

**CERRITOS COLLEGE
NURSING PROGRAM
INSTITUTIONAL PROGRAM REVIEW**

SECTION 1: DESCRIPTION OF THE PROGRAM

OVERVIEW:

The Cerritos College Associate Degree Nursing (ADN) Program is a vital component of Cerritos College and embraces the mission, vision, and philosophy of the college. The nursing program is committed to providing high quality, innovative education, in an inclusive, student-centered environment. The faculty is committed to developing competent graduates prepared for the professional role as an entry level Registered Nurse (RN) and as a valued member of an interdisciplinary healthcare team. The nursing program prepares entry-level, generalist nurses who are prepared to meet the needs of diverse populations in an ever-changing health care environment. The program instills in the nurse the need for lifelong learning and for professional development. Successful completion of the nursing program provides the acquisition of knowledge, skills, attitudes, and clinical reasoning necessary to provide safe, competent, evidenced-based, patient-centered care. The program's vision statement asserts that the program is committed to advancing the art and science of nursing in a technology rich learning environment. The program strives to empower graduates to value scholarship, lifelong learning, and leadership in dynamic healthcare settings.

The Cerritos College Registered Nursing Program began in 1964 with 17 students enrolled. Fifty-five years later, the program continues to be a prestigious, well respected nursing program within the Los Angeles region. The program continues to be a traditional, live, single-campus program that does not offer satellite locations, weekend options, nor on-line instruction. The program has not struggled with attracting nor maintaining strong enrollment, therefore, the program has not sought out alternative options such as weekend program or on-line instruction as of yet.

The program maintains full approval by the California Board of Registered Nursing (BRN). The program was granted initial national accreditation by the National League for Nursing Accrediting Commission, Inc. in June 1990. The program has maintained national accreditation, and was once again, fully approved by the Accreditation Commission for Education in Nursing (ACEN) in 2015. There are only 25% of Associate Degree in Nursing programs in California with national accreditation and therefore, Cerritos College nursing program is proud of that recognition of excellence.

(STRENGTH)

The California Board of Registered Nursing (CA-BRN) Annual School Report (2017) reflects that there are 140 pre-licensure nursing programs in the state of California and 41 of those pre-licensure programs are in the Los Angeles (LA) Region. Twenty-five are Associate Degree programs (ADN), ten are Bachelor in Nursing (BSN), and six are Entry-Level Masters (ELM-MSN) programs.

Thirty programs are public and eleven are private. Cerritos College is one of the twenty-five pre-licensure ADN programs in the LA Region. Even though there has been a national push towards increasing the number of pre-licensure RN graduates from BSN programs, ADN programs are still preparing almost 50% of newly licensed RNs in the state of California, according to the California Board of Nursing Annual School Report (2017). Cerritos plays a pivotal role in preparing this nursing workforce. The nursing program has responded positively to the demand and desire for BSN prepared nurses by establishing multiple concurrent enrollment partnerships with four-year institutions. This is discussed further on page 13 (furthering education). (**STRENGTH**)

The Cerritos College nursing program admits students through a rigorous admission process. Application cycles run annually from January 1st to March 15th in order to select the admissions/enrollment for the following Fall and Spring semesters. The nursing program requires the following prerequisites and qualifying criteria:

- High school graduation or the equivalent or higher. Must be 18 years of age.
- Completion of all Proficiency Requirements for the Associate in Arts Degree, i.e. Math 80 or equivalent, English 100 or equivalent, Read 54 or equivalent.
- Completion of prerequisites: A&P 150, A&P 151, ENGL 100, and MICR 200 with a grade point average (GPA) of 2.5 or higher.
- A cumulative grade point average (GPA) of 2.5 or higher for all college work taken.
- Only ONE of the prerequisite courses (A&P 150, A&P 151, ENGL 100, MICR 200) can be repeated for a grade of "C" or higher. Two or more repeated prerequisites due to initial grades of "D" or "F" will disqualify the applicant. Repeating courses for recency do not pertain to this rule.
- Pass the ATI TEAS (Test of Essential Academic Skills) Exam at 62% or higher **OR** pass the HESI diagnostic assessment test with a score of 70% or higher.
- Ability to provide a valid U.S. Social Security number or Tax ID number prior to admission into the program.

Once students meet these qualifications and submit their application, they are placed into a Random Selection "lottery" draw for admission spaces. This lottery process is utilized for the "Option A" entry. There are six "options" of entry into the program and these carry various requirements.

"Option A": You are entering a nursing program for the first time.

"Option B": You are a Licensed Psychiatric Technician (LPT) seeking advanced placement.

"Option C": You are a Licensed Vocational Nurse (LVN) planning to "bridge" into the RN program to complete an Associate Degree in Nursing.

"Option D": You are a Licensed Vocational Nurse (LVN) planning on completing only 30 semester units beyond LVN completion, which results in eligibility for a "non-degree" registered nurse license valid **only in California**. This option may not allow you to transfer to a BSN program.

"Option E": You have completed nursing program courses in another associate degree, baccalaureate degree, or military program and are seeking advanced placement into the Cerritos nursing program. You are a "transfer student". Cerritos College Nursing Program does not accept transfer students into the first or into the fourth semesters.

"Option F": You completed your nursing education in another country and have been referred to us by the Board of Registered Nursing to complete one or more content areas before qualifying for RN licensure.

Currently, there are over 1300 declared nursing majors on the Cerritos College campus. The nursing program receives ~ 500 applications each application cycle. The program accepts and enrolls 80 “Option A” students (40 for Fall / 40 for Spring) each academic year. Therefore, unfortunately, the program is turning away ~ 80% of qualified “Option A” applicants each year. **(WEAKNESS)**. The program cannot increase enrollment at this time due to an inadequate number of faculty and lack of additional clinical sites for training needs. The program does strive to start each semester and course at full capacity (40 students). The Program Director works closely with students who have withdrawn from a course, to remediate deficiencies and return them to the program in a timely manner. The Director also works closely with transfer students, LVNs, and BRN referrals to prepare these students for admission to fill any course vacancies.

The program currently has 150 students progressing through the program. All enrolled students are full-time as the program has no part-time option. The number of transfer, LVN, and BRN referral students accepted each year is based on space availability. The core nursing program consists of sequenced courses, consisting of didactic and clinical instruction, over a four-semester period (2 years). Students must demonstrate competency (Satisfactory markings) in the clinical evaluation tool and must pass the concurrent didactic course with a 75% or higher in order to maintain continued enrollment. The nursing curriculum is 45.5 units and the complete ADN Degree is 74.5 units. The program is currently working on reducing the nursing units to 36-38, as mandated by both accrediting bodies, BRN and ACEN. The reduction of units is to improve curriculum consistency amongst all programs in the state, assist students in timely completion, and ease students’ transitions into BSN programs by minimizing excess units. **(OPPORTUNITY)**

The nursing program is graduating upwards to 90 graduates per year. These graduates are eligible to sit for the NCLEX-RN state board exam to become licensed as a Registered Nurse and enter the profession of nursing as an entry-level Registered Nurse. With their RN license, graduates have opportunities to work in hospital settings, urgent cares, clinics, hospice, home health care, dialysis centers, school nursing, case management and discharge planning, and public health arenas. **(STRENGTH/OPPORTUNITY)**

STUDENTS:

ENROLLMENT / ADMISSION PROCESS:

In 2008, the Chancellors Office implemented an Assembly Bill that would allow:

A community college registered nursing program that determines that the number of applicants to that program exceeds its capacity may admit students in accordance with any of the following procedures: (1) Administration of a multicriteria screening process, (2) A random selection process OR (3) A blended combination of random selection and a multicriteria screening process.

