSN program.

3e3. How many students earn degrees and/or certificates in your program? Do students take licensure exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should the program's criteria or

courses be re-examined? Set an attainable, measureable goal for future degrees, certificates, and/or licensure pass rates.

Graduates of the program have consistently done well in passing the California NCLEX-RN exam. Since the academic year of 2010-2011, there has been an increased success rate with NCLEX-RN test scores (Figure 11a & 11b). This can most likely be attributed to a change in the fourth semester Nursing 255, Advanced Nursing Process II, Clinical Preceptorship course that requires students to successfully pass a comprehensive predictor exam that is a strong predictor of NCLEX-RN pass rates.

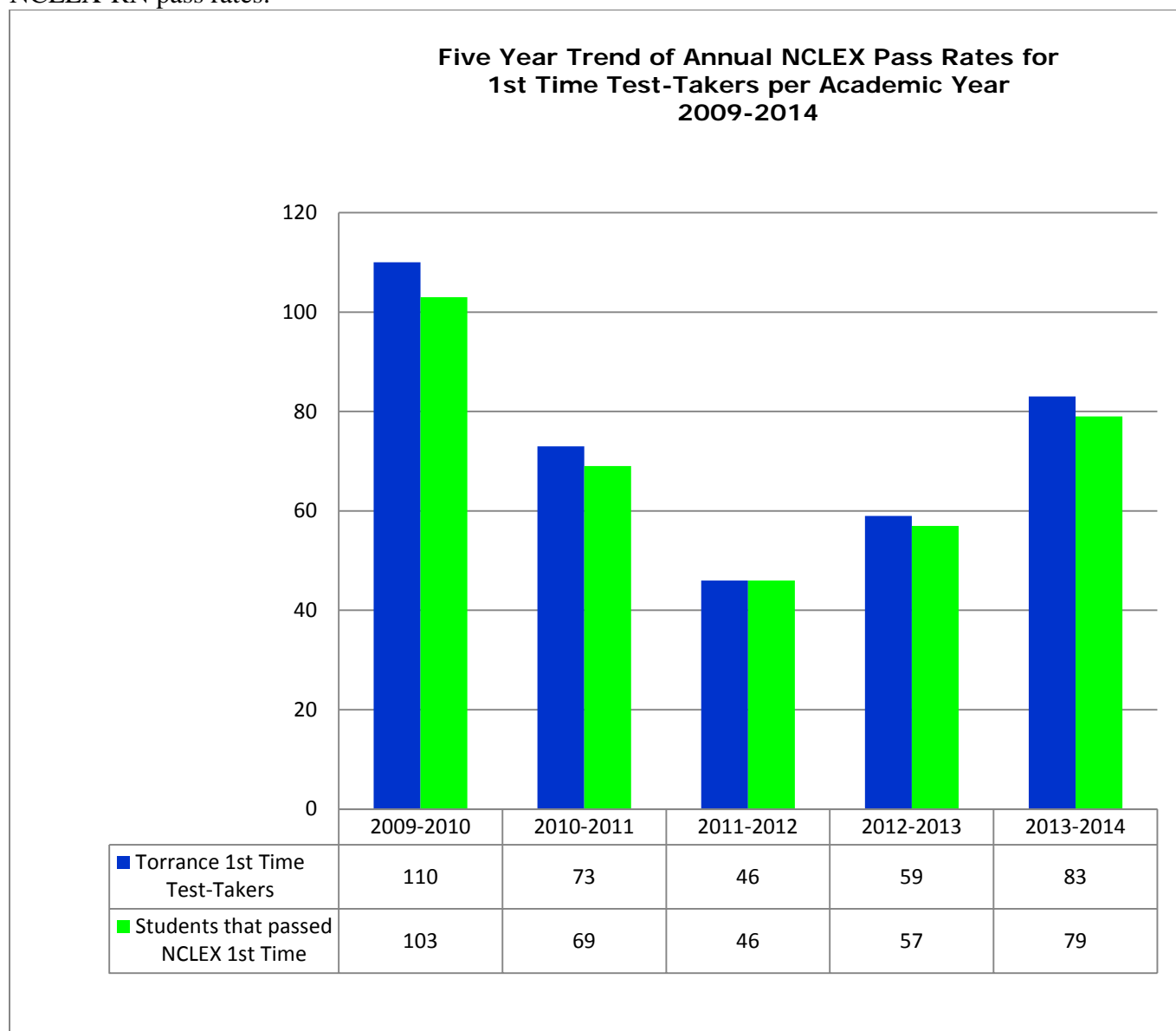


Figure 11a

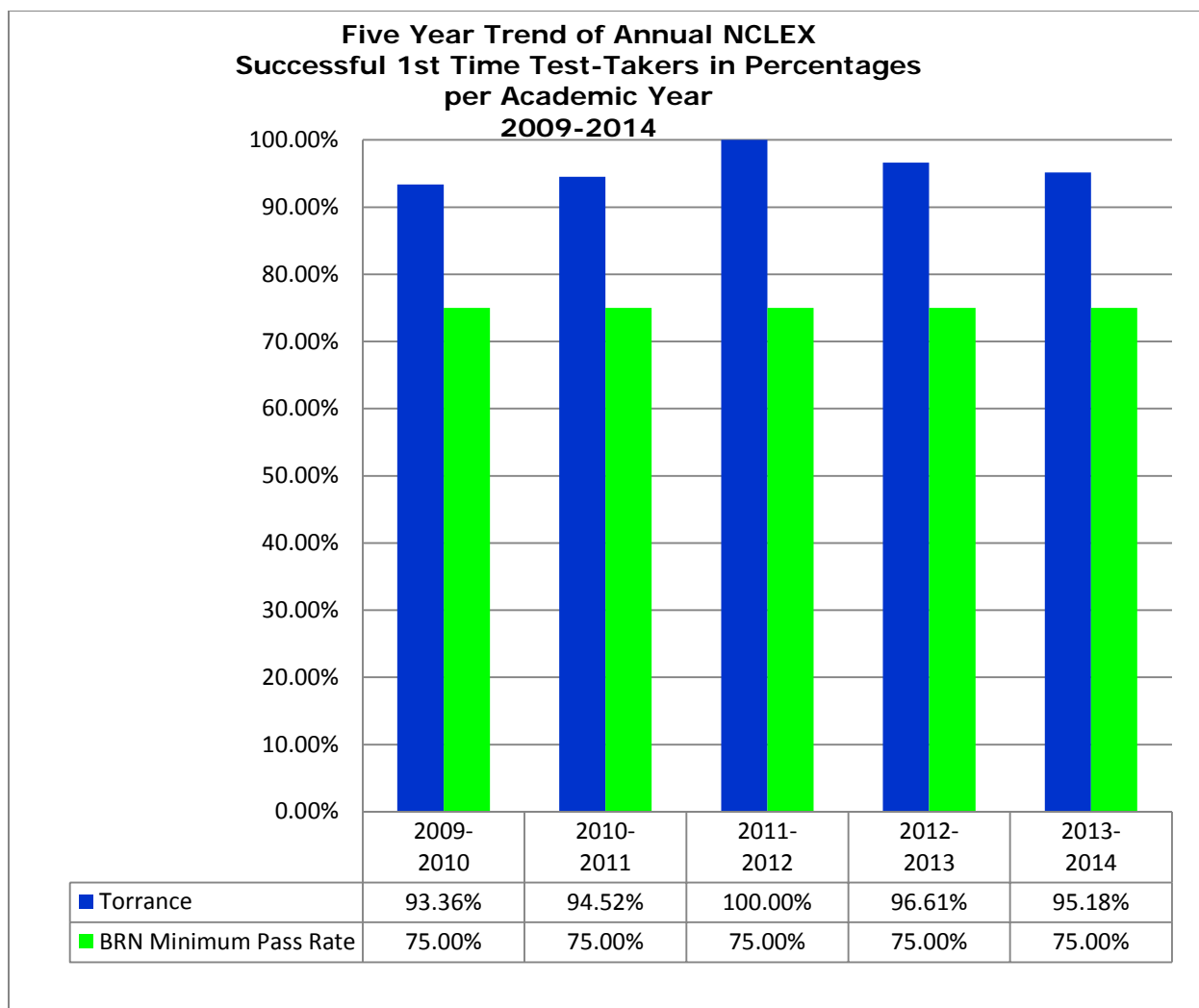


Figure 11b

3f. List any related recommendations.

Secure additional articulation agreements with BSN programs in order to assist students with a smoother transition into local BSN programs.

4. Assessment and Student Program Learning Outcomes (SLOs & PLOs)

The Student Learning Outcomes of the nursing education unit are congruent with the colleges six core competencies know as Institutional Learning Objectives (ILOs). The ILOs are Content Knowledge; Critical, Creative and Analytical Thinking; Communication and Comprehension; Professional and Personal Growth; Community and Collaboration; and Information and Technology Literacy.

Student Learning Outcomes are defined in terms of the particular levels of knowledge, skills, and ability that the student has attained at the end of his/her engagement in a designated learning engagement. These outcomes describe how students will have progressed because of the

knowledge, skills, attitudes, and habits of mind that they take with them from their learning experiences. Consistency and congruency of learning outcomes at the institutional, program, and course level are essential and critical to achieve this goal.

The nursing curriculum at El Camino College incorporates established professional standards, guidelines, and competencies into its student learning and program outcomes from the following resources:

- National League of Nursing Educational Competencies for Graduates of Associate Degree programs (2012);
- The American Organization of Nurse Executives research report on *Bridging the Preparation-Practice Gap* (2008) which identifies 36 critical competencies for entry level Registered Nurses;
- Quality and Safety Education for Nurses (QSEN) that prepares future nurses with the skills, knowledge, and attitudes necessary for quality patient centered care, teamwork and collaboration, evidence-based practice, quality improvement of health care systems, safety issues, and the use of informatics;
- The Joint Commission of National Patient Safety Goals which seeks to improve the accuracy of patient identification, effectiveness of communication among caregivers, safe medication administration, risk-reduction of hospital-associated infections, accurate medication reconciliation, identification of safety risks inherent in hospitalized patient populations, and the prevention of wrong-site surgeries or procedures; and
- The National Council of State Boards RN-NCLEX test plan for entry-level practice.

SLOs are used to evaluate student progress by creating specific, measurable, achievable, and clear learning outcomes. Evidence of student progress is gathered through assessment activities such as exams, quizzes, written assignments, individual or group activities, and the students' clinical performance as guided by the Clinical Evaluation Tool (CET).

SLOs are used to guide the delivery of instruction through the implementation of three strategies:

1. Expectations for learning that are clearly defined and communicated to the students in their syllabus and during the course.
2. Assigned student work is evaluated to determine the extent of student learning in relation to the SLO.
3. SLOs are evaluated and revised as needed to optimize the delivery of instruction for student success. SLOs are used to direct learning activities.

End-of-Year Course Summaries contain data results from evaluation survey tools sent to the students at the end of each course. This data is analyzed and evaluated to determine if current learning activities remain beneficial for student learning.

Each nursing course has a course team, which consist of full-time and part-time faculty members teaching in that particular course. Course SLOs were developed within each team and presented to the faculty at large for input and recommendations prior to finalizing. SLOs are based on

assessment of specific learning needs for each course. Course SLO assessments are conducted by the members in each team; this is done on an annual basis. The team will then present the information to the nursing faculty (both campuses) for input and recommendations prior to finalizing and inputting into TracDat. This process ensures that each team is conducting their scheduled SLO assessment, using the data to make course changes as needed, and sharing the information so that program changes can be made if necessary.

Student Learning Outcomes (SLOs) are defined in each course syllabus and are evaluated and revised per guidelines set by the Accrediting Commission for Community and Junior Colleges (ACCJC).

Nursing Course SLOs

Nursing 48

Dosage Calculations

- SLO # 1 The student will calculate and demonstrate safe medication dosages across the lifespan.*
 SLO # 2 The student will state the six rights of medication administration.
 SLO # 3 The student will calculate and demonstrate intravenous flow rates, infusion times, and volumes across the life span.
 *Assessment completed for Spring 2014.

Nursing 101

Exploring Health Occupation Careers

- SLO # 1 The student will compare and contrast various healthcare occupations.*
 SLO # 2 The student will describe structures and functions of body systems.
 SLO # 3 The student will identify pros and cons of specific health careers after interviewing working health professionals.
 *Assessment to be completed for Fall 2014.

