CALIFORNIA COMMUNITY COLLEGES
AND
COAST
COMMUNITY COLLEGE DISTRICT

#90-0002
Golden West College faculty from nursing, speech, ESL, mathematics, biology, sociology disciplines worked with minority nurses and cultural awareness experts to develop and test a series of courses designed to assist non-native English speaking students to enter and succeed in the AND program. Major emphasis of this combined effort was on the advancement of oral and written receptive and expressive communication skills in capable, non-native English speaking students.
Golden West College, continually striving to meet the needs of the surrounding Orange County community, proposes the development of a pre-vocational program of study for non-native speakers of English who wish to successfully pursue a career as a registered nurse. The nationwide acute shortage of registered nurses has resulted in a growing demand for licensed R.N.s. The crisis in California is compounded by the rapid demographic changes in its population. Enrollment figures for these non-native speakers of English in Associate Degree in Nursing programs are not representative of their ratio in the general population. Many of these students lack the language fluency to be successful in a rigorously demanding program. Lack of cultural awareness also inhibits their success. Many who do complete the nursing program fail the National Licensing Examination. Currently, of those non-native speakers of English taking the NCLEX Examination in California, more than sixty (60) percent fail to pass. Over the past five years, graduates from Golden West College's AND program have had a 95% passing rate for licensing. This statistic attests to the quality of the AND program at Golden West College. However, more than half of the enrolled non-native speakers of English in the AND program failed to complete the program.

This project will be a combined effort of the Golden West College faculty in nursing, speech, ESL, mathematics, biology, sociology, with minority nurses in the community along with available experts in cultural awareness to develop and test a series of courses designed to assist these students in obtaining the skills necessary to enter into and succeed in the AND program. The major emphasis is on the advancement of oral and written receptive and expressive communication skills for otherwise capable students.
Pre-Vocational Program in Nursing for Non-Native Speakers of English

1. Specific Educational Program Being Addressed

Educational Program or Service Addressed
In its continuing effort to serve the needs of southern Orange County, California, Golden West College is attempting to establish a program for the recruitment, remediation, support, and retention to graduation of non-native speakers of English wishing to pursue the Associate Degree in Nursing program. Golden West hopes to establish a model program that will address the problems of both the acute shortage of nurses as well as the disproportionately high numbers of failures of non-native speakers of English on the National Council Licensing Examination (NCLEX) for entry into nursing Practice.
2. Specific Problems Being Addressed

Specific Problem
An acute shortage of registered nurses exists nationwide. In California, this shortage is represented by a fifty-eight (58) percent increase in RN vacancies since 1985, according to the California Association for Health Systems Agencies. The latest available statistics show 5,340 unfilled positions for RN's in California. For the five-year period starting in 1982, the number of unfilled openings for full-time positions averaged 5-6%. In 1986, unfilled openings for full-time registered nurses averaged 10%, representing an almost 100% increase.

The low numbers of minorities enrolling in nursing programs, in part, reflect the neglect of schools in the past to recruit members of the minority communities into the profession of nursing. Financial and societal constraints often limit the student's ability to take the time to adequately prepare in the necessary skills for success in the nursing program. Those minorities who do enter the nursing program often lack the language skills necessary to succeed in the program. Currently, of those members of minorities taking the National Licensing Examination in California, more than sixty (60) percent fail to pass.

Golden West College has a nationally known associate degree program in nursing. The Nursing program at Golden West College is accredited by the California Board of Registered Nursing and the National League for Nursing. Since graduating its first class in 1960, the nursing program at Golden West College has had more than 2,000 graduates. In the last five years, GWC's nursing program has graduated 72% of its students. Of these graduated students, over 95% passed the licensing Board examination on first sitting for it.

In associate degree programs in nursing in California, the numbers of minorities graduating do not reflect their proportion in the surrounding communities. At Golden West College, nearly twenty (20) percent of the student population is Asian while less than nine (9) percent of the nursing students are Asian. The fastest growing minority in California is Hispanic, yet GWC's nursing program's Hispanic student population is less than (4) percent. These figures are well below the demographic patterns of the neighboring communities. These students also have a much higher non-completion rate than native speakers of English. To address this problem, Golden West College has devoted its Vocational English as a Second Language (VESL) funds in an attempt to assist these students while concurrently enrolled in the nursing program. This effort has been judged ineffective. The curricular demands of the nursing program do not allow remediation of language problems while concurrently enrolled in this rigorous program. In the last three years, more than half of these students from minorities failed to complete the nursing program.
3. Population To Be Served

Population Served
Currently, of the more than 15,000 students attending Golden West College, twenty-five percent of the student population speak a native language other than English. The proposed model is specifically aimed at students who are non-native speakers of English wishing to pursue the Associate Degree in Nursing program. Currently, two hundred and sixty-four students are enrolled in the Career Ladder and programs with more than four hundred students declaring their intention to enroll in the nursing area. In addition, GWC is in its second year of funding for 2+2+2 Articulation Project in Nursing with Huntington Beach Union High School District, Coastline RAP, and California State University, Fullerton. One of the activities in this project involved sending mailers concerning career requirements and opportunities in nursing to 15,000 high school students in the surrounding communities. Another activity involved the creation of a video on nursing produced in both English and Spanish. The public schools in the area are reporting a minority student population approaching 40%. The college anticipates and is actively recruiting language minority students, especially Hispanic students. The funding of this pre-vocational project for nursing, with its main emphasis on improving expressive and receptive communication skills, could eventually serve a much larger proportion of our student population.
4. Objectives

Project Objectives
1. Determine the needs of otherwise qualified non-native speakers of English to be successful in the AND program.
   July-August 1990

2. Create an evaluation system to assess competence of these students.
   September-October 1990

3. Create a curriculum to address the needs of otherwise qualified non-native English speaking students wishing to enter the Associate Degree in Nursing program.
   September-December 1990

4. Offer the created curriculum. February-May 1991
5. Evaluate student success.
   February-June 1991
5. Workplan Narrative

Activities for Objectives #1

A. Form an advisory committee made up of project director, project coordinator (speech department), another representative from the speech department, English department, and one member of the team from each of the four semesters of the nursing program.