A community college registered nursing program that elected to utilize a multicriteria screening process to evaluate applicants need to adopt and utilize the criteria researched and approved by the Chancellor’s Office and also need to report information related to student population, demographics,

completion, and attrition rates to ensure no grave inequity or disparity amongst any specific gender, race, or socioeconomic group.

Cerritos College nursing program has followed the statistics and findings of other community colleges in the state, over the past ten years, who have moved away from a Random “Lottery” Selection (as we currently have) and who have adopted the Multicriterion. After seeing very positive findings of student success, higher completion rates, sturdy licensure pass rates, and reduced monies spent on remediation services, the Cerritos program initiated a proposal to the Chancellor’s Office in June 2018 and was approved to start the new admission process with the January – March 2019 application cycle. The Cerritos College program has changed its admission process to include the Multicriteria and will be utilizing a “*Blended Admission Process*” for the 2019-2020 admission cohorts. Fifty percent of the admissions will be selected through “highest point” system and the other fifty percent will be admitted through a random selection (lottery). The program will continue to collect data to analyze the student population and success factors to determine whether the change was positive for the program. **(OPPORTUNITY)**

According to the CA-BRN Annual School Report (2017), there has been an overall decline in the number of spaces available for new students in pre-licensure nursing programs in the region in recent years. Pre-licensure nursing programs in the Los Angeles Area continue to receive more applications requesting entrance into their programs than can be accommodated. Nearly half of qualified applications were not able to enroll in 2016-2017 into public institutions and thus went to private schools as a result. New student enrollment was about 50%:50% among the region’s public : private programs in 2016-2017, compared to an 80%:20% ratio ten years ago. **(WEAKNESS)**

DEMOGRAPHICS:

California’s RN workforce is becoming more racially and ethnically diverse. In 2016, the majority of RNs were no longer of white, non-Hispanic heritage; only 49 percent identified with this group. Filipino RNs remain high, at 19.3 percent, and there is a growing share of Hispanic RNs, rising from 5.7 percent in 2006 to 8.5 percent in 2016. The gender diversity of RNs has been relatively stable with a male demographic ranging between 10.7 and 11.9 percent in 2016. Male nurses are more likely to be non-white; nearly 30 percent are Filipino compared with 17.8 percent of women. (CA BRN Annual Survey, 2017)

The Cerritos College nursing student population reflects students of varying ages who are ethnically, culturally, and socioeconomically diverse and who mirror the communities from which they are drawn and to where they will be working. The program varies a bit from the overall college demographic in that it has a greater percentage of Asian / Filipino / Pacific Islander population and is more female dominant. The program conducts Demographic Surveys of all cohorts each semester to capture the ongoing demographic of the program. The current demographics are presented below:

TABLE - PROGRAM DEMOGRAPHICS 2017 - 2018

ETHNIC BACKGROUND	
American Indian / Alaskan	1%
Asian / Pacific Islander / Filipino	24%
African American	9%
Hispanic	54%
Caucasian	10%
Other / Unknown / Mixed	2%
GENDER	
Male	23%
Female	75%
Unknown (non-binary)	2%
AGE	
17 - 20	3%
21 - 25	35%
26 - 30	34%
31 - 40	18%
41 - 50	4%
51 - 60	3%
➤ 61	3%
DEGREES PRIOR TO NURSING PROGRAM	
Associate Degree	48%
Bachelors	19%
Masters or Doctorate	4%
DECLARED VETERAN	
	YES NO
	5 145
FINANCIAL AID	
BOG Waiver	74%
Federal Pell Grant	30%
Federal Stafford Loan	7%
Federal Work Study	0%
Cal Grant	20%
EOPS	1%
Scholarship	2%
No Assistance	28%

Students play an active role in the program. Student are a part of the Student Nurses Association of Cerritos College (SNACC), a club that is led by two faculty advisors. SNACC organizes and participates in multiple, community outreach activities throughout the year, including but not

limited to, fundraiser benefits, 5K runs, immunization clinics, and volunteering in first aid tents for the Chinese New Year festival. Student representatives are invited to faculty meetings once a month to participate in discussions, stay informed on program policies and changes, and to have input into program decision-making.

FACULTY AND STAFF:

The nursing program currently has ten full-time (FT) faculty. One FT faculty serves as the Director/Chairperson of the program and has 100% release time. Two other FT faculty share in the Assistant Chairperson responsibilities, and each receive 10 percent release time to fulfill this role. Therefore, there are eight FT faculty responsible for 100 percent instruction. All full-time faculty are staffed with 100 percent teaching loads and all are currently teaching overload, upwards to 140 percent to meet the course/ clinical needs of the program. The program employs 19 part-time faculty in order to fulfill the clinical training needs of the students. The BRN and ACEN mandate 1:10 faculty to student ratios in order to assure proper supervision in the clinical areas. Some clinical sites have mandated reduced ratios to 1:8. In order to fulfill the mandated ratios, the program needs to staff many clinical sections with part-time faculty. (**WEAKNESS**)

All full-time faculty hold a master's degree in nursing and meet the minimal qualifications stipulated by the California Board of Registered Nursing, Community College Chancellor's Office, and the Accreditation Commission for Education in Nursing (ACEN). One full-time faculty member is pursuing a doctorate. Of the part-time faculty, two have bachelors in nursing, two have doctorates, and the remaining are prepared with a master's in nursing. Faculty maintain currency in their areas of practice/expertise and in nursing education through clinical practice, higher education, conferences, and seminars. All fulfill thirty units of continuing education every two years. There is one full-time faculty member assigned in each of the following areas as Content Experts: Geriatrics, Adult Medical Surgical, Pediatrics, Obstetrics, Community Health, and Mental Health. These faculty members complete continuing education in their areas of expertise as well and bring forward research and practice updates to the faculty for curriculum discussions.

The need for faculty continues to outpace the number of active faculty. The nursing department requested and received two funded positions this academic year. These vacancies are currently open and the program hopes through targeted recruitment to fill these positions. Recruitment and hiring can be difficult due to salaries in academia being significantly lower than those in industry. A RN with a master's degree, several years of experience, working (3) 12-hour shifts in a hospital a week can take a \$10,000 pay cut per year to hire into a FT teaching position, working more days per week. The number of nurses in California reporting earning \$125,000 or more has more than doubled since 2010 (from 7.5% to 18.7%). In the Los Angeles area, the average stated income for RNs in all nursing positions was \$86,261/year. Our nursing graduates with an Associate Degree and no experience are earning \$45.00/hour on their entry level position. Working three days per week, fifty-two weeks a year, they can earn \$84,240 as a new graduate. Therefore, to recruit a

RN with a Master's Degree and years of clinical practice to teach FT, have them work more than three days a week and take work home, and then to pay them \$90,000/year to start makes it difficult to recruit (**WEAKNESS/THREAT**).