Nursing 118

Respite Care for Children and Adolescents

- SLO # 1 Students will formulate a plan for respite care for the child with a chronic condition or disability in their home environment.*
 SLO # 2 Students will differentiate characteristics of typical and atypical development in children and adolescents.
 SLO # 3 Students will develop activities that consider the child's ability level in the following areas: physical, psychosocial, cognitive or language development.
 * Unable to complete Spring 2014 Assessment – Course was canceled.

Nursing 145

Introduction and Preparation for Nursing

- SLO # 1 The student will differentiate various nursing roles and identify the steps of the Nursing Process.
 SLO # 2 The student will analyze assessment data to determine subjective and objective content.
 SLO # 3 The student will identify the roles of the registered nurse in the acute care setting.
 *Assessment to be completed for Fall 2014.

Nursing 149 Preparation for Advanced Placement in Nursing

- SLO # 1 The student will compare and contrast the role of the LVN to that of the Registered Nurse.*
- SLO # 2 The student will formulate nursing care plans that demonstrate proficient application of the nursing process using basic needs and structural variables.
- SLO # 3 The student will compare and contrast legal roles and ethical responsibilities within the nursing profession.
*Assessment to be completed for Fall 2014.

Nursing 150 A Beginning Nursing Process and Fundamental Skills I

- SLO # 1 The student will identify sources of laboratory tests and diagnostic procedures and relate the information to certain disease processes.*
- SLO # 2 The student will utilize the nursing process to apply safe practices during oral drug administration.
- SLO # 3 The student will develop skills to safely and effectively utilize an Electronic Health Record (EHR) Program.
*Assessment was completed for Spring 2014.

Nursing 150 B Beginning Nursing Process and Fundamental Skills II

- SLO # 1 The student will apply the nursing process to meet the basic needs of the adult.*
- SLO # 2 The student will utilize the nursing process to meet the basic ingestive need of the older adult patient.
- SLO # 3 The student will identify subjective and objective data to collect and analyze when assessing a patient experiencing pain.
*Assessment was completed for Spring 2014.

Nursing 151 Human Development and Health

- SLO # 1 The student will assess and apply principles of growth and development to various age groups throughout the life span.*
- SLO # 2 Student will apply developmental theory to child observation and elder adult interview analysis.
- SLO # 3 Student will compare and contrast characteristics of typical and atypical developmental and health patterns throughout the lifespan.
*Assessment to be completed for Fall 2014.

Nursing 152 Introduction to Nursing Pharmacology

- SLO # 1 The student will apply the principles of pharmacology to drug therapy using a systematic approach and the nursing process for the purpose of administering pharmacological agents based on safe and accurate nursing practice.*
- SLO # 2 The student will identify strategies to prevent medication errors.
- SLO # 3 The student will identify sources of drug information.
*Assessment was completed for Spring 2014.

Nursing 153 Intermediate Nursing Process I

- SLO # 1 Student will plan and implement a teaching plan for a client or client's family with deficient knowledge related to health and illness.*
- SLO # 2 Student will effectively develop an end of shift report.
- SLO # 3 Student will utilize an IV pump to effectively and safely deliver intravenous fluids to the patient.
- *Assessment to be completed for Fall 2014.

Nursing 154 Intermediate Nursing Process and Mental Health

- SLO # 1 The student will utilize the nursing process to develop and carry out nursing interventions in the care of mental health patients.*
- SLO # 2 Using the Nurse Client Relationship Analysis (NCRA), the student will apply techniques of therapeutic communication to establish a therapeutic relationship.
- SLO # 3 The student will accurately recognize and appropriately intervene in potential safety threats to patients, peers, instructors, and health care team from system ineffectiveness and individual performance.
- *Assessment was completed for Spring 2014.

Nursing 155 Health Assessment

- SLO # 1 The student will analyze the findings of a complete health history document.*
- SLO # 2 The student will demonstrate the assessment skills to identify normal versus abnormal findings.
- SLO # 3 The student will exemplify the skills and professional demeanor needed to perform a head to toe physical examination.
- *Assessment will be completed for Fall 2014.

Nursing 156 Advanced Nursing Pharmacology

- SLO # 1 The student will apply principles of pharmacology to drug therapy*.
- SLO # 2 The student will develop and implement a teaching plan of a specific drug.
- SLO # 3 The student will describe the legal, ethical, and regulatory frameworks utilized in the administration of medication.
- *Assessment was completed for Spring 2014.

Nursing 210 Implications of Pathophysiology Concepts for Nurses

- SLO # 1 The student will define and explain common disorders and diseases related to the body systems.*
- SLO # 2 The student will apply pathophysiologic concepts for the interdisciplinary management of patient care utilizing evidenced-based clinical practices.
- SLO # 3 The student will utilize pathophysiologic concepts to promote health education.
- *Assessment was completed for Summer 2014.

Nursing 250 Intermediate Nursing Process and the Family

- SLO # 1 The student will apply the nursing process in the care of childbearing women and childbearing family.*
- SLO # 2 The student will perform focused assessments on newborn and postpartum patients in the clinical setting.
- SLO # 3 The student will use evidence based practice to complete anecdotal assessments for the pediatric population.
*Assessment was completed for Spring 2014.

Nursing 251 Legal and Ethical Considerations in Nursing

- SLO # 1 Students will analyze and present current legal and ethical issues confronting nursing.*
- SLO # 2 The student will compare and contrast how the California Practice Act provides for consumer protection as compared to promote nursing advancement.
- SLO # 3 Students will analyze ethical dilemmas using a systematic model for making ethical decisions.
*Assessment to be completed for Fall 2014.

Nursing 253 Intermediate Nursing Process II

- SLO # 1 The student will accurately perform a focused or comprehensive physical assessment based on a patient's health status.*
- SLO # 2 The student will identify potential threats to patient safety from both system ineffectiveness and individual performance.
- SLO # 3 The student will demonstrate communication skills effectively, accurately, and in a timely manner, verbally and through documentation.
*Assessment to be completed for Fall 2014.

Nursing 254 Advanced Nursing Process I

- SLO # 1 The student will utilize the nursing process to prioritize patient care, demonstrate critical thinking, and work collaboratively to implement the core measures.*
- SLO # 2 The student will synthesize concepts related to a core measure identified in a patient and evaluate interventions received according to national guidelines.
- SLO # 3 The student will apply leadership theory and skills in the clinical setting.
*Assessment was completed for Spring 2014.

Nursing 255 Advanced Nursing Process II – Clinical Preceptorship

- SLO # 1 The student will pass the ATI Comprehensive Predictor exam based on National Standards.*
- SLO # 2 The student will synthesize concepts related to linking National Patient Safety Guidelines and Core Measures according to the national guidelines and the Joint Commission.
- SLO # 3 The student will self-evaluate their clinical performance.
*Assessment to be completed for Fall 2014.

SLOs include three levels of competencies that reflect progressive expectations as the student advances in the program. Level I delineate first year expectations, Level II is for third semester learners, and Level III is for completing students in the last semester. These outcomes require progression of skills and knowledge and serve as a guide for both instructors and students for performance evaluation. The Clinical Evaluation Tool (CET) is completed by the student and reviewed by the instructor on a weekly basis. The tool is passed back and forth between the two parties ensuring effective and timely communication regarding learning expectations and needs. Faculty and students identify areas of strength and areas needing development. This evaluation communicates the instructor's assessment of the student's performance as it relates to stated course criteria. It also provides the student with an opportunity to develop self-assessment skills which promote critical thinking and professional development. The student has the opportunity to meet with the clinical instructor to discuss any concerns related to clinical performance. At the end of each course, faculty completes a final evaluation which is a summary of the student's weekly performance.

The ECC Nursing Program has seven Program Learning Objectives which are congruent with ECC's Institutional Learning Objectives and the National League of Nursing (NLN) Identified Student Learning Objectives (Figure 12). The ECC Nursing Program's PLOs include Professional Practice, Communication, Evidence-Based Nursing Process, Health Education, Teamwork and Collaboration, Management of Care, and Safety. The Nursing Program meets the college requirements of three Student Learning Objectives for each nursing course. These SLOs reflect and are congruent with the Core Competencies (Institutional Learning Objectives) and the Program Learning Objectives.

4a. Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.

Table 17 Program Learning Outcomes		
El Camino College Associate Degree Nursing Program Student Learning Outcomes		
Students who have successfully completed the El Camino College Associate Degree Nursing Program will demonstrate the following competencies:		
PROFESSIONAL PRACTICE The graduate will adhere to standards of professional practice, is accountable for his/her actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks.		
Level One	Level Two	Level Three
Recognize standards of professional practice.	Apply standards of professional practice.	Consistently apply standards of professional practice.
Recognize accountability for own actions and behaviors.	Demonstrate accountability for own actions and behaviors.	Maintain accountability for own actions and behaviors.
Describe legal, ethical and	Apply legal, ethical, and	Integrate and adhere to legal,

regulatory frameworks utilized in nursing practice.	regulatory frameworks.	ethical and regulatory frameworks into nursing practice.
COMMUNICATION The graduate will communicate effectively, accurately, and in a timely manner with patients, significant others and members of the health care team.		
Level One	Level Two	Level Three
Begin to develop effective communication skills.	Demonstrate effective communication skills.	Integrate effective communication skills in all areas of nursing practice.
EVIDENCE-BASED NURSING PROCESS The graduate will utilize the nursing process to provide patient-centered nursing care, integrating evidence-based practice to address unmet basic needs for a diverse population of patients in a variety of health care settings.		
Level One	Level Two	Level Three
Begin to develop and utilize assessment skills to determine patient's health status.	Accurately perform a focused or comprehensive assessment based on patient's health status.	Independently perform a baseline and ongoing assessment based on a patient's changing needs.
Begin to analyze assessment data to identify relevant nursing diagnoses and develop a plan of care.	Demonstrate critical thinking and evidence-based practice in the development of nursing diagnoses and plan of care.	Consistently formulates relevant nursing diagnoses and initiates or modifies plan of care according to patient's changing health status.
Begin to utilize interventions that assist patients in meeting their seven basic needs.	Implement interventions that assist patients in meeting their seven basic needs.	Prioritize and implement interventions that assist patients in meeting their seven basic needs.
Begin to assess and evaluate patient's response to interventions and revise plan of care.	Reassess to evaluate patient's response to multidisciplinary interventions and revise plan of care.	Reassess patients with complex medical problems, evaluate their response to multidisciplinary interventions and revise plan of care.
HEALTH EDUCATION The graduate will implement health education to promote and facilitate informed decision making, achieve positive outcomes, and support self-care activities.		
Level One	Level Two	Level Three
Identify learning needs to develop and implement a basic teaching plan.	Implement a teaching plan and evaluate the patient's progression towards meeting identified learning outcomes.	Modify teaching plan based on evaluation of patient's progress towards achievement of identified learning outcomes.
TEAMWORK AND COLLABORATION The graduate will utilize teamwork and collaboration while providing quality care to individuals and families.		

Level One	Level Two	Level Three
Work with health care team to achieve patient outcomes.	Collaborate with the patient, significant support person, and health care team to evaluate progress towards achievement of outcomes.	Coordinate the decision making process with the patient, significant support persons, and the health care team.
MANAGEMENT OF CARE The graduate will manage care of the patient including effective use of human, physical, financial, and technological resources.		
Level One	Level Two	Level Three
Begin to manage patient care utilizing available resources to meet patient needs.	Manage patient care utilizing available resources to meet patient needs.	Prioritize and delegate aspects of patient care management utilizing available resources to meet patient needs.
SAFETY The graduate will recognize potential threats to patient safety from both system ineffectiveness and individual performance and appropriately intervene.		
Level One	Level Two	Level Three
Provide safe patient care at all times.	Provide safe patient care at all times and demonstrate an awareness of external threats.	Provide safe patient care at all times and intervene as appropriate when additional safety threats exist.

Figure 12

Key:

Level 1 – N150, 153, 154

Level 2 – N250, 253

Level 3 – N254, 255

The Student Learning Outcomes of the nursing education unit are congruent with the El Camino College's six core competencies. There are six SLO statements and six core competencies. A comparison of these outcomes is presented in the table below.

Comparison of ILOs and PLOs

College Core Competencies (ILOs)	Program Student Learning Outcomes
I. Content Knowledge: Students possess and use the knowledge, skills, and abilities specific to a chosen discipline, vocation, or career.	Ninety percent of graduating students who take the National Council Licensure Examination-RN (NCLEX-RN) will successfully pass the exam on the first attempt.
II. Critical, Creative and Analytical Thinking: Students solve problems, make judgments and reach decisions using critical, creative, and analytical skills.	Nursing Process: <u>Assessment:</u> Comprehensive assessment provides a holistic view of the patient's structural variables and seven basic needs.

