Santa Rosa Junior College
Program Resource Planning Process

Nursing RN 2017

1.1a Mission

The mission of the Santa Rosa Junior College Associate Degree Nursing Program is to educate nursing students for safe nursing practice, demonstrating attributes that are culturally sensitive, competent, and professional. Graduates are prepared to work in a variety of health care settings and to be effective leaders.

In order to fulfill this mission, the Santa Rosa Junior College ADN faculty strives to:

1. Recruit well-qualified students with diverse socio-cultural backgrounds.

2. Provide a variety of learning opportunities and clinical settings to apply theoretical knowledge, demonstrate patient centered care, safe practice, critical thinking, and problem solving skills.

3. Use Evidence Based Practice research and principles to promote student learning, growth, and development in nursing practice.

4. Role model professionalism, patient centered care, safe and competent nursing practice, ethical behavior, multiculturalism, and nursing leadership.

Approved October, 2011

1.1b Mission Alignment

The Santa Rosa Junior College mission is:

SRJC passionately cultivates learning through the creative, intellectual, physical, social, emotional, aesthetic and ethical development of our diverse community.

• We focus on student learning by preparing students for transfer; by providing responsive career and technical education; and by improving students' foundational skills.
• We provide a comprehensive range of student development programs and services that support student success and enrich student lives.
• We support the economic vitality, social equity and environmental stewardship of our region.

• We promote personal and professional growth and cultivate joy at work and in lifelong learning.
• We foster critical and reflective civic engagement and thoughtful participation in diverse local and global communities.
• We regularly assess, self-reflect, adapt, and continuously improve.

The ADN program mission statement aligns with the SRJC mission on many levels. The ADN program prepares students for transfer to obtain a bachelors degree in nursing and also provides career training that allows students to immediately enter the nursing workforce upon graduation. Additionally, the ADN program supports economic vitality by providing career training that is needed in our community. ADN faculty regularly assess our performance by monitoring NCLEX pass rates, evaluating student learning outcomes, and seeking information from our community partners about the efficacy of the program and quality of our graduates.

The ADN program is aligned with each of the Santa Rosa Junior College strategic planning goals but most notably with goals A-C. First, the program is focused on student success and creates opportunities for students to achieve both academic and personal growth. The nursing program has a very high retention and completion rate, which is facilitated by the use of a case manager for at risk students and dedicated nursing tutoring. The case manager is knowledgable about resources available on campus to support students and address barriers to success. Faculty in the ADN program provide effective and relevant education based on a core value of excellence in teaching, learning, and nursing. The program serves our diverse community by recruiting and retaining students from diverse socioeconomic, ethnic, cultural, and religious backgrounds. Cultural competency, respect for others, and compassionate care are embedded throughout the nursing curriculum.

The ADN program has been able to support the strategic planning goals of developing financial resources and advancing facilities and technology by applying for and receiving annual enrollment growth grants. In 2013/2014 the ADN program was awarded a total of $363,500 that was used to pay faculty salaries, upgrade instructional equipment, and support the cost of case management/tutoring. Grant funding was used to upgrade the entire skills lab with new multimedia and computer equipment. This upgraded equipment provides all Health Sciences students with improved learning opportunities. Grant funding was also used to purchase a new high fidelity simulation manikin that is used facilitate high risk student learning in Maternal Child Nursing.

1.1c Description

The Associate Degree Nursing program is a four semester program that is 24.5 units of theory and 23.5 units of lab practice on campus and in clinical settings (four 12 unit courses). Students also take 32 units of nursing prerequisite courses and associate degree general education courses.

The VN to ADN program is a three semester program that includes two "bridge courses" that address professional nursing practice (NR74.1) and psychiatric nursing (NR74.2). The bridge courses are a total of 5.5 units. NR74.2 can be completed by examination is the Vocational Nurse has completed psychiatric nursing in their VN program. Students that complete the

bridge courses enter the ADN program in the second year and complete an additional 12 units of theory and 12 units of lab/clinical practice.

Both programs are approved by the California Board of Registered Nursing requirements for basic entry to nursing and all graduates are qualified to sit for the national licensure examination (NCLEX-RN) to become a registered nurse.

1.1d Hours of Office Operation and Service by Location

The program conducts lectures on various days/times, Monday through Friday, 7:30 am to 6:00 pm and clinical courses may be on Tuesday/ Wednesday, Saturday/Sunday or Sunday/Monday. The times for hospital clinicals may be from 6:30 am to 3:00 pm and 1pm to 10:00 pm. The health science administrative office is open Monday –Friday, 8:30 am to 5:00 pm.

1.2 Program/Unit Context and Environmental Scan

Current Program Data

The ADN program at SRJC is one of the most sought after degrees on campus. In the 2014 application period, there were 303 applications for admission to the ADN program.   For the AS degrees awarded by program, we have been in the top five on campus for several years. Our program attracts students from all over California with many applicants who have already achieved baccalaureate degrees from the CSU and UC systems.

Our program has a very low attrition rate (consistently less than 5%) and solid national nursing boards pass rate (NCLEX-RN) at 88.7% (State average attrition rate is 12.3% for all program types and 14% for ADN programs; NCLEX-RN first time pass rate average for ADN programs was 88.8% in 2012/2013).

The looming nursing shortage with high paying entry level jobs results in high demand for the nursing program. Students seeking admission to our program take a wide variety of general education and science courses that support other campus departments as well. Our successful degree completion rate coupled with the large numbers of students support the mission of the college to provide quality education. This is one of the most popular and successful programs on this campus.

Trends Impacting the Program

According to the Bureau of Labor Statistics' Employment Projections 2010-2020 released in February 2012, the Registered Nursing workforce is the top occupation in terms of job growth through 2020. It is expected that the number of employed nurses will grow from 2.74 million in 2010 to 3.45 million in 2020, an increase of 712,000 or 26%. The projections further explain the need for 495,500 replacements in the nursing workforce bringing the total number of job

opening for nurses due to growth and replacements to 1.2 million by 2020. Please see
http://www.bls.gov/news.release/ecopro.t06.htm

One variable that will impact nursing education is the Affordable Care and Patient Protection Act. With the current health care reform there are changes that are expected to happen with the roles and responsibilities of nurses including a shift from inpatient nursing care to community based and preventative care. As the Board of Registered Nursing responds to these changes the program may have opportunities to provide more community based clinical experiences. This is further supported by a recent study conducted by Auerbach and colleagues (2015) that indicates a shift in practice settings for Associate Degree in Nursing graduates towards out of hospital settings. For more information please see:
http://www.nursingeconomics.net/ce/2017/article33010835.pdf

The Institute of Medicine released a report in 2010 called *The Future of Nursing: Leading Change, Advancing Health* which is available in full at: http://www.nap.edu/catalog/12956.htm. One key message from the IOM report was a call for transformation of nursing education. Nursing education is to provide better understanding of and experience in care management, quality improvement methods, systems-level change management, and reconceptualization of roles of nurses in a reformed health care system. Additionally, there is a major move in nursing education to incorporate the Quality and Safety Education for Nursing (QSEN) competencies into curriculum, which has necessitated a major curriculum revision in the ADN program that will be implemented in fall 2015. Further, the IOM report called for increasing the number of baccalaureate-prepared nurses in the workforce to 80% and doubling the number of nurses with a doctoral degree. To increase opportunities for our students to continue on for BSN degree we have partnered with Sonoma State University and have a transfer agreement that allows SRJC student to concurrently enroll in Sonoma State University nursing courses and complete their BSN within one year following ADN graduation. We are also currently in negotiations with other for profit schools to develop streamlined articulation agreements that allow our students to complete a BSN within 18 months with no more than 40 additional semester units being required for degree completion.

Senate Bill (SB 850) was implemented this year to allow pilot programs for baccalaureate degrees in the community college; however, BSN programs were specifically not allowed. This is unfortunate and will require community colleges to continue to seek collaborative strategies for facilitating continued education of our graduates. One possible approach would be to partner with a four year school to offer a BSN with classes on our campus.

Barriers and Challenges

Barriers that we face in answering the call/mandates to transform nursing education and meet the future labor market demands at SRJC include:

- insufficient numbers of qualified faculty at the MSN level, which limits our ability to qualify for ACEN accreditation
- ongoing challenges with finding qualified faculty to staff Saturday/Sunday clinical rotations

- insufficient clinical placements, we are currently stretched to capacity with clinical site availability and would not be able to expand enrollment
- limited and insufficient teaching technologies and faculty training/support to facilitate e-learning and online testing
- limited simulation and skills lab space
- limited space for large lecture classes
- insufficient funding for technology needs
- high adjunct to full time faculty ratio. The program has a small pool of full time faculty, which makes completing curriculum revisions and completing college business like SLO assessment and adjunct faculty evaluations difficult to complete

2.1a Budget Needs

Our budget is used effectively, yet in the 4000s, we often go over budget due to that category not being increased even though our student numbers increased. The increase in student enrollment has increased the use of supplies such as skill lab linen and soap.   We have been fortunate to have grant funding to support increased enrollment; however, most of the grant funding has been allocated to staff salaries and equipment needs. We are requesting an increase in budget for the 4000s of $2,000.

The ADN program needs additional support is in the 5000s. Currently the budget includes $255 for Director transportation. This is not adequate to cover the cost of traveling to required meetings. The ADN Director attends four statewide meetings each year with a transportation cost of approximately $2,500.

Additionally, we need funding in the 5000s to manage the equipment in the skills lab. We have 17 hospital beds and eight smart pumps that require ongoing maintenance work and repairs. During this fiscal year, we estimate that maintenace and repair costs will be approximately $6,000. If this equipment is not maintained, students in all Health Sciences programs will be unable to meet their learning outcomes.

Santa Rosa Junior College - Program Unit Review
Nursing RN - FY 2015-16

2.1 Fiscal Year Expenditures

Santa Rosa Campus

Expenditure Category	Unrestricted Funds	Change from 2014-15	Restricted Funds	Change from 2014-15	Total	Change from 2014-15
Faculty payroll	$715,929.51	2.57%	$0.00	0.00%	$715,929.51	2.57%
Adjunct payroll	$695,844.34	-2.24%	$0.00	0.00%	$695,844.34	-2.24%
Classified payroll	$95,285.61	14.16%	$0.00	0.00%	$95,285.61	14.16%
STNC payroll	$2,503.78	0.00%	$0.00	0.00%	$2,503.78	0.00%
Student payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Management payroll (and Dept Chairs)	$132,779.52	3.49%	$0.00	0.00%	$132,779.52	3.49%

Benefits (3000's)	$401,424.01	12.81%	$0.00	0.00%	$401,424.01	12.81%
Supplies (4000's)	$6,898.46	-17.14%	$0.00	0.00%	$6,898.46	-17.14%
Services (5000's)	$984.57	-35.79%	$0.00	0.00%	$984.57	-35.79%
Equipment (6000's)	$0.00	0.00%	$75,081.33	>1000%	$75,081.33	>1000%
Total Expenditures	**$2,051,649.80**	**3.24%**	**$75,081.33**	**>1000%**	**$2,126,731.13**	**6.73%**

Petaluma Campus (Includes Rohnert Park and Sonoma)

Expenditure Category	Unrestricted Funds	Change from 2014-15	Restricted Funds	Change from 2014-15	Total	Change from 2014-15
Faculty payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Adjunct payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Classified payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
STNC payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Student payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Management payroll (and Dept Chairs)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Benefits (3000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Supplies (4000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Services (5000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Equipment (6000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Total Expenditures	**$0.00**	**0.00%**	**$0.00**	**0.00%**	**$0.00**	**0.00%**

Other Locations (Includes the PSTC, Windsor, and other locations)