One of the full-time positions requested by nursing is a Simulation Specialist. The program will utilize this faculty member for 100 percent release time in the Skills Lab coordinating, developing, implementing, and evaluating low, mid, high fidelity Simulation Scenarios for all students. The BRN allows 25 percent of all clinical training time to be conducted in a Simulation Lab. Currently, the program is only completing around 15 percent of clinical time in the Skills Lab, with limited simulation, due to lack of faculty, assistance, and resource support. With a full-time member dedicated to this role, the program can maximize student clinical training at all levels. Nursing programs are also facing the widespread issue of clinical displacement. Due to the rapid growth of private schools with large enrollments as well as the demand and desire for BSN nurses, hospitals are reducing clinical affiliations with public ADN programs. ADN programs are losing hospital contracts, and the affiliations that do remain, are being limited in capacity. This is causing a widespread crisis and threat to ADN programs and their training needs. There have been statewide summits surrounding clinical displacements and this will continue to be addressed; however, until creative, mandated solutions are set in stone, the ADN programs need to secure training opportunities. A fully equipped and staffed simulation lab is a solution. The Cerritos College nursing program is hopeful to put this into motion this next year (**THREAT / OPPORTUNITY**).

CURRICULUM:

The nursing curriculum reflects established professional standards and meets the CA Board of Registered Nursing (BNR) requirements. The curriculum reflects educational theory, nursing process, national patient safety goals, disease management, health promotion, patient protection, advocacy, evidence based practice, cultural awareness, interdisciplinary collaboration and technology. The curriculum is designed with concepts that move from simple to complex, requiring increased critical thinking, analysis, inquiry, and application from the student in planning patient care from the first into the second year. The curriculum is guided by unit learning objectives and classroom instruction, learning activities, and active learning methodologies are developed to move the student towards course student learning outcomes. Course student learning outcomes (CSLOS) are aligned to the Program Student Learning Outcomes (PSLOS) and both align to the state board exam blueprint. The faculty review the curriculum on a continual basis and make revisions as needed to maintain currency and relevance. The program also has an Annual Program Review meeting in the spring where curriculum, SLOs, and program outcomes are analyzed, trended, and discussed for program improvement.

In the program's last accreditation visit, it was recommended that the program revise an outdated, systems-based, disease-modeled curriculum and to consider moving towards a Concept Based Curriculum Model (CBC). The CBC model has been widely researched and many programs /

states have adopted this model in recent years. Currently, there is “content saturation” whereas nursing students are struggling to memorize an overload of content. With large, rapid advances in healthcare, nurses are required to know more content in a shorter time and be able to connect relationships and anticipate/prevent complications. Today’s nurse needs to be able to transfer knowledge from one bedside scenario to another, incorporating information and concepts about the patient’s chronic conditions and medications and prior history, etc. Concept based learning is a method that focuses on the big ideas, major concepts, and teaches students how to organize, categorize, and transfer information. It challenges students to think more critically, beyond the facts, connecting knowledge to ideas of conceptual significance and finding relevance. The nursing program began its major curriculum remodel in Spring 2018. (**OPPORTUNITY**)

Since the program began its curriculum remodel this academic year, there has been a regional taskforce formulated in the LA Region, the Regional Nursing Curriculum Consortium (RNCC). The RNCC is a group of LA Region ADN program leaders and faculty who have come together to develop a universal Concept Based ADN Curriculum, integrated with the BSN curriculum to enable students to complete an ADN and BSN concurrently (dual enrollment model). By reconstructing the ADN curriculum, reducing the number of nursing units in the ADN program, and nurturing dual enrollment partnership, the RNCC is supporting the ADN to BSN academic progression mandate from the Institute of Medicine in their position paper in 2010 on the future of nursing. (see further discussion below in Furthering Education). Cerritos College has joined as one of the 18 campuses in this consortium. The efforts of this consortium will assist the program in meeting its curriculum goals. (**OPPORTUNITY**)

RESOURCES:

Over the past eight years, the nursing program has received directed grant monies from the Chancellor’s Office through an Assessment, Retention, Success grant. The program also receives funding from Strong Workforce and Perkins. Numerous student support services are provided through the grant funding: Peer Mentors, Faculty Advisors, Clinical Assistants, expanded Skills Lab hours, Simulation Scenarios, Faculty Workshops, Didactic and Clinical Tutors, and a Success Counselor. These resources are focused towards student support in removing barriers to learning, identifying high-risk students or situations, and making needed referrals for campus and community-based resources. The program believes that if we can assist in addressing both academic and personal struggles and barriers that may interfere with the student’s ability to focus on academics, the student may have a better chance at success. Before the grant was funded, the program faced attrition rates ~ 25 percent. The past five year trend shows attrition has reduced to ~ 17 percent. The program strives to maintain an attrition rate < 15 percent (**STRENGTH/OPPORTUNITY**).

The program conducts an annual Student Survey of Resources to identify and prioritize money/funding in the areas of greatest need. One suggestion that the student had was that they needed more study areas and shaded areas around the Skills Lab and the Health Science building in order to study. This was addressed in division unit planning and covered study areas have been built. The program has also allocated a great deal of money for simulators, computers, virtual software

programs for clinical training, and equipment for the Skills Lab. In addressing Skills Lab Resources, Campus Facilities, College Services, and Nursing Support Services, the surveys have shown consistently that students grade “strongly agree” or “agree” that the services rendered by the program are adequate (> 90 percent of students) (**STRENGTH**).

PROGRAM OUTCOMES:

The Nursing Program designs curriculum, learning objectives, teaching activities, and clinical training around the Course Student Learning Outcomes. The Course Student Learning Outcomes (SLOs) are provided in **Attachment A: SLOs**. The nursing department designed these SLOs around the NCLEX-RN state licensure blueprint. The Course SLOs align with the four Program SLOs, which are what the student should have mastered by the end of the program:

PSLOs:

- 1) *The graduate will integrate physiological and psychosocial concepts, along with critical thinking and clinical reasoning to apply nursing process to promote quality, safe, patient centered care.*
- 2) *The graduate will promote and maintain a safe environment by integrating current evidence-based practice, information technology, and skill competency to deliver quality health care.*
- 3) *The graduate will therapeutically communicate and collaborate with culturally diverse patients, families, and the interprofessional health care team to achieve quality patient centered care.*
- 4) *The graduate will demonstrate the knowledge, skills, and attitude required of the professional nurse, embracing lifelong learning to improve the quality of health care.*

The Course SLOs and the Program SLOs consider the Institutional SLOs:

- 1) *Personal Knowledge and Responsibility*
- 2) *Communication and Expression*
- 3) *Information Literacy*
- 4) *Critical Thinking and Quantitative Reasoning*
- 5) *Civic Engagement*

Course Outlines and Syllabi contain the Course SLOs. Each nursing course has a comprehensive final examination at the end of the course. Teaching teams have mapped the first thirty questions of the final examination to the Course SLOs. Each semester, the teaching teams analyze the Item Analysis for these thirty questions to determine the students’ levels of learning and mastery of SLOs. Course SLO findings are discussed in an annual Program Review Meeting each Spring. The faculty discuss findings and implement action plans to address any Course SLOs that are emergent (scoring <70%). Action plans may include revised teaching methodologies, development of classroom learning activities, integration of standardized exams, inclusion of evidence based guidelines and research, and integration of national approved QSEN (Quality Safety Education for Nurses) activities. SLO discussions and implementation plans are kept in the SLO binders for First Year Courses and for Second Year Courses in the Director’s office (**STRENGTH**).

In the Capstone course of the program (N242), there are several tools utilized to gather data and assess the acquisition and competency with the four Program SLOs: 1) Senior Course Comprehensive Final Exam, 2) KAPLAN standardized comprehensive examination, and 3) Capstone/Preceptorship Final Evaluation Tool. The program also conducts a Graduate Survey at the end of the program and mails out an Alumni Survey to alumni one year after graduation. These surveys extract data that assists the program in determining the graduates' perception of readiness to meet the standards and rigor of their entry level RN job; therefore, this is qualitative data that serves as an indirect SLO.

