# Santa Rosa Junior College

## Program Resource Planning Process

### *Nursing RN  2021*

### 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.

## 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 ADN program is a feeder program for English, Nurtition, and Sciences at SRJC.

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 2018 application period, there were 349 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. In 2018 we were recognized as a Gold Star program by the California Community Colleges Chancellor's Office for our high employment rates and retention.

Our program has a very low attrition rate (consistently less than 10% and less than 5% for permanent withdrawl) and solid national first time nursing boards pass rate (NCLEX-RN) at 98.18% (State average attrition rate is 15.6% for all program types and 13% for ADN programs; NCLEX-RN first time pass rate average for ADN programs was 87.8% in 2016/2017). The ADN program was commended by the Board of Registered Nurses for being an exemplary program with no areas of non-compliance or recommendations during our last site visit in 2016. A full copy of the prelicensure nursing program report from the Board of Registered Nurses is available at https://www.rn.ca.gov/pdfs/education/prelicensure16-17.pdf.

Nursing is a high demand career. Nurses have consistently been in the top of the list for workforce demand and our students are all gettng employed with annual salaries up to

$110,000 upon graduation. 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 United States Department of Health and Human Services (2017), if the current level of nursing program admissions and retirements are maintained there will be a shortage of nurses in California of 44,500 FTEs by 2030. Santa Rosa Junior College is not in a place to expand enrollment in the ADN program due to limited class and clinical space availability; however, maintaining our enrollment is critical in order to ensure there are adequate numbers of nurses available to meet the health care demands in our county. Additionally, the ADN program is a highly effective program that consistently graduates students who find meaningful employment. It transform lives. Some of our students are living in their cars or shelters. When they graduate they will be middle income members of our community who are able to support their families and provide excellent healthcare. The DHHS report on Supply and Demand Projections of the Nursing Workforce: 2014-2030 is available at https://bhw.hrsa.gov/sites/default/files/bhw/nchwa/projections/NCHWA_HRSA_Nursing_Report.pdf.

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 was implemented in fall 2015. The Board of Registered Nurses has used our curriculum as an exemplar for other programs in California. One of the priority recommendations in the IOM report is to increase the number of baccalaureate-prepared nurses in the workforce to 80% and doubling the number of nurses with a doctoral degree. This is necessary to prepare registered

nurses for an evolving health care system that is focused on safe, quality, and cost-effective care.  To increase opportunities for our students to continue on for  BSN degree we have partnered with four universities for concurrent enrollment: Sonoma State, University of Phoenix, Grand Canyon, and Ohio State University. These unviersities were vetted by faculty and approved for concurrent enrollment based on three program selected requirements;

1. National accreditation in nursing

2. Total cost for enrollment to BSN less than $15,000

3. BSN graduation within 12 months from ADN program completion.

Currently, about half of the ADN students are actively engaged in a concurrent BSN program. This is important because of changes happening with in the service industry (hospitals, clinics, etc.). Current trends for placement indicate that health care agencies are prioritizing clinical placement for students who are enrolled in an accredited nursing program that leads to a BSN. Our concurrently enrolled students meet this criteria. In Sonoma County our students are easily placed in clinical, but that is likely to change with time. It is important that we maintain concurrent enrollment options and seek national nursing accreditation. The goal of the ADN program is to partner with Sonoma State and other univerisites to provide dual enrollment opportunities. The current trend in California is for ADN programs to decrease nursing units to 36 units and replace sequential dual enrollment with concurrent dual enrollment where students take 9 units at the community college and 3 units at the university. This reduction in totsal nursing units is also a focus for national nursing accreditation bodies. The ADN program is currently working on a unit reduction from 48 nursing units to 38. We hope to implement this in fall 2020. We estimate a cost savings of about $350,000 per year with this curriculum revision. This will aid us in maintaining current enrollment while reducing costs for the district and preparing us for the future trends in nursing education.

A proposed timeline for these changes is available at: https://filedepot.santarosa.edu/index.php/s/NyYq59ADGH5ww4Z (for internal use only).

**Strength and Opportunities**

- excellent reputation in the community and state for exemplary nursing education and graduates
- graduates are employed in and thrive in our community
- stable, highly qualified and competent faculty
- strong relationships for concurrent enrollment
- current enrollment is projected to meet market demands between now and 2030
- quality improvement mindset among staff and faculty that allows us to ready for changes in healthcare
- current curriculum that is well aligned with market expectations of registered nurses
- risk of clinical placement issues in the future if we do not pursue accreditation (currently this is not an issue, but needs to be prepared for so we are in a strong position)
- abundance of applicants and students in the pipeline

- high retention, graduation and employment rates
- ongoing grant funding to support current enrollment

