



PROGRAM REVIEW

2019-2020

Program Name: Licensed Vocational Nursing

Self Study Members:

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PROGRAM REVIEW
LICENSED VOCATIONAL NURSING

TABLE OF CONTENTS

PROGRAM REVIEW

Status Summary – Final Plan of Action.....	P1
Program Review Self Study.....	P2
Assessment Plan.....	P3
Review of Prerequisites, Corequisites, and Advisories - Summary.....	P4
Plan of Action – Pre-Validation.....	P5

EXHIBITS

Student Data Summary.....	E1
Student Data.....	E2
Statistics.....	E3
Articulation Status of Courses.....	E4
Course Review Verification Sheet.....	E5

APPENDICES

Approved Course Outlines.....	A1
Degree and Certificate Requirements.....	A2
Advisory Committee.....	A3

VALIDATION

Executive Summary.....	V1
Plan of Action – Post Validation.....	V2

**PROGRAM
REVIEW**

**Status Summary - Plan of Action-Post
Validation**

During the academic year, 2013-2014, the Licensed Vocational Nursing Program completed program review. The self- study and validation teams developed a final plan of action-post validation based on information in the self study and the recommendations of the validation team. For each plan, indicate the action taken, the result of that action, and the current status of the plan, if it is incomplete.

(If any plan was made and action not taken, please state the rationale for not pursuing that particular item.)

PLAN OF ACTION

ACTION TAKEN ,RESULTS AND STATUS

<ul style="list-style-type: none"> • Incorporate NCLEX-PN pass rates in SLO data collection as a measure of program success 	<p>Spring 2017 Faculty addressing how to best incorporate pass rates into SLO data collection. This plan was not pursued. The ability to use a post program score was not proving to be a viable option. Will continue to consider if there is a way to best use this important data in a SLO, but potentially noting results for ongoing annual and six review will be the best.</p>
<ul style="list-style-type: none"> • Evaluation of existing PROGRAM student learning outcomes for currency and revision 	<p>With the revision to the curriculum and program completion outlines the Program SLOs will need to be reviewed and renewed going forward.</p>
<ul style="list-style-type: none"> • Assure BVNPT accreditation is completed with all associated documents submitted for 2014 and 2018 	<p>Spring 2014 Full accreditation received in April 2014 for the LVN Program. Completed</p>
<ul style="list-style-type: none"> • Evaluate the need for program re-design of ladder structure of our program including consideration of the ADN transfer initiative (CNA – LVN – RN) – <i>validation team supported</i> 	<p>Spring 2016 - ATI consultant agreement signed. First phase of visits occurred on February 24 for program analysis. Report pending. Overall visit comments by consultant was very favorable. Curriculum review occurred on April 13 and 14. This</p>

	<p>phase of the project has been completed. Consultants did not find through their review a need to change our current ladder configuration. Faculty are now focused on the work of updating the LVN courses to correspond to current language and content in accordance with the NCSBN national test plan. Curriculum update completed.</p>
<ul style="list-style-type: none"> • Remain current in ongoing national discussions regarding LVN scope of practice. 	<p>Spring 2015 Director has participated in national conversations regarding scope of practice of the LVN practice. NLN summit was not attended due to conflict in teaching schedule. Continue to participate in national discussion about LVN scope of practice in both the national and CA levels. National phone conversations will continue to be participated in as they are scheduled. Completed</p>
<p>Further integrate simulation in curriculum to enhance clinical learning and student success</p>	<p>Spring 2016 Simulation is currently included in spring and fall semester for only 2 days each semester. Brief usage of simulation within the context of a theory course is also incorporated, but full day clinical simulation activity is limited. Options to have faculty pull students to do simulation during clinical hours at MMC simulation center in small groups would be desirable. Discussed with faculty and considering options to make this happen. Spring 2017. Determined at this time that it is not possible to have an additional time for simulation set aside during the clinical day due to the number of faculty-approved hours. Faculty recognize the value in simulation and will continue to discuss how it could best be incorporated despite faculty limitations.</p>
<ul style="list-style-type: none"> • Continue collaboration with local agencies with the use of technology and nursing education 	<p>Spring 2015 Dignity health agreement in place, grant monies obtained and equipment in process of purchase for shared simulation learning center at MMC.</p>

	<p>EMAR learning continues to be significant issue for student learning. Grant money requested to fund on campus computer training software. Grant money approved then determined that Cerner product that was scheduled for purchase is no longer supported by Pearson Publishing. Further investigation of how to put a EMAR learning system in place is continuing with this set back. In spring 2017 Dignity has approved student access to the Cerner training platform. This will allow students to be trained and practice electronic medical record skills in the health science computer lab. Requests for required Citrix software has been made of the IT department (no cost) and bar code scanners have been ordered. With these in place this action item will be complete – expect Fall 2017.</p> <p>Completed Fall 2017. Very exciting that Cerner training can now occur in the health science computer lab. Scanners purchased for this purpose unfortunately did not read the paper documents used for training. New scanners will be required to make the lab fully functional. Money for those new scanners has been requested. We were able to borrow scanners from MMC for this year’s training but ones for AHC will be required. The training worked very well and it is wonderful that this has finally worked out. Both RN and VN students will have access to the online training platform as needed.</p>
<ul style="list-style-type: none"> • Acquire repair and replacement funds for skills lab 	<p>Simulation equipment is primary concern as there is no maintenance agreement in the case of equipment failure. Equipment currently is functioning fine. This continues to be a conversation among the RN and VN faculty in how best to address this. No funds for agreement has thus far been made available. Continue to seek options. Communications with MMC regarding ongoing financial support has been successful and this may be the option for maintenance allocation.</p>

<ul style="list-style-type: none"> Examine options to enhance student access of skills lab by identifying funding to support staffing and skills lab coordination/management – <i>validation team supported</i> 	<p>Staffing to support the skills lab (this person could be shared by all health science programs) Submission of documentation by Department Chair for this position as well as increasing the hours in the health science office have been submitted for consideration. The needs of the skills lab could be met with PT staff. At least 20 hours per week would be useful to facilitate lab organization, ordering, set up/take down for skills, simulation activity assistance, provide for open lab time, oversee equipment maintenance/repair. Spring 2018 – the position has been requested and has been listed on the requested positions with at #12. The importance of this person in an ongoing manner cannot be under stated. Simulation and lab usage and management are both significant issues for the department. At this time there is no further action to be taken. Position has been requested and awaiting approval. RN and VN Directors have discussed some grant money options for PT faculty which may be more attainable than FT.</p>
<ul style="list-style-type: none"> Staffing: The academic and professional counseling of students in this program is essential to student progress and success; there needs a stable source of funding. <i>The Team recommends seeking ongoing district funding for this position.</i> 	<p>This has been a continued area of concern for the nursing programs. When a person was in this position, grant funded, the student satisfaction and effectiveness of the student application and counseling was enhanced. RN grant has funded this position in the past but those monies are no longer available. This is an area of student dissatisfaction as noted in program review surveys. A counselor has been designated for nursing and funded by Counseling.</p> <p>Action Completed for during the year. Mid summer coverage continues to be a conversation each summer.</p>

- Additional department staffing office hours would help to provide the needed support.
(Current 1 full time person and one 10 month, 10-hr per week staff for 6 health science programs)

Staffing request for increased hours of the health science PT person has been submitted. Six health science programs are currently supported by only 1 FT person and one person who works 10 hours a week for 10 months. Requested is the increase of hours of the current PT person to at least 20 hours per week for 12 months. Four of those programs have outside agency accreditation requirements. Department Chair has submitted request.

Spring 2017 – no progress with this action item.

Fall 2017 – Advised during dept meeting with HR that job description changes have occurred for the health science office.

Administrative Secretary has been identified as an appropriate position for the duties required in the department. No change has occurred in the office. The Program Technician is still managing everything.

What areas she is unable to absorb, faculty are performing. Position has apparently been submitted but it does not appear on any document. The Program Technician supports six programs. All these programs have facility-requirements that include CPR, immunizations, background checks and other verifications. These need to be managed through the health science office due to confidentiality. This role performs day to day department functions such as answering volumes of phone calls, addressing various student inquires, on average receiving and processing over 1000 applications annually. This continues to be a significant issue for faculty and staff in this department.



Allan Hancock College Program Review

2019-2020 Comprehensive Self-Study

Program review is intended to be a reflective process that builds on the extensive qualitative and quantitative data gathered from not only program reviews and annual updates but also the office of Institutional Research and Planning. The process lays out the program's major directions for the future and is the foundation for institutional planning and resource allocation. (Place your responses in the expandable text boxes below each question.)

I. Program Mission (*must align with college mission statement*)

- x For all programs, describe the need that is met by the program or the purpose of the program, and explain how it aligns with the college mission and strategic plan.
- x For CTEA programs only, show that "the program does not represent an unnecessary duplication of other vocational or occupational training programs in the area."

The Licensed Vocational Nursing (LVN) Program is a program designed to provide the education and training for students seeking to pursue a career in the profession of nursing. The program has been providing dedicated and well trained nurses for the community for over 40 years. The program is unique in structure as an articulated program that allows students to obtain their LVN license and enter the work force or move into the RN completion program where the programs aligned for a seamless transition. There is not an overabundance of LVN programs (3 community college-based and one proprietary) from the two counties from where our students come so we continue to serve an employment need.

The LVN program at it's very core aligns with the college's mission and strategic plan to enhance the community by providing learning that is intellectual, cultural and contributes to the vitality of the community. Not only are they enriched by the college experience but they leave the program with a career that is in high demand and rewarding.

II. Progress Made Toward Past Program/Departmental Goals

Summarize the progress the discipline has made toward achieving its goals during the past six years. Discuss briefly the quality, effectiveness, strengths and struggles of the program and the impact on student success as reflected in past comprehensive program reviews and Annual Updates.

Accreditation

The Board of Vocational Nursing and Psychiatric Technicians (BVNPT) is the accrediting body for the LVN program. The Board requires a program survey every four years that supports continued accreditation of the LVN program. The LVN program received full renewal of our accreditation in April 2018.

Program quality, effectiveness and strengths:

The LVN program has many areas of strengths. The program is well thought of in the community and provides an excellent preparation for moving into the RN program. The structure of the program allows for considerable bedside practice and learning. The relationship with the RN program allows for shared resources such as the nursing admission counseling services, simulators, equipment, supplies, lab and computer resources. The program has full time faculty with clinical strengths in different areas which enhances the student learning and provides for diversity in learning. These same faculty are responsible for the training and nurturing of the part time clinical faculty as well as keeping current with national LVN curriculum content.

The community support is evidenced by the strong relationships the program has with hospitals and other clinical agencies where students receive training. The program is strongly supported financially by our primary hospital partner which funds faculty positions as well as providing funds to used for program enhancements. In a small community, such as the greater Santa Maria area, informal collaboration is necessary to provide both program validation and insight into the needs of the community. The nursing advisory committee is established as a mechanism for that input from community to college as well as the frequent and important contact of all of our faculty who work within the facilities where students are assigned.

The AHC LVN program has been continuously accredited and in place since 1969. The program is accredited by the BVNPT who is responsible for approval of program hours and curriculum.

The LVN program has maintained an excellent pass rate over the last 18 years with a National Council Licensure Examination (NCLEX-PN) pass rate of 96-100%. This is well above the state and national rates. The AHC program is ranked in the top 5% in California.

The progress towards accomplishment of the goals established in the last program review are described in the status summary section. Very significant progress was made with the most significant being a successful continued accreditation of the program by the BVNPT in 2014 and then again in 2018. There were no deficiencies noted or areas for improvement requested. The program, through the consulting services of ATI, evaluated the VN program providing the faculty with solid findings. ATI was also hired to work with both the VN and RN programs to work with faculty to update the language of the curriculum. The advantage of having them work with both programs is that the language and direction of the curriculum can bridge between the programs given their articulated nature.

The current staffing of three full time faculty is supported by part time faculty which is necessary to cover all the courses in the program. One full time faculty member is also the Program Director which requires her to split her time between academics and management requirements of a year round program. The program has been challenged by frequent staffing changes within the FT staff who have made a decision to transfer to teach in the RN program. This has made it challenging for the VN faculty to maintain a synergy as they strive to keep the program cohesive and current, while addressing the needs of new faculty with limited teaching experience .

The skills lab continues to be a source of frustration. With no lab staff each faculty member is responsible for set up, take down, equipment/supply maintenance and this results in a lab that is not as coordinated or organized as it should be.

Supplies needed for the skills lab are in part funded by Marian Regional Medical Center with donated monies available to both the RN and VN programs.

III. Analysis of Resource Use and Program Implementation

Describe the program's current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs? If so how?

The VN program has three full time faculty and 8 part time faculty. Funding from Dignity Health in part funds the salaries of the FT faculty. The VN program, along with six other programs share a Program Technician who manages the hundreds of applications for those six programs along with other responsibilities and associated requirements. The physical building has a large classroom which is shared with the RN program on different days of the week. The skills lab is shared by VN, RN, CNA and Medical Assisting and though a large area, it is not large enough to accommodate simulation to any extent in the lab due to the overlap of multiple programs. The program has a 40 computer lab which is also shared with other programs. When available it is a good space for computer work/testing. A grant was requested to fund laptop computers that can be utilized in the classroom for testing/research as the computer lab is highly impacted. Budgets for the VN program are small <\$800 total for supplies, equipment, etc. The main source for funding comes through the donations of Dignity Health to the VN program. This is a greatly appreciated source of funds that supports a variety of needs within the program. CTEA funding remains an option for equipment and conferences. CTEA can be utilized for staffing, but only for a short duration making it not an ideal option to resolve staffing concerns.

The program is supported by only one Program Technician who manages all the programs within Health Science. She is supported by a 10 month, 10 hour/week administrative assistant. This staffing is inadequate and has been addressed in multiple program reviews and annual reports. The ability to consider options for streamlining or improving the application/onboarding process is limited when the workload limits time for new computer generated options or other application requirements.

IV. Program SLOs/Assessment

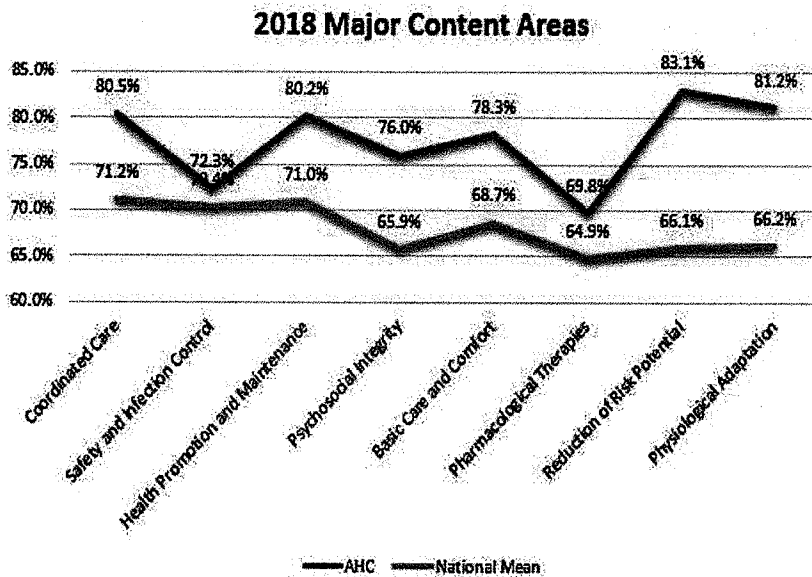
What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

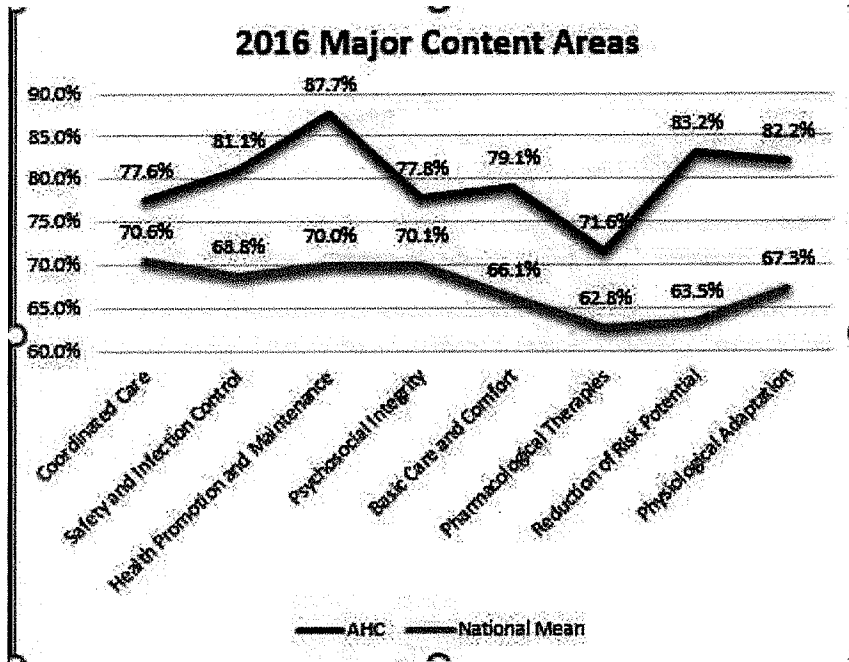
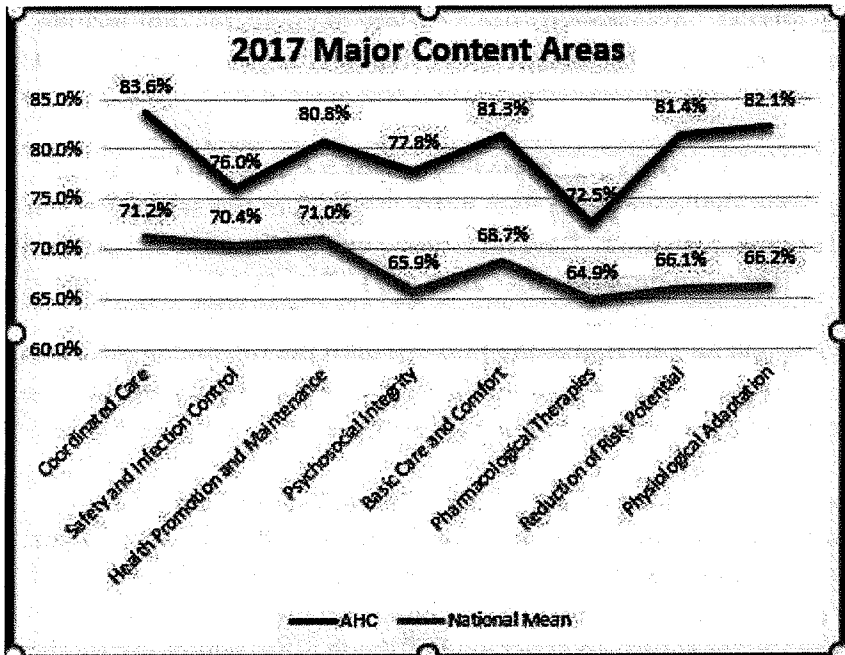
All courses in the program have been evaluated since the last program review. Most courses have been evaluated each time they are taught with the exception of the clinical courses which have been evaluated less frequently. All CSLOs are mapped to

the program outcomes (PLO's). Assessments use a variety of measures that include testing, clinical evaluation tools, written assignments, examinations and specific test questions.

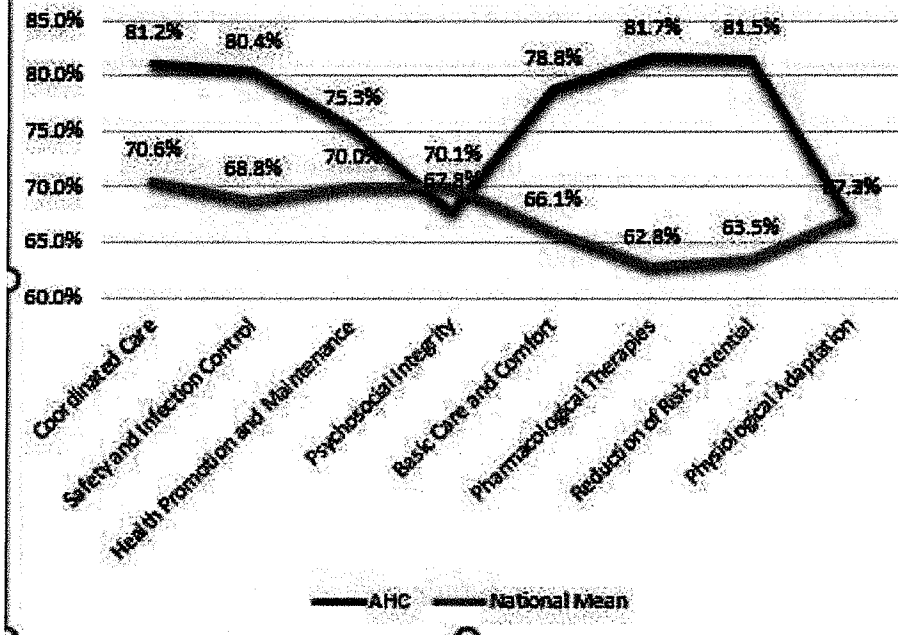
The goal would be to assess each class each time it is taught for best use of the SLO evaluation. There are some challenges with data entry in one summer session which resulted in those classes having no data. New faculty are being trained to consistently enter data from their classes. The direction that SLOs are going have been presented in our department meeting which appears to match even more favorably with the program outcomes. SLOs will be adjusted going forward with the upcoming direction of the student learning outcome process an improvement plan. The SLOs will also be adjusted to match the revised program outcomes for 2020.

The LVN program uses standardized testing through ATI to assist with program assessment. The graphs below demonstrate that the results over the last several years have surpassed the national mean with all but one section in one year. The national exam is updated every three years. Faculty use the data from the information obtained from the PN predictor results to assist in identifying areas where instruction needs adjustment for enhancement.

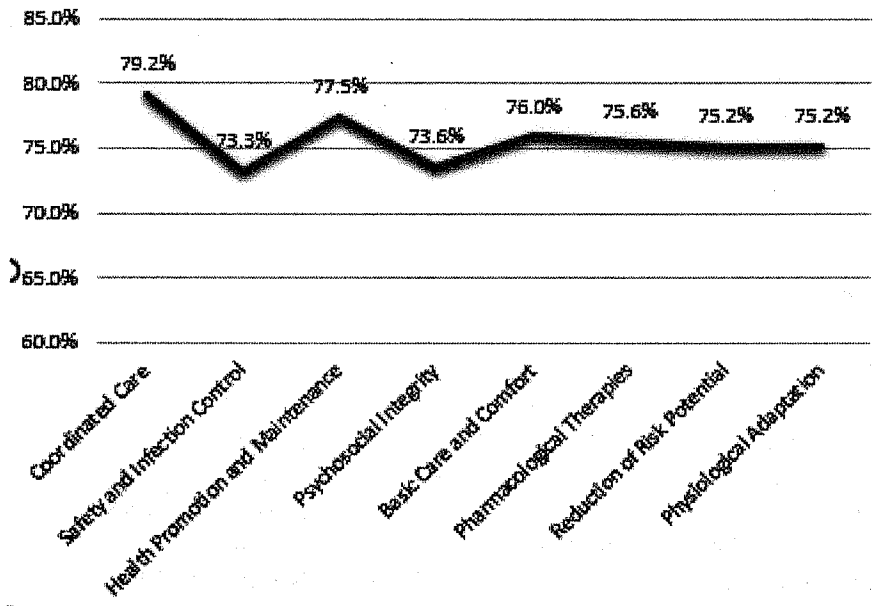




2015 Major Content Areas



2014 Major Content Areas



V. Distance Learning (If applicable):

Describe the distance education courses offered in your program and any particular successes or challenges with these courses. Include the enrollment as well as percentage of courses offered by modality and the rationale for this ratio.

- x Compare the success and retention of your online offerings to the same courses offered face-to-face. Analyze any gaps and plans to address these.

As well, describe how program instructors ensure regular substantive instructor-initiated contact in online classes.

There are no long distance courses taught in the VN program. Should the program decide it was a desirable option, an approval from the BVNPT would be required. There are no plans to move in that direction at this time.

VI. Success, Retention, and Equity

Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.

- x Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze, by discipline, success by gender, age, ethnicity, and online (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).
- x Suggest possible reasons for these trends and planned actions to address any disproportionate impact.

Promoting student success

The program continues to receive over 160-170 applications each year and for the 2020 year we received 209 applications for an annual enrollment of 33-34 students. The entrance requirements for VNs are intended to maintain a solid standard while still being attainable. In evaluating other VN programs in the area and within in CA, the AHC program has vigorous entrance requirements which contributes to the overall student success and national exam pass rates. The majority of students entering the LVN program have the intention of continuing into the second RN-completion year. LVNs entering the workforce as LVNs after their first year is usually less than 1-3 on average with the reasons varying from not meeting the merit based entrance to the RN program, to relocation, or personal or financial reasons.

The National Exam pass rate (NCLEX) for the LVN program is among the highest in California (top 5%) and the US.

** documents included in this document

Year	Student taking the exam for the first time	Pass Rate
2019	28	96.43%
2018	26	100%
2017	32	100%
2016	27	100%
2015	31	90%
2014	33	96.97%

For the few students who have had to retest the NCLEX exam, there is a 100% pass rate for the past 10 years.

The VN students are tested at the end of each year with the ATI PN-Predictor test which gives the student a score that provides a prediction of how well they will do on the NCLEX exam. AHC students consistently score above the national mean. The graphs are available in the student data section. (graphs do not import into this document - labeled Major Content Areas)

Student attrition is low with an average retention rate of 97.7%. Student attrition is mainly due to academic and/or unsafe clinical performance however it has been observed that the rigors experienced in the first semester with some students trying to maintain work while juggling school, has contributed to their need to withdraw. Students are encouraged to look at the nursing program as a full time job given the full time requirements of class and clinical, but it is understood that employment may not be a negotiable option for some students and their families. Faculty work with students to identify any options for them to be successful including working with financial aid or consideration of alternate work scheduling if possible.

Student Demographics

The LVN program is not representative of the AHC demographics but is very representative of health care. Men are the minority in the nursing profession and our student group demonstrates this characteristic. Men continue to be under represented in the nursing profession.

Age

The age group of our students is in the 25 and above range. To complete the prerequisite courses and wait for admission usually requires several

years resulting in few in the under 25 year age group. The older student can bring life experiences to the clinical setting which can be helpful as they experience first encounters with end-of-life situations, homelessness, mental illness, complex medical issues, substance and other health care system issues in general.

Ethnicity

The program is reflective of the campus demographics. Some students with English-as-a-second-language (ESL) struggle with understanding the nuances of English language, medical terminology, and nursing language.

Trends of Students' Academic Under-preparedness

Nursing textbooks are written at a college reading level and many of our students are challenged by that reading at that level. The program faculty continue to identify the declining academic preparedness of nursing students in areas of reading, writing, calculating, and word problem-solving. These skills are foundational to critical thinking which is a struggle for many students. We encourage students to avail themselves of the learning assistance program offered at the college to assure they are receiving all the help that is available. Tutoring and remediation are needed for student success and this has been identified in improvement plans over the past few years.

VII. Trend Analyses/Outlook

Using the information already gathered in the Annual Updates s (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review. Explain possible causes for any identified gaps or trends and actions taken or needed to address these.

Trends

The need for LVNs remains constant throughout the county, state and nation. The Bureau of Labor Statistics states that the projected growth for LVN jobs is 11%. In California, the number of Licensed Vocational Nurses is expected to grow faster than average growth rate for all occupations with an expected increase by 17% or 11,800 jobs as reported by EDD (Employment Development Department for the State of California)

Though different agencies may vary slightly with their reporting outlook percentages it is strongly noted that growth in this career will continue for several years.

OCCUPATIONAL OUTLOOK HANDBOOK

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Licensed Practical and Licensed Vocational Nurses

REGISTERED FRIENDLY

Summary | What They Do | Work Environment | How to Become One | Pay | Job Outlook | State & Area Data | Similar Occupations | More Info

Job Outlook

About this section

Employment of licensed practical and licensed vocational nurses (LPNs and LVNs) is projected to grow 11 percent from 2018 to 2028, much faster than the average for all occupations.

As the baby-boom population ages, the overall need for healthcare services is expected to increase. LPNs and LVNs will be needed in residential care facilities and in home health environments to care for older patients.

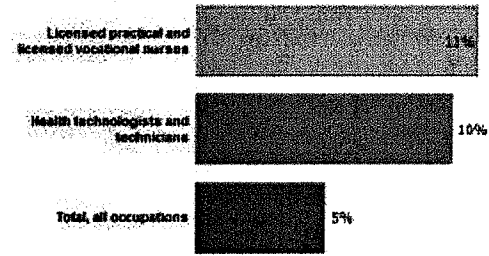
A number of chronic conditions, such as diabetes and obesity, have become more prevalent in recent years. LPNs and LVNs will be needed to assist and care for patients with these and other conditions. In addition, many procedures that once could be done only in hospitals are now being done outside of hospitals, creating demand in other settings, such as outpatient care centers.

Job Prospects

Job prospects should be favorable for LPNs and LVNs who are willing to work in rural and medically underserved areas. Employers also may prefer candidates who have certification in a specialty area such as gerontology or intravenous (IV) therapy.

Licensed Practical and Licensed Vocational Nurses

Percent change in employment, projected 2018-28



Note: All Occupations include all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment projections data for licensed practical and licensed vocational nurses, 2018-28

Occupational Title	SOC Code	Employment, 2018	Projected Employment, 2028	Change, 2018-28		Employment by Industry
				Percent	Numeric	
Licensed practical and licensed vocational nurses	29-2061	728,900	807,000	11	78,100	Get data

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

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OCCUPATIONAL OUTLOOK HANDBOOK

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Licensed Practical and Licensed Vocational Nurses

REGISTERED FRIENDLY

Summary | What They Do | Work Environment | How to Become One | Pay | Job Outlook | State & Area Data | Similar Occupations | More Info

Summary

Quick Facts: Licensed Practical and Licensed Vocational Nurses	
2018 Median Pay	\$46,240 per year \$22.23 per hour
Typical Entry-Level Education	Postsecondary nondegree award
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2018	728,900
Job Outlook, 2018-28	11% (Much faster than average)
Employment Change, 2018-28	78,100



Occupation Profile

[Change Occupation](#)

Licensed Vocational Nurses

(SOC Code : 29-3061)

in California

Care for ill, injured, convalescent, or disabled persons in hospitals, nursing homes, clinics, private homes, group homes, and similar institutions. May work under the supervision of a registered nurse. Licensing required.

Employers are usually looking for candidates with Post secondary vocational training.

Occupational Wages

[Top]

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
California	2019	1st Qtr	\$27.45	\$22.96	\$27.39	\$34.46

[View Wages for All Areas](#) [About Wages](#)

Occupational Projections of Employment (also called "Outlook" or "Demands")

[Top]

Area	Estimated Year	Projected Year	Employment		Employment Change		Annual Avg Change
			Estimated	Projected	Number	Percent	
California	2016-2020		89,900	81,200	-11,600	-13.0	-0.45%

As applicable, please address the breadth, depth, currency, and cohesiveness of the curriculum in relation to evolving employer needs and/or transfer requirements, as well as other important pedagogical or technology-related developments and actions taken or needed to address these.

In 2017 the program hours were revised to address the pre-requisite course hours (non nursing faculty can only teach a maximum of 54 units in a class) which were included in the program . Historically anatomy and physiology had been given 124 hours within the approved program hours. This needed to be amended to meet the BVNPT required regulations. In discussion with the Nursing Education Consultant at the BVNPT it was determined that using credit granting for both A&P and Psychology will address the challenge of both too many hours and faculty that were not in the nursing program. The hours were reduced to the required 54 and other course hours were adjusted to assure that the overall program was within the mandated hours. With this correction, the hours were submitted for Board approval which were approved in early 2018. (This does not impact the course credits that the student receives from the college)

The BVNPT document used to indicate approved hours is included below with the previous and requested changes highlighted:

ATI, a national testing/consulting organization, was contracted to provide direction with revision of the curriculum language and program outcomes. This project took a couple of years from start to finish. This work did allow the coordination of the LVN and RN programs to build on one another in a more integrated manner. The curriculum language was revised for all courses and submitted to the BVNPT for their approval which was obtained in spring 2019. Once BVNPT approval was obtained the courses were submitted through the AP&P committee for college approval with anticipated implementation date of January 2020.

We were pleased with the outcome of the curriculum revision as it more reflected current nursing education language. By using consultants that work throughout the country, we were advantaged to be able to avail of their expertise and knowledge on a national level.

The LVN program is not a transfer course but we know that the majority of the LVNs will continue into the RN year for completion.

VIII. Long-Term Program Goals and Action Plans (Aligned With the College Educational Master Plan)

Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to show how these plans are related to assessment results. (Plan should cover five- year period and include target dates and resources needed.)

- **The program has just completed a revision of the LVN curriculum which is being implemented in the spring 2020 class. The new curriculum will begin with spring semester and the evaluation of the effectiveness of the revisions will require a full year of implementation before the revised program can be evaluated and will be based on achievement of outcomes and NCLEX performance.
Target date: Implementation January 2020.**
- **The LVN program has experienced a significant turnover in faculty over the last three years with faculty who have hired into LVN and then laterally transferred to the RN program as positions opened in that program and FT retirements. This has resulted in a need for frequent orientation and mentoring for the new faculty. The existing FT faculty have needed to carry the additional load to assure that all aspects of the program are being managed successfully. There is a need for additional support for the FT faculty who need to mentor incoming FT faculty who mostly come with strong clinical skills but limited academic preparation. This has placed an additional burden on FT staff to deal with this issue over the last three years and going forward.**

BVNPT CURRICULUM INFORMATION

Please provide the number of hours/units for every content area. Integrated content should be reflected by enclosing the hours in parentheses. Please use an asterisk () to indicate prerequisite hours/units.*

Requested hour changes noted in YELLOW

Vocational Nursing Programs Only:	Theory	Clinical
	Hours	Hours
A. Anatomy & Physiology	125 54	
B. Nutrition	(30)	(3)
C. Psychology	48 54	
D. Normal Growth & Development	(24)	
E. Nursing Fundamentals	59 57.6	183 181.5
F. Nursing Process	(15)	(3)
G. Communication	(21)	(6)
H. Patient Education	(22) (19.5)	
I. Pharmacology	49 52.8	
J. Medical-Surgical Nursing	232 241.6	633 630.2
K. Communicable Diseases	(19)	
L. Gerontological Nursing	34 36	
M. Rehabilitation Nursing	(13)	
N. Maternity Nursing	34 39.1	80 83
O. Pediatric Nursing	26 27.2	48 49.8
P. Leadership	17	40 41.5
Q. Supervision	(10) (8.5)	
R. Ethics & Unethical Conduct	(2.5)	
S. Critical Thinking	(2.5)	
T. Culturally Congruent Care	(2.5)	
U. End-of Life Care	(2.5)	(1)
TOTAL HOURS/UNITS	624 579.3	984 986

TOTAL PROGRAM HOURS/UNITS: 1608 1565.3

Psychiatric Technician Programs Only:	Theory	Clinical
	Hours	Hours
A. Anatomy & Physiology		
B. Nutrition		
C. Psychology		
D. Normal Growth & Development		
E. Nursing Process		
F. Communication		
G. Nursing Science:		
1. Nursing Fundamentals		
2. Med/Surg Nursing		
3. Communicable Diseases		
4. Gerontological Nursing		
H. Patient Education		
I. Pharmacology		
J. Classifications of Developmental Disabilities		
K. Classifications of Mental Disorders		
L. Leadership		
M. Supervision		
N. Ethics & Unethical Conduct		
O. Critical Thinking		
P. Culturally Congruent Care		
Q. End-of Life Care		
TOTAL HOURS/UNITS		

TOTAL PROGRAM HOURS/UNITS:

Resources are limited to support the additional training and ongoing evaluation of performance that assures a continued high success rate of the program.

The goal would be orientation days at all clinical facilities and orientation to the role of the theory instructor which would include classroom management and course preparation. This could be accomplished with conferences or DVD/online creative teaching method courses unique to nursing education.

Target date: Identify conferences/training courses by summer 2021.

Cost: Two faculty clinical site orientation, 48 hours, \$3,000, Conference/training courses estimated \$5,000. Grant money could be an option to provide funding.

- The ratio of instructor to student is challenging. Some clinical facilities are very small and do not have the clinical opportunities for a full cohort. This results in instructors at facilities that can manage more students having a higher faculty to student ratio which lessens their ability to be present for the critical aspects of student performance (i.e., procedures, medication administration, patient assessment, charting, etc). The LVN student is performing patient care activities with risk for patient safety at the beginning of their training. Careful monitoring is imperative. The FT faculty have identified this as an area of concern and are looking to address it with some small blocks of time to assist during these high risk times. The need is most highly apparent in spring semester.

Target date: February 2020.

Cost: Estimate \$4500

- The revised curriculum will require a revision of the current clinical evaluation tool used for student performance. Faculty will work to complete that work by end of summer 2020. Target deadline: Spring 2021.
- The National Councils for State Boards of Nursing (NCSBN) is the organization that manages the national exams for nursing (NCLEX). They do have data that provides schools with how students do on the national exam by categories. Though the program has a high pass rate for the exams, the ability to identify areas where student performance could be enhanced is desirable. The fee for obtaining that information would be once at year. The results would be obtained once all students in the graduating class has completed the test.

Targeted Date: July 2020

Cost: \$400.00 per year

- The BVNPT has alerted all Program Directors that fee increases have been submitted for approval from the Legislature. A fee for IV therapy course approval has already been approved which is \$150.00 every two years. The next renewal fee will be July 2021. There is a new student fee of \$20.00 to get IV Therapy put on the LVN license.

The fee schedule is listed below as to what is being proposed. The one fee that will definitely effect the AHC LVN program is the continuing approval of VN programs of \$15,000/\$30,000. Once approved, this will be a fee for the re-accreditation of the program that occurs every four years. (AHC program was re-approved in 2018). The other fee that could occur is authorization of a substantive change to an approval of a VN program. Having just recently submitted a curriculum revision in 2019, it is not expected that any significant change will be forthcoming, but in the event it does, consider the additional minimum fee of \$5,000. The fee ranges are to allow for increases over time.

Targeted Date: Date is dependent on State legislature passing of the requested fees. The information is included to provide documentation for an anticipated cost.

