# 2024-2025 Comprehensive Instructional Program Review - Nursing Latest Version

Self-study template for Instructional Program Review process. Visitation Year: 2024-2025. Review period: 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024.

# Section 1. Program Overview

## A. Mission Alignment : Version by **Brooks, Kelli** on **03/12/2025 20:02**

**1. *Explain how your program supports the College's Mission and Students First Framework* (https://www.cerritos.edu/students-first-framework/default.htm).**

The Cerritos College Associate of Science Degree in Nursing (ASN) Program is a vital component of the Cerritos College campus, and it embraces the mission, vision, and philosophy of the college, overall.   The nursing program strives to provide the community with Registered Nurses (RNs) who can adapt to changes in a variety of health care settings, who are responsive to trends in healthcare today and in the future, and will serve as a valued member of an interdisciplinary healthcare team. Successful completion of the nursing program curriculum provides the graduate with the knowledge, skills, attitudes, and clinical reasoning necessary to provide safe, evidence-based, patient-centered care.

The nursing faculty approach the curriculum and student body with a commitment to provide high quality, innovative education, in an inclusive, student-centered environment.  Our concept on education states nursing faculty believe:

- Nursing education is driven by the application of critical thinking and the development and improvement of teaching/learning strategies using innovative approaches and evidence based guidelines.
- Teaching and learning in nursing is built on evidence based practice and the transfer of information from theory to practice utilizing the nursing process.
- The purpose of education is to enlighten and enhance the quality of life for the student, the community and the patients for whom graduates provide care.
- Education is based on mastery learning and is a collaborative and collegial process involving college administrators, nursing faculty, staff, and nursing students.
- Each student enters the nursing program with unique characteristics, capabilities, learning styles, and motivation for learning. To address these individual differences, learning experiences are structured from simple to complex and embrace diversity of cultural, linguistic, and socioeconomic differences represented in the student body.
- Course experiences will be designed to encourage discussion, sharing and application. The goal of the program is to promote students' creative and critical thinking, clinical judgment, and personal growth based on successful learning experiences.
- The teaching - learning setting encourages self-direction and by providing a variety of individual and group learning experiences, students are mature, adult learners, who participate actively in their learning process.
- Nursing faculty accept the responsibility to maintain expertise in current nursing practice and is responsible for the development and evaluation of the nursing curriculum.
- The curriculum emphasizes deep understanding about the discipline's most central concepts which leads to the student's ability to develop habits of thought and pattern recognition.
- The curriculum is conceptually based and is established based on principles of adult and collaborative learning.
- This conceptual framework is learner- centered where the student develops a deeper understanding of prevalent health care conditions and situations across the lifespan.
- Faculty design learning activities that promote student engagement, self-assessment and self-directed learning.

The Cerritos College Nursing program is a part of the Health and Wellness Learning Career Pathway (HWLCP) and works closely with the guided pathway coordinators and the HWLCP success coaches and counselors to ensure students have an educational roadmap for their goal of becoming a Registered Nurse.  We ensure that pre-nursing students have access to current program information, processes, and deadlines and have access to resources that can assist them in preparing for the program and fulfilling application requirements.   The program continues to work closely with the HWLCP team to ensure nursing students are degree-ready and transfer bound.  Furthermore, the program works collaboratively with varied programs/departments on campus, such as Student Health Services, Falcons Nest, Veterans Department, and Student Accessibility Services to provide wrap-around services to provide a positive experience for students and to aid in students' success.

The nursing program has an ongoing systematic evaluation process that guides excellence in education.   This excellence is affirmed through our ongoing full approval process with the California State Board of Registered Nursing (BRN), as well as our ongoing accreditation with the Accreditation Commission for Education in Nursing (ACEN). These approvals were renewed in 2021, and the program's next accreditation visit will be in Fall 2029.

In review of the Nursing Program's mission, vision, philosophy, and concept of the educational process, it is evident that the program is in alignment with the campus.   There are many common and central themes.  The holistic, equitable, and inclusive approach to the learner is apparent.  The program also shares in the mindset that graduates need to be community and civic minded citizens, carry themselves with ethical and professional guidelines, and be "employment ready". The program embraces and celebrates diversity, teaches cultural sensitivity, and exposes the learner to a variety of practice settings to nurture tolerance and a sense of inclusivity within the graduate.  This will assist the nursing graduate in providing unbiased care to all people in the community setting.  These too are important values of the campus.

## B. Degrees and Certificates : Version by **Brooks, Kelli** on **09/17/2024 16:55**

| Degree | Type (Cert., AA, AA-T, AS, AS-T) | Units or Courses Required |
|---|---|---|
| Associates of Science Degree in Nursing | AS | 36 nursing units + 30 general education units = 66 total |

# Section 2. Program Trends

## A. Program Data : Version by **Brooks, Kelli** on **03/12/2025 20:13**

**1. Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:**
- **How do the demographics of your program and its related courses compare with the college as a whole?**
- **Have they changed over time?**

The Cerritos College nursing program strives to align its student demographic with that of the college, surrounding communities, and the current California Registered Nurse Workforce, as well as future needs.

The California Board of Registered Nursing (CA-BRN) Workforce Survey in 2019 (the year of our last program review) showed a nursing workforce that was becoming more racially and ethnically diverse.  The surveys show that the majority of licensed RNs in the state are no longer of Caucasian decent.  For the first time in history, Caucasian RNs are no longer the majority, but comprising 49 percent of all licensed providers.  Filipino RNs remain consistent at 19.3% and Asian RNs at 7%.  There is a growing share of Hispanic RNs, rising 3% in the

prior ten years and now at 8.5 percent total. African American RNs are unchanged at 4%.
Furthermore, the male RN population has remained fairly consistent in the past ten years, with only a 1% increase, to land at 11.9%.

In 2022, the California BRN workforce report demonstrated even greater ethnic diversity, particularly in the younger generation of RNs. This report showed a consistent decline in Caucasian RNs, now at 45%. Hispanic RNs continued to increase and now comprise nearly 10% of licensed RNs. Another ethnic group on the rise were Asian (non-filipino) with a 4% increase, at now 11%. Filipino and African American demographics were relatively unchanged, at 18.9% and 4.7%, respectively.

Looking at the Cerritos College student demographic at large, the campus reflects the following:
Hispanic: 69%
Caucasian: 10%
Asian: 8%
African American: 7%
Pacific Islander: 1%
Unknown: 3%
Mixed Race: 2%

The Cerritos College nursing student population reflects students of varying ages who are ethnically, culturally, and socioeconomically diverse, but do not necessary mirror the demographic of the campus at large. 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 following table below shows the demographics from the last institutional program review report in 2019 and now the current demographics of 2023:

| CERRITOS COLLEGE NURSING DEMOGRAPHICS | | |
|---|---|---|
| ETHNICITY | 2018 | 2023 |
| American Indian / Alaskan | 1% | 1% |
| Asian | 8% | **17%** |
| Filipino / Pacific Islander | 16% | 15% |
| Hispanic | 54% | **40%** |
| Caucasian | 10% | **17%** |
| African American | 9% | 7% |
| Mixed / Other | 2% | 1% |
| GENDER | | |
| Male | 23% | 22% |
| Female | 75% | 78% |
| Non-Binary | 2% | 0% |
| AGE | | |
| 17-20 | 3% | 12% |
| 21-25 | 35% | 29% |
| 26-30 | 34% | 22% |
| 31-40 | 18% | 25% |
| 41-50 | 4% | 10% |
| 51-60 | 3% | 2% |
| >61 | 3% | 0% |
| PRIOR DEGREES: | | |
| Associates | 40% | **59%** |
| Bachelors | 18% | **37%** |
| Masters or Doctoral | 4% | 4% |
| | | |

There have been some noted changes in the racial diversity, age span, and gender makeup of our nursing students over the past six years. The following may have impacted this:
1) COVID Pandemic changes in career outlook
2) Multi-Selective Admission Criterion Process

Cerritos College Nursing Program has always admitted students using an application process. Application cycles run annually from January 1st to February 15th to select the admissions/enrollment for the following Fall and Spring semesters. The nursing program requires prerequisites courses, a prerequisite grade point average (gpa) benchmark, an overall gpa benchmark, and an admission examination (ATI-Test of Essential Academic Skills) as qualifying criteria. Up until 2019, once applications were received and reviewed, all applicants were placed into a "lottery" for random selection process. This allowed for a fully randomized equitable process, not accounting for any researched metrics of true success in a nursing program. From 2010 - 2018, the California Community College Chancellors Office (CCCO) conducted research to determine criterion that weighed heavily into a nursing students' predictability for success. This criterion was shared and program were given the opportunity to adopt it, if approved. This criterion would allow a program to be more selective in their admission process. The hesitancy with this was/is whether this selective process would cause a shift in demographics and lend to some unforeseen disparities in admission. If program sought approval from the CCCO to use this criterion, they would need to gather data on any disparities or marginalized groups that were affected, as a result.

Following the last program review in 2019, the Cerritos College nursing program decided to adopt the California Community College Chancellors Office (CCCO) Multi-Selective Criterion (MSC) admission process. The Cerritos College Nursing Program discussed the use of this selective process at length. Points of our discussion were centered upon:
1) Concern that our attrition rates waivered around 20%. Our program's expected level of achievement (ELA) for attrition is 15% or less. Would a more selective criterion improve our completion rates?
2) Concern that only 55% of our students were completing the program on time. Would a more selective criterion improve our "on-time" completion rates?
3) 25% of students were requiring grant supported remediation efforts and 1-2 more semesters to complete the program.
4) Many community college programs in our surrounding area had adopted the MSC and were admitting 100% of their students via "highest points". These programs were acquiring a reputation of being "selective" and "challenging to get into". Cerritos was beginning to become the program where "minimally qualified" applicants applied, as they had a better chance of admission, through the Random Selection Lottery process. We were concerned about this reputation growing.

Through our faculty discussions, we also had many stories of successful students in our program who "would not have been admitted under a selective process, such as MSC". Faculty were concerned about an admission process whereas ONLY highly qualified "A and B" applicants would be admitted, and the "C" student would be consistently turned away. Therefore, the program decided on a "**Blended Admission**" design. Fifty percent of students would be admitted from "highest points" and the other 50% of admission slots would be filled with random selection/lottery. The 2019-2020 application cycle was the first with this new process. Using the MSC, all applicants provide documentation demonstrating achievements such as: completion of a prior degree, certificates, healthcare work experience, healthcare volunteer experience, diverse life experience, military service, and being bilingual. Applicants accrue points in these areas on the application (out of 100 points). Applicants also accrue points for their overall gpa, science gpa, and admission test scores (ATI TEAS Exam). After all

applications are screened for basic admission qualifications, qualified applications are then awarded points from 1-100.  Then, all applicants are filtered from highest to lowest points. The selection committee then admits the top 50 "point applicants" into the program for the next school year.  Following this, all remaining applications (nearly 550) are randomized and 50 more applicants are selected through a "random selection" lottery process.  This provides the program with the 100 admitted students.

The new admission process has brought to Cerritos College a highly qualified and competitive applicant pool. The program averages 500-600 applications per cycle, to fill 100 admission spots (~20% acceptance rate).  Over 59% of applicants have already completed an associate degree and 41% have already completed a bachelors degree/masters degree.  Many also have work experience in the healthcare environment.
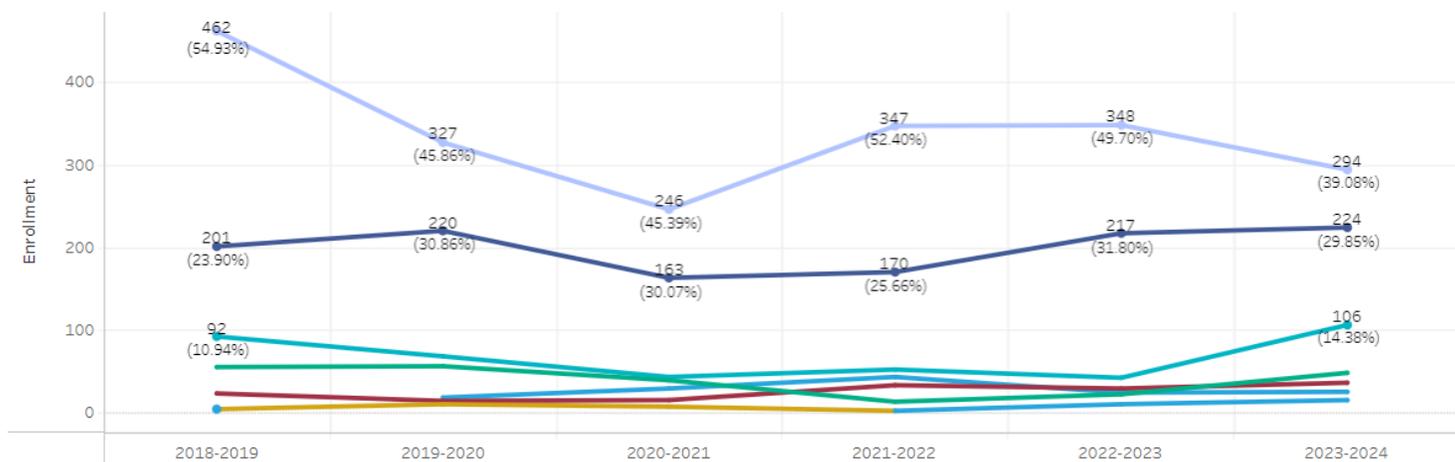
The change in application process has shown a change in our demographics, with a higher percentage of Caucasian and Asian students being admitted over the past few years, and slightly fewer Hispanic and African American students.  Demographic Surveys on incoming cohorts and also on graduating cohorts, shows Asian and Hispanic students completing the program at a higher percentage, Caucasian students completing at a lower percentage, and Filipino and African American students completing at a steady percentage.  In "exit" meetings with the Director of Nursing has indicated that many Caucasian students who leave the program do so as a personal withdraw  - "nursing is not for me" or "too much anxiety".

Finally, the program continues to maintain a very steady rate of male students at 22%; that is 11% above the statewide average.  In addition, male and female students complete the program at equally comparative rates, showing no disparity.

The program has also noted a shift in the age groups of our students over the past 6 years.  We are not able to identify reasoning for this however.

According to Gallup (2023), between 2009 and 2019, Hispanic college enrollment numbers rose more than 45%. Hispanic adults were one of two demographic groups that saw the number of enrollees rise in that time frame, along with Asian adults. But between 2019 and 2021, Hispanic college enrollment in the U.S. dropped approximately 7% -- with declines double that rate at community colleges.  There is also noticeable uptake on enrollment in the Hispanic and Black or African American representation in our program as the community recovers from Covid.  We are watching these norms to relate them to our program particularly.

**OVERALL ENROLLMENT:  Demographics**



**ENROLLMENT DEMOGRAPHIC -  CHANGES FROM 2018-2023 (First Course N210)**
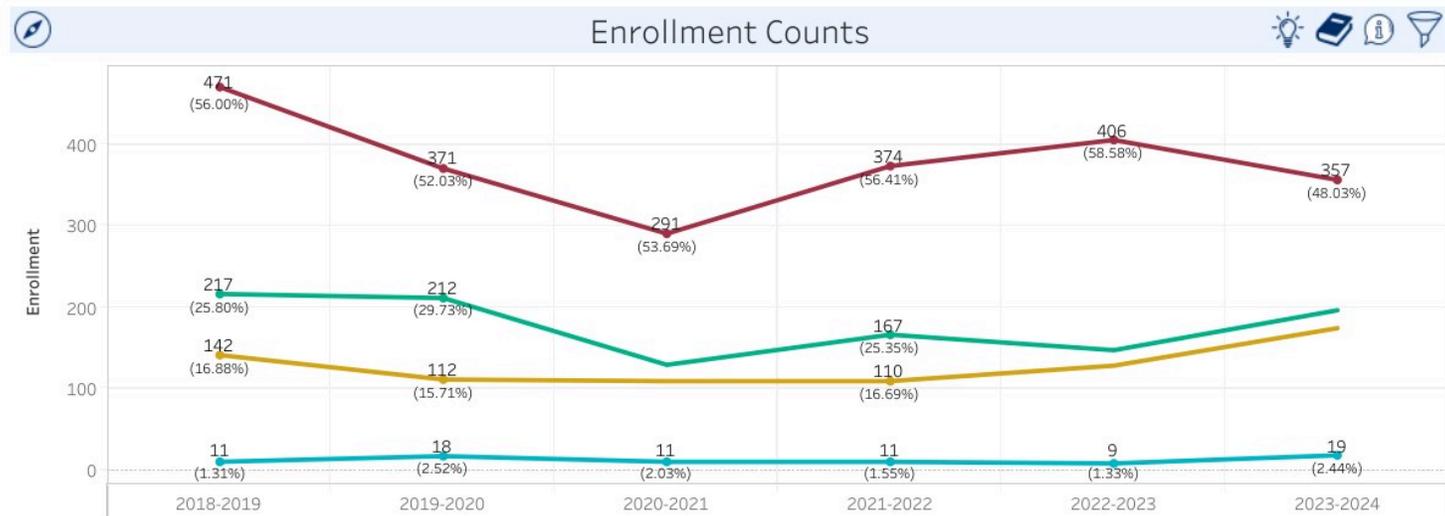
Population: All students