**Weaknesses and Threats**

- current budget issues with the district that could impact the strength of the program and enrollment
- risk of clinical placement issues in the future if we do not pursue accreditation (currently this is not an issue, but needs to be prepared for so we are in a strong position)
- limited teaching technologies and faculty training/support to facilitate e-learning and online testing (new testing center may help with this issue)
- limited simulation and skills lab space (new lab opening in fall 2019)
- limited space for large lecture classes (limits ability to expand)
- insufficient funding for technology needs to ensure currency with market demands in nursing
- high adjunct to full time faculty ratio
- recruiting new Associate Dean. It is imperative that we hire someone who is knowledgble and well qualified to lead us forward

## 2.1a Budget Needs

The Nursing-RN budget continues to be used effectively as possible, however, ongoing funding via the Chancellor's Nursing Growth Enrollment Grant Funding has been critical to maintaining our program's ability to achieve SLO's and our regulatory obligations for licensure.  The grant funding is primarily been allocated for (1) faculty and staff salaries and benefits related to increased student enrollment and (2) ongoing supply and equipment purchases and maintenance, which due to both the requirements of the curriculum, and the age and condition of essential equipment, continues to increase.  Our budget requests are specific to resolving these ongoing budgetary deficits and creating a realistic and accurate budget for the Nursing-RN program.

 This PRPP will address the immediate budget needs for the ADN program for the next budgetary period:

1.  We will be requesting approval to recruit two (2) additional full-time contract faculty to replace the two vacancies resulting from a resignation (Anna Valdez) and the promotion of a tenured contract faculty (Katherine Magee) to a non-instructional management position. These two faculty positions will be further discussed in 2.2d and 2.3e.

2.  The 4000 budget will need to be increased to support ongoing supply needs, primarily in the skills and simulation labs.  Skills and simulation labs are essential to completion of the required nursing curriculum for graduation and licensure.  The skills labs are in daily use by

nursing students, as well as several other health sciences programs.  Sufficient supplies are required to keep the labs clean, safe, and functional (linen services, soap for infection control) and consumeable medical supplies for demonstration and practice of nursing skills for clinical practicum (IV tubing, faux blood products, needles and syringes, gauze, etc.). Although we have been fortunate to have grant funding to support these costs, grant funding is subject to yearly renewal, and subject to change, while our expenditures are fixed in this area.

3.  The ADN program needs additional support is in the 5000s. Additionally, we continue to require maintenance for our smart IV infusion pumps, simulation manikins, and aging/deteriorating hospital furniture (we address the solution to this issue in section 2.4e). This maintenance is critical to meeting SLOs in the nursing - RN, nursing assistant, medical assistant and radiology technician programs. The approximate yearly costs for maintenance exceed $6000/year.

4.  We are requesting significant equipment replacements for the skills labs to modernize the facility and allow students to learn using the basic level of  equipment they will encounter in their clinical practicum and later in their career positions.  The Race Building skills labs were never equipped with new beds, bed cabinets, overbed, tables, IV poles, and IV infusion pumps - all were donated at the end of their life from local hospitals. Twenty-one years later, this has resulted in significant ongoing maintence costs which could have utilized in a more future oriented manner, and created a deficit in learning for students entering the healthcare field.  It is time to invest in new and state of the art equipment which align with curricular SLOs.  We have found equipment which is specific to our learning objectives and reasonably priced.  This request is detailed in 2.4e.

# Nursing RN  -  FY 2019-20

**2.1 Fiscal Year Expenditures**

**Santa Rosa Campus**

| Expenditure Category | Unrestricted Funds | Change from 2018-19 | Restricted Funds | Change from 2018-19 | Total | Change from 2018-19 |
|---|---|---|---|---|---|---|
| Faculty payroll | $752,917.55 | -11.92% | $0.00 | 0.00% | $752,917.55 | -11.92% |
| Adjunct payroll | $1,058,711.68 | 24.24% | $0.00 | 0.00% | $1,058,711.68 | 24.24% |
| Classified payroll | $184,490.18 | 5.51% | $0.00 | 0.00% | $184,490.18 | 5.51% |
| 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) | $159,920.46 | 7.68% | $0.00 | 0.00% | $159,920.46 | 7.68% |
| Benefits (3000's) | $575,884.63 | 0.95% | $0.00 | 0.00% | $575,884.63 | 0.95% |
| Supplies (4000's) | $2,430.67 | -43.03% | $0.00 | 0.00% | $2,430.67 | -43.03% |
| Services (5000's) | $1,607.71 | -25.71% | $465.62 | -98.42% | $2,073.33 | -93.46% |
| Equipment (6000's) | $0.00 | 0.00% | $182,822.85 | 688.93% | $182,822.85 | 688.93% |
| **Total Expenditures** | **$2,735,962.88** | **4.94%** | **$183,288.47** | **247.71%** | **$2,919,251.35** | **9.75%** |