	<p><u>Nursing Diagnosis and Planning:</u> Effective clinical decision-making results in finding solutions, individualizing care, and assuring the delivery of accurate, safe care that moves the patient toward positive outcomes.</p> <p><u>Interventions:</u> Caring interventions are those nursing actions that assist patients in meeting their health care needs.</p> <p><u>Evaluation:</u> Evaluation involves assessment of the patient's response to interventions to meet their changing need and adapting the plan of care based on the patient's response.</p>
<p>III. Communication and Comprehension: Students effectively communicate in written, spoken or signed, and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.</p>	<p>Communication in nursing is an interactive process between the nurse and patient that assists the patient to cope with change, develop more satisfying interpersonal relationships, and integrate new knowledge and skills. It may be verbal, nonverbal, and/or written. Effective communication demonstrates caring, compassion, cultural awareness, and is directed towards promoting positive outcomes.</p>
<p>IV. Professional and Personal Growth: Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve themselves throughout life.</p>	<p>Professional behaviors within nursing practice are characterized by a commitment to the profession of nursing. The student adheres to standards of professional practice, is accountable for his/her actions and behaviors, and practices nursing within legal, ethical and regulatory frameworks.</p>
<p>V. Community and Collaboration: Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society who are willing and able to assume leadership roles.</p>	<p>Collaboration is the shared planning, decision-making, problem solving, goal setting, and assumption of responsibility by those who work together cooperatively with open professional communication.</p>
<p>VI. Information and Technology Literacy: Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.</p>	<p>Managing care is the efficient, effective use of human, physical, financial and technological resources to meet patient needs.</p>

Figure 13

HEALTH SCIENCES AND ATHLETICS Institutional (ILO), Program (PLO), and Course (SLO) Alignment				
Program: Nursing		Number of Courses: 20	Date Updated: 08.20.2014	Submitted by: R. Serr, ext. 3811
ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and</i>	2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	3. Community and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness</i>	4. Information Literacy <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social,</i>
SLO-PLO-ILO ALIGNMENT NOTES: <i>Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.</i> <i>DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.</i>				
PLOs			PLO to ILO Alignment (Mark with an X)	
			1	2
PLO #1 Professional Practice The student will adhere to standards of professional practice, is accountable for his/her actions and behaviors, and practice nursing within legal, ethical, and regulatory frameworks.			x	x
PLO #2 Communication The student will communicate effectively, accurately, and in a timely manner with patients, significant others and members of the health care team.				x
PLO #3 Evidence-Based Nursing Process The student will utilize the nursing process to provide patient centered nursing care, integrating evidence-based practice to address the unmet basic needs for a diverse population of patients in a variety of health care settings.			x	x
PLO #4 Health Education The student will implement health education to promote and facilitate informed decision making, achieve positive outcomes, and support self- care activities.			x	x
PLO #5 Teamwork and Collaboration The student will utilize teamwork and collaboration while providing quality care to individuals and families.			x	x
PLO #6 Management of Care The student will manage care of the patient by demonstrating effective use of human, physical, financial, and technological resources.			x	
PLO #7 Safety The student will demonstrate the ability to recognize potential threats to patient safety from both system ineffectiveness and individual performance and appropriately intervene.			x	x

SLOs	SLO to PLO Alignment (Mark with an X)							COURSE to ILO Alignment *FOR OFFICE USE ONLY*			
	P1	P2	P3	P4	P5	P6	P7	1	2	3	4
NURS 101 Exploring Health Occupation Careers: SLO #1 Occupations The student will compare and contrast various health care occupations.	x	x									
NURS 101 Exploring Health Occupation Careers: SLO #2 Body Systems The student will describe structures and functions of body systems.		x						x	x	x	
NURS 101 Exploring Health Occupation Careers: SLO #3 Careers The student will identify pros and cons of specific health careers after interviewing working health professionals.	x	x									
NURS 103 Nurse Assistant: SLO #1 Scientific Principles The student will apply the scientific principles and nursing skills to patients, using a systematic approach and the nursing process for the purpose of delivering safe, effective, and therapeutic direct hands on nursing care according to the scope of practice for a CNA.	Inactivated										
NURS 103 Nurse Assistant: SLO #2 Ethical Boundaries Ethical Boundaries The student will compare and contrast legal and ethical boundaries as compared to other members of the healthcare team.	Inactivated										
NURS 103 Nurse Assistant: SLO #3 Role and Responsibilities The student will describe the role and responsibilities of the Certified Nurse Assistant.	Inactivated										
NURS 104 Home Health Aide: SLO #1 Home Skills The student will apply the scientific principles and nursing skills to those clients who reside within the home and the nursing process for the purpose of providing comprehensive nursing care.	Inactivated										
NURS 104 Home Health Aide: SLO #2 Therapeutic Communication The student will demonstrate the use of therapeutic communication and cultural sensitivity within home care setting.	Inactivated										
NURS 104 Home Health Aide: SLO #3 Entry Level CNA The student will describe the scope of practice of the CNA in entry level health care.	Inactivated										
NURS 116 Disabilities in the Developing Child: SLO #1 Disabilities and Development The student will demonstrate an understanding of how disabilities affect the physical, social, cognitive, and emotional development of the child and his/her family.	Inactivated										
NURS 116 Disabilities in the Developing Child: SLO #2 Typical vs Atypical The student will compare and contrast the development of children who have typical and atypical developmental patterns.	Inactivated										

SLOs	SLO to PLO Alignment (Mark with an X)							COURSE to ILO Alignment *FOR OFFICE USE ONLY*			
	P1	P2	P3	P4	P5	P6	P7	1	2	3	4
NURS 118 Respite Care for Children and Adolescents: SLO #1 Formulate a Plan Students will formulate a plan for respite care for the child with a chronic condition or disability in their home environment.						x					
NURS 118 Respite Care for Children and Adolescents: SLO #2 Characteristics of Development Students will differentiate characteristics of typical and atypical development in children and adolescents.	x							x		x	
NURS 118 Respite Care for Children and Adolescents: SLO #3 Develop Activities Students will develop activities that consider the child's ability level in the following areas: physical, psychosocial, cognitive or language development.	x										
NURS 145 Introduction to Nursing: SLO #1 Nursing Roles The student will differentiate various nursing roles and identify the steps of the Nursing Process.	x										
NURS 145 Introduction to Nursing: SLO #2 Subjective vs Objective The student will analyze assessment data to determine subjective or objective content.	x		x					x		x	x
NURS 145 Introduction to Nursing: SLO #3 Acute Care Setting The student will identify the roles of the registered nurse in the acute care setting.	x										
NURS 149 Preparation for Advanced Placement in Nursing: SLO #1 LVN vs RN The student will compare and contrast the role of the LVN to that of the Registered Nurse.	x										
NURS 149 Preparation for Advanced Placement in Nursing: SLO #2 Nursing Care Plans The student will formulate nursing care plans that demonstrate proficient application of the nursing process using basic needs and structural variables.	x		x					x		x	x
NURS 149 Preparation for Advanced Placement in Nursing: SLO #3 Legal Roles The student will compare and contrast legal roles and ethical responsibilities within the nursing profession.	x										
NURS 150A Beginning Nursing Process and Fundamental Skills I: SLO #1 Lab Test and Diagnostic Procedures The student will identify sources of laboratory test and diagnostic procedures and relate the information to certain disease processes.						x					
NURS 150A Beginning Nursing Process and Fundamental Skills I: SLO #2 Oral Drug Administration The student will utilize the nursing process to apply safe practices during oral drug administration.			x					x			x
NURS 150A Beginning Nursing Process and Fundamental Skills I: SLO #3 EHR Program The student will develop skills to safely and effectively utilize an Electronic Health Record (EHR) Program.			x								

SLOs	SLO to PLO Alignment (Mark with an X)							COURSE to ILO Alignment *FOR OFFICE USE ONLY*			
	P1	P2	P3	P4	P5	P6	P7	1	2	3	4
NURS 150B Beginning Nursing Process and Fundamental Skills II: SLO #1 Adult Basic Needs The student will apply the nursing process to meet the basic needs of the adult			X								
NURS 150B Beginning Nursing Process and Fundamental Skills II: SLO #2 Ingestive Needs The student will utilize the nursing process to meet the basic ingestive need of the older adult patient.						X		X	X		X
NURS 150B Beginning Nursing Process and Fundamental Skills II: SLO #3 Pain Assessment The student will identify subjective and objective data to collect and analyze when assessing a patient experiencing pain.		X									
NURS 151 Human Development and Health: SLO #1 Assess and Apply The student will assess and apply principles of growth and development to various age groups throughout the lifespan.	X		X								
NURS 151 Human Development and Health: SLO #2 Developmental Theory Students will apply developmental theory to child observations and elder adult interviews.	X	X						X	X	X	X
NURS 151 Human Development and Health: SLO #3 Atypical Development Students will compare and contrast characteristics of typical and atypical developmental and health patterns throughout the lifespan.			X								
NURS 152 Introduction to Nursing Pharmacology: SLO #1 Principles The student will apply the principles of pharmacology to drug therapy, using a systematic approach and the nursing process for the purpose of administering pharmacological agents based on safe and accurate nursing practice.			X								
NURS 152 Introduction to Nursing Pharmacology: SLO #2 Identify Errors The student will identify strategies to prevent medication errors.			X				X	X	X		X
NURS 152 Introduction to Nursing Pharmacology: SLO #3 Identify Sources The student will identify sources of drug information.			X								
NURS 153 Intermediate Nursing Process I: SLO #1 Teaching Plan Students will plan and implement a teaching plan for a client or client's family with deficient knowledge related to health and illness.		X		X							
NURS 153 Intermediate Nursing Process I: SLO #2 End of Shift Report Student will effectively develop an end of shift report.		X			X			X	X	X	X
NURS 153 Intermediate Nursing Process I: SLO #3 IV Pump Students will utilize an IV pump to effectively and safely deliver intravenous fluids to the patient.						X	X				

SLOs	SLO to PLO Alignment (Mark with an X)							COURSE to ILO Alignment *FOR OFFICE USE ONLY*			
	P1	P2	P3	P4	P5	P6	P7	1	2	3	4
NURS 154 Intermediate Nursing Process and Mental Health: SLO #1 Nursing Process The student will utilize the nursing process to develop and carry out nursing interventions in the care of mental health patients.		X	X								
NURS 154 Intermediate Nursing Process and Mental Health: SLO #2 Communication In the Nurse – Client Relationship Analysis (NCRA), the student will apply techniques of therapeutic communication to establish a therapeutic relationship.		X						X	X	X	X
NURS 154 Intermediate Nursing Process and Mental Health: SLO #3 Safety Threats The student will accurately recognize and appropriately intervene in potential safety threats to patients, peers, instructors, and the health care team from system ineffectiveness and individual performance.		X			X		X				
NURS 155 Health Assessment: SLO #1 Health History The student will analyze the findings of a complete health history documentation.		X	X								
NURS 155 Health Assessment: SLO #2 Normal vs Abnormal The student will demonstrate the assessment skills to identify normal versus abnormal findings.		X	X					X	X		X
NURS 155 Health Assessment: SLO #3 Skills and Demeanor The student will exemplify the skills and professional demeanor needed to perform a head to toe physical examination.		X	X								
NURS 156 Advanced Nursing Pharmacology: SLO #1 Principles The student will apply principles of pharmacology to drug therapy.			X								
NURS 156 Advanced Nursing Pharmacology: SLO #2 Teaching Plan The student will develop and implement a teaching plan of a specific drug.				X				X		X	X
NURS 156 Advanced Nursing Pharmacology: SLO #3 Legal Frameworks The student will describe the legal, ethical and regulatory frameworks utilized in the administration of medications.	X										
NURS 210 Implications of Pathophysiology Concepts for Nurses: SLO #1 Common Disorders The student will define and explain common disorders and diseases related to the body systems.				X							
NURS 210 Implications of Pathophysiology Concepts for Nurses: SLO #2 Pathophysiologic Concepts for Management The student will apply pathophysiologic concepts for the interdisciplinary management of patient care utilizing evidenced-based clinical practices.						X		X		X	
NURS 210 Implications of Pathophysiology Concepts for Nurses: SLO #3 Pathophysiologic Concepts for Health Ed. The student will utilize pathophysiologic concepts to promote health education.				X							