The Program Evaluation Committee, consisting of several faculty members and the Director, is responsible for collecting, aggregating, analyzing, and trending specific program outcome data that includes: 1) Completion / Attrition rates, 2) NCLEX-RN (licensure) rates, 3) Program Satisfaction stated by graduates and by employers, 4) Job Placement rates, and 5) Advanced Degree rates. The committee reports on this data for discussion in the monthly Curriculum meetings and at the Annual Program Review. The program has Expected Levels of Achievement (ELA) goals for each of these program outcomes. Faculty analyze the ELAs, discuss findings, and formulate new strategies, as needed, for program improvement.

The nursing program also hosts and attends Advisory Committee Meetings consisting of faculty and healthcare industry leaders. The purpose of this joint meeting is to discuss industry needs and trends, employment opportunities, curriculum movement, and the development of collaborations between academia and industry. Feedback from industry at these meetings provides valuable evaluation feedback for the nursing program that assists in curriculum development.

(STRENGTH)

COMPLETION / ATTRITION RATES:

According to the BRN Annual School Report (2017), retention rates at nursing programs in the LA region continue to be the highest in the past decade while attrition rates have fluctuated and increased somewhat over the last two years. Of the 4,251 students scheduled to complete a Los Angeles Area nursing program, 76 percent completed the program on-time, 7 percent are still enrolled in the program, and 17 percent dropped out or were disqualified from the program. The Cerritos College nursing program defines our Expected Level of Achievement (ELA) for completion and attrition as the following:

ELA: 80% of all students will complete the program within 150% of the allotted time. (6 semesters)

Every semester, the program tracks the number of students in each entering cohort who graduated on time, graduated behind (within 6 semesters), and the number who never completed. Completion rates are a sum of those who completed on time and those who completed within 150% of the time. Attrition rates are those who never completed. Therefore, with this ELA, the program

strives to lose fewer than 20 percent of all students who begin the program and complete at least 80 percent.

TABLE – COMPLETION / ATTRITION RATES

COHORT	COMPLETION ON TIME / BEHIND		COMPLETION TOTAL	ATTRITION
SPRING 2016	74%	7%	81%	19%
FALL 2016	60%	20%	80%	20%
SPRING 2017	55%	27%	82%	18%
FALL 2017	61%	24%	85%	15%
SPRING 2018	56%	24%	80%	20%
FALL 2018	77%	8%	85%	15%

The program is hopeful that the support services and resources that are in place through the Chancellor’s Grant (discussed in Resources), as well as the change to the Admission Multicriteria will assist the program in maintaining strong completion rates. **(STRENGTH / OPPORTUNITY)**

NCLEX-RN STATE LICENSURE RATES:

Over the last ten years, NCLEX-RN pass rates in the Los Angeles Area have fluctuated in all program types. In the past, BSN and ELM programs had higher pass rates than ADN programs. However, beginning in 2010-2011, ADN programs have shown higher pass rates, consistently. The National Council for State Boards (NCSBN) analyzes and changes the examination every three years. When this occurs, there is always an “adjustment” nationally in the pass rates, as the nursing programs transform curriculum to mirror the examination. The examination adjusted in 2013, in 2016, and will be changing again this April 2019. The Cerritos College nursing program has an ELA as:

ELA: Graduates will achieve at least a 75% annual pass rate on first attempt and the program’s NCLEX rate will be at or above the national mean.

The program receives the NCLEX pass rates for each graduate in quarterly reports from the BRN. The NCSBN also posts the national pass rates on their website annually.

NCLEX-RN PASS RATES	2013 - 2014	2014-2015	2015-2016	2016-2017	2017-2018
CERRITOS COLLEGE	83.13%	87.14%	78%	92.41%	86.42%
CA - ADN PROGRAMS	83.5%	82.9%	82.1%	88.9%	84.2%
NATIONAL PASS RATE	81.78%	83.3%	84.57%	90.2%	87%

Aside from the abrupt, sudden fall in 2015-2016 to 78 percent, the program has maintained pass rates greater than the state mandate of 75 percent. The program has analyzed variables that may have impacted the sudden drop to 78 percent in 2016; however, we have not been able to attribute it to any particular variant in the program. The program has remained competitive to other ADN programs in California and has also scored equal to or greater than the national pass rate that captures both ADN and BSN graduates. **(STRENGTH)**

The program has provided NCLEX-RN Live Review prep course for the graduates with KAPLAN Test Prep for the past three years. This is funded through the Chancellor's Assessment, Remediation, and Retention Grant. Starting this year, the program is also funding UWorld, another test prep source, through grant money. The program feels strongly that curriculum updates, faculties' active teaching methodologies, an increased number of application level questions on program nursing exams, and the test preparatory programs are all very valuable to the NCLEX-RN pass rate.

JOB PLACEMENT:

Nursing remains a strong profession in California and employment rates are rising among both younger and older RNs. This makes nursing an attractive career option for many, securing program enrollment. The nursing workforce in California is becoming increasingly diverse and is positioned to meet the health care needs of the diverse populations in California. According to the Board of Registered Nursing Survey of RNs (2017), most of California's RNs are currently employed in nursing positions. At the time of the survey, 86.2% of nurses with active CA-RN licenses were working in nursing. Over 90% of nurses under age 55 years were working in nursing positions, and 89.3% of RNs ages 55 to 59 years old were still employed. The RN demand has recovered from the recession that began in December 2007. California resident RNs who reported that they work "full-time" has increased slightly between 2004 and 2016, from 58.8 to 62.3 percent. Most RNs report that they are staff nurses or direct patient care providers, with the most current percentile at 67 percent. Hospitals are the dominant employers of RNs, with two-thirds of RNs reporting that they work in some department of a hospital. Hospital-based ambulatory care departments have seen the largest increase of RNs, going from 4.8% in 2006 to 10.1% in 2016. The next most common employment setting of RNs is outpatient ambulatory care settings, such as clinics and outpatient surgery centers. More than 41 percent of RNs reported they earned \$100,000 or more in 2016. Just over 45 percent of nurses reported earning between \$60,000 and \$100,000 in 2016. The number of nurses reporting earning \$125,000 or more has more than doubled since 2010 (from 7.5% to 18.7%). In the Los Angeles area, the average stated income for RNs in all nursing positions was \$86,261/year.

The Cerritos College Nursing Program abstracts Job Placement data from graduates within one year after graduation. This is done through emailed surveys, as well as by reaching out via phone. Survey returns are low (~ 40%); therefore, the program is continuously looking for improved methods to retrieve job placement data. With the data that we do have, the program finds that the Cerritos graduates are in alignment with California trends. Our graduates are going to work in nursing, many

in the acute base hospital settings. However, many are choosing jobs in psych facilities, urgent cares, community-based clinics, hospice, dialysis clinics, long term care, and extended care facilities. In 2018, the nursing program received an award from the Chancellor's Office, a GOLD STAR AWARD, for attaining threshold outcomes on three different metrics. It was determined that our graduates attained 168% increase in earnings, 76% of graduates are employed in their field, and 80% attained the regional living wage or higher.

FURTHERING EDUCATION:

The demand for a more highly educated workforce continues to grow. The nursing profession is still the largest segment of the healthcare workforce and comprise the front line of patient care. With the objectives set forth in the 2010 Affordable Care Act, nursing needs to be able to respond to a rapidly changing, complex health care system. The Institute of Medicine (IOM) wrote a report in 2010 named the *Future of Nursing: Leading Change, Advancing Health* that discussed the need for a more highly educated and skilled nursing workforce in order to meet the demanding health needs of communities and an aging population. The report called for a transformation in nursing education and outlined suggestions and mandates, recommending 80 percent of RNs to be prepared at the BSN or higher level by 2020 ("80/20" rule – only 20 percent ADN). In response to this mandate, community colleges and universities have begun working together in joint efforts, to develop seamless transition policies/programs, as well as concurrent and dual enrollment programs.