**Petaluma Campus** (Includes Rohnert Park and Sonoma)

| Expenditure Category | Unrestricted Funds | Change from 2018-19 | Restricted Funds | Change from 2018-19 | Total | Change from 2018-19 |
|---|---|---|---|---|---|---|
| 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% |

| | Unrestricted Funds | Change | Restricted Funds | Change | Total | Change |
|---|---|---|---|---|---|---|
| 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 2018-19 | Restricted Funds | Change from 2018-19 | Total | Change from 2018-19 |
|---|---|---|---|---|---|---|
| Faculty payroll | $0.00 | 0.00% | $0.00 | 0.00% | $0.00 | 0.00% |
| Adjunct payroll | $0.00 | -100.00% | $0.00 | 0.00% | $0.00 | -100.00% |
| 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 | -100.00% | $0.00 | 0.00% | $0.00 | -100.00% |
| 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** | **-100.00%** | **$0.00** | **0.00%** | **$0.00** | **-100.00%** |

## Expenditure Totals

| Expenditure Category | Amount | Change from 2018-19 | District Total | % of District Total |
|---|---|---|---|---|
| Total Expenditures | $2,919,251.35 | 9.61% | $153,674,065.73 | 1.90% |
| Total Faculty Payroll | $1,811,629.23 | 5.93% | $49,910,820.26 | 3.63% |
| Total Classified Payroll | $184,490.18 | 5.51% | $22,755,404.45 | 0.81% |
| Total Management Payroll | $159,920.46 | 7.68% | $10,011,188.67 | 1.60% |
| Total Salary/Benefits Costs | $2,731,924.50 | 4.91% | $109,759,005.10 | 2.49% |
| Total Non-Personnel Costs | $187,326.85 | 216.73% | $14,465,624.56 | 1.29% |

## 2.1b Budget Requests

| Rank | Location | SP | M | Amount | Brief Rationale |
|---|---|---|---|---|---|
| 0001 | Santa Rosa | 01 | 01 | $4,000.00 | Costs for essential program supplies in 4000 (approximately $2,000 per semester) |
| 0001 | Santa Rosa | 01 | 01 | $6,000.00 | Estimated budget for equipment maintenance and repair (5000s category) |
| 0001 | Santa Rosa | 01 | 01 | $140,249.15 | Replacement of deteriorating skills lab furniture and equipment (6000s category) |
| 0001 | Santa Rosa | 01 | 01 | $60,000.00 | New high-fidelity 5G Manikin for nursing simulation |

## 2.2a Current Classified 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, inventory 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 | Reviews and manages applications for ADN program - 452 this year; oversees all admissions requirements; manages all student and faculty compliance issues and records; assists the Director with regulatory reports on an annual basis. |
| Administrative Assistant II | 40.00 | 12.00 | Assists with the significant ADN administrative requirements (college and BRN reporting), payroll (PAFs, MPAFs, timesheets, reporting) |
|  | 0.00 | 0.00 |  |

## 2.2b Current Management/Confidential Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|---|---|---|---|
| Associate Dean, Nursing | 40.00 | 12.00 | Supervises 85 faculty assignments and 240 students for ADN program. Manages ADN program budget, grant funds, curriculum requirements and activities. Responsible for continued BRN accreditation and reporting. Oversees the operations of the HS skills lab. |

## 2.2c Current STNC/Student Worker Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|---|---|---|---|

## 2.2d Adequacy and Effectiveness of Staffing

The Nursing-RN program has two major responsibilities to our students: we must not only satisfy the college requirements for curriculum delivery and graduation requisites compliance but we must also meet the regulatory requirements mandated by the California Board of Registered Nursing (BRN) to fully educate candidates for registered nursing licensure. At present, our faculty and staff are effectively meeting those responsibilities, however, the ADN full-time faculty managment is accomplishing this with workloads which far exceeds their published loads, and classified staff is still stretched in their roles. Nine of the 11 faculty are fully tenured, two faculty are in first year tenure process. This level of experienced faculty is at the core of our effective and successful student outcomes in the ADN program. Our program curriculum is extremely rigorous, however, our average retention/completion rate our the past 5 years is extremely high at 95.83%. Our current NCLEX (state test for RN licensure) pass rate is 98.18%, despite several years of course interuptions due to fires and campus closures (the state NCLEX pass rate average is 84%). ADN faculty is highly committed and engaged in promoting robust curriculum and student success. All 11 FTEF have course/program coordinatorships, assistant director assignments, or program committee membership in addition to their college service and tenure requirements. All ADN faculty participate in curriculum design and revision as Curriculum Committee members. We did fill the AAII position, which has stabilized the processing of payroll for our large department as well as assisting with administrative duties specific to the ADN program.