Expenditure Category	Unrestricted Funds	Change from 2014-15	Restricted Funds	Change from 2014-15	Total	Change from 2014-15
Faculty payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Adjunct payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Classified payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
STNC payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Student payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Management payroll (and Dept Chairs)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Benefits (3000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Supplies (4000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Services (5000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Equipment (6000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Total Expenditures	**$0.00**	**0.00%**	**$0.00**	**0.00%**	**$0.00**	**0.00%**

Expenditure Totals

Expenditure Category	Amount	Change from 2014-15	District Total	% of District Total
Total Expenditures	$2,126,731.13	6.73%	$142,812,136.74	1.49%
Total Faculty Payroll	$1,411,773.85	0.14%	$46,486,773.56	3.04%
Total Classified Payroll	$95,285.61	14.16%	$22,009,293.41	0.43%
Total Management Payroll	$132,779.52	3.49%	$9,770,442.32	1.36%
Total Salary/Benefits Costs	$2,043,766.77	3.36%	$102,858,006.58	1.99%
Total Non-Personnel Costs	$82,964.36	442.10%	$16,325,691.74	0.51%

2.2 Fiscal Year Employee Data and Calculations

Employee Head Counts

Employee Category	Count	Change from 2014-15	District Total	% of District Total
Contract Faculty	9	-10.00%	306	2.94%
Adjunct Faculty	79	9.72%	1389	5.69%
Classified Staff	3	50.00%	541	0.55%
STNC Workers	1	0.00%	609	0.16%
Student Workers	0	0.00%	616	0.00%
Mgmt/Admin/Dept Chair	1	0.00%	176	0.57%

Employee FTE Totals

FTE Category	FTE	Change from 2014-15	District Total	% of District Total
FTE-F - Faculty	13.8653	-7.34%	743.0476	1.87%
FTE-CF - Contract Faculty	8.8653	-11.03%	303.3500	2.92%
FTE-AF - Adjunct Faculty	5.0000	0.00%	439.6976	1.14%
FTE-C - Classified	2.0000	33.33%	450.7804	0.44%
FTE-ST - STNC	0.0550	0.00%	89.9729	0.06%
FTE-SS - Support Staff	2.0550	37.00%	714.9341	0.29%
FTE-SW - Student Workers	0.0000	0.00%	174.1808	0.00%
FTE-M - Management	1.0000	0.00%	128.9297	0.78%
FTE-DC - Department Chairs	0.0000	0.00%	50.0000	0.00%

Student Data

Data Element	Value	Change from 2014-15	District Total	% of District Total
FTES-CR - Credit	363.5733	3.24%	15431.0806	2.36%
FTES-NC - Non-Credit	0.0000	0.00%	2170.0038	0.00%
FTES - combined	363.5733	3.24%	17601.0844	2.07%
Students Enrolled/Served	230	-51.06%	30000	0.77%

Calculations

Data Element	Value	Change from 2014-15	District Total	% of District Total
FTE-S : FTE-F	26.2218	11.42%	23.6877	110.70%
FTE-AF : FTE-CF	0.5640	12.39%	1.4495	38.91%
FTE-F : FTE-SS	6.7471	-32.37%	1.0393	649.19%
FTE-F : FTE-M	13.8653	-7.34%	5.7632	240.58%
FTE-SS : FTE-M	2.0550	37.00%	5.5451	37.06%
FTE-ST : FTE-C	0.0275	0.00%	0.1996	13.78%
Average Faculty Salary per FTE-F	$101,820.65	8.08%	$62,562.31	162.75%
Average Classified Salary per FTE-C	$47,642.81	-14.38%	$48,824.87	97.58%
Average Management Salary per FTE-M	$132,779.52	3.49%	$75,781.16	175.21%
Salary/Benefit costs as a % of total budget	96.10%	-3.16%	72.02%	133.43%
Non-Personnel $ as a % of total budget	3.90%	407.94%	11.43%	34.12%
Restricted Funds as a % of total budget	3.53%	>1000%	16.55%	21.34%
Total Unit Cost per FTE-F	$153,385.15	15.18%	$192,197.83	79.81%
Total Unit Cost per FTE-C	$1,063,365.57	-19.96%	$316,810.88	335.65%
Total Unit Cost per FTE-M	$2,126,731.13	6.73%	$1,107,674.47	192.00%
Total Unit Cost per FTE-S	$5,849.52	3.38%	$8,113.83	72.09%
Total Unit Cost per student served/enrolled	$9,246.66	118.09%	$4,760.40	194.24%

Santa Rosa Junior College – Program Unit Review

Nursing RN - FY 2015-16

2.2a Classified Positions Employees paid from a Classified OBJECT code

Name Last	First	Position	Hours	FTE
Christensen	Andreas	Administrative Assistant II	0.00	0.5000
Green	Donna	Admissions & Records Evaluation Specialist II	0.00	1.0000
Kennedy	Mary	Lab Asst SR/Health Sciences	0.00	0.5000
Totals			**0.00**	**2.0000**

Santa Rosa Junior College - Program Unit Review
Nursing RN - FY 2015-16

2.2b Management/Confidential Positions Employees paid from a Management/Confidential OBJECT code

Name Last	First	Position	Hours	FTE
Valdez	Anna	ADN Director	0.00	1.0000
Totals			**0.00**	**1.0000**

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale

2.2a Current Classifed Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Lab Assistant, Senior	40.00	12.00	Manages the daily flow of the skills and simulation labs. Ensures that the facilities and equipment are maintained and that infection control processes are followed. Responsible for lab safety, set up of supplies, clean up, and ordering of supplies and equipment. This is a shared position paid for 50% (20 hours per week) out of the ADN budget using grant funds.
Admissions and Records Technician III	40.00	12.00	Review applications for ADN program - 303 this year; manages all student compliance issues and records; assists the Director with regulatory reports on an annual basis.
Administrative Assistant II	40.00	12.00	Assist with administrative tasks in the ADN program including time cards, PAFS, evaluations, grant management, meetings, budget, etc.
	0.00	0.00	

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Associate Dean, Nursing	40.00	12.00	Oversees 85 faculty assignments and 240 students for ADN program. Manages ADN program budget and grant funds and activities. Oversees the operations of the HS skills lab. Responsible for VN amd CNA programs beginning in Fall 2017.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties

2.2d Adequacy and Effectiveness of Staffing

Overall, classified and management staffing in the ADN program are adequate to meet our needs, with one exception. Our current lab assistant position is 11 months. When this position was created there were minimal courses being taught in the summer that required use of the skills lab. With increased enrollments during the summer we need this position to be 12 months. While ADN students do not routinely use the lab in the summer, we do use it for student remediation and there is significant work that must be done on equipment maintenance, supply ordering, and preparation for fall. This work has fallen to the Associate Dean of Nursing who can no longer support this need. The Associate Dean of Nursing will be responsible for VN and CNA in the fall. This increases her workload in the summer. Additionally, with increased use fo the lab in the summer for CNA testing it is critical that the lab assistant senior position is increased to 12 months. A requisition was entered in NEOGOV requesting this increase in coverage.

Currently, there are no unfilled classified or management vacancies for the ADN program.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type

2.3a Current Contract Faculty Positions

Position	Description
Contract Faculty	Med-Surg instructor, Coordinates NR75C Med/Surg course. Coordinator for VN-LVN program. Responsible for technology and informatics training in ADN program.
Contract Faculty	Med/Surg instructor, Coordinator of NR 75D Advanced Med/Surg
Contract Faculty	Med-Surg instructor. Coordinator for NR 75B course and Chair of the Readmission Committee
Contract Faculty	Med/Surg/Fundamentals faculty. Teaches theory and clinical in the hospital.
Contract Faculty	Maternal/Child faculty and coordinator of maternal/ child portion of NR 75C. Coordinator for Maternal child human simulation lab. Also serves as the Student Success Coordinator for the program.
Contract Faculty	Faculty for med/surg and fundamentals. Coordinator for NR 75.1A course. Chair Scholarship committee. Faculty Advisor for student nursing association organization. Also, serves as the Asst. Director of the ADN program.
Contract Faculty	Mental Health instructor/ Coordinator for NR 75B mental health nursing.
Contract Faculty	Med/Surg Faculty position, teaches theory and clinical lab in hospital.
Contract Faculty	Med/Surg faculty position, teaches theory, lab and clinical. Simulation lab coordinator.
Contract Faculty	Nurse generalist, teaches in all nursing programs but has primary assignment in CNA

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Nursing (RN)	8.0000	100.0000	14.0000	65.0000	Percentages listed are SRJC total and do not accurately reflect the staffing levels in the program. The ADN program employs numerous adjuncts with specialty knowledge that may only work a few hours per semester. Approximately 15 adjuncts work at or close to 67% in the program.

2.3c Faculty Within Retirement Range

There are several faculty that are within retirement age range in the ADN program. Seven of the ten faculty are all within the retirement age range; however, at this time only one has stated she is planning to retire in the next three years. It will be important to fill her position when she retires. If faculty who retire are not replaced the program would not be able to meet BRN regulations and continue our current enrollment levels. Further, there would not be any time for college service including faculty evaluations, revising curriculum, and assessing SLOs. Currently our full time faculty are very stretched with meeting routine college service requirements.

The data reported regarding faculty age is not separated by program. However, Health Sciences will be impacted significantly over the next few years due to having 16 out of 21 full time faculty members at or near retirement age.

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

Faculty Staffing Request Narrative
Health Sciences Position #1

Position: Associate Degree in Nursing Instructor, Psychiatric Nursing
This position is being requested to consolidate existing adjunct positions. The position will be in Santa Rosa with clinical responsibilities in Sonoma County. This position is described in the 2017 ADN program PRPP and will not teach any non-credit courses.

Current Contract Faculty:
There are currently 12 contract faculty in the ADN program. Two of these faculty also serve as Assistant Directors of the program with 20% release time each to fulfill the California Board of Registered Nursing (BRN) requirements. In the past six years, the ADN program has had five contract positions vacated and we have hired seven contract faculty replacements. Additional faculty were hired in spring 2017 to address the critical staffing shortage caused by lab equity changes. We continue to have a staffing crisis in our specialty nursing areas including pediatrics, obstetrics and psychiatric nursing. Full time faculty consistently have to work overload to keep the department staffed. This position would enable us to have consistent clinical and lab faculty in the program and prevent a decrease in enrollment due to staffing shortages.

Adjunct Faculty:
There are 79 adjunct faculty members working in the ADN program. The current ratio of full time to adjunct faculty in ADN is 1 contract: 8 adjunct faculty. Faculty members are all based in Santa Rosa though many of them work as clinical instructors in one or more clinical agencies throughout Sonoma County. Historically, the program has been able to recruit for adjunct positions but in the past year recruitment and retention has been extremely challenging due to increased workforce opportunities in industry that pay considerably more than faculty wages. In the past year we have

hired 21 adjunct faculty and already had seven of them vacate their positions due to other work opportunities. While the program has some long term and dedicated adjuncts, many adjuncts join the faculty and decide teaching does not fit their schedules in their primary positions. Unfortunately, due to the 67% limit we cannot provide adjuncts enough work to make this a primary position for them unless they are retired. This means that the program frequently struggles to maintain consistent staffing. Additionally, due to the change in lab equity load assignment, we cannot use a single adjunct faculty member to cover a full clinical rotation. This has caused multiple challenges in consistently meeting SLOs and staffing the program. In order to meet the 67% requirement we need to either have faculty share an assignment or have other faculty cover a percentage of shifts. This adversely affects our student learning outcomes, ability to meet course objectives, and our relationships with clinical agencies in the community. Specialty areas including psychiatric nursing, pediatrics, and OB are extremely difficult to fill with adjunct faculty.