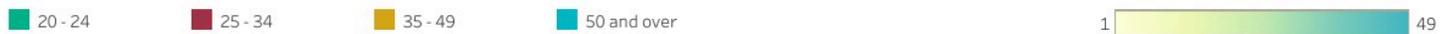| Division | Department | Subject | Course | Select Student At.. | 2018-2019 Academic Year | 2019-2020 Academic Year | 2020-2021 Academic Year | 2021-2022 Academic Year | 2022-2023 Academic Year | 2023-2024 Academic Year |
|---|---|---|---|---|---|---|---|---|---|---|
| Grand Total | | | | | 841 (100.00%) | 713 (100.00%) | 542 (100.00%) | 662 (100.00%) | 692 (100.00%) | 748 (100.00%) |
| Health Occupations | NRSG | NRSG | NRSG 210 | American Indian or .. | | | | | 1 (1.41%) | 2 (2.47%) |
| | | | | Asian | 19 (23.17%) | 28 (34.15%) | 14 (24.14%) | 15 (20.83%) | 28 (39.44%) | 17 (20.99%) |
| | | | | Black or African A.. | 5 (6.10%) | 9 (10.98%) | 4 (6.90%) | | 3 (4.23%) | 7 (8.64%) |
| | | | | Hispanic/Latino | 45 (54.88%) | 31 (37.80%) | 25 (43.10%) | 43 (59.72%) | 29 (40.85%) | 33 (40.74%) |
| | | | | Native Hawaiian or.. | 1 (1.22%) | 1 (1.22%) | | | | |
| | | | | Two or More Races | 2 (2.44%) | 2 (2.44%) | 3 (5.17%) | 5 (6.94%) | 2 (2.82%) | 4 (4.94%) |
| | | | | Unknown | | 5 (6.10%) | 6 (10.34%) | 5 (6.94%) | 1 (1.41%) | 2 (2.47%) |
| | | | | White | 10 (12.20%) | 6 (7.32%) | 6 (10.34%) | 4 (5.56%) | 7 (9.86%) | 16 (19.75%) |

**ENROLLMENT DEMOGRAPHIC -  CHANGES FROM 2018-2023 (Last Course N242)**

| Division | Department | Subject | Course | Select Student At.. | 2018-2019 Academic Year | 2019-2020 Academic Year | 2020-2021 Academic Year | 2021-2022 Academic Year | 2022-2023 Academic Year | 2023-2024 Academic Year |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Unknown | | | | 3 (5.88%) | 3 (5.88%) | 2 (3.51%) |
| | | | | White | 6 (7.32%) | 9 (11.84%) | 5 (9.26%) | 5 (9.80%) | 3 (5.88%) | 3 (5.26%) |
| | | | NRSG 242 | American Indian or .. | 1 (1.25%) | | | | 1 (1.96%) | 1 (1.75%) |
| | | | | Asian | 18 (22.50%) | 19 (25.68%) | 17 (31.48%) | 20 (39.22%) | 8 (15.69%) | 22 (38.60%) |
| | | | | Black or African A.. | 4 (5.00%) | 5 (6.76%) | 4 (7.41%) | 2 (3.92%) | 1 (1.96%) | 1 (1.75%) |
| | | | | Hispanic/Latino | 47 (58.75%) | 41 (55.41%) | 26 (48.15%) | 20 (39.22%) | 32 (62.75%) | 25 (43.86%) |
| | | | | Native Hawaiian or.. | | | 1 (1.85%) | 1 (1.96%) | | |
| | | | | Two or More Races | 4 (5.00%) | | 1 (1.85%) | | 3 (5.88%) | 3 (5.26%) |
| | | | | Unknown | | | | 3 (5.88%) | 3 (5.88%) | 2 (3.51%) |
| | | | | White | 6 (7.50%) | 9 (12.16%) | 5 (9.26%) | 5 (9.80%) | 3 (5.88%) | 3 (5.26%) |

**ENROLLMENT DEMOGRAPHIC -  AGE RANGES - CHANGES FROM 2018-2023**



Enrollment Counts

Population: All students

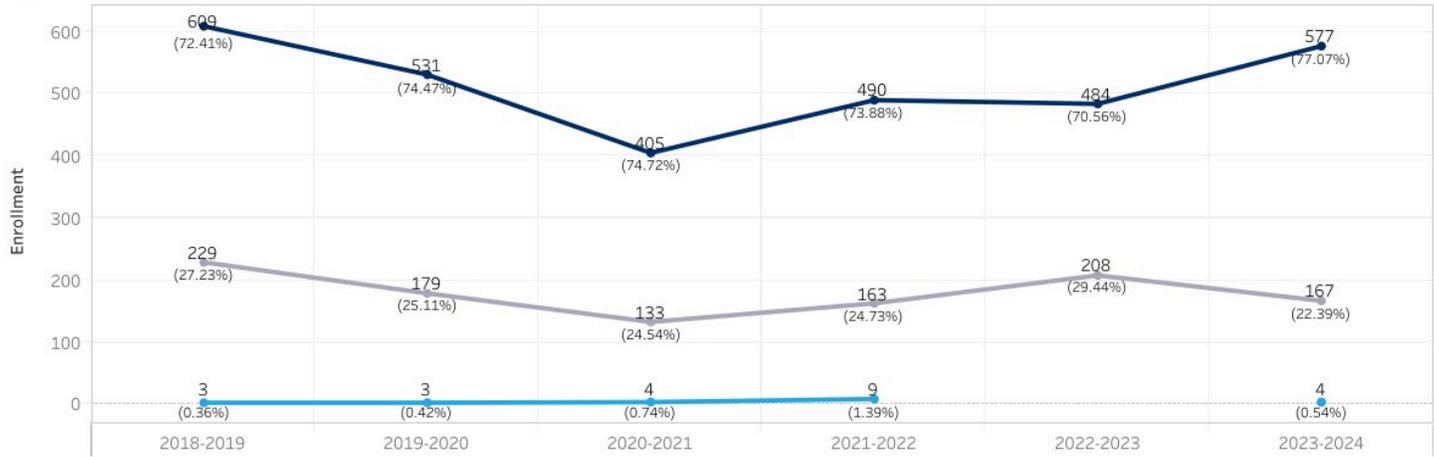Legend: 20 - 24, 25 - 34, 35 - 49, 50 and over

| Division | Department | Subject | Course | Select Student At.. | 2018-2019 Academic Year | 2019-2020 Academic Year | 2020-2021 Academic Year | 2021-2022 Academic Year | 2022-2023 Academic Year | 2023-2024 Academic Year |
|---|---|---|---|---|---|---|---|---|---|---|
| Grand Total | | | | | 841 (100.00%) | 713 (100.00%) | 542 (100.00%) | 662 (100.00%) | 692 (100.00%) | 748 (100.00%) |
| Health Occupations | NRSG | NRSG | NRSG 210 | 20 - 24 | 31 (37.80%) | 30 (36.59%) | 17 (29.31%) | 20 (27.78%) | 19 (26.76%) | 29 (35.80%) |
| | | | | 25 - 34 | 38 (46.34%) | 38 (46.34%) | 31 (53.45%) | 41 (56.94%) | 35 (49.30%) | 32 (39.51%) |
| | | | | 35 - 49 | 13 (15.85%) | 12 (14.63%) | 10 (17.24%) | 11 (15.28%) | 16 (22.54%) | 17 (20.99%) |
| | | | | 50 and over | | 2 (2.44%) | | | 1 (1.41%) | 3 (3.70%) |
| | | | NRSG 211 | 20 - 24 | 26 (34.67%) | 28 (37.84%) | 8 (32.00%) | 20 (29.41%) | 19 (26.76%) | 29 (35.37%) |
| | | | | 25 - 34 | 36 (48.00%) | 34 (45.95%) | 14 (56.00%) | 37 (54.41%) | 35 (49.30%) | 33 (40.24%) |
| | | | | 35 - 49 | 13 (17.33%) | 10 (13.51%) | 3 (12.00%) | 11 (16.18%) | 16 (22.54%) | 17 (20.73%) |
| | | | | 50 and over | | 2 (2.70%) | | | 1 (1.41%) | 3 (3.66%) |
| | | | NRSG 212 | 20 - 24 | 30 (36.59%) | 14 (34.15%) | 19 (29.69%) | 21 (30.00%) | 20 (24.10%) | 32 (37.65%) |

**ENROLLMENT DEMOGRAPHIC -  GENDER  - CHANGES FROM 2018-2023**

No significant changes between female and male enrollments.  However, male RNs in CA account for 12% of all licenses.

Our nursing program has consistently had higher number of men.
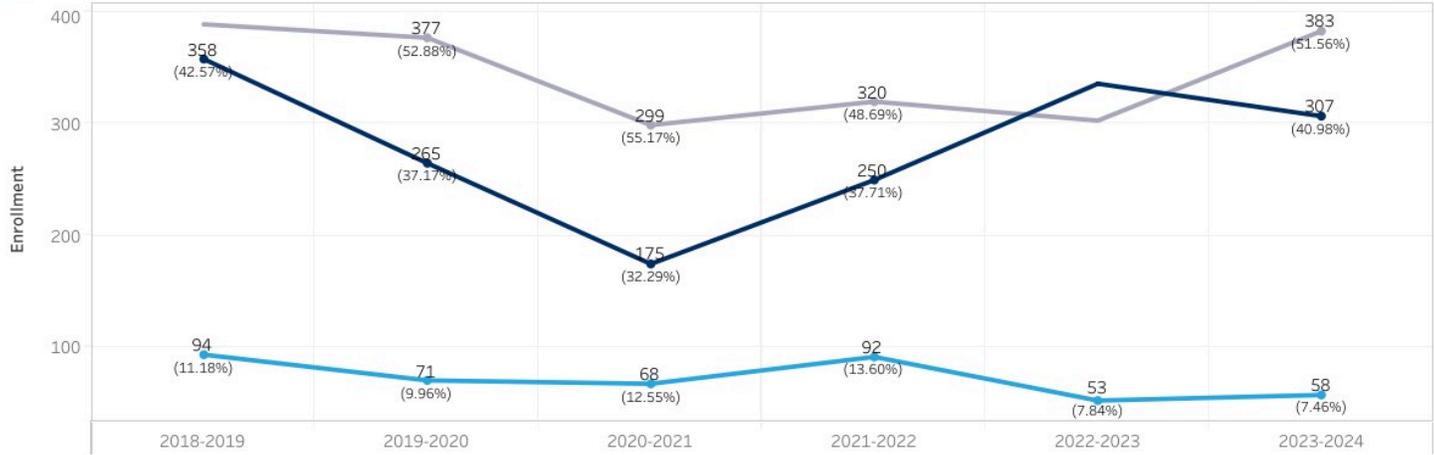
# Enrollment Counts



**Population:** All students

■ Female   ■ Male   ■ Unknown

| Division | Department | Subject | Course | Select Student At.. | 2018-2019 Academic Year | 2019-2020 Academic Year | 2020-2021 Academic Year | 2021-2022 Academic Year | 2022-2023 Academic Year | 2023-2024 Academic Year |
|---|---|---|---|---|---|---|---|---|---|---|
| **Grand Total** | | | | | **841** (100.00%) | **713** (100.00%) | **542** (100.00%) | **662** (100.00%) | **692** (100.00%) | **748** (100.00%) |
| Health Occupations | NRSG | NRSG | NRSG 210 | Female | 55 (67.07%) | 63 (76.83%) | 43 (74.14%) | 55 (76.39%) | 48 (67.61%) | 61 (75.31%) |
| | | | | Male | 27 (32.93%) | 18 (21.95%) | 14 (24.14%) | 16 (22.22%) | 23 (32.39%) | 19 (23.46%) |
| | | | | Unknown | | 1 (1.22%) | 1 (1.72%) | 1 (1.39%) | | 1 (1.23%) |
| | | | NRSG 211 | Female | 50 (66.67%) | 57 (77.03%) | 18 (72.00%) | 51 (75.00%) | 48 (67.61%) | 61 (74.39%) |
| | | | | Male | 25 (33.33%) | 16 (21.62%) | 7 (28.00%) | 16 (23.53%) | 23 (32.39%) | 20 (24.39%) |
| | | | | Unknown | | 1 (1.35%) | | 1 (1.47%) | | 1 (1.22%) |
| | | | NRSG 212 | Female | 57 (69.51%) | 32 (78.05%) | 48 (75.00%) | 53 (75.71%) | 56 (67.47%) | 65 (76.47%) |
| | | | | Male | 25 (30.49%) | 9 (21.95%) | 15 (23.44%) | 16 (22.86%) | 27 (32.53%) | 19 (22.35%) |
| | | | | Unknown | | | 1 (1.56%) | 1 (1.43%) | | 1 (1.18%) |

**ENROLLMENT DEMOGRAPHIC -  FIRST GENERATION STUDENTS - CHANGES FROM 2018-2023**

There was a significant drop in first generation students' enrollment during the pandemic.  However, since the pandemic recovery, the program has had an increase in first-gen enrollment.

# Enrollment Counts



Enrollment chart showing three lines across academic years 2018-2019 through 2023-2024.

First Generation (dark blue): 358 (42.57%), 265 (37.17%), 175 (32.29%), 250 (37.71%), [2022-2023 peak ~337], 307 (40.98%)

Not First Generation (gray): 377 (52.88%), 299 (55.17%), 320 (48.69%), 383 (51.56%)

Unknown (light blue): 94 (11.18%), 71 (9.96%), 68 (12.55%), 92 (13.60%), 53 (7.84%), 58 (7.46%)

**Population:** All students

Legend: ■ First Generation  ■ Not First Generat..  ■ Unknown

Color scale: 2 — 49

| Division | Department | Subject | Course | Select Student At.. | 2018-2019 Academic Year | 2019-2020 Academic Year | 2020-2021 Academic Year | 2021-2022 Academic Year | 2022-2023 Academic Year | 2023-2024 Academic Year |
|---|---|---|---|---|---|---|---|---|---|---|
| Grand Total | | | | | 841 (100.00%) | 713 (100.00%) | 542 (100.00%) | 662 (100.00%) | 692 (100.00%) | 748 (100.00%) |
| Health Occupations | NRSG | NRSG | NRSG 210 | First Generation | 34 (41.46%) | 30 (36.59%) | 17 (29.31%) | 33 (45.83%) | 37 (52.11%) | 26 (32.10%) |
| | | | | Not First Generation | 38 (46.34%) | 42 (51.22%) | 30 (51.72%) | 28 (38.89%) | 31 (43.66%) | 48 (59.26%) |
| | | | | Unknown | 10 (12.20%) | 10 (12.20%) | 11 (18.97%) | 11 (15.28%) | 3 (4.23%) | 7 (8.64%) |
| | | | NRSG 211 | First Generation | 31 (41.33%) | 26 (35.14%) | 4 (16.00%) | 30 (44.12%) | 37 (52.11%) | 26 (31.71%) |
| | | | | Not First Generation | 37 (49.33%) | 38 (51.35%) | 17 (68.00%) | 29 (42.65%) | 31 (43.66%) | 49 (59.76%) |
| | | | | Unknown | 7 (9.33%) | 10 (13.51%) | 4 (16.00%) | 9 (13.24%) | 3 (4.23%) | 7 (8.54%) |
| | | | NRSG 212 | First Generation | 35 (42.68%) | 13 (31.71%) | 19 (29.69%) | 33 (47.14%) | 44 (53.01%) | 28 (32.94%) |
| | | | | Not First Generation | 39 (47.56%) | 26 (63.41%) | 33 (51.56%) | 28 (40.00%) | 34 (40.96%) | 49 (57.65%) |
| | | | | Unknown | 8 (9.76%) | 2 (4.88%) | 12 (18.75%) | 9 (12.86%) | 5 (6.02%) | 8 (9.41%) |

**ENROLLMENT DEMOGRAPHIC -  SAS STUDENTS - CHANGES FROM 2018-2023**

The program has also seen an increased number of students serviced with Student Accessibility Services (SAS) for learning disabilities.
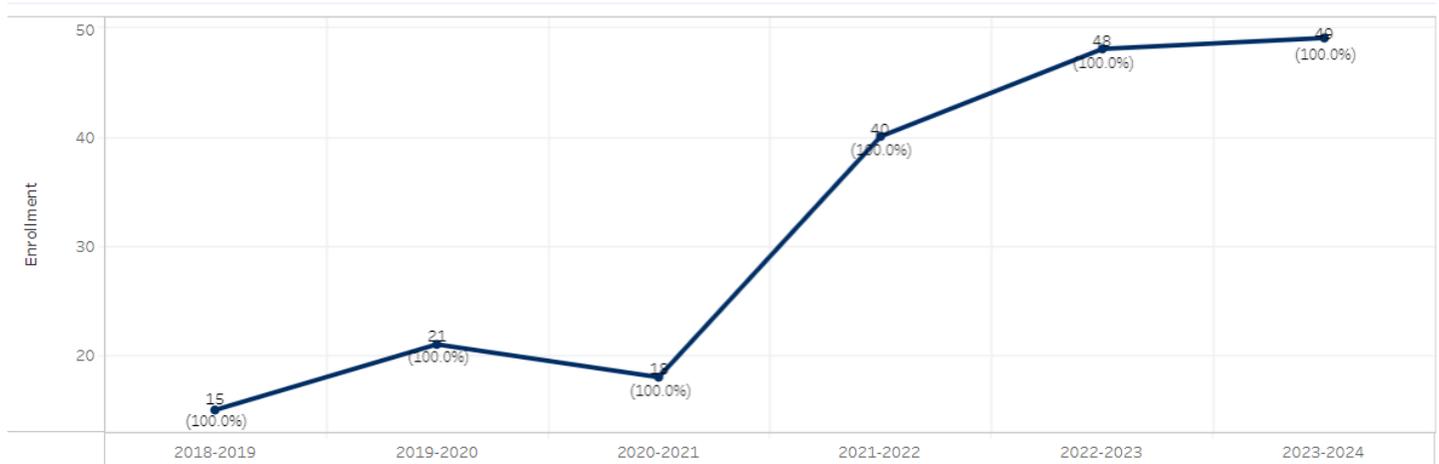
**Population:** SAS students

■ All students

| Division | Department | Subject | Course | Select Student At.. | 2018-2019 Academic Year | 2019-2020 Academic Year | 2020-2021 Academic Year | 2021-2022 Academic Year | 2022-2023 Academic Year | 2023-2024 Academic Year |
|---|---|---|---|---|---|---|---|---|---|---|
| Grand Total | | | | | 15 (100.0%) | 21 (100.0%) | 18 (100.0%) | 40 (100.0%) | 48 (100.0%) | 49 (100.0%) |
| Health Occupations | NRSG | NRSG | NRSG 210 | All students | | 3 (100.0%) | 4 (100.0%) | 5 (100.0%) | 6 (100.0%) | 4 (100.0%) |
| | | | NRSG 211 | All students | | 3 (100.0%) | 1 (100.0%) | 5 (100.0%) | 6 (100.0%) | 4 (100.0%) |
| | | | NRSG 212 | All students | 1 (100.0%) | | 4 (100.0%) | 4 (100.0%) | 8 (100.0%) | 6 (100.0%) |
| | | | NRSG 213A | All students | | 3 (100.0%) | 1 (100.0%) | 5 (100.0%) | 7 (100.0%) | 4 (100.0%) |
| | | | NRSG 213B | All students | 1 (100.0%) | 1 (100.0%) | 3 (100.0%) | 1 (100.0%) | 5 (100.0%) | 3 (100.0%) |
| | | | NRSG 220 | All students | 2 (100.0%) | 1 (100.0%) | 2 (100.0%) | 4 (100.0%) | 6 (100.0%) | 9 (100.0%) |
| | | | NRSG 222 | All students | 2 | | | 4 | 1 | 8 |

**Goals for the program are to:**

1) Continue to analyze the admission and completion demographics

2) Recruit and support Hispanic and African American students for preparation and completion of the program

3) Establish affinity support groups to assist diverse learners

4) Continue to analyze admission process and selective criterion for application.  Perform longitudinal analysis to determine MSC relationship to success (or not).