LIST OF PROPOSED EDUCATION FEES

Type of Fee	Current Fee Charged	Proposed Fee (Floor/Ceiling*)
Vocational Nurses		
Approval of a new program of vocational nursing	No charge	\$15,000/\$30,000
Approval of a new program of vocational nursing – new location using an existing approved VN program curriculum.	No charge	\$5,000/\$10,000
Continuing approval of a vocational nursing program	No charge	\$15,000/\$30,000
Authorization of a substantive change to an approval of a vocational nurse program	No charge	\$5,000/\$10,000
Provisional Approval monitoring fee for a vocational nursing program	No charge	\$15,000/\$30,000

- The LVN program continues to need the service of an Administrative Secretary for Health Science. With one program technician for all of Health Science there is no opportunity to look at ways to streamline the application process wherein online options could be considered as well as the storing of all records for all students currently done with a scanning/paper/boxing/storage process. Health Science is comprised of six programs many with their own Boards. A request for secretarial assistance has been requested for the last two program reviews in LVN as well as in other department programs. Other programs of smaller or similar size have more staffing.

Targeted date: January 2020.

Cost: \$45,760 based on 22.00/hour

- With the revision of the program curriculum language and outcomes, the program SLOs need revision and re-alignment with the institutional SLOs. With the current direction in the college to re-evaluate how course/program SLOs are defined, it is anticipated that a move toward program outcomes could be achieved which could

include the use of the NCLEX results.

Target date: July 2020.

- Simulation continues to be an important part of educating nursing students which has been identified as a significant problem in nursing education. This is an identified area for improvement. The BVNPT requires that faculty who teach simulation have some training in doing this rather specialized method of teaching. A course or conference that addresses simulation is needed for incoming faculty who have not had training in this area.

Target date: Begin search for simulation training January 2020.

Cost: Estimated \$3,000 to include course, travel, lodging. If online course is available then cost would be reduced as no travel or lodging is required.

- The nursing programs which include LVN, RN and CNA have consistently noted in their program reviews and annual updates that staffing is needed in the skills lab to support simulation, skill performance, equipment and supply oversight and management of the lab. A full time position has been requested in the past, however faculty have determined that part time staff could be a bridge to the great need now while working for a FT person. Faculty have considered grant funding to fund this position in an effort to get over the inertia that has surrounded this important role.

Targeted date: May 2021

Cost: \$37,120. Based on 20 hours/week for 32 weeks (two semesters) at 58.00/hour

- The cost for a student completing the licensing requirements of the LVN year are considerable. The NCLEX application fee is \$220.00, initial license \$220.00, fingerprinting DOJ/FBI fee 72.00, IV therapy license fee \$20.00, = \$532.00. The fees have risen almost 47% in one year. With more than 93% of each class going directly into the RN program with the required VN license, the costs are considerable. A search for financial assistance for the VN student transitioning to the RN program would assist the student with these additional costs.

Targeted date: November 2020

Cost: 33 students at \$532.00 = \$17,556.

ASSESSMENT PLAN

LICENSED VOCATIONAL NURSING PROGRAM

Learning Outcomes Assessment Plan

Program Learning Outcomes: (CURRENT)

1. Utilize the nursing process within organized health care systems to help patients with common illnesses meet their basic human needs through direct patient care services.
2. To provide information related to the effect of illness and health practices on the individual, family, and others throughout the life span.
3. Assume responsibility and accountability for his/her own professional development and function within legal boundaries of licensed vocational nursing practice.
4. Relate and apply scientific principles when performing common nursing measures and procedures.
5. Evaluate, within the nursing process parameters, the effectiveness of care rendered by self and others.
6. Organize care for patients and participate in providing direction for unlicensed personnel with less preparation or experience in other than acute care setting.
7. Utilize information pertinent to community resources in order to meet the needs of patient and families.
8. Communicate effectively with patients and co-workers to assist in the achievement of health related and /or organizational goals.

	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	PSLO 6	PSLO 7	PSLO 8
NURS 310 PHARM								
NURS310 SLO1 - Accurately solve dosage calculations.	X							
NURS310 SLO1 - List the general classifications of drugs, their general actions, common adverse effects, normal dose range and particular nursing considerations.				X				
NURS310 SLO2 - Apply knowledge in determining safety and effectiveness of medications				X				
NURS310 SLO2 - Apply the principles of safe drug administration				X				
NURS310 SLO3 - Demonstrate contextual thinking in clinical cases.	X							
NURS310 SLO4 - Define the legal scope of practice for the LVN in drug administration as mandated by the BVNPT.						X		

NURS 311 MEDICATION ADMINISTRATION								
NURS311 SLO1 - Demonstrate safe preparation and administration of oral, non-parenteral, parenteral and inhalants in all age groups				X				
NURS311 SLO2 - Calculate drug dosages for adults and children using systems of equivalents.				X				
NURS 317 FUNDAMENTALS OF NURSING								
NURS317 SLO1 - Demonstrate safe practice in performing VN psychomotor skill					X			
NURS317 SLO2 - Define the role of the nurse in caring for patients using the nursing process.				X				
NURS 318 CLINICAL LAB								
NURS318 SLO1 - Provide safe and ethical, individualized, patient-centered, beginning level nursing care in acute and skilled health care facilities under supervision	X							
NURS 320 GERONTOLOGY								
NURS320 SLO1 - Develop an awareness of the concerns of the elderly and provide a compassionate and caring approach to their care	X							
NURS320 SLO2 - Analyze the effects of aging on all body systems and describe appropriate nursing applications including attention to nutrition, safety, sexuality, and communication				X				
NURS320 SLO4 - Identify specific illness common to aging adults recognizing the basic pathophysiology, symptoms, diagnostic procedures, treatment and nursing management of each.		X						
NURS 322 MATERNAL AND INFANT HEALTH								
NURS322 SLO1 - Demonstrate understanding of the birth process and care of the normal newborn	X							
NURS322 SLO2 - Demonstrate an understanding of the physiologic changes resulting from pregnancy and care of the pregnant and laboring woman				X				
NURS322 SLO3 - Demonstrate an understanding of the care of the mother in the postpartum period.	X							
NURS 323 RESPIRATORY SYSTEM								
NURS323 SLO1 - Synthesize patient assessment and knowledge necessary to appropriately apply therapeutic measures in patients with respiratory disease	X							
NURS 327 DIGESTIVE AND URINARY SYSTEM								
NURS327 SLO1 - Identify common health conditions affecting the structure and function of the gastrointestinal and urinary		X						

systems, along with appropriate nursing intervention								
NURS 328 CLINICAL LAB 2								
NURS328 SLO1 - Demonstrate skills and communication that will promote safe, effective, professional and ethical performance in acute and skilled health care facilities	X							
NURS 329 ENDOCRINE & REPRODUCTIVE								
NURS329 SLO1 - Describe the roles and responsibilities of the vocational nurse in data gathering, diagnostic testing, therapeutic management, and discharge planning for the patient with disorders of the endocrine and reproductive systems.								X
NURS329 SLO2 - Explain the impact of various diseases processes on the daily functioning of the patient/client/family and effectively communicate the importance of health promotion and disease prevention.				X				
NURS329 SLO3 - Identify the changes in anatomy and physiology of the endocrine and reproductive systems associated with various disease processes	X							
NURS 330 PEDIATRICS								
NURS330 SLO1 - Describe the principles involved in providing appropriate nursing measures for children of all ages.		X						
NURS330 SLO2 - Provide instruction to both the child and the parent/caretaker which further promotes health						X		
NURS330 SLO3 - Compare the characteristics of ill children with the norm and discuss intervening nursing measures required to restore homeostasis		X						
NURS330 SLO4 - Analyze the psychological effects that the experience of hospitalization, and the fear of death has on children and their parents				X				
NURS330 SLO5 - Identify specific illness common to children, recognizing the basic pathophysiology, symptoms, diagnostic procedures, treatment and nursing management of each	X							
NURS 331 CIRCULATORY SYSTEM								
NURS331 SLO1 - Analyze specific disease conditions of the cardiovascular structures in relation to nursing interventions and medical/surgical treatment modes and diagnostic tests		X						
NURS 332 NEUROSENSORY SYSTEM								
NURS332 SLO1 - Recognize the normal structure and function of the neurosensory system and assessment of neurosensory Pathology				X				

NURS332 SLO2 - List skills, knowledge, and information necessary to apply therapeutic measures to selected patients with neurosensory disorder							X	
NURS332 SLO3 - Identify alterations in the patient's neurologic status and explain the significance of observations made.	X							
NURS332 SLO4 - Explain the rationale for drugs used in the treatment of neurological disorders.	X							
NURS 335 Skin & MUSCOLOSKELETAL SYS								
NURS335 SLO1 - Identify common diseases affecting the skin and the musculoskeletal system and appropriate nursing assessment and management		X						
NURS 337 PROFESSIONAL RELATIONS								
NURS337 SLO1 - Acquire knowledge and skills necessary for vocational nursing leadership roles			X					
NURS 338 CLINICAL LAB 3								
NURS338 SLO1 - Consistently demonstrate skills and communication that will promote safe, effective, professional and ethical performance in acute and skilled health care facilities with minimal supervision								X
NURS 370 INTRAVENOUS THERAPY								
NURS370 SLO1 - Demonstrate correct procedure for venipuncture with adherence to infection control principles				X				
NURS370 SLO2 - Demonstrate accurate calculation and regulation of IV fluids and blood component				X				

APPROVED NEW PROGRAM OUTCOMES

Program Concepts and Student Outcomes

The LVN program revised the curriculum in 2018-2019 and submitted for approval with the BVNPT and the AP&P committee of the college. The approvals were received and implementation of the new outcomes will be initiated in January 2020. The new outcomes are included below. The mapping of course SLOs will be accomplished in the upcoming year.

Concept	End of Program Student Learning Outcome
Patient-centered care	Practice nursing that is patient centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of patients.
Teamwork and Collaboration	Serve as a member of the interprofessional health care team to promote continuity of patient care
Evidenced based practice	Use best practice resources and current evidence, as a basis for nursing practice
Quality improvement	Promote quality improvement by contributing to the implementation of care-related plans to improve health care services
Safety	Provide a safe environment for patients, self, and others
Informatics	Use information technology in the provision of patient care
Professionalism	Practice nursing in a professional, ethical, and legal manner

All courses were assessed during the last six years. Some courses were evaluated each time they were taught. The data provided by these assessments demonstrated that students were performing well and significant need to course change was not needed. The change to the program outcomes will result in an opportunity to relook at the way the course outcomes are measured and look for a revived and meaningful method to assess the courses going forward.

COURSE REVIEW VERIFICATION

REVIEW OF PREREQUISITES, COREQUISITES, AND ADVISORIES

Course Prefix No	CURRENT Prerequisite/Coreq/ Advisory/ Limitation on Enrollment	LEVEL OF SCRUTINY (Statistics, Content Review, UC/CSU Comparison, Student Survey – list all)	RESULT (i.e., current PCA is established, should be dropped/modified or new PCA is established)	ACTION TO BE TAKEN (None, APP-Major or Minor)
NURS 310	LOE admittance to program	Content Review	Keep LOE	Major modification
NURS 311	LOE admittance to program	Content Review	Keep LOE	Major modification
NURS 317	LOE admittance to program	Content Review	Keep LOE	Major modification
NURS 318	LOE admittance to program	Content Review	Keep LOE	Major modification
NURS 323	LOE admittance to program	Content Review	Keep LOE	Major modification
NURS 329	LOE admittance to program	Content Review	Keep LOE	Major modification
NURS 320	LOE admittance to program	Content Review	Keep LOE	Major modification
NURS 327	LOE admittance to program	Content Review	Keep LOE	Major modification
NURS 335	LOE admittance to program	Content Review	Keep LOE	Major modification
NURS 328	LOE admittance to program	Content Review	Keep LOE	Major modification
NURS 322	LOE admittance to program	Content Review	Keep LOE	Major modification
NURS 330	LOE admittance to program	Content Review	Keep LOE	Major modification
NURS 331	LOE admittance to program	Content Review	Keep LOE	Major modification
NURS 332	LOE admittance to program	Content Review	Keep LOE	Major modification
NURS 337	LOE admittance to program	Content Review	Keep LOE	Major modification
NURS 338	LOE admittance to program	Content Review	Keep LOE	Major modification
NURS 370	LOE: Enrolled in VN program or applies as student not enrolled in VN program but has VN license		Keep LOE	Minor modification

**PLAN OF ACTION - PRE-VALIDATION
Six Year**

DEPARTMENT: Health Sciences PROGRAM: Licensed Vocational Nursing

List below as specifically as possible the actions which the department plans to take as a result of this program review. Be sure to address any problem areas which you have discovered in your analysis of the program. Number each element of your plans separately and for each, please include a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)

RECOMMENDATIONS TO IMPROVE STUDENT LEARNING OUTCOMES AND ACHIEVMENT

**Theme/Objective/
Strategy Number
AHC from Strategic
Plan**

**TARGET
DATE**

Pursue resources to enhance orientation for new faculty to clinical facilities and their role in classroom preparation and management.	Goal SLS2	2020
Acquire NCSBN national test result date for students taking NCLEX.	Goal SLS2	July 2020
Revised curriculum evaluation.	Goal SLS2	2020

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS

**Theme/Objective/
Strategy Number
AHC from Strategic
Plan**

**TARGET
DATE**

Enrollment Changes		
Evaluate current dedicated nursing counselor hours for adequacy and student need.	Goal SLS3	2020
Demographic Changes		

RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT

**Theme/Objective/
Strategy Number
AHC from Strategic
Plan**

**TARGET
DATE**

Curricular Changes		
Review effectiveness of curriculum revision in 2019.	Goal SLS2	2021
Co-Curricular Changes		
Simulation training for faculty to enhance this specialized method of teaching.	Goal IE3	2021
Funding to support increased nursing program fees levied by the BVNPT for program approvals.	Goal IR2	2021
Seek funding options to relieve student licensing financial burden.	Goal IR2	2021
Neighboring College and University Plans		
Related Community Plans		

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES

Theme/Objective/
Strategy Number
AHC from Strategic
Plan

**TARGET
DATE**

Facilities		
<p>The VN program utilizes the skills lab often as the majority of the fundamental nursing skills are often taught at this level. Accessing the CNA and the RN skills lab is very challenging especially in spring as both labs are often shared between the CNAs, RNs and MAs. We are considering using the remote simulation lab (used by the RN students to conduct simulation) but transporting our cumbersome supplies and mannequins is not practical, as skill lab activities often occur between lectures.</p>	<p>Goal IR3</p>	<p>ASAP</p>
Equipment		
<p>5 Mannequins – Urinary Catheter Insertion 5 Mannequins – Nasogastric Tube Insertion 5 Venipuncture Insertion Sets - The venipuncture sets are used in IV Therapy and undergo a lot of wear and tear with repeated student practice. 10 venipuncture insertion sets – The venipuncture sets are used in IV Therapy and undergo a lot of wear and tear with repeated student practice. Healthy Newborn Procedure Mannequins – Currently possess 4 mannequins for 34 students to share. IV Insertion Arms – Currently possess 2 and are very outdated. Videos (Pediatric, OB, etc.)</p>	<p>Goal IR4</p>	<p>ASAP</p>
Staffing		
<p>Hire permanent additional full-time 12-month Administrative Assistant II for the Health Sciences Department. Funding to support increased instructor to student ratios during critical skill performance. Hire a skills laboratory coordinator with expertise in simulation.</p>	<p>Goal IR1 Goal IR3 Goal SLS6</p>	<p>Immediate 2021 Immediate</p>

EXHIBITS

STUDENT DATA SUMMARY

Data analysis is a critical component of program review. The three categories below should be used as guidelines in developing a summary of the student data.

State at least three positive factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

The survey was taken by 33 students who are currently enrolled in the LVN program. They took this survey near the completion of the program so it is expected that their perspective will be comprehensive and valid.

Overall the student program survey was very favorable. The three content areas of the survey with the highest satisfaction were:

- **Quality of instruction within the program.** Highly satisfied 78% Somewhat satisfied 19% = 97%
- **The content of courses offered in the LVN program** Highly satisfied 78%, Somewhat satisfied 19% = 97%
- **Contribution towards your intellectual growth** Highly satisfied 69%, Somewhat satisfied 28% = 97%

There was only one "highly dissatisfied" percentages in the whole survey. (see below)

State at least three negative factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

As the data shows there are no areas of significant displeasure or concern. The two areas with the lowest results are:

- **Advice about the program from counselors.** Highly satisfied 27%, somewhat satisfied 50% = 77%
Neither satisfied nor dissatisfied 5%, somewhat dissatisfied 9% and highly dissatisfied 9%.
This is the only category with a highly dissatisfied and it is a small percentage.
- **Instructional equipment** Highly satisfied 38%, somewhat satisfied 50% = 88%
Satisfaction with the physical facilities and space (classrooms/labs) is strong so uncertain why the instructional equipment is seen as being less satisfied. New computers have been added to the classroom to facilitate testing and course activities within the last two weeks.
- **The way textbooks and other materials used in courses within the program help me learn.**
Highly satisfied 48%, Somewhat satisfied 39% = 87%

Instructional materials are an expensive part of the nursing program though several courses share the same textbook. This is an area to continue to be vigilant about what options for online and free sources could be used.

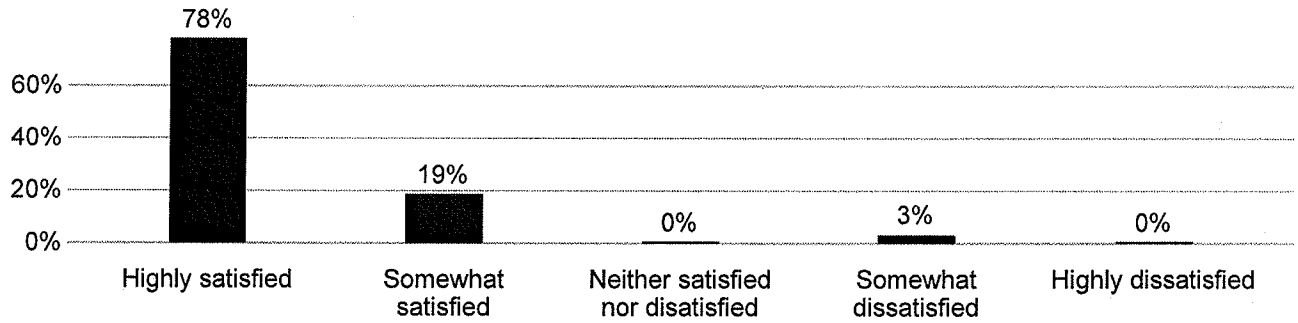
State any other information (use responsive numbers) that you obtained from student data (e.g. focus groups, questionnaires, or SGIDs) that may be of special interest to the self study team. What planning implications will result from this information?

No SGID was performed with this group.

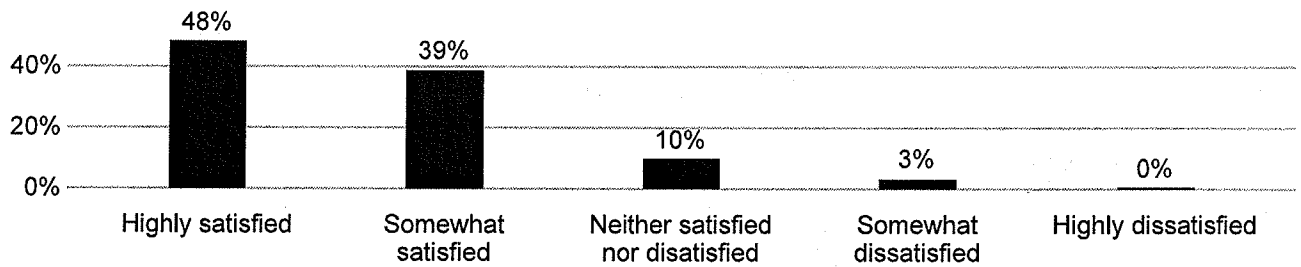
LVN Program Review Survey Fall 2019

A total of 32 students completed the LVN Program Review survey in Fall 2019.

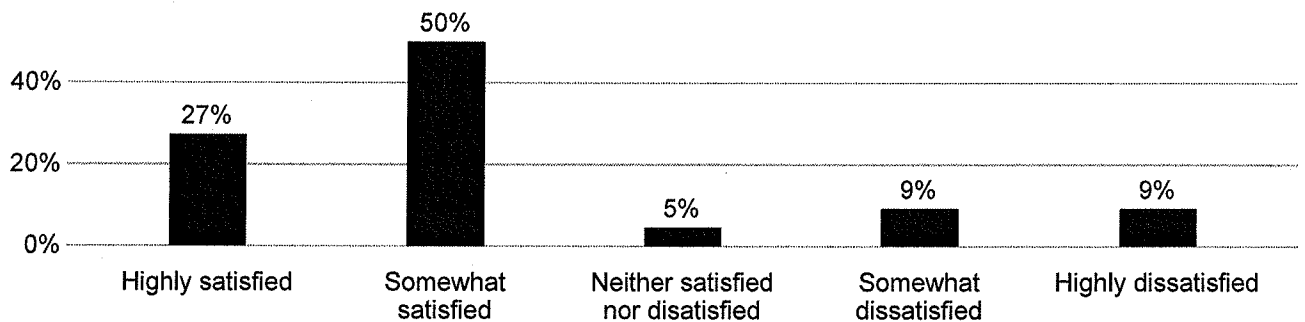
Quality of instruction within the program



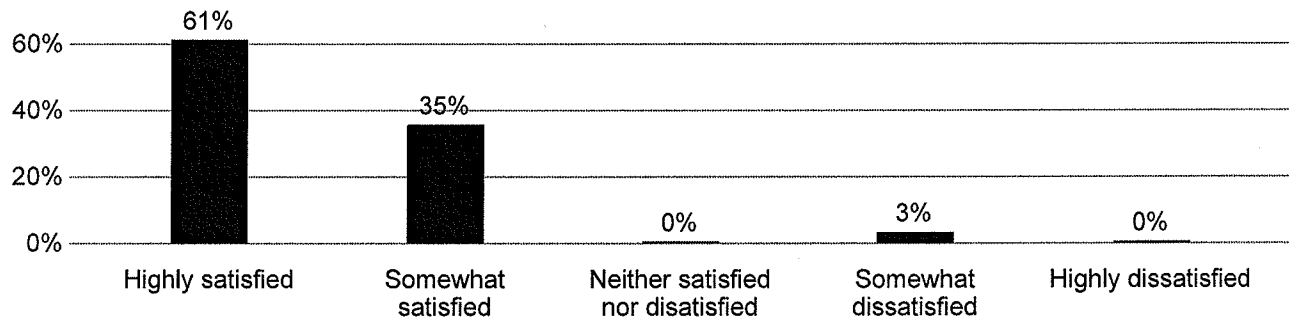
The way textbooks and other materials used in courses within the program help me learn



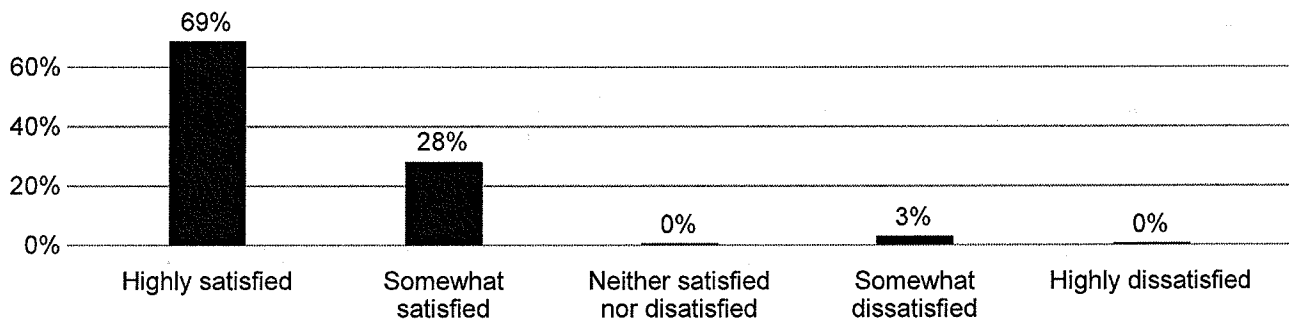
Advice about the program from counselors



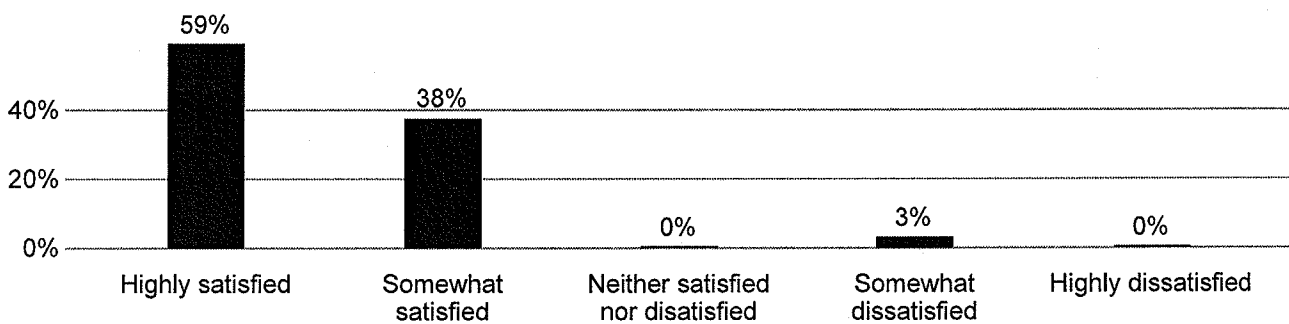
The way this program meets your educational goals



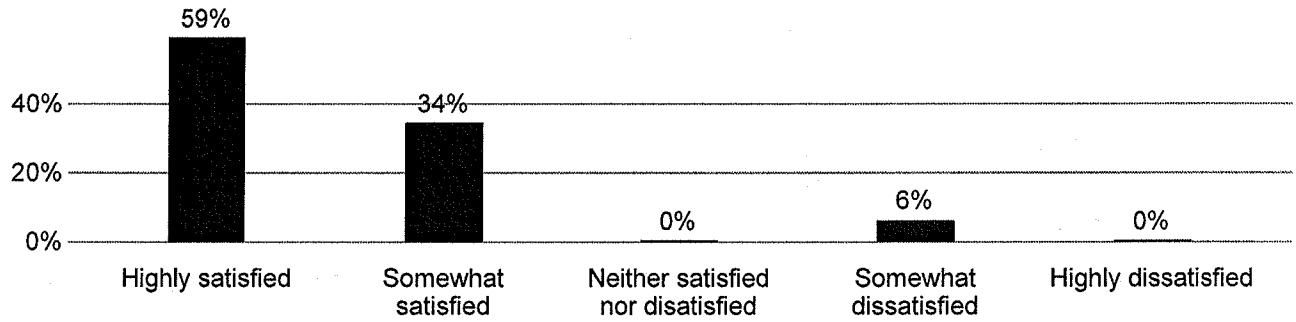
Contribution towards your intellectual growth



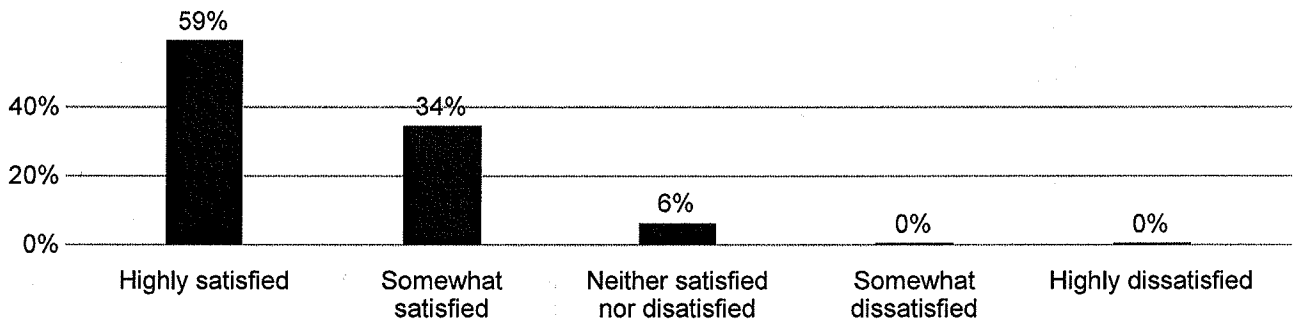
Clarity of course goals and learning objectives



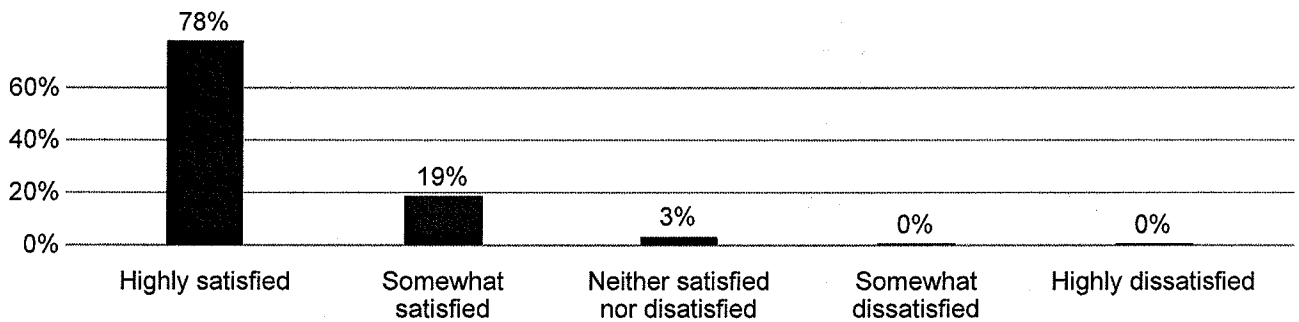
Feedback and assessment of progress towards learning objectives



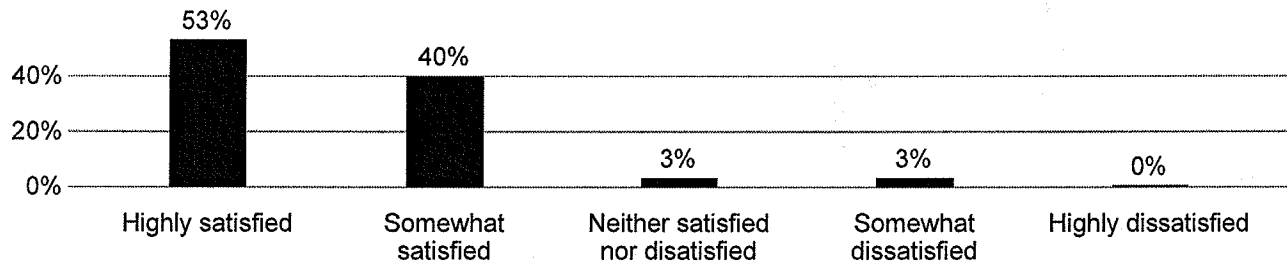
The availability of courses offered in the LVN program



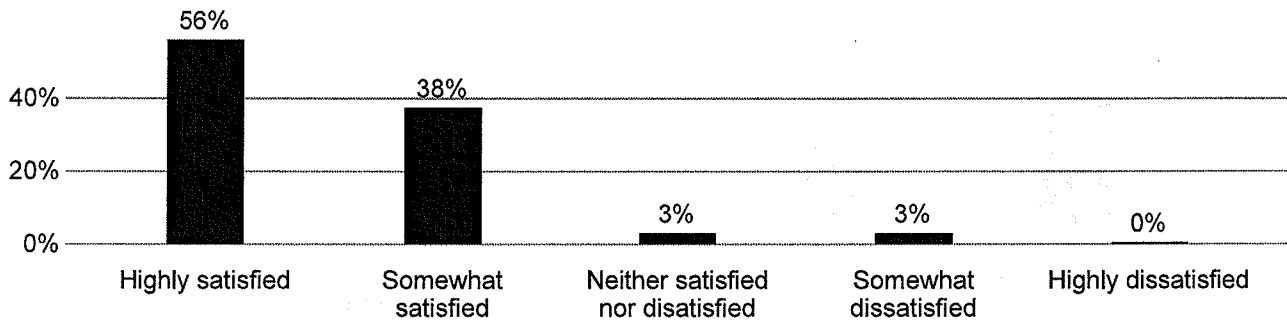
The content of courses offered in the LVN program



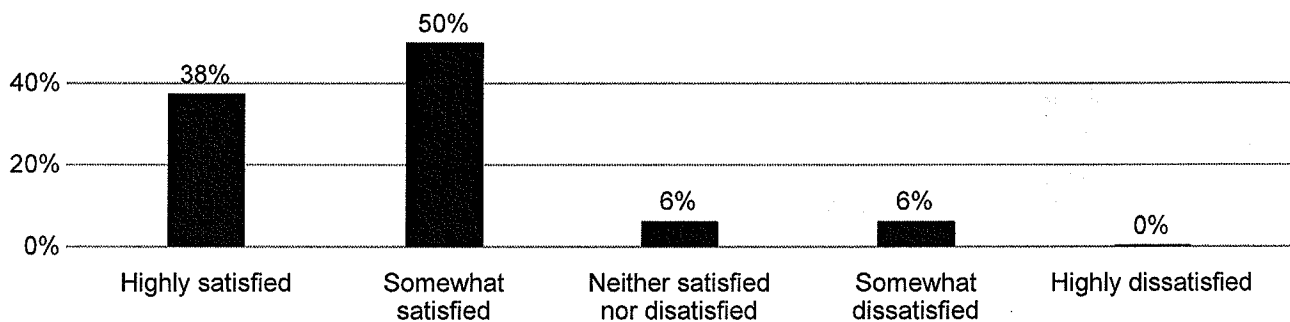
The coordination of courses offered in the LVN program and courses offered in other departments that may be required for your major



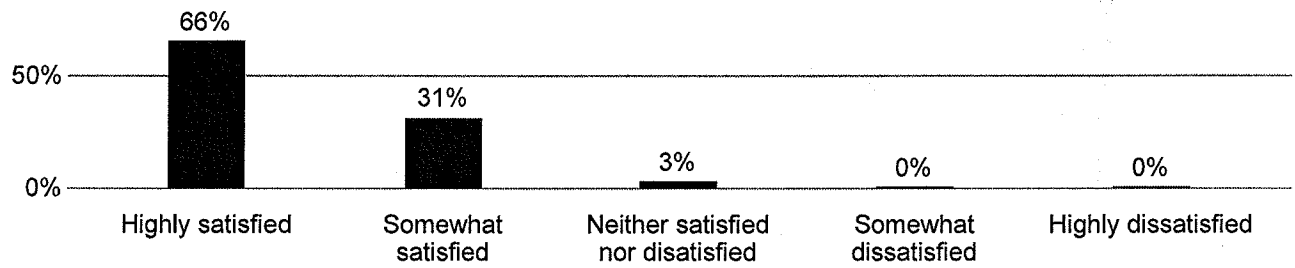
The physical facilities and space (e.g., classrooms, labs)



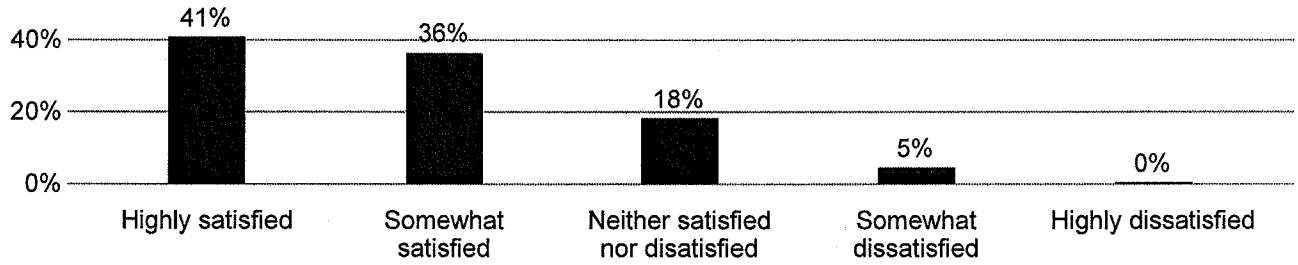
Instructional equipment (e.g., computers, lab equipment)



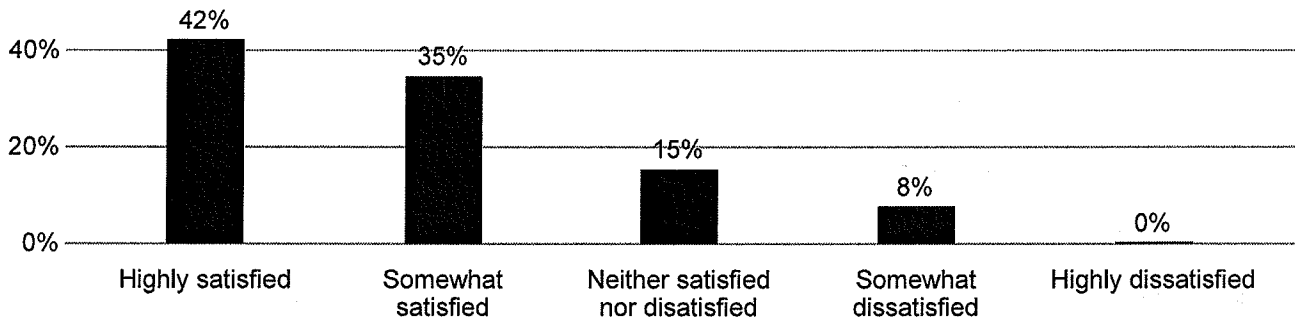
Presentation of classes via the college's Canvas course management system



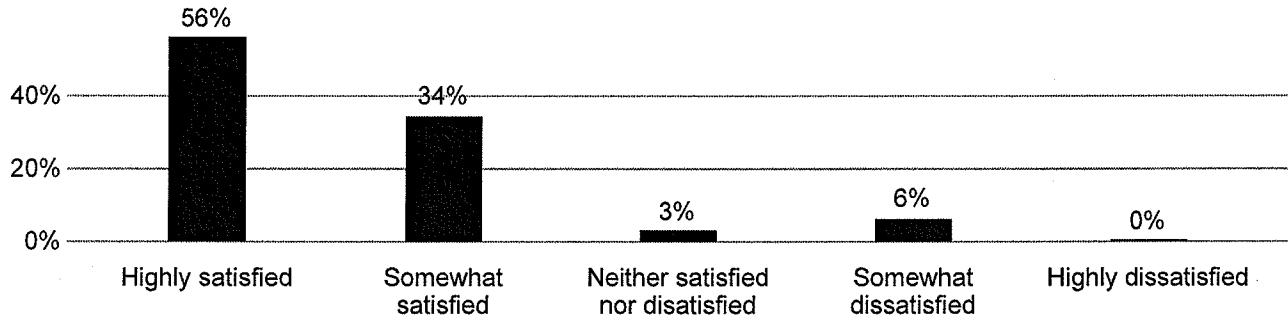
Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)



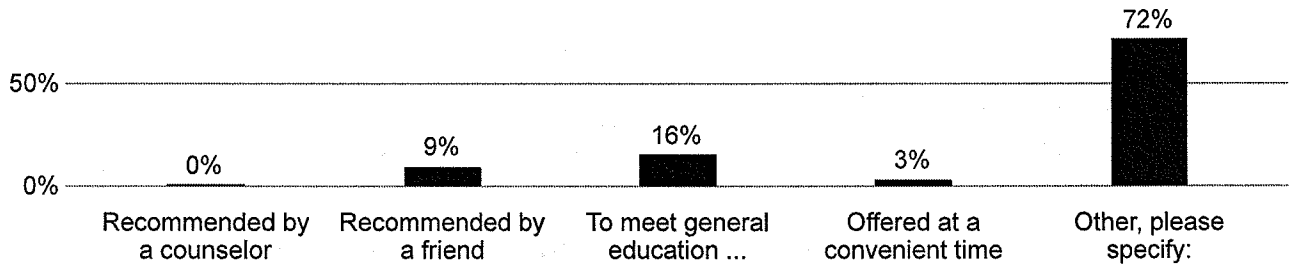
Availability of appropriate resources in the libraries



Simulation activity contributed to your learning experience



Which of the following best describes your reason for taking this and other courses in LVN program? - Selected Choice



Other, please specify: - Text

Other, please specify: - Text

They are required courses by AHC

It seemed to be a good idea that would ultimately help me meet my goals

needed to be a nurse

Course needed to complete LVN program

Self

This is the career I want to be in

Personal career goals

to obtain a license

N/A

ultimate goal of RN

N/A

N/A

My preference

I want to become a nurse, to help people.