Adjunct faculty interviews are conducted on a regular basis. This is necessary because retention of faculty has been so challenging. Most adjunct faculty continue to work part or full time in health care settings, which means they have limited availability and interest in teaching. The ADN program has interviewed approximately 15-20 times in the past three years. We have interviewed every qualified candidate and hired all candidates that had successful interviews and reference checks. In total we have hired **35** new faculty for our adjunct pool in the past three years. Several of these faculty have left the program for other work opportunities. It is exhausting for the ADN program faculty and leadership to continue to recruit, interview, and train faculty at this pace. The addition of two new Med-Surg positions beginning fall 2017 will help tremendously but an unmet need continues for psychiatric and pediatric nursing positions.

Instructional Impact
This position would teach in the psychiatric component of the ADN program. This is a combined lecture and lab position. Average class size has been 60 students admitted to the program each semester, resulting in approximately 240 students being enrolled in courses this faculty member would teach in each year. Demand is very high for ADN courses. Each year we turn away about 200 qualified applicants. Reducing enrollment would have a negative impact on students and the community. There are no additional resources needed to support the courses this instructor would teach.

District and Departmental Needs and Goals:
Filling this position will ensure that the ADN program has adequate instructors available to manage the current courses and cover clinical, lab, and lecture assignments. The ADN program consistently maintains high enrollment efficiency and retention. Our graduates meet a critical workforce need in our community and positively impact community health. If this position is not filled there may not be enough BRN approved instructors available to fill the clinical, lab and lecture load in 2017/2018. Failure to fill this position could result in reduced enrollment for the ADN program and the inability to provide continued clinical instruction for current students. The ADN program is current with assessing all SLOs at a program and course level. We are current with curriculum review and recently completed a major curriculum revision to better prepare our graduates for the evolving workforce needs in health care.

Degrees & Certificates
The ADN program is a degree only program. Enrollment efficiency and degree completion has remained above 95% for the past five years. The ADN program drives enrollment in numerous other prerequisite courses including science, nutrition, English, psychology and other general education course.

CTE Labor Market

Labor demands for registered nurses are described in detail in the PRPP. Demand for nurses is significant and program graduates are highly employable. The local employment opportunities have been challenging in the past five years; however, market recovery, implementation of the Affordable Care Act, and pending retirements are projected to result in an <u>unprecedented</u> nursing shortage by 2020. Currently our graduates are being offered multiple jobs, many of which pay higher hourly wages than our experienced faculty make teach at Santa Rosa Junior College. The ADN program collaborates with other universities to provide concurrent enrollment opportunities in BSN programs.

Position Mandates

The ADN program is regulated and approved by the California Board of Registered Nurses. Faculty in the program must be approved by the BRN prior to being employed and may only teach according to the level and specialty that their approval allows. If this position is not filled we will not have sufficient approved instructors to continue teaching our enrolled and provisionally admitted students. In addition to the potential for litigation from existing students, this could result in a loss of program approval or forced reduction in enrollment.

District Impact:

The ADN program is grant funded for enhanced enrollment. Failing to hire additional full time faculty could result in a need to reduce enrollment and would mean losing grant funding.

<div align="center">

Faculty Staffing Request Narrative
Health Sciences Position #2

</div>

Position: Associate Degree in Nursing Instructor, Pediatric Nursing

This position is being requested to consolidate existing adjunct positions. The position will be in Santa Rosa with clinical responsibilities in Sonoma County. This position is described in the 2017 ADN program PRPP and will not teach any non-credit courses.

Current Contract Faculty:

There are currently 12 contract faculty in the ADN program. Two of these faculty also serve as Assistant Directors of the program with 20% release time each to fulfill the California Board of Registered Nursing (BRN) requirements. In the past six years, the ADN program has had five contract positions vacated and we have hired seven contract faculty replacements. Additional faculty were hired in spring 2017 to address the critical staffing shortage caused by lab equity changes. We continue to have a staffing crisis in our specialty nursing areas including pediatrics, obstetrics and psychiatric nursing. Full time faculty consistently have to work overload to keep the department staffed. This position would enable us to have consistent clinical and lab faculty in the program and prevent a decrease in enrollment due to staffing shortages.

Adjunct Faculty:

There are 79 adjunct faculty members working in the ADN program. The current ratio of full time to adjunct faculty in ADN is 1 contract: 8 adjunct faculty. Faculty members are all based in Santa Rosa though many of them work as clinical instructors in one or more clinical agencies throughout Sonoma County. Historically, the program has been able to recruit for adjunct positions but in the past year recruitment and retention has been extremely challenging due to increased workforce opportunities in industry that pay considerably more than faculty wages. In the past year we have hired 21 adjunct faculty and already had seven of them vacate their positions due to other work opportunities. While the program has some long term and dedicated adjuncts, many adjuncts join

the faculty and decide teaching does not fit their schedules in their primary positions. Unfortunately, due to the 67% limit we cannot provide adjuncts enough work to make this a primary position for them unless they are retired. This means that the program frequently struggles to maintain consistent staffing. Additionally, due to the change in lab equity load assignment, we cannot use a single adjunct faculty member to cover a full clinical rotation. This has caused multiple challenges in consistently meeting SLOs and staffing the program. In order to meet the 67% requirement we need to either have faculty share an assignment or have other faculty cover a percentage of shifts. This adversely affects our student learning outcomes, ability to meet course objectives, and our relationships with clinical agencies in the community. Specialty areas including psychiatric nursing, pediatrics, and OB are extremely difficult to fill with adjunct faculty.

Adjunct faculty interviews are conducted on a regular basis. This is necessary because retention of faculty has been so challenging. Most adjunct faculty continue to work part or full time in health care settings, which means they have limited availability and interest in teaching. The ADN program has interviewed approximately 15-20 times in the past three years. We have interviewed every qualified candidate and hired all candidates that had successful interviews and reference checks. In total we have hired **35** new faculty for our adjunct pool in the past three years. Several of these faculty have left the program for other work opportunities. It is exhausting for the ADN program faculty and leadership to continue to recruit, interview, and train faculty at this pace. The addition of two new Med-Surg positions beginning fall 2017 will help tremendously but an unmet need continues for psychiatric and pediatric nursing positions.

Instructional Impact
This position would teach in the Maternal Child component of the ADN program. This is a combined lecture and lab position. Average class size has been 60 students admitted to the program each semester, resulting in approximately 240 students being enrolled in courses this faculty member would teach in each year. Demand is very high for ADN courses. Each year we turn away about 200 qualified applicants. Reducing enrollment would have a negative impact on students and the community. There are no additional resources needed to support the courses this instructor would teach.

District and Departmental Needs and Goals:
Filling this position will ensure that the ADN program has adequate instructors available to manage the current courses and cover clinical, lab, and lecture assignments. The ADN program consistently maintains high enrollment efficiency and retention. Our graduates meet a critical workforce need in our community and positively impact community health. If this position is not filled there may not be enough BRN approved instructors available to fill the clinical, lab and lecture load in 2017/2018. Failure to fill this position could result in reduced enrollment for the ADN program and the inability to provide continued clinical instruction for current students. The ADN program is current with assessing all SLOs at a program and course level. We are current with curriculum review and recently completed a major curriculum revision to better prepare our graduates for the evolving workforce needs in health care.

Degrees & Certificates
The ADN program is a degree only program. Enrollment efficiency and degree completion has remained above 95% for the past five years. The ADN program drives enrollment in numerous other prerequisite courses including science, nutrition, English, psychology and other general education course.

CTE Labor Market

Labor demands for registered nurses are described in detail in the PRPP. Demand for nurses is significant and program graduates are highly employable. The local employment opportunities have been challenging in the past five years; however, market recovery, implementation of the Affordable Care Act, and pending retirements are projected to result in an <u>unprecedented</u> nursing shortage by 2020. Currently our graduates are being offered multiple jobs, many of which pay higher hourly wages than our experienced faculty make teach at Santa Rosa Junior College. The ADN program collaborates with other universities to provide concurrent enrollment opportunities in BSN programs.

Position Mandates
The ADN program is regulated and approved by the California Board of Registered Nurses. Faculty in the program must be approved by the BRN prior to being employed and may only teach according to the level and specialty that their approval allows. If this position is not filled we will not have sufficient approved instructors to continue teaching our enrolled and provisionally admitted students. In addition to the potential for litigation from existing students, this could result in a loss of program approval or forced reduction in enrollment.

District Impact:
> The ADN program is grant funded for enhanced enrollment. Failing to hire additional full time faculty could result in a need to reduce enrollment and a loss in grant funding.

Santa Rosa Junior College - Program Unit Review
Nursing RN - FY 2015-16

2.3a Contract Faculty Positions Employees paid from a Contract Faculty OBJECT code

Name Last	First	Position	Hours	HR FTE	DM FTE
Bianchi	Rose	Faculty	0.00	1.0000	0.0000
Clark	Karen	Faculty	0.00	1.0000	0.0000
Donnelly	Diane	Faculty	0.00	1.0000	0.0000
Gory	Melissa	Faculty	0.00	1.0000	0.0000
Klich-Heartt	Eira	Faculty	0.00	0.9510	0.0000
Kraemer	Helen	Faculty	0.00	1.0000	0.0000
Magee	Katherine	Temporary Contract Faculty	0.00	1.0000	0.0000
Richardson	Jennifer	Faculty	0.00	1.0000	0.0000
Zahl	Shaddo	Faculty	0.00	0.9143	0.0000
Totals			**0.00**	**8.8653**	**0.0000**

Santa Rosa Junior College - Program Unit Review
Nursing RN - FY 2015-16

2.3b Adjunct Faculty Positions Employees paid from an Adjunct Faculty OBJECT code

Name Last	First	Position	Hours	FTE
Armigo	Christine		299.00	0.0000
Armstrong	Julie		59.50	1.0000
Bagley-Johnson	Alexandra		174.50	0.0000
Bautista	Erlinda		56.00	0.0000
Benson	Adrienne		185.00	0.0000
Bianchi	Rose		20.50	1.0000
Buckley	Sharon		82.75	0.0000
Caddes	Katherine		39.00	0.0000
Carroll-Ambrose	Mary		35.00	0.0000
Castello	Jennifer		212.50	0.0000
Cates	Kimberly		210.00	0.0000
Center	Renee		111.00	0.0000
Clark	Karen		28.00	0.0000
Covec	Kirsten		32.50	0.0000
Dempel	Debbie		83.00	0.0000
Doll	Mary		504.50	0.0000
Donnelly	Diane		58.00	1.0000
Dutcher	Barbara		79.50	0.0000
Fairchild	Tara		133.00	0.0000
Farnham	Jean		196.50	0.0000
Farris	Russell		44.00	0.0000
Fedorka	Magi		223.00	0.0000
Friesen	Jill		16.00	0.0000
Gappi	Anna		10.00	0.0000
Gardner	Grey		60.00	0.0000
Giomi	Amanda		64.00	0.0000
Goebel	Peggy		68.50	0.0000
Goodman	Nancy		38.00	0.0000
Gory	Melissa		28.00	0.0000
Hakola	Gloria		197.50	0.0000
Hazzard	Jennifer		138.47	0.0000
Hill	Povi		147.00	0.0000
Hutchins	Stephanie		71.00	0.0000
Jacobsen	Maria		37.00	0.0000
Johnston Blackstone	Cynthia		443.50	0.0000
Keller	Marcea		11.00	0.0000
Kiernan	Lizabeth		3.00	0.0000
Klich-Heartt	Eira		1.75	0.0000
Kraemer	Helen		3.50	1.0000
Kremesec	Terren		363.25	0.0000
Lane	Kathleen		191.50	0.0000
Lantz	Katherine		24.00	0.0000
Leddy	Yvette		17.00	0.0000
Lucas	Toby		34.00	0.0000
Maslow	Rene		188.50	0.0000
McDonald	Marian		2.00	0.0000
Michelangelo	Lori		44.50	0.0000
Minkow	Heidi		185.50	0.0000
Moore	Patricia		5.00	0.0000
Morris	Janet		232.00	0.0000
Murphy	Joan		17.00	0.0000
Murphy	Michael		179.50	0.0000
Nerio	Noreen		45.50	0.0000
Ono	Diane		318.00	0.0000
Pah	Lois		348.50	0.0000
Perezarce	Musetta		17.00	0.0000
Peterson-Cercley	Vicki		233.75	0.0000
Plachte-Zuieback	Rebecca		128.00	0.0000
Rabidoux	Ann		2.00	0.0000
Rajevsky	Vera		386.50	0.0000
Rapaport	Sarah		324.00	0.0000
Reed	Claire		15.50	0.0000