5) Continue to work closely with SAS to provide adequate accommodations for SAS students (who are on the incline).

*2. Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:*

- *Identify enrollment trends.*
- *Have there been an increase or decrease in enrollment in the last year?*
- *Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?*
- *How will enrollment trends affect staffing decisions?*

The Cerritos College Registered Nursing Program began in 1964 with 17 students enrolled.  Sixty years later, the program continues to be a prestigious, well respected, sought out nursing program within the Los Angeles region. Currently, there are nearly 2,000 declared nursing majors on the Cerritos College campus, making it the second largest declared degree on campus.  The nursing program receives, on average, 500-600 applications each cycle and is approved by the CA Board of Registered Nursing (BRN) to enroll 50 students in Fall and Spring terms (100/year).  In addition, the program admits licensed vocational nurses (LVN) in the LVN-RN bridge pathway (advanced placement) on space availability (approximately 15/year).  At the time of the last program review (2019), the program had enrolled 82 students that year and had 150 total students progressing.  Shortly after the program review, the COVID pandemic hit in Spring 2020, and the program lost 99% of clinical placements within a two week span.  This affected progression for the nursing program.  Due to these clinical site losses / displacements, the program was forced to decrease new enrollment from 2020-2022 and worked on completing the currently enrolled students.  The program's new enrollment was gravely affected for two years until hospitals stabilized and could provide clinical opportunities once again. Since 2022, the nursing program has been working to recover from the COVID crisis by re-establishing existing clinical placements, obtaining new clinical contracts (we established 5 new sites), and stabilizing faculty/staff availability. Over the past three years, the program has progressively enrolled more students and is back to our BRN approved 100enrollments this academic year. We have now exceeded our pre-pandemic enrollment.   In Spring 2025, the program has 170 full-time students enrolled.

The nursing program offers one full time program.  There are no "weekend" or "evening" or "part time" programs offered.  All nursing faculty became on-line certified to teach lectures online during the pandemic.  We also adopted electronic platforms with virtual clinical simulation programs to allow our students to care for some virtual patients as well.   As campus "reopened" and there were more courses being offered on-ground, the program looked at the benefits/drawbacks or both "on-line" and "on ground" delivery methods. We also examined our student feedback in our student surveys.   What we found was that having a mixture of some "online" and some "on ground" instruction provided necessary flexibility for our current student population, who are juggling long commutes, childcare, work schedules, caregiving responsibilities, etc.    Therefore, we have continued in a "hybrid" model of instruction with our lecture courses conducting on ground, online synchronous, and asynchronous sessions.   The clinical component of each course is on ground in the hospital, on ground in Skills Lab / SIM Center, and on-line with virtual hospital simulation software.

With increased enrollment, the program has maintained 13 FT faculty (1 is on 100% release as chairperson/director; 2 are on 20% release as assistant chairpersons/assistant directors, 2 are on reduced load for retirement, 8 are FT faculty.)  Clinical sites mandate safe faculty:student ratios for clinicals and currently mandate 1:8 for Medical-Surgical rotations, 1:6 for Mental Health rotations, 1:6 for Obstetrics, and 1:5 for Pediatrics.  These ratios require the program to staff more clinical labs with adjunct faculty.

**ENROLLMENT COUNTS OVERALL**
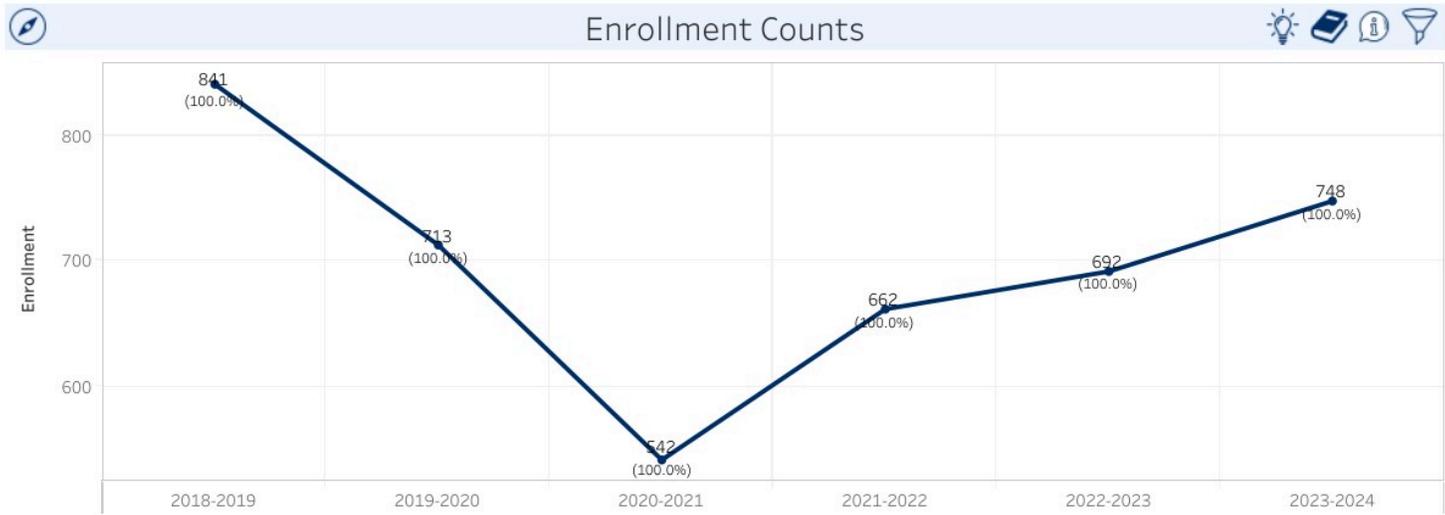


Enrollment Counts

**Population:** All students

| Division | Department | Subject | Course | Select Student At.. | 2018-2019 Academic Year | 2019-2020 Academic Year | 2020-2021 Academic Year | 2021-2022 Academic Year | 2022-2023 Academic Year | 2023-2024 Academic Year |
|---|---|---|---|---|---|---|---|---|---|---|
| Grand Total | | | | | 841 (100.0%) | 713 (100.0%) | 542 (100.0%) | 662 (100.0%) | 692 (100.0%) | 748 (100.0%) |
| Health Occupations | NRSG | NRSG | NRSG 210 | All students | 82 (100.0%) | 82 (100.0%) | 58 (100.0%) | 72 (100.0%) | 71 (100.0%) | 81 (100.0%) |
| | | | NRSG 211 | All students | 75 (100.0%) | 74 (100.0%) | 25 (100.0%) | 68 (100.0%) | 71 (100.0%) | 82 (100.0%) |
| | | | NRSG 212 | All students | 82 (100.0%) | 41 (100.0%) | 64 (100.0%) | 70 (100.0%) | 83 (100.0%) | 85 (100.0%) |
| | | | NRSG 213A | All students | 77 (100.0%) | 74 (100.0%) | 24 (100.0%) | 65 (100.0%) | 61 (100.0%) | 70 (100.0%) |
| | | | NRSG 213B | All students | 62 (100.0%) | 69 (100.0%) | 36 (100.0%) | 42 (100.0%) | 55 (100.0%) | 32 (100.0%) |
| | | | NRSG 220 | All students | 77 (100.0%) | 69 (100.0%) | 69 (100.0%) | 63 (100.0%) | 73 (100.0%) | 70 (100.0%) |
| | | | NRSG 222 | All students | 71 (100.0%) | 32 (100.0%) | 29 (100.0%) | 70 (100.0%) | 53 (100.0%) | 63 (100.0%) |
| | | | NRSG 230 | All students | 72 (100.0%) | 78 (100.0%) | 46 (100.0%) | 58 (100.0%) | 60 (100.0%) | 74 (100.0%) |
| | | | NRSG 232 | All students | 81 (100.0%) | 44 (100.0%) | 83 (100.0%) | 52 (100.0%) | 63 (100.0%) | 77 (100.0%) |

Enrollment patterns may decline in some courses IF there was attrition in the prior course. Example: 50 students begin NRSG210. If there are (5) students who do not pass, then there are only 45 students who fill NRSG212 (capacity of 50). If there are no returning students coming back into that course to complete it, then those seats stay empty. All nursing courses run in sequential order. Attrition in one, will affect the maximum enrollment numbers in the following course. Furthermore, NRSG213A and N213B are pharmacology stand alone courses. Not all students will take these while in the program, if they have taken pharmacology prior and have exemption for the course. Therefore, the enrollment numbers in those (2) courses can waiver. It is not rare in prelicensure nursing programs, to have the highest attrition in first year courses. This is where students have the steepest learning curves, require socialization to the expectation and RN role, and sometimes determine that "nursing is not for me after all". This is why you will see a "drop of numbers" between NRSG 212 into NRSG 220 and then again, after NRSG 220 into NRSG 222.

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 program seeks to increase enrollment, however, for each "cohort" (8 students), the program needs an additional clinical placement and faculty member. Due to impacted hospitals in the LA area, increased clinical placements is challenging. In the state of California, there still remains a nursing faculty shortage, with only 17% of licensed RNs holding a Masters Degree (and many of these practice as Nurse Practitioners).

Since the COVID pandemic, the BRN has partnered with the National Council for State Boards of Nursing (NCSBN) to gather research data on the effectiveness of Simulation Training (SIM) on competency based learning. Is it "as effective" as caring for a patient in a hospital? What is the overall value? How can we ensure student outcomes are met in this environment? These have been the research points. The research that has been emerging has been very positive in showing that well-developed Simulation Labs that are driven by evidence based guidelines, policies, standardized procedures, and well-trained faculty can provide incredible learning opportunities that allow for knowledge, skills, and attitude (KSAs) to be achieved. Well designed "pre-briefs" and "debriefs" guided by a trained and skilled simulation specialist can develop a healthcare provider who is introspective, reflective, and accountable to their scope of practice. Since 2020, the BRN has changed educational regulatory guidelines to allow programs to fulfill more clinical training hours in a simulation center. A sub-committee of the BRN has been working since 2023 on set standards for simulation in pre-licensure programs in California. It is expected that the BRN will publish these set guidelines to programs this year.

The Cerritos College SIM Center is staffed with a full time SIM Specialist who has national certification. BRN research has found that 71% of faculty performing SIM in prelicensure programs in California do not have certification. So, we feel positive about this. We also have utilized Strong Workforce monies to staff the SIM Lab with an Instructional Assistant (BSN prepared RN) and with many mannequins and healthcare equipment. We have adopted the International Nursing Association for Clinical Learning and Simulation (INACSL) standards for best practice guidelines. We have developed a program SIMulation Student Handbook and are using learning tools that map all simulation experiences to Course Student Learning Outcomes and End of Program Student Learning Outcomes. We have scheduled a simulation day for every student, for every course. Therefore, on average, each student rotates through the SIM Lab twice a semester (8 times in the program). The program has so much potential to tap into in the SIM Lab. With physical expansion of this space, increased instructor

staffing (and support staff), deeper integration of technology, the program may be able to expand more enrollment without feeling dependent on clinical sites for all training needs.

Therefore, in finality, as the program continues to navigate increased enrollment to meet the nursing shortage, it will need to consider:
1) More clinical placements (aside from hospitals),
2) Increased SIM space / equipment / staffing,
3) Increased number of qualified faculty with nursing education training, and
4) Increased clerical/administrative support staff designated just to nursing.

**3. Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:**
- **How have the success and retention rates changed over time?**
- **Are there particular courses that have particularly low rates and may prove a barrier to program completion?**

The Nursing 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 program's Annual Program Review meeting. The program has set 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 defines our Expected Level of Achievement (ELA) for completion and attrition as the following: "**ELA: 60% of all students will complete the program on time; >85% will complete; and < 15% will never complete."**
Every semester, the program tracks the number of students in each entering cohort who:
a. graduate on time,
b. graduate behind or are still enrolled, and
c. who never complete

The program identifies the number of students who complete on time. Then, the program gathers "overall completion rates" - the sum of students who complete on time and those who complete behind time.
Attrition rates are those students who never complete. The program strives to lose fewer than 15% of all students.

**This table shows the data:**

| COHORT | Complete On Time | Complete Behind Time | Completed Total | Attrition |
|---|---|---|---|---|
| SPRING 2018 | 56% | 24% | 80% | 20% |
| FALL 2018 | 77% | 8% | 85% | 15% |
| SPRING 2019 | 73% | 17% | 90% | 10% |
| FALL 2019 | 74% | 18% | 92% | 8% |
| SPRING 2020 | 69% | 18% | 87% | 13% |
| FALL 2020 | n/a | | | |
| SPRING 2021 | 62% | 19% | 81% | 19% |
| FALL 2021 | 52% | 26% | 78% | 22% |
| SPRING 2022 | 46% | 32% | 78% | 22% |
| FALL 2022 | 64% | 20% | 84% | 16% |
| SPRING 2023 | 52% | 22% | 75% | 25% |
| FALL 2023 | 63% | 21% | 84% | 16% |
| SPRING 2024 | 62% | 24% | 86% | 14% |
| FALL 2024 | 65% | 22% | 88% | 12% |

Over the past 6 years, the average Completion On Time rate is 62.7%; the average completion behind time is 21%, for an average Completion Rate of 83.7%. That places our average attrition rate at 16.3%. We will keep striving for an attrition rate <15%.

Looking at the overall success rates through the IERPG dashboard for all core nursing courses, for all student demographics, the success rates from 2019 - 2024 were **92.8%, 76%, 89.7%, 91.6%, 92.6%** respectively. 2020 showed a decrease to 76%. However, the rates have steadily improved since the pandemic. Looking at the success rates of varied ethnicities, all groups showed decreased success rates in 2020-2021/2022. However, all groups have shown improvements again since that time and all are > 90% as of this year.

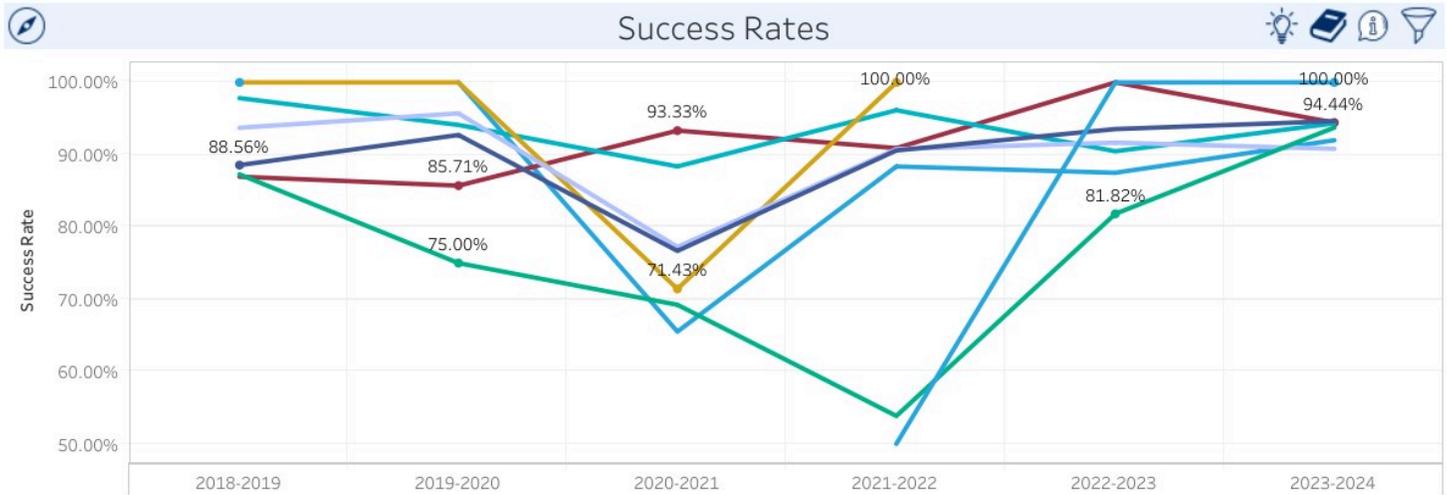**SUCCESS RATES - ALL COURSES / ALL STUDENTS**

# Success Rates
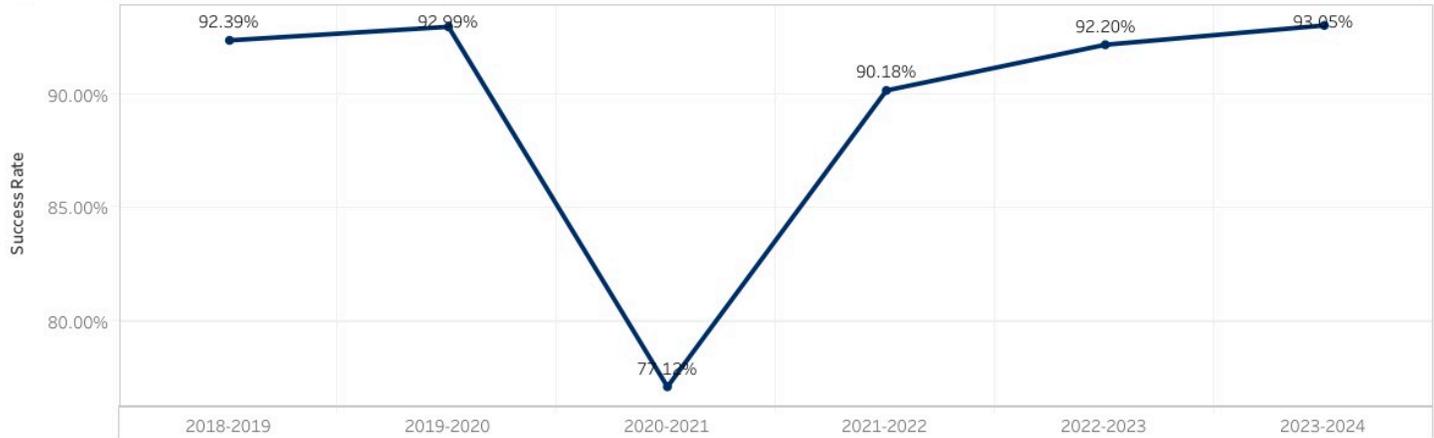


Population: All students

■ All students

0.00% ▨ 100.00%

| Division | Department | Subject | Course | Select Student At.. | 2018-2019 Academic Year | 2019-2020 Academic Year | 2020-2021 Academic Year | 2021-2022 Academic Year | 2022-2023 Academic Year | 2023-2024 Academic Year |
|---|---|---|---|---|---|---|---|---|---|---|
| Health Occupations | NRSG | NRSG | NRSG 211 | All students | 94.67% | 94.59% | 100.00% | 94.12% | 97.18% | 96.34% |
| | | | NRSG 212 | All students | 79.27% | 85.37% | 90.63% | 78.57% | 84.34% | 80.00% |
| | | | NRSG 213A | All students | 87.01% | 83.78% | 87.50% | 92.31% | 96.72% | 97.14% |
| | | | NRSG 213B | All students | 98.39% | 94.20% | 91.67% | 97.62% | 96.36% | 87.50% |
| | | | NRSG 220 | All students | 87.01% | 95.65% | 30.43% | 76.19% | 72.60% | 90.00% |
| | | | NRSG 222 | All students | 100.00% | 96.88% | 0.00% | 100.00% | 100.00% | 100.00% |
| | | | NRSG 230 | All students | 98.61% | 97.44% | 100.00% | 87.93% | 93.33% | 97.30% |
| | | | NRSG 232 | All students | 91.36% | 93.18% | 96.39% | 84.62% | 85.71% | 83.12% |
| | | | NRSG 240 | All students | 97.56% | 97.37% | 100.00% | 98.04% | 100.00% | 100.00% |
| | | | NRSG 242 | All students | 100.00% | 100.00% | 100.00% | 98.04% | 100.00% | 100.00% |