N/A

Personal interest due to grandfather passing away.

N/A

N/A

I want to become a RN

personal interests

personal interest

N/A

I needed to take the LVN program in order to continue to become a RN at Allan Hancock College.

to get into RN

personal interest

N/A

to become an RN

To become a nurse

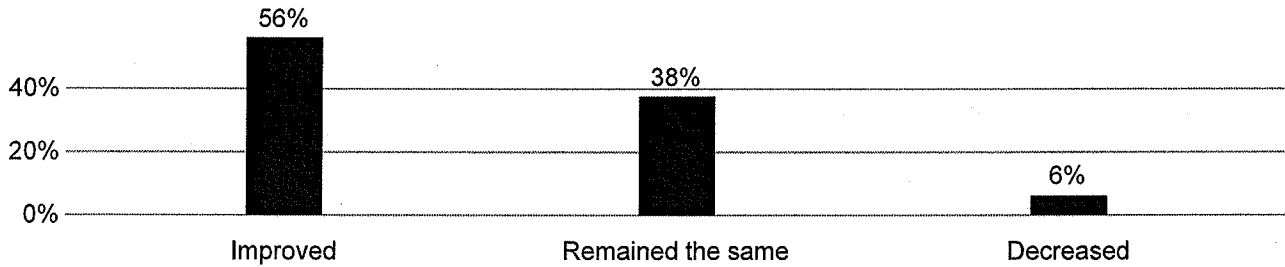
I want to be a nurse

required for nursing license

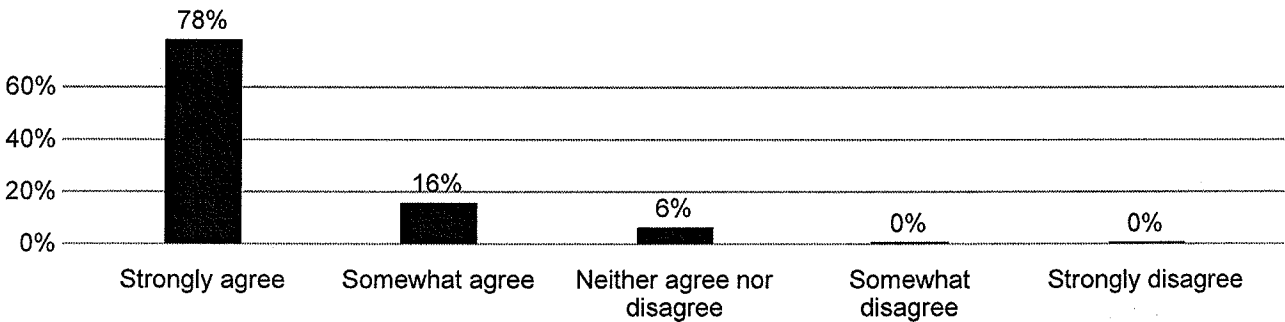
N/A

I want to be a nurse

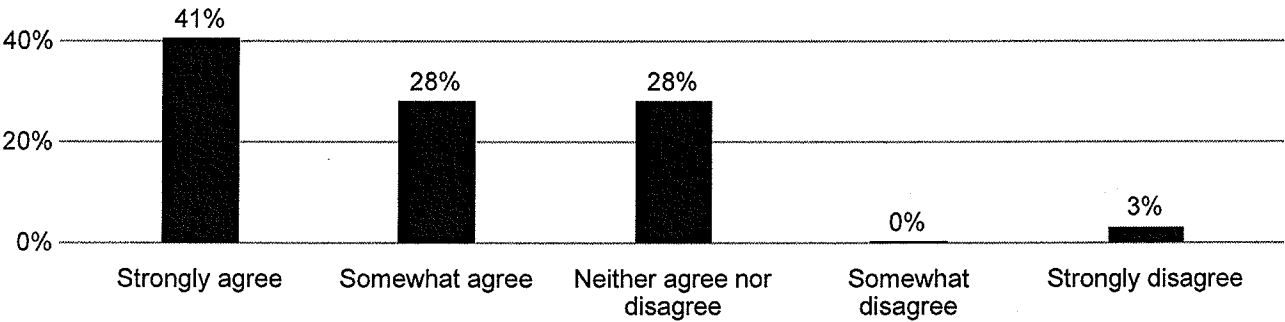
Compared to the beginning of the semester, your attitude about LVN program has



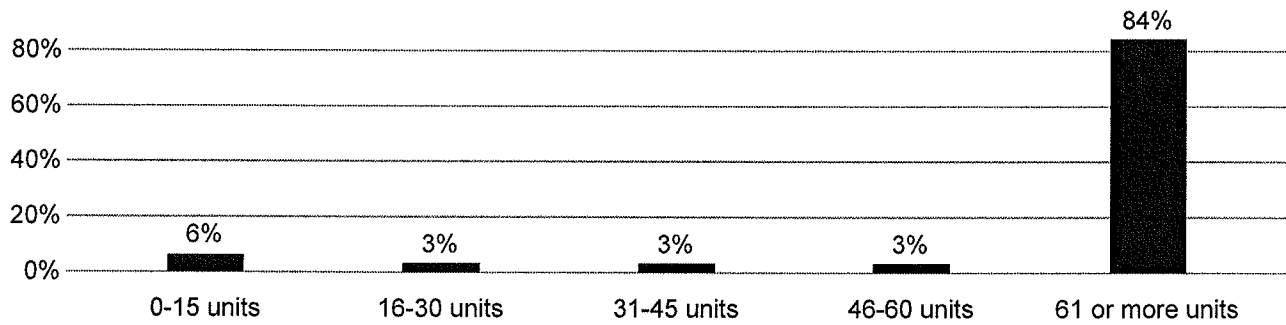
I would recommend taking courses in LVN program



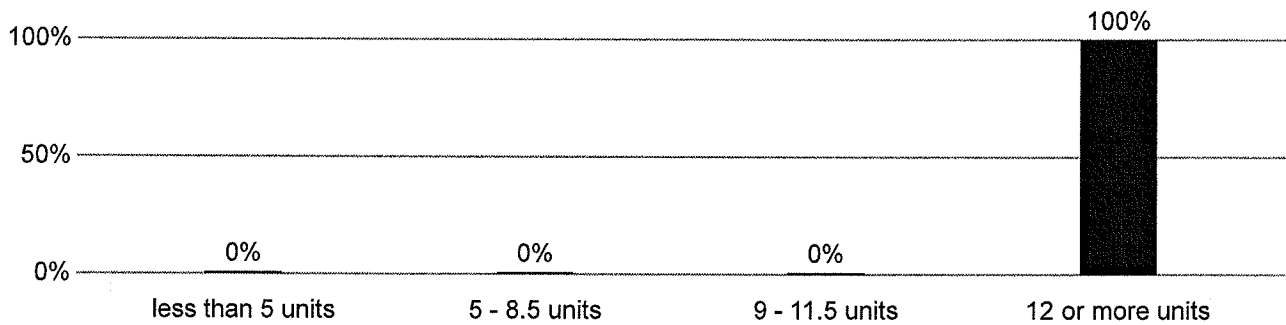
I plan on taking additional courses in LVN program



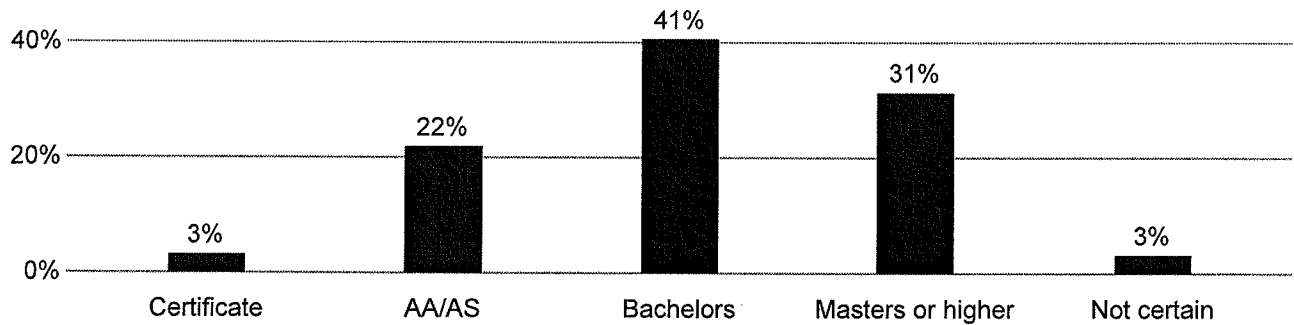
How many units have you completed prior to this semester?



In how many units are you currently enrolled?



What is your final academic goal?



**NCLEX EXAM
RESULTS**



**Report 4 Rolling Quarter – Jurisdiction Program Summary of
all First-Time Candidates Licensed in All Jurisdictions**

PEARSON VUE

01 Jul 2015 to 30 Sep 2015

NCSBN Confidential

California Board of Vocational Nursing & Psychiatric Technicians (22)

CA - ALLAN HANCOCK COLLEGE (US04100100)

Education Program Code	Education Program	Education Program City	-- Current Quarter -- 07/01/2015 – 09/30/2015				-- Total -- 10/01/2014 – 09/30/2015			
			# Delivered	# Passed	# Failed	% Passed	# Delivered	# Passed	# Failed	% Passed
US04100100	CA - ALLAN HANCOCK COLLEGE (US04100100)	SANTA MARIA	0	0	0	0.00%	31	28	3	90.32%
Total:			0	0	0	0.00%	31	28	3	90.32%



**Report 4 Rolling Quarter – Jurisdiction Program Summary of
all First-Time Candidates Licensed in All Jurisdictions**

PEARSON VUE

01 Jul 2016 to 30 Sep 2016

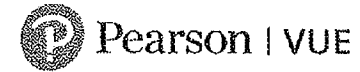
California Board of Vocational Nursing & Psychiatric Technicians (22)

CA - ALLAN HANCOCK COLLEGE (US04100100)

Education Program Code	Education Program	Education Program City	Graduation Date	-- Current Quarter -- 07/01/2016 -- 09/30/2016				-- Total -- 10/01/2015 -- 09/30/2016			
				# Delivered	# Passed	# Failed	% Passed	# Delivered	# Passed	# Failed	% Passed
US04100100	CA - ALLAN HANCOCK COLLEGE (US04100100)	SANTA MARIA		0	0	0	0.00%	1	1	0	100.00%
				0	0	0	0.00%	26	26	0	100.00%
Total:				0	0	0	0.00%	27	27	0	100.00%



Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions



CA - ALLAN HANCOCK COLLEGE (US04100100)

NCLEX-PN

NCLEX Education Program	NCLEX Education Program City	NCLEX Graduation Date	10/01/2018 - 12/31/2018				01/01/2019 - 03/31/2019				Total			
			Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate
CA - ALLAN HANCOCK COLLEGE (US04100100)	SANTA MARIA	██████	2	2	0	100.00%	26	25	1	96.15%	28	27	1	96.43%
	Total		2	2	0	100.00%	26	25	1	96.15%	28	27	1	96.43%

The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.



Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions



CA - ALLAN HANCOCK COLLEGE (US04100100)

NCLEX-PN

NCLEX Education Program	NCLEX Education Program City	NCLEX Graduation Date	01/01/2018 - 03/31/2018				04/01/2018 - 06/30/2018				Total			
			Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate
CA - ALLAN HANCOCK COLLEGE (US04100100)	SANTA MARIA		24	24	0	100.00%	2	2	0	100.00%	26	26	0	100.00%
	Total		24	24	0	100.00%	2	2	0	100.00%	26	26	0	100.00%

The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.



Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions



CA - ALLAN HANCOCK COLLEGE (US04100100)

NCLEX-PN

NCLEX Education Program	NCLEX Education Program City	NCLEX Graduation Date	01/01/2017 - 03/31/2017				04/01/2017 - 06/30/2017				Total			
			Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate
CA - ALLAN HANCOCK COLLEGE (US04100100)	SANTA MARIA		30	30	0	100.00%	2	2	0	100.00%	32	32	0	100.00%
	Total		30	30	0	100.00%	2	2	0	100.00%	32	32	0	100.00%

The numbers included in the report reflect the most up-to-date and accurate numbers at the time the report was generated.



**Report 4 Year to Date – Jurisdiction Program Summary of all
First-Time Candidates Licensed in All Jurisdictions**

PEARSON VUE

01 Oct 2014 to 31 Dec 2014

NCSBN Confidential

California Board of Vocational Nursing & Psychiatric Technicians (22)

CA - ALLAN HANCOCK COLLEGE (04-101)

Education Program Code	Education Program	Education Program City	-- Current Quarter -- 10/01/2014 – 12/31/2014				-- Year to Date -- 01/01/2014 – 12/31/2014			
			#	#	#	%	#	#	#	%
			Delivered	Passed	Failed	Passed	Delivered	Passed	Failed	Passed
04-101	CA - ALLAN HANCOCK COLLEGE (04-101)	SANTA MARIA	0	0	0	0.00%	1	1	0	100.00%
			0	0	0	0.00%	32	31	1	96.88%
		Total:		0	0	0.00%	33	32	1	96.97%

2019-20 Program Data



STEP 1 | Choose subjects: NURS

Subjects: NURS LVN

STEP 2 | Choose awards: Nursing

Awards: Nursing LVN

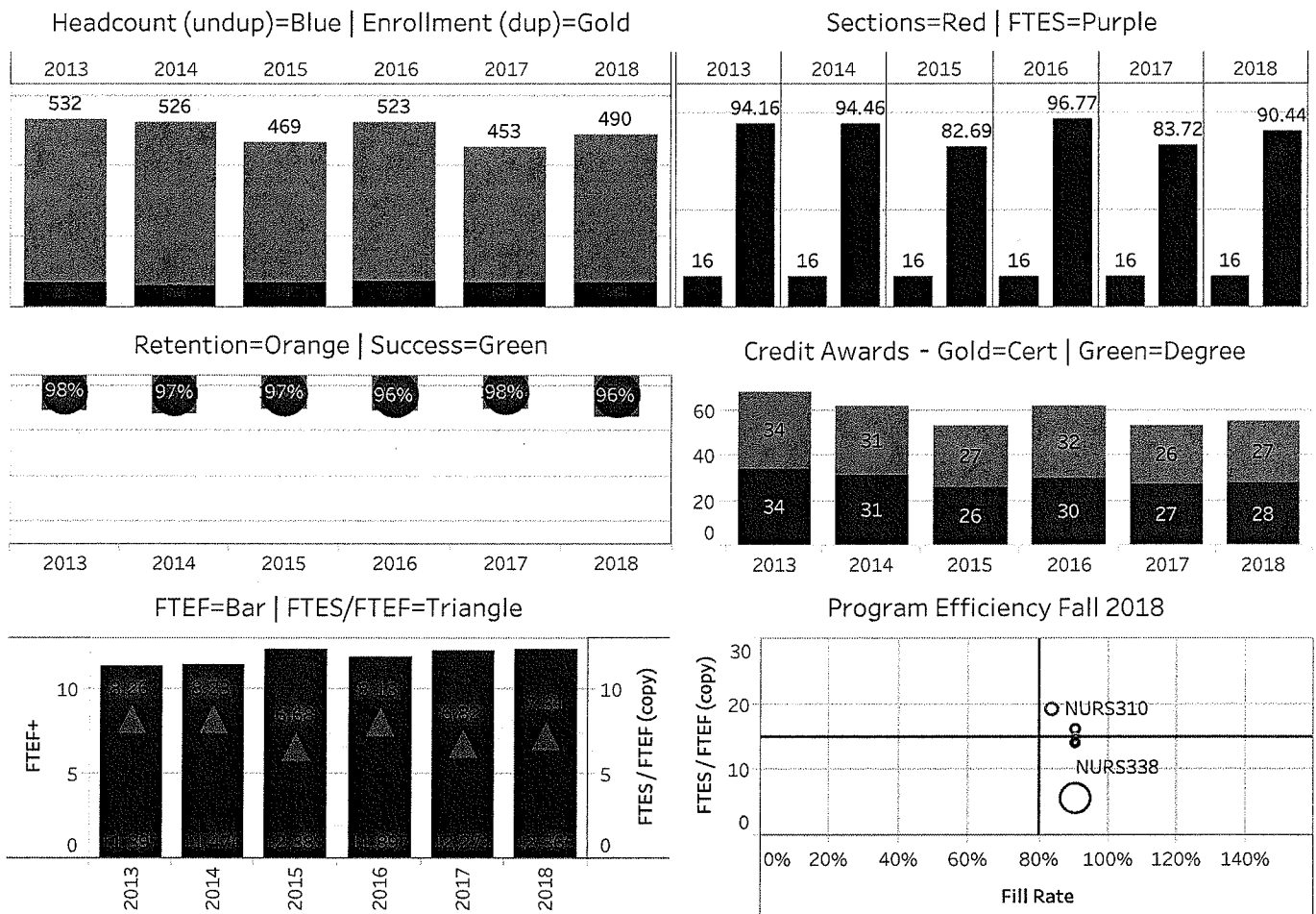
STEP 3 | Choose majors: Nursing

Student Majors: Nursing LVN

Contents

- 1 - Enrollment, headcount, sections, FTES, retention, success
- 2 - Demographics
- 3 - Equity outcomes
- 4 - Online\Face to face comparison
- 5 - Efficiency
- 6 - Program awards & majors
- 7 - Faculty load
- A - Course demographic detail
- B - Awards by major detail

Quick Program Facts



Data Source: Student-MIS; Award, Major & Faculty-Banner | Headcount-unduplicated students; Enrollment-duplicated students; Retention-students who receive a grade in the course; Success-students who receive a passing grade in the course; FTES/FTEF target is 15+; Fill Rate target is 80%+

1 Outcomes NURS

course_
Multiple values

	Sum 2013	Fall 2013	Spring 2014	Sum 2014	Fall 2014	Spring 2015	Sum 2015	Fall 2015	Spring 2016	Sum 2016	Fall 2016	Spring 2017	Sum 2017	Fall 2017	Spring 2018	Sum 2018	Fall 2018	Spring 2019
Sections	4	7	5	4	7	5	4	7	5	4	7	5	4	7	5	4	7	5
Headcount	32	69	34	33	59	31	28	67	34	31	69	30	27	65	32	30	65	33
Enrollment	128	234	170	132	224	155	112	202	170	124	229	150	108	195	160	120	210	165
retained	128	233	165	132	217	155	112	201	165	124	228	150	108	195	150	120	203	160
Retention %	100%	100%	97%	100%	97%	100%	100%	100%	97%	100%	100%	100%	100%	100%	94%	100%	97%	97%
success	128	230	165	132	215	147	112	198	158	124	221	143	108	192	150	120	202	157
Success %	100%	98%	97%	100%	96%	95%	100%	98%	93%	100%	97%	95%	100%	98%	94%	100%	96%	95%
FTES__	15.8	39.6	39.0	16.9	38.6	34.8	14.3	33.6	41.5	15.7	39.6	36.9	13.7	33.1	39.4	15.2	35.9	40.6

Outcomes Allan Hancock College Credit

	Sum 2013	Fall 2013	Spring 2014	Sum 2014	Fall 2014	Spring 2015	Sum 2015	Fall 2015	Winter 2016	Spring 2016	Sum 2016	Fall 2016	Winter 2017	Spring 2017	Sum 2017	Fall 2017	Winter 2018	Spring 2018	Sum 2018	Fall 2018	Winter 2019	Spring 2019
Sections	285	1,069	1,141	306	1,141	1,209	355	1,177	41	1,220	357	1,184	41	1,214	333	1,168	45	1,186	270	1,145	47	1,159
Headcount	5,421	10,922	11,293	5,185	11,084	11,249	5,593	10,982	1,051	11,341	4,354	12,111	1,023	11,636	5,306	11,889	1,118	11,320	4,596	11,380	1,171	10,580
Enrollment	8,455	28,612	29,369	8,168	29,153	28,984	8,789	28,471	1,270	28,153	8,305	29,268	1,314	28,161	8,052	28,754	1,480	26,960	6,868	28,650	1,535	26,193
Retention %	89.1%	87.0%	85.2%	89.4%	86.8%	85.4%	89.6%	86.4%	84.4%	89.4%	90.4%	88.0%	86.5%	88.1%	90.3%	87.0%	87.2%	88.1%	90.3%	87.1%	87.8%	87.6%
Success %	77.5%	70.6%	70.2%	77.7%	69.8%	71.4%	77.4%	70.2%	70.6%	73.2%	79.6%	71.5%	77.2%	74.0%	80.3%	71.5%	78.9%	74.1%	79.6%	71.3%	79.2%	73.5%
FTES	978	3,852	3,868	944	3,900	4,048	1,009	3,807	111	3,715	967	4,197	115	4,020	900	4,126	139	3,869	835	4,061	169	3,827

1 Retention & Success by academic year by course NURS

course_	2013	2014	2015	2016	2017	2018
NURS310	93% 97%	93% 96%	93% 93%	93% 97%	92% 100%	94% 97%
NURS311		97% 97%	100% 100%	94% 97%	97% 100%	94% 94%
NURS317		97% 97%	100% 100%	98% 97%	98% 100%	94% 94%
NURS318		97% 97%	97% 100%	94% 97%	97% 100%	94% 94%
NURS320	100% 100%	100% 100%	100% 100%	100% 100%	100% 100%	100% 100%
NURS322	100% 100%	97% 97%	100% 100%	100% 100%	100% 100%	97% 97%
NURS323		97% 97%	94% 100%	94% 97%	93% 100%	94% 94%
NURS327	100% 100%	100% 100%	100% 100%	100% 100%	100% 100%	100% 100%
NURS328	100% 100%	100% 100%	100% 100%	100% 100%	100% 100%	100% 100%
NURS329		97% 97%	94% 100%	91% 97%	97% 100%	94% 94%
NURS330	100% 100%	97% 97%	100% 100%	100% 100%	100% 100%	97% 97%
NURS331	100% 100%	97% 97%	100% 100%	100% 100%	100% 100%	97% 97%
NURS332	100% 100%	97% 97%	100% 100%	100% 100%	100% 100%	97% 97%
NURS335	100% 100%	100% 100%	100% 100%	100% 100%	100% 100%	100% 100%
NURS337	100% 100%	97% 97%	100% 100%	100% 100%	100% 100%	97% 97%
NURS338	100% 100%	97% 97%	100% 100%	100% 100%	100% 100%	97% 97%

Retention % and Success % for each course_ broken down by Academic Year (copy). Color shows details about Retention % and Success %. The data is filtered on TERM_CODE, CB04, subject and course. The TERM_CODE filter keeps 21 of 33 members. The CB04 filter keeps C, D and N. The subject filter keeps NURS. The course filter has multiple members selected. The view is filtered on course_, which keeps 16 members.

Measure Names

- Retention %
- Success %

1 Retention & Success by summer term by course NURS

course	Term Code_					
	Sum 2013	Sum 2014	Sum 2015	Sum 2016	Sum 2017	Sum 2018
NURS320	100%	100%	100%	100%	100%	100%
NURS327	100%	100%	100%	100%	100%	100%
NURS328	100%	100%	100%	100%	100%	100%
NURS335	100%	100%	100%	100%	100%	100%

Measure Names

- Retention %
- Success %

1 Retention & Success by fall term by course NURS

course_	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
NURS310	99% 97%	98% 96%	99% 98%	98% 97%	92% 100%	94% 97%
NURS322	100% 100%	97% 97%	100% 100%	100% 100%	100% 100%	97% 97%
NURS330	100% 100%	97% 97%	100% 100%	100% 100%	100% 100%	97% 97%
NURS331	100% 100%	97% 97%	100% 100%	100% 100%	100% 100%	97% 97%
NURS332	100% 100%	97% 97%	100% 100%	100% 100%	100% 100%	97% 97%
NURS337	100% 100%	97% 97%	100% 100%	100% 100%	100% 100%	97% 97%
NURS338	100% 100%	97% 97%	100% 100%	100% 100%	100% 100%	97% 97%

Measure Names

- Retention %
- Success %

1 Retention & Success by spring term by course NURS

course_	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
NURS311	97%	97%	97%	97%	97%	97%
NURS317	97%	97%	97%	97%	97%	97%
NURS318	97%	97%	97%	97%	97%	97%
NURS323	97%	97%	97%	97%	97%	97%
NURS329	97%	97%	97%	97%	97%	97%

Measure Names

- Retention %
- Success %

2 Program Demographics NURS

Choose individual course via filter or see Appendix A for full demographic course details

course_
Multiple values

Age Category	Academic Year (copy)					
	2013	2014	2015	2016	2017	2018
20-24	15	13	13	13	16	12
25-29	24	19	30	30	29	29
30-34	13	14	15	16	12	12
35-39	5	5	10	10	6	6
40-49	10	9	9	7	7	11
50+	4	3		1	2	2
ETHNICITY	2013	2014	2015	2016	2017	2018
Asian	4	2	3	4	3	2
Black		1	1		1	1
Filipino	8	9	5	4	4	5
Hispanic	23	22	29	38	35	31
NativeAm	1	1	1		2	2
Pacisl			2	1		
White	35	25	30	26	24	27
	2013	2014	2015	2016	2017	2018
Female	67	55	62	68	59	58
Male	4	5	9	5	10	10
	2013	2014	2015	2016	2017	2018
First Time Transfer		1	2	1		1
Continuing	56	46	48	66	50	47
Returning	16	18	22	6	19	20
Grand Total	71	60	71	73	69	68

2 Demographics Allan Hancock College Credit

Age Category	2013		2014		2015		2016		2017		2018	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Under 19	4,956	2,773	4,977	2,722	5,199	2,794	6,157	2,954	7,068	3,120	7,117	3,266
20-24	6,713	3,376	6,601	3,415	6,551	3,451	6,103	3,359	6,076	3,303	5,646	3,120
25-29	2,643	1,066	2,641	1,111	2,729	1,197	2,598	1,179	2,602	1,251	2,296	1,142
30-34	1,573	494	1,591	531	1,622	569	1,539	562	1,410	565	1,318	555
35-39	981	300	1,002	313	951	314	1,035	326	931	362	859	298
40-49	1,303	382	1,249	374	1,230	394	1,256	378	1,090	378	957	342
50+	916	252	925	247	948	257	920	236	729	205	681	212

ETHNICITY	2013		2014		2015		2016		2017		2018	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Asian	682	291	611	275	625	283	558	269	522	241	426	192
Black	682	336	699	336	685	361	664	335	645	306	523	259
Filipino	487	258	496	302	537	313	513	304	521	281	499	291
Hispanic	8,168	4,368	8,637	4,560	8,799	4,798	9,117	4,773	8,452	4,696	7,614	4,223
NativeAm	284	138	284	140	291	141	313	141	376	150	396	194
Other	2	0	4	1	2	0	4	1	4	2	3	1
Paclsl	119	53	119	52	124	52	125	60	142	65	155	66
White	7,684	3,198	7,220	3,045	7,094	3,026	7,263	2,941	8,266	3,429	8,215	3,676

	2013		2014		2015		2016		2017		2018	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Female	9,074	4,560	8,997	4,609	9,024	4,731	9,266	4,668	9,714	4,970	9,392	4,876
Male	9,024	4,079	9,063	4,100	9,131	4,241	9,219	4,146	9,016	4,158	8,260	3,973
Unknown	5	3	4	2	3	2	63	11	181	41	175	53

	2013		2014		2015		2016		2017		2018	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
First Time	2,674	1,122	2,973	1,202	2,786	1,169	2,847	1,235	2,532	1,112	2,675	1,264
First Time Transfer	2,981	733	2,508	614	2,528	634	2,046	498	2,406	674	1,918	617
Continuing	9,471	5,907	9,324	5,931	9,788	6,345	10,211	6,274	9,682	6,411	9,324	6,103
Returning	3,457	787	3,917	853	2,979	672	2,510	570	2,388	591	2,009	486
Special Admit	568	88	682	107	990	150	1,976	246	2,827	381	2,829	432
Unknown	10	4	11	3	9	2	8	1			2	0
Grand Total	18,103	8,642	18,062	8,711	18,156	8,973	18,548	8,825	18,908	9,169	17,812	8,902

3 Program Equity Outcomes NURS

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

****Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects****

	Academic Year (copy)							
	2018							
	Headcount	Enrollment	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
20-24	12	94	93.6%	-4.7%	5	93.6%	-4.4%	5
25-29	29	204	100.0%	5.0%		100.0%	5.4%	
30-34	12	91	94.5%	0.4%		94.5%	0.7%	
35-39	6	34	100.0%			100.0%		
40-49	11	65	92.3%	-3.2%	3	90.8%	-5.5%	4
50+	2	2	50.0%			50.0%		
Grand Total	68	490	96.5%			96.3%		

3 Program Equity Outcomes NURS

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects

	Academic Year (copy)							
	2018							
	Headcount	Enrollment	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	2	2	100.0%			100.0%		
Black	1	1	100.0%			100.0%		
Filipino	5	47	100.0%			97.9%		
Hispanic	31	231	95.2%	-2.6%	7	95.2%	-2.6%	7
Native Am	2	30	100.0%			100.0%		
White	27	179	96.6%	1.9%		96.6%	2.3%	
Grand Total	68	490	96.5%			96.3%		

3 Program Equity Outcomes NURS

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects

	Academic Year (copy)							
	2018							
	Headcount	Enrollment	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Female	58	398	97.0%	6.7%		96.7%	6.4%	
Male	10	92	94.6%	-6.7%	7	94.6%	-6.4%	6
Grand Total	68	490	96.5%			96.3%		

3 Program Equity Outcomes NURS

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects

	Academic Year (copy)							
	2018							
	Headcount	Enrollment	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
First Time Tran..	1	1	100.0%			100.0%		
Continuing	47	469	96.4%	-3.0%	15	96.4%	-1.4%	7
Returning	20	20	100.0%	3.0%		95.0%	0.3%	
Grand Total	68	490	96.5%			96.3%		

3 Allan Hancock College Credit Equity Outcomes

Equity:

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

	Academic Year (copy)							
	2018							
	Headcount	Enrollment	Retention %	PPG AHC Retention Mod	PPG AHC Retention Impact	Success %	PPG AHC Success Mod	PPG AHC Success Impact
Under 19	7,117	24,710	88.4%	0.8%		71.5%	-3.4%	830
20-24	5,646	21,944	87.1%	-1.3%	278	73.0%	-0.8%	168
25-29	2,296	7,143	87.6%	-0.4%	27	75.3%	2.0%	
30-34	1,318	3,715	88.7%	0.9%		78.4%	5.1%	
35-39	859	2,154	89.3%	1.5%		76.9%	3.5%	
40-49	957	2,648	88.7%	0.9%		79.4%	6.1%	
50+	681	1,699	87.9%	0.0%		78.8%	5.4%	
Grand Total	17,883	64,013	87.9%			73.5%		

3 Allan Hancock College Credit Equity Outcomes

Equity:

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

	Academic Year (copy)							
	2018							
	Headcount	Enrollment	Retention %	PPG AHC Retention Mod	PPG AHC Retention Impact	Success %	PPG AHC Success Mod	PPG AHC Success Impact
Asian	426	1,422	87.6%	-0.3%	4	75.3%	1.8%	
Black	523	1,890	87.8%	-0.1%	2	68.3%	-5.4%	103
Filipino	499	1,961	89.5%	1.7%		77.3%	3.9%	
Hispanic	7,614	30,253	86.8%	-2.1%	644	70.7%	-5.3%	1,616
Native Am	396	1,401	86.4%	-1.6%	22	70.9%	-2.7%	38
Other	3	6	83.3%			83.3%		
Pac Isl	155	531	87.4%	-0.5%	3	66.1%	-7.5%	40
White	8,215	26,280	89.2%	2.2%		77.0%	6.0%	
Unknown	72	269	87.4%	-0.5%	1	75.1%	1.6%	
Grand Total	17,883	64,013	87.9%			73.5%		

3 Allan Hancock College Credit Equity Outcomes

Equity:

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

	Academic Year (copy)							
	2018							
	Headcount	Enrollment	Retention %	PPG AHC Retention Mod	PPG AHC Retention Impact	Success %	PPG AHC Success Mod	PPG AHC Success Impact
Female	9,423	34,794	87.7%	-0.5%	177	74.3%	1.7%	
Male	8,294	28,757	88.1%	0.5%		72.7%	-1.6%	452
Unknown	183	462	89.8%	1.9%		69.9%	-3.6%	17
Grand Total	17,883	64,013	87.9%			73.5%		

3 Allan Hancock College Credit Equity Outcomes

Equity:

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

	Academic Year (copy)							
	2018							
	Headcount	Enrollment	Retention %	PPG AHC Retention Mod	PPG AHC Retention Impact	Success %	PPG AHC Success Mod	PPG AHC Success Impact
First Time	2,689	9,637	86.1%	-2.2%	208	63.2%	-12.1%	1,169
First Time Tran..	1,931	3,871	90.3%	2.5%		78.2%	5.0%	
Continuing	9,349	42,736	87.2%	-2.0%	867	74.0%	1.4%	
Returning	2,011	3,874	87.9%	0.0%	1	73.3%	-0.2%	9
Special Admit	2,850	3,893	97.5%	10.2%		89.4%	16.9%	
Unknown	2	2	100.0%			50.0%		
Grand Total	17,883	64,013	87.9%			73.5%		

4 Online / Onsite course comparison NURS

All online courses and matching onsite courses

4 Online / Onsite Retention & Success course comparison NURS

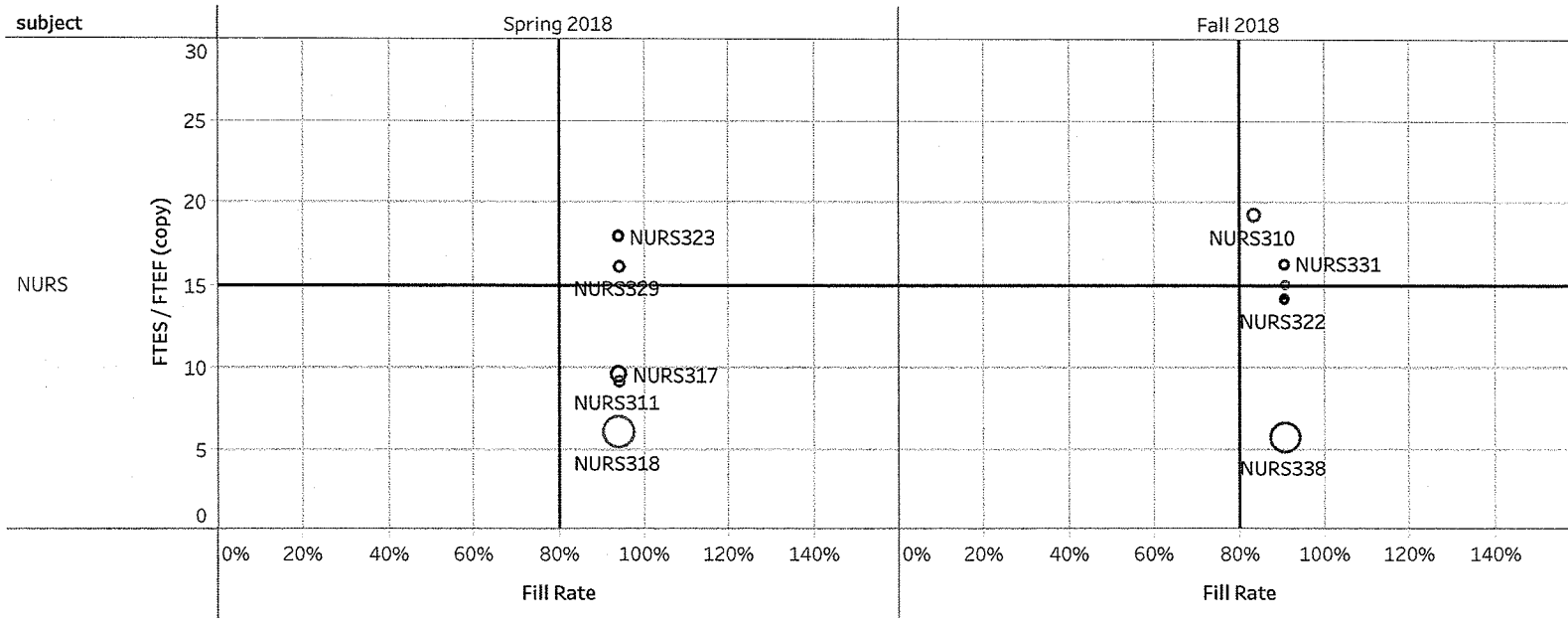
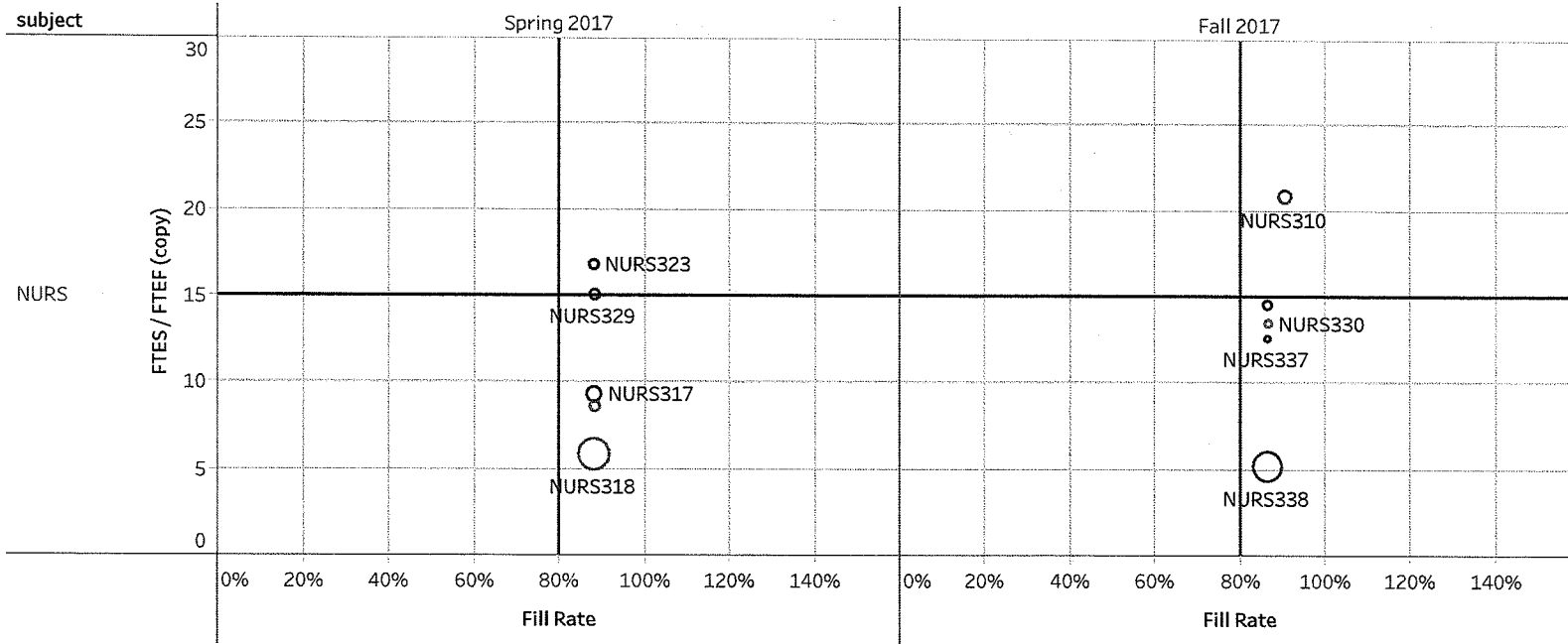
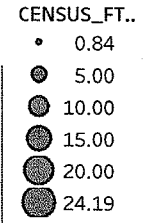
All online courses and matching onsite courses

Measure Names

4 Online / Onsite credit course comparison Allan Hancock College

Course Type		Academic Year (copy)					
		2013	2014	2015	2016	2017	2018
Online	Headcount	7,787	7,432	7,910	7,388	7,532	7,182
	Enrollment	15,107	14,821	15,895	15,789	15,699	15,117
	Sections	415	434	497	528	501	471
	Retention %	81.4%	80.6%	81.7%	83.5%	83.6%	84.8%
	Success %	61.4%	60.1%	62.7%	64.8%	67.4%	67.6%
	FTES	1,457	1,429	1,522	1,518	1,539	1,479
Onsite	Headcount	14,446	14,800	14,770	15,589	15,989	15,507
	Enrollment	51,569	51,869	51,619	51,251	50,748	48,896
	Sections	2,026	2,154	2,285	2,274	2,259	2,177
	Retention %	88.5%	88.1%	87.8%	90.5%	89.2%	88.8%
	Success %	74.3%	74.1%	74.5%	75.9%	75.8%	75.4%
	FTES	7,186	7,283	7,453	7,476	7,645	7,455
Grand Total	Headcount	18,111	18,067	18,163	18,570	18,951	17,883
	Enrollment	66,676	66,690	67,514	67,040	66,447	64,013
	Sections	2,441	2,588	2,782	2,802	2,760	2,648
	Retention %	86.9%	86.4%	86.4%	88.8%	87.9%	87.9%
	Success %	71.4%	70.9%	71.7%	73.3%	73.8%	73.5%
	FTES	8,643	8,712	8,975	8,994	9,185	8,934

5 Efficiency Graph NURS



Higher Fill Rate (right side of graph) and higher efficiency (top of the graph) is the ideal place for a course to be.