Reinhard	Holly		82.00	0.0000
Richardson	Jennifer		41.25	1.0000
Ridgeway	Valerie		414.25	0.0000
Rose	Jordan		3.50	0.0000
Salemi	Helen		7.00	0.0000
Sampson	Jan		8.00	0.0000
Schlutius	Jane		139.00	0.0000
Shields	Matthew		234.00	0.0000
Slowley	Stewart		488.00	0.0000
Snelgrove	Lenda		46.50	0.0000
Stief	Shelley		99.00	0.0000
Taurian	Cathie		184.00	0.0000
Thomas	Nancy		259.50	0.0000
Titilah	Heather		24.00	0.0000
Warnock	Susan		388.00	0.0000
Way	Susan		117.00	0.0000
Zahl	Shaddo		4.00	0.0000
Totals			**10046.47**	**5.0000**

Santa Rosa Junior College - Program Unit Review
Nursing RN - FY 2015-16

Addendum: Program Unit Configuration

Activity (ACTV) Codes

ACTV Code	Description
1203	Assoc Degree Nurse Program
1211	Health Occ Skills Lab

Academic Disciplines

Discipline Code	Description
NR	Nursing - RN

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	01	01	Associate Degree in Nursing	This position is needed to teach courses and evaluating SLOs in psychiatric nursing
0002	Santa Rosa	01	01	Associate Degree in Nursing	This position is needed to teach courses and evaluate SLOs in maternal child nursing

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

In general, most of the ADN equipment and technology are up to date, though we have a need for new instructional videos. Many of our videos are still on VHS or DVD and several are outdated by over 10 years. In order to stay current with industry, we are requesting several small equipment and technology purchases. we have purchased new simulation manikins but still need to purchase equipment to make our simulation rooms comparable to clinical settings in the community. Below is a list of our needs in order of priority. These are also listed in 2.4c.

Instructional Equipment:
1. Four (4) smart infusion pumps. We currently do not have enough to teach and test ADN students with our current enrollment numbers. There are four availabel and we need a total of eight to use them for competencies. All IV infusions in the community are done using smart pumps so our teaching practices are not current with industry.
2. Three (3) vertical headwalls. The vertical headwalls mirror the wall mounts behind hospital beds and include functions like suctioning and oxygen hook up. Currently, only one simulation room has a full wall mount set up.
3. Bed alarms - we are requesting bed alarms to be used in our mobility labs. In the hospital setting, bed alarms are used to prevent patient falls. When we teach mobility and fall prevention in the lab we do not have current equipment for instruction.
4. Floor mats for aggressive behavior training. We are requesting thick floor mats to be used during aggressive patient training. This training is done to teach nursing students how to manage an aggressive or violent patient and stay safe. Right now they practice on hard floors, which could result in injury.
5. Simulation screens - We are requesting one simulation screen. This places a barrier between the student and teacher during simulation and facilitates a more realistic clinical experience.
6. NLN Training access - Currently we have several simulation faculty who have never had any formal training or education on best practices in simulation. The BRN will be mandating specific competencies for teaching simulation in the next year. We are requesting access to two online training programs that are nationally recognized as best practice educational sources. This access will allow all simulation faculty to have basic competency in simulation.
7. Replacement videos for nursing procedures. We have several outdated videos for nursing procedures that need replacement. We have identified five high priority videos that need to be replaced with streaming videos that can be added to the Canvas module.
8. Stroke face for simulation manikin. This will allow us to have students visualize and react to facial indicators of an acute stroke and improve the realism of clinical simulation.
9. Replacement IV arms. These are used for simulating venipuncture and blood draws. These arms take a lot of wear adn tear oand only last a couple of years. The ones we have now are barely functional and need to be replaced.

Technology Needs:
Currently there are insufficient resources available for online testing. This is a campus wide issue that has really impacted our program. The department would benefit from additional computer lab space or the capacity to access computers in the existing classrooms. In 2014 the ADN program updated the skills lab with computers and large screen monitors using grant funding,

which has been helpful for instruction but does not address the ongoing challenges with finding testing space on campus. The ADN program needs to have a testing space for 60 students. We are currently using the computer labs in Maggini but it is very difficult to get room assignments that work with our course schedules. Additionally, 15% of our students are disabled and test with the Disability Resources Department. Lack of computer testing stations has created a very challenging situation with being able to accomodate our disabled students. This semester, they are testing in Plover and due to the large amount of students who need accomodations, I haev had to provide nursing faculty to support both traditional and accomodated test proctoring.

The ADN program would like to be able to develop a simulation nursing unit with multiple simulation beds and a nursing "station". This would allow us to have a mock hospital unit where multiple students could practice delivering care in a safe learning environment. At this time, we are maxxed out on the amount of clinical hours students can spend in the hospital. The Board of Registered Nursing allows us to use simulation up to 24% of our clinical experiences. We are only using about 8% due to space limitations. Our hope is that we will have expanded simulation and skills lab space in the future that would allow us to grow this important part of our program.

2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0000	Santa Rosa	01	01	Vertical Headwalls for simulation lab rooms	3	$3,500.00	$10,500.00	Anna Valdez	4052, 4058, 4039	Anna Valdez
0000	Santa Rosa	01	01	Bed alarms for lab	8	$100.00	$800.00	Anna Valdez	4059	Anna Valdez
0000	Santa Rosa	01	01	Simulation Screen	1	$2,000.00	$2,000.00	Anna Valdez	4052	Anna Valdez
0000	Santa Rosa	01	01	Simulated Wounds	1	$500.00	$500.00	Anna Valdez	4052	Anna Valdez
0000	Santa Rosa	02	04	Access to NLN online training	2	$703.00	$1,406.00	Anna Valdez	ADN - Virtual	Anna Valdez
0000	Santa Rosa	01	01	Replacement streaming videos for old VHS/DVDs	5	$800.00	$4,000.00	Anna Valdez	4039	Anna Valdez
0000	Santa Rosa	01	01	Stroke face for manikins	1	$500.00	$500.00	Anna Valdez	4052	Anna Valdez
0005	Santa Rosa	01	01	Smart Pumps	4	$3,100.00	$12,400.00	Anna Valdez	4039	Anna Valdez
0007	Santa Rosa	01	01	Floor mats for aggressive patient teaching	4	$200.00	$800.00	Anna Valdez	4059	Anna Valdez
0008	Santa Rosa	01	01	Replacement IVarms	6	$800.00	$4,800.00	Anna Valdez	4039	Anna Valdez

2.4d Non-Instructional Equipment, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Santa Rosa	02	01	Urgent	Emeritus or Race	Any	$106,000.00	Skills lab for use by all health science programs, approx. 2000 sq ft (40x50). We are unable to add to Allied Health enrollment because of lack of dedicated lab space. We are also having days where safety is an issue because we exceed fire regulations in the lab. This could be met by using 4044 for a lab space if there was at least one large lecture room available in Emeritus that was dedicated to HS courses.
0002	Santa Rosa	02	01	1 Year	Emeritus, Race or Mobile	Any	$250,000.00	Simulated hospital space, 2,000 sq ft (40x50) or mobile simulation hospital. All of Health Sciences would benefit from a simulated hospital space where students could practice providing care.

2.5b Analysis of Existing Facilities

The Health Sciences programs need additional lecture space. It is becoming more difficult to schedule lectures, which leaves us at a standstill for enrollment growth. We urgently need another large lecture space that can accomodate at least 60 students. This could be in the Emeritus building or in naother build out area.

We also need additional skills lab space for all health science programs since these continue to expand and it is difficult to effectively teach students in crowed spaces. At times we are teaching as many as 90 students in the three labs that were designed for 45 and we are unable to add sections of highly impacted classes because we do not have enough lab space available. We need an additional skills lab space of approximately 2,000 square feet. If additional large lecture spaces are available in Emeritus with bond expansion then room 4044 could be used to create this additional lab space. Another option is to use the existing Health Services area if that was moved to another location.

Currently we are using four small spaces for our human simulation lab. These spaces were carved out of the skills lab and they are inadequate. They impinge on the skills lab area needed by nursing and other health science programs. Many nursing programs in the country have mock hospital units for clinical and skills training. We need an additional human simulation lab of at least 2,000 sq feet (approx. 50x40) that could serve as a simulated hospital unit. Ideally, this space could be found in the Emeritus or Busmann buildings because of their proximity to the Race Building but any location on the Santa Rosa campus will be acceptable. Additionally, it would be fine to have a mobile suimulation hospital. If a skills lab space is found elsewhere, Race room 4058 could become a larger human simulation lab easing the crowding there.

Finally, the computer lab in the Health Sciences building needs to expand from 30 computers to 62 or another computer space is needed to facilitate online testing. There is no room space available for this conversion in the RACE building. This has presented many instructional issues because we are having difficulty scheduling exams for ADN students. It is important to be able to offer online testing because this prepares our students for the NCLEX exam and to use technology in healthcare like electronic health records. This could also be accomodated in Emeritus if there is expansion using bond funding. If a large (62) computer lab is placed in Emeritus the existing RACE computer lab could be converted to a skills lab space or a HOPE center.

Wish list for building space:

- 1-2 large lecture smart rooms (at least 60 seats)

- At least one large computer classroom that can be used for testing (at least 62 seats with computers)

- Convert room 4044 and HLRC to lab space once the above additions are completed.

3.1 Develop Financial Resources

Future Funding
The ADN program has applied for grant funding that will hopefully be awarded in the 2015/2016 academic year.

Current Grants

Name	Source	Lead	Target Population	Amount	Match	
Enrollment Growth for ADN programs	California Community College Chancellors Office	Anna Valdez	ADN students	$331.397	no	ye ap pe 15 ac ye

3.2 Serve our Diverse Communities

Nursing is a profession that is primarily Caucasian female and this is reflected the diversity of our faculty. When positions become available we actively recruit candidates who are diverse in gender and ethnicity. This year we added recruitment advertisements in online sources that specifically target minority and male nurses.

All faculty applicants must provide a statement regarding their previous experiences of working with diverse populations and how they will work with our diverse student body; these statements are considered when interviewing and selecting the candidates and enables us to evaluate the persons sensitivity to cultural differences and past experience working with diverse populatons.

3.3 Cultivate a Healthy Organization

Classified staff attend on-campus training programs when new processes/ procedures are developed and for personal development of skills. All classified staff attend PDA days. Additionally, the ADN program offers a "lunch and learn" session specifically for nursing faculty at least one time per semester. One condition of our enrollment grant is to fund faculty development activies so grant and foundation funding has been used to support faculty attendance in state ADN nursing faculty conference and specialized nursing conferences. This year the ADN program funded conference attendance for five nursing faculty.

3.4 Safety and Emergency Preparedness

Injury and Illness Prevention Program:
Policy 6.8.2 and 6.8.2P were reviewed at the April 2014 faculty meeting and on an annual basis to identify specific training needs in the ADN program. As training needs are identified they will be integrated into the Lunch and Learn faculty development series.

Safety Trainings:
ADN faculty are required to maintain an active BLS certification card. Additionally, they are required to remain current knowledge in infection control concepts including blood borne pathogen exposure procedures. This is accomplished through teaching this material and in clinical orientation at clinical sites. Many adjunct faculty also complete this training as a part of their regular employment with health care agencies in the community. ADN faculty are also required to complete an annual influenza vaccination unless they have medical contraindications. Seasonal illnesses and strategies for preventing illness are discussed in faculty meetings.