**SUCCESS RATES -  ETHNICITY**

## Success Rates



**Population**: All students

Legend: American Indian .. | Asian | Black or African A.. | Hispanic/Latino | Native Hawaiian .. | White | Tw.. | 0.00% — 100.00%

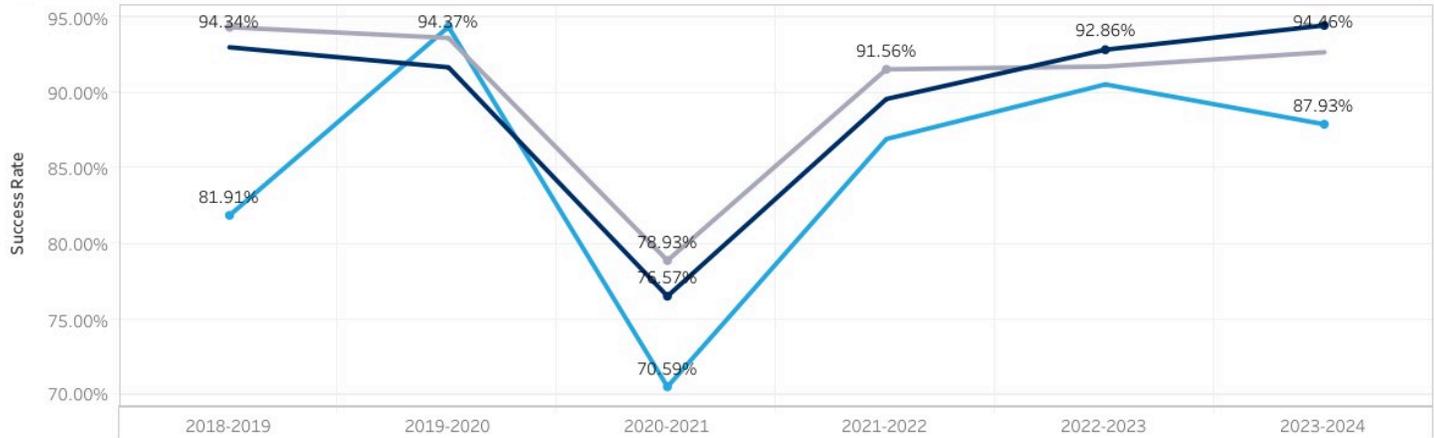| Division | Department | Subject | Course | Select Student At.. | 2018-2019 Academic Year | 2019-2020 Academic Year | 2020-2021 Academic Year | 2021-2022 Academic Year | 2022-2023 Academic Year | 2023-2024 Academic Year |
|---|---|---|---|---|---|---|---|---|---|---|
| Health Occupations | NRSG | NRSG | NRSG 210 | Asian | 78.95% | 89.29% | DI | 86.67% | 100.00% | 94.12% |
| | | | | Black or African A.. | 80.00% | 66.67% | 25.00% | | 100.00% | 85.71% |
| | | | | Hispanic/Latino | 86.67% | 83.87% | 52.00% | 88.37% | 96.55% | 96.97% |
| | | | | Native Hawaiian or.. | 100.00% | 100.00% | | | | |
| | | | | Two or More Races | 100.00% | 50.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| | | | | Unknown | | 100.00% | 33.33% | 80.00% | 100.00% | 100.00% |
| | | | | White | 90.00% | 83.33% | 50.00% | 100.00% | 85.71% | 93.75% |
| | | | NRSG 211 | American Indian or .. | | | | | 100.00% | 100.00% |
| | | | | Asian | 93.75% | 96.15% | 100.00% | 86.67% | 100.00% | 100.00% |
| | | | | Black or African A.. | 80.00% | 85.71% | 100.00% | | 100.00% | 85.71% |

Overall, the nursing program is pleased with success patterns across all courses and across all ethnicities. All ethnicities appear to have success patterns > 90%, which exceeds are ELA of "maintain attrition < 15% and complete at least 85%".

Looking at success rates amongst varied ages, we do see that students over the age of 50 have had a significantly lower success rate, lingering around 54%, 74%, 68% since the pandemic. This is significantly lower than 20 - 49 year old, who have success rates > 90%. The program has seen an increased enrollment in SAS declared students. We have also had an increase in "first generation" students. We are seeing decent success rates with both groups.

**SUCCESS RATES - FIRST GENERATION STUDENTS**

# Success Rates



**Population**: All students

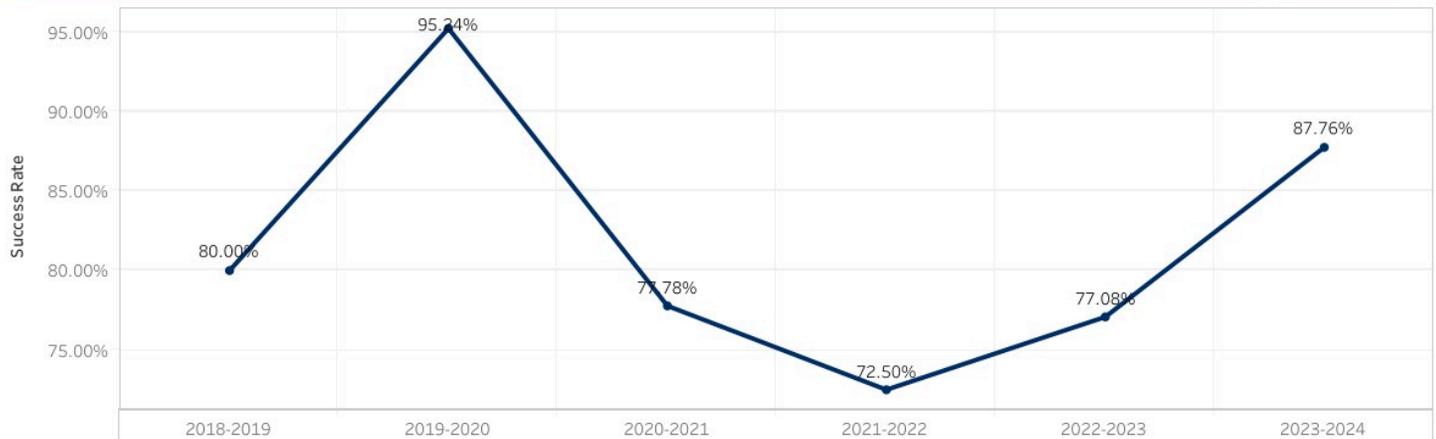Legend: ■ First Generation ■ Not First Generat.. ■ Unknown

Color scale: 0.00% to 100.00%

| Division | Department | Subject | Course | Select Student At.. | 2018-2019 Academic Year | 2019-2020 Academic Year | 2020-2021 Academic Year | 2021-2022 Academic Year | 2022-2023 Academic Year | 2023-2024 Academic Year |
|---|---|---|---|---|---|---|---|---|---|---|
| Health Occupations | NRSG | NRSG | NRSG 210 | Not First Generation | 92.11% | 85.71% | 60.00% | 96.43% | 96.77% | 93.75% |
| | | | | Unknown | 60.00% DI | 90.00% | 36.36% | 72.73% | 100.00% | 100.00% |
| | | | NRSG 211 | First Generation | 93.55% | 92.31% | 100.00% | 96.67% | 97.30% | 96.15% |
| | | | | Not First Generation | 94.59% | 97.37% | 100.00% | 93.10% | 96.77% | 95.92% |
| | | | | Unknown | 100.00% | 90.00% | 100.00% | 88.89% | 100.00% | 100.00% |
| | | | NRSG 212 | First Generation | 74.29% | 76.92% | 89.47% | 78.79% | 84.09% | 82.14% |
| | | | | Not First Generation | 87.18% | 88.46% | 93.94% | 82.14% | 82.35% | 83.67% |
| | | | | Unknown | 62.50% | 100.00% | 83.33% | 66.67% | 100.00% | 50.00% |
| | | | NRSG 213A | First Generation | 93.33% | 76.92% | 100.00% | 93.10% | 93.55% | 100.00% |
| | | | | Not First Generation | 89.47% | 87.18% | 87.50% | 92.86% | 100.00% | 95.24% |

**SUCCESS RATES - SAS STUDENTS**

**Population**: SAS students

| Division | Department | Subject | Course | Select Student At.. | 2018-2019 Academic Year | 2019-2020 Academic Year | 2020-2021 Academic Year | 2021-2022 Academic Year | 2022-2023 Academic Year | 2023-2024 Academic Year |
|---|---|---|---|---|---|---|---|---|---|---|
| Grand Total | | | | | 80.00% | 95.24% | 77.78% | 72.50% | 77.08% | 87.76% |
| Health Occupations | NRSG | NRSG | NRSG 210 | All students | | 100.00% | 25.00% | 80.00% | 100.00% | 100.00% |
| | | | NRSG 211 | All students | | 100.00% | 100.00% | 80.00% | 100.00% | 100.00% |
| | | | NRSG 212 | All students | 100.00% | | 100.00% | 75.00% | 62.50% | 83.33% |
| | | | NRSG 213A | All students | | 66.67% | 100.00% | 60.00% | 100.00% | 100.00% |
| | | | NRSG 213B | All students | 100.00% | 100.00% | 100.00% | 100.00% | 80.00% | 33.33% |
| | | | NRSG 220 | All students | 50.00% | 100.00% | 50.00% | 50.00% | 16.67% | 88.89% |
| | | | NRSG 222 | All students | 100.00% | | | 100.00% | 100.00% | 100.00% |
| | | | NRSG 230 | All students | 100.00% | 100.00% | | 57.14% | 100.00% | 100.00% |
| | | | NRSG 232 | All students | | | | | | |

**SUMMARY:**

We do see that most of the attrition is occurring in the early nursing courses of the first year: N212 and N220. In a review of many nursing programs in the area, this attrition trend is quite common. In addition, our accrediting board has affirmed to us that "most attrition is often in the first year courses". Transitioning to a rigorous, full time program, and making the necessary changes to time management with family, friends, work, and other responsibilities, can be extremely challenging for many students. However, to execute interventions to assist students in retention and completion, the program has made numerous changes:

1) Scheduling lectures on one day a week instead of lectures on multiple days. This allows day/time to be "freed up" for students to study, work, reduce childcare, reduce travel.

2) Scheduling nursing courses in "hybrid" format for lectures since the pandemic. This provides a variety of methodologies to provide instruction for varied learners. For some instruction to be "remote" and/or "asynchronous" alleviates some learners from long commute times to school or finding childcare.

3) Providing clinical rotations on one day a week (12-hour clinical day), instead of two days a week for 6 hours each.

4) Providing student support services funded through the Chancellors Office Grant for Retention and HCAI Song Brown Grant:

a. Nursing Case Manager

b. Clinical and Lecture Tutors

c. Clinical Assistants in all Med-Surgical rotations

d. Faculty lead skill building workshops

e. Peer Mentors

f. LVN-RN Success Coach

In addition, in the 2022-2023 academic year, the nursing program worked with Student Services on campus to engage Student Embedded Tutors in all nursing courses. Embedded Tutors are either junior or senior level students or alumni. Student surveys and lecture evaluations have shown very positive comments from students on the grant supported items, as well as Embedded Tutors. Students state that they have made a positive impact on their success.

The program has noticed more students withdrawing due to "nursing not for me" or "too much anxiety". Mental Health has negatively impacted many students and has led to some permanent withdrawals. The nursing program utilizes the Technical Standards and Essential Functions guidelines to counsel students on "fitness for the job". There are guidelines in this document that discuss the mental and emotional capacity necessary in nursing. This document has amplified this area with more examples and emphasis.

**4. With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:**

- **Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?**

The Chancellor's Office Retention Grant has supported many success efforts for the nursing program over the past 14 years. This grant funding is focused towards early identification and interventions to support "at-risk" students through referrals and support. Numerous student support services are provided through the grant funding: Peer Mentors, Clinical Assistants,

expanded Skills Lab hours, Simulation Remediation Scenarios, Faculty Workshops, Didactic and Clinical Tutors, and a Nursing Case Manager. 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. Often, through conversations, students will self-disclose to faculty, situations in their personal lives that are negatively impacting their focus on school. They may be struggling with anxiety and depression, undergoing a change of work or housing, may have a domestic situation that is unhealthy, or may have food insecurities. Faculty utilize evidence based tools to assist in identifying perceived stress and coping mechanisms. Students are referred to the Nursing Case Manager and to Tutors and can be referred to additional on campus resources, as well. The program utilizes a case management approach and believes that if we can assist in addressing both academic and personal struggles/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 ~ 26-30 percent. From 2014 - 2020, the program began to see the attrition rates declining to < 20%. However, since the pandemic, the attrition rates have begun to climb again. The program has identified the following challenges:
1) More students are working over 25 hours/ week while going to school.
2) More students are withdrawing in the first semester "nursing not for me"
3) More students are facing mental health challenges: anxiety, panic disorder; depression

The program also receives funding from Strong Workforce and Perkins. These funds assist in purchasing equipment and tools/devices necessary in our skills lab and SIM environments. 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. Strong Workforce has also assisted with Simulation Instructional Assistants, as well as Application Specialists to assist in screening applications.

Furthermore, this past year, the program received a Song Brown Grant through Healthcare Access and Information (HCAI). With this funding, the program intends on "off-setting" some of the financial burden on students by paying for their textbooks and electronic resources. The program recognizes that the overall cost of living has negatively impacted students and their ability to focus on their studies. Currently, 80% of students need to work at least 20 hours a week while completing the program. Nearly 40% came into the program with a bachelors or masters degree, many with educational loans, and only 20% are receiving any financial assistance on this program.

In the 2022-2023 academic year, the nursing program worked with Student Services on campus to hire and staff Student Embedded Tutors in all nursing courses, in the Skills Lab, and in the SIM Center. Embedded Tutors are either junior or senior level students or graduate/alumni. The Embedded Tutors have conducted mini lecture tutoring sessions, workshops on study strategies and test taking tips, have assisted with skill practice and acquisition in the lab, and have served as standardized patients in the SIM Center.

Student surveys and lecture evaluations have shown very positive comments from students on the grant supported items, as well as Embedded Tutors. Students state that they have made a very positive impact on their success. The nursing program is working on redesigning our Student Resource Survey to capture data on the utilization and effectiveness of each of these efforts on student retention.

In the last few years, the program has noticed more students withdrawing due to "nursing not for me" or "too much anxiety". Mental Health seems to be playing a heightened role in students' lives and negatively impacting many students. For some, it has lead to personal and final withdrawals. The nursing program has a guideline established, called the Technical Standards and Essential Functions of the Role. This document outlines the skills and attributes necessary to fulfill the minimal requirements of the Registered Nurse job. It outlines cognitive, psychological, visual, auditory, sensory, tactile, communication, interpersonal, strength, mobility, motor, and emotional categories, necessary for the job.
The mental and emotional capacity necessary in nurses has increased in recent years. As a result, these areas in the Technical Standards Essential Functions document for nursing have expanded. This document is reviewed with counselors and HWLCP coaches, is published on the nursing website, and is discussed in the Nursing 3 course that students can take to determine if nursing is a good career for them. The program also encourages pre-nursing students to volunteer or work in the healthcare area to gain exposure and a realistic view of the role responsibilities, prior to admission. The nursing program works with the LCP Success Team to advertise work experiences for pre-nursing students, such as COPE Scholars.