5 Efficiency Table NURS

Academic Year (copy)	Term Code_	course_	FTES__	FTEF+	FTES / FTEF (copy)	Enrollment	Maximum Enrollment	MaxEnroll..	Fill Rate
2017	Spring 2017	NURS311	2.5	0.294	8.59	30	34	34	88%
		NURS317	5.4	0.585	9.30	30	34	34	88%
		NURS318	24.2	4.149	5.83	30	34	34	88%
		NURS323	2.2	0.133	16.80	30	34	34	88%
		NURS329	2.5	0.167	15.12	30	34	34	88%
		Total	36.9	5.328	6.93	150	170	34	88%
	Sum 2017	NURS320	1.9	0.151	12.26	27	30	30	90%
		NURS327	2.2	0.167	12.93	27	30	30	90%
		NURS328	7.7	1.620	4.72	27	30	30	90%
		NURS335	2.0	0.178	11.33	27	30	30	90%
		Total	13.7	2.116	6.47	108	120	30	90%
	Fall 2017	NURS310	4.2	0.200	20.84	39	43	43	91%
		NURS322	1.9	0.133	14.56	26	30	30	87%
		NURS330	1.3	0.100	13.47	26	30	30	87%
		NURS331	1.9	0.133	14.56	26	30	30	87%
		NURS332	1.9	0.133	14.56	26	30	30	87%
		NURS337	0.8	0.067	12.57	26	30	30	87%
		NURS338	21.0	4.061	5.16	26	30	30	87%
		Total	33.1	4.827	6.86	195	223	32	87%
2018	Spring 2018	NURS311	2.7	0.293	9.19	32	34	34	94%
		NURS317	5.8	0.607	9.56	32	34	34	94%
		NURS318	25.8	4.265	6.05	32	34	34	94%
		NURS323	2.4	0.133	17.92	32	34	34	94%
		NURS329	2.7	0.167	16.13	32	34	34	94%
		Total	39.4	5.465	7.20	160	170	34	94%
	Sum 2018	NURS320	2.1	0.139	15.13	30	34	34	88%
		NURS327	2.6	0.178	14.38	30	34	34	88%
		NURS328	8.0	1.553	5.13	30	34	34	88%
		NURS335	2.6	0.177	14.46	30	34	34	88%
		Total	15.2	2.047	7.42	120	136	34	88%
	Fall 2018	NURS310	3.8	0.200	19.23	36	43	43	84%

5 Efficiency Table NURS

Academic Year (copy)	Term Code_	course_	FTES__	FTEF+	FTES / FTEF (copy)	Enrollment	Maximum Enrollment	MaxEnroll..	Fill Rate
2018	Fall 2018	NURS322	1.9	0.133	14.12	29	32	32	91%
		NURS330	1.5	0.100	15.02	29	32	32	91%
		NURS331	2.2	0.133	16.24	29	32	32	91%
		NURS332	2.2	0.133	16.24	29	32	32	91%
		NURS337	0.9	0.067	14.02	29	32	32	91%
		NURS338	23.4	4.087	5.72	29	32	32	91%
		Total	35.9	4.853	7.39	210	235	34	89%
Grand Total			174.2	24.636	7.07	943	1,054	33	89%

6 Degree/Certificate Nursing

Program Desc	Degree	Degree Major	Degree Desc (group)	Academic Period Graduation (group)					
				2014	2015	2016	2017	2018	
Unduplicated	Nursing	AS	Licensed Vocational Nursing	Associate in Science	31	26	30	27	28
		C3	Licensed Vocational Nursing	Certificate 30.5-60 units	31	27	32	26	27
Duplicated	Nursing	AS	Licensed Vocational Nursing	Associate in Science	31	26	30	27	28
		C3	Licensed Vocational Nursing	Certificate 30.5-60 units	31	27	33	26	27
Unduplicated	Total			32	27	32	27	28	
Duplicated	Total			62	53	63	53	55	

6 Majors Nursing - Headcount

	2013	2014	2015	2016	2017	2018
Licensed Vocational Nursing	121	142	185	222	238	246
Grand Total	121	142	185	222	238	246

6 Nursing Award|Major Match

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.

--Headcount & Percentages are the students who are a major match/split for a specific award.

--Data is sorted by program/major of the earned award.

Program..	Degree	Degree Major	Degree Desc (group)	Major ..	Academic Period Graduation (group)									
					2014		2015		2016		2017		2018	
					HC	%	HC	%	HC	%	HC	%	HC	%
Nursing	AS	Licensed Vocational Nursing	Associate in Science	Match			2	8%			2	7%	4	14%
				Split	31	100%	24	92%	30	100%	25	93%	24	86%
	C3	Licensed Vocational Nursing	Certificate 30.5-60 units	Match			2	7%			2	8%	4	15%
				Split	31	100%	25	93%	32	100%	24	92%	23	85%
Total					32	103%	27		32		27		28	

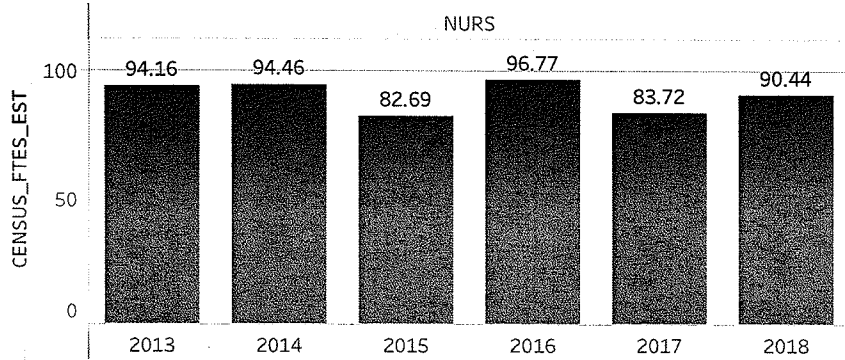
6 Degree/Certificate Allan Hancock College

		Academic Period Graduation (group)					
	Degree Desc (group)	2013	2014	2015	2016	2017	2018
Unduplicated	6 to fewer than 18 units					6	5
	18 to fewer than 30 units		1		1	2	3
	30 to fewer than 60 units	1	1			4	6
	Associate in Arts	486	585	535	507	485	524
	Associate in Arts - Transfer	4	17	48	98	136	165
	Associate in Science	288	272	294	315	313	285
	Associate in Science - Transfe	10	45	107	93	127	142
	CE Certificate	38	61	19	35	43	79
	Cert 6-18 Not Approved	218	210	232	293	305	246
	Cert 12-18 units Approved				1		
	Certificate 18.5-30 units	166	170	134	183	169	190
	Certificate 30.5-60 units	491	515	554	538	555	603
	Certificate 60.5+ units	28	35	37	37	34	34
	Other Credit Award <6 units	56	54	78	102	132	119
Duplicated	6 to fewer than 18 units					6	8
	18 to fewer than 30 units		1		1	2	3
	30 to fewer than 60 units	1	1			4	7
	Associate in Arts	694	823	740	747	670	781
	Associate in Arts - Transfer	4	17	48	100	140	170
	Associate in Science	312	296	320	342	350	305
	Associate in Science - Transfe	10	45	115	95	133	153
	CE Certificate	38	61	19	41	46	82
	Cert 6-18 Not Approved	230	218	242	318	352	266
	Cert 12-18 units Approved				1		
	Certificate 18.5-30 units	175	180	148	192	180	209
	Certificate 30.5-60 units	508	544	575	555	583	635
	Certificate 60.5+ units	28	35	37	37	34	34
	Other Credit Award <6 units	63	72	87	110	155	141
Unduplicated	Total	1,353	1,514	1,472	1,635	1,673	1,648
Duplicated	Total	2,063	2,293	2,331	2,539	2,655	2,794

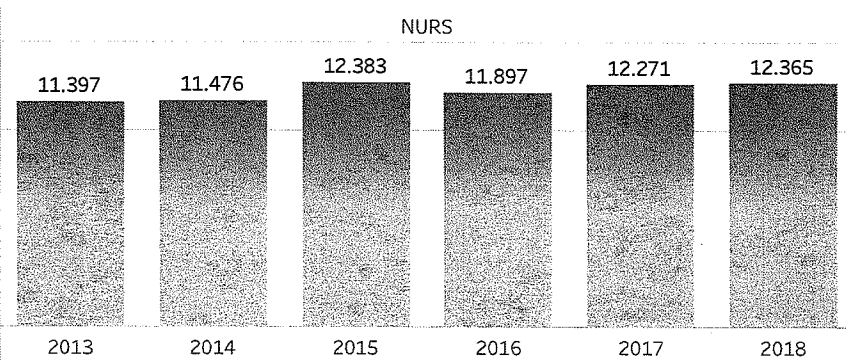
7 FTEF+Overload, FTES & Efficiency - NURS

2013			2014			2015			2016			2017			2018		
FTEF+	FTES___	FTES/ FTEF (c..)	FTEF+	FTES___	FTES/ FTEF (c..)	FTEF+	FTES___	FTES/ FTEF (c..)	FTEF+	FTES___	FTES/ FTEF (c..)	FTEF+	FTES___	FTES/ FTEF (c..)	FTEF+	FTES___	FTES/ FTEF (c..)
11.397	94.16	8.26	11.476	94.46	8.23	12.383	82.69	6.68	11.897	96.77	8.13	12.271	83.72	6.82	12.365	90.44	7.31

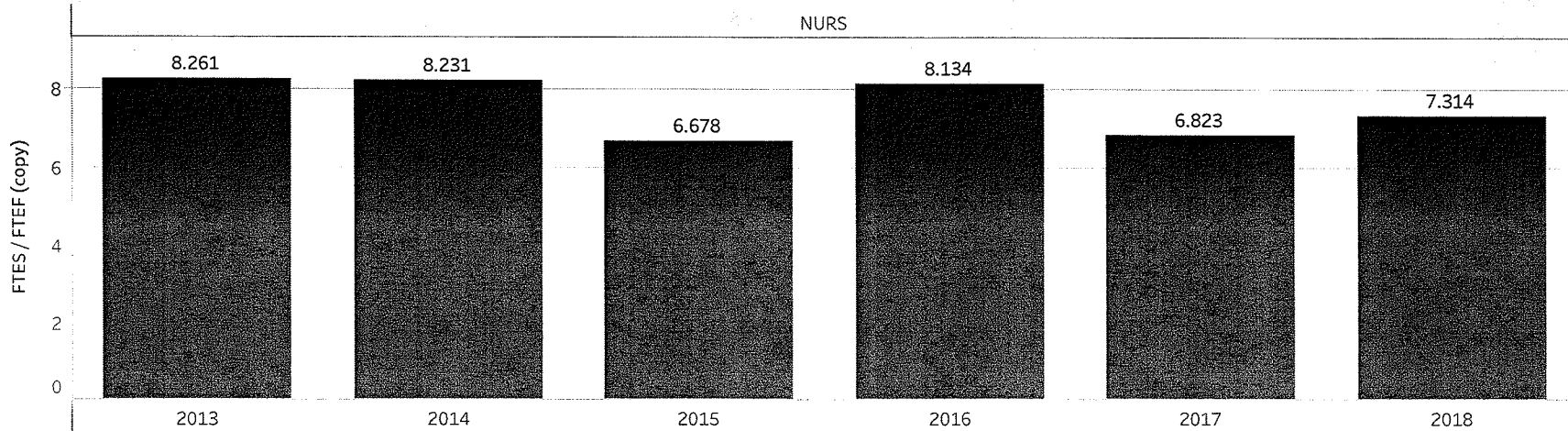
FTES



FTEF



FTEF/FTES



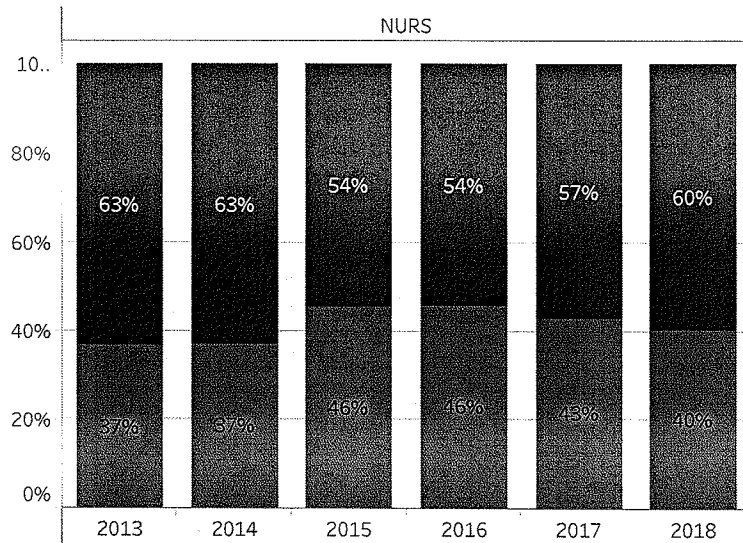
7 FTEF, overload, sections by faculty type NURS

SUBJECT	Faculty Type	2013				2014				2015			
		FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections
NURS	Instructional - FT	6.433	1.209	5.00	16.00	6.684	1.123	5.00	17.00	5.980	1.397	5.00	15.00
	Instructional - PT	3.755	0.000	7.00	5.00	3.835	0.000	8.00	6.00	5.006	0.000	8.00	6.00
Grand Total		10.188	1.209	12.00	16.00	10.519	1.123	13.00	17.00	10.986	1.397	13.00	16.00

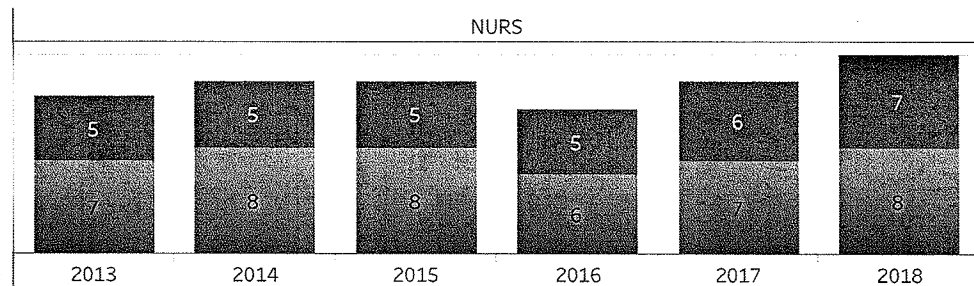
SUBJECT	Faculty Type	2016				2017				2018			
		FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections
NURS	Instructional - FT	5.69	1.42	5.00	15.00	6.06	1.64	6.00	16.00	6.34	1.74	7.00	16.00
	Instructional - PT	4.79	0.00	6.00	6.00	4.57	0.00	7.00	6.00	4.29	0.00	8.00	4.00
Grand Total		10.48	1.42	11.00	16.00	10.63	1.64	13.00	16.00	10.63	1.74	15.00	16.00

Faculty Type
 Instructional - FT
 Instructional - PT

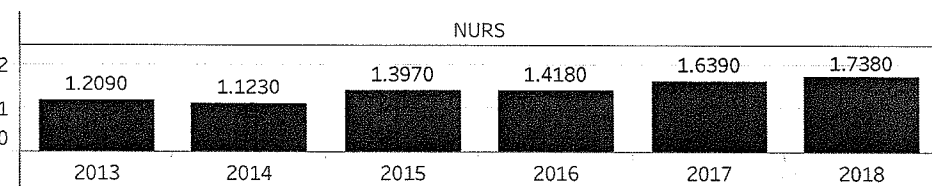
%FTEF by Faculty Type



Faculty count by type



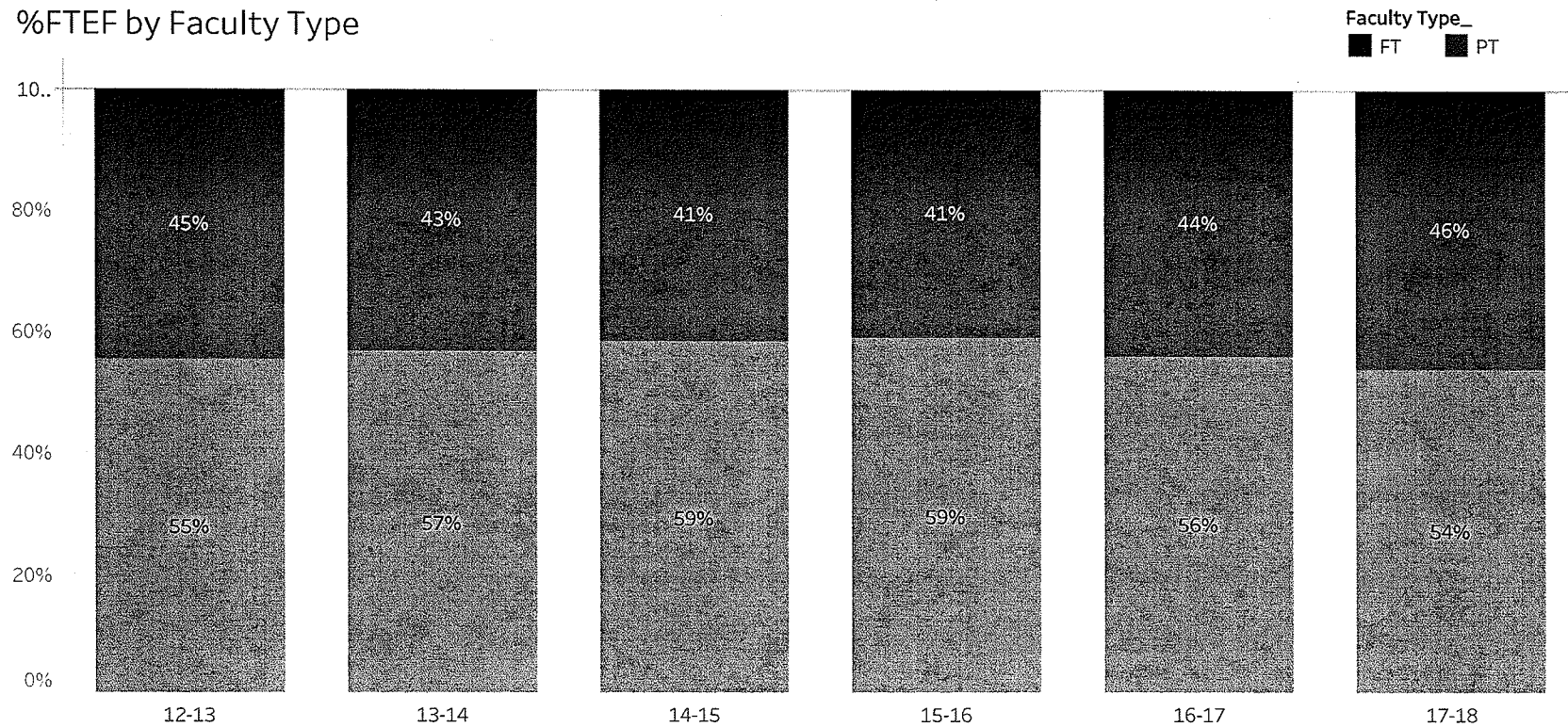
Overload



7 FTEF+Overload by Faculty Type Allan Hancock College

Instruction Type	Faculty Type	Academic Year					
		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Instructional	Instructional - FT	270.689	277.160	288.448	307.136	313.022	314.389
	Instructional - PT	334.887	358.454	379.747	356.486	332.909	314.401
	Total	605.576	635.614	668.195	663.622	645.931	628.790
NonInstructional	NonInstructional - FT	74.437	78.174	74.123	76.788	76.504	79.857
	NonInstructional - PT	30.412	35.530	37.100	33.873	35.866	29.230
	Total	104.849	113.704	111.223	110.661	112.370	109.087
Grand Total		710.425	749.318	779.418	774.283	758.301	737.877

%FTEF by Faculty Type



Appendix A: Program/Course Demographics by Outcome NURS

		Academic Year (copy)											
		2016				2017				2018			
		Enrollm..	FTES__	Retentio n %	Success %	Enrollm..	FTES__	Retentio n %	Success %	Enrollm..	FTES__	Retentio n %	Success %
NURS310	20-24	8	0.85	100.0%	87.5%	11	1.18	100.0%	100.0%	4	0.43	100.0%	100.0%
	25-29	15	1.60	93.3%	86.7%	13	1.39	100.0%	84.6%	15	1.60	100.0%	100.0%
	30-34	6	0.64	100.0%	83.3%	7	0.75	100.0%	100.0%	5	0.53	100.0%	100.0%
	35-39	4	0.43	100.0%	75.0%	2	0.21	100.0%	100.0%	4	0.43	100.0%	100.0%
	40-49	3	0.32	100.0%	33.3%	5	0.53	100.0%	100.0%	6	0.64	100.0%	83.3%
	50+	1	0.11	100.0%	0.0%	1	0.11	100.0%	0.0%	2	0.21	50.0%	50.0%
NURS311	20-24	5	0.42	100.0%	100.0%	5	0.42	100.0%	100.0%	8	0.67	100.0%	100.0%
	25-29	13	1.09	100.0%	92.3%	14	1.18	100.0%	100.0%	11	0.93	100.0%	100.0%
	30-34	7	0.59	85.7%	85.7%	5	0.42	100.0%	100.0%	6	0.51	83.3%	83.3%
	35-39	5	0.42	100.0%	100.0%	4	0.34	100.0%	100.0%	2	0.17	100.0%	100.0%
	40-49	4	0.34	100.0%	100.0%	1	0.08	100.0%	0.0%	5	0.42	80.0%	80.0%
	50+					1	0.08	100.0%	100.0%				
NURS317	20-24	5	0.91	100.0%	80.0%	5	0.91	100.0%	100.0%	8	1.45	100.0%	100.0%
	25-29	13	2.36	100.0%	92.3%	14	2.54	100.0%	92.9%	11	1.99	100.0%	100.0%
	30-34	7	1.27	85.7%	85.7%	5	0.91	100.0%	100.0%	6	1.09	83.3%	83.3%
	35-39	5	0.91	100.0%	100.0%	4	0.73	100.0%	100.0%	2	0.36	100.0%	100.0%
	40-49	4	0.73	100.0%	100.0%	1	0.18	100.0%	0.0%	5	0.91	80.0%	80.0%
	50+					1	0.18	100.0%	100.0%				
NURS318	20-24	5	4.03	100.0%	100.0%	5	4.03	100.0%	100.0%	8	6.45	100.0%	100.0%
	25-29	13	10.48	100.0%	92.3%	14	11.29	100.0%	100.0%	11	8.87	100.0%	100.0%
	30-34	7	5.64	85.7%	85.7%	5	4.03	100.0%	100.0%	6	4.84	83.3%	83.3%
	35-39	5	4.03	100.0%	100.0%	4	3.23	100.0%	100.0%	2	1.61	100.0%	100.0%
	40-49	4	3.23	100.0%	100.0%	1	0.81	100.0%	0.0%	5	4.03	80.0%	80.0%
	50+					1	0.81	100.0%	100.0%				
NURS320	20-24	3	0.18	100.0%	100.0%	4	0.27	100.0%	100.0%	5	0.35	100.0%	100.0%
	25-29	13	0.72	100.0%	100.0%	14	0.96	100.0%	100.0%	14	0.98	100.0%	100.0%
	30-34	7	0.42	100.0%	100.0%	5	0.34	100.0%	100.0%	5	0.35	100.0%	100.0%
	35-39	4	0.24	100.0%	100.0%	4	0.27	100.0%	100.0%	2	0.14	100.0%	100.0%
	40-49	4	0.24	100.0%	100.0%					4	0.28	100.0%	100.0%

Appendix A: Program/Course Demographics by Outcome NURS

		Academic Year (copy)											
		2016				2017				2018			
		Enrollm..	FTES__	Retentio n %	Success %	Enrollm..	FTES__	Retentio n %	Success %	Enrollm..	FTES__	Retentio n %	Success %
NURS322	20-24	3	0.22	100.0%	100.0%	3	0.22	100.0%	100.0%	5	0.32	80.0%	80.0%
	25-29	12	0.89	100.0%	100.0%	15	1.12	100.0%	100.0%	13	0.84	100.0%	100.0%
	30-34	8	0.60	100.0%	100.0%	5	0.37	100.0%	100.0%	6	0.39	100.0%	100.0%
	35-39	5	0.37	100.0%	100.0%	2	0.15	100.0%	100.0%	2	0.13	100.0%	100.0%
	40-49	4	0.30	100.0%	100.0%	1	0.07	100.0%	100.0%	3	0.19	100.0%	100.0%
NURS323	20-24	5	0.32	100.0%	100.0%	5	0.37	100.0%	100.0%	8	0.60	100.0%	100.0%
	25-29	13	0.84	100.0%	92.3%	14	1.04	100.0%	100.0%	11	0.82	100.0%	100.0%
	30-34	7	0.45	85.7%	85.7%	5	0.37	100.0%	100.0%	6	0.45	83.3%	83.3%
	35-39	5	0.32	100.0%	100.0%	4	0.30	100.0%	100.0%	2	0.15	100.0%	100.0%
	40-49	4	0.26	100.0%	100.0%	1	0.07	100.0%	0.0%	5	0.37	80.0%	80.0%
	50+					1	0.07	100.0%	0.0%				
NURS327	20-24	3	0.24	100.0%	100.0%	4	0.32	100.0%	100.0%	5	0.43	100.0%	100.0%
	25-29	13	1.04	100.0%	100.0%	14	1.12	100.0%	100.0%	14	1.19	100.0%	100.0%
	30-34	7	0.56	100.0%	100.0%	5	0.40	100.0%	100.0%	5	0.43	100.0%	100.0%
	35-39	4	0.32	100.0%	100.0%	4	0.32	100.0%	100.0%	2	0.17	100.0%	100.0%
	40-49	4	0.32	100.0%	100.0%					4	0.34	100.0%	100.0%
NURS328	20-24	3	0.85	100.0%	100.0%	4	1.13	100.0%	100.0%	5	1.33	100.0%	100.0%
	25-29	13	3.68	100.0%	100.0%	14	3.97	100.0%	100.0%	14	3.72	100.0%	100.0%
	30-34	7	1.98	100.0%	100.0%	5	1.42	100.0%	100.0%	5	1.33	100.0%	100.0%
	35-39	4	1.13	100.0%	100.0%	4	1.13	100.0%	100.0%	2	0.53	100.0%	100.0%
	40-49	4	1.13	100.0%	100.0%					4	1.06	100.0%	100.0%
NURS329	20-24	5	0.42	100.0%	100.0%	5	0.42	100.0%	100.0%	8	0.67	100.0%	100.0%
	25-29	13	1.09	100.0%	92.3%	14	1.18	100.0%	100.0%	11	0.93	100.0%	100.0%
	30-34	7	0.59	85.7%	85.7%	5	0.42	100.0%	100.0%	6	0.51	83.3%	83.3%
	35-39	5	0.42	100.0%	80.0%	4	0.34	100.0%	100.0%	2	0.17	100.0%	100.0%
	40-49	4	0.34	100.0%	100.0%	1	0.08	100.0%	0.0%	5	0.42	80.0%	80.0%
	50+					1	0.08	100.0%	100.0%				
NURS330	20-24	3	0.16	100.0%	100.0%	3	0.16	100.0%	100.0%	5	0.26	80.0%	80.0%
	25-29	12	0.62	100.0%	100.0%	15	0.78	100.0%	100.0%	13	0.67	100.0%	100.0%

Appendix A: Program/Course Demographics by Outcome NURS

		Academic Year (copy)											
		2016				2017				2018			
		Enrollm..	FTES__	Retentio n %	Success %	Enrollm..	FTES__	Retentio n %	Success %	Enrollm..	FTES__	Retentio n %	Success %
NURS330	30-34	8	0.41	100.0%	100.0%	5	0.26	100.0%	100.0%	6	0.31	100.0%	100.0%
	35-39	5	0.26	100.0%	100.0%	2	0.10	100.0%	100.0%	2	0.10	100.0%	100.0%
	40-49	4	0.21	100.0%	100.0%	1	0.05	100.0%	100.0%	3	0.16	100.0%	100.0%
NURS331	20-24	3	0.22	100.0%	100.0%	3	0.22	100.0%	100.0%	5	0.37	80.0%	80.0%
	25-29	12	0.89	100.0%	100.0%	15	1.12	100.0%	100.0%	13	0.97	100.0%	100.0%
	30-34	8	0.60	100.0%	100.0%	5	0.37	100.0%	100.0%	6	0.45	100.0%	100.0%
	35-39	5	0.37	100.0%	100.0%	2	0.15	100.0%	100.0%	2	0.15	100.0%	100.0%
	40-49	4	0.30	100.0%	100.0%	1	0.07	100.0%	100.0%	3	0.22	100.0%	100.0%
NURS332	20-24	3	0.22	100.0%	100.0%	3	0.22	100.0%	100.0%	5	0.37	80.0%	80.0%
	25-29	12	0.89	100.0%	100.0%	15	1.12	100.0%	100.0%	13	0.97	100.0%	100.0%
	30-34	8	0.60	100.0%	100.0%	5	0.37	100.0%	100.0%	6	0.45	100.0%	100.0%
	35-39	5	0.37	100.0%	100.0%	2	0.15	100.0%	100.0%	2	0.15	100.0%	100.0%
	40-49	4	0.30	100.0%	100.0%	1	0.07	100.0%	100.0%	3	0.22	100.0%	100.0%
NURS335	20-24	3	0.25	100.0%	100.0%	4	0.30	100.0%	100.0%	5	0.43	100.0%	100.0%
	25-29	13	1.09	100.0%	100.0%	14	1.05	100.0%	100.0%	14	1.19	100.0%	100.0%
	30-34	7	0.59	100.0%	100.0%	5	0.37	100.0%	100.0%	5	0.43	100.0%	100.0%
	35-39	4	0.34	100.0%	100.0%	4	0.30	100.0%	100.0%	2	0.17	100.0%	100.0%
	40-49	4	0.34	100.0%	100.0%					4	0.34	100.0%	100.0%
NURS337	20-24	3	0.10	100.0%	100.0%	3	0.10	100.0%	100.0%	5	0.16	80.0%	80.0%
	25-29	12	0.39	100.0%	100.0%	15	0.49	100.0%	100.0%	13	0.42	100.0%	100.0%
	30-34	8	0.26	100.0%	100.0%	5	0.16	100.0%	100.0%	6	0.19	100.0%	100.0%
	35-39	5	0.16	100.0%	100.0%	2	0.06	100.0%	100.0%	2	0.06	100.0%	100.0%
	40-49	4	0.13	100.0%	100.0%	1	0.03	100.0%	100.0%	3	0.10	100.0%	100.0%
NURS338	20-24	3	2.42	100.0%	100.0%	3	2.42	100.0%	100.0%	5	4.03	80.0%	80.0%
	25-29	12	9.68	100.0%	100.0%	15	12.09	100.0%	100.0%	13	10.48	100.0%	100.0%
	30-34	8	6.45	100.0%	100.0%	5	4.03	100.0%	100.0%	6	4.84	100.0%	100.0%
	35-39	5	4.03	100.0%	100.0%	2	1.61	100.0%	100.0%	2	1.61	100.0%	100.0%
	40-49	4	3.23	100.0%	100.0%	1	0.81	100.0%	100.0%	3	2.42	100.0%	100.0%

Appendix A: Program/Course Demographics by Outcome NURS

		Academic Year (copy)											
		2016				2017				2018			
		Enrollm..	FTES__	Retentio n %	Success %	Enrollm..	FTES__	Retentio n %	Success %	Enrollm..	FTES__	Retentio n %	Success %
NURS320	White	14	0.78	100.0%	100.0%	10	0.69	100.0%	100.0%	11	0.77	100.0%	100.0%
NURS322	Asian	1	0.07	100.0%	100.0%	1	0.07	100.0%	100.0%				
	Filipino	3	0.22	100.0%	100.0%					3	0.19	100.0%	100.0%
	Hispanic	13	0.97	100.0%	100.0%	15	1.12	100.0%	100.0%	14	0.91	92.9%	92.9%
	Native Am									2	0.13	100.0%	100.0%
	Pac Isl	1	0.07	100.0%	100.0%								
	White	14	1.04	100.0%	100.0%	10	0.74	100.0%	100.0%	10	0.65	100.0%	100.0%
NURS323	Asian					3	0.22	100.0%	66.7%				
	Filipino	3	0.19	100.0%	100.0%					3	0.22	100.0%	100.0%
	Hispanic	16	1.04	93.8%	87.5%	16	1.19	100.0%	100.0%	15	1.12	93.3%	93.3%
	Native Am									2	0.15	100.0%	100.0%
	Pac Isl	1	0.06	100.0%	100.0%								
	White	14	0.91	100.0%	100.0%	11	0.82	100.0%	90.9%	12	0.89	91.7%	91.7%
NURS327	Asian	1	0.08	100.0%	100.0%	1	0.08	100.0%	100.0%				
	Filipino	3	0.24	100.0%	100.0%					3	0.26	100.0%	100.0%
	Hispanic	12	0.96	100.0%	100.0%	16	1.28	100.0%	100.0%	14	1.19	100.0%	100.0%
	Native Am									2	0.17	100.0%	100.0%
	Pac Isl	1	0.08	100.0%	100.0%								
	White	14	1.12	100.0%	100.0%	10	0.80	100.0%	100.0%	11	0.94	100.0%	100.0%
NURS328	Asian	1	0.28	100.0%	100.0%	1	0.28	100.0%	100.0%				
	Filipino	3	0.85	100.0%	100.0%					3	0.80	100.0%	100.0%
	Hispanic	12	3.40	100.0%	100.0%	16	4.53	100.0%	100.0%	14	3.72	100.0%	100.0%
	Native Am									2	0.53	100.0%	100.0%
	Pac Isl	1	0.28	100.0%	100.0%								
	White	14	3.97	100.0%	100.0%	10	2.83	100.0%	100.0%	11	2.92	100.0%	100.0%
NURS329	Asian					3	0.25	100.0%	66.7%				
	Filipino	3	0.25	100.0%	100.0%					3	0.25	100.0%	100.0%
	Hispanic	16	1.35	93.8%	81.3%	16	1.35	100.0%	100.0%	15	1.26	93.3%	93.3%
	Native Am									2	0.17	100.0%	100.0%