In February 2014 we held a "Safety Forum" with all full time and many adjunct faculty in attendance. The focus of this forum was the promotion of safety practices and prevention of patient, student, and staff injury.

Building and Area Safety Coordinators:
The building and area safety coordinators have recently been established for the RACE building. The ADN program is responsible for the second floor skills lab. The ASC for that area is Mary Kennedy. She has attended district training for BSC and ASCs.

BUILDING AND AREA SAFETY COORDINATORS							
Bldg	**BSC Area**	**ASC Area**	**Administrative Support**	**Department**	**Name**	**Responsible Area**	
DAY							
RACE	2nd Flr	2nd Flr	Anna Valdez	ADN	Mary Kennedy	2nd Floor	

3.5 Establish a Culture of Sustainability

The ADN program is working to integrate sustainable practices into our program by converting to all web based testing beginning fall 2013. Currently 100% of our testing is paperless.

In fall 2012, we began making eBooks available to our students for all required texts that had this resource available. Approximately 50% of our first year students are primarily using eBooks as of fall 2014. We have a publisher representative come to orientation to discuss how to use eBooks and the advantages to using them.

Faculty have been encourage to be as paperless as possible. Some strategies that faculty are using to accomplish this is using electronic syllabi and using Moodle and/or CATE to post

assignments, grades,and other documents. Students are encouraged to only print documents if necessary. Many faculty also encourage students to submit assignments electronically.

4.1a Course Student Learning Outcomes Assessment

The ADN program has four core courses that are regularly offered. We also have one elective that is rarely offered (NR98) and two bridge courses for students in the VN-ADN program that is offered every couple of years as space becomes available in the program. These courses all have established student learning outcomes and all ADN courses/majors have had all course SLO assessed in the past six years. Also, all program SLOs have been assessed in the past two years. The Board of Registered Nursing (BRN) requires ongoing assessment of courses, graduates and employers as a requirement for approval. We have an evaluation schedule for assessing all courses, SLOs, and curriculum review. Below is a copy of our program assessment schedule:

SLO Evaluations

Course	Methodology Identified	Assessed	Results Analyzed	Change Implemented	Next Assessment Due
Program		Fall 2013*	Spring 2014	N/A	Fall 2020
NR 98	Fall 2010	Fall 2012*	Spring 2013	Spring 2013	Fall 2018
NR 74.1	Spring 2013	Fall 2013*	Spring 2014		Fall 2019
NR 74.2	Spring 2013	Fall 2013*	Spring 2014		Fall 2019
NR 75.1A	Fall 2009	Fall 2013*	Spring 2014	N/A	Fall 2019
NR 75B	Fall 2007	Fall 2013*	Spring 2014		Fall 2019
NR 75C	Fall 2007	Spring 2014*	Spring 2014	N/A	Fall 2019
NR 75D	Fall 2008	Spring 2014*	Spring 2014	N/A	Spring 2020

 * Indicates all SLOs were assessed

Course SLOs have been sequenced throughout the program and are outlined in the program map (on file). Course SLO assessments have been discussed in team and curriculum meetings. Findings have resulted in minimal curriculum changes at the course level; however, we have recently completed a major revision of our organizing framework. This major curriculum revision has been approved by the BRN and the CRC and will allow us to align with the current NCLEX-RN test plan and QSEN competencies. As a result of this revision, the program and each course now has revised SLOs. We may decide to complete assessments of the new SLOs earlier than scheduled to get baseline information on the successful implementation of this major revision to the curriculum.

Mandatory training for faculty and students has been completed for the major revision. A face to face meeting was held for faculty on March 26, 2015. Faculty that could not attend were able to complete online training from home. Students were provided with an online training program and will have orientation to the revisions on the first week of class in fall 2015.

4.1b Program Student Learning Outcomes Assessment

The ADN Program has a generic ADN program and the VN-ADN program. The two programs have program student learning objectives developed by and approved by the nursing faculty. We are reviewed every five years by the State of California Board of Registered Nursing and evaluation and revisions based on those evaluations is a requirement of maintaining board approval. Our next approval visit is scheduled for spring 2016.

Course and program evaluations are conducted every semester based on our rotating evaluation plan. Every other year we conduct employer, preceptor, and graduate surveys to determine if our program is meeting the needs of employers and graduates. The employer survey was completed in Fall 2012 and Fall 2013 and reviewed by full faculty in the spring Curriculum meetings. We completed an employer survey two years in a row to assess current program SLOs and obtain baseline information on our anticipated program SLOs.

Course Evaluations

Course	Semester/Year Assessed	Semester/Year Reported
Simulation Lab	Spring 2015/Spring 2017	Fall 2015/ Fall 2017
NR 74.1	Fall 2013/ Fall 2015	Spring 2014/ Spring 2016
NR74.2	Fall 2013/ Fall 2015	Spring 2014/ Spring 2016
NR 75.1A	Fall 2015/ Fall 2017	Spring 2016/Spring 2018
NR 75B	Spring 2014/Spring 2016	Fall 2014/Fall 2016
NR 75C	Spring 2014/Spring 2016	Fall 2014/Fall 2016
NR 75D	Fall 2014/ Fall 2016	Spring 2015/ Spring 2017
Employer survey	Fall 2015/ Fall 2017	Spring 2016/Spring 2018
Graduate survey	Fall 2015/ Fall 2017	Spring 2016/Spring 2018

These evaluations are reviewed at faculty meetings and decisions are made regarding the responses. Based on these evaluations, changes have been made in our program design and delivery. We have recently added online learning tools/technologies for our students to the curriculum in order to allow them to be better equipped to take the online national licensing exam. We have also recently completed a major curriculum revision to integrate concepts from the Quality and Safety Education for Nurses into the program. Examples of instructional areas that have been modified include Informatics, Evidence Based Practice, and Safety.

In addition to using direct feedback from our community health care partners, we use a top down approach for evaluating program learning outcomes. This is based on the outcomes of the NCLEX-RN examination, which is the national board examinations that all nursing students must take to become a registered nurse. We receive detailed reports regarding every nursing content area so we know how our students do as compared to other nursing students in California, other students in associate degree nursing programs and all nursing students in the United States. A review of program learning outcomes was conducted using the NCLEX-RN results in spring 2012. Based on our evaluation no changes were made to the curriculum. This program learning outcome assessment was posted to sharepoint. It should

be noted that we review NCLEX-RN pass rates on a quarterly basis and content review on at least an annual basis. Our students consistently perform at or above other reference groups; however, we carefully consider outcome information and make changes to curriculum as needed. One area that was addressed in 2012/2013 based on NCLEX-RN data was safety. Our detailed analysis showed that ADN program graduates scored in the 35 percentile on safety and infection control compared to other programs in California). This resulted in a special faculty meeting to explore how safety and infection control are integrated in the curriculum and explore strategies for creating a safer workforce. The scores for safety improved based on these interventions and increased to the 57th perecentile in the state over a one year period. Additionally, faculty is currently working on a testing policy and item writing training to improve our processes for faculty created exams. Our hope is that by improving the quality of our exams and establishing a standard approach for evaluating test items that we will improve our graduate first time NCLEX-RN pass rates. All theory faculty will be completing online training on item writing and analysis in spring 2015.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	NR 98	Fall 2012	Spring 2013	N/A
Course	NR 74	Fall 2013	Spring 2014	Spring 2014
Course	NR 74.1	Fall 2013	Spring 2014	N/A
Course	NR 74.2	Fall 2013	Spring 2014	N/A
Course	NR 75.1A	Fall 2013	Spring 2014	Fall 2014
Course	NR 75B	Fall 2013	Spring 2014	N/A
Course	NR 75C	Spring 2014	Spring 2014	Fall 2014
Course	NR 75D	Spring 2014	Spring 2014	N/A

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
NR 74.1 VN-ADN Bridge	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
NR 74.2 VN-ADN Bridge	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
NR 74A VN-ADN Bridge	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
NR 75.1A Fundamentals	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
NR 75B Nursing Care	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
NR 75C Nursing Care	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
NR 75D Advanced Care	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

4.2b Narrative (Optional)

In addition to the required SLO's and the board of registered nursing's required evaluation plan, the program supports the college mission in a variety of ways. Students in every course in the ADN program are required to maintain math competency by performing dosage calculations prior to administration of medications. These tests must be passed at 95% in the classroom and 100% in the clinical setting.

Our students are culturally sensitive and demonstrate critical thinking. Students in our program come from diverse backgrounds and they practice in hospital settings with highly diverse patient populations. They have significant responsibilities that require them to gather extensive data, synthesize the data and take actions based on their conclusions thereby putting critical thinking into practice.

Our students are proficient in the use of technology. They use complex technology in every clinical setting and at every level of the program. However, we do not have the current technologies to teach students to be prepared for the acute care setting and for government mandated electronic health records.

Student learning outcomes for each course and the ADN program will be completed on a 6 year evaluation cycle.

5.0 Performance Measures

The determination that the ADN program is successful is measured by our attrition rate (reflects course completion) and our NCLEX-RN pass rate. Both of these measures are followed by the Board of Registered Nursing (BRN) as their criteria for a successful nursing program.

Our graduates consistently have an NCLEX-RN pass rate that is at or above the state average. This indicates that most of our graduates can be confident that they will become registered nurses on their first attempt of taking the board examination (see Table 1).

Table 2. SRJC NCLEX-RN Pass Rates

Report by year, number of students taking examination and percentage pass rate.

2005/06		2006/07		2007/08		2008-09		2009/10		2010/11		2012/2013		2013/2014	
#	% pass	#	% pass	#	% pass	#	% pass	#		#		#	% pass	#	

								% pass		% pass				% pass
86	96.51	68	97.06	76	93.42	125	94.4	123	91.87	126	92.86	90	88.89	115	88.7

Current NCLEX-RN data reported by BRN -2014

NOTE: *In April 1, 2013 the National Council of State Boards of Nursing (NCSBN) raised the passing standard on the NCLEX®-RN exam, making the exam more challenging. The executive board of NCBSN votes on the passing standard every three years and in the past 15 years it has voted to raise the passing standard four times, with the latest vote impacting the 2013 graduating nurses. The change went into effect in April 2014 and resulted in a decline in pass rates across the state of California. Our drop in first time pass rates is consistent with drops seen at many other colleges.*

The second measure of success is the program attrition rate. Associate degree nursing programs have a state wide average attrition rate of 14%. This is followed closely by legislators, the community college chancellor's office and the BRN. The SRJC ADN Program attrition rate is one of the lowest in the State (see Table 2)

Table 1. SRJC Retention/Attrition Rates by Semester

	2008F	2009 S	2009F	2010 S	2010 F	2011S	2011 F	2012 S	2012 F	2013 S	2013 F	2014 S
Retention	96.44%	95.82%	98.4%	98.3%	99.1%	98.3	97.0%	96.2	97.9%	97.6%	98.1%	98
Attrition	3.56%	4.18%	2.6%	1.7%	0.9%	1.7%	3%	3.8%	2.1%	2.4%	1.9%	1.3

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

The ADN program offers classes in a schedule that is based on hospital clinical site and on-campus classroom availability. The hours vary considerably depending on the course the student is in. Classes are all held on the Santa Rosa Campus with clinical placements at every hospital in Sonoma County. We have no alternative classes due to the nature of our program. Our attrition rate is very low, our program is in high demand with us admitting only about 50% of qualified applicants. We are unable to expand further due to not having enough clinical placements, faculty, and instructional space.

If SRJC made the commitment to expand the ADN program even more, we would need improved facilities to accommodate a much larger human simulation lab, lecture halls, skills labs and additional full time faculty. The BRN allows a significant portion of the clinical training to be in simulation labs so the difficulty of inadequate clinical spaces could be reduced by tadding a simulated hospital.