Research shows that the average number of years for an RN holding an associate degree to achieve a baccalaureate in nursing is 7.8 years, and those who continued to a master's degree in nursing required a total of 11.6 years after the initial associate degree (BRN Report, 2017). The average time for those with initial associate degrees to complete bachelor's or master's degrees has declined between the years of 2010 and 2016 from 9.5 to 7.8 years as nurses have become more aware of the employers' desire to have BSN prepared nurses. We as faculty and nursing programs need to continue to lessen this time frame by establishing dual enrollment programs while the students are here with us, allowing them to get a jump start on their BSN courses. Cerritos has responded to this by formulating partnerships with multiple four-year CSU programs in the LA Region. Currently, the program has a dual enrollment partnership with CSULA, CSUF, CSUDH, and CSULB. Cerritos has also developed an agreement with Chamberlain University whereas our graduates receive a 15% tuition reduction to continue their ADN-BSN education right after graduation. In Fall 2018, Cerritos College began a partnership for a dual enrollment program here on the Cerritos campus with National University (NU). The program foresees the first cohort beginning Summer 2019. Nursing students enrolled in good standing in the Cerritos College nursing program can complete (3) sequenced BSN courses with NU, here on campus, during summer breaks. Then, once the student completes their ADN requirements, graduates, and takes the state licensure exam for their RN license, they will receive 31 units for completing their state licensure, and then will continue taking eight BSN courses on campus with NU, to complete their BSN in one year.

The Los Angeles Region has also instituted a taskforce named the Regional Nursing Curriculum Consortium (RNCC) in efforts to meet this IOM mandate. The RNCC is a group of LA Region ADN program leaders and faculty who have come together to develop a universal Concept Based ADN Curriculum, integrated with the BSN curriculum to enable students to complete an ADN and BSN concurrently. By reconstructing the ADN curriculum, reducing the number of nursing units in the ADN program, and nurturing dual enrollment partnership, the RNCC is supporting the ADN to BSN academic progression mandate.

As more hospitals seek Magnet Recognition Status, the hospital prefers to employ the BSN graduate. This is causing ADN graduates to establish employment at slightly slower rates. Providing an ADN-BSN dual enrollment program will level out the employment opportunities, allowing the community college student equal access to entry level RN jobs. Cerritos College is currently one of the 18 colleges serving on this taskforce. The efforts of this taskforce are being supported through the Los Angeles Regional Strong Workforce. With the efforts and visions of this taskforce, the Cerritos College nursing program looks forward to a revised/updated Concept Based Curriculum Model and complete dual enrollment status for 100% of all nursing students within the next five years (**OPPORTUNITY**).

Currently, the nursing program has ~ 10% of the student population concurrently enrolled in a BSN option, either through CSULA, CSUF, CSULB, or CSUDH. In the Capstone course, the program hosts an educational fair for the nursing graduates only. Approximately 20 colleges attend to provide information to our graduates on BSN and MSN program options. Upon graduation, the nursing program completes a Graduate Demographic and a Program Satisfaction Survey to the graduates. In these surveys, the program captures data on how many students are currently enrolled in a BSN program, how many have applied to a BSN program, and how many intend on applying within the first year after graduation. The results show that > 90 percent of our graduates consistently state that they “have sought enrollment at a BSN program prior to graduation and intend on starting their BSN within 6 months of graduation”. The program then follows up with the Alumni Survey at one year post graduation to capture BSN rates and job placement rates. The alumni surveys return at a low rate (~40percent). The program is looking into ways to capture more returns and to also track alumni for up to five years to see the BSN completion rates. This is a program growth goal. (**OPPORTUNITY**)

In reviewing the Nursing Program, the program appears to be abiding with the state and national nursing accreditation standards, abiding by the future of nursing recommendations, and working to fulfill the California Job Workforce Needs. The nursing program is also resonating with the Educational Master Plan of the parental institution. Cerritos College’s EMP looks at: 1) Strengthening the Culture of Completion, 2) Program Alignment through Strong Partnerships, 3) Promoting Leadership and Staff Development, 4) Improving Communication, 5) Upgrading Infrastructure, and 6) Enhancing Educational Effectiveness. The nursing program’s SWOT analysis is reflective of these EMP goals.

SECTION 2: SWOT ANALYSIS

STRENGTHS:

- 1) Full state and national accreditation
- 2) Well qualified, dedicated, energized faculty
- 3) Faculty has a strong commitment to student success and program outcomes
- 4) Hired two male full-time faculty in past six years – increasing diversity – since ~ 25% of our students are now male
- 5) Student Success Support Resources provided through grant funding
- 6) Large Skills Lab with good training potential
- 7) Counseling services available; counselors dedicated to our students
- 8) Diverse student population
- 9) Partnerships with CSUs and Privates for dual BSN enrollments with CSULA, CSUF, CSULB for BSN – just enrolled our 7th cohort of students with CSULA
- 10) Strong NCLEX-RN pass rates
- 11) Improved program completion rates
- 12) High employment rates – Job Market increasing in next 10 years
- 13) Strong salary rates (27 percent above the national average)
- 14) Partnership with TELACU – scholarship students every year (6 this year)
- 15) Course and clinical evaluations completed by students every nine weeks to drive curriculum changes
- 16) SLOs analyzed annually to drive curriculum changes
- 17) Program SLOs analyzed annually to drive curriculum changes
- 18) Systematic Program Evaluation in place for continual program review

WEAKNESS:

- 1) Many student support services being funded through grant money-district needs to sustain these
- 2) Too many nursing units in the program
- 3) Cannot increase enrollment due to clinical capacity and training restraints
- 4) Turning away > 80% of applicants
- 5) Outdated curriculum – need to finish curriculum revision and submit for approval
- 6) Increase student participation and input into program decisions
- 7) Increased alumni feedback - returned alumni surveys for job placement rates and BSN rates
- 8) Continue to put forth efforts to reduce attrition rates < 15% and completion rates > 85%

THREATS:

- 1) Many student support services being funded through grant money-district needs to sustain these
- 2) Cannot increase enrollment due to clinical capacity and training restraints
- 3) Need two well qualified faculty and one with simulation experience
- 4) Clinical displacements
- 5) Poor candidates for faculty positions
- 6) Salaries not competitive with industry – hard to recruit faculty

OPPORTUNITY:

- 1) (2) Full Time Faculty Positions funded
- 2) CBC Curriculum Revision with the Regional Nursing Curriculum Consortium
- 3) Increased BSN Dual Enrollment opportunities for students – get National University contract off the ground
- 4) Increased Simulation training in the SIM lab
- 5) MultiSelective Criterion Application Process – effective January 2019
- 6) Division and college support – to sustain student support services now funded through grants