Appendix A: Program/Course Demographics by Outcome NURS

		Academic Year (copy)											
		2016				2017				2018			
		Enrollm..	FTES__	Retentio n %	Success %	Enrollm..	FTES__	Retentio n %	Success %	Enrollm..	FTES__	Retentio n %	Success %
NURS329	Pac Isl	1	0.08	100.0%	100.0%								
	White	14	1.18	100.0%	100.0%	11	0.93	100.0%	100.0%	12	1.01	91.7%	91.7%
NURS330	Asian	1	0.05	100.0%	100.0%	1	0.05	100.0%	100.0%				
	Filipino	3	0.16	100.0%	100.0%					3	0.16	100.0%	100.0%
	Hispanic	13	0.67	100.0%	100.0%	15	0.78	100.0%	100.0%	14	0.73	92.9%	92.9%
	Native Am									2	0.10	100.0%	100.0%
	Pac Isl	1	0.05	100.0%	100.0%								
	White	14	0.73	100.0%	100.0%	10	0.52	100.0%	100.0%	10	0.52	100.0%	100.0%
NURS331	Asian	1	0.07	100.0%	100.0%	1	0.07	100.0%	100.0%				
	Filipino	3	0.22	100.0%	100.0%					3	0.22	100.0%	100.0%
	Hispanic	13	0.97	100.0%	100.0%	15	1.12	100.0%	100.0%	14	1.04	92.9%	92.9%
	Native Am									2	0.15	100.0%	100.0%
	Pac Isl	1	0.07	100.0%	100.0%								
	White	14	1.04	100.0%	100.0%	10	0.74	100.0%	100.0%	10	0.74	100.0%	100.0%
NURS332	Asian	1	0.07	100.0%	100.0%	1	0.07	100.0%	100.0%				
	Filipino	3	0.22	100.0%	100.0%					3	0.22	100.0%	100.0%
	Hispanic	13	0.97	100.0%	100.0%	15	1.12	100.0%	100.0%	14	1.04	92.9%	92.9%
	Native Am									2	0.15	100.0%	100.0%
	Pac Isl	1	0.07	100.0%	100.0%								
	White	14	1.04	100.0%	100.0%	10	0.74	100.0%	100.0%	10	0.74	100.0%	100.0%
NURS335	Asian	1	0.08	100.0%	100.0%	1	0.07	100.0%	100.0%				
	Filipino	3	0.25	100.0%	100.0%					3	0.26	100.0%	100.0%
	Hispanic	12	1.01	100.0%	100.0%	16	1.19	100.0%	100.0%	14	1.19	100.0%	100.0%
	Native Am									2	0.17	100.0%	100.0%
	Pac Isl	1	0.08	100.0%	100.0%								
	White	14	1.17	100.0%	100.0%	10	0.75	100.0%	100.0%	11	0.94	100.0%	100.0%
NURS337	Asian	1	0.03	100.0%	100.0%	1	0.03	100.0%	100.0%				
	Filipino	3	0.10	100.0%	100.0%					3	0.10	100.0%	100.0%
	Hispanic	13	0.42	100.0%	100.0%	15	0.49	100.0%	100.0%	14	0.45	92.9%	92.9%

Appendix A: Program/Course Demographics by Outcome NURS

		Academic Year (copy)											
		2016				2017				2018			
		Enrollm..	FTES__	Retentio n %	Success %	Enrollm..	FTES__	Retentio n %	Success %	Enrollm..	FTES__	Retentio n %	Success %
NURS337	Native Am									2	0.06	100.0%	100.0%
	Pac Isl	1	0.03	100.0%	100.0%								
	White	14	0.45	100.0%	100.0%	10	0.32	100.0%	100.0%	10	0.32	100.0%	100.0%
NURS338	Asian	1	0.81	100.0%	100.0%	1	0.81	100.0%	100.0%				
	Filipino	3	2.42	100.0%	100.0%					3	2.42	100.0%	100.0%
	Hispanic	13	10.48	100.0%	100.0%	15	12.09	100.0%	100.0%	14	11.29	92.9%	92.9%
	Native Am									2	1.61	100.0%	100.0%
	Pac Isl	1	0.81	100.0%	100.0%								
	White	14	11.29	100.0%	100.0%	10	8.06	100.0%	100.0%	10	8.06	100.0%	100.0%

Appendix A: Program/Course Demographics by Outcome NURS

		Academic Year (copy)											
		2016				2017				2018			
		Enrollm..	FTES__	Retentio n %	Success %	Enrollm..	FTES__	Retentio n %	Success %	Enrollm..	FTES__	Retentio n %	Success %
NURS310	Female	34	3.63	97.1%	82.4%	31	3.31	100.0%	90.3%	33	3.53	97.0%	93.9%
	Male	3	0.32	100.0%	33.3%	8	0.85	100.0%	100.0%	3	0.32	100.0%	100.0%
NURS311	Female	32	2.69	96.9%	93.8%	28	2.36	100.0%	96.4%	25	2.10	96.0%	96.0%
	Male	2	0.17	100.0%	100.0%	2	0.17	100.0%	100.0%	7	0.59	85.7%	85.7%
NURS317	Female	32	5.80	96.9%	90.6%	28	5.08	100.0%	96.4%	25	4.53	96.0%	96.0%
	Male	2	0.36	100.0%	100.0%	2	0.36	100.0%	50.0%	7	1.27	85.7%	85.7%
NURS318	Female	32	25.80	96.9%	93.8%	28	22.58	100.0%	96.4%	25	20.16	96.0%	96.0%
	Male	2	1.61	100.0%	100.0%	2	1.61	100.0%	100.0%	7	5.64	85.7%	85.7%
NURS320	Female	29	1.68	100.0%	100.0%	27	1.85	100.0%	100.0%	24	1.68	100.0%	100.0%
	Male	2	0.12	100.0%	100.0%					6	0.42	100.0%	100.0%
NURS322	Female	30	2.23	100.0%	100.0%	26	1.94	100.0%	100.0%	24	1.55	95.8%	95.8%
	Male	2	0.15	100.0%	100.0%					5	0.32	100.0%	100.0%
NURS323	Female	32	2.07	96.9%	93.8%	28	2.09	100.0%	96.4%	25	1.86	96.0%	96.0%
	Male	2	0.13	100.0%	100.0%	2	0.15	100.0%	50.0%	7	0.52	85.7%	85.7%
NURS327	Female	29	2.32	100.0%	100.0%	27	2.16	100.0%	100.0%	24	2.05	100.0%	100.0%
	Male	2	0.16	100.0%	100.0%					6	0.51	100.0%	100.0%
NURS328	Female	29	8.22	100.0%	100.0%	27	7.65	100.0%	100.0%	24	6.38	100.0%	100.0%
	Male	2	0.57	100.0%	100.0%					6	1.59	100.0%	100.0%
NURS329	Female	32	2.69	96.9%	90.6%	28	2.36	100.0%	96.4%	25	2.10	96.0%	96.0%
	Male	2	0.17	100.0%	100.0%	2	0.17	100.0%	100.0%	7	0.59	85.7%	85.7%
NURS330	Female	30	1.55	100.0%	100.0%	26	1.35	100.0%	100.0%	24	1.24	95.8%	95.8%
	Male	2	0.10	100.0%	100.0%					5	0.26	100.0%	100.0%
NURS331	Female	30	2.23	100.0%	100.0%	26	1.94	100.0%	100.0%	24	1.79	95.8%	95.8%
	Male	2	0.15	100.0%	100.0%					5	0.37	100.0%	100.0%
NURS332	Female	30	2.23	100.0%	100.0%	26	1.94	100.0%	100.0%	24	1.79	95.8%	95.8%
	Male	2	0.15	100.0%	100.0%					5	0.37	100.0%	100.0%
NURS335	Female	29	2.43	100.0%	100.0%	27	2.02	100.0%	100.0%	24	2.05	100.0%	100.0%
	Male	2	0.17	100.0%	100.0%					6	0.51	100.0%	100.0%
NURS337	Female	30	0.97	100.0%	100.0%	26	0.84	100.0%	100.0%	24	0.78	95.8%	95.8%

Appendix A: Program/Course Demographics by Outcome NURS

		Academic Year (copy)											
		2016				2017				2018			
		Enrollm..	FTES__	Retentio n %	Success %	Enrollm..	FTES__	Retentio n %	Success %	Enrollm..	FTES__	Retentio n %	Success %
NURS337	Male	2	0.06	100.0%	100.0%					5	0.16	100.0%	100.0%
NURS338	Female	30	24.19	100.0%	100.0%	26	20.96	100.0%	100.0%	24	19.35	95.8%	95.8%
	Male	2	1.61	100.0%	100.0%					5	4.03	100.0%	100.0%

Appendix B: Major match detail

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.

--Headcount & Percentages are the students who are a major match/split for a specific award.

--Data is sorted by program/major of the earned award.

Major..	Progra..	Degree	Degree Major	Student Major	Degree Desc (group)	Academic Period Graduation (group)							
						2013	2014	2015	2016	2017	2018		
Match	Nursing	AS	Licensed Vocational Nursing	Licensed Vocational Nursing	Associate in Science	3		2		2	4		
				Licensed Vocational Nursing	Certificate 30.5-60 units	3		2		2	4		
				Total		3		2		2	4		
Total						3		2		2	4		
Split	Nursing	AS	Licensed Vocational Nursing	Art	Associate in Science	1							
				Biology	Associate in Science	1	2		1				
				Dental Assisting	Associate in Science	1			1				
				International Studies	Associate in Science	1							
				Kinesiology for Transfer	Associate in Science				1				
				Mathematics and Science	Associate in Science	4	3	3	3	3			
				Psychology	Associate in Science		1						
				Registered Nursing	Associate in Science	22	24	19	23	21	24		
				Social and Behavioral Sciences	Associate in Science	1							
				Undeclared	Associate in Science		1	1	2	1			
				C3	Licensed Vocational Nursing	Art	Certificate 30.5-60 units	1					
						Biology	Certificate 30.5-60 units	1	2		1		
						Dental Assisting	Certificate 30.5-60 units	1			1		
						International Studies	Certificate 30.5-60 units	1					
						Kinesiology for Transfer	Certificate 30.5-60 units				1		
						Mathematics and Science	Certificate 30.5-60 units	5	2	3	3	3	
						Psychology	Certificate 30.5-60 units		1				
						Registered Nursing	Certificate 30.5-60 units	21	24	20	25	20	23
						Social and Behavioral Sciences	Certificate 30.5-60 units	1					
						Undeclared	Certificate 30.5-60 units		2	1	2	1	
				Total						32	32	25	32
Total						32	32	25	32	25	24		
Grand Total						35	32	27	32	27	28		

6 Year Comprehensive Program Review SLO Data

Instructions:

Choose the Department, organization, and course prefix of the courses you are trying to view (They are the same, but each controls different data sets). **CLICK THROUGH THE TABS ABOVE TO SEE DATA**

Department	Nursing (LVN)
Course Prefix	NURS
Organization	Nursing

Contents

- 1) PSLO Listing- Full list of the program learning outcomes. Check these and be sure they match your record with AP&P.
- 2) CSLO Listing- Same as above, but with course level outcomes.
- 3) SLO Performance by term- This chart shows the aggregated data from all SLOs in the department compared with the same from the college.
- 4) Completed Assessments by Term- These charts show all completed assessments by the term. Look for dips in terms that are out of ordinary. These should be explained in the narrative.
- 5) Completed Assessments by Course- These are sorted from courses with the highest number of assessments to lowest.
- 6) Overall Assessment Rate- This chart shows the rate of assessment with number of assessments divided by the number of courses. Example: Assessment rate of 2.5 would be there was an average 2 and half assessments completed for every course.
- 7) SLO Performance by PSLO - This chart shows the overall performance of each PSLO. Look for if a PSLO has not been assessed if it has no assessments attached to it. If the row is red, it means the scores were under the 70% institutional benchmark.
- 8) SLO Performance by PSLO Demographic- This table is the same as above, but the numbers are broken down into Ethnicity and Gender.
- 9) SLO performance by CSLO - This table is the same as the above PSLO tab, but broken down by course. This table also shows the number of students assessed. If the row is red, it means the scores were under the 70% institutional benchmark.

Suggestion: Examine data and take the points that seem to be worth talking about, like the highlighted red rows, to the faculty in the department to get input on what should be discussed in the comprehensive program review narrative. For example, if males are performing lower on a PSLO than females, you would want to speak to what is or will be done to remedy the issue.

1- PSLO Listing

PSLO

VOCATIONAL NURSING PSLO 1 - Utilize the nursing process within organized health care systems to help patients with common illnesses meet their basic human needs through direct patient care services.

VOCATIONAL NURSING PSLO 2: To provide information related to the effect of illness and health practices on the individual, family, and others throughout the life span.

VOCATIONAL NURSING PSLO 3: Assume responsibility and accountability for his/her own professional development and function within legal boundaries of licensed vocational nursing practice.

VOCATIONAL NURSING PSLO 4: Relate and apply scientific principles when performing common nursing measures and procedures.

VOCATIONAL NURSING PSLO 5: Evaluate, within the nursing process parameters, the effectiveness of care rendered by self and others.

VOCATIONAL NURSING PSLO 6: Organize care for patients and participate in providing direction for unlicensed personnel with less preparation or experience in other than acute care settings.

VOCATIONAL NURSING PSLO 7: Utilize information pertinent to community resources in order to meet the needs of patient and families.

VOCATIONAL NURSING PSLO 8: Communicate effectively with patients and co-workers to assist in the achievement of health related and/or organizational goals.

2- CSLO Listing

Course	Cslo
NURS310 - Pharmacology	<p>NURS310 SLO1 - Accurately solve dosage calculations.</p> <p>NURS310 SLO1 - List the general classifications of drugs, their general actions, common adverse effects, normal dose range and particular nursing considerations.</p> <p>NURS310 SLO2 - Apply knowledge in determining safety and effectiveness of medications.</p> <p>NURS310 SLO2 - Apply the principles of safe drug administration.</p> <p>NURS310 SLO3 - Accurately solve dosage computation problems.</p> <p>NURS310 SLO3 - Demonstrate contextual thinking in clinical cases.</p> <p>NURS310 SLO4 - Define the legal scope of practice for the LVN in drug administration as mandated by the BVNPT.</p>
NURS311 - Medication Administration	<p>NURS311 SLO1 - Demonstrate safe preparation and administration of oral, non-parenteral, parenteral and inhalants in all age groups</p> <p>NURS311 SLO2 - Calculate drug dosages for adults and children using systems of equivalents.</p>
NURS317 - Fundamentals of Nursing	<p>NURS317 SLO1 - Demonstrate safe practice in performing VN psychomotor skills.</p> <p>NURS317 SLO2 - Define the role of the nurse in caring for patients using the nursing process.</p>

2- CSLO Listing

Course	Cslo
NURS318 - Clinical Lab 1	NURS318 SLO1 - Provide safe and ethical, individualized, patient-centered, beginning level nursing care in acute and skilled health care facilities under supervision
NURS320 - Gerontology	<p>NURS320 SLO1 - Develop an awareness of the concerns of the elderly and provide a compassionate and caring approach to their care.</p> <p>NURS320 SLO2 - Analyze the effects of aging on all body systems and describe appropriate nursing applications including attention to nutrition, safety, sexuality, and communication.</p> <p>NURS320 SLO4 - Identify specific illness common to aging adults recognizing the basic pathophysiology, symptoms, diagnostic procedures, treatment and nursing management of each.</p>
NURS322 - Maternal and Infant Health	<p>NURS322 SLO1 - Demonstrate understanding of the birth process and care of the normal newborn</p> <p>NURS322 SLO2 - Demonstrate an understanding of the physiologic changes resulting from pregnancy and care of the pregnant and laboring woman</p> <p>NURS322 SLO3 - Demonstrate an understanding of the care of the mother in the postpartum period.</p>
NURS323 - Respiratory System	NURS323 SLO1 - Synthesize patient assessment and knowledge necessary to appropriately apply therapeutic measures in patients with respiratory disease
NURS327 - Digestive and Urinary Systems	NURS327 SLO1 - Identify common health conditions affecting the structure and function of the gastrointestinal and urinary systems, along with appropriate nursing interventions.
NURS328 - Clinical Lab 2	NURS328 SLO1 - Demonstrate skills and communication that will promote safe, effective, professional and ethical performance in acute and skilled health care facilities
NURS329 - Endocrine & Reproductive	NURS329 SLO1 - Describe the roles and responsibilities of the conational nurse in data gathering, diagnostic testing, therapeutic management, and discharge planning for the patient with disorders of the endocrine and reproductive systems.

2- CSLO Listing

Course	Cslo
NURS329 - Endocrine & Reproductive	<p>NURS329 SLO2 - Explain the impact of various diseases processes on the daily functioning of the patient/client/family and effectively communicate the importance of health promotion and disease prevention.</p> <p>NURS329 SLO3 - Identify the changes in anatomy and physiology of the endocrine and reproductive systems associated with various disease processes.</p>
NURS330 - Pediatrics	<p>NURS330 SLO1 - Describe the principles involved in providing appropriate nursing measures for children of all ages.</p> <p>NURS330 SLO2 - Provide instruction to both the child and the parent/caretaker which further promotes health.</p> <p>NURS330 SLO3 - Compare the characteristics of ill children with the norm and discuss intervening nursing measures required to restore homeostasis.</p> <p>NURS330 SLO4 - Analyze the psychological effects that the experience of hospitalization, and the fear of death has on children and their parents.</p> <p>NURS330 SLO5 - Identify specific illness common to children, recognizing the basic pathophysiology, symptoms, diagnostic procedures, treatment and nursing management of each.</p>
NURS331 - Circulatory System	<p>NURS331 SLO1 - Analyze specific disease conditions of the cardiovascular structures in relation to nursing interventions and medical/surgical treatment modes and diagnostic tests.</p>
NURS332 - Neurosensory System	<p>NURS332 SLO1 - Recognize the normal structure and function of the neurosensory system and assessment of neurosensory pathology</p> <p>NURS332 SLO2 - List skills, knowledge, and information necessary to apply therapeutic measures to selected patients with neurosensory disorders</p> <p>NURS332 SLO3 - Identify alterations in the patient's neurologic status and explain the significance of observations made.</p>

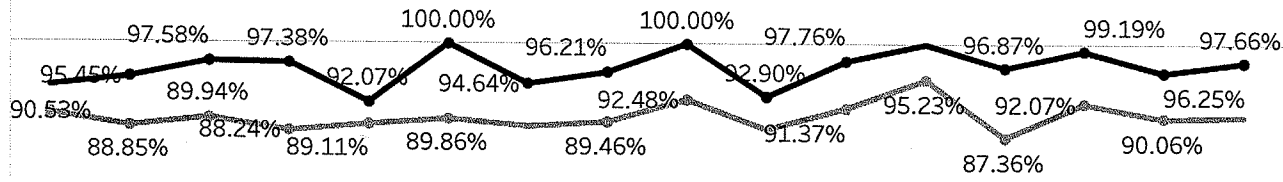
2- CSLO Listing

Course	Cslo
NURS332 - Neurosensory System	NURS332 SLO4 - Explain the rationale for drugs used in the treatment of neurological disorders.
NURS335 - Skin & Musculoskeletal System	NURS335 SLO1 - Identify common diseases affecting the skin and the musculoskeletal system and appropriate nursing assessment and management.
NURS337 - Professional Relationships	NURS337 SLO1 - Acquire knowledge and skills necessary for vocational nursing leadership roles
NURS338 - Clinical Lab 3	NURS338 SLO1 - Consistently demonstrate skills and communication that will promote safe, effective, professional and ethical performance in acute and skilled health care facilities with minimal supervision.
NURS370 - Intravenous Therapy	NURS370 SLO1 - Demonstrate correct procedure for venipuncture with adherence to infection control principles. NURS370 SLO2 - Demonstrate accurate calculation and regulation of IV fluids and blood components.

3- SLO Performance by Term

Measure Names

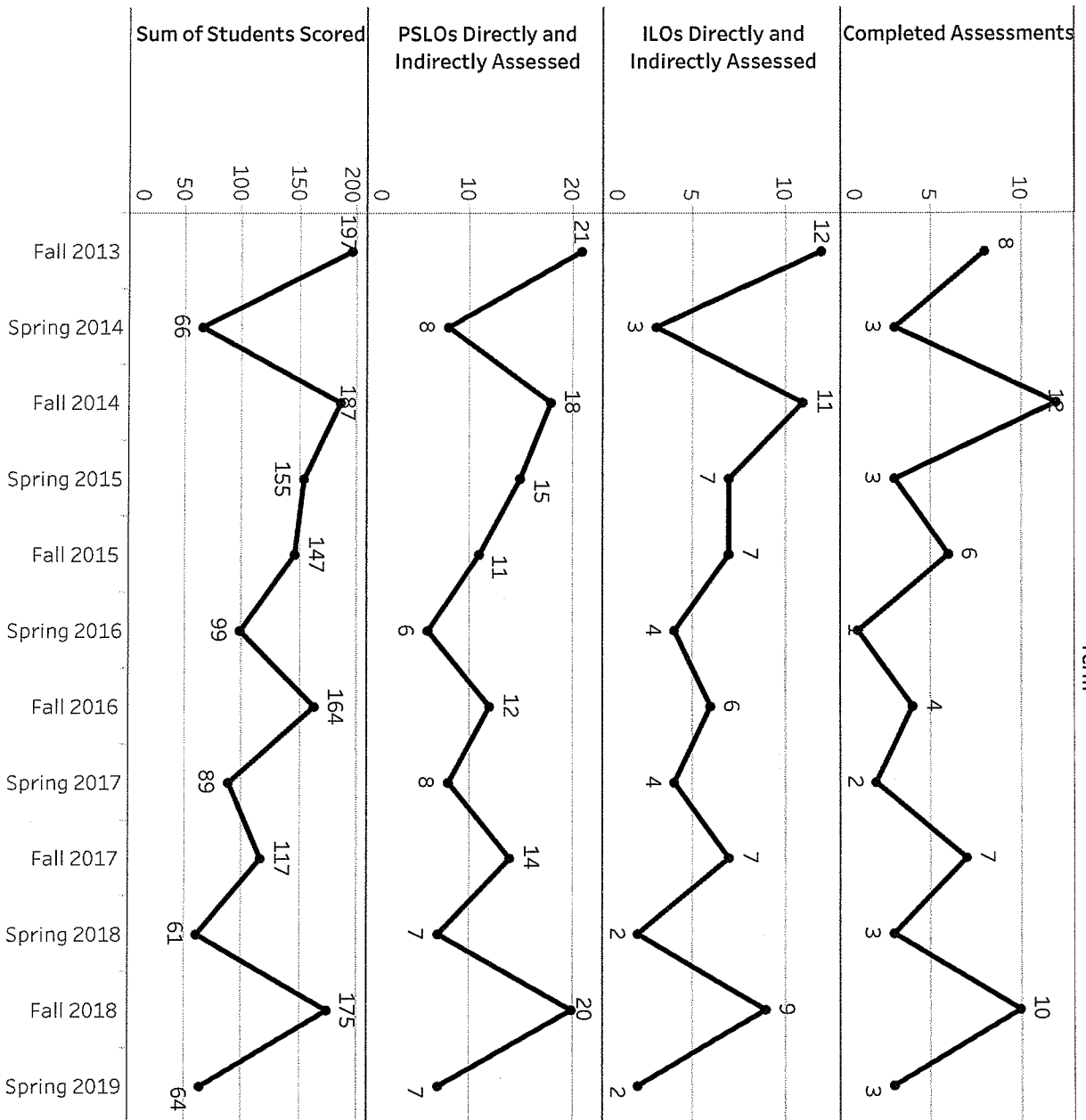
- % AHC Meets Standards
- % Dept. Meets/Exceeds Standards



% AHC Set Standard

Fall 2013
Spring 2014
Summer 2014
Fall 2014
Spring 2015
Summer 2015
Fall 2015
Spring 2016
Summer 2016
Fall 2016
Spring 2017
Summer 2017
Fall 2017
Spring 2018
Fall 2018
Spring 2019

4- Completed Assessments by Term



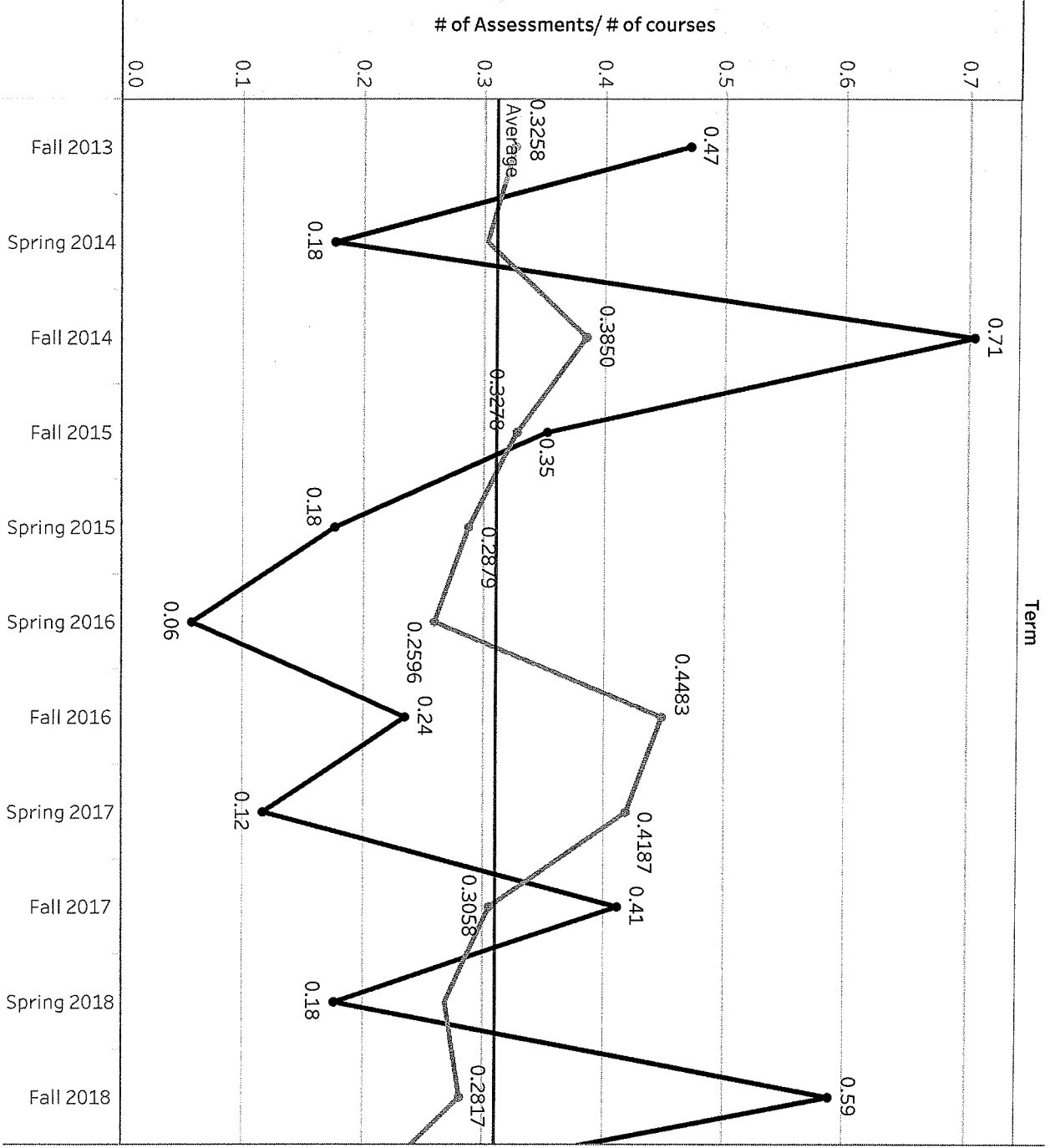
5- Completed Assessments by Course

Course Code	Course Name1	# of Completed Assessments	# of Students Scored	ILOs Directly and Indirectly Assessed	PSLOs Directly and Indirectly Assessed
NURS310	Pharmacology	21	228	16	16
NURS330	Pediatrics	11	236	13	30
NURS370	Intravenous Therapy	10	122	12	6
NURS317	Fundamentals of Nursing	9	164	10	20
NURS329	Endocrine & Reproductive	7	188	6	22
NURS332	Neurosensory System	6	150	7	14
NURS318	Clinical Lab 1	4	128	4	12
NURS320	Gerontology	4	124	7	22
NURS322	Maternal and Infant Health	4	233	8	32
NURS331	Circulatory System	4	116	6	12
NURS337	Professional Relationships	4	234	8	16
NURS338	Clinical Lab 3	4	88	3	6
NURS323	Respiratory System	3	161	5	10
NURS327	Digestive and Urinary Systems	3	149	8	16
NURS328	Clinical Lab 2	3	79	4	8
NURS335	Skin & Musculoskeletal S..	3	93	4	8

5- Completed Assessments by Course

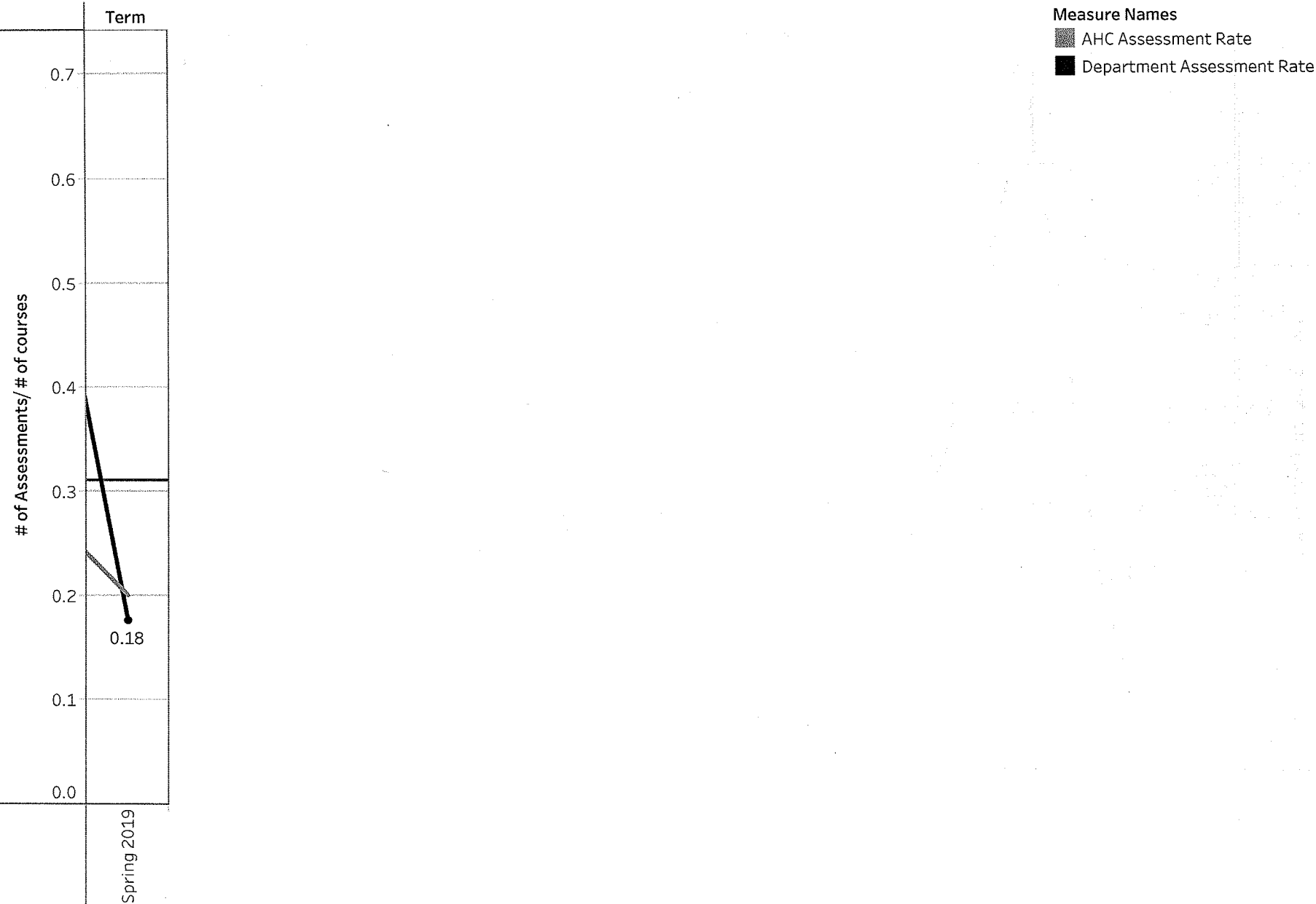
Course Code	Course Name1	# of Completed Assessments	# of Students Scored	ILOs Directly and Indirectly Assessed	PSLOs Directly and Indirectly Assessed
NURS311	Medication Administration	2	161	10	10
Grand Total		102	2,654	131	260

6- Overall Assessment Rate



Measure Names
 ■ AHC Assessment Rate
 ■ Department Assessment Rate

6- Overall Assessment Rate



7- SLO Performance by PSLO

PSLO	% From 70% Benchmark	% Meets and Exceeds Standards	% Exceeds Standards	Institutional Exceeds Standards Count	% Meets Standards	Institutional Meets Standards Count	% Below Standards	Institutional Below Standards Count
VOCATIONAL NURSING PSLO 1 - Utilize the nursing process within organized health care systems to help patients with common illnesses meet their basic human needs through direct patient care services.	28.54%	98.54%	17.51%	2,556	81.03%	9,288	1.46%	202
VOCATIONAL NURSING PSLO 2: To provide information related to the effect of illness and health practices on the individual, family, and others throughout the life span.	27.13%	97.13%	28.98%	3,365	68.15%	7,013	2.87%	264
VOCATIONAL NURSING PSLO 3: Assume responsibility and accountability for his/her own professional development and function within legal boundaries of licensed vocational nursing practice.	27.65%	97.65%	32.66%	502	65.00%	904	2.35%	60
VOCATIONAL NURSING PSLO 4: Relate and apply scientific principles when performing common nursing measures and procedures.	27.73%	97.73%	15.78%	1,798	81.95%	7,718	2.27%	336
VOCATIONAL NURSING PSLO 5: Evaluate, within the nursing process parameters, the effectiveness of care rendered by self and others.	26.95%	96.95%	21.50%	886	75.45%	3,057	3.05%	168
VOCATIONAL NURSING PSLO 6: Organize care for patients and participate in providing direction for unlicensed personnel with less preparation or experience in other than acute care settings.	25.79%	95.79%	19.68%	419	76.11%	1,572	4.21%	107
VOCATIONAL NURSING PSLO 7: Utilize information pertinent to community resources in order to meet the needs of patient and families.	29.21%	99.21%	36.90%	368	62.30%	739	0.79%	12
VOCATIONAL NURSING PSLO 8: Communicate effectively with patients and co-workers to assist in the achievement of health related and/or organizational goals.				0		0		0

8- SLO Performance by PSLO Demographic

PSLO	Demographic Category	Demographic Element (group)	% From 70% Benchmark	% Meets and Exceeds Standards	% Exceeds Standards	% Meets Standards	% Below Standards
VOCATIONAL NURSING PSLO 1 - Utilize the nursing process within organized health care systems to help patients with common illnesses meet their basic human needs through direct patient care services.	Ethnicity	Hispanic	29.01%	99.01%	15.05%	83.96%	0.99%
		Other under-represented	28.33%	98.33%	14.75%	83.58%	1.67%
		White Non-Hispanic	26.12%	96.12%	16.30%	79.82%	3.88%
	Gender	Female	25.48%	95.48%	14.84%	80.64%	4.52%
		Male	23.57%	93.57%	14.33%	79.24%	6.43%
	VOCATIONAL NURSING PSLO 2: To provide information related to the effect of illness and health practices on the individual, family, and others throughout the life span.	Ethnicity	Hispanic	26.52%	96.52%	38.88%	57.64%
Other under-represented			27.62%	97.62%	11.51%	86.11%	2.38%
White Non-Hispanic			19.61%	89.61%	38.59%	51.02%	10.39%
Gender		Female	22.29%	92.29%	26.99%	65.31%	7.71%
		Male	27.50%	97.50%	29.17%	68.33%	2.50%
VOCATIONAL NURSING PSLO 3: Assume responsibility and accountability for his/her own professional development and function within legal boundaries of licensed vocational nursing practice.		Ethnicity	Hispanic	30.00%	100.00%	38.89%	61.11%
	Other under-represented		30.00%	100.00%	16.67%	83.33%	0.00%
	White Non-Hispanic		30.00%	100.00%	32.14%	67.86%	0.00%
	Gender	Female	30.00%	100.00%	34.60%	65.40%	0.00%
		Male	30.00%	100.00%	30.00%	70.00%	0.00%
	VOCATIONAL NURSING PSLO 4: Relate and apply scientific principles when performing common nursing measures and procedures.	Ethnicity	Hispanic	25.48%	95.48%	17.12%	78.36%
Other under-represented			25.18%	95.18%	8.33%	86.84%	4.82%
White Non-Hispanic			29.24%	99.24%	25.95%	73.28%	0.76%
Gender		Female	26.72%	96.72%	14.42%	82.30%	3.28%
		Male	29.38%	99.38%	25.54%	73.83%	0.63%
VOCATIONAL NURSING PSLO 5: Evaluate, within the nursing process parameters, the effectiveness of care rendered by self and others.		Ethnicity	Hispanic	26.55%	96.55%	20.22%	76.33%
	Other under-represented		30.00%	100.00%	11.11%	88.89%	0.00%
	White Non-Hispanic		13.33%	83.33%	13.57%	69.76%	16.67%
	Gender	Female	18.92%	88.92%	21.40%	67.52%	11.08%
		Male	30.00%	100.00%	6.00%	94.00%	0.00%
	VOCATIONAL NURSING PSLO 6: Organize care for patients and participate in providing direction for unlicensed personnel with less preparation or experience in other than acute care settings.	Ethnicity	Hispanic	19.10%	89.10%	23.33%	65.77%
Other under-represented			30.00%	100.00%	25.00%	75.00%	0.00%
White Non-Hispanic			20.00%	90.00%	22.86%	67.14%	10.00%
Gender		Female	19.04%	89.04%	30.46%	58.58%	10.96%