Nursing RN - FY 2014-15 (plus current FY Summer and Fall)

5.1 Student Headcounts The number of students enrolled in each Discipline at first census (duplicated headcount).

Santa Rosa Campus

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	4	276	301	0	238	238	1	228	2

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	0	0	0	0	0	0	0	0	

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	0	0	0	0	0	0	0	0	

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	4	276	301	0	238	238	1	228	2

5.2a Enrollment Efficiency

The ADN program is restricted and only those students who have fulfilled all prerequisites
and have been selected though our admission process receive add codes. For this reason,
our enrollment efficiency is nearly always 100% which is not always reflected in SRJC data. If
a student withdraws, we add another student to fill that space if it is early in the program.
For later withdraws/failures, we add advanced standing students such as VN-ADN or
returning students to fill vacancies.

Nursing RN - FY 2014-15 (plus current FY Summer and Fall)

5.2a Enrollment Efficiency The percentage of seats filled in each Discipline at first census based on class limit (not room size).

Santa Rosa Campus

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	0.0%	83.6%	85.9%	0.0%	91.6%	88.6%	0.0%	98.8%	97.

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	0.0%	83.6%	85.9%	0.0%	91.6%	88.6%	0.0%	98.8%	97.

5.2b Average Class Size

Our program is taught only in Fall and Spring semesters so that is what is reported here. Our nursing classes were larger than SRJC average class sizes in two of the seven ADN courses. We have large size lectures that counteract the effect of the required small clinical group sizes.

Nursing RN - FY 2014-15 (plus current FY Summer and Fall)

5.2b Average Class Size The average class size in each Discipline at first census (excludes cancelled classes).

Santa Rosa Campus

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	0.0	29.1	28.9	0.0	29.8	28.2	0.0	39.5	39

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	0.0	29.1	28.9	0.0	29.8	28.2	0.0	39.5	39

5.3 Instructional Productivity

Instructional productivity in the ADN program is difficult to compare with other traditional courses because our clinical instruction is limited to a teacher to student ration of 1:7-10 depending on clinical site. This means that our productivity looks lower than many other courses. We are not able to adjust this because we must meet regulatory standards for clincial and theory instruction. While it may appear that we have a lot of teachers the reality is that only 12% of our teachers are full time. Currently our faculty are feeling overwhelmed with maintaining productivity.   The addition of one more full time faculty member (bringing us to ten) would make a tremendous difference in allowing faculty to have the time to dedicate to college business like SLO assessment, adjunct evaluations, hiring committees, and college wide committee involvements.

Nursing RN - FY 2014-15 (plus current FY Summer and Fall)

5.3 Instructional Productivity The ratio of Full-Time Equivalent Students (FTES) to Full-Time Equivalent Faculty (FTEF) in each
Discipline at first census.

Santa Rosa Campus

Nursing - RN		X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
	FTES	0.27	188.28	190.75	0.00	190.23	192.76	0.03	170.61	181.5
	FTEF	0.00	8.68	8.74	0.00	8.62	23.83	0.00	25.07	27.1
	Ratio	0.00	21.68	21.83	0.00	22.07	8.09	0.00	6.81	6.6

Petaluma Campus (Includes Rohnert Park and Sonoma)

Nursing - RN		X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
	FTES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
	Ratio	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0

Other Locations (Includes the PSTC, Windsor, and other locations)

Nursing - RN		X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
	FTES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
	Ratio	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0

ALL Locations (Combined totals from ALL locations in the District)

Nursing - RN		X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
	FTES	0.27	188.28	190.75	0.00	190.23	192.76	0.03	170.61	181.5
	FTEF	0.00	8.68	8.74	0.00	8.62	23.83	0.00	25.07	27.1
	Ratio	0.00	21.68	21.83	0.00	22.07	8.09	0.00	6.81	6.6

5.4 Curriculum Currency

There are only six ADN courses that are taught on a regular basis. There are a total of eight active courses; however, NR74 is scheduled to be inactivated this semester. All courses are current. Following is a chart that shows course titles and the date last reviewed.

Sexennial Curriculum Review

Course	Last Reviewed	Due
NR 98	5/2/2011	Spring 2017
NR 74.1	12/3/2012	Fall 2019
NR 74.2	3/23/2015	Spring 2021
NR 75.1A	3/23/2015	Spring 2021
NR 75B	3/23/2015	Spring 2021
NR 75C	3/23/2015	Spring 2021
NR 75D	3/23/2015	Spring 2021

5.5 Successful Program Completion

The ADN program admits students each semester and offers all sequenced courses every semester. The VN-ADN bridge courses are offered on an as needed basis to fill vacancies in the second semester of the program resulting from course attrition. There is considerable support offered to students to assist them with course and program completion. Grant funding is currently being used to fund academic and skills tutoring. The program also funds approximately 50 hours per semester for a Student Success Coordinator postion to support and guide students that are at risk for failing. Our overall program completion is very high and consistently falls above state averages for retention and completion in prelicensure nursing programs. Data about retention rates and NCLEX-RN pass rates are available in section 5.0.

Employment is difficult to accurate track in the ADN program; however, anecdotal information suggests that approximately 75% of the 2013/2014 graduates are currently employed in nursing. Some graduates moved out of area to gain employment. About 25% of the 2013/2014 graduates are currently enrolled in a BSN or ADN to MSN program. Students are encouraged to obtain at least a BSN degree after completing the ADN program because this will strengthen the nursing workforce and improve employment options for our graduates. Additionally, students are encouraged to participate in the Transition to Practice program offered through Sonoma State University. In the summer of 2014 approximately 20 graduates participated in this program and all of them were offered employment in the assigned hospital.

Nursing RN - FY 2014-15 (plus current FY Summer and Fall)

5.6b Successful Course Completion The percentage of students receiving a grade of A,B,C, or CR in each Discipline (duplicated headcount).

Santa Rosa Campus

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	100.0%	96.7%	96.4%	0.0%	96.6%	97.9%	100.0%	95.8%	97.5

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	100.0%	96.7%	96.4%	0.0%	96.6%	97.9%	100.0%	95.8%	97.

5.6 Student Success

Students in our program are highly successful as reflected in our low attrition rate, high GPA and high first time NCLEX-RN pass rates. Student retention and successful course completion, and GPAs in the ADN programs are well above district averages. Data about course completion and retention are available in 5.6a and 5.6b.

Nursing RN - FY 2014-15 (plus current FY Summer and Fall)

5.6c Grade Point Average The average GPA in each Discipline (UnitsTotal / GradePoints).

Santa Rosa Campus

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	4.00	3.38	3.49	0.00	3.42	3.43	4.00	3.31	3

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	4.00	3.38	3.49	0.00	3.42	3.43	4.00	3.31	3

Nursing RN - FY 2014-15 (plus current FY Summer and Fall)

5.6a Retention The percentage of students receiving a grade of A,B,C,D,CR, or I in each Discipline (duplicated headcount).

Santa Rosa Campus

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	100.0%	97.5%	97.7%	0.0%	98.3%	98.7%	100.0%	96.2%	98.

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	100.0%	97.5%	97.7%	0.0%	98.3%	98.7%	100.0%	96.2%	98.

Nursing RN - FY 2014-15 (plus current FY Summer and Fall)

5.6b Successful Course Completion The percentage of students receiving a grade of A,B,C, or CR in each Discipline
(duplicated headcount).

Santa Rosa Campus

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	100.0%	96.7%	96.4%	0.0%	96.6%	97.9%	100.0%	95.8%	97.

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2012	F2012	S2013	X2013	F2013	S2014	X2014	F2014	S2015
Nursing - RN	100.0%	96.7%	96.4%	0.0%	96.6%	97.9%	100.0%	95.8%	97.

The ADN program includes a capstone course, which includes a structured preceptorship when graduating students demonstrate proficiency working in the same capacity as a registered nurse.

A review of student equity data indicates that once students are enrolled in the ADN program there are no significant disparities related to age, gender, or ethnicity in achieving successful completion of the program or maintaining a GPA above the district average. Students with disabilities have a moderately lower level of course completion than students without disabilities, which is probably a result of the academic and

physical rigors of the program.The ADN program accomodates all disabilities that can be safely managed in the program and has had many disabled students successfully complete the program.

Nursing RN - FY 2013-14 (plus current FY Summer and Fall)
Discipline NR - Nursing - RN - FY 2013-14

5.6a Retention The percentage of students receiving a grade of A,B,C,D,CR,P,I in each discipline (gradecount, duplicated headcount).

	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	
Overall Percentages	93.67% (74/79)	95.28% (303/318)	96.17% (276/287)	100.00% (4/4)	97.46% (269/276)	97.35% (294/302)	0.00% (0/0)	98.32% (234/238)	98.74% (236/239)	
Ethnicity	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	
White	93.18% (41/44)	96.63% (201/208)	96.76% (179/185)	100.00% (3/3)	98.39% (183/186)	97.12% (202/208)	0.00% (0/0)	98.31% (174/177)	98.83% (169/171)	
Asian	100.00% (8/8)	100.00% (14/14)	95.65% (22/23)	0.00% (0/0)	95.45% (21/22)	95.45% (21/22)	0.00% (0/0)	100.00% (13/13)	93.33% (14/15)	0
Black	80.00% (4/5)	87.50% (14/16)	91.67% (11/12)	0.00% (0/0)	88.89% (8/9)	100.00% (9/9)	0.00% (0/0)	100.00% (9/9)	100.00% (8/8)	0
Hispanic	100.00% (3/3)	96.77% (30/31)	93.10% (27/29)	0.00% (0/0)	95.45% (21/22)	100.00% (25/25)	0.00% (0/0)	100.00% (14/14)	100.00% (16/16)	0
Native American	0.00% (0/0)	100.00% (1/1)	100.00% (1/1)	0.00% (0/0)	100.00% (1/1)	100.00% (2/2)	0.00% (0/0)	100.00% (1/1)	100.00% (3/3)	0
Pacific Islander	0.00% (0/0)	100.00% (2/2)	100.00% (2/2)	0.00% (0/0)	100.00% (3/3)	100.00% (3/3)	0.00% (0/0)	50.00% (1/2)	100.00% (2/2)	0
Filipino	80.00% (4/5)	87.50% (7/8)	100.00% (7/7)	0.00% (0/0)	100.00% (7/7)	100.00% (7/7)	0.00% (0/0)	100.00% (5/5)	100.00% (5/5)	0
Multiple Ethnicities	100.00% (12/12)	85.71% (12/14)	90.91% (10/11)	100.00% (1/1)	93.75% (15/16)	94.44% (17/18)	0.00% (0/0)	100.00% (16/16)	100.00% (17/17)	0
Unknown	100.00% (2/2)	91.67% (22/24)	100.00% (17/17)	0.00% (0/0)	100.00% (10/10)	100.00% (8/8)	0.00% (0/0)	100.00% (1/1)	100.00% (2/2)	0
Gender	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	
Male	94.44% (17/18)	92.98% (53/57)	89.29% (50/56)	100.00% (2/2)	95.00% (38/40)	90.24% (37/41)	0.00% (0/0)	96.77% (30/31)	100.00% (34/34)	
Female	95.00% (57/60)	95.69% (244/255)	97.81% (223/228)	100.00% (2/2)	97.86% (229/234)	98.46% (255/259)	0.00% (0/0)	98.55% (204/207)	98.54% (202/205)	0
Unknown	0.00% (0/1)	100.00% (6/6)	100.00% (3/3)	0.00% (0/0)	100.00% (2/2)	100.00% (2/2)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0
Age	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	
0 to 18	100.00% (1/1)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	
19 to 20	50.00% (1/2)	100.00% (4/4)	100.00% (4/4)	0.00% (0/0)	60.00% (3/5)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0
21 to 25	100.00% (23/23)	97.30% (72/74)	97.01% (65/67)	100.00% (1/1)	98.57% (69/70)	98.77% (80/81)	0.00% (0/0)	96.15% (50/52)	100.00% (49/49)	0
26 to 30	94.12% (16/17)	96.34% (79/82)	100.00% (73/73)	100.00% (2/2)	98.70% (76/77)	96.55% (84/87)	0.00% (0/0)	100.00% (66/66)	100.00% (72/72)	0
31 to 35	93.75% (15/16)	93.94% (62/66)	93.88% (46/49)	0.00% (0/0)	100.00% (56/56)	98.33% (59/60)	0.00% (0/0)	100.00% (47/47)	100.00% (49/49)	0
36 to 40	100.00% (8/8)	95.45% (42/44)	97.22% (35/36)	100.00% (1/1)	90.00% (18/20)	96.30% (26/27)	0.00% (0/0)	100.00% (29/29)	97.06% (33/34)	0
41 to 45	80.00% (4/5)	91.67% (22/24)	92.31% (24/26)	0.00% (0/0)	96.00% (24/25)	95.65% (22/23)	0.00% (0/0)	100.00% (19/19)	87.50% (14/16)	0
46 to 50	100.00% (3/3)	87.50% (14/16)	100.00% (16/16)	0.00% (0/0)	100.00% (14/14)	93.33% (14/15)	0.00% (0/0)	86.67% (13/15)	100.00% (10/10)	0
51 to 60	75.00% (3/4)	100.00% (8/8)	78.57% (11/14)	0.00% (0/0)	100.00% (9/9)	100.00% (9/9)	0.00% (0/0)	100.00% (10/10)	100.00% (9/9)	
61 plus	0.00% (0/0)	0.00% (0/0)	100.00% (2/2)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0
Income Level	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	
BOG Eligible	93.33% (14/15)	97.39% (112/115)	94.79% (91/96)	100.00% (1/1)	94.74% (90/95)	95.60% (87/91)	0.00% (0/0)	97.92% (94/96)	98.86% (87/88)	