B. Form a nurses advisory committee made up of practicing nurses who are themselves non-native speakers of English who will meet (4) times a year for the purpose of reviewing and imputing information concerning assumptions, curricula and performance of the project.

C. Using input from the two advisory committees along with statistics and results of previous VESL experience, develop specific needs to be addressed to assist students to be more successful in the AND program.

Activities For Objectives #2

A. Agree on an evaluation system that includes standardized valid testing instruments and individualized assessment for receptive and expressive language skills.

B. Assess students.

Activities For Objectives #3

A. Develop specific courses of study that will address needs of students.

Preliminary curriculum

A preliminary curriculum model is included. Preparatory courses of study such as these will allow for entry based on evaluated levels and needs. Students will take only the specific courses needed. Entry into the Associate Degree in Nursing program will follow demonstration of necessary skill levels—not a specific required time in the preparatory program.

SEMMESTER ONE

- Medical Terminology = 2 units
- Written & Oral Communication = 6 units
- Nursing Mathematics = 1 unit
- Cultural Awareness = 3 units

TOTAL 12 units

[Biology 155 = 4 units --- 16 units]

Those students enrolling in Biology 155 will have available two extra hours of teacher -
staffed laboratory experience.

**SEMESTER TWO**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>Study Skills</td>
<td>4</td>
</tr>
<tr>
<td>Written &amp; Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>Nursing Math</td>
<td>1</td>
</tr>
<tr>
<td>Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>Nursing Communication and Documentation</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
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[| Biology 140 | 3 units ---16 units|

Activities For Objectives #4

Offer first semester of the created curriculum.

Activities For Objectives #5

Evaluate student progression, curriculum success, assessment system.

**PERSONNEL REQUIRED**

The project will be under the direct management of the project director, Venner M. Farley, R.N., Ed.D. Dr. Farley has delivered over 50 speeches at local, state and national meetings and has presented nursing topics at over 150 workshops. Dr. Farley has served as consultant to educational institutions, nursing organizations, and hospital nursing departments on such topics as curriculum development, teaching strategies, and career ladder nursing programs.

Dr. Farley will be responsible for recruiting R.N.'s for the Nurses Advisory Board. The nursing program at Golden West College has more than 2,000 graduates as well as clinical relations with fifteen area hospitals.

The coordination of the creation and teaching of the communication component will be done by Dr. Sharon Ratliffe. Dr. Ratliffe is not only a renown educator in speech communication but is now focusing her teaching emphasis on communication problems of non-native speakers of English. Working with Dr. Ratliffe will be Norma Flores, Instructor in Speech Communication. Ms. Flores has worked on numerous projects involved with job-related interaction skills for ESL students. Joining Dr. Ratliffe and Ms. Flores will be Richard Ullrich, Instructor of English. Mr. Ullrich will concentrate on written language experiences for the project. All three educators have experience with the VESL projects in nursing.
6. Expected Outcomes

Impact Of The Project

The primary focus of the project is to better prepare non-native speakers of English to succeed in the Golden West College AND program by focusing on the most common weaknesses that prevent these students from completing the program. The success of this project will reduce the disproportionately high failure rate of these students. Golden West College AND graduates have a 95% passing rate on the National Council Licensing Examination; however, statistics show that statewide up to 60% failure by nonnative speakers. This statistic combined with the acute national shortage of registered nurses reinforces the need and reflects the potentially large impact the success of this project could have on the 71 other AND programs among community colleges in California.

Potential For Adaptation

The Associate Degree Nursing Program at Golden West College is accredited by the California Board of Registered Nursing and the National League for Nursing. Such accreditation requires minimum standards. Other similar programs which wish to deal with similar problems could easily adapt this project.
7. Evaluation Plan

Evaluation Plan

1. On-going evaluation will include both the project advisory committee and the nurses advisory committee.

2. Curricular evaluation will involve departmental evaluation by all involved areas: Nursing, Speech, English, Math, and Sociology.

3. All elements of the created evaluation system of assessing student competencies will contain a pre- and post-component for each identified "need".

4. Statistics will be kept to track students in the project and throughout the four semesters of the AND program as well as the National Council Licensing Examination (NCLEX) performance. This will be the ultimate evaluator of the project in that it will show a statistical rise in the percentage of targeted students completing the program and entering the profession of nursing.
8. Dissemination Plan

DISSEMINATION

The program instructors and the project director will prepare a final report for the Chancellor's Office which will detail the results of the project and materials developed during the course of the project. This report will be made available to educational institutions, hospitals and programs interested in implementing similar projects. The project director and coordinator as well as the major personnel are all extremely active in their respective fields and hope to disseminate information relating to the project through professional conferences and publications.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]