**5. Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data.**
The Cerritos College Nursing Program participates in an ongoing, annual systematic program review process. The program has established expected levels of achievement for all outcomes: Course Student Learning Outcomes (SLOs), Program SLOs, Completion Rates, Licensure Rates, Employment Rates, and Transfer Rates. The program gathers data points every nine weeks (in every course) to identify trends, patterns, and/or concerns. Bi-weekly meetings allow the faculty opportunity to discuss and analyze the data points. Frequent meetings also allow faculty to have ongoing dialogue on curriculum, teaching pedagogy, learning activities, and evaluation methods; this allows for timely revisions, as necessary.

Over the past six years, the program has undergone changes in its admission process, to include a more selective criterion. However, the program has NOT gone to a 100% selective admission process. Fifty percent of students are still admitted through random selection, allowing for a more equitable process. However, the program does realize that the admission process has caused a slight change in the demographic of students: gender, ethnicity, and academic preparation.

The program has been collecting data regarding the demographic of student who completes the program, comparing Point Selection vs. Random Selection students. The program has admitted seven cohorts with the new selective process. However, the first four cohorts were in the COVID pandemic and there were many additional barriers interfering with student completion during this two year time frame. Therefore, the program is looking at the past three admitted cohorts to determine completion rate disparities. What the program has found thus far is:

| Date Entered | Date Graduation | Completed on Time | Completed Behind Time | Total Completion Rate | Attrition % | % of Point Students Complete | % of Random Selection Complete | Average Points (out of 100) of Completers |
|---|---|---|---|---|---|---|---|---|
| Fall 2021 | Spring 2023 | 52% | 26% | **78%** | 22% | 56% | 83% | 52 |
| Spring 2022 | Fall 2023 | 46% | 32% | **78%** | 22% | 95% | 60% | 56 |
| Fall 2022 | Spring 2024 | 62% | 24% | **86%** | 14% | 95% | 78% | 58 |

The California Board of Registered Nursing (CA-BRN) and Accreditation Commission for Education for Nurses (ACEN) set suggested completion outcomes for which programs should strive. CA-BRN recommends that programs complete > 75% of all students (this includes behind students). ACEN mandates our program to set an expected level of achievement (ELA) for "overall completion rates", and in the most recent 2023 standards, have now asked the program to define an ELA for "on time completion rates" (OTCR).

The nursing program has a defined expected level of achievement (ELA) for completion. It states: **"At least 60% of students will complete the program in time. At least 85% of all students will complete the program. 15% or less will never complete".**

This past year, the nursing faculty examined the on time completion averages for pre-licensure ADN programs in California and then nationwide. We found the average OTCR to be ~ 62%. We also examined our on-time completion rates over the past eight years to examine what the program has been capable of achieving. On time rates through 2020 - 2023 have waivered due to variables with the COVID pandemic. Therefore, the program will need to continue analyzing this as we move forward. Nonetheless, as of Spring 2024, we set the following as our "on time completion rate" ELA: **"60% of all students will complete the program on time".**

With this statement, the program anticipates that approximately 25% of students may require an additional semester to complete, due to personal withdraw / hardships, didactic failure/remediation, and / or clinical failure/remediation.

The program still has room to improve in this outcome. It appears that after the pandemic, we have had increasing numbers of student withdraws. Although our enrollment has increased to surpass pre-pandemic levels, we are challenged with how to support success in all students. We will continue to gather data on our admission process and completion rates and analyze

determinates of success.  The program will continue to write for and apply for grant funding to support remediation resources for all students.  We will also continue our embedded tutors, case managers, tutors, and success coaches.   We will also look into bringing in affinity groups to support Hispanic and African American students in overcoming unique barriers and challenges.

In analyzing the attrition patterns, the program has identified that SLO data is slightly lower in the first two semesters (first year) of the program.  The first two courses is where we find the highest level of attrition.   This is in alignment with surrounding nursing programs.  This is also the best level at which to lose a student, if the program is going to lose them.   At this level, a student is more able to transfer to another program or attend a Licensed Vocational Program (LVN) and then bridge back to a RN program once they have work experience.

# B. Career Technical Education (CTE) Supplemental Questions : Version by **Brooks, Kelli** on **03/12/2025 20:14**

*1. How strong is the labor market demand for the program? Utilizing labor market data, describe changes in demand over the last six years and discuss the occupational outlook for the next six years.*
The California Board of Registered Nursing (CA-BRN) Annual School Report (2020) 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.

Over the past ten years, there has been a national push towards increasing the number of pre-licensure RN graduates from BSN programs. However, ADN programs are still preparing almost 50% of newly licensed RNs in the state of California, according to the 2022 California Board of Nursing Annual School Report.  Cerritos College plays a pivotal role in preparing this nursing workforce.  Not only has the program focused on expanding enrollment, it has also responded positively to the demand and desire for BSN prepared nurses by establishing multiple concurrent enrollment partnerships with four-year institutions.

According to the most recently reported projections in the Forecasts of the Registered Nurse Workforce in California, the state's supply of RNs through 2035 is predicted to be slightly lower than projected demand. The model relies on a number of factors monitored over time including nursing program enrollment and completion rates, state-to-state RN migration patterns, and changes in health care delivery and work force demand. Projections by the Health Resources and Services Administration (HRSA) National Center for Health Workforce Analysis indicate California's **RN supply will be 11.5% (44,500 RNs) lower than demand in 2030.**   Considering various forecasting models utilized in different studies, the collective evidence reported from these sources indicates California must maintain and should position to increase the number of nursing graduates to meet long-term health care needs.

The California Employment Development Department forecasts there will be 327,800 registered nurse jobs in California or an **increase of 16.2% or 45,800 jobs over the next 10 years**. (California Employment Development Department, September 2019).   Acute care hospitals have historically been the largest employer of nurses and new graduates. With an average RN vacancy rate of 6.3% reported by California's hospitals at the time of this study, 12 employers also indicate a growing need and greater demand for open positions to be filled with RN applicants experienced in specialty areas.
With the increase population in the Los Angeles area alone, this will also mean more people accessing the healthcare system, requiring more healthcare providers.


*2. How does the program address needs that are not met by similar programs in the college's region/service area? Identify and describe any distinctive component of the program and/or unique contributions.*
The Cerritos College Nursing Program is highly regarded in the community for its high standards and excellence in training.   The program prides itself on being competency driven and placing strong emphasis on hands-on direct patient care training.   The program allows very little "observation" in clinical training.  Students are expected to prepare for the role expectations of the nurse and to directly apply their knowledge and skill sets, in the clinical settings.  The faculty are highly present, visible, and "hands on" in the clinical environments as well.

In the didactic area, students are approached through adult learner andragogy.  Lecture components are designed as a "flipped classroom", with active learning occurring.   Research supports this approach as being more effective for building critical thinking, thought processing, problem solving, and teamwork; all of these are pillars in nursing.

Cerritos College's SIM Center is an amazing asset to the program.   We are unique in that we hired a full-time nursing faculty in 2019 and allocated 100% of her teaching assignment to the SIM Lab.  So, we have a FT SIM Specialist. The SIM program is guided by evidence based practices and guidelines.  The pedagogy and tools for learning and reflection are best practices.  The SIM Specialist holds national certification and attends ongoing conferences and development in simulation methodologies.   The SIM Specialist works with each teaching team to design scenarios centered upon nursing concepts and CSLOs per that level.  Gaps in learning/practice are considered as well.   For example, many clinical sites will not allow student nurses to hang blood components.   They can only observe.   Therefore, in the SIM center, for third semester scenarios, blood transfusions are given.  The SIM Instructional Design is very unique to this program.  Our SIM Center has incredible potential as well.

Furthermore,  the nursing program approaches our student body with compassion and care.   We believe that rigor and compassion can coexist.  So, we consistently apply for and manage grants in order to provide "wrap around" support services for our students.  We try to approach them through a holistic case management lens.

*3. What is the success, completion, and employment rates for students in the program? Identify the standards set by the program for each metric and discuss any factors that may impact the metrics for students in the program. Based on the program's benchmarks, describe the status of any action plans for maintaining/improving the metrics.*
Under Program Data, Question 5, much of the program completion / attrition rates have been addressed.

The program administers alumni surveys annually to capture data on graduates' employment rates, locations of employment, and also their BSN enrollment status.  The program has expected levels of achievement for each of these P**rogram Outcomes:**
**1) ELA: "80% of graduates will have a job in nursing within the first 8 months of graduation".**
**2) ELA: "25% of students/graduates will be enrolled in dual enrollment upon graduation."**
**3) ELA: "50% of graduates will be enrolled in a BSN or MSN program within 12 months after graduation."**

The program has been able to meet ELA #1. With the pandemic crisis in healthcare, as well as nearly half million healthcare providers leaving the field after the pandemic, a nursing shortage is upon us. With this, hospitals and clinics and other healthcare environments have consistent vacancies.  Consistently, in the past six years, graduates have been able to obtain work as RNs right after graduation and licensure.  From the Alumni Survey returns, 90% of graduate are working in nursing within 6 months after graduation.   They are receiving approximately $52.00/hour, equating to a salary of $95,000/year with benefits.

The nursing program has made great strives towards goal #2 addressing dual enrollment and furthering education.  After the prior IPR in Spring 2019, the nursing program embarked on a contract with National University (NU), here on the Cerritos College campus.   With this agreement, the program has coordinated efforts with NU to provide dual enrollment pathways for students who are in good academic standing and have completed their first semester of the nursing program.  NU allows students to take upwards to three courses towards their bachelors degree in nursing, at a discounted rate of 25% off.  Since the inception in Summer 2019, National has had 52 Dual Enrolled students from the Cerritos College program.

In addition to NU, Cerritos also coordinates efforts with CSULA, CSUF, CSUDH, and CSULB to assist students in applying for these campus' "jump start dual pathways" as well.  The program conducts Graduate Surveys at graduation to collect data on Dual Enrollment percentages.   This is what we have collected:

| Graduating Cohort | % enrolled in Dual Enrollment |
|---|---|

| | |
|---|---|
| FALL 2021 | 49% |
| SPRING 2022 | 32% |
| FALL 2022 | 44% |
| SPRING 2023 | 36% |
| FALL 2023 | 42% |
| SPRING 2024 | 28% |

In our capstone course, we provide an educational fair for students to "meet and greet" with a variety of public and private schools for an advanced degree.  We counsel nursing students to follow the IGETC pathway for their general education so that they are prepared for transfer.    The program collects data from graduates in the One-Year Alumni Surveys.  What the program has found is that graduates will spend upwards to 6 weeks to study and take their licensure exam.  Then, they will interview and hire at a place of employment and will invest tremendous hours in their Nurse Residency Program, in the classroom and on the nursing unit floor.  They can become very focused on the robust transition into practice and then not seek enrollment into a BSN program for a couple of years.

According the California State Nursing Workforce Report 2022, 55% of ADN prepared RNs in California had not pursued any other degree. Only about 31% had gone on to obtain a BSN and 9% a graduate degree.  New graduate ADN nurses who are not enrolled in a BSN upon graduation, will take, on the average, eight years to return to school for their BSN and twelve years for a Masters Degree (if they pursue one).  Therefore, it is obvious that the Dual Enrollment students have an "edge" on BSN completion.

The nursing program administers alumni surveys to collect data on ELA #3.  We have found in our Alumni Survey returns in the past six years that 28% of our graduates enrolled into a BSN program within 6months, another 22% by 12 months, making 50% of students enrolled into a BSN program within 12 months.  Another 5% stated starting after the one year period.  This is above the "norm" in California overall.

***4. List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates. Identify performance benchmarks set by regulatory agencies and based on the program's benchmarks, describe the status of any action plans for maintaining/improving the pass rates.***

Upon graduation from the nursing program, graduates apply to the California Board of Registered Nursing to take the NCLEX-RN Exam.   Passing NCLEX provides the graduate with a Registered Nurse license.   The National Council for State Boards (NCSBN) analyzes and changes the examination every three years to reflect current trends in the role of the RN.   When this exam adjustment 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 2016, again this April 2019, and then the new and improved  NEXTGEN NCLEX launched in April 2023.   The NEXT GEN Exam was built to challenge the test taker at a higher level of clinical reasoning.

The California Board of Registered Nursing requires programs to maintain NCLEX pass rates > 75%.  Furthermore, our national accreditation with ACEN also requires this.  The Cerritos College nursing program has an expected level of achievement (ELA) set as: "**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. "**

At the time of our last program review in 2019, the Cerritos College nursing program had a five year pass rate average of 87.42%.    At that time, California ADN programs were averaging 84.32% and the national average for associate programs was 85.37%.

The program continued to prepare our graduates with high level thinking by incorporating more application and analysis level test questions on examinations in the 2nd year courses. We also developed high order thinking skills in unfolding case studies, clinical vignettes, SIMulation, and clinical performance examinations.   We also fully incorporated KAPLAN test prep integrated resources into our curriculum.   We also partnered with UWORLD test prep, through grant funding, to provide a 90day subscription NCLEX prep platform for students.    Through these targeted efforts, graduates' scores have shown improvements over the past five years, improving about 9% overall.  Whereas, most programs nationwide, experienced downward trajectories in their licensure pass rates during the pandemic, when programs leveraged new methodologies to impart lectures and to meet clinical objectives, Cerritos College's pass rates improved.  We have had over a 10% increase in our NCLEX pass rates over the past 6 years:

| NCLEX PASS RATES | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024 - 2025 |
|---|---|---|---|---|---|---|---|
| CERRITOS COLLEGE | **86.49** | **94.37** | **94.12** | **92.4** | **95.5** | **100.0** | **100.00** (so far) |
| NATIONAL AVERAGE | 85.11 | 83.9 | 80.79 | 78.4 | 82.8 | 90.3 | 90.00 |

We will continue to enrich our curriculum with methodologies and activities that challenge the students to apply higher level thinking, analyze findings, predict outcomes, prevent complications, draw conclusions, infer relationships, and develop clinical reasoning skills.   Faculty participate in faculty development through KAPLAN, Benners Institute, NurseTim, and other faculty development resources, to assist us in developing case studies, learning activities, simulations, clinical reasoning cases, and test item writing.

The nursing program adopted EXAM SOFT testing platform in 2023-2024 school year to provide all examinations.  This platform partners with the National Council of State Boards to supply nursing programs with a robust test bank that includes NEXT GEN questions, alternate format questions, and unfolding case studies.   By embedding these into our examinations early on in the program, we can assist students to develop their clinical reasoning.  We feel confident that with all of these efforts put forth, the program will maintain strong licensure rates.

# Section 3. Learning Outcomes Assessment

## A. SLO Assessment Report : Version by **Brooks, Kelli** on **09/17/2024 16:55**

| Course By SLO | Expected Performance | Performance |
|---|---|---|
| NRSG25 - Clinical Workshop 1 | | |
| Students demonstrate basic proficiency in dosage calculation and IV calculations (Active from 2023 SP) | 100.00% | 100.00% |

| Course By SLO | Expected Performance | Performance |
|---|---|---|
| Students demonstrate safety and competency with the following clinical skills according to the National Patient Safety Goals and professional standards for catheterization, nasogastric tube insertion, wound care, and medication administration. (Active from 2023 SP) | 100.00% | 100.00% |
| NRSG26 - Clinical Workshop 2 | | |
| Demonstrate safety and competency with the following clinical skills according to the National Patient Safety Goals and professional standards on catheterization, nasogastric tube insertion, wound care, medication administration, intravenous fluid and medication administration (Active from 2023 SP) | 100.00% | 95.83% |
| Students demonstrate basic proficiency in basic dosage calculation (Active from 2023 SP) | 100.00% | 89.58% |
| NRSG26 - Clinical Workshop 2 | | |
| A. Students demonstrate safety and competency with the following clinical skills according to the National Patient Safety Goals: a. Catheterization b. Nasogastric tube insertion c. Wound Care d. Medication Administration e. Intravenous Fluid and Medication Administration (Active from 2017 FA) | 100.00% | 97.78% |
| B. Students demonstrate basic proficiency in basic dosage calculation. (Active from 2017 FA) | 100.00% | 95.56% |
| C. Students administer and manage IV fluids therapy and secondary medication safety. (Active from 2017 FA) | 100.00% | 97.78% |
| 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. . (Active from 2017 FA) | 100.00% | 93.99% |
| B. The student begins to provide nursing care that protects older adult patients and health care personnel from health and environmental hazards. (Active from 2017 FA) | 100.00% | 94.35% |
| C. The student beings 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. (Active from 2017 FA) | 100.00% | 92.93% |
| 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. (Active from 2017 FA) | 100.00% | 94.35% |
| E. The student begins to promote physical health and wellness by providing comfort and assistance with the performance of ADLs for older adult patients. (Active from 2017 FA) | 100.00% | 93.99% |
| 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. (Active from 2017 FA) | 100.00% | 94.24% |
| 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. (Active from 2017 FA) | 100.00% | 92.93% |

| Course By SLO | Expected Performance | Performance |
|---|---|---|
| H. The student begins to utilize the nursing process to promote physical health and wellness by providing care for older adults with with acute, chronic, or life threatening physical health conditions, adhering to National Patient Safety Goals and professional practice standards. (Active from 2017 FA) | 100.00% | 91.87% |
| NRSG211 - Introduction to Theoretical Framework | | |
| A. Students are able to discuss core concepts related to the profession of nursing; caring, empathy, advocacy, holistic care, teaching, and evidence based practice. (Active from 2019 SU) | 100.00% | 98.31% |
| B. Students are able to describe the five steps of the Nursing Process. (Active from 2019 SU) | 100.00% | 98.31% |
| C. Students are able to identify assessment criteria for the four modes of the Roy Adaptation Model. (Active from 2019 SU) | 100.00% | 98.31% |
| D. Students are able to apply the Nursing Process and Roy Adaptation Model to patient assessment data. (Active from 2019 SU) | 100.00% | 98.31% |
| E. Students are able to formulate a nursing problem statement utilizing NANDA. (Active from 2019 SU) | 100.00% | 98.31% |
| F. Students begin to identify and prioritize nursing problems utilizing the Nursing Process and the Roy Adaptation Model. (Active from 2019 SU) | 100.00% | 98.31% |
| G. Students are able to discuss the governing bodies regulating nursing practice, standards of care, and legal liability. (Active from 2019 SU) | 100.00% | 98.31% |
| 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. (Active from 2017 FA) | 100.00% | 47.06% |
| B. Student begins protecting patients and health care personnel from health and environmental hazards in the acute care setting. (Active from 2017 FA) | 100.00% | 47.06% |
| 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. (Active from 2017 FA) | 100.00% | 47.06% |
| 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. (Active from 2017 FA) | 100.00% | 47.06% |
| 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. (Active from 2017 FA) | 100.00% | 47.06% |
| F. The student begins to promote physical health and wellness by providing care related to the administration of medication. (Active from 2017 FA) | 100.00% | 47.06% |
| 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. (Active from 2017 FA) | 100.00% | 46.47% |