8- SLO Performance by PSLO Demographic

PSLO	Demographic Category	Demographic Element (group)	% From 70% Benchmark	% Meets and Exceeds Standards	% Exceeds Standards	% Meets Standards	% Below Standards
preparation or experience in other than acute care settings.	Gender	Male	23.33%	93.33%	13.33%	80.00%	6.67%
VOCATIONAL NURSING PSLO 7: Utilize information pertinent to community resources in order to meet the needs of patient and families.	Ethnicity	Hispanic	30.00%	100.00%	33.33%	66.67%	0.00%
		Other under-represented	30.00%	100.00%	40.00%	60.00%	0.00%
		White Non-Hispanic	27.92%	97.92%	37.50%	60.42%	2.08%
	Gender	Female	30.00%	100.00%	41.67%	58.33%	0.00%
		Male	25.24%	95.24%	33.33%	61.90%	4.76%
VOCATIONAL NURSING PSLO 8: Communicate effectively with patients and co-workers to assist in the achievement of health related and/or organizational goals.	Ethnicity	Hispanic					
		Other under-represented					
		White Non-Hispanic					
	Gender	Female					
		Male					

9- SLO Performance by CSLO

Course	Cslo	% from 70% Benchmark	% Dept. Meets/ Exceeds Standards	% Exceeds Standards	Exceeds Standards - Count	% Meets Standards	Meets Standards - Count	% Below Standards	Below Standards - Count
NURS310 - Pharmacology	NURS310 SLO1 - Accurately solve dosage calculations.	16.51%	86.51%	52.57%	134	33.95%	98	13.49%	37
	NURS310 SLO2 - Apply knowledge in determining safety and effectiveness of medications.	19.12%	89.12%	24.31%	48	64.81%	137	10.88%	24
	NURS310 SLO3 - Demonstrate contextual thinking in clinical cases.	21.66%	91.66%	29.53%	62	62.13%	129	8.34%	18
NURS311 - Medication Administration	NURS311 SLO1 - Demonstrate safe preparation and administration of oral, non-parenteral, parenteral and inhalants in all age groups	25.58%	95.58%	19.74%	18	75.84%	70	4.42%	4
	NURS311 SLO2 - Calculate drug dosages for adults and children using systems of equivalents.	25.69%	95.69%	20.26%	19	75.43%	70	4.31%	4
NURS317 - Fundamentals of Nursing	NURS317 SLO1 - Demonstrate safe practice in performing VN psychomotor skills.	30.00%	100.00%	0.00%	0	100.00%	64	0.00%	0
	NURS317 SLO2 - Define the role of the nurse in caring for patients using the nursing process.	26.90%	96.90%	14.66%	14	82.24%	80	3.10%	3
NURS318 - Clinical Lab 1	NURS318 SLO1 - Provide safe and ethical, individualized, patient-centered, beginning level nursing care in acute and skilled health care facilities under supervision	28.92%	98.92%	33.33%	31	65.59%	62	1.08%	1
NURS320 - Gerontology	NURS320 SLO1 - Develop an awareness of the concerns of the elderly and provide a compassionate and caring approach to their care.	30.00%	100.00%	22.52%	13	77.48%	46	0.00%	0
	NURS320 SLO2 - Analyze the effects of aging on all body systems and describe appropriate nursing applications including attention to nutrition, safety, sexuality, and co.	26.97%	96.97%	33.72%	22	63.25%	40	3.03%	2
	NURS320 SLO4 - Identify specific illness common to aging adults recognizing the basic pathophysiology, symptoms, diagnostic procedures, treatment and nursing managemen..	27.98%	97.98%	33.20%	31	64.78%	59	2.02%	2
NURS322 - Maternal and	NURS322 SLO1 - Demonstrate understanding of the birth process and care of the normal newborn	28.81%	98.81%	12.33%	23	86.48%	153	1.19%	2

9- SLO Performance by CSLO

Course	Cslo	% from 70% Benchmark	% Dept. Meets/ Exceeds Standards	% Exceeds Standards	Exceeds Standards - Count	% Meets Standards	Meets Standards - Count	% Below Standards	Below Standards - Count
NURS322 - Maternal and Infant Health	NURS322 SLO2 - Demonstrate an understanding of the physiologic changes resulting from pregnancy and care of the pregnant and laboring woman	28.81%	98.81%	12.33%	23	86.48%	153	1.19%	2
	NURS322 SLO3 - Demonstrate an understanding of the care of the mother in the postpartum period.	28.81%	98.81%	12.33%	23	86.48%	153	1.19%	2
NURS323 - Respiratory System	NURS323 SLO1 - Synthesize patient assessment and knowledge necessary to appropriately apply therapeutic measures in patients with respiratory disease	24.62%	94.62%	11.81%	11	82.81%	78	5.38%	5
NURS327 - Digestive and Urinary Systems	NURS327 SLO1 - Identify common health conditions affecting the structure and function of the gastrointestinal and urinary systems, along with appropriate nursing inter..	30.00%	100.00%	59.49%	67	40.51%	50	0.00%	0
NURS328 - Clinical Lab 2	NURS328 SLO1 - Demonstrate skills and communication that will promote safe, effective, professional and ethical performance in acute and skilled health care facilities	30.00%	100.00%	27.78%	15	72.22%	64	0.00%	0
NURS329 - Endocrine & Reproductive	NURS329 SLO1 - Describe the roles and responsibilities of the conational nurse in data gathering, diagnostic testing, therapeutic management, and discharge planning for the ..	24.33%	94.33%	25.69%	58	68.64%	149	5.67%	10
	NURS329 SLO2 - Explain the impact of various diseases processes on the daily functioning of the patient/client/family and effectively communicate the im..	25.19%	95.19%	22.27%	45	72.92%	132	4.81%	7
	NURS329 SLO3 - Identify the changes in anatomy and physiology of the endocrine and reproductive systems associated with various disease processes.	24.33%	94.33%	25.69%	58	68.64%	149	5.67%	10
NURS330 - Pediatrics	NURS330 SLO1 - Describe the principles involved in providing appropriate nursing measures for children of all ages.	27.92%	97.92%	29.91%	29	68.01%	62	2.08%	2
	NURS330 SLO2 - Provide instruction to both the child and the parent/caretaker which further promotes health.	27.92%	97.92%	29.91%	29	68.01%	62	2.08%	2
	NURS330 SLO3 - Compare the characteristics of ill children with the norm and discuss intervening nursing measures required to restore homeostasis.	27.92%	97.92%	17.12%	17	80.79%	95	2.08%	2
	NURS330 SLO4 - Analyze the psychological effects that the experience of hospitalization, and the fear of death has on children and their parents.	26.88%	96.88%	16.07%	10	80.80%	48	3.13%	2

9- SLO Performance by CSLO

Course	Cslo	% from 70% Benchmark	% Dept. Meets/ Exceeds Standards	% Exceeds Standards	Exceeds Standards - Count	% Meets Standards	Meets Standards - Count	% Below Standards	Below Standards - Count
NURS330 - Pediatrics	NURS330 SLO5 - Identify specific illness common to children, recognizing the basic pathophysiology, symptoms, diagnostic procedures, treatment and nursing ..	28.44%	98.44%	25.45%	32	72.99%	89	1.56%	2
NURS331 - Circulatory System	NURS331 SLO1 - Analyze specific disease conditions of the cardiovascular structures in relation to nursing interventions and medical/surgical treatment modes and ..	28.15%	98.15%	20.49%	12	77.66%	46	1.85%	1
NURS332 - Neurosensory System	NURS332 SLO1 - Recognize the normal structure and function of the neurosensory system and assessment of neurosensory pathology	23.94%	93.94%	21.75%	14	72.19%	43	6.06%	4
	NURS332 SLO2 - List skills, knowledge, and information necessary to apply therapeutic measures to selected patients with neurosensory disorders	30.00%	100.00%	7.14%	2	92.86%	26	0.00%	0
	NURS332 SLO3 - Identify alterations in the patient's neurologic status and explain the significance of observations made.	25.96%	95.96%	17.63%	17	78.33%	72	4.04%	4
	NURS332 SLO4 - Explain the rationale for drugs used in the treatment of neurological disorders.	23.94%	93.94%	21.75%	16	72.19%	69	6.06%	4
NURS335 - Skin & Musculoskeletal System	NURS335 SLO1 - Identify common diseases affecting the skin and the musculoskeletal system and appropriate nursing assessment and management.	30.00%	100.00%	36.15%	21	63.85%	40	0.00%	0
NURS337 - Professional Relationships	NURS337 SLO1 - Acquire knowledge and skills necessary for vocational nursing leadership roles	24.80%	94.80%	20.00%	35	74.80%	133	5.20%	9
NURS338 - Clinical Lab 3	NURS338 SLO1 - Consistently demonstrate skills and communication that will promote safe, effective, professional and ethical performance in acute and skilled ..	27.41%	97.41%	41.38%	48	56.03%	35	2.59%	3
NURS370 - Intravenous Therapy	NURS370 SLO1 - Demonstrate correct procedure for venipuncture with adherence to infection control principles.	30.00%	100.00%	0.00%	0	100.00%	62	0.00%	0
	NURS370 SLO2 - Demonstrate accurate calculation and regulation of IV fluids and blood components.	30.00%	100.00%	33.90%	22	66.10%	39	0.00%	0
Grand Total		26.10%	96.10%	24.46%	1,019	71.64%	2,857	3.90%	168

ARTICULATION AGREEMENTS:

The LVN curriculum does not contain courses with articulation agreements

COURSE REVIEW VERIFICATION

Discipline: Licensed Vocational Nursing Year: 2019

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

1. The following course outlines are satisfactory as written and do not require modification (list all such courses):
All courses in the LVN program were modified in 2019. The BVNPT provided approval in June 2019, the courses were submitted to the AP&P committee with subsequent approval by all members of the department, Department Chair and AP&P. The courses are scheduled for the spring 2020 semester with a new cohort.
2. The following courses require minor modification to ensure currency. The self study team anticipates submitting such modifications to the AP&P, FALL 20____ SPRING 20____:
3. The following courses require major modification. The self study team anticipates submitting such modifications to the AP&P committee, FALL 20____ SPRING 20____:

GRADUATION REQUIREMENTS: General Education (GE), Multicultural/Gender Studies (MCGS) and Health & Safety (H&W) Courses.

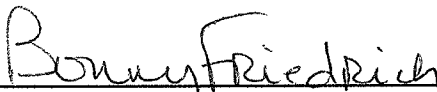
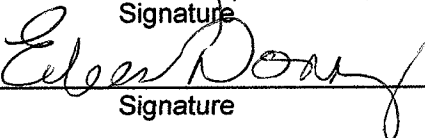
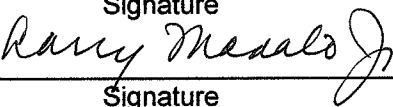

The following courses were reviewed as meeting an **AHC GE** requirement. The AP&P GE Criteria and Category Definitions (GE Learning Outcomes) forms were submitted to the AP&P for review on:

N/A

The following courses were reviewed as meeting the **MCGS** requirement. The AP&P MCGS Criteria and Category Definitions (MCGS Learning Outcomes – To Be Developed) forms were submitted to the AP&P for review on: N/A

The following courses were reviewed as meeting the **H&W** requirement. The AP&P H&W Studies Criteria (To Be Developed) and Category Definitions (H&W Learning Outcomes – To Be Developed) forms were submitted to the AP&P chair for review on: 5/24/2019

Course Review Team Members:

Bonny Friedrich		5/24/2019
Name	Signature	Date
Eileen Donnelly		5/24/2019
Name	Signature	Date
Name	Signature	Date
Larry Manalo		11-5-2019
AP&P Chair	Signature	Date
Margaret Lau		11/7/2019
Academic Dean	Signature	Date

APPENDICES

Prefix and Number: NURS 310

Catalog Course Title: Pharmacology

Banner Course Title: Pharmacology

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade Only

Requisites

Limitations on Enrollment

Admittance to the VN Program

Entrance Skills

None

Catalog Description

The course covers basic pharmacologic principles including pharmacokinetics, pharmacodynamics, therapeutic effects, adverse effects, clinical uses, and contraindications. It introduces the nursing process and drug dosage calculations. Emphasis is on the role of the nurse in drug administration, prevention of drug interactions, assessment of therapeutic and adverse effects, and patient teaching across the lifespan.

Course Content

Lecture

- Conceptual framework of pharmacology
- Throughout the lifespan - growth and development, physiologic changes in aging, pregnancy and lactation, and men and women's health
- Inflammation and anti-inflammatory agents
- Infection 1: Beta lactams, aminoglycosides, tetracyclines, and macrolides
- Infection 2: Tuberculosis, viral infections, fungal infections, and parasite infestations
- Hematopoietic and immune system medications including cancer therapy
- Cardiovascular dysfunction 1: Hypertension, dysrhythmia, and coronary artery disease
- Cardiovascular dysfunction 2: Heart failure, fluid volume excess, shock, and hypotension
- Nervous system dysfunction 1: Myasthenia gravis, Alzheimer disease, Parkinson disease, and urinary retention
- Nervous system dysfunction 2: Pain, headache, migraine, seizure, and spasticity
- Nervous system dysfunction 3: Mental health
- Diabetes mellitus
- Endocrine disorders: Thyroid gland, parathyroid gland, adrenal gland, and pituitary gland
- Respiratory disorders and eye, ear, and skin conditions
- Nutrition and digestive system

- Midterm
- Finals

Course Objectives

At the end of the course, the student will be able to:

1. understand the nursing implications of basic pharmacology concepts, pharmacokinetics, and pharmacodynamics.
2. understand drug classifications, prototypes, therapeutic effects, clinical uses and contra-indications, adverse effects, and appropriate nursing actions.
3. identify therapeutic and adverse drug effects and determine appropriate nursing actions.
4. solve dose calculations and medication-related word problems.
5. understand drug effects on children, adults, pregnancy, older adults, and co-occurring conditions.
6. correlate knowledge of drugs with safe, appropriate, and effective medical management of patients.

Methods of Instruction

- Discussion
- Lecture

Assignments

- **Other Assignments**
 1. Reading assignments
 2. Homework
 3. Written assignments
 4. Group assignments

Sample assignments:

1. The patient counts own pulse for one full minute prior to taking the prescribed dose of digoxin (Lanoxin). The pulse is 50 beats per minute. What should the nurse instruct the patient to do? Why?
2. The combination of sulfadiazine (Microsulfon) and pyrimethamine is used to treat chloroquine-resistant malaria. It also reduces development of crystalluria and stone formation. What should be included in patient teaching?
3. The nurse reads: "Calcium channel blockers decrease the metabolism of benzodiazepines." Describe why the patient would be at risk for benzodiazepine adverse effects.

Methods of Evaluation

1. Homework
2. Written assignments
3. Group assignments
4. Quizzes
5. Midterm
6. Final exam

Sample Test Question:

A patient with a history of emphysema received propranolol (Inderal) for high blood pressure. The nurse should assess for:

- A. Bronchoconstriction
- B. Hyperglycemia
- C. Respiratory depression
- D. Tachycardia

Sample Word Problem:

The nurse calculates the dose for acetylcysteine (Acetadote) for a 154-pound patient who was admitted for acetaminophen overdose. The pharmacy instructs, "Acetadote 140 mg/kg PO initially" and sends acetylcysteine

(Acetadote) labeled 6 grams per 30 mL. The nurse should prepare _____ for the ordered dose. Include amount and units.

Texts and Other Instructional Materials

Adopted Textbook

1. Frandsen, G. and Pennington, S.S. *Abram's Clinical Drug Therapy: Rationales for Nurisng Practice* Edition: 11th 2018
2. Frandsen,G. and Pennington, S.S. *Abrams' Clinical Drug Therapy: Rationales for Nursing Practice - Accompanying Study Guide* Edition: 11th 2018
3. Buchholz, S. *Henke's Med-Math: Dosage Calculation, Preparation, and Administration* Edition: 8th 2016

Supplemental Texts

1. Internet access and electronic mail

Instructional Materials

None

Student Learning Outcomes

1. NURS310 SLO1 - Accurately solve dosage calculations.
 2. NURS310 SLO2 - Apply knowledge in determining safety and effectiveness of medications.
 3. NURS310 SLO3 - Demonstrate contextual thinking in clinical scenarios.
-

Distance Learning

This course is not Distance Learning.

Prefix and Number: NURS 311
Catalog Course Title: Medication Administration
Banner Course Title: Medication Administration

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	1.000	16.0 - 18.0	
Lab	1.500	24.0 - 27.0	
Outside-of-Class Hours	2.000	32.0 - 36.0	
Total Student Learning Hours	4.5	72.0 - 81.0	1.5
Total Contact Hours	2.5	40.0 - 45.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade Only

Requisites

Limitations on Enrollment

Admittance to VN Program and successful completion of NURS 310

Entrance Skills

None

Catalog Description

This course focuses on the administration of medications to adult, geriatric and pediatric patients that require medical, surgical or preventive intervention. Concepts of patient-centered care, informatics, safety, evidence-based practice, quality, collaboration and professionalism are integrated throughout the course.

Course Content

Lecture

- Types of drug preparations, components of a complete order, and equivalent conversions
- Six rights of medication administration, documentation, and drug dose calculations
- Med calculation exam
- Medication administration preparation
- Oral and non-parenteral medication preparation and practice
- Oral/naso-gastric, PEG tube medication preparation, application, and performance
- Safety in swallowing, enteral medication administration, geriatric considerations
- Parenteral medication preparation and application - subcutaneous (SQ)/ intramuscular (IM)
- Pediatric medication administration, principles, and preparation
- Medication errors and prevention
- Identification of IV fluids and the role of the LVN in IV therapy.
- Electronic and paper medical record documentation of medication administration.

Lab

- Med order exercise and calculation practice
 - Medication calculation examination
 - Oral medication administration practice
 - Patient education and communication
 - Subcutaneous/IM preparation, application, practice.
 - Oral/naso-gastric (NG), PEG tube/IM/SQ/ and intradermal medication competency performance
 - NG medication administration preparation and practice
 - Pediatric medication administration preparation
 - Accuracy in ampule/vial/reconstitution practice
 - Electronic medical record medication administration
-

Course Objectives

At the end of the course, the student will be able to:

1. demonstrate correct drug dosage and conversion calculations.
 2. understand the role of health information systems and patient care technologies to support administration of medication administration.
 3. discuss the nurse's role in data collection and assessment in relationship to administration of medications.
 4. demonstrate the basic skills and responsibilities in the safe and effective administration of medications, intravenous fluids and patient response in all age groups.
 5. identify health care education and safety needs for patients related to medication administration.
 6. discuss ethical, legal, and professional standards while caring for patients.
 7. describe the role of the nurse in providing quality, evidence-based care to patients.
-

Methods of Instruction

- **Demonstration**

Skills lab simulation

- **Discussion**
- **Lab**

Practice and performance

- **Lecture**
- **Methods of Instruction Description:**

Lecture

Video presentation

Skills demonstration

Clinical scenarios

Coaching

Class discussions

Small group discussions

Assignments

- **Other Assignments**

1. Textbook reading
 2. Workbook assignments
 3. Research techniques for medication administration
 4. Interactive medication administration textbook modules
-

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Oral Presentation**
- **Simulation**
- **Class Participation**
- **Home Work**
- **Class Performance**
- **Other**

1. Critical elements check-off
2. Math proficiency test with 90% accuracy.
3. Written exams.

Sample examination questions:

1. The patient has an order for diphenhydramine HCl (Benedryl) 40 mg IM. The ampule is labeled 50 mg/2ml. How many ml will the nurse administer?
 2. When you are administering an IM injection, the nurse notes blood on the needle aspiration.
 - a. What does this indicate?
 - b. What is an appropriate nursing action?
-

Texts and Other Instructional Materials

Adopted Textbook

1. Buchholtz, S. *Henke's Med-Math: Dosage Calculation, Preparation, and Administration* Edition: 8th 2016
2. Perry, A.G., Potter, P.A. *Fundamentals of Nursing* Edition: 9th 2016

Supplemental Texts

1. Nurse-reviewed professional publications and websites
2. Facility Policies and Procedures
3. Skills kit - syringes, vials, needles and other equipment

Internet access and electronic mail

Instructional Materials

None

Student Learning Outcomes

1. NURS311 SLO1 - Demonstrate safe preparation and administration of oral, non-parenteral, parenteral and inhalants in all age groups.
 2. NURS311 SLO2 - Calculate drug dosages for adults and children using systems of equivalents.
-

Distance Learning

This course is not Distance Learning.

Prefix and Number: NURS 317
Catalog Course Title: Fundamentals of Nursing
Banner Course Title: Fundamentals of Nursing

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.500	40.0 - 45.0	
Lab	3.000	48.0 - 54.0	
Outside-of-Class Hours	5.000	80.0 - 90.0	
Total Student Learning Hours	10.5	168.0 - 189.0	3.5
Total Contact Hours	5.5	88.0 - 99.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade Only

Requisites

Limitations on Enrollment

Admittance to VN Program and successful completion of NURS 310

Entrance Skills

None

Catalog Description

This course provides an introduction to nursing and roles of the nurse in various care settings; as well as profession-related and patient care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for basic assessment and nursing skills is presented and the student is given an opportunity to demonstrate these skills in a laboratory setting. An introduction to the nursing process provides the student with a beginning framework for decision making.

Course Content

Lecture

- Health assessment, physical examination, vital signs.
 - Ethics and legal implications
 - Infection prevention/control and complementary/alternative therapies
 - Urinary elimination
 - Patient education, communication, and documentation
 - Nutrition
 - Cultural awareness, spiritual health and loss, and patient safety
 - Care planning
 - Mental disorders and crisis intervention
 - Emergency preparedness
 - Laboratory test evaluation including specimen collection
 - Care for surgical patients, pain management, and sleep
 - Skin integrity and immobility
 - Bowel elimination
- Lab**
- Physical assessment and homeostasis

- Sterile technique including urinary catheterization with patient education and nursing care
 - Nasogastric tube insertion, nutrition, and nursing care
 - Spiritual health and loss: Therapeutic communication with patient in grief
 - Nursing care plan process and application
 - Mental health crisis intervention
 - Specimen collection
 - Suture and staple removal
 - Tracheostomy care and suctioning
 - Dressing changes
 - Bowel elimination procedures
-

Course Objectives

At the end of the course, the student will be able to:

1. describe the history of nursing, the role of the nurse, and scope of practice related to established code of ethics, nurse practice acts, and professional registrations/certifications.
 2. review the spectrum of health care settings across which patient care is provided.
 3. recognize the relationship of profession-related concepts to patient care: patient-centered care, interdisciplinary collaboration, evidence-based practice, quality improvement, safety, informatics, patient education, professionalism, and leadership.
 4. discuss concepts integral to the provision of safe, quality, patient-centered care: nursing process, clinical judgment, advocacy, cultural sensitivity, and communication.
 5. appreciate the nurse's role in supporting a patient's physiologic needs: rest and sleep, spirituality, sensory perception, hygiene, activity and exercise, infection control, elimination, nutrition, and comfort.
 6. discuss patient care concepts and their relationship to providing care that is safe for the nurse and patient medication administration, documentation, body mechanics and ergonomics, and nursing process.
 7. demonstrate basic nursing skills using proper techniques and measures that ensure patient safety.
 8. relate the various elements of the nursing process to clinical decision-making.
 9. appreciate the nurse's role in data collection as an integral part of the nursing process.
 10. demonstrate basic assessment skills related to a patient's physiological, psychological, sociological, cultural, and spiritual dimensions using proper techniques and measures that ensure patient safety.
-

Methods of Instruction

- **Lab**
 - **Lecture**
 - **Methods of Instruction Description:**
 - Lectures
 - Skills demonstrations
 - Video presentation
 - Computer simulations
 - Coaching
 - Class discussions
 - Small group discussions and activities
-

Assignments

- **Other Assignments**
 1. Reading assignments
 2. Written papers
 3. Online textbook modules

Sample:

Utilizing the APA guidelines, write a 4-5 page paper on a current ethical, legal, and/or social topic pertinent to nursing that has more than one viewpoint. These may include: fetal cell transplantation, euthanasia, medical insurance coverage, abortion, allocation of transplant organs, and end of life decisions.

Methods of Evaluation

- Exams/Tests
- Quizzes
- Papers
- Oral Presentation
- Projects
- Simulation
- Group Projects
- Class Participation
- Class Work
- Home Work
- Lab Activities
- Other
 1. Written assignments
 2. Written exams
 3. Skills check-off
 4. Comprehensive final exam

Sample test question:

A patient is admitted at 0800 for a scheduled laparoscopic cholecystectomy. The admitting physician orders include:

Nothing per orem (NPO)

D5W at 100 mL/hour

Consent for laparoscopic cholecystectomy

Cefazolin (Ancef) 1 gram IV on call to OR.

The patient states that s/he took the prescribed subcutaneous insulin injections: 50 units NPH and 35 units regular Humulin. S/He indicates that s/he has not had anything to eat since midnight. She is allergic to penicillin and cephalosporins. List three (3) appropriate immediate nursing actions.

Texts and Other Instructional Materials**Adopted Textbook**

1. Perry, A.G. and Potter, P.A. *Fundamentals of Nursing* Edition: 9th 2016

Supplemental Texts

1. Nurse-reviewed professional publications and websites
2. Skills kit of nursing supplies
3. Internet access and electronic mail

Instructional Materials

None

Student Learning Outcomes

1. NURS317 SLO1 - Demonstrate safe practice in performing VN psychomotor skills.
2. NURS317 SLO2 - Define the role of the nurse in caring for patients using the nursing process.

Distance Learning

This course is not Distance Learning.

Prefix and Number: NURS 318
Catalog Course Title: Clinical Lab 1
Banner Course Title: Clinical Lab 1

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	24.000	384.0 - 432.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	24.0	384.0 - 432.0	8.0
Total Contact Hours	24.0	384.0 - 432.0	

Number of Times Course may be Repeated

None

Grading Method

Pass/No Pass

Requisites

Corequisite

NURS 311 Medication Administration
and

Corequisite

NURS 317 Fundamentals of Nursing

Limitations on Enrollment

Admittance to VN Program and successful completion of NURS 310

Entrance Skills

None

Catalog Description

This course focuses on the care of the adult patients in long-term care, acute care, and outpatient settings who require medical and/or surgical interventions. Concepts of patient-centered care, informatics, safety, evidence-based practice, quality, collaboration, and professionalism are integrated throughout the course.

Course Content

Lecture

Lab

For 17 weeks, these topics may be covered to some degree while providing beginning level care to assigned patients in the various clinical settings. The topics are aligned with the nursing theory courses, NURS 311, NURS 317, NURS 323, and NURS 329.

1. Clinical preparation and orientation: certified nurse assistant (CNA) skills practice and validation. Safety Fair - blood-borne pathogens, Health Insurance Portability and Accountability Act (HIPAA), back safety, fire safety, sexual harassment, restraints, handwashing, facility safety components, etc.

- Clinical weekly focus: Assessment skill preparation (NURS 317), correctly calculate medication (NURS 311), identify principles of focused respiratory assessment (NURS 323) and prepare for assessment on a patient with a condition of the endocrine system and identify common endocrine conditions requiring medical management and nursing care (NURS 329).

2. Data collection practice and documentation. Point-of-care testing: CNA skill competency demonstration, standard precautions, therapeutic communication, blood glucose, etc.
 - Clinical weekly focus: Conduct and prepare a complete physical assessment (NURS 317); prepare for medication administration. (NURS 311); identify common signs and symptoms of upper respiratory distress in preparation for patients care (NURS 323); and, skills lab activity-assessment of patients with conditions of the endocrine system in preparation for patient care (NURS 329).
3. Physical assessment check off, long-term care (LTC) preparation, nursing process introduction to care planning, communication in clinical setting, "situation-background-assessment-recommendation" (SBAR) practice, and electronic medication administration record (EMAR) computer training.
 - Clinical weekly focus: Recognize application of infection control prevention in the clinical setting (NURS 317); perform safe medication administration (NURS 311); recognize the role of the LVN in airway management and recognize how to properly manage a patient with an oxygen therapy device, e.g. nasal/mask/non-rebreather, tracheostomy, etc. (NURS 323); and, practice diabetic teaching regarding measures to reduce the risk of developing diabetes and/or complications associated with diabetes e.g. monitoring and maintaining adequate glucose level, attending regular doctor check-up, etc. (NURS 329).
4. Orientation to LTC setting. Emphasis on physical assessment, data collection and point of care testing, monitoring intake and output, and introduction to care planning and documentation.
 - Clinical weekly focus: Assess the functional health status of the patient's urinary system and collect patient data to begin basic care plan (NURS 317); identify proper use of the electronic medical record (EMR) in medication documentation (NURS 311); review diagnostic results with basic interpretation to relate to patient's condition (NURS 323); conduct a history and physical assessment to develop a plan and implement care that is patient centered care. Provide patient education to a diabetic resident regarding medication, nutrition, exercise, and signs and symptoms of hypoglycemia, and glucose monitoring testing(NURS 329).
5. Emphasis on physical assessment, data collection and point of care testing, monitoring intake and output in a long term care setting; introduction to care planning and patient care documentation; emphasis on patient with respiratory or endocrine system disorders.
 - Clinical weekly focus: Collect patient care data to develop a plan of care, perform a physical assessment on residents with emphasis on respiratory or endocrine conditions; provide education on principles of good nutrition and its effects on the body to a resident with special focus on the respiratory and endocrine conditions (NURS 317); review patient prescribed medications and relate purpose to patient medical conditions (NURS 311); conduct a history and physical assessment to provide patient-centered care (NURS 323); and, provide patient education to a diabetic resident about medications, nutrition, exercise, signs and symptoms of hypo/hyperglycemia, and glucose monitoring system (NURS 329).
6. Emphasis on physical assessment, data collection and point-of-care testing, monitoring intake and output in a patient in the long term care setting. Introduction to care planning and patient care documentation.
 - Diabetic ketoacidosis (DKA) simulation.
 - Clinical weekly focus: Participate in documentation using the EMR (NURS 317); identify procedure for proper administration of medication in an enteral tube (NURS 311); identify signs and symptoms of respiratory distress or improvement, and provide education to reduce risk for developing pneumonia (NURS 323); and, conduct a history and physical assessment to develop a plan and provide patient-centered care. Provide patient education to minimize the risk of complication associated with diabetes e.g. foot/skin, eye care, etc. (NURS 329).
7. Orientation to acute care setting. Patient focus - patients with respiratory and/or endocrine system, perform oral medication administration, EMR charting, physical assessment including diet evaluation, and activities of daily living (ADL) care.
 - Clinical weekly focus: Evaluate prescribed patient nutrition and need for patient education (NURS 317); perform medication administration utilizing an enteral tube (NURS 311); use assessment data to determine priority patient needs, identify and implement patient-centered, evidence-based nursing interventions for patients with lung cancer (NURS 323); and, use assessment data to

- determine patient needs, identify and implement patient-centered, evidenced-based nursing interventions to include patient education to patients with endocrine conditions (NURS 329).
8. Patient focus (acute care) - patients with respiratory and/or endocrine system, perform oral medication administration, EMR charting, physical assessment including diet evaluation, and ADL care.
- Clinical weekly focus: provide patient care safety measures (NURS 317); perform medication administration via nasogastric (NG)/gastric tube while applying the six rights of medication administration (NURS 311); use assessment data to determine priority patient needs, identify and implement patient-centered, evidenced-based nursing interventions for patient with infections of the lung (NURS 323); and, use assessment data (history and physical, labs, medication, etc.) to prioritize patient needs, and to identify and implement patient-centered, evidenced based nursing interventions including patient education to patients with endocrine conditions (NURS 329).
9. Break.
10. Patient focus (acute care) - patients with respiratory and/or endocrine system, perform oral medication administration, EMR charting, physical assessment including diet evaluation, and ADL care.
- Clinical weekly focus: provide patient care utilizing safety measures (NURS 317); perform medication administration via NG/gastric tube while applying the six rights of medication administration (NURS 311); use assessment data to determine priority patient needs, identify and implement patient-centered evidenced based nursing interventions for patient with infections of the lung (NURS 323); and use assessment data (history and physical, labs, medication, etc.) to prioritize patient needs, and to identify and implement patient-centered, evidenced based nursing interventions including patient education to patients with conditions related to thyroid gland (NURS 329).
11. Patient focus (acute care) - patients with respiratory and/or endocrine system, perform oral medication administration, EMR charting, physical assessment including diet evaluation, and ADL care.
- Clinical weekly focus: Perform data collection and patient assessment to establish patient care goals (NURS 317); perform medication safety and evaluate response (NURS 311); use assessment data to determine priority patient needs, identify and implement patient-centered evidenced based nursing interventions for patient with infections of the lung (NURS 323); and, use assessment data (history and physical, labs, medication, etc.) to prioritize patient needs, and to identify and implement patient-centered, evidenced based nursing interventions including patient education to patients with conditions related to the endocrine system (NURS 329).
12. Patient focus (acute care) - patients with respiratory and/or endocrine system, perform oral medication administration, EMR charting, physical assessment including diet evaluation, and ADL care.
- Clinical weekly focus: Apply therapeutic communication to patient with mental health conditions (NURS 317); perform parenteral medication administration safely using proper technique (NURS 311); use assessment data to determine priority patient needs, identify and implement patient-centered evidence-based nursing interventions for patient with chronic conditions of the lung (NURS 323); and, use assessment data (history and physical, labs, medication, etc.) to prioritize patient needs, and to identify and implement patient-centered, evidence-based nursing interventions including patient education to patients with conditions related to the reproductive disorders. Provide patient teaching on health promotion and disease prevention (NURS 329).
13. Patient focus (acute care) - patients with respiratory and/or endocrine system, perform oral medication administration, EMR charting, physical assessment including diet evaluation, and ADL care.
- Clinical weekly focus: identify proper procedures for specimen collection. Evaluate for safety in the patient care setting in disaster environment (NURS 317); administer medications safely using the six rights of medication administration. Document accurately (NURS 311); use assessment data to determine priority patient needs, identify and implement patient-centered evidenced based nursing interventions for patient with airway obstructions (NURS 323); and, use assessment data (history and physical, labs, medication, etc.) to prioritize patient needs, and to identify and implement patient-centered, evidence-based nursing interventions, including patient education, to patients with conditions related to the (male) reproductive disorders. Provide patient teaching on health promotion and disease prevention (NURS 329).
14. Patient focus (acute care) - patients with respiratory and/or endocrine system, perform oral medication administration, EMR charting, physical assessment including diet evaluation, and ADL care.
- Clinical weekly focus: participate in the care of pre- and postoperative patients (NURS 317); monitor patient on IV therapy for adverse reactions, report and document as appropriate (NURS 311); use assessment data to determine priority patient needs, identify and implement patient-centered evidence-

based nursing interventions for patient with chest tube injuries obstructions (NURS 323); and, use assessment data (history and physical, labs, medication, etc.) to prioritize patient needs, and to identify and implement patient-centered, evidence-based, culturally sensitive nursing interventions, including patient education, to patients with conditions related to female and breast disorders/cancer. Provide patient teaching on health promotion and disease prevention (NURS 329).

15. Patient focus (acute care) - patients with respiratory and/or endocrine system, perform oral medication administration, EMR charting, physical assessment including diet evaluation, and ADL care.

- Asthma simulation
- Clinical weekly focus: Skin integrity assessment and prevention interventions (NURS 317); administer intradermal injections following the six rights of medication administration (NURS 311); use assessment data to determine priority patient needs, identify and implement patient-centered evidenced based nursing interventions for patient with pulmonary embolisms (NURS 323); and, use assessment data (history and physical, labs, medication, etc.) to prioritize patient needs, and to identify and implement patient-centered, evidence-based, culturally sensitive nursing interventions, including patient education, to patients with conditions related to female and breast disorders/cancer. Offer support to patient/family who are experiencing grief (use therapeutic communication, reinforce teaching make referrals, etc.) (NURS 329).

16. Patient focus (acute care) - patients with respiratory and/or endocrine system, perform oral medication administration, EMR charting, physical assessment including diet evaluation, and ADL care.

- Clinical weekly focus: assess and monitor patient for alterations in bowel function (NURS 317); assess patient for pain and intervene as ordered/indicated (NURS 311); use assessment data to determine priority patient needs, identify and implement patient-centered evidence-based nursing interventions top include patient education, and revise the plan of care as needed (NURS 323) use assessment data to determine priority patient needs, identify and implement patient-centered evidence-based nursing interventions, to include patient education to patients with sexually transmitted infections (STI). Offer support and care in nonjudgmental manner while providing education on health promotion and STI preventive measures (NURS 329)

17. Testing

- Clinical weekly focus: Collect patient data to develop a plan of care (NURS 317) perform a physical assessment on a resident with emphasis on respiratory or endocrine/reproductive conditions, provide education on principles of good nutrition, and its effects on the body to a resident with respiratory conditions (NURS 317); administer all medications as ordered using six rights, document and evaluate response (NURS 311); use assessment data to determine priority patient needs, identify and implement patient-centered evidence-based nursing interventions, to include patient education, and revise the plan of care as needed (NURS 323); use assessment data to determine priority patient needs, identify and implement patient-centered evidence-base nursing interventions, to include patient education, to patients with diseases of the endocrine./reproductive system (NURS 329).