SECTION 3: GOALS OF THE PROGRAM

Ref	GOAL	ACTION TO BE TAKEN	COMPLETION DATE	PERSON ASSIGNED
S1	State and National Accreditations maintained	<ul style="list-style-type: none"> Maintain abreast and current with accreditation mandates Attend BRN and ACEN Accreditation preparation conferences Consult with BRN Education Consultant for the program (Dr. Velas) Consult with ACEN Peer Reviewers on standards as needed Nursing Faculty to review all standards every year in Program Review Meeting in Spring to assure that standards are being met (February 8th, 2019) 	<p>ACEN Conference – April 2019</p> <p>ACEN and BRN Self Study Reports to be written and submitted by department to agencies by Fall 2020</p> <p>Next Accreditation visitations in 2021</p>	Director (Kelli) Asst Directors (Rachel and Rebecca) Faculty
S2	Maintain Systematic Program Evaluation (SPE) calendar to effectively evaluate all areas of the program continuously	<ul style="list-style-type: none"> Review SPE Calendar monthly Integrate accreditation mandates and standards into monthly faculty meeting Nursing Faculty to review all standards every year in Program Review Meeting in Spring to assure that standards are being met (February 8th, 2019) 	<p>Monthly Faculty Meetings reflect the SPE – third and fourth Thursday of the month. Continuously / Ongoing</p> <p>Review Annually in Program Review meeting in Spring (February 8th, 2019)</p>	Director (Kelli) Asst Directors (Rachel and Rebecca)
S3	Well qualified faculty	<ul style="list-style-type: none"> Maintain ongoing Records of Expertise on all faculty Funds from Perkins and Strong Workforce funding for faculty conferences and updates All FT faculty will take / pass the Certified National Nurse Educator Exam (CNE) 	<p>Update faculty folders with current CEUs every June</p> <p>Continuously / Ongoing</p> <p>Faculty attending CNE prep conference in Sept 2019 and will test within 6months</p>	Director (Kelli) All FT faculty
S4 T1	Student Success Support Resources provided through grant funding	<ul style="list-style-type: none"> Apply for Chancellors Office grant every April Maintain a Grant Manager (Asst Director) to adequately manage and track resources, funding, reports 	<p>Apply April every year</p> <p>Grant Manager reports spending and timelines to Grant Office on campus and to the Chancellor's Office</p>	Director (Kelli) Asst Director (Rebecca)
S3 S15 S16	Maintain continual Curriculum and Learning Outcomes Assessments	<ul style="list-style-type: none"> Conduct student evaluations of Lecture and Clinical courses each nine weeks (nursing courses run every nine weeks) Team Meetings to discuss evaluation findings each nine weeks Review SLO findings annually and devise implementation plans as needed 	<p>Lead Instructor for the course conduct and run and analyze the student evals and the SLOs</p> <p>Lead Instructor discusses with team faculty the findings in team meeting every nine weeks</p> <p>Findings are discussed with all faculty at Curriculum meetings</p>	Lead Instructor of each course

Ref	GOAL	ACTION TO BE TAKEN	COMPLETION DATE	PERSON ASSIGNED
			(4 th Thursdays) and at Program Review Meeting (Spring)	
S6 O4	Large Skills Lab with good teaching potential	<ul style="list-style-type: none"> Ongoing assessment of training needs and equipment needed to build a Skills Lab that is equipped with low, mid-range, and high-fidelity mannequins Maintain timely orders with Perkins and General Nursing Fund and student lab fees to purchase equipment Hire Simulation Specialist to begin Fall 2019 to maximize SL training for clinical training 	<p>Fall and Spring orders</p> <p>Submit March of every year</p> <p>Hiring SP 2019</p>	Director (Kelli) Asst Director (Rebecca)
S9 O2,3	Dual BSN Enrollment Programs	<ul style="list-style-type: none"> Maintain Partnerships with CSUs Attend Advisory Meetings annually Conduct on campus Advisory meeting in Spring every year Complete contract and get the program off the ground with National University Maintain active involvement with the RNCC movement 	<p>National University first cohort – Summer 2019</p> <p>CSULA cohort every February CSUF Cohort every February</p> <p>Attend RNCC meetings monthly</p>	Director (Kelli) Asst Director (Rachel) FT Faculty
S8 O2	Maintain / Increase Program Outcomes: Completion Rates Job Placement Rates Licensure Rates	<ul style="list-style-type: none"> Continue to provide student support services through the Chancellor's Office Grant to assist students in acquisition of knowledge and skills in order to reduce failures Continue to provide NCLEX support services (KAPLAN Live Prep Course and UWORLD online prep course) Continue to provide educational and job fairs to students to increase networking for job opportunities Continue to network BSN Dual enrollments for students in order to equalize job opportunities for them Implement MultiSelective Criterion for application cycle Jan 2019 – March 2019 to capture a student population that may contain stronger basic skill set and readiness for the rigor of the program – decrease attrition, increase completion rates 	<p>Program Evaluation Committee gather graduate data and looks at Program Outcomes every semester. PEC consists of Director and (3) FT faculty members.</p> <p>KAPLAN live review course in December and in May</p> <p>BSN Fair in December and in May</p> <p>Jump Start BSN program enrollments in Spring each year</p> <p>New Application Cycle with new criteria January –March 2019. Will track success data and demographics to evaluate differences in student success with admission changes.</p>	Program Evaluation Committee Director Asst Directors (Rebecca and Rachel)
T3 O1	Need (2) well qualified faculty and	<ul style="list-style-type: none"> Applied to hiring committee on campus for (2) positions in Fall 2018 	(2) new FT members up and running Fall 2019	Director (Kelli) Asst Director (Rachel)

Ref	GOAL	ACTION TO BE TAKEN	COMPLETION DATE	PERSON ASSIGNED
	<p>one with simulation experience</p> <p>Maintain adequate faculty to student ratios (1:10 – accreditation mandates)</p> <p>Need to be able to maximize Skills Lab Simulation training to 25% allocated time</p> <p>Need to be able to increase enrollment capacity</p>	<ul style="list-style-type: none"> Developed (2) FT faculty positions with HR in December 2018 Directed active recruitment statewide from January –February. Screen and interview and hire (2) FT positions for Fall 2019. These positions will allow for FT faculty to lessen their OT loads of 140%. With more FT faculty, we will have more consistency in training. IF we increase enrollment, for every 10 students, we need an additional lab/clinical section AND a faculty member to teach it. Therefore, more faculty support growth as well. Mentor new faculty Develop and utilize the Skills Lab for training to its maximum. 		Hiring Committee (2 managers and one FT faculty member)
W5 O2	<p>Curriculum Revision to CBC Model</p> <p>Reduce the number of nursing units to 36-38</p>	<ul style="list-style-type: none"> Hire a CBC curriculum consultation rep Curriculum meetings / taskforce to meet once a month for curriculum remodel (4th Thursday of the months) Asst Director to lead the CBC remodel based on Sabbatical findings Attend and participate in the Regional Nursing Curriculum Consortium to redesign the nursing curriculum statewide to CBC Model Attend CBC conferences / seminars to get guidance on best practices with CBC – fund with Strong Workforce and Perkins Pilot alternate clinical training models / strategies in SP 2019 to see if the program can efficiently train students with slightly fewer clinical hours. If findings are positive, move forward with reducing clinical hours, thus reducing nursing units. 	<p>Fall 2018</p> <p>Fall 2018 / SP 2019</p> <p>Fall 2018 / SP 2019</p> <p>SP 2019 – monthly meetings</p> <p>2018-2019 academic year</p> <p>March – May 2019</p>	<p>Director (Kelli)</p> <p>All FT Faculty</p> <p>Asst Director (Rachel)</p> <p>Director / Asst Director / one faculty member per meeting</p> <p>Faculty</p> <p>4 faculty: Jim. Jude. Rachel N. Rachel H.</p>

RESOURCES

California Board of Registered Nursing (2017). *2017 Survey of Registered Nurses*. Conducted for the California Board of Registered Nursing.