SLOs	SLO to PLO Alignment (Mark with an X)							COURSE to ILO Alignment *FOR OFFICE USE ONLY*			
	P1	P2	P3	P4	P5	P6	P7	1	2	3	4
NURS 212 Basic Perioperative Nursing: SLO #1 Surgical Skills The student will demonstrate skills needed in the surgical setting.	Inactivation in Progress										
NURS 212 Basic Perioperative Nursing: SLO #2 Communication The student will discuss communication techniques unique to the surgical setting.	Inactivation in Progress										
NURS 212 Basic Perioperative Nursing: SLO #3 Legal and Ethical Responsibilities The student will evaluate the legal and ethical responsibilities of a perioperative nurse.	Inactivation in Progress										
NURS 250 Intermediate Nursing Process and the Family: SLO #1 Nursing Process The student will apply the nursing process in the care of childbearing women and childbearing family.		X			X						
NURS 250 Intermediate Nursing Process and the Family: SLO #2 Assessments The student will perform focused assessments on newborn and postpartum patients in the clinical setting.			X		X			X	X	X	X
NURS 250 Intermediate Nursing Process and the Family: SLO #3 Anecdotal Assessments The student will use evidence based practice to complete anecdotal assessments for the pediatric population.				X							
NURS 251 Legal and Ethical Considerations in Nursing: SLO #1 Legal and Ethical Issues Students will analyze and present current legal and ethical issues confronting nursing.	X	X									
NURS 251 Legal and Ethical Considerations in Nursing: SLO #2 Calif. Nursing Practice Act The student will compare and contrast how the California Nursing Practice Act provides for consumer protection as compared to promoting nursing advancement.	X							X	X	X	
NURS 251 Legal and Ethical Considerations in Nursing: SLO #3 Ethical Dilemmas Students will analyze ethical dilemmas using a systematic model for making ethical decisions.	X										
NURS 253 Intermediate Nursing Process II: SLO #1 Physical Assessment The student will accurately perform a focused or comprehensive physical assessment based on a patient's health status.	X										
NURS 253 Intermediate Nursing Process II: SLO #2 Identify Threats The student will identify potential threats to patient safety from both system ineffectiveness and individual performance.							X	X	X	X	X
NURS 253 Intermediate Nursing Process II: SLO #3 Communication The student will demonstrate communication skills effectively, accurately, and in a timely manner, verbally and through documentation.		X									

SLOs	SLO to PLO Alignment (Mark with an X)							COURSE to ILO Alignment *FOR OFFICE USE ONLY*			
	P1	P2	P3	P4	P5	P6	P7	1	2	3	4
NURS 254 Advanced Nursing Process I: SLO #1 Core Measures The student will utilize the nursing process to prioritize patient care, demonstrate critical thinking and work collaboratively to implement the core measures.			X								
NURS 254 Advanced Nursing Process I: SLO #2 National Guidelines The student will synthesize concepts related to a core measure identified in a patient and evaluate interventions received according to national guidelines.			X					X			X
NURS 254 Advanced Nursing Process I: SLO #3 Leadership Theory The student will apply leadership theory and skills in the clinical setting.						X					
NURS 255 Advanced Nursing Process - Clinical Preceptorship: SLO #1 ATI Exam The student will pass the ATI Compressive Predictor exam based on National Standards.			X								
NURS 255 Advanced Nursing Process - Clinical Preceptorship: SLO #2 Linking The student will synthesize concepts related to linking National Patient Safety Guidelines and Core Measures according to the national guidelines and the Joint Commission.							X	X	X	X	X
NURS 255 Advanced Nursing Process - Clinical Preceptorship: SLO #3 Self-Evaluate The student will self-evaluate their clinical performance.	X										
NURS 48 Dosage Calculations: SLO #1 Safe Dosages The student will calculate and demonstrate safe medication dosages across the lifespan.			X				X				
NURS 48 Dosage Calculations: SLO #2 Six Rights The student will state the six rights of medication administration.			X			X	X	X	X		X
NURS 48 Dosage Calculations: SLO #3 Intravenous Rates/Times The student will calculate and demonstrate intravenous flow rates, infusion times and volumes across the life span.			X			X	X				

Figure 14

4b. Provide a timeline for your course and program level SLO assessments.

SLO Timeline Worksheet													
Division: <u>HSA</u>			Program: <u>Nursing</u>						Review Date: <u>Fall 2014</u>				
Course and SLO #	Note if offered only in FA/SU/SP	SP 2014	SU 2014	FA 2014	SP 2015	SU 2015	FA 2015	SP 2016	SU 2016	FA 2016	SP 2017	SU 2018	FA 2018
N48 # 1		X									X		
N48 # 2					X								
N48 # 3								X					
N101 # 1				X									X
N101 # 2							X						
N101 # 3										X			
N118 # 1	Spring Only, not offered in SP 2014	n/a			X								
N118 # 2								X					
N118 # 3											X		
N145 # 1				X									X
N145 # 2							X						
N145 # 3										X			
N149 # 1				X									X
N149 # 2							X						
N149 # 3										X			
N150	Assessed Fall 2014												
N150A # 1		X									X		
N150A # 2					X								
N150A # 3								X					
N150B # 1		X									X		
N150B # 2					X								
N150B # 3								X					
N151 # 1				X									X
N151 # 2							X						
N151 # 3										X			
N152 # 1		X									X		
N152 # 2					X								
N152 # 3								X					
N153 # 1				X									X
N153 # 2							X						
N153 # 3										X			
N154 # 1		X									X		
N154 # 2					X								
N154 # 3								X					
N155 # 1				X									X

N155 # 2							X						
N155 # 3										X			
N156 # 1		X									X		
N156 # 2					X								
N156 # 3								X					
N210 # 1	Summer Only		X									X	
N210 # 2						X							
N210 # 3									X				
N250 # 1		X									X		
N250 # 2					X								
N250 # 3								X					
N251 # 1				X									X
N251 # 2							X						
N251 # 3										X			
N253 # 1				X									X
N253 # 2							X						
N253 # 3										X			
N254 # 1		X									X		
N254 # 2					X								
N254 # 3								X					
N255 # 1				X									X
N255 # 2							X						
N255 # 3										X			

Figure 15

PLO Timeline for Evaluation												
Division:	HSA	Program:	Nursing	Program Review Date: June 2014								
	FA 2014	SP 2015	SU 2015	FA 2015	SP 2016	SU 2016	FA 2016	SP 2017	SU 2018	FA 2018		
PLO #1 Professional Practice	X											
PLO #2 Communication		X										
PLO #3 Evidence-Based Nursing Process				X								
PLO #4 Health Education					X							
PLO #5 Teamwork and Collaboration							X					
PLO #6 Management of Care								X				
PLO #7 Safety											X	

Figure 16

4c. State the percent of course and program SLO statements that have been assessed.

The ECC Nursing Program has assessed 100% of all course and program SLO.

4d. Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.

<i>Course</i>	<i>SLO Assessed</i>	<i>Date Assessed</i>	<i>Findings</i>	<i>Recommendations</i>	<i>Faculty</i>
N48	The student will calculate and demonstrate safe medication dosages across the lifespan.	Spring 2014	75% of students (n=67) successfully completed the course. Greater than 75% of students were successful in the final lab practicum. Greater than 75% of students successfully passed the final written exam. It has been noted that almost 20% of students in N48 drop by the 4 th week. Nursing counselors have stated that many students enroll in the class that are not eligible for the nursing program or do not understand the sequence of prerequisites to take in preparation for applying to the nursing program.	To achieve the standard and target for success in N48, it is recommended that all student enrollments be pre-approved only by ECC nursing counselors. This will ensure that only those students who are ready to apply to the ECC nursing program would get priority enrollment. This population of students would be motivated to pass the class and concomitantly improve student retention rates.	K. Rosales
N101	Students completing this course will explore at least two different health care occupations comparing and contrasting these occupations with each other including educational requirements, salary, advantages and disadvantages of the career pathway.	Spring 2009	Eighty percent of the students were able to complete the course SLO. However, twenty percent were unable to complete the assignment.	Exploring Health Career Occupations is an entry level class so students who have not attempted many college courses may struggle to meet the academic requirements of a college course. Changes I could make is to emphasize the use of the grade monitoring paperwork, so that students calculate his/her individual grades on a regular basis and are aware of how not doing projects/paperwork can be detrimental to his/her grade.	P. Kidwell-Udin
N103	Inactivated				
N104	Inactivated				

N116	Inactivated				
N118	At the end of N118, the student will be able to formulate a plan of respite care for the child with a chronic condition or disability in their home environment.	Fall 2011	<p>Half of the students did not attempt this assignment and did not seem to have a sincere interest in the topic area.</p> <p>The data suggest that entry level students who register for the class may not have a clear understanding of course content.</p> <p>The student who remained in the class over the semester determined that this respite care was a viable career choice and did well on the assignment . Most of these students were taking courses in child development or nursing.</p>	<p>The course serves an important role as it allows students to determine, early on, if a career in respite care is a viable career choice for them.</p> <p>It is initially important that students be made aware of the course content and material, perhaps by better advertising of the course ahead of time and emphasizing the information on the first day of class. Students may not be aware of this field and the entry level work that is potentially available to them.</p> <p>Changes to curriculum could include more exploratory and hands-on learning to introduce the student to this career area. Inviting speakers who currently are respite care providers might increase interest in the course.</p>	L Correa P. Kidwell-Udin
N145	At the end of Nursing 145, the student will be able to differentiate among various nursing roles, and have a beginning understanding of nursing process and the principles of therapeutic communication. The students will apply the initial steps of critical thinking through analysis of individual assessment data compiled after taking the DRP and CNET exams.	Fall 2011	<p>Thirty four out of the 35 students who completed the course earned a cumulative score of 75% or above in the areas assessed. The individual who failed only completed the Final and did not take or complete the midterm, article analysis or interview paper.</p>	<p>Even though 34 out of the 35 students passed the course tests/assignments with a cumulative score of 75%, six of the 35 did not pass the Degrees of Reading Proficiency (DRP) Test. The DRP is a timed reading test which measures student reading proficiency up to the 10th grade level. This indicates those students who did not pass the DRP (even though they passed the class) may still struggle when reading the Nursing Textbooks which tend to be at</p>	V. Orton

				the 14 th grade level. This score may be indicative of future success in the Nursing Program.	
N149	Upon successful completion of N149, the student will transition toward the professional role development as a RN student in the Nursing Program and be able to formulate nursing care plans that demonstrate proficient application of the nursing process as it relates to the seven basic needs and the concept of the patient's structural variables. The student will also be able to competently perform selected clinical nursing skills that integrate legal and ethical codes of conduct.	Spring 2013	There were a total of 31 N149 students on both campuses. Forty five percent or 14/31 students were unsuccessful at meeting the N149 SLOs. One student dropped out of N149 within the first week. Another student failed both the theory exams and the Clinical Skills Competencies. Eleven students (35%) failed the Clinical Skills Competencies, but were passing the theory exams	Demonstrated a need to place more attention on the Clinical Skills Component of the course. Encourage students to use the Supervised Skills Lab and to reduce their outside work hours. Give a hard copy of the Lab schedule. Add additional Master's prepared faculty to assists with practice and skill testing. Remediate students who fail.	K. Stephens O. Hyacinth
N150	At the completion of the oral medication administration lab, N150 students will be able to administer medication in a safe, competent manner.	Fall	Crenshaw: 43/51 students passed (84%) Compton: 14/25 students passed (56%)	Additional time (1 hour/week) is now required of students to practice skills in the Skills Lab. This is true on both campuses. Also, students demonstrate competency during a random skills check off which may include medication administration. N150 faculty need to make sure that between the two campuses that the check off rigor is the same.	M. Gross
N150A	The student will identify sources of laboratory test and diagnostic procedures and relate the information to certain disease processes.	Spring 2014	Forty three students completed the required assessment. 100% of the students were able to complete the assignment with a grade of 75% or better which met the standard for the	More class time will be used to provide students with specific examples of interpreting lab results. Students will be given a list of lab results so they can practice interpreting	K. Bailly