Course Objectives

At the end of the course, the student will be able to:

1. identify patient-centered care, appropriate for Semester 1, including health and related education, based on the needs of patients.
2. describe the use of health information when utilizing patient care technologies to support patient-centered care.
3. discuss ethical, legal, and professional standards expected of a nurse.
4. recognize components of a focused assessment that should be included when collecting data on adult patients.
5. apply knowledge of anatomy, physiology, pathophysiology, nutrition, and cultural variations when helping to plan care for adults.
6. identify priority actions for patient in collaboration with the interprofessional health care team.
7. describe the role of the nurse in providing quality, evidence-based care to adult patients.
8. identify health care education and safety needs of older adults.

Methods of Instruction

- Lab
- Methods of Instruction Description:

Simulation
Actual patient care
Coaching
Directed questions and answers
Small group discussion

Assignments

- **Other Assignments**
 1. Reading assignments
 2. Clinical worksheets
 3. Nursing care plans

Sample Assignments:

1. Assess a patient's level of activity and rest. Determine appropriate nursing interventions to promote adequate activity and rest. Evaluate effectiveness of your nursing interventions.
 2. Develop a teaching plan for an assigned patient who is about to be discharged to home following a diagnostic procedure. Have the nursing instructor evaluate your plan before actually communicating with the patient.
-

Methods of Evaluation

1. Written nursing care plans
2. Clinical worksheets
3. Clinical performance evaluation
4. Student self-evaluation

Sample Evaluation

Write a nursing care plan on an assigned patient. Indicate the steps of the nursing process. Provide information regarding the pathophysiology of current illness and previous health history, prescribed medications and use of alternative therapies, and diagnostic tests.

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

1. Refer to texts used in VN theory courses
2. Nursing care plan book of choice
3. Nurse-reviewed professional publications and websites
4. References of choice for diseases, medications, diagnostic tests, and related topics

Instructional Materials

1. Stethoscope
 2. Required uniform
 3. Access to computer and Internet
-

Student Learning Outcomes

1. NURS 318 SLO1 - Demonstrate professional and ethical behaviors in the clinical setting.
 2. NURS 318 SLO2 - Provide safe and ethical, individualized, culturally sensitive and patient-centered, beginning level nursing care in acute and skilled health care facilities under supervision.
 3. NURS 318 SLO3. Demonstrate the ability to use and secure health information systems and patient care technologies to support patient-centered care.
-

Distance Learning

This course is not Distance Learning.

Prefix and Number: NURS 320
Catalog Course Title: Care of Older Adults
Banner Course Title: Gerontology

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.000	32.0 - 36.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	4.000	64.0 - 72.0	
Total Student Learning Hours	6.0	96.0 - 108.0	2.0
Total Contact Hours	2.0	32.0 - 36.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade Only

Requisites

Limitations on Enrollment

Admittance to the VN program and/or successful completion of spring semester VN courses

Entrance Skills

None

Catalog Description

This course focuses on the care of older adult patients with health issues that require medical and/or surgical interventions. Concepts of patient-centered care, informatics, safety, evidence-based practice, quality, collaboration, and professionalism are integrated throughout the course.

Course Content

Lecture

1. Introduction to healthy aging
2. Cross-cultural caring
3. Biological theories
4. Psychosocial, spiritual, and cognitive aspects of aging
5. Gerontological nursing and nursing across continuum of care
6. Economic and legal issues
7. Documentation
8. Safe medication
9. Nutrition
10. Hydration and oral care
11. Elimination
12. Rest and sleep
13. Healthy skin
14. Fall risk reduction
15. Promoting safety
16. Pain and comfort
17. Vision and hearing
18. Metabolic disorders
19. Mental health

20. Bone and joint problems
21. Cardio and respiratory disorders
22. Neurologic disorders
23. Loss, death, and palliative care

Course Objectives

At the end of the course, the student will be able to:

1. identify patient-centered care, including health and safety-related education that are based on the needs of the older adult patient.
2. describe the use of health information systems and patient care technologies to support patient-centered care.
3. discuss ethical, legal, and professional standards while caring for older adult patients.
4. recognize components of a focused assessment that should be included when collecting data.
5. apply knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental cultural variations when helping to plan care for older adults.
6. identify priority actions for older adults in collaboration with the inter-professional healthcare team.
7. describe the role of the nurse in providing quality, evidenced-based care to older adults.
8. identify health care education and safety needs for adults.

Methods of Instruction

- **Lecture**
PowerPoint slides, often with images, will be utilized to present content.
- **Methods of Instruction Description:**
Lectures
Group discussions
Case presentations

Assignments

- **Other Assignments**
 1. Written papers.
 2. Reading assignments.
 3. Group presentations.

Sample assignment:

Write a personal insight on aging that must include: (a) an expression of own perceptions, beliefs, attitudes, or misconceptions; (b) specific relationships that support or refute the perceptions, beliefs, attitudes, or misconceptions; and (c) discussion on how perception, beliefs, attitudes, or misconceptions could influence your interactions and/or nursing care of the older adult.

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Home Work**
- **Other**
 1. Written papers
 2. Group presentations
 3. Quizzes
 4. Midterm
 5. Final

Sample test question:

Gerontology is defined as the:

- A. disease process associated with aging

- B. nursing of the elderly s
 - C. state of being old
 - D. tudy of the aging process
-

Texts and Other Instructional Materials

Adopted Textbook

- 1. Touhy, A.T. & Jett. K. F. *Ebersole and Hess' Gerontological Nursing and Healthy Aging* Edition: 5th 2018

Supplemental Texts

- 1. Nursing / medical and peer-reviewed websites

Instructional Materials

- 1. Computer and internet access
-

Student Learning Outcomes

- 1. NURS 320 SLO1 - Identify specific illness common to aging adults recognizing the basic pathophysiology, symptoms, diagnostic procedures, treatment and nursing management of each.
 - 2. NURS 320 SLO2 - Explain ethical and legal responsibilities of the nurse who suspects elder abuse or neglect.
 - 3. NURS 320 SLO3 - Describe the proper use of the health information systems to ensure patient confidentiality is maintained.
-

Distance Learning

This course is not Distance Learning.

Prefix and Number: NURS 322

Catalog Course Title: Maternal and Infant Health

Banner Course Title: Maternal and Infant Health

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.000	32.0 - 36.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	4.000	64.0 - 72.0	
Total Student Learning Hours	6.0	96.0 - 108.0	2.0
Total Contact Hours	2.0	32.0 - 36.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade Only

Requisites

Limitations on Enrollment

Admittance to VN Program and/or successful completion of the summer semester VN courses

Entrance Skills

None

Catalog Description

This course focuses on the care of all phases of the maternity cycle including care of the obstetrical patient and newborn infant. Concepts of patient-centered care, informatics, safety, evidence-based practice, quality, collaboration, and professionalism are integrated throughout the course.

Course Content

Lecture

- Conception and fetal development
- Physiologic and nursing assessment of the newborn
- Normal newborn needs and care
- Newborn nutrition
- Newborns at Risk - Conditions at Birth
- Newborns at Risk - birth-related stressors
- Infant resuscitation
- Preparation for parenthood
- Physical and psychological changes of pregnancy and antepartum assessment
- Expectant family needs and care
- Maternal nutrition
- Pregnancy in selected populations
- Assessment of fetal well being
- Pregnancy at risk: Pre-gestational problems
- Pregnancy at risk: Gestational onset
- Process and stages of labor and birth
- Intrapartal nursing
- The family in childbirth

- Pain management during childbirth
- Childbirth at risk: Prelabor and intrapartum
- Childbirth at risk: Labor-related complications
- Birth-related procedures
- Postpartum adaptation and nursing assessment
- Postpartum family: Early care and home care
- Postpartum family-at-risk
- Testing

Course Objectives

At the end of the course, the student will be able to:

1. identify patient-centered care, including health and safety-related education, based on the needs of obstetrical patients and newborns.
2. describe the use of health information systems and patient care technologies to support patient-centered care.
3. discuss ethical, legal, and professional standards while caring for patients.
4. recognize a focused health assessment and data collection on childbearing women and newborns.
5. apply knowledge of anatomy, physiology, pathophysiology, and nutrition, as well as evidence-based practice, to the care of childbearing women and newborns.
6. identify priority actions that promote therapeutic relationships with patients and their families, as well as professional relationships with members of the health care team.
7. describe the role of a nurse and patient advocate while providing safe, quality care to childbearing women and newborns.
8. identify health care education and safety needs for mother and newborns.

Methods of Instruction

- **Discussion**
- **Lecture**
- **Methods of Instruction Description:**
 - Lecture
 - Video presentation
 - Case studies
 - Simulation

Assignments

- **Other Assignments**
 1. Reading assignment
 2. Written assignment
 3. Workbook exercises

Sample Assignments:

1. Visit the local alternative birthing center with the class group. After a tour, formulate what you believe to be the philosophy of the center in a short paragraph.
2. During the student rotations through the maternity units of the community's two hospitals, discuss the philosophy of patient care during the birth process in a paragraph.

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Simulation**
- **Class Participation**
- **Class Work**
- **Home Work**

- **Other**
 1. Short quizzes
 2. Written assignments
 3. Classroom participation
 4. Written final examination

Sample Essay Question:

Compare and contrast the differences or similarities in patient care philosophies that you noticed while observing at the birthing center and acute hospitals during your maternity experience. Complete a one-page paper and be prepared to participate in a class discussion on this subject.

Texts and Other Instructional Materials

Adopted Textbook

1. Davidson, M.R., London, M.L., and Wieland Ladewig, P.A. *Old's Maternal Newborn Nursing and Women's Health Across the Lifespan* Edition: 11th 2020

Supplemental Texts

1. Nurse-reviewed professional publications and websites

Instructional Materials

1. Computer and internet access
-

Student Learning Outcomes

1. NURS322 SLO1 - Demonstrate understanding of the birth process and care of the normal newborn.
 2. NURS322 SLO2 - Demonstrate an understanding of the physiologic changes resulting from pregnancy and care of the pregnant and laboring woman.
 3. NURS322 SLO3 - Demonstrate an understanding of the care of the mother in the postpartum period.
-

Distance Learning

This course is not Distance Learning.

Prefix and Number: NURS 323

Catalog Course Title: Respiratory Conditions

Banner Course Title: Respiratory Conditions

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.000	32.0 - 36.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	4.000	64.0 - 72.0	
Total Student Learning Hours	6.0	96.0 - 108.0	2.0
Total Contact Hours	2.0	32.0 - 36.0	

Number of Times Course may be Repeated

0

Grading Method

Letter Grade Only

Requisites

Limitations on Enrollment

Admittance to VN Program and/or successful completion of NURS 310

Entrance Skills

None

Catalog Description

This course focuses on the care of adult patients with respiratory conditions that require medical and/or surgical interventions. Concepts of patient-centered care, informatics, safety, evidence-based practice, quality, collaboration, and professionalism are integrated throughout the course.

Course Content

Lecture

- Anatomy review and respiratory assessment
- Upper airway disorders, obstruction, and laryngeal cancer
- Oxygen therapy, airway management, and tracheostomy
- Diagnostic techniques and tests
- Pneumonia
- Lung cancer
- Tuberculosis and pleurisy
- Intubation and mechanical ventilation
- Chronic obstructive pulmonary disease (COPD: emphysema, asthma, and chronic bronchitis) and cystic fibrosis
- Respiratory medications
- Chest injury, chest tube, chest surgery, and blunt trauma
- Chest trauma simulation
- Pulmonary edema, pulmonary embolus, acute respiratory distress syndrome (ARDS), and anaphylactic reaction
- Case studies
- Exams

Course Objectives

At the end of the course, the student will be able to:

1. identify patient-centered care, including health and safety related education, based on the needs of patients who have respiratory conditions.
2. describe the use of health information systems and patient care technologies to support patient-centered care.
3. discuss ethical, legal, and professional standards while caring for patients.
4. recognize components of a focused assessment that should be included when collecting data on adults.
5. apply knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for adults.
6. identify priority actions for adults in collaboration with the interprofessional healthcare team.
7. describe the role of the nurse in providing quality, evidence-based care to adults.
8. identify health care education and safety needs for adults.

Methods of Instruction

- **Discussion**
- **Lecture**
- **Methods of Instruction Description:**
 - Lecture
 - Class discussions
 - Case study
 - Testing

Assignments

- **Other Assignments**
 1. Reading assignments
 2. Written assignments
 3. Internet searches

Sample Assignments:

1. Identify the blood gas interpretation of the patient's lab values and determine care options for patient.
2. Research current respiratory treatment modalities.

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Class Participation**
- **Home Work**
- **Other**
 1. Class participation
 2. Written assignments
 3. Quizzes
 4. Final exam

Sample test question:

Discuss rationale for use of no more than 2 liters of oxygen flow in COPD patients. Include outcome of higher oxygen flow rate in these patients.

Texts and Other Instructional Materials

Adopted Textbook

1. LeMone, P., Burke, K.M., and Bauldoff, G. *Medical-Surgical Nursing: Critical Thinking in Patient Care* Edition: 7th 2019

Supplemental Texts

1. Nurse-reviewed professional publications and websites

Instructional Materials

1. Computer access with internet
-

Student Learning Outcomes

1. NURS323 SLO1 - Synthesize patient assessment and knowledge necessary to appropriately apply therapeutic measures in patients with respiratory disease.
-

Prefix and Number: NURS 327

Catalog Course Title: GI and Urinary Conditions

Banner Course Title: GI and Urinary Conditions

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.500	40.0 - 45.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	5.000	80.0 - 90.0	
Total Student Learning Hours	7.5	120.0 - 135.0	2.5
Total Contact Hours	2.5	40.0 - 45.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade Only

Requisites

Limitations on Enrollment

Admittance to VN Program and/or successful completion of spring semester VN courses

Entrance Skills

None

Catalog Description

This course focuses on the care of adult patients with gastrointestinal (GI) or urinary conditions that require medical and/or surgical intervention. Concepts of patient-centered care, informatics, safety, evidence-based practice, quality, collaboration, and professionalism are integrated throughout the course.

Course Content

Lecture

- Assessment of the gastrointestinal system
 - Upper GI: Oral cavity, esophageal, stomach, and duodenum disorders
 - Bowel disorders
 - Liver, gallbladder, and pancreas disorders
 - Assessing the renal system
 - Urinary disorders
 - Kidney disorders
 - Nutritional disorders
 - Testing
-

Course Objectives

At the end of the course, the student will be able to:

1. identify patient-centered care, including health and safety related education, based on the needs of patients who have GI/GU conditions.
2. describe the use of health information systems and patient care technologies to support patient-centered care.
3. discuss ethical, legal, and professional standards while caring for patients.

4. recognize components of a focused assessment that should be included when collecting data on adults.
 5. apply knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for adults.
 6. determine actions for adults in collaboration with the interprofessional healthcare team.
 7. describe the role of the nurse in providing quality, evidence-based care to adults.
 8. identify health care education and safety needs for adults.
-

Methods of Instruction

- **Lecture**
 - **Methods of Instruction Description:**
 - Lecture
 - Class discussions
 - Case studies
-

Assignments

- **Other Assignments**
 1. Assigned reading of text
 2. Research projects
 3. Case studies

Sample Assignments:

Design a standardized nursing care plan for a patient with increased motility of the small intestine.

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Oral Presentation**
- **Group Projects**
- **Home Work**
- **Other**
 1. Case studies
 2. Research projects
 3. Written tests
 4. Comprehensive finals

Sample of a multiple-choice question: Nocturia is a common symptom in the malabsorption syndrome. The pathophysiology underlying symptom is:

- A. Altered sodium absorption
 - B. Delaying absorption and excretion of water
 - C. Polydipsia due to dehydration
 - D. Retention of fluids and edema
-

Texts and Other Instructional Materials

Adopted Textbook

1. LeMone, P., Burke, K.M., and Bauldoff, G. *Medical Surgical: Critical Thinking in Patient Care* Edition: 7th 2019

Supplemental Texts

1. Internet access and electronic mail
2. Nurse-reviewed professional publications and websites

Instructional Materials

None

Student Learning Outcomes

1. NURS327 SLO1 - Identify common health conditions affecting the structure and function of the gastrointestinal and urinary systems, along with appropriate nursing interventions.

Distance Learning

This course is not Distance Learning.

Prefix and Number: NURS 328
Catalog Course Title: Clinical Lab 2
Banner Course Title: Clinical Lab 2

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	9.000	144.0 - 162.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	9.0	144.0 - 162.0	

Number of Times Course may be Repeated

None

Grading Method

Pass/No Pass

Requisites

Limitations on Enrollment

Admittance to VN Program and/or successful completion of spring semester VN courses

Entrance Skills

None

Catalog Description

The course is a supervised clinical experience in various health care settings using intermediate vocational nursing skills.

Course Content

Lecture

Lab

Every day in the clinical setting these topics may be touched upon to some degree while administering intermediate level care to assigned patients. The student clinical experiences were aligned with the concurrent nursing theory courses (NURS 320, NURS 327, and NURS 335).

1. Patient focus (Acute/Long-term care). Focus on patients adults with gastrointestinal (GI), genito-urinary (GU)/ Musculo-skeletal (MS)/integumentary conditions, perform assessment, medication administration, electronic medical record (EMR) charting, patient teaching, and patient-centered care.

- Clinical weekly focus: Perform a focused assessment of the integumentary system (NURS 320); perform a focused assessment of the skin and Musculo-skeletal system (NURS 335); and, perform a focused assessment of the GI/GU system (NURS 327).

2. Patient focus (Acute/Long-term care). Focus on patients adults with GI/GU/MS/integumentary conditions; perform assessment, medication administration, EMR charting, patient teaching, and patient-centered care.

- Clinical weekly focus: Discuss the core elements of an advanced directive (NURS 320); apply pressure reduction measures (NURS 335); and conduct a health history to identify patients at risk for alteration in GI function (NURS 327).

3. Patient focus (Acute/Long-term care). Focus on patients adults with GI/GU/MS/integumentary conditions; perform assessment, medication administration, EMR charting, patient teaching, and patient-centered care.

- Clinical weekly focus: Apply aspiration precaution measures for the at-risk patient (NURS 320); observe for infections in patients with impaired skin (NURS 335); and monitor, document, and report manifestations of lower bowel disorders and complications (NURS 327).
4. Patient focus (Acute/Long-term care). Focus on patients adults with GI/GU/MS/integumentary conditions; perform assessment, medication administration, EMR charting, patient teaching, and patient-centered care.
- Clinical weekly focus: Apply nursing interventions to promote rest and sleep (NURS 320); perform physical assessment related to stress of illness and altered body image (NURS 335); and provide appropriate patient teaching to promote, maintain, or restore functional health status (NURS 327).
5. Patient focus (Acute/Long-term care). Focus on patients adults with GI/GU/MS/integumentary conditions; perform assessment, medication administration, EMR charting, patient teaching, and patient-centered care.
- Clinical weekly focus: Monitor patient care environment for safety hazard (NURS 320); Provide teaching for prevention and self care of traumatic injuries of the MS system (NURS 335); and document and monitor patients for alterations in fluid and electrolyte balance (NURS 327).
6. Patient focus (Acute/Long-term care). Focus on patients adults with GI/GU/MS/integumentary conditions; perform assessment, medication administration, EMR charting, patient teaching, and patient-centered care.
- Clinical weekly focus: Apply therapeutic communication to patients with altered mental health (NURS 320); coordinate care to assist patient to achieve optimal level of function (NURS 335); and provide teaching on diet appropriate for a patient with renal disease (NURS 327).
7. Patient focus (Acute/Long-term care). Focus on patients adults with GI/GU/MS/integumentary conditions; perform assessment, medication administration, EMR charting, patient teaching, and patient-centered care.
- Clinical weekly focus: apply therapeutic communication to patient/family experiencing loss (NURS 320); provide patient teaching to promote safety (NURS 335); and provide patient teaching on principles of healthy nutrition (NURS 327).
8. Patient focus (Acute/Long-term care). Focus on patients adults with GI/GU/MS/integumentary conditions; perform assessment, medication administration, EMR charting, patient teaching, and patient-centered care.
- Clinical weekly focus: Identify care provided for patient in palliative care (NURS 320); identify teaching principles on medications used in the treatment of MS conditions (NURS 335); and, provide teaching on principles of health nutrition (NURS 327).

Course Objectives

At the end of the course, the student will be able to:

1. identify patient-centered care, including health and safety-related education, based on the needs of patients.
2. describe the use of health information systems and patient care technologies to support patient-centered care.
3. discuss ethical, legal, and professional standards expected of a nurse.
4. recognize components of a focused assessment that should be included when collecting data on adult patients.
5. apply knowledge of anatomy, physiology, pathophysiology, nutrition, and cultural variations when helping to plan care for adults.
6. identify priority action for patients in collaboration with the interprofessional health care team.
7. describe the role of the nurse in providing quality, evidence-based care to adults patients.
8. identify health care education and safety needs of adults.

Methods of Instruction

- **Lab**
- **Methods of Instruction Description:**
 - Directed question and answer
 - Coaching
 - Small group discussions

Assignments

- **Other Assignments**
 1. Reading assignments
 2. Clinical worksheets
 3. Written care plans

Sample assignment:

During a scheduled clinical rotation in a dialysis unit, compare and contrast nursing care of patients with hemodialysis and peritoneal dialysis.

Methods of Evaluation

1. Written care plans
2. Clinical worksheets
3. Clinical performance evaluation
4. Student self-evaluation

Sample assignment:

Write a nursing care plan on an assigned patient in an acute care setting. Use current nursing plan format that includes the steps in the nursing process, pathophysiology, medications, and diagnostic tests.

Texts and Other Instructional Materials**Adopted Textbook**

None

Supplemental Texts

1. References of choice on diseases, medications, diagnostic tests, and related topics
2. Refer to the adopted textbooks if the VN program
3. Nurse-reviewed professional publications and websites

Instructional Materials

1. Stethoscope
 2. Uniform
 3. Internet and electronic mail
-

Student Learning Outcomes

1. NURS 328 SLO1 - Demonstrate professional accountability in the delivery of patient care.
 2. NURS 328 SLO2 - Provide safe and ethical, individualized, culturally sensitive, and patient-centered second semester level nursing care in acute and skilled health care facilities.
 3. NURS SLO3 - Use technology to obtain high quality health care information and plan, document, communicate, and coordinate care.
-

Distance Learning

This course is not Distance Learning.

Prefix and Number: NURS 329

Catalog Course Title: Endocrine and Reproductive Conditions

Banner Course Title: Endocrine and Repro Conditions

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.500	40.0 - 45.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	5.000	80.0 - 90.0	
Total Student Learning Hours	7.5	120.0 - 135.0	2.5
Total Contact Hours	2.5	40.0 - 45.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade Only

Requisites

Limitations on Enrollment

Successful completion of NURS 310 and admission to VN Program

Entrance Skills

None

Catalog Description

This course focuses on the care of adult patients with endocrine and reproductive conditions that require medical and/or surgical interventions. Concepts of patient-centered care, informatics, safety, evidence-based practice, collaboration, and professionalism are integrated throughout the course.

Course Content

Lecture

1. Anatomy and physiology of the endocrine system
 2. Common diagnostics, assessment, and patient history
 3. Diabetes mellitus: Pathophysiology, classifications, and diagnostic testing
 4. Diabetes mellitus: Medications, nutrition, exercise, and treatments
 5. Diabetes mellitus: Acute complications: hyperglycemia (diabetic ketoacidosis (DKA), hyperosmolar hyperglycemic state (HHS), dawn and Somogyi phenomena) and hypoglycemia (insulin shock)
 6. Compare and contrast manifestations and management of hypoglycemia, DKA, and HHS
 7. Diabetes mellitus: Chronic complications and nursing care including patient teaching
 8. Disorders of the pituitary gland
 9. Disorders of the adrenal gland
 10. Disorders of the thyroid and parathyroid gland
 11. Anatomy and physiology of the reproductive system
 12. Male reproductive and breast disorders
 13. Female reproductive and breast disorders
 14. Sexually transmitted infections
-

Course Objectives

At the end of the course, the student will be able to:

1. identify patient-centered care, including health and safety-related education, based on the needs of patients who have endocrine or reproductive conditions.
 2. describe the use of health information systems and patient care technologies to support patient-centered care.
 3. discuss ethical, legal, and professional standards while caring for patients.
 4. recognize components of a focused assessment that should be included when collecting data on adults.
 5. apply knowledge of anatomy, physiology, pathophysiology, nutrition, and cultural variations when helping to plan care for adults.
 6. identify priority actions for adults in collaboration with the interprofessional healthcare team.
 7. describe the role of the nurse in providing quality, evidence-based care to adults.
 8. identify health care education and safety needs for adults.
-

Methods of Instruction

- **Demonstration**
Class demonstration with return demonstration when assessment techniques are presented.
 - **Discussion**
Topic may be assigned to small groups for discussion. Results of the discussion may follow for class comments.
 - **Lecture**
PowerPoint slides, often with images, will be utilized to present content.
-

Assignments

- **Other Assignments**
 1. Homework
 2. Written assignments
 3. Micro-theme paper of interview with a client.
-

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Home Work**
- **Other**
 1. Tests
 2. Written assignments
 3. Comprehensive finals

Sample Evaluation:

Describe the negative feedback mechanisms of the various hormones.

Texts and Other Instructional Materials

Adopted Textbook

1. Lemone and Burke *Medical Surgical Nursing Care* Edition: 7th 2019

Supplemental Texts

1. Professional nursing journals including RN, Nursing, American Journal of Nursing, and Oncology Nursing
2. Internet resources like Proquest, CINAHL, Medline, etc.
3. Syllabus
4. Topic-specific videos

Instructional Materials

1. Notebook and writing implements
 2. Computer access including Internet, electronic mail, and programs like PowerPoint and Word
-

Student Learning Outcomes

1. NURS 329 SLO1 - List common endocrine/reproductive conditions, recognizing the basic anatomy/physiology/pathophysiology, signs and symptoms, diagnostic procedures, treatments, and priority care measures of each.
2. NURS 329 SLO2 - Explain the effects of using evidence-based nursing interventions on patient outcomes.
3. NURS 329 SLO3 - Identify multiple resources within the health care system to optimize delivery of care for patients with endocrine and reproductive conditions in acute and long term settings.

Distance Learning

This course is not Distance Learning.

Prefix and Number: NURS 330

Catalog Course Title: Care of Infants and Children

Banner Course Title: Care of Infants and Children

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	1.500	24.0 - 27.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	3.000	48.0 - 54.0	
Total Student Learning Hours	4.5	72.0 - 81.0	1.5
Total Contact Hours	1.5	24.0 - 27.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade Only

Requisites

Limitations on Enrollment

Admittance to VN Program and/or successful completion of the summer semester VN courses

Entrance Skills

None

Catalog Description

This course focuses on the care of pediatric patients with health issues that require medical and/or surgical intervention. Concepts of patient-centered care, informatics, safety, evidence-based practice, quality, collaboration, and professionalism are integrated throughout the course.

Course Content

Lecture

1. Growth and development concepts
2. Nurse's role in the care of the child
3. Pediatric assessment
4. Health promotion and maintenance for the newborn, infant, toddler, and preschool
5. Care of school-Age and adolescent
6. Family-centered care and cultural considerations
7. Hospitalized child
8. Life-threatening conditions
9. Infant, child, and adolescent nutrition
10. Alterations in fluids and electrolytes and acid-base balance
11. Immunizations and communicable diseases
12. Alterations in the eyes, ears, nose, and throat
13. Alterations in respiratory function
14. Alterations in cardiovascular function
15. Alterations in hematologic function
16. The child with cancer
17. Alteration in GI function
18. Alterations in GU function
19. Alterations in neurological function

20. Alteration in mental health
21. Alterations in musculoskeletal function
22. Alterations in endocrine and metabolic function
23. Alterations in skin integrity
24. Social and environmental influences on child

Course Objectives

At the end of the course, the student will be able to:

1. identify family-centered care, including health and safety related education that are based on the needs of the pediatric patient.
2. describe the health information systems and patient care technologies to support family-centered care.
3. discuss ethical, legal, and professional standards when caring for children.
4. describe components of a focused assessment that should be included when collecting data on pediatric patients.
5. apply knowledge of anatomy, physiology, pathophysiology, nutrition, and cultural variations when helping to plan care for pediatric patients of all ages.
6. identify priority actions for pediatric patients in collaboration with the interprofessional health care team.
7. describe the role of nursing in providing quality, evidence-based care.
8. identify healthcare education and safety needs of the pediatric patient and family.

Methods of Instruction

- **Demonstration**
Class demonstration with return demonstration when communication and assessment techniques are presented.
- **Lecture**
PowerPoint slides, often with images, will be utilized to present content.

Assignments

- **Other Assignments**
 1. Reading assignments
 2. Written assignments
 3. Oral presentations

Sample Assignment:

Prepare a table of normal age-appropriate vital signs and immunization schedule include:

- a. Respirations, pulse, and blood pressure
- b. Primitive reflexes: Moro, palmar grasp, plantar grasp, placing, stepping, and tonic-neck reflexes
- c. Immunization schedule including hepatitis B, diphtheria, tetanus, and pertussis (DPT), Haemophilus influenzae, polio, MMR, Varicella, pneumococcus, hepatitis A, influenza, and meningococcus.

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Other**
 1. Short quizzes
 2. Written assignments
 3. Oral presentations
 4. Classroom participation
 5. Written objective final examination

Sample evaluation:

A 2-year-old child is hospitalized with a terminal illness. The father of the child yells at the nurse because of a five-minute delay in administering pain medication. The nurse recognizes this parent's behavior as:

- A. An abnormal reaction which should be evaluated by a psychiatrist

- B. A sign that the father has a violent personality type and the hospital guards should be alerted
 - C. An expression of anger and fear which the parent is experiencing due to the child's illness
 - D. An abnormal response which should be immediately reported to the physician
-

Texts and Other Instructional Materials

Adopted Textbook

1. Ball, J. and Bindler, R. *Pediatric Nursing: Caring for Children* Edition: 7th 2017

Supplemental Texts

1. The Journal of Practical Nursing.
2. American Journal of Nursing.
3. RN.
4. Whaley & Wong's Pediatric Nursing video series – pediatric assessment, growth and development, communicating with children and families, medications and injections, family-centered care, and pain assessment and management.

Instructional Materials

None

Student Learning Outcomes

1. NURS 330 SLO1 - Discuss developmentally appropriate, family-centered, and evidence-based nursing care to child of all ages that utilizes the nursing process and input from the healthcare team as means of directing nursing activities.
 2. NURS 330 SLO2 - Discuss specific illness common to children, recognizing the basic anatomy/physiology/pathophysiology, signs and symptoms., diagnostic procedures, and treatment to prioritize care.
 3. NURS 330 SLO3 - Discuss the ethical and legal responsibilities of the pediatric nurse who suspects abuse or neglect including the proper use of the health information systems to ensure patient confidentiality is maintained.
-

Distance Learning

This course is not Distance Learning.

Prefix and Number: NURS 331

Catalog Course Title: Cardiovascular Conditions

Banner Course Title: Cardiovascular Conditions

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.000	32.0 - 36.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	4.000	64.0 - 72.0	
Total Student Learning Hours	6.0	96.0 - 108.0	2.0
Total Contact Hours	2.0	32.0 - 36.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade Only

Requisites

Limitations on Enrollment

Admittance to VN Program and/or successful completion of summer semester VN courses

Entrance Skills

None

Catalog Description

This course focuses on the care of adult patients with circulatory conditions that require medical and/or surgical interventions. Concepts of patient-centered care, informatics, safety, evidence-based practice, quality, collaboration, and professionalism are integrated throughout the course.

Course Content

Lecture

- Anatomy and physiology of cardiac system
- EKG: Introduction to waveforms
- Assessing the cardiovascular system
- EKG: Sinus rhythm
- Coronary heart disease
- EKG: Atrial flutter/Atrial fibrillation
- Angina pectoris
- EKG: Ectopy
- Acute coronary syndrome
- EKG: Interference/artifact
- Acute myocardial infarction
- EKG: SVT and junctional rhythm
- Heart failure
- EKG: Paced rhythms
- Endocarditis, myocarditis, and pericarditis
- EKG: bundle branch blocks and first degree atrioventricular (AV) block
- Alterations in cardiovascular function
- Alterations in hematologic function

Hypertension and aneurysm
EKG: Third degree AV block
Peripheral vascular disease
EKG: Ventricular tachycardia
Arterial occlusion/venous insufficiency
EKG: Ventricular fibrillation
Red blood cell disorders
EKG: Asystole and pulseless electrical activity
Testing

Course Objectives

At the end of the course, the student will be able to:

1. discuss patient-centered care, including health and safety related education, based on the needs of patients who have circulatory conditions.
2. describe the use of health information systems and patient care technologies to support patient-centered care.
3. discuss ethical, legal, and professional standards while caring for patients.
4. recognize components of a focused assessment that should be included when collecting data on adults.
5. apply knowledge of anatomy, pathophysiology, nutrition, and developmental variations when helping to plan care for adults.
6. identify priority actions for adults in collaboration with the interprofessional healthcare team.
7. describe the role of the nurse in providing quality, evidence-based care to adults.
8. identify healthcare education and safety needs for adults.

Methods of Instruction

- **Discussion**
- **Lecture**
- **Methods of Instruction Description:**
 - Lecture
 - Case study
 - Class discussions
 - Presentations

Assignments

- **Other Assignments**
 1. Reading assignments
 2. Written assignments
 3. Oral presentations

Sample Assignments:

1. Research professional nursing journals. Pick two articles on any topics discussed in class. Write a summary of the journal in your own words.
2. The students will form groups. As a group, prepare and present two poster board or PowerPoint presentations on assigned circulatory system topics. The presentations must include patho-physiology, prevalence, assessment, laboratory and diagnostic tests, treatments, and care plan.

Methods of Evaluation

1. Written assignments
2. Oral presentations
3. Quizzes
4. Final exam

Sample Evaluation:

Passive stretching exerted by blood on the ventricular muscle at the end of diastole is referred as:

- A. Preload
- B. Afterload
- C. Atrial kick

Essay Question:

Analyze the pathology of myocardial infarction. Discuss the possible precipitating factors, causes, contributing factors, symptoms, and treatments.

Texts and Other Instructional Materials

Adopted Textbook

1. LeMone, P., Burke, K.M., and Bauldoff, G. *Medical-Surgical: Critical Thinking in Patient Care* Edition: 7th 2019

Supplemental Texts

1. Refer to text required in the nursing theory courses.
2. Nurse-reviewed professional publications and websites

Instructional Materials

1. Internet access and electronic mail
-

Student Learning Outcomes

1. NURS331 SLO1 - Analyze specific disease conditions of the cardiovascular structures in relation to nursing interventions and medical/surgical treatment modes and diagnostic tests.
-

Distance Learning

This course is not Distance Learning.

Prefix and Number: NURS 332

Catalog Course Title: Neurosensory Conditions

Banner Course Title: Neurosensory Conditions

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.000	32.0 - 36.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	4.000	64.0 - 72.0	
Total Student Learning Hours	6.0	96.0 - 108.0	2.0
Total Contact Hours	2.0	32.0 - 36.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade Only

Requisites

Limitations on Enrollment

Admittance to VN Program and/or successful completion of summer semester VN courses

Entrance Skills

None

Catalog Description

This course focuses on the care of adult patients with neurological conditions that require medical and/or surgical interventions. Concepts of patient-centered care, informatics, safety, evidence-based practice, quality, collaboration, and professionalism are integrated throughout the course.

Course Content

Lecture

1. Anatomy and physiology review and common diagnostic tests for the nervous system
 2. Assessment and documentation techniques for the central nervous system (CNS) and normal variations in assessment findings for the older adult
 3. Altered level of consciousness: Terms and meanings to describe level of consciousness (LOC)
 4. Increased intracranial pressure and seizures
 5. Pathophysiology and management: cerebrovascular accident (strokes, CVA), aneurysms, and arteriovenous (AV) malformation
 6. Traumatic brain injury
 7. Brain tumor and headache
 8. Spinal cord disorders
 9. CNS infections
 10. Nursing care of neurologic disorders: Alzheimer disease, multiple sclerosis, dementia, Parkinson disease, and Huntington disease, amyotrophic lateral sclerosis, myasthenia gravis, Guillain-Barre syndrome
 11. Trigeminal neuralgia and Bell's palsy.
 12. Eye and ear assessment
 13. Nursing care of patients with eye and ear disorders
-

Course Objectives

At the end of the course, the student will be able to:

1. identify patient-centered care, including health and safety-related education, based on the needs of patients who have neurological conditions.
2. describe the use of health information systems and patient care technologies to support patient-centered care.
3. discuss ethical, legal, and professional standards while caring for patients.
4. recognize components of a focused assessment that should be included when collecting data on adults.
5. apply knowledge of anatomy, physiology, pathophysiology, nutrition, and cultural variations when helping to plan care for adults.
6. identify priority actions for patients in collaboration with the interprofessional health care team.
7. describe the role of the nurse in providing quality, evidence-based care to adult patients.
8. identify health care education and safety needs for adults.

Methods of Instruction

- **Demonstration**
Class demonstration with return demonstration when assessment techniques are presented.
- **Discussion**
Topic may be assigned to small groups for discussion. Results of the discussion may follow for class comments.
- **Lecture**
PowerPoint slides, often with images, will be utilized to present content.

Assignments

- **Other Assignments**
 1. Reading assignments
 2. Homework
 3. Evidence-based article review and presentation

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Oral Presentation**
- **Writing Requirements**
- **Other**
 1. Quizzes
 2. Evidence-based article review and presentation
 3. Midterm
 4. Final exam

EBP Assignment: Research for articles on new evidence-based practices and/or medical advances in neuroscience and present information to class.

Texts and Other Instructional Materials

Adopted Textbook

1. LeMone, P., Burke K. & Bauldoff, G. *Medical Surgical Nursing* Edition: 7th 2019

Supplemental Texts

1. American Journal of Nursing.
2. Nursing etc.
3. RN.
4. Journal of Practical Nursing.
5. Instructor developed handouts.
6. Audio-visual materials on related topics.