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Health Impact (January 2019). *California Newly Licensed RN Employment Survey*. Survey and report for the Board of Registered Nursing.

Institute of Medicine (October 2010). *The Future of Nursing: Leading Change, Advancing Health*.

University of California, San Francisco: Philip R. Lee Institute for Health Policy Studies and Healthcare Force Center at UCSF (2017). *Forecasts of the Registered Nurse Workforce in California*. Prepared for the Board of Registered Nursing.

U.S. Department of Health and Human Services: Health Resources and Services Administration Bureau of Health Workforce (July 21, 2017). *Supply and Demand Projections of the Nursing Workforce: 2014-2030*.

SLO Presentation

NRSG

Date: 09/13/2018

HEALTH OCCUPATIONS
NRSG
PSLO <ul style="list-style-type: none">• The graduate will demonstrate the knowledge, skills, and attitude required for the professional nurse, embracing lifelong learning to improve the quality of health care.• The graduate will integrate physiological and psychosocial concepts, along with critical thinking and clinical reasoning to apply the nursing process to promote, quality, safe, patient centered care.• The graduate will promote and maintain a safe environment by integrating current evidence based practice, information technology, and skill competency to deliver quality health care.• The graduate will therapeutically communicate and collaborate with culturally diverse patients, families and the interprofessional health care team to achieve quality patient centered care.
Nursing--AA <ul style="list-style-type: none">• Students apply the Nursing Process in planning, prioritizing and implementing patient-centered care for an assigned group of patients in an organized and efficient manner.• Students demonstrate application of teaching-learning principles.• Students demonstrate safety and competency with clinical skills according to the National Patient Safety Goals.• Students exhibit leadership qualities within the scope of a Registered Nurse, utilizing leadership, team leading, and delegation with other members of the health care team.• Students implement effective communication in the healthcare setting, advocating on behalf of their clients, and collaborating with various members of the healthcare team to meet patient needs.• Students provide a therapeutic environment, maintaining the dignity and respect of the patient while demonstrating regard for the patient's culture, customs, ethnicity and values.• Students utilize critical thinking and clinical judgment, implementing evidenced based practices to clinical situations, to ensure positive and safe patient outcomes.
CSLO
NRSG3 - Preparing for Nursing <ul style="list-style-type: none">• Students describe my preferred learning styles and discuss study strategies according to the identified learning styles to maximize learning.• Students discuss strategies to improve reading comprehension, memorization, study skills, test taking skills, and the application of these skills to my current courses.• Students describe Cornell note taking and concept mapping and its advantages.• Students discuss challenges in communication and effective communication techniques.• Students discuss stress management and time management techniques.
NRSG48T - Elective Nursing - Tutorial <ul style="list-style-type: none">• Students demonstrate competence in clinical skills according to course objectives and guidelines.• Students demonstrate enhanced clinical judgment and safe nursing practice after participating in interactive learning activities.
NRSG57LA - Beginning Nursing Skills Lab <ul style="list-style-type: none">• Students practice and perform clinical competencies when performing hand hygiene, body mechanics, foley insertion, sterile dressing change and nasogastric tube insertion.• Students demonstrate the five basic rights of medication administration when administering PO, SQ, and IM medications according to national patient safety standards.• Students practice and perform a head-to-toe adult physical assessment.
NRSG57LB - Intermediate Nursing Skills Lab <ul style="list-style-type: none">• Student practice and prepare to administer intravenous fluids and secondary medications according to doctor's orders and national medication safety standards.• Students practice and perform a newborn assessments and infant injections according to second semester competencies.• Students deliver SBAR report on a patient of care according to national patient safety goals on communication and reporting.

NRSG57LC - Advanced Intermediate Nursing Skills Lab

- Students practice and perform aseptic central dressing changes utilizing safety standards and best practices.
- Students practice and demonstrate blood transfusion set-up and administration.
- Students practice and engage in patient teaching and communication exercises for adult-medical surgical patients.

NRSG57LD - Advanced Nursing Skills Lab

- Students practice and administer intravenous bolus medications utilizing national patient safety standards.
- Students practice and perform intravenous access meeting fourth semester clinical competencies and national standards.
- Students practice to maintain continual competency of all critical elements of prior nursing skills.

NRSG80 - Nursing Process Documentation

1. Students organize documentation of patient assessment finding in a logical sequence.
2. Students identify the components of legally sound documentation.
3. Students identify and document appropriate critical assessment findings utilizing the Nursing Process.

NRSG200 - Pharmacology For Nurses

1. Students discuss factors that affect the absorption, distribution, metabolism and excretion of medications.
2. Students identify and discuss variables across the lifespan that alter the body's response to medications: pediatric, pregnancy and elderly considerations.
3. Students have increased awareness of potential interactions between prescription drugs and over the counter drugs, foods and herbs.
3. Students utilize appropriate resources to research a drugs uses, actions, side effects, routes, normal dosing and prototype.
4. Students apply key components required for safe drug administration: MD order, 5 rights and allergies.
5. Students describe the uses, actions, side effects, routes, normal dosing and prototype for each of the following drug categories/conditions:
 - a. Autonomic Nervous Syndrome
 - b. Respiratory diseases
 - c. Cardiovascular diseases
 - d. Clotting disorders
 - e. Gastrointestinal diseases
 - f. Anti-depressants
 - g. Anti-anxiety disorders
 - h. Pain
 - i. Infection/Inflammation
 - j. Diabetes
 - k. Seizure disorder

NRSG210 - Fundamentals of Nursing

- A. The student begins to provide nursing care at the fundamental level that enhances the healthcare delivery setting to protect the older adult patient and health care personnel. .
- B. The student begins to provide nursing care that protects older adult patients and health care personnel from health and environmental hazards.
- C. The student begins to apply health teaching principles and strategies to address risk factors in the older adult to provide early detection and prevention of health problems in order to enhance optimal health.
- D. The student begins to utilize therapeutic communication and provide nursing care that promotes and supports the emotional, cultural, spiritual, mental and social well-being of the older adult patient.
- E. The student begins to promote physical health and wellness by providing comfort and assistance with the performance of ADLs for older adult patients.
- F. The student begins to promote physical health and wellness by providing care related to the safe administration of medication with a focus on the older adult.
- G. The student begins to utilize clinical judgment to implement evidenced based practice for the older adult that promotes physical health and wellness by reducing the likelihood that patients will develop complications or health problems.
- H. The student begins to utilize the nursing process to promote physical health and wellness by providing care for older adults with acute, chronic, or life threatening physical health conditions, adhering to National Patient Safety Goals and professional practice standards.

NRSG212 - Medical-Surgical Nursing 1

- A. The student begins to provide nursing care that enhances the care delivery setting to protect acutely ill medical-surgical patients and health care personnel at the beginning level.
- B. Student begins protecting patients and health care personnel from health and environmental hazards in the acute care setting.
- C. The student will begin to apply health teaching principles and strategies to address risk factors across the life span to provide early detection and prevention of health problems in order to enhance optimal health.

- D. The student begins to utilize therapeutic communication and provide nursing care that promotes and supports the emotional, cultural, spiritual, mental and social well-being of the adult patient.
- E. The student begins to promote physical health and wellness by providing comfort and assistance with the performance of ADLs in adult patients with acute illness.
- F. The student begins to promote physical health and wellness by providing care related to the administration of medication.
- G. The student begins to utilize clinical judgment to implement evidenced based practices that promote physical health and wellness by reducing the likelihood that patients will develop complications or health problems related to existing conditions, treatments or procedures.
- H. The student begins to utilize the nursing process to promote physical health and wellness by managing and providing care for adult patients with acute, chronic, or life threatening physical health conditions, adhering to National Patient Safety Goals and professional practice standards.