			course. The only question that students consistently scored below the 75% standard (at 67%), was regarding patient's platelets were low putting the patient at risk for bleeding. This question involves application of knowledge of physiology.	lab data with the help of faculty. This exercise could be conducted in small groups.	
150A	The student will identify sources of laboratory test and diagnostic procedures and relate the information to certain disease processes.	Spring 2014	<p>Forty three students completed the required assessment. 100% of the students were able to complete the assignment with a grade of 75% or better which meets the standards for the course.</p> <p>Nearly every student was able to answer knowledge questions related to specific test and sources of information. However, students had difficulty with 2 questions which related to interpretation of 2 lab results and the significance of the abnormal lab results. One question related to a lab result showing an elevated uric acid level. Students were asked to comment on what the elevated level might mean. 35/43 (81%) correctly answered that the patients with elevated uric acid levels might have gout. Only 29/43 (67%) were able to identify that low platelets was a cause for concern. Since all students have taken physiology, they should have known that platelets are involved in blood clot formation. Both of</p>	More class time will be used to provide students with specific examples of interpreting lab results. Students will be given a list of lab results so they can practice interpreting lab data with the help of faculty. This exercise could be conducted in small groups. Clearly many students were able to memorize and regurgitate facts however some students had difficulty in applying what they learned. The Lab and Diagnostic txt the students use is an excellent book which provides clear information on high and low lab values. The students will be provided with a more in depth review of how to use their text book and where to locate information that will help them analyze abnormal lab values.	K. Bailly

			these questions involved the application of knowledge.		
N150B	The student will apply the nursing process to meet the basic needs of the adult.	Spring 2014	<p>All students scored at least 75% on their average scores for safe administration of medications. Faculty reported various items that students missed. Missed steps included: not performing hand hygiene, being late with medication, failing to check expiration date of medication, forgetting to take the Medication Administration to the patient's room, forgetting third medication check and failing to document. Another area was failing to complete additional required assessments prior to administration.</p> <p>Students who completed the CET-Nursing Process portion rated their knowledge and understanding of Nursing Process at 67.5%. Students who had unsatisfactory scores noted weaknesses in understanding the basic needs, ability to read and comprehend medical records, ability to recognize alterations in health status, and ability to assess abnormal culture and sensitivity lab results.</p>	<p>Overall, the students met the learning objective and no additional action is required. The only clearly identified issue related to students not completing required additional assessments prior to administering medications. Currently students are required to verbalize this action when practicing or testing in the skills lab. In the fall students will actually be required to collect additional data. For example, when administering antihypertensives, students will actually have to obtain a BP or if giving a medication that requires the student to check a lab, a patient chart will be provided for the students to check results. The student will then be required to make a decision about giving or holding the medication based on their assessment findings. This exercise will simulate actual clinical requirements and should reinforce learning.</p> <p>This is a new course which was taught for the first time in Fall 2013. Teaching staff on the Torrance campus have been unstable and an ongoing lead instructor and assessment leader needs to be assigned.</p>	K. Baily
N151	The student will be able to assess, apply, compare and	Fall 2012	100% of the students were able to compare and contrast the	Data suggests that a rubric measurement will be helpful in	P. Kidwell-Udin

	contrast principles of growth and development to various age groups throughout the lifespan.		<p>development of toddler to preschoolers in the areas of nutritional patterns, personal social skills, language, fine and gross motor. 15% of the students required assistance in recognizing subtle differences between fine and gross motor skills and were allowed to rewrite that portion of the paper.</p> <p>Some students had difficulty applying their findings to safety and health issues, but were able to recognize these issues when discussed with instructor.</p>	<p>breaking down the specific requirements for the Toddler/Preschool Observation paper to insure student understanding. Changes to teaching strategies include a more thorough explanation of the Denver Developmental Screening Test (DDST) as a screening tool and its importance in the early identification and referral process for both physical and disabling conditions in the young child. Perhaps developing a DVD of the DDST being performed would assist the student in understanding the tool better. Changes should include an emphasis on how the developmental and cognitive level of the child impacts health and safety issues and allows the nurse to predict high risk factors and develop teaching strategies for parent of young children.</p> <p>Based on the findings more time should be allotted for N151. It is difficult to teach lifespan development, health and safety over 36 hours (2 units). Students have commented that they would like to see this course expanded to a 3 unit course and perhaps offered during and before the program.</p>	
N152	At the end of Nursing 152, the student will apply the principles	Fall 2012	There were a total of 63 students that were evaluated in the Fall of	The assessment results reflect that the SLO were met, however, to	K. Baily D. Heming

	of pharmacology to drug therapy, using a systematic approach and the nursing process for the purpose of administering pharmacological agents based on safe and accurate nursing practice.		2012. Sixty-two students or 98.4% successfully completed the drug research paper project. The student that received a non-passing grade did not meet the assessment's objectives which requires a minimum grade average of 75%	maintain this level of success, instructions can be improved by providing students with demonstrations of how to use online research resources and promoting the use of the writing lab.	
N152	The student will apply the principles of pharmacology to drug therapy, using a systematic approach and the nursing process for the purpose of administering pharmacological agents based on safe and accurate nursing practice.	Spring 2014	All students received a passing grade of 90% or better on the Drug Research Paper. Of the students who lost the most points it was in the area of application of the National Patient Safety Goals to the principle safe medication administration. A few students had difficulty understanding how socioeconomic factors could affect patient compliance with the medication regimens.	N152 will not be taught until the second 8 weeks of Fall 2014. Instructor will review the National Patient Safety Goals with students and then provide a group exercise that will require students to apply the National Patient Safety Goals to the process of Medication Administration. In addition, in order to help students understand that socioeconomic factors affect medication compliance, a case study will be presented which will provide an opportunity for students to research and relate these factors to patient compliance.	K. Baily
N153	At the end of N153, the student will be able to plan and implement a teaching plan for a client or client's family who have deficient knowledge related to health and illness.	Fall 2012	Of the 73 students who completed a teaching plan, 71 (97%) scored greater than 75%. Detailed analysis of the data was not completed, however, anecdotal comments from faculty grading assignments related to the following: Students tended to focus on the nursing care related to the medical problem rather than how to evaluate teaching and	Principles of teaching and learning are major components of nursing practice. Review of course content reveals that little time is actually spent in teaching these important concepts. The current assignment should be altered to emphasize a variety of teaching/learning principles based on the course content taught. The grading rubric will	Z. Mitu K. Baily K. Stephens

			learning. Some students had difficulty relating structural variables to the teaching learning process and to the specific patients. Some students had difficulty adapting the delivery to match their patients' needs and difficulty evaluating the effectiveness of their teaching plan.	be adjusted so that student learning can be more easily tracked. Content specific to teaching/learning must be added to the N153 course. The current Fundamentals Text has an excellent chapter on teaching and this should be assigned and taught in N153 or in N150 Fundamentals when the curriculum is revised.	
N154	At the end of N 154, the student will be able to apply techniques of therapeutic communication in establishing a therapeutic relationship, and make use of the nursing process in developing and carrying out nursing interventions in the care of a group of mental health patients.	Fall 2012	At the Compton Educational Center 79.3% of the students achieved 75% or greater on classroom work including quizzes and exams for the Spring 2012 semester and 89.7% of students achieved 75% or greater for the Fall 2012 semester. At the Torrance campus 100% of students achieved 75% or greater on classroom work including quizzes and exams for the Spring 2012 semester and 89% of students achieved 75% or greater for the Fall 2012 semester.	In response to the decrease in the percentage of students achieving a 75% or greater on classroom work including quizzes and exams from Spring 2012 and Fall 2012 at the Torrance campus a student self-analysis test performance tool has been developed. This tool is being piloted at the Torrance campus. The tool helps students to self-identify information and processing errors on exams. Students scoring less than 75% on an exam are instructed to complete the exam self-evaluation and take the completed tool with them for assistance to SOS Tutoring. Increase the number of interactive experiences, so students can show an increased understanding of concept based ideas.	H. F. Hayes- Cushenberry, K. Morgan, P. Kidwell, A. Sweeney
N155	At the end of N155 the student will be able to complete a physical assessment	Spring 2013	Of the 40 students in the course, all passed the Head to Toe Assessment and the	All students were successful. Overall, the students did very well. The results	M. Moon H. Frances H. F. Hayes-Cushenberry R. Johnson

	of a client identifying normal and common abnormal findings. The student will be able to document their findings in a concise and accurate format.		didactic portion of the course. Final Practicum: an overall satisfactory rating of performing a head to toe exam within 15 minutes based on the mastery level. Didactic portion of the course: From 4 quizzes, Health History, 8 Lab documentation, and Final Exam: 4/40 (10%) earned an A grade. 32/40 (80%) earned a B grade; and 4/40 (10%) earned a C grade.	demonstrate that students need more time to finish the physical assessment with smooth flow, which is developed through clinical practice.	
N156	At the end of Nursing 156 the student will apply the principles of pharmacology to drug therapy, using a systematic approach and the nursing process for the purpose of administering pharmacological agents based on safe and accurate nursing practice.	Spring 2013	Of the 147 students who completed a teaching plan, 127 (89%) students scored greater than 75%. Analysis of the grading rubric data revealed the following: Students tended to focus on the nursing care for the medical problem rather than how to evaluate teaching and learning related to the medication. Some students had trouble relating to the structural variable to teaching/learning process and generalization of these to specific patient. Some students had difficulty delivering teaching related to patient's learning needs. Some students had difficulty evaluating the effectiveness of their teaching plan. Two students failed to focus on a medication.	The vast majority of students enrolled in N156 are concurrently enrolled in N153. As noted in the N153 SLO assessment, principles of teaching and learning are a major component of nursing practice and little time is actually spent teaching these important concepts in either course. The assignment should be altered to broaden and employ a variety of teaching/learning principles based on the course content taught. The grading rubric will be adjusted slightly so that student learning can be more easily tracked. Since the majority of the students are also writing a Teaching Plan for N153, the Teaching Plan for N156 could be replaced with a 3 -4 page paper in which the student demonstrates the application of one aspect of the QSEN competencies to the National Patient Safety Goal of safe	K. Stephens

				medication administration.	
N156	The student will apply principles of pharmacology to drug therapy.	Spring 2014	100% of the students were able to demonstrate application of the nursing process to the principles of drug therapy in specific patient case scenarios.	A rubric will be developed to specifically measure the student's ability to assess the client's knowledge need in relationship to the therapeutic understanding of the drug and interventions which promote patient compliance to drug therapy.	K. Stephens
N210	The student will define and explain common disorders and diseases related to the body systems.	Summer 2014	All students (n=61) achieved 90% or above on each modular assessment when given the opportunity to remediate those areas they demonstrated an inability to define and/or explain common disorders and disease related to the body systems. Remediation consisted of writing why their incorrect answer was incorrect and why the correct answer was correct. C Based on student feedback, this proved to be an enjoyable and positive method of learning for the students.	Provide students with a blueprint of how each modular assessment is structured to facilitate student's preparation in assimilating and integrating course topics for course evaluation. Assisting students in developing their critical thinking skills can be time-intensive with some students. Having a smaller class size might contribute to greater individualized attention of the students. The current enrollment number is 40, which is a very large class to engage all students with various levels of nursing knowledge. Guiding students in the critical thinking process as relates to nursing care would be better facilitated if class enrollment size was downsized to 25 students.	K. Rosales
N250	By the end of the course the students will use the nursing process to demonstrate skills and knowledge to provide safe and effective care in a	Spring 2011	Sixty-five percent of the students successfully met the criteria for the SLO statement. Thirty-five percent were unable to meet this criteria because they were	The educational process has changed to meet the needs of the students who tend to fail the course due to the large content. Therefore lecture content is focused on	J. Gahan E. Gravis

	pediatric and maternal/child patient.		either unable to meet the objectives of the course or pass the clinical component. Approximately 27 – 40% of the students fail due to the large amount of content expected for them to learn within an 8 week period. Also, the need for students to change clinical sites on a weekly basis in order to meet the objectives of the course may contribute to the failure rate.	one subject for 4 weeks. The students are then able to focus their studies on a specific subject area.	
N250	By the end of the course the students will use the nursing process to demonstrate skills and knowledge to provide safe and effective care to a pediatric and maternal/child patient.	Spring 2012	65% of the students successfully met the criteria for the SLO statement for a grade of 75% or above. 35% were unable to meet this criteria because they were either unable to meet the objectives of the course or pass the clinical component. Approximately 27 -40% of the students fail due to the large amount of content expected for them to learn within an 8 week period. Also, need for the student to change clinical sites on a weekly basis in order to meet the objectives of the course. The educational process	The educational process has changed to meet the needs of the students who tend to fail the course due to the large content. Therefore lecture content is focused on one subject for 4 weeks. The students are then able to focus their studies on a specific subject area.	J. Gahan
N250	The student will apply the nursing process in the care of childbearing women and childbearing family.	Spring 2014	Students applied knowledge obtained in theory to the clinical setting for the newborn, laboring mother, and post-partum mother. The standard of 85% of the students successfully developing a care plan for this patient population was met.	Introduce the care plan as it relates to the maternal/newborn population during the first class meeting. An earlier introduction will allow students to ask appropriate questions prior to the day the care plan is due.	Y. Kawasaki
N251	Upon completion of N251, Legal and	Fall 2011	Ninety seven percent of the Fall 2011	Plan to maintain the same measurement	S. Thomas

