

Final Report Program Information by TOP Code

District/College: CERRITOS CCD/CERRITOS COLLEGE
 Program Title: Nursing

Agreement No.: 17-C01-006
 TOP Code: 123010

Briefly describe the program improvement issue(s) concerning this TOP code.

2017/2018 Core Indicators exceed state negotiated targets in Core Indicators 1, 2, 3, and 4. The percentage of non-traditional participants in the nursing program is between 20-25%. Due to the low ratio of men to women in the program these numbers remain negative in the areas of Core Indicator 5a Nontraditional Participation and 5b Nontraditional Completions. To increase our percentages in Core Indicators 1, 2, 3, and 4 the nursing program has provided students with a variety of resources to meet these areas. With Perkins and grant funding the program has a state of the art skills lab. This provides students a safe learning environment to promote their critical thinking, clinical judgement and nursing skills competency. The program works with multiple area universities to promote and assist them in their transfer to obtain their bachelors of nursing degree. We promote continuing education from the beginning to the end of the associate degree program as the BSN is the future of nursing. The program has an education fair for all graduate students. At this event approximately 15 area and online universities share their program options with our graduates. The nursing program networks with area hospitals via advisory meetings and education fairs to increase employment of our graduates. We have seen an ongoing increase over the last three years of graduates finding employment within one year of graduation.

Briefly describe how the issue(s) will be addressed.

Core Indicator 5a: To increase non-traditional participation, the nursing program has implemented recruitment activities to increase non-traditional applicants to the program. The program will continue to participate in the campus All Major's Fair, and Senior Preview Day. Flyers are distributed to male students to attend and recruit friends to attend the Men In Nursing event that is sponsored annually by the Health Initiative Workforce. Additionally, the program will continue to attend area school and hospital education/career days and promote men in nursing. Priority enrollment is given to Veterans who are eligible to apply to the program. As part of the Cerritos College Strategic Master Plan a Nursing roadmap has been developed for distribution to interested students. This roadmap includes pictures of male students to target non-traditional students in order to increase participation in the program. Posters that highlight Men In Nursing are posted in the skills lab and Health Science Building. Core Indicator 5b: To address Nontraditional Completions the program has increased informative resources for students who are interested in nursing and who are entering the program. The nursing director and instructors will discuss the time commitment, financial commitment, required study and rigor of the program in our pre-nursing courses and new enrollee orientation. This gives interested and soon to be enrolled students a clearer picture of what is the expectations of the program so they can better evaluate their readiness. Many times students enroll and have to drop as the program requires more time and preparation than their life situation can provide. It also gives them a better understanding of what the nursing program entails so they can prepare. Students will be referred to financial aid to assist them in applying for state and federal financial support. Financial aid information is also discussed in nursing orientation sessions. To assist non-traditional students who are enrolled, the program identifies at-risk students and refers them to a Remediation Counselor to assist them in identifying barriers to their success and refer them to available campus, program and community resources. Additionally, the program has many resources available to promote students success such as tutors, simulation scenarios, instructor facilitated skills lab and a wide variety of skills lab resources to assist in the mastery of nursing concepts and skills. Students who fail courses will be provided with an individualized plan for remediation with the goal of keeping them engaged in the program and to address areas of weakness in both lecture and lab. Additionally all non-traditional students are assigned a peer mentor and faculty advisor to provide them with additional support outside of the classroom and clinical settings

Final Report Summary:

1. Was the program improvement issues(s) addressed and/or planned objectives met (Narratives limited to 1000 characters)?

If the response in Section 1 is **No** or **Partially** describe the barriers and/or lessons learned in Section 2.

If the response in Section 1 is **Yes** or **Partially** describe the accomplishment and/or effectiveness practices derived from the project in Section 3

Select Yes No Partially

2. Describe any barriers encountered and lessons learned (Narratives limited to 1000 characters).

The program continues to utilize a random selection process for admission into our nursing program. We do not prioritize by gender. While we actively recruit male applicants we do not have control over how many are randomly selected. Most of our veteran applicants are male and all veterans are given priority enrollment. We do not ask for gender identification on our applications. Due to our very diverse student application population it is not readily clear how many male applicants we get overall. We get approximately 450 applications each year. Our enrollment is limited to 45 per semester due to a decrease in clinical placement approvals. Hospitals are increasingly decreasing the number of students they are willing to take in each clinical rotation. This has reduced our enrollment by 5 students per semester.

3. Describe accomplishments/best practices derived from the project (Narratives limited to 1000 characters).

To promote a higher level of male students in our nursing program we participate in a variety of recruiting activities. The program works with the campus and area high schools to promote the program. Male nursing students are actively involved in these activities and provide information to interested men and advise the male students to consider a nursing career pathway. All men who enter our program are paired with a 4th semester male peer mentor and male faculty advisor to assist their transition and progress in a female dominated profession. We hire male faculty when available to provide diversity, role models and mentoring. Our percentage of male students remains around 20-25% each semester. The nursing program has a number of student support services available to all male students to promote clinical skill competency, critical thinking, clinical judgement, and communication. These services include tutoring, assistance with clinical skills, communication and critical thinking. At risk students are identified and referred to the skills lab, the success/remediation counselor and the tutors. Clinical assistants are provided in selected clinical lab rotations to offer all students extra support in an actual patient environment. Faculty conducted simulation scenarios with mid to high fidelity manikins are provided weekly in the skills simulation lab. These services assist students in their progression and final success in completing the program. Students are provided with an in-depth orientation prior to entry and during information workshops to inform them of the time and financial obligations associated with completion of the program. This allows students to be more fully prepared and knowledgeable of the time, resources and financial needs that are required for successful completion of the program.

Requirement for Uses of Funds	MET	UNMET	NOW MET
1. Strengthening the academic, and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. [§135(b)(1)]	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A). [§135(b)(2)]	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences. [§135(b)(3)]	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs. [§135(b)(4)]	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Provide in-service and pre-service professional development programs to faculty, administrators, and career guidance and academic counselors involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that faculty and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train faculty in the effective use and application of technology. [§135(b)(5)]	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Develop and implement evaluations of the CTE programs carried out with Perkins I-C funds, including an assessment of how the needs of special populations are being met. [§135(b)(6)]	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Initiate, improve, expand and modernize quality CTE programs, including relevant technology. [§135(b)(7)]	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>