| Course By SLO | Expected Performance | Performance |
|---|---|---|
| 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. (Active from 2017 FA) | 100.00% | 47.06% |
| 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. (Active from 2018 FA) | 100.00% | 59.76% |
| 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. (Active from 2018 SP) | 100.00% | 60.00% |
| 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. (Active from 2018 SP) | 100.00% | 65.00% |
| 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. (Active from 2018 FA) | 100.00% | 59.76% |
| 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. (Active from 2018 SP) | 100.00% | 59.76% |
| 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. (Active from 2018 SP) | 100.00% | 59.76% |
| E. The student facilitates physical health and wellness by providing comfort and assistance with the performance of ADLs. (Active from 2018 SP) | 100.00% | 59.76% |
| F. The student promotes physical health and wellness by providing care related to the safe administration of medication and parenteral therapies. (Active from 2018 SP) | 100.00% | 59.76% |
| 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 exisiing conditions, treatments or procedures. (Active from 2019 SP) | 100.00% | 65.00% |
| 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 exisiing conditions, treatments or procedures. (Active from 2018 FA) | 100.00% | 65.00% |
| H. 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 exisiing conditions, treatments or procedures. (Active from 2018 SP) | 100.00% | 65.00% |
| 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. (Active from 2018 SP) | 100.00% | 75.00% |

| Course By SLO | Expected Performance | Performance |
|---|---|---|
| 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 exisiing conditions, treatments or procedures. (Active from 2019 FA) | 100.00% | 75.00% |
| NRSG222 - Maternal/Child Nursing | | |
| A. The student will provide nursing care that enhances the healthcare delivery set¬ting to protect patients, families and health care personnel in the obstetric and pediatric setting. (Active from 2018 SP) | 100.00% | 78.24% |
| 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. (Active from 2018 SP) | 100.00% | 78.24% |
| 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. (Active from 2018 SP) | 100.00% | 78.24% |
| 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. (Active from 2018 SP) | 100.00% | 77.72% |
| E. The student facilitates physical health and wellness by providing comfort and assistance with the performance of ADLs in mothers and children. (Active from 2018 SP) | 100.00% | 78.24% |
| 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. (Active from 2018 SP) | 100.00% | 78.24% |
| 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. (Active from 2018 SP) | 100.00% | 78.24% |
| 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. (Active from 2018 SP) | 100.00% | 78.24% |
| NRSG230 - Psychosocial-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. (Active from 2013 FA) | 100.00% | 74.00% |
| 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. (Active from 2013 FA) | 100.00% | 74.00% |
| Students will discuss the components of the US healthcare system and how they function. (Active from 2013 FA) | 100.00% | 75.00% |
| 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. (Active from 2013 FA) | 100.00% | 75.00% |

| Course By SLO | Expected Performance | Performance |
|---|---|---|
| 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. (Active from 2013 FA) | 100.00% | 75.00% |
| 5. The student will promote mental and physical health and wellness by providing comfort and assistance with the performance of ADLs. (Active from 2013 FA) | 100.00% | 34.10% |
| 6. The student will promote mental health by verbalizing knowledge and educating patients of the safe administration and therapeutic effects of psychiatric medications. (Active from 2013 FA) | 100.00% | 34.10% |
| 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. (Active from 2013 FA) | 100.00% | 34.10% |
| 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. (Active from 2013 FA) | 100.00% | 34.10% |
| 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. (Active from 2013 FA) | 100.00% | 90.84% |
| 2. The student will provide and collaborate nursing care that protects patients and health care personnel from health and environmental hazards. (Active from 2013 FA) | 100.00% | 90.84% |
| 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. (Active from 2013 FA) | 100.00% | 90.84% |
| 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. (Active from 2013 FA) | 100.00% | 90.84% |
| 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. (Active from 2013 FA) | 100.00% | 90.84% |
| 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. (Active from 2013 FA) | 100.00% | 90.08% |
| 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. (Active from 2013 FA) | 100.00% | 90.08% |
| 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. (Active from 2013 FA) | 100.00% | 90.84% |
| NRSG242 - Professional Role Transition | | |

| Course By SLO | Expected Performance | Performance |
|---|---|---|
| Students will demonstrate leadership and delegation skills in collaboration with other members of the healthcare team. (Active from 2013 FA) | 100.00% | 97.75% |
| 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. (Active from 2013 FA) | 100.00% | 97.75% |
| Students will perform within the standards of practice, understanding their scope of practice, code of ethics, and legal boundaries. (Active from 2013 FA) | 100.00% | 97.75% |
| Students will utilize critical thinking and sound clinical judgment, implementing evidenced based practices in clinical situations, to ensure positive and safe patient outcomes. (Active from 2013 FA) | 100.00% | 97.75% |
| 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. (Active from 2013 FA) | 100.00% | 97.75% |
| Students will demonstrate safety and competency with clinical skills according to the National Patient Safety Goals. (Active from 2013 FA) | 100.00% | 97.75% |
| Students assess the learning needs of their clients and develop and provide a teaching plan. (Active from 2013 FA) | 100.00% | 97.75% |
| Students construct a professional resume and cover letter for future employment. (Active from 2013 FA) | 100.00% | 100.00% |
| Students demonstrate professional dress when preparing to interview for a nursing position. (Active from 2013 FA) | 100.00% | 100.00% |
| NRSG213A - Major Drugs and Nursing I | | |
| A. Discuss factors that affect the absorption, distribution, metabolism, and excretion of medications (Active from 2023 SP) | 100.00% | 95.19% |
| B. Identify and discuss variables across the lifespan that alter the body's response to medications: pediatric, pregnancy, and elderly considerations (Active from 2023 SP) | 100.00% | 95.19% |
| C. Have increased awareness of potential interactions between prescription drugs and over-the-counter drugs, foods, and herbs (Active from 2023 SP) | 100.00% | 95.19% |
| D. Apply the Nursing Process when administering medications for diabetes, pain, sleep, anxiety, and heart failure (Active from 2023 SP) | 100.00% | 95.19% |
| E. Apply key components required for safe drug administration: MD order, five rights, allergies, two identifiers, and documentation. (Active from 2023 SP) | 100.00% | 95.19% |
| NRSG213A - Major Drugs and Nursing I | | |
| A. Discuss factors that affect the absorption, distribution, metabolism, and excretion of medications (Active from 2017 FA) | 100.00% | 80.00% |
| Discuss factors that affect the absorption, distribution, metabolism, and excretion of medications (Active from 2017 SP) | 100.00% | 80.00% |
| B. Identify and discuss variables across the lifespan that alter the body's response to medications: pediatric, pregnancy, and elderly considerations (Active from 2017 FA) | 100.00% | 80.00% |
| Identify and discuss variables across the lifespan that alter the body's response to medications: pediatric, pregnancy, and elderly considerations (Active from 2017 SP) | 100.00% | 75.00% |
| C. Have increased awareness of potential interactions between prescription drugs and over-the-counter drugs, foods, and herbs (Active from 2017 FA) | 100.00% | 74.00% |

| Course By SLO | Expected Performance | Performance |
|---|---|---|
| Have increased awareness of potential interactions between prescription drugs and over-the-counter drugs, foods, and herbs (Active from 2017 SP) | 100.00% | 75.00% |
| Apply the Nursing Process when administering medications for diabetes, pain, sleep, anxiety, and heart failure (Active from 2017 SP) | 100.00% | 85.00% |
| D. Apply the Nursing Process when administering medications for diabetes, pain, sleep, anxiety, and heart failure (Active from 2017 FA) | 100.00% | 86.00% |
| Apply key components required for safe drug administration: MD order, five rights, allergies, two identifiers, and documentation. (Active from 2017 SP) | 100.00% | 95.00% |
| E. Apply key components required for safe drug administration: MD order, five rights, allergies, two identifiers, and documentation. (Active from 2017 FA) | 100.00% | 94.00% |
| NRSG213B - Major Drugs and Nursing II | | |
| A. Describe the uses, actions, side effects, routes, normal dosing, and prototype for each of the following drug categories/conditions: 1. ANS 2. Obstructive lung disease 3. Hypertension 4. Peripheral vascular disease 5. Clotting disorders 6. Infection/inflammation. (Active from 2023 SP) | 100.00% | 98.44% |
| B. Apply the Nursing Process when administering drugs for the ANS, obstructive lung disease, hypertension, peripheral vascular disease, clotting disorders, and infection/inflammation (Active from 2023 SP) | 100.00% | 98.44% |
| C. Provide patient education to ensure safety for patients taking drugs for the ANS, obstructive lung disease, hypertension, peripheral vascular disease, clotting disorders, and infection/inflammation (Active from 2023 SP) | 100.00% | 98.44% |
| E. Discuss gerontology considerations of drugs for the ANS, obstructive lung disease, hypertension, peripheral vascular disease, clotting disorders, and infection/inflammation (Active from 2023 SP) | 100.00% | 98.44% |
| F. Have increased awareness of potential interactions between prescribed medications and some over-the-counter medications, herbs, and foods (Active from 2023 SP) | 100.00% | 98.44% |
| NRSG213B - Major Drugs and Nursing II | | |
| NRSG57LA - Beginning Nursing Skills Lab | | |
| Students practice and perform clinical competencies when performing hand hygiene, body mechanics, foley insertion, sterile dressing change and nasogastric tube insertion. (Active from 2013 FA) | 100.00% | 56.10% |
| Students demonstrate the five basic rights of medication administration when administering PO, SQ, and IM medications according to national patient safety standards. (Active from 2013 FA) | 100.00% | 56.10% |
| Students practice and perform a head-to-toe adult physical assessment. (Active from 2013 FA) | 100.00% | 56.10% |
| NRSG25 - Clinical Workshop 1 | | |
| Students demonstrate safety and competency with when performing clinical skills according to the National Patient Safety Goals. c. Wound Care d. Medication Administration (Active from 2013 FA) | 100.00% | 85.00% |
| 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. (Active from 2013 FA) | 100.00% | 97.89% |

| Course By SLO | Expected Performance | Performance |
|---|---|---|
| 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. (Active from 2013 FA) | 100.00% | 97.89% |
| 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. (Active from 2013 FA) | 100.00% | 97.89% |
| 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. (Active from 2013 FA) | 100.00% | 97.89% |
| 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. (Active from 2013 FA) | 100.00% | 97.89% |
| 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. (Active from 2013 FA) | 100.00% | 97.89% |
| 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. (Active from 2013 FA) | 100.00% | 97.89% |
| 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. (Active from 2013 FA) | 100.00% | 97.89% |
| NRSG251 - Basic Adult Physical Assessment | | |
| 1. The student is able to gather subjective and objective data on each body system. (Active from 2013 FA) | 100.00% | 81.44% |
| 2. The student is able to perform a comprehensive head to toe physical assessment utilizing appropriate assessment techniques on a healthy individual. (Active from 2013 FA) | 100.00% | 80.41% |
| NRSG57LB - Intermediate Nursing Skills Lab | | |
| Student practice and prepare to administer intravenous fluids and secondary medications according to doctor's orders and national medication safety standards. (Active from 2013 FA) | 100.00% | 53.21% |
| Students practice and perform a newborn assessments and infant injections according to second semester competencies. (Active from 2013 FA) | 100.00% | 53.21% |
| Students deliver SBAR report on a patient of care according to national patient safety goals on communication and reporting. (Active from 2013 FA) | 100.00% | 53.21% |
| NRSG57LD - Advanced Nursing Skills Lab | | |
| Students practice and administer intravenous bolus medications utilizing national patient safety standards. (Active from 2013 FA) | 100.00% | 100.00% |
| Students practice and perform intravenous access meeting fourth semester clinical competencies and national standards. (Active from 2013 FA) | 100.00% | 100.00% |
| Students practice to maintain continual competency of all critical elements of prior nursing skills. (Active from 2013 FA) | 100.00% | 100.00% |

# B. SLO Assessment Analysis : Version by **Brooks, Kelli** on **03/12/2025 20:19**

*1. Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.*

Course Student Learning Outcomes (CSLOS) are published in each course outline and reiterated in the course syllabi and on the course CANVAS shell.  CSLOS have been developed to reflect:

1) Nursing Process,
2) National League of Nursing Core Competencies of the ADN Nurse,
3) Quality and Safety in Nursing Education (QSEN) competencies,
4) National Patient Safety Goals,
5) Clinical Judgement, and
6) NCLEX-RN state board test blueprint

The CSLOs reflect the knowledge, skills, and attitude necessary of the graduate nurse upon entry level practice.  CSLOs are designed from simple to complex, moving from the first course of the program (NRSG210) to the last class of the program (NRSG242). Faculty design weekly learning activities and modules with SLOs in mind. Furthermore, the cumulative final exam in each course, map questions to each CSLO to capture quantitative data for outcomes.

CSLOs are leveled so that the graduate can meet the End of Program Student Learning Outcomes upon graduation (EPSLOs).  The EPSLOs are central to the same competencies and also frame a curriculum that supports diversity, culture, and inclusivity and prepares a graduate who is able to serve the healthcare needs of a culturally and ethnically diverse population, in a sensitive manner.  The EPSLOs reflect readiness for furthering one's education in a bachelor program of study to attain a Bachelor Degree in Nursing (BSN). The EPSLOS are:

1) The graduate will integrate physiological and psychosocial concepts, along with clinical judgment to apply nursing process and provide quality, safe, patient centered care.
2) The graduate will promote and maintain a safe environment by integrating current evidenced 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 attitudes required of the professional nurse, embracing lifelong learning to improve the quality of health care.

At the final exit course in the nursing program, Nursing 242, students participate in a number of assignments, clinical performance testing, and standardized examinations. Data from these examinations are aggregated to determine the level of achievement each EPSLO was met.  The standardized examinations are provided through KAPLAN Testing INC, a leading test prep company in nursing.   Their statisticians have formulated benchmark scores that determine the likelihood of a graduate passing NCLEX-RN state boards and demonstrating competency as a new graduate RN.  KAPLAN has published that students should score $\geq$ 60% in each category of their standardized exam.  Therefore, the program has adopted this as an expected level of achievement for EPSLOs:  "Graduates will score at or above 60% on each category of exit standardized exams, demonstrating achievement of EPSLOs".

The nursing faculty have a curriculum meeting every fourth Thursday of each month. In addition, the faculty also have an end of semester all day meeting (8 hours) in Fall and Spring.  In these meetings, teaching teams collect and aggregate CSLO data from their cumulative final exam questions that were mapped to each SLO.  The expected level of achievement (ELA) is that $\geq$75% of the class will get the item correct.  Questions/SLOs that are not scoring $\geq$ 75% are identified and discussed within the team and then with the faculty at whole.  The faculty attempt to identify any patterns or trends that may be showing consistently low or low across more than one course.

The scores for the standardized exams are also shared and faculty examine categories where senior students are scoring < 60%, not demonstrating mastery.

Example:  **EXIT STANDARDIZED EXAMINATIONS - MAY 2024 COHORT**

| Category Name | May 2024 % of Points Earned (earned/total points) |
|---|---|
| **ACCREDITATION CATEGORIES** | |
| Clinical Judgment | **70%** (4692/6673) |
| Communication | **65%** (1149/1759) |
| Cultural Diversity | **74%** (146/198) |
| Evidence-Based Practice | **76%** (2717/3560) |
| Health Promotion | **68%** (1165/1711) |
| Leadership | **71%** (2240/3168) |
| Legality and Ethics | **69%** (1020/1485) |
| Patient-Centered Care | **75%** (2521/3369) |
| Population Health | **94%** (31/33) |
| Safety | **73%** (1226/1678) |

| Category Name | May 2024<br>% of Points Earned (earned/total points) |
|---|---|
| **CLIENT NEED CATEGORY** | |
| Basic Care and Comfort | 73% (436/594) |
| Health Promotion and Maintenance | 71% (746/1056) |
| Management of Care | 70% (4198/5975) |
| Pharmacological/Parenteral Therapies | 71% (3556/5042) |
| Physiological Adaptation | 75% (3623/4832) |
| Psychosocial Integrity | 71% (1084/1530) |
| Reduction of Risk Potential | 71% (2796/3924) |
| Safety and Infection Control | 69% (642/924) |

| Category Name | May 2024<br>% of Points Earned (earned/total points) |
|---|---|
| **QSEN KSA COMPETENCIES** | |
| Evidence-Based Practice (EBP) | 75% (4370/5818) |
| Informatics | 62% (102/165) |
| Patient Centered Care | 71% (7191/10151) |
| Quality Improvement (QI) | 71% (328/462) |
| Safety | 69% (2557/3726) |
| Teamwork and Collaboration | 71% (2381/3345) |

| Category Name | May 2024 % of Points Earned (earned/total points) |
|---|---|
| **LEVEL OF DIFFICULTY** | |
| Making Nursing Judgments | **71%** (10290/14575) |
| Recalling/Recognizing Information | **69%** (695/1006) |
| Setting Priorities | **75%** (2440/3243) |
| Understanding Concepts | **72%** (3504/4843) |
| **NURSING PROCESS** | |
| Analysis | **77%** (1337/1730) |
| Assessment | **72%** (2122/2934) |
| Diagnose | **73%** (366/499) |
| Evaluation | **71%** (3233/4577) |
| Implementation | **70%** (5302/7620) |

The May 2024 graduating cohort **met all exit examination standards with a 60% or higher,** thus meeting the EPSLOs successfully. Ultimately, this cohort also **passed NCLEX-RN licensing exam on first attempt with 100% pass rate**. Thus, it appears that the expected level of achievement on exit examinations is reliable to predict future success on NCLEX-RN.