	<p>Ethical Considerations in Nursing, students will analyze the legal responsibilities associated with the scope of nursing practice as defined by the Board of Registered Nursing. In addition, the student will be able to analyze ethical dilemmas using ethical theories and principles.</p>		<p>students achieved at least a 75% score on the objective Final comprehensive examination. There were a total of 38 students in section 8935 of N251 in the second eight-week session of Fall 2011. Thirty seven of the 38 students successfully completed the final comprehensive examination by achieving a score of at least 75%. The remaining one student (3%) achieved a 74% on the Final comprehensive examination.</p>	scale.	
N253	<p>At the end of N253, the student will be able to care for a minimum of 3 intermediate level medical-surgical patients, utilize the nursing process, and apply theoretically learned pathophysiological concepts at the bedside.</p>	Fall 2012	<p>Clinical Assessment Patterns: While 100% of the students satisfactorily met the clinical criteria, areas for clinical improvement were made evident. Students have great difficulty with time management, prioritization, and organization of patient care when caring for three patients in the hospital setting. Clinical skills learned from previous courses, which are a necessary foundation for building new skills, are not in evidence. Students have difficulty in applying theory to the clinical setting. (e.g. recognizing signs and symptoms of a particular disease process and basic nursing management.)</p> <p>Content Exam Patterns: Students have weak skills in applied and analytic reasoning, conceptual</p>	<p>Implications of the data relative to this course indicate that nursing students begin their second year of nursing school (N253) unprepared to build upon previously learned knowledge or clinical skills.</p> <p>Students having difficulty with time management, prioritization, and organization of patient care when caring for three patients in the hospital setting are able to remediate these areas through the Supervised Skills Lab, Student Success Workshops, and Laboratory Simulation.</p> <p>Through the learning resources provided by ATI, remediation in areas of below minimum nursing knowledge expectations for entrance into this course have been substantially improved</p>	<p>K. Rosales O. Hyacinth Z. Mitu</p>

			<p>understanding of the content matter. Students have difficulty signs and symptoms of disease process, clinical markers differentiating one disease form another, and what nursing management would be for sign and symptoms. Etc.</p> <p>ATI Proctored Exams: Based on group scores of 63% or less 9representing less than minimal medical-surgical knowledge), deficiencies were noted in the group performance of the following areas: Safety and Infection control (63%); health Promotion and Maintenance (50%); Reduction of Risk Potential; and Physiologic Adaptation (53.5%). Based on group scores of 64% or more , higher scores were noted in the group performance of the following content areas: Basic Care and Comfort (68.8%) and Pharmacologic and Parental Therapies (66.5%)</p>	<p>for students.</p> <p>The Nursing Program should encourage greater use of ATI to reinforce minimum levels of nursing knowledge from one course to the next.</p> <p>The Nursing Program should emphasize greater application and analytic case studies during lecture and clinical post-conferences to facilitate and strengthen critical thinking skills among students.</p>	
N254	At the end of Nursing 254, the student will utilize the nursing process to prioritize patient care, demonstrate critical thinking, and work collaboratively to implement the core measures for patients in the critical care setting.	Spring 2013	<p>Clinical Evaluation Tool: 132/136 students passed the course. Core Measure Paper: 136/136 completed the paper.</p> <p>132 students passed the clinical component of the course 2/136 failed the clinical component due to safety related to interpersonal communication skills</p>	<p>The results demonstrate that students are able to gather pertinent data related to the core measures and apply it to patient care in the clinical setting. Two students experienced difficulty in communicating clearly with patients and faculty.</p> <p>Integrate ATI videos on communication into</p>	V. Orton M. White

			and 2/136 students failed the theory component of the course.	the lecture. Introduce active learning into the didactic component through simulation or role play addressing communication between a nursing student and patient. Include a learning objective in the didactic module addressing the need for thorough communication between student and faculty/patients.	
N254	The student will utilize the nursing process to prioritize patient care, demonstrate critical thinking and work collaboratively to implement the core measures.	Spring 2014	100% of students (n=34) were able to identify core measures identified in a patient and evaluate interventions within their hospital setting according to national patient safety guidelines. The students scored 95% or above on the assessment at the end of week 12. 100% of students scored 93% on the assessment at the end of week 12. We will continue to keep this measurement since it has been recently modified.	We will continue to keep this measurement since it has been recently modified and also helps the students to familiarize the current health care delivery system.	
N255	At the end of N255 the student will model effective leadership and team member behaviors while prioritizing nursing care for a group of clients with multiple need imbalances.	Fall 2010	One-hundred percent of students achieved at or above the national average to pass the class. They made an effort as they could have and all students passed. At the end of this final course in the Nursing curriculum, students are ready for graduation and with much study to take the National Council Licensure Examination (NCLEX). Since this semester, all the students successfully completed N255,	The students will be informed well in advance that the RN Comprehensive Predictor exam will be given. They will be notified in N254, the prior course, and advised to take the practice online test in order to prepare for the RN Comprehensive Predictor Test.	None identified.

			clinical preceptorship, the most important finding is that this group of students are clinically prepared to take a position in the Registered Nursing workforce. They need to student=y in order to achieve a higher score on the RN Comprehensive Predictor exam before taking the NCLEX. All students from Spring 2020 to Fall 2010 passed their NCLEX examination.		

4e. Determine and discuss the level your program has attained in the SLO Rubric in Appendix B.

During the academic year 2012 to 2013, the nursing program moved from the Development Level to the Proficiency Level of the SLO rubric. The two main Characteristics of Institutional Effectiveness in Student Learning Outcomes that were newly achieved during this period of time were:

- 1) Course student learning outcomes are aligned with degree student learning outcomes.
- 2) Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

The Program moved from the Proficiency Level to the Sustainable Continuous Quality Improvement Level during the 2013 to 2014 academic year. The three main Characteristics of Institutional Effectiveness in Student Learning Outcomes that were achieved during this period of time were:

- 1) Evaluation and fine-tuning of organizational structures to support student learning is ongoing.
- 2) Student learning improvement is a visible priority in all practices and structures across the college.
- 3) Learning outcomes are specifically linked to program reviews.

4f. Describe how you have improved your SLO process and engaged in dialogue about assessment results.

The nursing department has made significant strides with the integration and utilization of SLOs. SLOs are listed in all course syllabi and have been integrated into the clinical evaluation tool used to assess students in the clinical setting. Nursing student surveys have been revised to include questions regarding SLO assessments, specifically whether the student feels they have met or achieved the SLO outcome. SLO assessments must be discussed and documented in the

course meeting minutes, presented at the faculty meetings, and documented in the faculty meeting minutes.

4g. List any related recommendations.

No recommendations at this time.

5. Analysis of Student Feedback

5a. Describe the results of relevant student feedback.

The nursing department continues to implement and improve methods for obtaining student feedback to provide meaningful and relevant data for course and program development. For course evaluations, the department had originally set up a hyperlink system for students that would be sent by email with data results returned to the IRP. Unfortunately, many students found a way to shortcut this evaluation process resulting in the IRP having little or no data to return to the nursing department. Faculty trialed and then approved using Turning Point technology (i.e., the use of clickers) to capture 100% of student feedback for courses. The use of google.docs was also added for students that wanted to add specific comments to their course evaluations. Student feedback has been very positive as they enjoy seeing their anonymous group evaluations.

One of the most difficult surveys to complete has been with the graduates of the nursing program. A post-graduate survey is sent out to the students six to nine months after graduation with the anticipation that students will have successfully passed their NCLEX-RN and found employment as a RN. Unfortunately, previous return rates have been meager and insufficient to evaluate Program Learning Outcomes. This has placed the nursing department at a great disadvantage in being able to share student feedback with professional nursing organizations such as the Accreditation Commission for Education in Nursing and the Board of Registered Nursing.

5b. Describe the implications of the survey results for the program.

The implications for using Turing Point technology and google.docs to obtain survey results have provided instructors with immediate feedback for course and program evaluation. Data that captures essentially 100% of students per course allows for faster evaluation of developing positive and negative issues. This in turn fosters more immediate and responsive program decision-making that address student needs and concerns. For example, during the student evaluations for one course, one of the SLOs being evaluated resulted in all students for that course disagreeing that they had learned or been able to meet this objective. This feedback has caused the instructors for this course to re-examine this particular SLO and make it more relevant for student learning.

5c. List any related recommendations.

Continue to utilize technology to collect and aggregate data.

6. Facilities and Equipment

6a. Describe and assess the existing program facilities and equipment.

The Nursing Department moved into a new building in Spring 2013. There are three designated nursing classrooms; all are “smart classrooms”. The brand new, state-of-the-art, simulation lab consists of four separate patient rooms, two debriefing rooms, and a control room. The room contains an adult and pediatric high fidelity mannequin, as well as a birthing mannequin. Each of the patient rooms contain ceiling mounted cameras for recording and debriefing purposes. All students participate in simulation experiences with each of their nursing classes. Simulation scenarios provide students with patient care interactions at the beginner, intermediate, and advance nursing levels. Simulation allows students to demonstrate application of theoretical concepts in clinical practice. Students develop critical thinking skills. They learn to prioritize tasks and effectively manage their time.

The department also has a new Nursing Skills Lab that is used for clinical practice and skills testing. The Skills Lab is comprised of two large hospital rooms. Each room contains five modern hospital beds along with other equipment and supplies commonly found in the clinical setting. A large nursing station is located at the front of both rooms. The Skills Lab has various supplies, equipment, and teaching tools to facilitate skill instructional sessions and skill practice sessions. The Skills Lab is staffed by a Master’s prepared nursing instructor who provides instruction, practice sessions, and conducts skill testing.

Faculty offices can accommodate up to two faculty members. All full-time faculty are assigned an office which contains bookshelves, storage cabinets, filing cabinets, a display board, and an extra table and chair for individual or group meetings. Full-time faculty are also provided with a telephone, computer or laptop, and access to a printer. Full-time and part-time faculty members all have access to a faculty workroom. This room contains three additional computers, a Parscore machine for grading student exams, and a printer. Adjourned to this room is a small conference room which can seat up to eight individuals. Faculty utilize this room for individual and group meetings with students, faculty team meetings, and faculty committee meetings. An office space has been reserved for the Student Success Office. Student Success instructors use this office to meet with students who need counseling/advisement and tutoring. They collect assessment information to identify deficiencies, provide test-taking strategies, and assist with stress management.

The nursing front office has three cubicles which provide work stations for the Administrative Assistant, Clerical Assistant, and the Office Aid. Each cubicle contains a computer, phone, storage cabinets and filing cabinets. The front office also has several large filing cabinets and a large rolling file which stores all of the paperwork and documents needed to maintain the program, and comply with various governing organization requirements.

6b. Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

A dedicated nursing computer lab is desperately needed. Currently nursing students utilize computers in various locations across campus. Course assessment testing has to coordinate through several departments and often conflicts with student's course and clinical practice times. It is estimated that 10 to 15% of the students in the Nursing Program do not have access to a computer, internet, or a printer at home. This hampers the student's ability to prepare required paperwork for healthcare agencies and prevents them from utilizing online supplementary nursing support programs such as ATI.

The skills lab has IV pump equipment that is the same or similar to equipment utilized in the clinical facility. Students are able to attend open lab and practice on the pumps before they arrive at the hospitals. Different hospital facilities utilize different IV and feeding pumps. The purchase of this additional equipment would assist students with orientation and training to the equipment prior to their hospital orientation. It would also allow for practice sessions for students who are struggling with the use of this equipment during their rotations.