Instructional Materials

None

Student Learning Outcomes

1. NURS 332 SLO1 - Discuss common neurological conditions, recognizing the basic anatomy/physiology/pathophysiology, signs and symptoms, diagnostic procedures, treatments, and priority care measures of each.
 2. NURS 332 SLO2 - Describe the ethical and legal responsibilities of the nurse who suspect abuse or neglect as a result of caregiver strain.
 3. NURS 332 SLO3 - List resources within the health care system to optimize delivery of care for patient with chronic neurological conditions.
-

Distance Learning

This course is not Distance Learning.

Prefix and Number: NURS 335

Catalog Course Title: Skin and Musculoskeletal Conditions

Banner Course Title: Skin and M-skeletal Conditions

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.500	40.0 - 45.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	5.000	80.0 - 90.0	
Total Student Learning Hours	7.5	120.0 - 135.0	2.5
Total Contact Hours	2.5	40.0 - 45.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade Only

Requisites

Limitations on Enrollment

Admittance to VN Program and/or successful completion of spring semester VN courses

Entrance Skills

None

Catalog Description

This course focuses on the care of adult patients with skin and musculoskeletal conditions that require medical and/or surgical interventions. Concepts of patient-centered care, informatics, safety, evidence-based practice, quality, collaboration, and professionalism are integrated throughout the course.

Course Content

Lecture

1. Assessing the integumentary system and wound basics
 2. Nursing care of patients with integumentary disorders
 3. Nursing care of patients with burns
 4. Assessing the musculo-skeletal (MS) system.
 5. Bone disorders: Osteoporosis, osteomalacia, Paget's disease, osteomyelitis, and osteosarcoma
 6. Disorders of the hand/feet/skeleton: Osteoarthritis, rheumatoid arthritis, lupus, sclerosis, gout, Sjogren's syndrome, Marfan syndrome, fibromyalgia, and chronic fatigue syndrome (CFS)
 7. Nursing care of patient with MS trauma
-

Course Objectives

At the end of the course, the student will be able to:

1. identify patient-centered care, including health and safety related education, based on the needs of patients who have skin and musculoskeletal conditions.
2. describe the use of health information systems and patient care technologies to support patient-centered care.

3. discuss ethical, legal, and professional standards while care for patients with skin and musculoskeletal conditions.
4. apply knowledge of anatomy, physiology, pathophysiology, nutrition, and cultural variations when helping to plan care for adults with skin and musculo-skeletal conditions.
5. recognize components of a focused assessment that should be included when collecting data on adults with skin and musculo-skeletal conditions.
6. Identify priority actions for adults in collaboration with the interprofessional health care team.
7. describe the role of the nurse in providing quality, evidence-based care to adults with skin and musculo-skeletal conditions.
8. identify health care education and safety needs for adults.

Methods of Instruction

- **Lecture**
PowerPoint slides, often with images, will be utilized to present content.
- **Methods of Instruction Description:**
Lecture
Class discussion
Case study

Assignments

- **Other Assignments**
 1. Assigned reading of the text.
 2. Research assigned topics.
 3. Case studies.
 4. Written assignments.

Sample assignments:

1. Assist community school nurses and county clinic personnel in examining elementary school children for pediculi capitis.
2. Design a teaching module for a patient with rheumatoid arthritis to include home care.
3. Teach each other skills related to crutch walking, transferring from bed to wheelchair, and turning patients on orthopedic devices.
4. Design a nursing care plan for a patient immobilized due to hip spica and traction with a Steinman pin.
5. Design a patient teaching module to include essential information for treating systemic lupus erythematosus appropriate for patient and family instruction.

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Home Work**
- **Other**
 1. Class participation
 2. Research assigned topics
 3. Written assignments
 4. Case studies
 5. Quizzes
 6. Final exam

Sample essay questions:

1. Describe four major components of nursing care for a patient with a left below knee amputation and rationale for each. Be sure to include the psychosocial aspect.
2. Differentiate between classification of burns by depth and classification by severity. Give one example of each.

Texts and Other Instructional Materials

Adopted Textbook

1. LeMone, P., Burke, K.M., and Bauldoff, G. *Medical-Surgical Nursing: Critical Thinking in Patient Care*
Edition: 7th 2019

Supplemental Texts

1. Nurse-reviewed professional publications and websites

Instructional Materials

1. Internet access and electronic mail
-

Student Learning Outcomes

1. NURS 335 SLO1 - Define common skin or musculoskeletal conditions, recognizing the basic anatomy, physiology, pathophysiology, signs and symptoms, diagnostic procedures, treatments, and priority care measures of each.
 2. NURS 335 SLO2 - Explain the effects of using evidence-based nursing interventions on patient outcomes.
 3. NURS 335 SLO3 - Describe the importance of health promotion, disease prevention, medical compliance, and rehabilitation with patient/client/family.
-

Distance Learning

This course is not Distance Learning.

Prefix and Number: NURS 337

Catalog Course Title: Professional Relationships

Banner Course Title: Professional Relationships

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	1.000	16.0 - 18.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	2.000	32.0 - 36.0	
Total Student Learning Hours	3.0	48.0 - 54.0	1.0
Total Contact Hours	1.0	16.0 - 18.0	

Number of Times Course may be Repeated

None

Grading Method

Letter Grade Only

Requisites

Limitations on Enrollment

Admittance to VN Program and/or successful completion of summer semester VN courses

Entrance Skills

None

Catalog Description

This course facilitates the transition of the student to the role of a licensed vocational nurse (LVN). Emphasis is placed on issues related to nursing and healthcare as well as skills necessary to provide care to multiple patients and assign tasks to other LVNs and unlicensed personnel. Concepts related to leadership and management are presented as well as career development options that enhance career mobility. Standards of practice and the importance of practicing according to state regulations and statutes are examined.

Course Content

Lecture

- Professional scope of practice
 - Career opportunities and resume preparation
 - Health care reform and finance
 - Leadership skills
 - Management skills
 - Delegation principles and practice
 - Communication and presentations
 - Quality improvement
 - Documentation
 - Legal issues in perspective and legal application in the workplace
 - Collective bargaining
 - NCLEX-PN preparation
 - Testing
-

Course Objectives

At the end of the course, the student will be able to:

1. discuss the role of the nurse and scope of practice including professional standards of practice, nurse practice act, and professional licensure/certifications.
 2. review an institutional organizational structure and governance system and discuss for organizational power, decision making, and professional control.
 3. compare and contrast concepts of leadership and management in the health care setting.
 4. apply principles of effective communication, group process, and teamwork to the LVN's role as a member of the interdisciplinary health care team.
 5. manage the care of patients and families, maintaining accountability and responsibility for care provided, while adhering to legal and professional standards.
 6. discuss healthcare financing systems and the impact on cost containment and patient care.
-

Methods of Instruction

- **Demonstration**
Communication presentations
 - **Discussion**
 - **Lecture**
 - **Methods of Instruction Description:**
Lecture
Class discussions
Scenarios
Testing
-

Assignments

- **Other Assignments**
 1. Written assignments
 2. Essay questions
 3. Final paper
 4. Reading assignments

Sample Assignments:

1. Prepare a resume and a letter of application using assigned guidelines.
 2. Prepare a sample chart documentation based on difficult patient case scenario where potential legal issues ramifications are anticipated.
-

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Oral Presentation**
- **Class Participation**
- **Home Work**
- **Other**
 1. Written assignments
 2. Quizzes
 3. Essay questions
 4. Classroom participation
 5. Final paper

Sample Evaluation:

1. Describe in a paragraph, your course of action should you discover:
 - A. you had inadvertently made a medication error.
 - B. one of your co-workers made an error in medication administration.
 - C. a co-worker has come on duty "under the influence" of some substance.

2. Write a paper on delegation for the LVN. Include purpose and importance, skills to perform, challenges, and barriers.

Texts and Other Instructional Materials**Adopted Textbook**

1. Patricia Knecht *Success in Practical/Vocational Nursing*. Elsevier Publisher. Edition: 8th 2017

Supplemental Texts

1. Nurse-reviewed professional publications and websites

Instructional Materials

1. Internet access and electronic mail

Student Learning Outcomes

1. NURS337 SLO1 - Acquire knowledge and skills necessary for vocational nursing leadership roles.

Distance Learning

This course is not Distance Learning.

Prefix and Number: NURS 338
Catalog Course Title: Clinical Lab 3
Banner Course Title: Clinical Lab 3

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	0.000	0.0 - 0.0	
Lab	24.000	384.0 - 432.0	
Outside-of-Class Hours	-	-	
Total Student Learning Hours	24.0	384.0 - 432.0	8.0
Total Contact Hours	24.0	384.0 - 432.0	

Number of Times Course may be Repeated

None

Grading Method

Pass/No Pass

Requisites

Limitations on Enrollment

Admittance to VN Program and/or successful completion of summer semester VN courses

Entrance Skills

None

Catalog Description

This clinical course focuses on the care of adult, children, and obstetric patients in acute, long term, and outpatient settings who require medical and/or surgical interventions. Concepts of patient-centered/family-centered care, informatics, safety, evidence-based practice, quality, collaboration, and professionalism are integrated throughout the course.

Course Content

Lecture

Lab

Every day in the clinical setting, these topics may be touched upon to some degree while administering third semester level care to assigned patients. The student clinical experiences were aligned with the concurrent nursing theory courses (NURS 322, NURS 330, NURS 331, NURS 332, and NURS 337).

1. Patient focus (Acute/long-term care). Focus on children/adults/obstetrics as well as patients with cardiac or neurological conditions. Perform assessment, medication administration, electronic medical record (EMR) charting, patient teaching and patient-centered care.

- Clinical weekly focus: Perform a newborn assessment and vital signs (NURS 322); use data collected during developmental assessment to discuss appropriate nursing interventions (NURS 330); conduct and document a health history for patient with alterations in the cardiovascular system (NURS 331); conduct and document a health history for patients who have or are at-risk for alterations in the neurologic system (NURS 332); and identify nursing scope of practice in the work setting (NURS 337).

2. Patient focus (Acute/long-term care). Focus on children/adults/obstetrics as well as patients with cardiac or neurological conditions. Perform assessment, medication administration, EMR charting, patient teaching, and patient-centered care.

- Clinical weekly focus: Perform a gestational assessment (NURS 322); apply principles of family-focused care in approaches toward the care of the child (NURS 330); conduct a cardiac assessment noting variations from normal clinical findings (NURS 331); perform a neurological assessment to patients with altered level of consciousness (NURS 332); and identify career opportunities in the clinical setting (NURS 337).

3. Patient focus (Acute/long-term care). Focus on children/adults/obstetrics as well as patients with cardiac or neurological conditions. Perform assessment, medication administration, EMR charting, patient teaching, and patient-centered care.

- Clinical weekly focus: Contribute to newborn plan of care (NURS 322); review and analyze a newborn or infant's growth and developmental pattern for variations (NURS 330); administer medications to treat heart disease knowledgeably and safely (NURS 331); monitor the results of diagnostic tests obtained to evaluate the patient's central nervous system (CNS) status and communicate findings within the interprofessional team (NURS 332); and identify role transition from student to licensed vocational nurse in health care setting (NURS 337).

4. Patient focus (Acute/long-term care). Focus on children/adults/obstetrics as well as patients with cardiac or neurological conditions. Perform assessment, medication administration, EMR charting, patient teaching, and patient-centered care.

- Clinical weekly focus: Provide appropriate teaching to promote adequate newborn nutrition (NURS 322); review and analyze toddler or preschooler's growth and developmental pattern for variations (NURS 330); assist in the care of patient who has experienced chest pain (NURS 331); use assessment data, individual and cultural patient values and variations, and evidence to determine priority nursing interventions in patients with altered level of consciousness (NURS 332) and relate job experience to healthcare job availability (NURS 337).

5. Patient focus (Acute/long-term care). Focus on children/adults/obstetrics as well as patients with cardiac or neurological conditions. Perform assessment, medication administration, EMR charting, patient teaching, and patient-centered care.

- Clinical weekly focus: Assist with care of newborn with birth complications and assist with expected life transitions (attachment to newborn) (NURS 322); provide education regarding safety interventions to minimize risks for school-age or adolescent patient (NURS 330); assist in the care of a patient who has undergone cardiac interventions (NURS 331); administer medications used to treat intracranial disorders or seizures knowledgeably and safely (NURS 332); and participate in providing cost effective care (NURS 337).

6. Patient focus (Acute/long-term care). Focus on children/adults/obstetrics as well as patients with cardiac or neurological conditions. Perform assessment, medication administration, EMR charting, patient teaching, and patient-centered care.

- Clinical weekly focus: Perform newborn assessment, monitor vital signs to identify issues related to oxygenation or temperature regulation (NURS 322); apply therapeutic communication to patient and family in crisis (NURS 330); provide patient education regarding health promotion activities to people with known heart disease risk factors (NURS 331); provide patient education regarding health promotion and disease prevention activities for people with known risk factors for a stroke (NURS 332); and observe leadership principles at work in the clinical setting (NURS 337).

7. Patient focus (Acute/long-term care). Focus on children/adults/obstetrics as well as patients with cardiac or neurological conditions. Perform assessment, medication administration, EMR charting, patient teaching, and patient-centered care.

- Clinical weekly focus: Identify patient emotional preparedness for pregnancy (NURS 322); provide teaching to child/family regarding principles of proper nutrition (NURS 330); provide teaching on signs and symptoms of heart failure and preventative measures (NURS 331); coordinate with the interprofessional team to develop a plan of care to encourage self-care and independence for patients suffering from residual effects of traumatic brain injury (TBI) (NURS 332); and organize information for patient assignments (NURS 337).

8. Patient focus (Acute/long-term care). Focus on children/adults/obstetrics as well as patients with cardiac or neurological conditions. Perform assessment, medication administration, EMR charting, patient teaching, and patient-centered care.

- Pediatric simulation: Appendicitis/sepsis
- Clinical weekly focus: Reinforce patient teaching on infant care including breastfeeding (NURS 322); provide teaching to child/family regarding principles of proper nutrition (NURS 330); provide appropriate patient teaching to promote, maintain, or restore functional health status (NURS 331); coordinate with the interprofessional team to develop a plan of care to encourage self care and independence for patients suffering from residual effects of TBI (NURS 332); and organize and prioritize care for assigned group of patients (NURS 337).

9. Patient focus (Acute/long-term care). Focus on children/adults/obstetrics as well as patients with cardiac or neurological conditions. Perform assessment, medication administration, EMR charting, patient teaching, and patient-centered care.

- Clinical weekly focus: Assist in the care of an antepartum patient with an at-risk condition (NURS 322); provide patient/family education on measures for adequate hydration (NURS 330); monitor and care for patients who have experience signs and symptoms related to slow cardiac rhythms (NURS 331); monitor patients receiving cancer treating medications for common adverse reactions (NURS 332); and develop and maintain patient relationship utilizing therapeutic communication (NURS 337).

10. Patient focus (Acute/long-term care). Focus on children/adults/obstetrics as well as patients with cardiac or neurological conditions. Perform assessment, medication administration, EMR charting, patient teaching, and patient-centered care.

- Clinical weekly focus: Provide care that meets the needs of pregnant women of all ages (NURS 322); communicate, collaborate, and coordinate with the interprofessional team to provide safe, effective care for child with eye or ear disorder (NURS 330); reinforce post-op teaching to a patient who has undergone heart surgery (NURS 331); assess and monitor the functional health status of patients with spinal cord disorders and communicate clinical findings appropriately (NURS 332); and utilize appropriate communication with patient and staff (NURS 337).

11. Patient focus (Acute/long-term care). Focus on children/adults/obstetrics as well as patients with cardiac or neurological conditions. Perform assessment, medication administration, EMR charting, patient teaching, and patient-centered care.

- Skills Lab: Psychiatric (mental illness) clinical activities
- Clinical weekly focus: provide care to obstetric patient with at-risk conditions (NURS 322); monitor and document continuing assessment data, including laboratory test results, subjective and objective information, and reporting data outside the normal or expected range for child, with cardiovascular or hematologic condition (NURS 330); provide teaching to patients with blood disorders (NURS 331); assess and monitor the functional health status of patients with central nervous system (CNS) infections and communicate findings to appropriate interprofessional team members (NURS 332); and recognize barriers to patient communication or learning (NURS 337).

12. Patient focus (Acute/long-term care). Focus on children/adults/obstetrics as well as patients with cardiac or neurological conditions. Perform assessment, medication administration, EMR charting, patient teaching, and patient-centered care.

- Skills Lab: Psychiatric (mental illness) clinical activities
- Clinical weekly focus: Assist care of a patient in labor (NURS 322); assess and monitor the nutritional and hydration status of child with gastrointestinal dysfunction (NURS 330); monitor and document care of patient with hypertensive disorders, provide patient education on blood pressure monitoring and control (NURS 331); apply individualized, patient-centered care and design nursing interventions that are specific to the needs of patients with dementia (NURS 332); apply evidence-based practice when providing care, enter computer documentation accurately, completely, and in a timely manner (NURS 337).

13. Patient focus (Acute/long-term care). Focus on children/adults/obstetrics as well as patients with cardiac or neurological conditions. Perform assessment, medication administration, EMR charting, patient teaching, and patient-centered care.

- Skills lab Simulation: TBI

- Clinical weekly focus: Assist with fetal heart monitoring of patient in labor, assist with nonpharmacologic measures for pain relief during labor, and monitor response to pharmacologic pain control (NURS 322); participate in the assessment process of child with genito-urinary (GU) or neurological condition (NURS 330); assess patient for effect of medication on vascular system (NURS 331); provide effective interventions to promote, maintain, or restore functional health status to patients with neurological conditions (NURS 332); and, participate in patient care that is consistent with standards of care (NURS 337).
14. Patient focus (Acute/long-term care). Focus on children/adults/obstetrics as well as patients with cardiac or neurological conditions. Perform assessment, medication administration, EMR charting, patient teaching, and patient-centered care.
- Clinical weekly focus: Provide care for patient who has experienced a birth with labor-related complications (NURS 322); provide effective interventions to promote, maintain, or restore functional health status to children with altered musculoskeletal conditions (NURS 330); safely administer oral and injectable medications used to treat neurological conditions (NURS 332); recognize the principles and the process of informed consent (NURS 337).
15. Patient focus (Acute/long-term care). Focus on children/adults/obstetrics as well as patients with cardiac or neurological conditions. Perform assessment, medication administration, EMR charting, patient teaching, and patient-centered care.
- Clinical weekly focus: Monitor recovery of stable postpartum patient, reinforce patient teaching regarding self and infant care (NURS 322); provide family-centered education regarding health promotion and disease prevention lifestyles (NURS 330); monitor and document care for patient with diseases of the blood (NURS 331); apply therapeutic communication techniques to aging patients with visual or hearing impairments (NURS 332); and, review impact of union activities in the workplace (NURS 337).
16. Patient focus (Acute/long-term care). Focus on children/adults/obstetrics as well as patients with cardiac or neurological conditions. Perform assessment, medication administration, EMR charting, patient teaching, and patient-centered care.
- Clinical weekly focus: Perform care on postpartum patient (NURS 322); participate in assessment of a child and evaluate and report signs and symptoms of abuse or neglect (NURS 330); provide care for patients with alteration in cardiac conduction conditions (NURS 331); apply eye or ear medications safely and accurately (NURS 332); and participate in identification of performance improvement/ quality improvement (QI) in the patient care setting (NURS 337).
-

Course Objectives

At the end of the course, the student will be able to:

1. describe nursing care interventions, appropriate for Semester 3, that are patient-centered, evidence-based, and include health and safety-related education.
 2. discuss measures to secure patient health information when utilizing patient care technologies to support patient-centered care.
 3. demonstrate ethical, legal, and professional standards while caring for adult, children, or obstetric patients.
 4. recognize components of a focused assessment that should be included when collecting data on patients of all ages.
 5. apply knowledge of anatomy, physiology, pathophysiology, nutrition, and cultural variations when helping to plan care for adults.
 6. describe the role of the nurse in providing quality, evidence-based care to patients.
 7. identify priority action for patient in collaboration with the interprofessional health care team.
 8. identify health care education and safety needs of patients of all ages.
-

Methods of Instruction

- **Lab**
 - **Methods of Instruction Description:**
 - Directed question and answer
 - Coaching
 - Small group discussion
-

Assignments

- **Other Assignments**

1. Written assignments
2. Nursing care plans

Sample Assignments:

1. Develop and implement a nursing care plan for 2 assigned patients. Participate in a patient care conference with other team members.
 2. Develop a teaching plan for a diabetic patient. Share your strategies with peers in the post-conference setting.
 3. Report your clinical experiences on your out-rotations
-

Methods of Evaluation

1. Written care plans
2. Clinical worksheets
3. Clinical performance evaluation
4. Student self-evaluation

Sample evaluation

Write a nursing care plan on an assigned patient. Use current nursing plan format that includes the steps in the nursing process, pathophysiology, medications, and diagnostic testing.

Texts and Other Instructional Materials

Adopted Textbook

None

Supplemental Texts

1. References of choice on diseases, medications, diagnostic tests, and related topics
2. Nurse-reviewed professional publications and websites
3. Refer to the adopted textbooks of the VN program

Instructional Materials

1. Uniform
 2. Internet access and electronic mail
 3. Stethoscope
-

Student Learning Outcomes

1. NURS 338 SLO 1 - Demonstrate commitment to self and others by advocating and protecting patient rights.
 2. NURS 338 SLO 2 - Provide safe and ethical, individualized, patient-centered, third semester level nursing care in acute, long term care, and outpatient settings for adults, children, and/or obstetric patients.
 3. NURS 338 SLO 3 - Use quality measures, processes, and tools to improve patient outcomes.
-

Distance Learning

This course is not Distance Learning.

Nursing: Licensed Vocational Nursing

Award Type: Associate in Science

The vocational nursing program is a one-year curriculum designed to prepare the CNA to function as a licensed vocational nurse. Upon satisfactory completion of each of the prerequisites and all of the nursing courses in the one-year program, including summer, the student is positioned to take the National Council Licensure Examination for Vocational Nurses.

The graduate of the Associate in Science in Nursing: Licensed Vocational Nursing will:

- Be prepared to take and pass the National Council Licensure Examination for Vocational Nurses.
- Utilize the nursing process within organized health care systems to help patients with common illnesses meet their basic human needs through direct patient care services.
- Provide information related to the effect of illness and health practices on the individual, family, and others throughout the life span.
- Assume responsibility and accountability for his/her own professional development and function within legal boundaries of licensed vocational nursing practice.
- Relate and apply scientific principles when performing common nursing measures and procedures.
- Evaluate, within the nursing process parameters, the effectiveness of care rendered by self and others.
- Organize care for patients and participate in providing direction for unlicensed personnel with less preparation or experience in other than acute care settings.
- Utilize information pertinent to community resources in order to meet the needs of patient and families.
- Communicate effectively with patients and co-workers to assist in the achievement of health related and/or organizational goals.

Program Requirements

A major of 47 units is required for the associate in science degree. Required core courses (47 units):

Fall Semester (3 units)

Course Number	Course Title	Units
NURS 310	Pharmacology	3.0

First/Spring Semester (17.5 units)

Course Number	Course Title	Units
NURS 311	Medication Administration	1.5
NURS 317	Fundamentals of Nursing	3.5
NURS 318	Clinical Lab 1	8.0
NURS 323	Respiratory System	2.0
NURS 329	Endocrine and Reproductive Systems	2.5

Second/Summer Semester (10 units)

Course Number	Course Title	Units
NURS 320	Gerontology	2.0
NURS 327	Digestive and Urinary Systems	2.5
NURS 335	Skin & Musculoskeletal Systems	2.5
NURS 328	Clinical Lab 2	3.0

Third/Fall Semester (16.5 units)

Course Number	Course Title	Units
NURS 322	Maternal and Infant Health	2.0
NURS 330	Pediatrics	1.5
NURS 331	Circulatory System	2.0
NURS 332	Neurosensory System	2.0

NURS 337	Professional Relationships	1.0
NURS 338	Clinical Lab 3	8.0

Nursing: Licensed Vocational Nursing

Award Type: Certificate of Achievement

The vocational nursing program is a one-year curriculum designed to prepare the CNA to function as a licensed vocational nurse. Upon satisfactory completion of each of the prerequisites and all of the nursing courses in the one-year program, including summer, the student is positioned to take the National Council Licensure Examination for Vocational Nurses.

The graduate of the Certificate of Achievement in Nursing: Licensed Vocational Nursing will:

- Be prepared to take and pass the National Council Licensure Examination for Vocational Nurses.
- Utilize the nursing process within organized health care systems to help patients with common illnesses meet their basic human needs through direct patient care services.
- Provide information related to the effect of illness and health practices on the individual, family, and others throughout the life span.
- Assume responsibility and accountability for his/her own professional development and function within legal boundaries of licensed vocational nursing practice.
- Relate and apply scientific principles when performing common nursing measures and procedures
- Evaluate, within the nursing process parameters, the effectiveness of care rendered by self and others.
- Organize care for patients and participate in providing direction for unlicensed personnel with less preparation or experience in other than acute care settings.
- Utilize information pertinent to community resources in order to meet the needs of patient and families.
- Communicate effectively with patients and co-workers to assist in the achievement of health related and/or organizational goals.

Program Requirements

A total of 47 units required for the certificate.

Required core courses (47 units): Fall Semester (3 units)

Course Number	Course Title	Units
NURS 310	Pharmacology	3.0

First/Spring Semester (17.5 units)

Course Number	Course Title	Units
NURS 311	Medication Administration	1.5
NURS 317	Fundamentals of Nursing	3.5
NURS 318	Clinical Lab 1	8.0
NURS 323	Respiratory System	2.0
NURS 329	Endocrine and Reproductive Systems	2.5

Second/Summer Semester (10 units)

Course Number	Course Title	Units
NURS 320	Gerontology	2.0
NURS 327	Digestive and Urinary Systems	2.5
NURS 335	Skin & Musculoskeletal Systems	2.5
NURS 328	Clinical Lab 2	3.0

Third/Fall Semester (16.5 units)

Course Number	Course Title	Units
NURS 322	Maternal and Infant Health	2.0
NURS 330	Pediatrics	1.5
NURS 331	Circulatory System	2.0
NURS 332	Neurosensory System	2.0

NURS 337	Professional Relationships	1.0
NURS 338	Clinical Lab 3	8.0

ADVISORY COMMITTEE

Nursing

Sue Barse,
Director,
Marian Hospice

Kris Blanchard,
Director, Nursing Admin & Staff
Dignity Health – Marian Medical Center

Yvette Calhoun,
Director of Nursing
County of Santa Barbara Public Health

Brenda Cisney,
Director of Nursing
Country Oaks Care Center

Kim Culliver,
Director of Staff Development
Atterdag Care Center

Art Dominguez,
Chief Nursing Officer
Sierra Vista Regional Medical Center

Julia Fogelson,
COO/CNE
French Hospital Medical Center

David Garcia,
Director of Staff Development
Villa Maria Care Center

Leslie Kazarian,
Nurse Administrator
Department of State Hospitals Atascadero

Jill Ledbetter,
Director of Nursing
Marian Extended Care Center

Debbie Mockler-Young,
Director
Marian Extended Care

Candice Monge,
CNEO
Marian Medical Center

Heather Plackplyler,
Clinical Educator
Department of State Hospitals Atascadero

Amber Rogers,
Senior Director of Nursing
Arroyo Grande Community Hospital

Nancy Silha,
Nursing Supervisor
Santa Barbara County Public Health

Aaron Thorne,
Director of Nursing
Sierra Vista Regional Medical Center

Marcia Scott,
Director of Nursing & Allied Health
Cuesta College

Allan Hancock College Nursing Faculty

Margaret Lau, Academic Dean
Mary Pat Nelson, CNA Director and
Department Chair
Eileen Donnelly, LVN Director
Larry Manalo, RN Director
Veronica De Leija, Faculty

Megan McComas, Faculty
Bethany Conner, Faculty
Joann Bellrose, Faculty
Michelle Lehne, Faculty
Martha Hull, Faculty

VALIDATION

PROGRAM REVIEW -- VALIDATION TEAM MEMBERS

TO: Academic Dean, Margaret Lau

Date: 9/25/2019

From: Bonny Friedrich and Eileen Donnelly

We recommend the following persons for consideration for the validation team:

DEPARTMENT Health Science PROGRAM Licensed Vocational Nursing

Board Policy requires that the validation team be comprised of the dean of the area, one faculty member from a related discipline/program, and two faculty members from unrelated disciplines.

<u>Larry Manalo</u> (Name)	<u>Faculty/Director RN Program</u> (Related Discipline/Program)
<u>Kathy Headtke</u> (Name)	<u>Library Services</u> (Unrelated Discipline/Program)
<u>Wendy Hadley</u> (Name)	<u>Faculty – Life and Physical Science</u> (Unrelated Discipline/Program)

At the option of the self-study team, the validation team may also include one or more of the following: a. someone from a four-year institution in the same discipline; someone from another community college in the same discipline; a high school instructor in the same discipline; a member of an advisory committee for the program. Please complete the following as relevant to your program review.

<u>Erin Stevens, RN</u> (Name)	<u>Service Area Director, Education Services</u> (Title)
Affiliation: <u>Dignity Health</u> Tel Contact Number: <u>805 739-3000 ext 3582</u>	
Address <u>1400 E. Church</u> (Mailing)	<u>Santa Maria, CA 9345</u> <u>Erin.Stevens@Dignityhealth.org</u> City/State/Zip email address
 (Name)	 (Title)
Affiliation: _____ Telephone Contact Number: _____	
Address _____ (Mailing)	_____ email address City/State/Zip

APPROVED: Margaret Lau
Academic Dean

10/10/19
Date

EXECUTIVE SUMMARY
(Validation Team Report)

1. MAJOR FINDINGS

a. Strengths of the program/discipline:

- i. Diverse demographics
- ii. High student retention and satisfaction rates
- iii. Consistently high NCLEX-PN pass rates
- iv. LVN ranks among the top middle-skill jobs in our region with entry-level and median hourly wages (\$21.74 and \$26.11, respectively) that are considerably above the adult basic needs hourly wage of \$15.38.
- v. Robust engagement and program support on the part of NURS industry advisory committee and other community stakeholders
- vi. Highly qualified, experienced theory and clinical instructors
- vii. ATI-consultant validated CNA-LVN-RN programmatic ladder structure
- viii. 72% of LVN students surveyed in fall 2019 aspire to a BSN or higher degree

b. Concerns regarding the program/discipline:

- i. Faculty:Student ratios are of concern at 1:12, compared to Cuesta (1:6) and other schools
- ii. Inadequate availability of skills lab facilities
- iii. Ongoing need to maintain adequacy of funding for instructional supplies and to maintain currency of state-of-the-industry equipment
- iv. Ongoing need to support faculty professional development
- v. Insufficient academic and clinical support services for students (e.g., tutoring services for students in specialty nursing-specific topics, like pediatrics)
- vi. Persisting lack of sufficient department-level administrative support
- vii. Although enrollment of male students has improved over the last three-year period, 2016-2018, male students remain an under-represented population in the LVN program.
- viii. Need to identify supplemental funding to defray rising costs of LVN licensure fees, as LVN licensure is required for subsequent admission into AHC's RN program
- ix. Need to identify funding to maintain BVNPT program approval, set to expire in 2022. The BVNPT aims to establish and implement a new fee structure in early 2021 that may significantly increase the cost of program review, approval, and auditing to as much as \$30K.

2. RECOMMENDATIONS

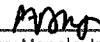
- a. Explore and develop resources to target a clinical faculty:student ratio of 1:6, thereby improving the student-instructor interface and instructor-facilitated clinical nursing experiences.
- b. Investigate potential skills laboratory options to augment current skills laboratory space and availability.
- c. Enhance opportunities for faculty professional development and participation – e.g., funding for substitute instructors, etc.
- d. Develop and implement supplemental student success support structures, e.g., nursing-specific tutors and noncredit support courses.
- e. Increase department-level administrative support by hiring a full-time, 12-month Health Sciences administrative assistant II position.
- f. Replenish and acquire additional training manikins for LVN nursing skills including venipuncture manikins, urinary catheter manikins, and nasogastric tube insertion manikins and related supplies.
- g. Enhance efforts to recruit men and other underrepresented groups into nursing.
- h. Enhance LVN clinical instructional contingency and sustainability and student success through the acquisition of virtual simulation technology, e.g., simulators for pediatrics.
- i. Seek funding to defray costs of LVN licensure for students.
- j. Identify and secure sufficient funding resources to maintain BVNPT approval.

VALIDATION TEAM SIGNATURE PAGE

Erin McBride-Amos, Director
Education Services, Dignity Health



Lauro (Larry) Manalo, Faculty/Director
RN Program


Larry Manalo Jr (Oct 26, 2020 09:20 PDT)


Kathy Headtke, Faculty Librarian
Library Services – Lompoc


Kathy Headtke (Oct 27, 2020 14:27 PDT)

Wendy Hadley, Faculty
Life and Physical Sciences Department


Wendy Hadley (Oct 27, 2020 14:49 PDT)

Margaret Lau, Dean
Academic Affairs



PLAN OF ACTION – POST-VALIDATION
(Sixth-Year Evaluation)

DEPARTMENT Health Science

PROGRAM Licensed Vocational Program

In preparing this document, refer to the Plan of Action developed by the discipline/program during the self-study, and the recommendations of the Validation Team. Note that while the team should strongly consider the recommendations of the validation team, these are recommendations only. However, the team should provide a rationale when choosing to disregard or modify a validation team recommendation.

Identify the actions the discipline/program plans to take during the next six years. Be as specific as possible and indicate target dates. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives) The completed final plan should be reviewed by the department as a whole.

Please be sure the signature page is attached.

RECOMMENDATIONS TO IMPROVE DESIRED STUDENT OUTCOMES AND IMPROVE STUDENT PERFORMANCE

**Theme/Objective/
Strategy Number**
**AHC from
Strategic
Plan**

**TARGET
DATE**

Review, report, and monitor the effect of the revised curriculum (implemented in 2020) on student learning outcomes: <ul style="list-style-type: none"> • Attrition rate. • Student evaluations regarding program and courses. • NCLEX Pass Rate. 	IV: Program SLOs/Assessment	2022
Seek funds to improve performance and support student needs: <ul style="list-style-type: none"> • Additional part-time faculty to improve staffing ratio during critical skills performance. With a faculty-student ratio of 1:12 (exceeding Cuesta and other programs with a 1:7 or less), it limits the time spent on each student. ▪ Nurse lab assistant to help with setting up/taking down/organizing supplies for skills checks. ▪ Nurse counselor/tutor who is able to tutor students on matters related to nursing. 	VI: Success, Retention, Equity III. Resource Use	2022 2022

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS

**Theme/Objective/
Strategy Number**
**AHC from
Strategic
Plan**

**TARGET
DATE**

<p>Enrollment Changes No changes to enrollment are required. There is a three-year wait list for the LVN program and enrollment is highly reliant on faculty to student ratio, availability of clinical sites, and college resources.</p>	N/A	N/A
<p>Demographic Changes The student demographics remain ethnically and racially diverse while male students remain under-represented. This a national occurrence as gender stigma about men working as nurses continue, and according to www.statisticstats.com approximately 11.4% of BSN students are men. To attain male nursing students, the program will:</p> <ul style="list-style-type: none"> • Monitor the enrollment and attrition rate of male students in the program. • Pair male students with male nurses who are willing to mentor the students. Outcome to be monitored. • Seek funds to acquire a nurse counselor/tutor who is able to tutor students on matters related to nursing. 	VI: Success, Retention, Equity	2022

RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT

**Theme/Objective/
Strategy Number
AHC from Strategic
Plan**

**TARGET
DATE**

<p>Curricular Changes The curriculum was revised in 2019 and approved for implementation in 2020.</p>	<p>(see Student Outcomes actions above)</p>	<p>(see Student Outcomes actions above)</p>
<p>Co-Curricular Changes Seek funding for</p> <ul style="list-style-type: none"> • Additional part-time faculty to assist with critical skills performance ▪ Additional full-time, 12- month, administrative secretary for the Health Science department. ▪ Training new faculty in simulation to enhance this specialized method of teaching. ▪ Repairing and maintaining the medical devises in the skills lab e.g. WOW, med dispensing machine, mannequins, etc. ▪ A teaching certificate course for RNs seeking to teach in the VN program. 	<p>111. Resource Use</p>	<p>2022</p>
<p>Neighboring College and University Plans</p>		
<p>Related Community Plans</p>		

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES

**Theme/Objective/
Strategy Number
AHC from
Strategic
Plan**

**TARGET
DATE**

<p>Facilities</p> <ul style="list-style-type: none"> ▪ Additional room for skills checks e.g. mobile skills lab on campus. 	<p>III. Resource</p>	<p>2022</p>
<p>Equipment</p> <ul style="list-style-type: none"> ▪ Colored printer in the breakroom ▪ 5 NG procedure mannequins to replace outdated ones (current mannequins are at last 10 years old and are falling apart) ▪ 5 Foley procedure mannequins to replace outdated ones (current mannequins are at least 10 years old and are falling apart) ▪ 5 healthy newborn procedure mannequins (we only have four so students often have to share and/or observe procedure) 	<p>III. Resource</p>	<p>2022</p>
<p>Staffing</p> <ul style="list-style-type: none"> ▪ Additional part time faculty ▪ Nurse counselor/tutor ▪ Nurse lab assistant (we need the additional staff support more so now due to COVID precautions and the classroom capacity limits). ▪ Maintenance to repair/maintain medical equipment ▪ Simulation training ▪ Teaching certificate course/training ▪ Nursing office support 	<p>III. Resource</p>	<p>2022</p>

VALIDATION TEAM RECOMMENDATIONS
Disregarded or modified (if appropriate)

REASON

ACTION/CHANGE

<p>Recommendation</p>		
<p>Recommendation</p>		
<p>Recommendation</p>		

PLAN OF ACTION – Post-Validation

Review and Approval

Plan Prepared By

Eileen Donnelly  Date: Dec 2, 2020

Bonny Friedrich 
Bonny Friedrich (Dec 3, 2020 16:29 PST) Date: Dec 3, 2020


_____ Date: _____

_____ Date: _____

_____ Date: _____

Reviewed:

Mary Pat Nelson, Department Chair, Health Sciences

Mary Pat Nelson 
Mary Pat Nelson (Dec 3, 2020 23:36 PST) Date: Dec 3, 2020


*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Margaret Lau, Dean of Academic Affairs

Margaret Lau  Date: Dec 4, 2020

Dr. Robert Curry, Vice President, Academic Affairs

 _____ Date: 1/7/2020