	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
All Other Students	93.75% (60/64)	94.09% (191/203)	96.86% (185/191)	100.00% (3/3)	98.90% (179/181)	98.10% (207/211)	0.00% (0/0)	98.59% (140/142)	98.68% (149/151)
Disability Status	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
DSPS Students	100.00% (1/1)	88.24% (15/17)	86.36% (19/22)	0.00% (0/0)	100.00% (11/11)	85.71% (12/14)	0.00% (0/0)	88.89% (8/9)	100.00% (8/8)
All Other Students	93.59% (73/78)	95.68% (288/301)	96.98% (257/265)	100.00% (4/4)	97.36% (258/265)	97.92% (282/288)	0.00% (0/0)	98.69% (226/229)	98.70% (228/231)
College Status	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
1st Gen College	84.62% (11/13)	96.97% (32/33)	90.00% (27/30)	0.00% (0/0)	93.33% (28/30)	100.00% (38/38)	0.00% (0/0)	100.00% (36/36)	100.00% (30/30)
Not 1st Gen	95.35% (41/43)	90.72% (88/97)	95.79% (91/95)	0.00% (0/0)	97.14% (102/105)	94.74% (108/114)	0.00% (0/0)	97.80% (89/91)	98.95% (94/95)
Unknown	95.65% (22/23)	97.34% (183/188)	97.53% (158/162)	100.00% (4/4)	98.58% (139/141)	98.67% (148/150)	0.00% (0/0)	98.20% (109/111)	98.25% (112/114)
Basic Skills	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
Basic Skills Math	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)
Basic Skills Engl	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)
Basic Skills ESL	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)
All Other Students	93.67% (74/79)	95.28% (303/318)	96.17% (276/287)	100.00% (4/4)	97.46% (269/276)	97.35% (294/302)	0.00% (0/0)	98.32% (234/238)	98.74% (236/239)

5.6b Successful Course Completion
The percentage of students receiving a grade of A,B,C,CR,P in each discipline (gradecount, duplicated headcount).

	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Overall Percentages	93.67% (74/79)	94.34% (300/318)	95.12% (273/287)	100.00% (4/4)	96.74% (267/276)	96.36% (291/302)	0.00% (0/0)	96.64% (230/238)	97.91% (234/239)
Ethnicity	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
White	93.18% (41/44)	95.19% (198/208)	96.22% (178/185)	100.00% (3/3)	98.39% (183/186)	96.15% (200/208)	0.00% (0/0)	97.18% (172/177)	98.83% (169/171)
Asian	100.00% (8/8)	100.00% (14/14)	91.30% (21/23)	0.00% (0/0)	90.91% (20/22)	95.45% (21/22)	0.00% (0/0)	92.31% (12/13)	86.67% (13/15)
Black	80.00% (4/5)	87.50% (14/16)	91.67% (11/12)	0.00% (0/0)	77.78% (7/9)	100.00% (9/9)	0.00% (0/0)	100.00% (9/9)	100.00% (8/8)
Hispanic	100.00% (3/3)	96.77% (30/31)	93.10% (27/29)	0.00% (0/0)	95.45% (21/22)	96.00% (24/25)	0.00% (0/0)	100.00% (14/14)	93.75% (15/16)
Native American	0.00% (0/0)	100.00% (1/1)	100.00% (1/1)	0.00% (0/0)	100.00% (1/1)	100.00% (2/2)	0.00% (0/0)	100.00% (1/1)	100.00% (3/3)
Pacific Islander	0.00% (0/0)	100.00% (2/2)	100.00% (2/2)	0.00% (0/0)	100.00% (3/3)	100.00% (3/3)	0.00% (0/0)	50.00% (1/2)	100.00% (2/2)
Filipino	80.00% (4/5)	87.50% (7/8)	100.00% (7/7)	0.00% (0/0)	100.00% (7/7)	100.00% (7/7)	0.00% (0/0)	80.00% (4/5)	100.00% (5/5)
Multiple Ethnicities	100.00% (12/12)	85.71% (12/14)	90.91% (10/11)	100.00% (1/1)	93.75% (15/16)	94.44% (17/18)	0.00% (0/0)	100.00% (16/16)	100.00% (17/17)
Unknown	100.00% (2/2)	91.67% (22/24)	94.12% (16/17)	0.00% (0/0)	100.00% (10/10)	100.00% (8/8)	0.00% (0/0)	100.00% (1/1)	100.00% (2/2)
Gender	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
Male	94.44% (17/18)	92.98% (53/57)	87.50% (49/56)	100.00% (2/2)	95.00% (38/40)	87.80% (36/41)	0.00% (0/0)	90.32% (28/31)	100.00% (34/34)
Female	95.00% (57/60)	94.51% (241/255)	97.37% (222/228)	100.00% (2/2)	97.01% (227/234)	97.68% (253/259)	0.00% (0/0)	97.58% (202/207)	97.56% (200/205)
Unknown	0.00% (0/1)	100.00% (6/6)	66.67% (2/3)	0.00% (0/0)	100.00% (2/2)	100.00% (2/2)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)
Age	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
0 to 18	100.00% (1/1)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)
19 to 20	50.00% (1/2)	100.00% (4/4)	100.00% (4/4)	0.00% (0/0)	60.00% (3/5)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)
21 to 25	100.00% (23/23)	95.95% (71/74)	97.01% (65/67)	100.00% (1/1)	98.57% (69/70)	98.77% (80/81)	0.00% (0/0)	96.15% (50/52)	100.00% (49/49)
26 to 30	94.12% (16/17)	96.34% (79/82)	98.63% (72/73)	100.00% (2/2)	98.70% (76/77)	95.40% (83/87)	0.00% (0/0)	100.00% (66/66)	98.61% (71/72)
31 to 35	93.75% (15/16)	93.94% (62/66)	93.88% (46/49)	0.00% (0/0)	100.00% (56/56)	95.00% (57/60)	0.00% (0/0)	97.87% (46/47)	100.00% (49/49)

	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
36 to 40	100.00% (8/8)	93.18% (41/44)	94.44% (34/36)	100.00% (1/1)	85.00% (17/20)	96.30% (26/27)	0.00% (0/0)	96.55% (28/29)	94.12% (32/34)
41 to 45	80.00% (4/5)	91.67% (22/24)	92.31% (24/26)	0.00% (0/0)	96.00% (24/25)	95.65% (22/23)	0.00% (0/0)	89.47% (17/19)	87.50% (14/16)
46 to 50	100.00% (3/3)	81.25% (13/16)	93.75% (15/16)	0.00% (0/0)	92.86% (13/14)	93.33% (14/15)	0.00% (0/0)	86.67% (13/15)	100.00% (10/10)
51 to 60	75.00% (3/4)	100.00% (8/8)	78.57% (11/14)	0.00% (0/0)	100.00% (9/9)	100.00% (9/9)	0.00% (0/0)	100.00% (10/10)	100.00% (9/9)
61 plus	0.00% (0/0)	0.00% (0/0)	100.00% (2/2)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)
Income Level	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
BOG Eligible	93.33% (14/15)	96.52% (111/115)	92.71% (89/96)	100.00% (1/1)	93.68% (89/95)	95.60% (87/91)	0.00% (0/0)	94.79% (91/96)	97.73% (86/88)
All Other Students	93.75% (60/64)	93.10% (189/203)	96.34% (184/191)	100.00% (3/3)	98.34% (178/181)	96.68% (204/211)	0.00% (0/0)	97.89% (139/142)	98.01% (148/151)
Disability Status	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
DSPS Students	100.00% (1/1)	88.24% (15/17)	77.27% (17/22)	0.00% (0/0)	100.00% (11/11)	85.71% (12/14)	0.00% (0/0)	77.78% (7/9)	100.00% (8/8)
All Other Students	93.59% (73/78)	94.68% (285/301)	96.60% (256/265)	100.00% (4/4)	96.60% (256/265)	96.88% (279/288)	0.00% (0/0)	97.38% (223/229)	97.84% (226/231)
College Status	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
1st Gen College	84.62% (11/13)	93.94% (31/33)	86.67% (26/30)	0.00% (0/0)	93.33% (28/30)	100.00% (38/38)	0.00% (0/0)	91.67% (33/36)	100.00% (30/30)
Not 1st Gen	95.35% (41/43)	90.72% (88/97)	95.79% (91/95)	0.00% (0/0)	95.24% (100/105)	92.98% (106/114)	0.00% (0/0)	96.70% (88/91)	98.95% (94/95)
Unknown	95.65% (22/23)	96.28% (181/188)	96.30% (156/162)	100.00% (4/4)	98.58% (139/141)	98.00% (147/150)	0.00% (0/0)	98.20% (109/111)	96.49% (110/114)
Basic Skills	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
Basic Skills Math	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)
Basic Skills Engl	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)
Basic Skills ESL	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)
All Other Students	93.67% (74/79)	94.34% (300/318)	95.12% (273/287)	100.00% (4/4)	96.74% (267/276)	96.36% (291/302)	0.00% (0/0)	96.64% (230/238)	97.91% (234/239)

5.6c Grade Point Average

The average GPA in each discipline (GradePoints / UnitsTotal).