The department houses documents of a highly sensitive nature. This is required to meet clinical affiliate requirements and the Board of Registered Nursing requirements. These documents must be properly disposed of when they become outdated or are no longer needed. The department utilizes a large industrial shredder to ensure that proper disposal occurs. Due to excessive use, the shredder has broken down several. A technician has recently recommended the replacement of the device. The department has two options, either purchase a new industrialized size shredder or pay a company to collect and properly dispose of the documents.

A detailed list of the departments needs are contained in the table below.

Immediate Needs (1-2 years)		
Need:	Item(s):	Cost:
Equipment for the SIM Lab	Gaumard "Hal" Mannequin	\$60,000
	27 inch LCD Monitor	\$269
Equipment for the Nursing Supply Room	Supply Carts and storage cabinets	\$4,187
Equipment for Nursing Skills Lab	4 Refurbished IV pumps	\$11,580
	10 Accu Check Machines & Supplies	2,350
	5 Automatic Vital Sign Machines	\$7,950
	10 teaching stethoscopes	\$680
	10 Doppler's	\$4,950
	Basket Cart	\$317
	2 Manikin 5 Shelf Storage Cart	\$2,190
Nursing Office Equipment	Industrial Paper Shredder	\$3,500
	Printer	\$750
Teaching Aides	Anatomical Models	\$2,000
Designated Computer Lab for the Nursing Department	Computer lab desks and chairs	\$8,000
	Electrical wiring upgrade to support computer lab needs	\$20,000
Total:		\$128,723

The table below provides an explanation for the above requests.

Need:	Rationale:
Gaumard "Hal" Mannequin	<p>Currently the program has a limited number of simulation scenarios that can be used for students. This is due to the physical and functional limitations of the current mannequin. The "Hal" mannequin would provide students with a more in-depth simulation experience and allow for additional simulation scenario experiences.</p> <p>Experiential learning for professional role development in the health care field is critical toward promoting sound clinical judgment and patient safety. The Gaumard "Hal" Mannequin provides RN students with real-time physiologic responses to nursing actions based on situational scenarios relevant to their level of progression in the program. From first semester to fourth semester students, simulation provides students with multiple opportunities to "think on their feet, not in their seat." The Gaumard "Hal" Mannequin can simulate multiple pathologies including a rapid drop in blood pressure, new-onset stroke, seizures, etc. These are all common clinical scenarios that can happen in an instant to any patient being cared for by any student at any time in the clinical setting. Situations such as these require fast but competent nursing practice. Oftentimes in the hospital, students do not always have a full range of participation opportunities, especially in life-threatening clinical situations. The Gaumard "Hal" Mannequin creates these opportunities within a student-centered learning environment and prepares RN students to become strong independent clinicians.</p>
27 inch LCD Monitor	Replace a broken monitor needed for student simulation experiences.
Supply Carts and storage cabinets	There are several pieces of equipment that do not have a proper storage area. Some of the equipment has become damaged due to this.
4 Refurbished IV pumps	Due to changes in the IV pumps being utilized by the various hospital facilities, we do not have all of the IV pumps currently being used in all of the facilities. This puts some students at a disadvantage because the equipment is not available in our skills lab for them to practice.
10 Glucometer Machines and Supplies	There are not enough machines to adequately provide practice sessions for the students in the fundamentals course. The machines are also outdated and old.

5 Automatic Vital Sign Machines	The department does not have any automatic vital signs machines. These are used by all clinical facilities and should be available to faculty for instructional purposes and available to students to practice their skills.
10 teaching stethoscopes	The current teaching stethoscopes are in poor condition.
10 Doppler's	All of the Doppler's are extremely outdated. They are not being used by any of our clinical facilities and are not working properly.
Basket Cart	There are various equipment and supplies that are stored in the storage room and the simulation room. When needed for a particular class, these items are taken out of storage. A cart is needed to ensure the items are transported safely and prevent faculty from having to carry heavy items.
2 Manikin 5 Shelf Storage Cart	There are several mannequins and body parts that do not have a proper storage area. Some of these have become damaged due to the lack of a proper storage area.
Industrial Paper Shredder	The current shredder has broken down multiple times, and can only work for a few minutes at a time.
Printer	The printer in the faculty workroom has stopped working on multiple occasions and required the assistance of IT to fix the problem. Several IT representatives have reported that the printer is a very low quality printer that will continue to have problems. The printer is connected to the ParScore machine that is used for grading student exams. It is also connected to the faculty computers. This is impacting the faculty's ability to process student grades and provide grades to students. It is also impacting the faculty's ability to print out information needed for teaching demonstrations.
Anatomical Models	The department has very few anatomical models. The current models are very old and some are broken. New models would provide faculty with instructional tools for the classroom setting, and provide additional resources for students in the skills lab.
Computer lab desks and chairs	The department has a great need for a computer lab for nursing students. Desks and chairs that accommodate the use of laptops and or computers are needed.
Electrical wiring upgrade to support computer lab needs	The room assigned as the new nursing computer lab will need to be upgraded to accommodate the technological needs.

6c. Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Current long-range goals relate to warranties that will be expiring for various equipment, which include all of the computer and electronic equipment in the control room located in the simulation lab and all of the mannequins. The equipment requires regular maintenance and upgrades in order to perform optimally. In order to ensure that this is continued, new warranties are needed. The below table provides a cost estimate for some of the warranties that will need to be renewed in the next 2-4 years.

Long-range Needs (2-4 years)		
Proposed Use of Funds:	Item(s):	Cost:
Warranties for SIM lab Equipment	All Mannequins	\$12,000
	Computers & Other Electrical Equipment	\$6,000
	Total:	\$18,000

6d. List any related recommendations.

Section 6b and 6c contain a detailed list of recommendations.

7. Technology and Software

7a. Describe and assess the adequacy and currency of the technology and software used by the program.

Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty and students. Nursing students are required to learn and utilize various electronic resources in order to function in the clinical setting.

Use of technology and software in the nursing program includes the following:

- Smart Classrooms
 - Access to overhead projectors, document camera's, and the internet
 - Ability to show videos, listen to audio, and use PowerPoint presentations
- Online resources/ tutorials/ training
 - ATI and MyNursing Lab
- Simulation Experiences
 - Use of high-fidelity mannequins
 - Video recording and tracking of events
- Computer Charting
 - Documentation of patient care
- Electronic IV and Feeding Pumps
 - Programming required
- Use of Pyxis Machine
 - Computerized medication dispenser
- Computerized Testing

- Preparation for the NCLEX RN exam

7b. Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

The nursing department does not have any updated audiovisual materials. All teaching and training videos are on VHS, which is not supported in the new building. These videos were used for instructional purposes, student remediation, and also for hospital required training and orientation. New, closed captioned, audiovisual materials are needed to facilitate classroom instruction, reinforce learned concepts, and to accommodate alternative learning styles. Anticipated cost to replace all of the old VHS videos with current CDs is expected to be about \$15,750. Instructional videos for the nursing department tend to be more costly because of the skill, training, and knowledge required to ensure the videos meets current standards and regulatory standards.

7c. Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Need:	Rationale:	Cost:
Maintenance of various computer and electronic equipment. Upgrades to various computer and electronic equipment.	Routine wear and tear is expected with continuous use of equipment. As technology advances, upgrades to the equipment and software will be required to stay current and to maintain access when old software is no longer supported.	\$30,000

7d. List any related recommendations.

Recommendations are listed above in 7b and 7c.

8. Staffing

8a. Describe the program's current staffing, including faculty, administration, and classified staff.

The nursing program currently has 10 full-time faculty, one temporary full-time faculty, and 12 part-time faculty. Four full-time faculty members are on overload; teaching above their required teaching assignments. This puts a strain on the department because the overload assignments require additional work time. This decreases the efficiency and productivity of the program.

Faculty working overload have less time to work on team assignments, nursing program committee assignments, and college assignments.

The previous Administrative Assistant went on leave in November of 2013. The college was unable to provide a temporary replacement for this position. The nursing director recruited an Administrative Assistant who had retired from the nursing department two year prior. She came on board approximately February of 2014. During the interim, the department relied on various Administrative Assistants from other departments who helped out when they had time available. The Administrative Assistant who came on board in February is currently on retirement was only able to work part-time. The nursing director made several attempts to hire another part-time Administrative Assistant. On two separate occasions an individual was offered the position. Unfortunately they both later declined. One accepted a full-time benefited position and the other reportedly was holding out for a 40 hour a week, benefited position.

After several road blocks, the position was again posted. A temporary Administrative Assistant was hired in September of 2014. The program had been operating without a full-time Administrative Assistant for 10 months. This placed a tremendous strain on the front office staff and the program director. The department was not able to meet some college, clinical, and regulatory guidelines and is still struggling to get caught up. The new temporary Administrative Assistant has received some training, but still has quite a bit to learn in regards to the computer system, scheduling of classes, and development of faculty contracts. She is a fast learner, a team player, and is helping to put processes in place to get the department back on track.

The front office staff also includes a Clerical Aid and an Office Aid. The Clerical Aid mainly attends to student needs and student processing. The Office Aid manages data collection and data tracking related to nursing grant funds.

The department also currently has two student workers who both work 15 hours per week. They assist with minor clerical work and help maintain the skills lab.

8b. Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4 + years). Provide cost estimates and explain how the position/s will help the program better meet its goals.

The program is currently short 2.6 full-time faculty positions for the academic year 2014- 2015. When the current director became the director, her position was left vacant and has not been filled. The two Assistant Directors previously had a total of 40% release time. This has been increased to a total of 100% release time. This has significantly decreased the number of courses they are able to teach. During the summer one full-time faculty member resigned. Next Spring, the department will be short an additional faculty member when a full-time instructor retires.

The nursing department is working on opening a new full-time simulation technologist position and obtaining funding for this position. In the interim, grant funding supports a part-time position. The Simulation Lab cannot be utilized to its full potential because there is not a full-time Simulation Technician to oversee and provide the technologic support for simulation experiences. The nursing department has had approximately five simulation technicians in the

last four years. Employees complain that the position is part-time and does not provide any benefits. As a result there is a high turn-over. This turn-over negatively affects the program when the position is vacant because the students miss out on simulation experiences. It is impossible to recruit a qualified individual for the part-time position. This results in having to find alternative means to train new hires, which in turn results in employees who are not functioning at their full capacity.

A full-time nursing faculty member is paid a stipend to coordinate simulation exercises with the Simulation Technologist and to train new faculty. The nursing instructor has time constraints due to her full-time teaching assignment which further limits the extent to which the lab can be utilized. The recommendation is for a full-time nursing simulation coordinator.

The department has a need for staff to monitor, order, and refill nursing lab equipment and supplies needed on a daily basis. This position was previously filled by two part-time nursing instructors. Their positions were removed due to BRN approval issues, however new/revised positions to fill the vacancy were never addressed. Their job responsibilities included upkeep of the storage room and the Skills Lab, stocking the Skills Lab, preparing supplies and equipment for various lab sessions. The department has been struggling to keep the Skills Lab supplies stocked and has had challenges with maintaining the upkeep of supplies, equipment, and the general appearance of the Skills Lab.

Need:	Approximate Cost:
2.6 Full-time Nursing Faculty	\$145,282
1 Full-time Simulation Technician	\$5,520
1 Full-time Simulation Coordinator	\$72,641
1 part-time Skills Lab Attendant	\$30,000

8c. List any related recommendations.

Recommendations are listed above in 8b.

9. Future Direction and Vision

9a. Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?

The Institute of Medicine Report (IOM) 2010 report, "Future of Nursing" called upon nurses to take a greater role in healthcare. Health care is becoming a much more complex system than it was 25 years ago. Nursing is the largest group of health professionals and because of their close proximity to patients have the potential to implement wide-reaching changes within the healthcare field (IOM, 2010). The IOM report lists four recommendations. First, nurses should practice to the full extent of their education and training. Second, nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression. Third, nurses should be full partners, with physicians and other health

professionals, in redesigning health care in the United States. Fourth, effective workforce planning and policy making require better data collection and information infrastructure.

In order to facilitate the implementation of the IOM recommendations the nursing program must ensure that students fully understand their scope of practice as a registered nurse and are fully trained in all aspects. The nursing program must also encourage students to obtain advanced degrees and facilitate a seamless academic transition.