At the end of semester meetings, once the faculty have had ample discussion, if a CSLO or EOPSLO was not met well that semester, implementation plans are developed with all faculty input. Often a teaching team will redesign a learning module, add additional support materials, structure laboratory activities, etc. to assist the students in mastery. It is at these meetings, teaching teams enter their CSLO data into ELUMEN, document plans in meeting minutes, and we update program outcome data in our NURSING TEAM repository for accreditation reporting.

*2. Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.*

The nursing faculty discuss program outcomes, including course student learning outcomes and end program student learning outcomes at the end of year, all-day faculty meeting. The course SLOs for Nursing 212 and Nursing 220 have been discussed at length. Items that have been discussed at length are: course design, learning activities, leveled exam questions, test taking skills, critical thinking skills, students' soft skills, and English language learners. Both teaching teams have developed new learning activities and teaching strategies to put forth in our new concept based curriculum courses, launching Fall 2024 and Spring 2025. The program has partnered with KAPLAN and UWORLD to align support resources in their learning platforms with our courses, as well. In addition, embedded tutors, lecture tutors, and success coaches will be participating in bridging gaps. Lastly, the simulation center will be developing some unique simulations that are centered on interprofessional communication skills and other soft skill development for english language learners. The program will continue to assess and evaluate these outcomes.

# C. Curricular Course Review : Version by **Brooks, Kelli** on **03/12/2025 20:21**

*1. Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.*

At the time of our last program review, the faculty had made a decision to move forward in redesigning the curriculum to encompass a Concept Based Curriculum Model (CBC), reflective of current professional nursing practices and standards of care, reflective of current expectations for the entry level generalist nurse, and incorporating and emphasizing national patient safety measures (National Patient Safety Goals, Core Measures, Healthy People 2020, and QSEN measures). The faculty made a goal and then developed a timeline that would be utilized for all curriculum meetings in the upcoming academic year to research the CBC Model, consult with other programs who had moved / or were moving into a CBC Model, consult content experts in other states and through nursing education research, consult with publishers (Pearson and Elsevier), and to start to develop a new Mission, Philosophy, and Vision statement that would frame our new curriculum approach. This launched our curriculum discovery and research process.

In Fall 2018, Cerritos College joined 14 other ADN programs in the Los Angeles area in the "Regional Nursing Curriculum Consortium"(RNCC). These 14 programs committed to monthly taskforce meetings, whereas we developed a regionally common curriculum that was concept based. By reconstructing the ADN curriculum, reducing the number of nursing units in the ADN programs, and nurturing concurrent enrollment partnership with four-year programs, the RNCC was supporting the ADN to BSN academic progression mandate from the Institute of Medicine in their position paper in 2010 on the future of nursing. The RNCC completed the "common core CBC Curriculum" in early 2022. From there, nursing leadership at Cerritos College embarked on the first Major Curriculum Revision in nearly 25 years. Nursing leadership wrote all new nursing course outlines to set forth to the Cerritos College curriculum committee, the California State Chancellors office, and to the Board of Registered Nursing (BRN) for approval. The new proposed curriculum went through the Cerritos College curriculum committee in 2022-2023. Following approval, the BRN then approved the changes as well. The program then notified ACEN of the substantive change, to gain approval of ongoing accreditation. Following this, the nursing program developed a Teach Out Matrix to demonstrate how the current class cohorts would finish their program of study in the current curriculum and how the new incoming cohorts would be taught in the new courses. The Teach Out Matrix will take approximately 3 semesters to completely teach out and retire all new courses.

The program communicated with all interested parties (clinical agencies, advisory board, students) through the college catalog, meetings, and website communication. The nursing program launched its new curriculum courses in Fall 2024. The following "old curriculum" courses are being replaced with the "new curriculum" courses approved in 2022-2023. This changed the required nursing units from 45.5 to 36. The type of degree is no longer an "AA", but now as "AS". In addition, we have partnered with National University in a Concurrent Enrollment Pathway, whereas 12 qualified incoming students will be concurrently enrolled at National from day one of nursing school. They will complete an additional 3unit course each term towards their BSN.

| OLD CERRITOS CURRICULUM | NEW CERRITOS CURRICULUM |
|---|---|
| FIRST SEMESTER | FIRST SEMESTER |
| NRSG 210 | ADN210 |
| NRSG 212 | ADN215 |
| NRSG57LA | ADN200A |
| NRSG211 | AED42.25 |
| NRSG213A | National University - SOC350 |
| SECOND SEMESTER | SECOND SEMESTER |
| NRSG 220 | ADN220 |
| NRSG 222 | ADN225 |
| NRSG 213B | ADN200B |
| NRSG57LB | AED42.25 |
|  | National University - HTM 310 |
| THIRD SEMESTER | THIRD SEMESTER |
| NRSG 230 | ADN230 |
| NRSG 232 | ADN235 |
| NRSG57LC | ADN200C |
|  | AED42.25 |
|  | National University - BST 322 |
| FOURTH SEMESTER | FOURTH SEMESTER |
| NRSG 240 | ADN240 |
| NRSG 242 | ADN245 |
| NRSG57LD | AED42.25 |
|  | National University - Nrsg 303 |

With these new courses, incoming students beginning Fall 2024 will complete 36 nursing units + 30 general education units for a total Associate in Science of Nursing (ASN) Degree of 66 units. Students in the Concurrent Enrollment Pathway will have an additional 12 units completed towards their bachelors degree and will be able to take NCLEX and then seamlessly transition into National University post-licensure track to complete seven more course in 30 weeks for their bachelor of science degree in nursing.

Additional nursing support courses that are offered for Transfer and Advanced Placement students are:
1) NRSG 251 - Physical Assessment
2) HO 152 - Nutrition
3) NRSG 25/NRSG26 - Clinical Skills Workshop
4) NRSG 215 - Advanced Placement Bridge
5) NRSG 200 - Pharmacology
6) NRSG 3 - Preparing For Nursing
7) NRSG5 - Success In Nursing
8) NRSG 48T - Nursing Tutorial

All course outlines have been reviewed recently. Changes / updates have been made to the following course outlines n the past 12 months: NRSG 215, NRSG 200, NRSG 5.

**2. *Explain any course additions to current course offerings.***
The nursing program has undergone a Major Curriculum Revision with the addition of all new nursing courses (explained in question 1).
**3. *Explain any course deletions and inactivation's from current course offerings.***
As the new curriculum is "taught in" beginning Fall 2024, the old curriculum will be taught out. Those courses will then be "retired" and will no longer be published in the college catalog, nor offered.
The following courses will be retired and deleted accordingly:

| FALL 2024 |
|---|
| NRSG 210 |
| NRSG 212 |
| NRSG 211 |
| NRSG 213A |
| NRSG57LA |
| SPRING 2025 |
| NRSG 200 |
| NRSG 222 |
| NRSG 213B |
| NRSG57LB |

| FALL 2025 |
|---|
| NRSG 230 |
| NRSG 232 |
| NRSG 57LC |
| **SPRING 2026** |
| NRSG 240 |
| NRSG 242 |
| NRSG 57LD |

*4. Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:*
- *Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?*
- *How has degree and/or certificate completion changed over time?*
- *Are there sufficient completers compared with the size of your program?*

All nursing courses are consistently offered each semester. Nursing courses are sequenced and are prerequisites and/or corequisites to one another. Therefore, all courses are consistently enrolled, as students progress to the next course.
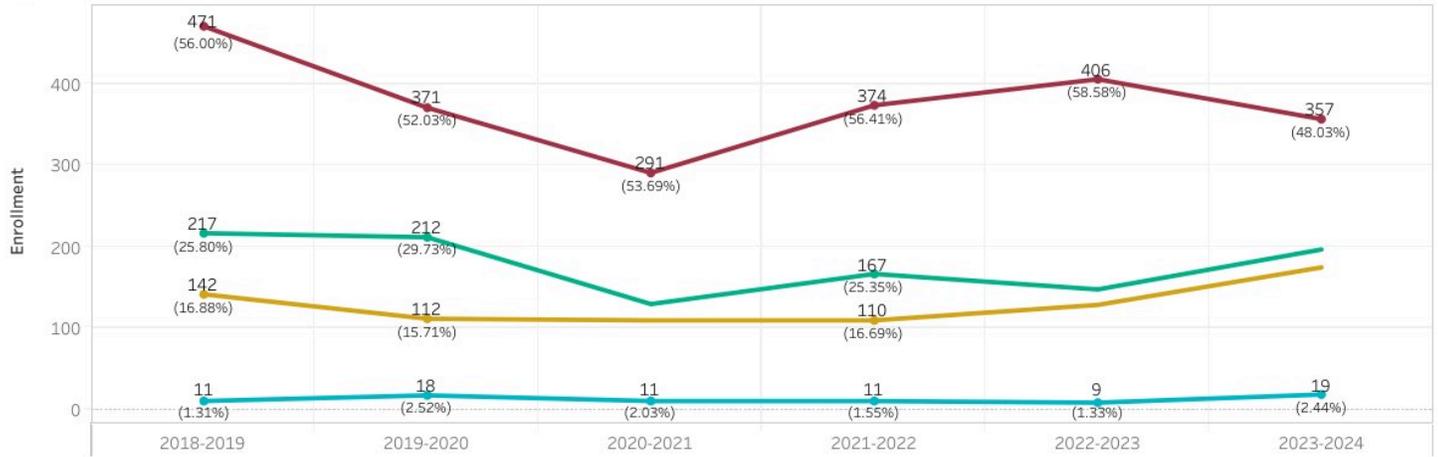
Success rates / completion rates in the last course of the program (NRSG242) have been excellent over the past 6 years. In 2019-2020, there were 74 total senior students and 74 graduated (100%). In 2020-2023, you see lower enrollment numbers due to COVID limitations. Therefore, 2020-2021, had 54/54 graduates (100% completion), 2021-2022 had 50/51 graduate (98% completion), 2022-2023 had 51/51 graduates (100% completion), and 2023-2024 had 57/57 graduates (100% completion). The program is on track to graduate 31 in Fall 2024 and 33 in Spring 2025 (64 this year).

Looking at the enrollment trends for the support courses necessary for Transfer students, LVN-RN Bridge students, and prospective nursing applicants to take to apply for the program, all courses have been offered in both FALL and SPRING terms each year. Many of these courses carry a lab component, therefore, during the pandemic, the course was cancelled if the lab could not be provided LIVE. So, there were some enrollment fluctuations during this 18 months.

In addition, NRSG 251, HO 152, NRSG 48T and NRSG25/26 have all been offered in the Summer sessions as well to allow flexibility for students needing these courses, to position them around work and family responsibilities. In addition, in Summer 2023, we relisted NRSG200 Pharmacology to allow Cerritos College pre-nursing students an option to take a 2.0unit PHARM course here on this campus, rather than taking it elsewhere and transferring the units in. Both summers, NRSG 200 has filled.
Here are the Enrollment Counts from FALL - SPRING - SUMMER:

# Enzyme Counts

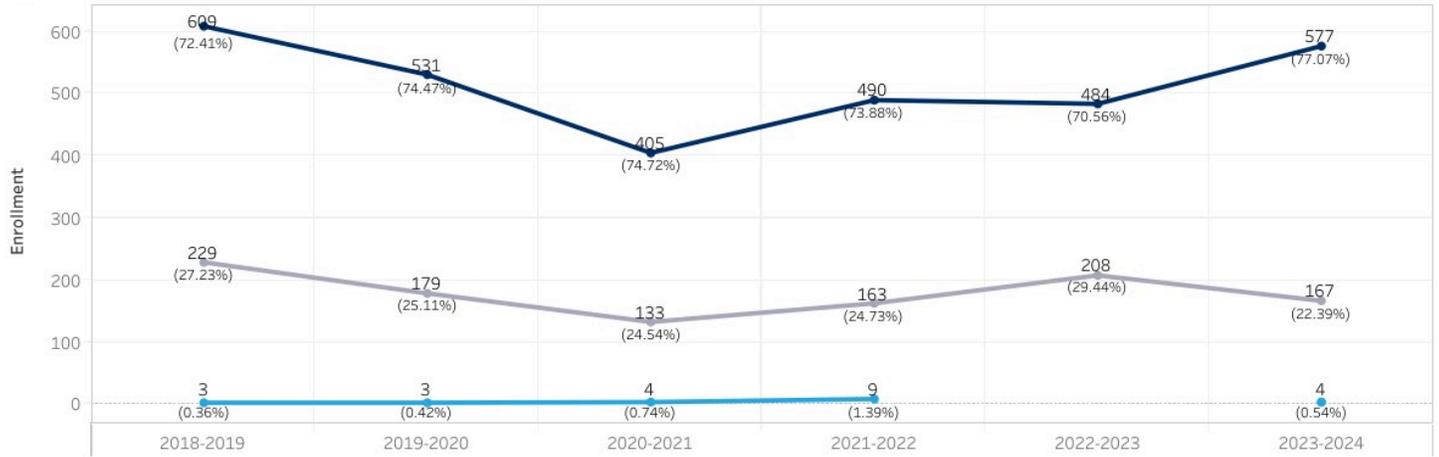

Population: All students

Legend: 20 - 24 (green), 25 - 34 (dark red), 35 - 49 (gold), 50 and over (teal)

Color scale: 1 — 49

| Division | Department | Subject | Course | Select Student At.. | 2018-2019 Academic Year | 2019-2020 Academic Year | 2020-2021 Academic Year | 2021-2022 Academic Year | 2022-2023 Academic Year | 2023-2024 Academic Year |
|---|---|---|---|---|---|---|---|---|---|---|
| Grand Total | | | | | 841 (100.00%) | 713 (100.00%) | 542 (100.00%) | 662 (100.00%) | 692 (100.00%) | 748 (100.00%) |
| Health Occupations | NRSG | NRSG | NRSG 210 | 20 - 24 | 31 (37.80%) | 30 (36.59%) | 17 (29.31%) | 20 (27.78%) | 19 (26.76%) | 29 (35.80%) |
| | | | | 25 - 34 | 38 (46.34%) | 38 (46.34%) | 31 (53.45%) | 41 (56.94%) | 35 (49.30%) | 32 (39.51%) |
| | | | | 35 - 49 | 13 (15.85%) | 12 (14.63%) | 10 (17.24%) | 11 (15.28%) | 16 (22.54%) | 17 (20.99%) |
| | | | | 50 and over | | 2 (2.44%) | | | 1 (1.41%) | 3 (3.70%) |
| | | | NRSG 211 | 20 - 24 | 26 (34.67%) | 28 (37.84%) | 8 (32.00%) | 20 (29.41%) | 19 (26.76%) | 29 (35.37%) |
| | | | | 25 - 34 | 36 (48.00%) | 34 (45.95%) | 14 (56.00%) | 37 (54.41%) | 35 (49.30%) | 33 (40.24%) |
| | | | | 35 - 49 | 13 (17.33%) | 10 (13.51%) | 3 (12.00%) | 11 (16.18%) | 16 (22.54%) | 17 (20.73%) |
| | | | | 50 and over | | 2 (2.70%) | | | 1 (1.41%) | 3 (3.66%) |
| | | | NRSG 212 | 20 - 24 | 30 (36.59%) | 14 (34.15%) | 19 (29.69%) | 21 (30.00%) | 20 (24.10%) | 32 (37.65%) |

# Enrollment Counts



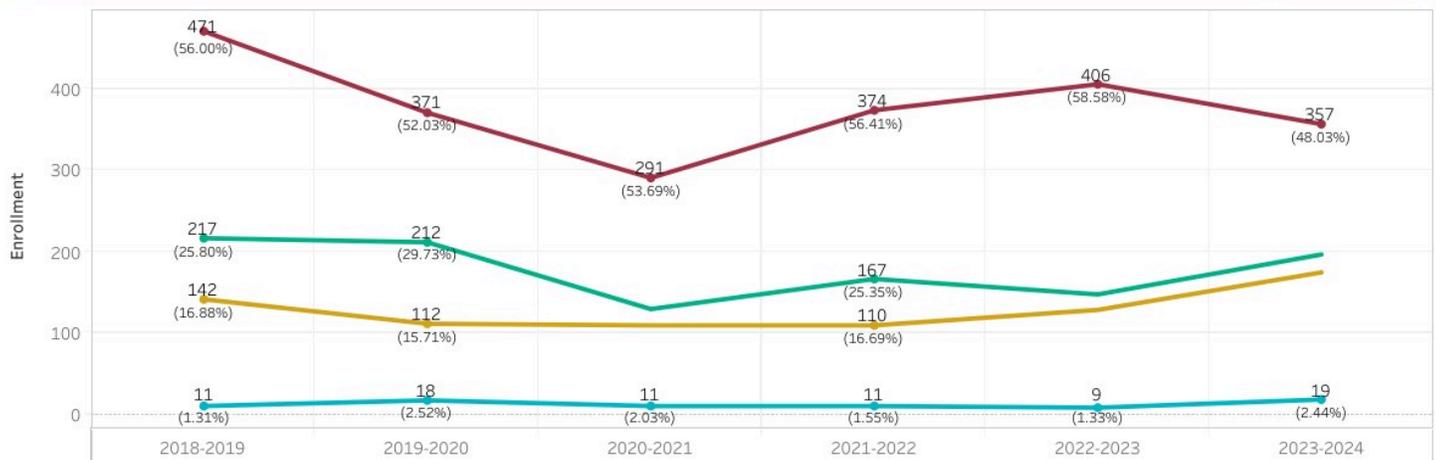**Population:** All students

■ Female  ■ Male  ■ Unknown

1 [■■■■] 65

| Division | Department | Subject | Course | Select Student At.. | 2018-2019 Academic Year | 2019-2020 Academic Year | 2020-2021 Academic Year | 2021-2022 Academic Year | 2022-2023 Academic Year | 2023-2024 Academic Year |
|---|---|---|---|---|---|---|---|---|---|---|
| **Grand Total** | | | | | **841** (100.00%) | **713** (100.00%) | **542** (100.00%) | **662** (100.00%) | **692** (100.00%) | **748** (100.00%) |
| Health Occupations | NRSG | NRSG | NRSG 210 | Female | 55 (67.07%) | 63 (76.83%) | 43 (74.14%) | 55 (76.39%) | 48 (67.61%) | 61 (75.31%) |
| | | | | Male | 27 (32.93%) | 18 (21.95%) | 14 (24.14%) | 16 (22.22%) | 23 (32.39%) | 19 (23.46%) |
| | | | | Unknown | | 1 (1.22%) | 1 (1.72%) | 1 (1.39%) | | 1 (1.23%) |
| | | | NRSG 211 | Female | 50 (66.67%) | 57 (77.03%) | 18 (72.00%) | 51 (75.00%) | 48 (67.61%) | 61 (74.39%) |
| | | | | Male | 25 (33.33%) | 16 (21.62%) | 7 (28.00%) | 16 (23.53%) | 23 (32.39%) | 20 (24.39%) |
| | | | | Unknown | | 1 (1.35%) | | 1 (1.47%) | | 1 (1.22%) |
| | | | NRSG 212 | Female | 57 (69.51%) | 32 (78.05%) | 48 (75.00%) | 53 (75.71%) | 56 (67.47%) | 65 (76.47%) |
| | | | | Male | 25 (30.49%) | 9 (21.95%) | 15 (23.44%) | 16 (22.86%) | 27 (32.53%) | 19 (22.35%) |
| | | | | Unknown | | | 1 (1.56%) | 1 (1.43%) | | 1 (1.18%) |