	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Overall GPA	3.701	3.346	3.439	4.000	3.379	3.502	0.000	3.423	3.432
Ethnicity	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
White	3.833	3.360	3.519	4.000	3.442	3.522	0.000	3.453	3.509
Asian	3.625	3.387	3.143	0.000	3.173	3.470	0.000	3.077	3.143
Black	2.800	3.342	3.087	0.000	2.977	3.394	0.000	3.279	3.375
Hispanic	3.667	3.333	3.463	0.000	3.148	3.402	0.000	3.314	3.125
Native American	0.000	3.000	4.000	0.000	3.000	3.143	0.000	3.000	3.000
Pacific Islander	0.000	3.000	3.500	0.000	3.000	3.667	0.000	4.000	3.000
Filipino	3.200	3.200	3.111	0.000	3.625	3.397	0.000	3.000	3.000
Multiple Ethnicities	3.917	3.232	3.345	4.000	3.360	3.549	0.000	3.625	3.471
Unknown	3.500	3.339	3.124	0.000	3.380	3.273	0.000	4.000	3.500
Gender	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
Male	3.667	3.135	3.264	4.000	3.345	3.356	0.000	3.267	3.324
Female	3.712	3.392	3.492	4.000	3.387	3.522	0.000	3.447	3.450
Unknown	0.000	3.280	2.333	0.000	3.143	3.500	0.000	0.000	0.000
Age	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
0 to 18	4.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
19 to 20	1.500	3.000	3.000	0.000	3.714	0.000	0.000	0.000	0.000
21 to 25	3.826	3.359	3.412	4.000	3.448	3.464	0.000	3.460	3.265
26 to 30	3.875	3.446	3.500	4.000	3.378	3.495	0.000	3.482	3.472
31 to 35	3.625	3.326	3.427	0.000	3.368	3.507	0.000	3.404	3.592
36 to 40	4.000	3.237	3.461	4.000	3.367	3.646	0.000	3.252	3.333
41 to 45	3.500	3.433	3.496	0.000	3.341	3.514	0.000	3.211	3.286
46 to 50	4.000	3.294	3.324	0.000	3.165	3.232	0.000	3.618	3.600

	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
51 to 60	3.000	3.027	3.386	0.000	3.333	3.778	0.000	3.600	3.556
61 plus	0.000	0.000	4.000	0.000	0.000	0.000	0.000	0.000	0.000
Income Level	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
BOG Eligible	3.786	3.318	3.382	4.000	3.288	3.465	0.000	3.447	3.425
All Other Students	3.683	3.362	3.467	4.000	3.427	3.519	0.000	3.407	3.436
Disability Status	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
DSPS Students	4.000	3.223	3.074	0.000	3.213	3.392	0.000	3.125	3.000
All Other Students	3.697	3.352	3.465	4.000	3.387	3.507	0.000	3.434	3.447
College Status	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
1st Gen College	3.417	3.256	3.275	0.000	3.534	3.435	0.000	3.089	3.433
Not 1st Gen	3.762	3.410	3.501	0.000	3.351	3.423	0.000	3.481	3.457
Unknown	3.739	3.332	3.432	4.000	3.371	3.577	0.000	3.483	3.411
Basic Skills	**X2011**	**F2011**	**S2012**	**X2012**	**F2012**	**S2013**	**X2013**	**F2013**	**S2014**
Basic Skills Math	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Basic Skills Engl	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Basic Skills ESL	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
All Other Students	3.701	3.346	3.439	4.000	3.379	3.502	0.000	3.423	3.432

5.7 Student Access

The ADN program continues to be primarily Caucasion females, While the program is to recruit students from a wide range of ethnicities and has some gender diversity both of these areas can be improved. Data in the charts below is not completely accurate because the totals are higher than our actual enrollment and the data about male students is not reflective of past and current enrollment. The program has averaged about 20% male student enrollment, which is consistent with state averages. This is a positive upward trend in male students seeking careers in nursing. A review of admission data shows that the diversity of students who are enrolled in the ADN program is representative of the students that apply so students that apply have equal access. One area where the ADN program is is signifcantly below representation is with Hispanic students (compared to percent enrolled at SRJC). To improve recruitment with Hispanic students the program works closely with community partners, including high schools, and participates in many educational forums that specifically target this population of students. While the numbers below do not reflect the level of diversity we would like to see in our nursing program they are consistent with nursing school enrollment across the state.

Nursing RN - FY 2014-15 (plus current FY Summer and Fall)

5.7a Students Served - by Ethnicity The number of students in each Discipline at first census broken down by ethnicity (duplicated headcount).

ALL Locations (Combined totals from ALL locations in the District)

Nursing - RN	Ethnicity	2012-13	Percent	2013-14	Percent	2014-15	Percent	
	White	377	66.1%	332	70.6%	306	66.5%	
	Asian	42	7.4%	27	5.7%	32	7.0%	
	Black	18	3.2%	17	3.6%	16	3.5%	
	Hispanic	49	8.6%	53	11.3%	71	15.4%	
	Native American	3	0.5%	4	0.9%	8	1.7%	
	Pacific Islander	6	1.1%	3	0.6%	3	0.7%	
	Filipino	15	2.6%	10	2.1%	12	2.6%	
	Other Non-White	0	0.0%	11	2.3%	12	2.6%	
	Decline to state	60	10.5%	13	2.8%	0	0.0%	

	ALL Ethnicities	570	100.0%	470	100.0%	460	100.0%	

5.7b Students Served - by Gender The number of students in each Discipline at first census broken down by gender (duplicated headcount).

ALL Locations (Combined totals from ALL locations in the District)

Nursing - RN	Gender	2012-13	Percent	2013-14	Percent	2014-15	Percent	2
	Male	78	13.7%	64	13.6%	70	15.2%	
	Female	483	84.7%	406	86.4%	390	84.8%	
	Unknown	9	1.6%	0	0.0%	0	0.0%	
	ALL Genders	**570**	**100.0%**	**470**	**100.0%**	**460**	**100.0%**	

5.7c Students Served - by Age The number of students in each Discipline at first census broken down by age (duplicated headcount).

ALL Locations (Combined totals from ALL locations in the District)

Nursing - RN	Age Range	2012-13	Percent	2013-14	Percent	2014-15	Percent	2
	0 thru 18	0	0.0%	0	0.0%	0	0.0%	
	19 and 20	4	0.7%	0	0.0%	0	0.0%	
	21 thru 25	146	25.6%	98	20.9%	93	20.2%	
	26 thru 30	167	29.3%	137	29.1%	132	28.7%	
	31 thru 35	115	20.2%	97	20.6%	86	18.7%	
	36 thru 40	46	8.1%	63	13.4%	68	14.8%	
	41 thru 45	46	8.1%	33	7.0%	45	9.8%	
	46 thru 50	27	4.7%	23	4.9%	19	4.1%	
	51 thru 60	19	3.3%	19	4.0%	17	3.7%	
	61 plus	0	0.0%	0	0.0%	0	0.0%	
	ALL Ages	**570**	**100.0%**	**470**	**100.0%**	**460**	**100.0%**	

5.8 Curriculum Offered Within Reasonable Time Frame

Every ADN course is offered every semester except the LVN to ADN bridge courses, which are only offered when space is available in the program.

5.9a Curriculum Responsiveness

The ADN program works closely with the VN program and Sonoma State University to ensure that the learning needs of nursing students at all levels are being met in Sonoma County. Our philosphy is that our combined students are all students of nursing that it is important to avoid the duplication of education when possible. The ADN program works diligently to facilitate transfer of VN students into the program; however, space is a challenge and we are limited in the number of students that can be accomodated with current ADN enrollment sizes. We also have a collaborative nursing education agreement with Sonoma State University to allow concurrent enrollment in the BSN program for ADN students. This innovative partnership allows our students to obtain a BSN within one year of graduation at Santa Rosa Junior College. In order to better meet the needs of our VN to ADN ladder students we will be admitting 56 students in fall 2015 instead of 60 students. This will ensure that we can admit at least 4 VN to ADN bridge students in spring 2016.

The ADN program conducts an advisory meeting every semester in collaboration with Sonoma State University. We average 25 participants in attendance with about 1/2 attendees from health care facilities. During nursing advisory meetings we review the current status of potential employment, clinical placements, preparation of new graduates and program policies/curriculum at each meeting. The health care facilities provide little guidance to our curriculum due to the curriculum being a mandated program as per State of California Board of Registered Nursing regulations; however, they do provide valuable feedback on our program SLOs.

5.9b Alignment with High Schools (Tech-Prep ONLY)

The ADN program has worked with the HOPE Center and the high school health careers program in the past and plan to continue to support efforts to recruit minority high school students to the health care fields. Additionally we participate in High School health prep courses and participate in educational forums for high school students. The ADN program

regularly hosts high school students on tours of our facilities where we talk about health careers, specifically professional nursing.

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

The ADN program is in a consortium with Sonoma State University and four other North Bay community colleges. A special program has been developed whereby SRJC ADN students can be accepted into the ADN-BSN program at SSU and take courses before graduation from the ADN program. This program facilitates transfer to the university, greatly reducing the number of additional units ADN students must take to achieve their BSN and MSN degrees. We work collaboratively with Sonoma State to facilitate enrollment of our students into this innovative program. There is an approved educational roadmap for this program including course articulation available at https://www.sonoma.edu/nursing/bsn-post/cnecm.html.

5.11a Labor Market Demand (Occupational Programs ONLY)

While, the ADN program is not a CTE program we are providing some basic data. Registered Nurses are in demand in parts of California but currently, the demand for new graduate RNs has decreased for the Bay Area due to high wages, which attract out of area nurses.   Current students are seeing an increase in acute care positions with approximately 70% of our students finding employment within three months. During the summer of 2015 three major hospitals will participate in a nurse residency program. We expect that approximately 30 of our graduates will be bale to participate and obtain regular employment as a result. We anticipate the nursing shortage to worsen in the next decade due to the mean age of the current nursing staff in Sonoma County; many nurses will be retiring soon. In the past two years we have seen a reinstatement of new graduate programs in a couple of our local hospitals.

Current data from the Sonoma County WIB indicates that registered nursing is the second fastest growing occupation in the county from 2008-2018 with a projected increase in positions of 4,430 over the ten year period (http://edb.sonoma-county.org/documents/2011/workforce_education.pdf). The SRJC ADN program is the only ADN program in Sonoma County. We produce approximately 115 registered nurses per year and Sonoma State University produces approximately 30 registered nurses per year. The combined totals represent the ability to fill about 30% of the projected demand for the county; therefore, we do not recommend lowering admission levels at this time.

5.11b Academic Standards

Every five years we are required to have an onsite visit and review by the Board of Registered Nursing. Our curriculum, admission procedures, attrition, graduation rate, NCLEX-RN pass rate for first time takers, and adherence to BRN standards are evaluated. This intense scrutiny is preceded by the submission of an extensive self study. Additionally, students take the NCLEX-RN examination twice a year. From that examination, we receive an extensive evaluation from the National Council of State Boards of Nursing (NCSBN) comparing our graduates to all graduates of community colleges in the nation, all graduates from across the nation and all California graduates. These scores indicate the extent to which we meet the mean scores in all content areas as compared to these reference groups. ADN faculty meet monthly to discuss the progress of students and academic standards. NCLEX-RN pass rates and data are examined at least once per semester.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	01	01	Curriculum Revision	Review the nursing curriculum to determine if nursing units equired for graduation can be decreased to 40-44 units from 48 units. Also, consider breaking NR75B and NR75C into two courses each rather than one large course with a rotation included.	2016/2018	Faculty have been meeting to develop unit reduction plans. These are all due to the Associate Dean of Nursing by June 1, 2017. Once these have been recieved a plan will be developed for presentation to the Board of Registered Nursing. The goal is to seek and obtain BRN approval by February 2018 and complete the CRCprocess to begin the revised curriculum in fall 2018.

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	Program planning from last year is being used to guide planning from this year. Continued work on curriculumis occurring.

6.2b PRPP Editor Feedback - Optional

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	01	01	Curriculum Revision	Review the nursing curriculum to determine if nursing units equired for graduation can be decreased to 40-44 units from 48 units. Also, consider breaking NR75B and NR75C into two courses each rather than one large course with a rotation included.	2017/2018	Curriculum meetings, release time for curriculum development for the Asst. Directors. Funding to pay for the BRN curriculum revision fee.
0002	ALL	02	01	Align nursing program requirements	Review all onboarding requirements (like immunizations and CPR) to ensure that all nursing programs are aligned so students can easily move up the career ladder.	2017/2018	