There have been several changes occurring within clinical facilities within the last five years that have significantly impacted ADN programs. These changes include:

- Predominantly, and in some cases exclusively, hiring of BSN prepared nurses.
 - Some facilities report this is done to achieve or maintain “Magnet Status”.
- Decreasing clinical placements for ADN programs in order to increase BSN clinical placements.
 - Some facilities report this is done to help with recruitment of BSN prepared nurses.
- Increase in student and faculty requirements
 - Facilities are requiring more paperwork, more training, and more orientation than has been required in the past
 - Some of the training and orientation requirements must be completed before the course even begins. This poses a challenge as students are trying to complete the requirements of other classes while meeting the requirements for a class that has not yet started.
 - Some facilities require a list of students names, information, documentation, and their own background check to be completed 6-8 weeks prior to the start of the course. This is a challenge because the students have not yet received a grade for their current class. The instructors do not know who is moving on. Also, some of the time frames overlap with summer break. It is difficult to track students down for information when school is not in session.
- More stringent requirements
 - Some clinical facilities are not accepting students who do not have a clear background check.
 - Some clinical facilities are selective about what they will and will not accept regarding items on the background check.
 - More and more clinical facilities are requiring that students demonstrate proof of health insurance.

If the above changes continue, this will limit the number of students ADN programs will be able to admit into their programs. There are more ADN programs than BSN programs. If ADN programs are limited on enrollment, it will create a domino effect which will result in a significant decrease in the number of nurses entering the workforce.

There is currently a shortage of nursing instructors. Some applicants do not meet the BRN requirements of recent bedside nursing experience. Many registered nurses report they do not want to go into teaching because the pay is low and you must complete work off the clock, such

as grading papers. If this trend continues, nursing programs will have to decrease the number of students admitted into their programs.

The state of California has recommended that all nursing programs have similar prerequisite requirements and similar program units. It has been stated that this may become a mandate in the near future. The consensus is that a 36 unit program would be more realistic for students, especially those transferring. The program currently requires 45.5 units. A Concept-based curriculum plan would need to be implemented throughout the program to facilitate the transition from 45.5 units to 36 units.

Several reports on the future of nursing indicate that nursing will have more of a community health focus. This means that nursing programs will need to provide outpatient clinical experiences in health clinics, community centers, and in patient homes.

9b. Explain the direction and vision of the program and how you plan to achieve it.

The ECC Nursing Department wants to ensure that our students have equal access to clinical placements and job positions by equipping with the knowledge and skills needed to perform as a registered nurse and encouraging them to obtain advance degrees to make themselves more marketable. Once they have obtained advanced degrees and become competent experienced nurses, our hope is that they will return to El Camino College as nursing instructors and pass on their knowledge and skills to the next generation of nurses.

The ECC Nursing Program has taken steps to introduce RN to BSN educational programs to nursing students through Nursing Forums. RN to BSN representatives attend the Nursing Forum, provide informational items and answer student questions. The department recently completed an articulation agreement with Chamberlain College and is currently working on an agreement with Western Governors University. The Roadmap between the California State University, Dominguez Hills Nursing Program and the El Camino College Nursing Program has been updated. These programs will help provide seamless transition opportunities to ADN students wishing to advance their nursing degree.

The nursing department works collaboratively with hospital affiliates to meet all clinical requires. When feasible, the department advocates for the rights of ADN students to encourage equal opportunities in the clinical setting.

In order to increase applicant pools for part-time and full-time nursing faculty positions, strategic tactics have been implemented. Faculty have been encouraged to recruit qualified nurses who they work with in the clinical settings. These are nurses who have experience working with students, demonstrate excellent potential as a nursing instructor, and meet the educational qualifications for the position. Job postings have been placed on recruitment websites and in local hospitals. Students are also encouraged to get advanced degrees and return after they have had adequate bedside nursing experience.

Changes to the number of units required of the nursing program have been put on hold because the state has not moved forward on their recommendation. The nursing department is going to wait for further clarification and direction from the state before moving forward.

The curriculum changes will need to be made to incorporate the need for more community health experiences for nursing students. This may also serve to replace clinical facilities that may be lost as hospitals accept more BSN programs and fewer ADN programs.

9c. List any related recommendations.

Apply for ACEN accreditation.

Additional recommendations are listed in 9b.

10. Prioritized Recommendations

10a. Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in section 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation.

	Recommendations:	Cost Estimate:	Strategic Initiatives:
1	2 Full-time Nursing Faculty	\$145,282	A & B
2	Utilize grant funding to improve student retention and success rates by strengthening support systems and resources available to promote student success.	Varies	A, B, E, & F
3	Develop a cohesive plan for aggregating data to inform program decision- making to maintain or improve student learning outcomes.	None	A, B, C, D, & E
4	Apply for ACEN accreditation.	\$9,240	B, C, D, & E
5	1 Full-time Simulation Technician	\$5,520	A, B, C and E
6	1 Full-time Simulation Coordinator	\$72,641	A & B
7	1 Part-time Skills Lab Attendant	\$30,000	B, E and F

8	Designated Computer Lab for the Nursing Department	\$28,000	B, E and F
9	Establish new methods for collecting data to show evidence of program satisfaction for graduates of the nursing program.	Depends on method utilized	B, C, D, & E
10	Instructional Videos	\$15,750	A, B, E and F
11	Equipment for Nursing Skills Lab	\$30,017	A, B, E and F
12	Equipment for the Nursing Supply Room	\$4,187	A, B, E and F
13	Nursing Office Equipment	\$4,250	E, F, and G
14	Teaching Aides	\$2,000	A, B and F
15	Warranties for SIM Lab Equipment	\$18,000	B, E, F and G
16	Maintenance/Upgrade of computers & electronic equipment	\$30,000	B, E, F and G
17	Equipment for the SIM lab	\$60,269	A, B, and F
18	Secure additional articulation agreements with BSN programs in order to assist students with a smoother transition into local BSN programs.	None	B, C, & D
19	Continue to utilize technology to collect and aggregate data.	Depends on technology utilized	E & F

10b. Explain why the list is prioritized in this way.

The above items were prioritized based on the importance to the program, short-term and long-term impact to the program, and the most beneficial to the program.

PROGRAM AND DIVISION COLLEAGUE REVIEW SHEET

1. Use this sheet to demonstrate that your program review has been reviewed by the appropriate program and division colleagues. Review does not necessitate full agreement with the program review findings, but does indicate that input has been sought from appropriate program and division colleagues.

Program: Nursing

Division Curriculum Committee Representative

Date Review Completed

SLO Facilitator

Date Review Completed

Division Dean: Rory Natividad

Date Review Completed

2. Indicate below when the program review was presented at a program/division meeting.

ADNFO/Nursing Faculty Meeting
Type of Meeting: Program

9/9/14, 10/6/14, and 10/20/14
Date of Meeting

CAREER AND TECHNICAL EDUCATION – SUPPLEMENTAL QUESTIONS

Nursing Department Fall 2014

CTE programs must conduct a full program review every 4 years. The full review includes answering these supplemental questions. Every two years (once between full reviews) these supplemental questions must be answered and submitted to Academic Affairs for posting on the College website. Use labor market data, advisory committee input, and institutional data to respond to the following questions:

1. How strong is the occupational demand for the program?

The demand in Southern California is expected to increase by 10%.

2. How has the demand changed in the past 5 years and what is the outlook for the next 5 years?

Nursing continues to soar as the demand over the past 5 years grew by 8% in Southern California and 6% in the state. In the next 5 years the demand in Southern California is expected to increase by 10%. This increase is expected to be consisted with the statewide increase.

3. What is the district's need for the program?

Opportunities at Nursing Care Facilities and Home Health Care Services will build by double-digits in the next five years for Southern California and the state. Local facilities will be relying on the college to produce nurses to meet the workforce needs.

4. What is the state's need for the program?

The state wide occupational demand for nurses is expected to increase by 10%.

5. How does the program address needs that are not met by similar programs in the region?

Most nursing students receive financial aid; however it is usually not enough to support them through the two years of the program. Many work part-time jobs to financially support themselves. This limits the amount of time they have available to devote to course work and studying. The El Camino College Nursing Program has been fortunate to receive a large HRSA grant that goes directly to the nursing students enrolled in the program. Several students have reported receiving a substantial amount of support. This grant provides students with the opportunity to limit their work hours and in some cases to not work at all. Students are able to focus on their studies and have more time to attend practice sessions and workshops geared at improving student success.

6. Are the students satisfied with their preparation for employment?

Student survey results obtained from nursing graduates show that they overwhelmingly agree and strongly agree that the El Camino College Nursing Program adequately prepared them for employment. Unfortunately, the number of student surveys returned is very limited and is not substantial enough to adequately assess the program.

7. Are the employers in the field satisfied with the level of preparation of our graduates?

Surveys obtained from employers who have hired El Camino College Nursing graduates show that they agree and strongly agree that the nursing graduates are well prepared for employment. Unfortunately, the number of student surveys returned is very limited and is not substantial enough to adequately assess the program. The program has received a lot of positive feedback by way of verbal reports given to faculty members by nursing staff, managers, and administrators. Employers like that the ECC Nursing Students have a preceptorship course with a strong leadership component. They like that the graduates have ACLS certification in addition to the required BLS certification. The ACLS course is offered on site in the nursing department to all fourth semester students. The graduates tend to secure nursing jobs at one of the clinical facilities they rotated through as a nursing student. The clinical facilities like this because the training process is easier since the graduate is familiar with the organization and their policies and procedures.

8. What are the completion, success, and employment rates for the students?

Data provided by the IRP (<http://www.elcamino.edu/administration/ir/acadperformance.asp>) from 2009 – 2013, demonstrates that the Nursing Program's success rates are consistently higher than that of the College's success rates. Students within the ECC nursing program are motivated to succeed and are academically well-prepared in their pre-requisite classes: a tribute to the students attending ECC and the ECC faculty that prepare them to enter the Nursing Program. From 2009-2013, IRP trended a minimum five-year success rate of 80.3% among students in the nursing program and an average student success rate of 83.4%. The nursing program will strive to maintain a minimum success rate of 75% which it has achieved since the Fall term of 2009.

ECC utilizes the Chancellor's Office methodology to determine retention rates (percentages) among students in a given course. Retention rates are defined as the number of students who remain enrolled in a course until the course ends, compared to all the students enrolled on the census date, the date which the College uses to record student enrollment (retrieved from: <http://www.elcamino.edu/administration/ir/docs/acadperformance/Report%20Definitions%20EC C%20Division.pdf>). As with the student success rates, student retention rates from 2009 – 2013 exceed College retention rates. Department retention rates have been 90% or greater since the Fall term of 2009. The nursing program will continue efforts to maintain a minimum retention rate of 85%.

The nursing department has struggled with obtaining graduate student survey feedback and employer survey feedback regarding graduate employment. Efforts to improve methods for obtaining survey results to provide meaningful and relevant data for course and program development are being continued. For course evaluations, the department had originally set up a hyperlink system for students that would be sent by email with data results returned to the IRP. Unfortunately, many students found a way to shortcut this evaluation process resulting in the IRP having little or no data to return to the nursing department. Faculty trialed and then approved using Turning Point technology (i.e., the use of clickers) to capture 100% of student feedback for courses. The use of google.docs was also added for students that wanted to add specific comments to their course evaluations. Student feedback has been very positive as they enjoy seeing their anonymous group evaluations.

9. What is the role of the advisory committee and what impact does it have on the program?

The ECC Nursing Program is associated with several different Advisory Committees. The nursing program also has its own Advisory Committee. The Nursing Director and nursing faculty have been actively participating in various hospital advisory board meetings as a way to enhance partnerships between health care agencies, other nursing programs, colleges, and the community. The Nursing Department works with the organizations listed below to promote collaboration, share ideas, improve the nursing program, and advocate for ECC Nursing Students.

Providence Little Company of Mary Medical Center Advisory Committee
Kaiser, South Bay Advisory Committee
Southern California Simulation Collaborative
California Institute for Nursing & Health Care (CINHC)
LA Regional Nursing Advisory Committee through Health Workforce Initiative (HWI)
California Organization of Associate Degree Nursing Program Directors (COADN)
National Council of State Boards of Nursing (NCSBN)

10. If there is a licensure exam for students to work in their field of study, please list the exam and the pass rate. If there are multiple licensure exams in the program, include them all.

Students completing this program are very successful with the National Council Licensure Exam for Registered Nurses (NCLEX-RN), which is required to obtain a Registered Nurse license. The NCLEX pass rates for first-time test takers have been consistently above BRN requirements for the last five academic years, with scores ranging from 93.3% to 100%.

**Five Year Trend of Annual NCLEX Successful
1st Time Test-Takers in Percentages per Academic Year
2009-2014**