Population: All students

Legend: 20 - 24 | 25 - 34 | 35 - 49 | 50 and over    1 ▢ 49

| Division | Department | Subject | Course | Select Student At.. | 2018-2019 Academic Year | 2019-2020 Academic Year | 2020-2021 Academic Year | 2021-2022 Academic Year | 2022-2023 Academic Year | 2023-2024 Academic Year |
|---|---|---|---|---|---|---|---|---|---|---|
| Grand Total | | | | | 841 (100.00%) | 713 (100.00%) | 542 (100.00%) | 662 (100.00%) | 692 (100.00%) | 748 (100.00%) |
| Health Occupations | NRSG | NRSG | NRSG 210 | 20 - 24 | 31 (37.80%) | 30 (36.59%) | 17 (29.31%) | 20 (27.78%) | 19 (26.76%) | 29 (35.80%) |
| | | | | 25 - 34 | 38 (46.34%) | 38 (46.34%) | 31 (53.45%) | 41 (56.94%) | 35 (49.30%) | 32 (39.51%) |
| | | | | 35 - 49 | 13 (15.85%) | 12 (14.63%) | 10 (17.24%) | 11 (15.28%) | 16 (22.54%) | 17 (20.99%) |
| | | | | 50 and over | | 2 (2.44%) | | | 1 (1.41%) | 3 (3.70%) |
| | | | NRSG 211 | 20 - 24 | 26 (34.67%) | 28 (37.84%) | 8 (32.00%) | 20 (29.41%) | 19 (26.76%) | 29 (35.37%) |
| | | | | 25 - 34 | 36 (48.00%) | 34 (45.95%) | 14 (56.00%) | 37 (54.41%) | 35 (49.30%) | 33 (40.24%) |
| | | | | 35 - 49 | 13 (17.33%) | 10 (13.51%) | 3 (12.00%) | 11 (16.18%) | 16 (22.54%) | 17 (20.73%) |
| | | | | 50 and over | | 2 (2.70%) | | | 1 (1.41%) | 3 (3.66%) |
| | | | NRSG 212 | 20 - 24 | 30 (36.59%) | 14 (34.15%) | 19 (29.69%) | 21 (30.00%) | 20 (24.10%) | 32 (37.65%) |

**5. Are any licensure/certification exams required for program completion or career entry?**
- **If so, what is the pass rate among graduates?**
- **Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.**

Upon graduation from the nursing program, graduates apply to the California Board of Registered Nursing to take the NCLEX-RN Exam.   Passing NCLEX provides the graduate with a Registered Nurse license.   The National Council for State Boards (NCSBN) analyzes and changes the examination every three years to reflect current trends in the role of the RN.   When this exam adjustment 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 2016, again this April 2019, and then the new and improved  NEXTGEN NCLEX launched in April 2023.   The NEXT GEN Exam was built to challenge the test taker at a higher level of clinical reasoning.

The California Board of Registered Nursing requires program to maintain NCLEX pass rates > 75%.  Furthermore, our national accreditation with ACEN also requires this.  The Cerritos College nursing program has an expected level of achievement (ELA) set as: **"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. "**

At the time of our last program review in 2019, the nursing program had a five year pass rate average of 87.42%.   At that time, California ADN programs were averaging 84.32% and the national average for associate programs was 85.37%.
The program continued to prepare our graduates with high level thinking by incorporating more application and analysis level test questions on examinations in the 2nd year courses. We also developed high order thinking skills in unfolding case studies, clinical vignettes, SIMulation, and clinical performance examinations.   We also fully incorporated KAPLAN test prep integrated resources into our curriculum.   We also partnered with UWORLD test prep, through grant funding, to provide a 90day subscription NCLEX prep platform for students.   Through these targeted efforts, graduates' scores have shown improvements over the past five years, improving about 9% overall.  Whereas, most programs nationwide, experienced downward trajectories in their licensure pass rates during the pandemic, when programs leveraged new methodologies to impart lectures and to meet clinical objectives, Cerritos College's pass rates improved.

| NCLEX PASS RATES | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|---|---|---|---|---|---|
| CERRITOS COLLEGE | 86.49 | 94.37 | 94.12 | 92.4 | 97.5 | 100 |
| NATIONAL AVERAGE | 85.11 | 83.9 | 80.79 | 78.4 | 82.8 | 90.3 |

 We will continue to enrich our curriculum with methodologies and activities that challenge the students to apply higher level thinking, analyze findings, predict outcomes, prevent complications, draw conclusions, infer relationships, and develop clinical reasoning skills.   The nursing program adopted EXAM SOFT testing platform in 2023-2024 school year to provide all examinations.  This platform partners with the National Council of State Boards to supply nursing programs with a robust test bank that includes NEXT GEN questions, alternate format

questions, and unfolding case studies.   By embedding these into our examinations early on in the program, we can assist students to develop their clinical reasoning.  All of these efforts put forth will assist the program in maintaining strong licensure rates.


# Section 4. Program Reflection


## A. Six-Year Program Reflection : Version by **Brooks, Kelli** on **03/12/2025 20:24**

*1. Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.*

The nursing program has put forth great effort over the last six years to maintain strong enrollment, attract qualified applicants, and deliver a current, relevant, evidence based curriculum.  The program prides itself in conducting a program with a high standard of excellence and preparing competent graduates.  The program is invested in achieving strong outcomes as well.  With this, the program has made many moves forward in the areas of admission process, curriculum revision, SIMulation development, and program resources.

The COVID Pandemic changed many things.  The nursing program was not an exception to this.   With clinical displacements and distant education facing us in 2020, the nursing program had to swiftly change how nursing education was being delivered, without compromising competency in training.   Faculty have expended hundreds of hours in trainings and faculty development to learn new pedagogy and training and evaluation methodologies.  All nursing courses went ONLINE for a period of time, and when the pandemic settled and the campus and clinical sites reopened, the program was again thrust into a "new normal".  Nursing courses have stayed "hybrid" since the pandemic.  All clinical components have returned to live, direct patient care.   Lectures have taken a "hybrid" approach.   With many of our students juggling work schedules, families, childcare, and some commuting upwards to 60 miles to come to campus, the program has found that stacking lecture hours on one day a week, versus two separate days was more student centered.  In addition, some lecture material is asynchronous, some live, and some remote on ZOOM.  The variety of modalities has allowed some necessary flexibility for students, as well. All faculty have received on-line certifications to teach and all nursing courses have received distant education approval.

Some clinical sites were lost in the pandemic.  Others that we continued with changed many requirements, including faculty:student ratios and vaccination requirements.  Due to vaccination mandates, there have been some students who have had to withdraw from the program, as they do not meet the mandates.   Furthermore, with the change in ratios, the program has had to schedule more clinical sections per course, which has caused us to seek more clinical sites and more faculty.

Enrollment and completion rates were affected during the pandemic, as the program focused on trying to complete the currently enrolled students.  One semester, no additional cohort was admitted into first semester.   Since late 2021, the program has worked on stabilizing and increasing enrollment back to BRN approved numbers - 50 students /semester.  In 2023 and into 2024, the program has been able to get back to full enrollment.   Since Spring 2020, the program has completed and licensed 252 graduates.

In Spring 2019, the program moved to a Multi-Selective Criterion Process application.   This application process has shifted the ethnicity demographic of the program slightly, with fewer Hispanic enrollments and more Asian and Caucasian enrollments.   However, Hispanic students are completing the program at a higher percentage.  As the program continues to look at success patterns between "point admissions" and "lottery admissions", the program will determine if any changes to the admission process need to take place.

In 2022, the program amped up its orientation process for all students, including a 2-day in person event.  This robust orientation is designed to ensure that students have a realistic understanding of their commitment in the program. The program also continues to use grant funding to provide full wrap around support services for all students. Even with this, there are a number of students who struggle with the rigor, stress, and performance anxiety that is innate to the program.  There are still a number of student withdraws for "nursing not for me" or "anxiety".    The program will continue to strive for an "on time" completion rate of 60% and an overall attrition rate <15%.

*2. What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?*

Success rates / completion rates in the last course of the program (NRSG242) have been excellent over the past 6 years.  In 2018-2019, there were 72 total senior students and 72 graduated (100%); 2019-2020, there were 74 total senior students and 74 graduated (100%); 2020-2023, you see lower enrollment numbers due to COVID limitations.   Therefore, 2020-2021, we had 54/54 graduates (100% completion); 2021-2022 had 50/51 graduate (98% completion); 2022-2023 had 51/51 graduates (100% completion); and 2023-2024 had 57/57 graduates (100% completion).   The program is on track to graduate 31 in Fall 2024 and 32 in Spring 2025 (62 this year). Since Spring 2020, the program has completed and licensed 252 graduates.

The nursing program embarked on an Academic - Workforce Partnership with PIH Health that began this Fall 2024.  PIH Health was allotted 10 extra admission slots into the first semester cohort (of fully qualified students), and in exchange, PIH has provided a full-time faculty member on full release to the nursing program for two years and will provide more clinical sites for the program.  This partnership allows the program to increase enrollment by one cohort size (10students).

Currently, the nursing program receives the Chancellors Office Grant for Retention and Completion.  In the next couple of years, the program will strive to maintain attrition rates < 15% and then apply for the Chancellors Office Grant for Growth Enrollment.  If approved, this grant will support faculty and clerical positions to support the increased enrollment.

*3. Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?*

The major event that affected the functions of the program were the COVID pandemic.  This has been discussed above.

In addition, the program has had two full-time faculty members reduce their workload to 80%, heading into retirement. Also, a few adjunct faculty members left the field of nursing during the pandemic.  This has affected staffing and has increased the need for adjunct members.

In addition, the program suffered some hard losses.  In May of 2022, adjunct faculty Eric Christensen was killed in a car accident.   He was an alumni to our program and was teaching adjunct Medical-Surgical nursing courses.   This was a hard hit.

Then, on October 24th, 2023, full time faculty member, Jude Moreno, suddenly collapsed and died at home that morning.  This loss has devastated our program: faculty, students, and staff.  The 2023-2024 school year found us in immense grief, with a huge void/loss in the teaching teams of the second year of our program.  The program was approved and able to hire a short term sub in March 2024 that will terminate in May 2025.

However, with the enrollment increasing, the new curriculum teaching in, two full time faculty on reduced load, adjunct members wavering in employment, and then sudden deaths, the existing faculty have carried overload and adjunct faculty have been maximized to 67% to cover courses and clinicals.  The two full time faculty on reduced load will probably retire within the next year.  This will leave the program with 4 FT positions to be replaced, to support enrollment.

*4. Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.*

As stated prior, the nursing faculty have taken a deep dive into robust faculty development and trainings in Online Pedagogy, Concept Based Curriculum Models, Clinical Judgement/Reasoning Models for Clinical Training, NEXTGEN  NCLEX item writing, as well as staying up to date on nursing knowledge and skills that are ever-changing in the healthcare world.

Nursing leadership stay well informed on mandates and trends in nursing education and legislature through attending monthly meetings with the Collaboration of Associate Degree in Nursing (COADN) deans and directors.  They also attend the Fall and the Spring  COADN / CACN Joint Conferences with the BRN.  In addition, the program participates in advisory

meetings in Fall and in Spring and also attend monthly consortium meetings with the Orange County/Long Beach Consortium.

Since 2020, two full time faculty members and two adjunct faculty members have been honored at the Outstanding Annual Faculty Awards on campus.    Simulation Specialist, Rachel Hively, became a member of two professional organizations for Simulation in Nursing and also become certified as a national healthcare simulation specialist (CHSE).    Furthermore, one full time faculty member completed a doctorate in higher education and have become certified in two practice specialty areas.    Lastly, two full time faculty became certified as certified nurse educators through the National League of Nursing.

The nursing program also continues to seek and foster partnerships in academia and in practice.  We work closely with four-year schools to provide dual and concurrent enrollment pathways.  And as of Fall 2024, we have entered into an academia-practice partnership with PIH Health, as discussed in another area.  Also in Fall 2024, we began our first cohort of 10 Concurrent Enrollment Pathway students with National University.   These students took nine units with the Cerritos Nursing Program and concurrently were enrolled in 3 units with National University.   These students will continue this pathway, completing their Associate Degree, as well as 12 units towards their bachelors degree, and seamlessly continue with National University, to complete their bachelors in nursing within eight months after completing Cerritos.

### 5. Provide a status update on goals from the last program review cycle.
The last IPR report was in Spring 2019.   In that report, the program had set some lofty goals, discussed here:

1) Maintain Full Approval with BRN site visit in Spring 2021 and Full Accreditation with ACEN visit September 2021. -  **Completed and Achieved**
2) Student Support Services -  program will apply for and receive ongoing grant funding through the Chancellors Office -  **Completed and Achieved.**  Program has continued to receive annual funding from the Chancellors Office.  In addition, the program applied for and receive $480,000 from HCAI Song Brown Grant in Spring 2022.
3) Change the Admission Process and Application to reflect the Multi-Selective Criterion approved by the Chancellors Office -  **Completed and Achieved.**
4)  Major Curriculum Revision -  investigate, research, and develop a new CBC curriculum, reducing the nursing units to 36 and incorporating a concurrent enrollment pathway for advanced students to start their BSN.  -  **Completed and Achieved.**
5) Maintain and equip the Skills Lab and Simulation Center with state of the art equipment to maintain community standards for training.  - **Completed and Achieved.**  The department has applied for PERKINS and Strong Workforce money annually to purchase nearly a million dollars worth of mannequins and equipment since 2020.
6) Hire a Full Time Simulation Specialist to fully staff and run the SIM Center -  **Completed and Achieved**.   In addition, the department has funded two part time registered nurses as Instructional Assistants in the SIM Lab to assist with set ups, executions, filming, debriefing, and evaluation process.
7) Maintain and provide Dual Enrollment Pathways for students to get a "head start" on their BSN coursework. -  **Completed and Achieved**.
8) Maintain a Systematic Program Evaluation calendar to effectively evaluate all areas of the program ongoing:  CSLOs, PSLOs, Completion Rates, Licensure Rates, Job Placement Rates, Student Resources, Faculty Qualifications.  -  **Completed and Ongoing.**

In addition to the goals above, at the BRN site visit in 2021, it was found that the program needed additional resources in the form of clerical assistance for the functions of the program.  The site visitors advocated for positions to assist the Director with application reviews and also a Clinical Coordinator to assist in vetting new clinical sites and contracts.
The program wrote for this in the SWF application 2022 and fund (3) additional positions through Strong Workforce funding to assist the program in its internal processes and efficiency: (2) Application Screening Assistants and (1) Clinical Coordinator.

The Clinical Coordinator has now been funded full time through the district budget.
The department will  continue to seek for the Application Specialists to be funded as well.

### 6. If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?
As discussed in #5 above, the program has been able to purchase mannequins, monitors, AV equipment, nursing supplies, attachable trainers, beds, bassinets, etc. through the monies provided through Strong Workforce application process.  The program has also benefitted from the hiring of SIM Instructional Assistants for full execution of a SIM program in every course of the program.  We will continue to strive for physical growth (new building) for Simulation, enhanced staffing, technological support, and diverse equipment for training.

The Clinical Coordinator  (CC) has been able to organize, trend, and renew all clinical contracts for clinical sites used by the program.  In addition, she is actively seeking and vetting new sites as well.  Seeking new relationships takes a great deal of follow through and nurturing, via phone calls, emails, and site visits.  The CC assists in this work.

When the Director and Assistant Directors were screening applications (~600) every application cycle, it was taking upwards to 150 hours to complete.   Therefore, the applications would take nearly 8 weeks to complete.  Selections were made and acceptance letters were sent in the second to third week of June.   With the addition of the Application Specialists, the applications are screened in one month.  The program is able to then make selections and send out acceptance letters by late April, 6-7 weeks earlier than normal.  This is allowing Cerritos to capture the highly qualified applicants before they are committing to other programs in the area.

Grant monies have allowed the program to assist students with book purchases, learning resources, a case manager, clinical assistants, lecture tutors, clinical tutors, and success coaches.  Monies has gone towards NCLEX preparation for our graduates.   Monies has also gone towards hiring an expert consultant to guide our faculty in curriculum transitions.  These resources assist the program in aiding ALL students, making for a more equitable experience for all.    The program currently manages (3) grants, as well as Perkins and Strong Workforce funding.  The program will search for additional grant opportunities and projects, but will seek a Program Assistant to manage these grants closely with budget, organizing, hiring, and reporting, that is necessary.

Lastly, the inclusion of the Embedded Tutors (ETs) in the past year have been an incredible asset to the program as well. The ETs provide a sense of leadership and mentorship for first year students and students who transfer into the program and may need a bit of support.   The feedback from students has been very positive.

The program is currently gathering data points to analyze the impact that these efforts have had on success patterns.

# Section 5. Program Goals and Resource Requests

## A. Six-Year Program Goals and Resource Requests