NRSG215 - Advanced Placement Bridge

- A. Students collect, analyze and interpret data for a patient situation using the nursing process and Roy Adaptation Model,
- B. Students identify types of communication including therapeutic and non therapeutic techniques.
- C. Students discuss the role of the registered nurse, scope of practice and ethical standards guiding professional practice.

NRSG220 - Medical-Surgical Nursing 3

- A. The student will provide and begin to collaborate nursing care that enhances the healthcare delivery setting to protect patients and health care personnel in the acute care setting.
- B. The student will begin to provide and collaborate nursing care that protects patients and health care personnel from health and environmental hazards in the acute care setting.
- C. The student applies health teaching principles and strategies to address risk factors across the life span to provide early detection and prevention of health problems in order to enhance optimal health.
- D. The student utilizes therapeutic communication and provides nursing care that promotes and supports the emotional, cultural, spiritual, mental and social well-being of the patient.
- E. The student facilitates physical health and wellness by providing comfort and assistance with the performance of ADLs.
- F. The student promotes physical health and wellness by providing care related to the safe administration of medication and parenteral therapies.
- G. The student utilizes clinical judgment to implement evidenced based practice that promotes physical health and wellness by reducing the likelihood that patients will develop complications or health problems related to existing conditions, treatments or procedures.
- H. The student utilizes the nursing process to promote physical health and wellness by managing and providing care for patients with acute, chronic, or life threatening physical health conditions, adhering to National Patient Safety Goals and professional standards.

NRSG222 - Maternal/Child Nursing

- A. The student will provide nursing care that enhances the healthcare delivery setting to protect patients, families and health care personnel in the obstetric and pediatric setting.
- B. Student will provide nursing care that protects patients, families and health care personnel from health and environmental hazards in the obstetric and pediatric setting.
- C. The student will apply health teaching principles and strategies to address risk factors across the life span to provide early detection and prevention of health problems in women and children in order to enhance optimal health.
- D. The student utilizes therapeutic communication and provides nursing care that promotes and supports the emotional, cultural, spiritual, mental and social well-being of well patients and families and those experiencing stressful childbearing, maternal and childhood events or illnesses.
- E. The student facilitates physical health and wellness by providing comfort and assistance with the performance of ADLs in mothers and children.
- F. The student promotes physical health and wellness by providing care related to the administration of medication and parenteral therapies to mothers, infants and children.
- G. The student utilizes clinical judgment to implement evidenced based practice that promotes physical health and wellness by reducing the likelihood that patients will develop complications or health problems related to existing conditions, treatments or procedures.
- H. The student utilizes the nursing process to promote physical health and wellness by managing and providing care for obstetric and pediatric patients and their families with acute, chronic or life threatening physical health conditions, adhering to National Patient Safety Goals and professional standards.

NRSG230 - Psychosocial and Community Nursing

- 1. The student begins to provide and collaborate nursing care that enhances the care delivery setting to protect patients and health care personnel in mental health and community settings.
- 2. The student will provide and collaborate nursing care that protects patients and health care personnel from health and environmental hazards in mental health and community settings.
- 3. The student will apply health teaching principles and strategies to address risk factors across the life span to provide early detection and prevention of health problems in order to enhance optimal health.
- 4. The student will utilize therapeutic communication and provide nursing care that promotes and supports the emotional, cultural, spiritual, mental and social well being of the patient.

- 5. The student will promote mental and physical health and wellness by providing comfort and assistance with the performance of ADLs.
- 6. The student will promote mental health by verbalizing knowledge and educating patients of the safe administration and therapeutic effects of psychiatric medications.
- 7. The student will utilize clinical judgment to implement evidenced based practice that promotes psychological health related to existing mental health issues , treatments or procedures.
- 8. The student begins to utilize the nursing process to promote physical and psychological health and wellness by managing and providing care for patients with acute, chronic or life-threatening conditions, adhering to National Patient Safety Goals and professional standards.

NRSG232 - Medical-Surgical Nursing 4

- 1. The student will provide and collaborate nursing care that enhances the care delivery setting to protect acutely ill medically complex patients and health care personnel.
- 2. The student will provide and collaborate nursing care that protects patients and health care personnel from health and environmental hazards.
- 3. The student will apply health teaching principles and strategies to address risk factors across the life span and to provide early detection and prevention of health problems in medically complex patients in order to enhance optimal health.
- 4. The student will utilize therapeutic communication and provide nursing care that promotes and supports the emotional, cultural, spiritual, mental and social well-being of the patient.
- 5. The student will promote physical health and wellness by providing comfort and assistance with the performance of ADLs in acutely ill and medically complex adult patients.
- 6. The student will promote physical health and wellness by providing nursing care related to the safe administration of medications and parenteral therapies when caring for medically complex patients.
- 7. The student will utilize clinical judgment to implement evidenced based practices that promote physical health and wellness by reducing the likelihood that acutely ill complex patients will develop complications or health problems related to existing conditions, treatments, and procedures.
- 8. The student will utilize the nursing process to promote physical health and wellness by managing and providing care for complex patients with acute, chronic, or life threatening physical health conditions, adhering to National Patient Safety Goals and professional standards.

NRSG240 - Medical-Surgical Nursing 5

- 1. The student will provide and collaborate nursing care that enhances the care delivery setting to protect medically complex patients and health care personnel.
- 2. The student will provide and collaborate nursing care that protects patients and health care personnel in complex health care settings from health and environmental hazards.
- 3. The student will apply health teaching principles and strategies to address risk factors across the life span to provide early detection and prevention of health problems in medically complex patients order to enhance optimal health.
- 4. The student will utilize therapeutic communication and provide nursing care that promotes and supports the emotional, cultural, spiritual, mental and social well-being of the patient.
- 5. The student will promote physical health and wellness by providing comfort and assistance with the performance of ADLs in medically complex and critically ill adult patients.
- 6. The student will promote physical health and wellness by providing care related to the administration of medication and parenteral therapies for patients with acute and multi-system illnesses.
- 7. The student will utilize clinical judgment to implement evidenced based practice that promotes physical health and wellness by reducing the likelihood that medically complex and critically ill patients will develop complications or health problems related to existing conditions, treatments and procedures.
- 8. The student will utilize the nursing process to promote physical health and wellness by managing and providing care for complex patients with acute, chronic or life threatening physical health conditions, adhering to National Patient Safety Goals and professional standards.

NRSG242 - Professional Role Transitn

- Students will demonstrate leadership and delegation skills in collaboration with other members of the healthcare team.
- Students are able to apply the nursing process to plan and implement patient-centered care for an assigned group of patients under the supervision of an experienced nurse.
- Students will perform within the standards of practice, understanding their scope of practice, code of ethics, and legal boundaries.
- Students will utilize critical thinking and sound clinical judgment, implementing evidenced based practices in clinical situations, to ensure positive and safe patient outcomes.
- Students will implement effective communication in the healthcare setting, advocating on behalf of their clients and collaborating with the healthcare team to meet patient centered goals.
- Students will demonstrate safety and competency with clinical skills according to the National Patient Safety Goals.
- Students assess the learning needs of their clients and develop and provide a teaching plan.

NRSG251 - Bas Adult Physical Assessment

- 1. The student is able to gather subjective and objective data on each body system.
- 2. The student is able to perform a comprehensive head to toe physical assessment utilizing appropriate assessment techniques on a healthy individual.