Please note: The data in these tables is inaccurate. Data for nursing does not accurately reflect current staffing. Note the errors in the district totals and total FTEF. This is concerning because budget cuts are being made based on inaccurate data, which may disproportionately impact ADN required staffing.

Nursing RN - FY 2019-20

## 2.2 Fiscal Year Employee Data and Calculations

### Employee Head Counts

| Employee Category | Count | Change from 2018-19 | District Total | % of District Total |
|---|---|---|---|---|
| Contract Faculty | 10 | -16.67% | 0 | 0.00% |
| Adjunct Faculty | 62 | 3.33% | 0 | 0.00% |
| Classified Staff | 3 | -25.00% | 0 | 0.00% |
| STNC Workers | 0 | 0.00% | 0 | 0.00% |
| Student Workers | 0 | 0.00% | 0 | 0.00% |
| Mgmt/Admin/Dept Chair | 3 | 200.00% | 0 | 0.00% |

### Employee FTE Totals

| FTE Category | FTE | Change from 2018-19 | District Total | % of District Total |
|---|---|---|---|---|
| FTE-F  - Faculty | 14.7423 | 9.07% | 0.0000 | 0.00% |
| FTE-CF  - Contract Faculty | 9.9673 | -9.22% | 0.0000 | 0.00% |
| FTE-AF  - Adjunct Faculty | 4.7750 | 88.29% | 0.0000 | 0.00% |
| FTE-C  - Classified | 2.4750 | -17.50% | 0.0000 | 0.00% |
| FTE-ST  - STNC | 0.0000 | 0.00% | 0.0000 | 0.00% |
| FTE-SS  - Support Staff | 2.4750 | -17.50% | 0.0000 | 0.00% |
| FTE-SW  - Student Workers | 0.0000 | 0.00% | 0.0000 | 0.00% |
| FTE-M  - Management | 3.0000 | 200.00% | 0.0000 | 0.00% |
| FTE-DC  - Department Chairs | 0.0000 | 0.00% | 0.0000 | 0.00% |

### Student Data

| Data Element | Value | Change from 2018-19 | District Total | % of District Total |
|---|---|---|---|---|
| FTES-CR  - Credit | 197.4324 | -42.46% | 0.0000 | 0.00% |
| FTES-NC  - Non-Credit | 0.0000 | 0.00% | 0.0000 | 0.00% |
| FTES  - combined | 197.4324 | -42.46% | 0.0000 | 0.00% |
| Students Enrolled/Served | 0 | -100.00% | 0 | 0.00% |

### Calculations

| Data Element | Value | Change from 2018-19 | District Total | % of District Total |
|---|---|---|---|---|
| FTE-S : FTE-F | 13.3922 | -47.25% | 0.0000 | 0.00% |
| FTE-AF : FTE-CF | 0.4791 | 107.42% | 0.0000 | 0.00% |
| FTE-F : FTE-SS | 5.9565 | 32.21% | 0.0000 | 0.00% |
| FTE-F : FTE-M | 4.9141 | -63.64% | 0.0000 | 0.00% |
| FTE-SS : FTE-M | 0.8250 | -72.50% | 0.0000 | 0.00% |
| FTE-ST : FTE-C | 0.0000 | 0.00% | 0.0000 | 0.00% |
| Average Faculty Salary per FTE-F | $122,886.18 | -2.88% | $0.00 | 0.00% |
| Average Classified Salary per FTE-C | $74,541.49 | 27.89% | $0.00 | 0.00% |
| Average Management Salary per FTE-M | $53,306.82 | -64.11% | $0.00 | 0.00% |
| Salary/Benefit costs as a % of total budget | 93.58% | -4.29% | 71.42% | 131.03% |
| Non-Personnel $ as a % of total budget | 6.42% | 188.96% | 9.41% | 68.17% |
| Restricted Funds as a % of total budget | 6.28% | 217.22% | 19.16% | 32.76% |
| Total Unit Cost per FTE-F | $198,018.25 | 0.49% | $0.00 | 0.00% |
| Total Unit Cost per FTE-C | $1,179,495.49 | 32.86% | $0.00 | 0.00% |
| Total Unit Cost per FTE-M | $973,083.78 | -63.46% | $0.00 | 0.00% |
| Total Unit Cost per FTE-S | $14,786.08 | 90.51% | $0.00 | 0.00% |
| Total Unit Cost per student served/enrolled | $0.00 | -100.00% | $0.00 | 0.00% |

### 2.2a Classified Positions  Employees paid from a Classified OBJECT code

| Name Last | First | Position | Hours | FTE |
|---|---|---|---|---|
| Garcia | Valarie | Administrative Assistant II | 0.00 | 0.4750 |
| Green | Donna | Admissions & Records Evaluation Specialist II | 0.00 | 1.0000 |

| Kennedy | Mary | Lab Assistant SR/Health Sciences | 0.00 | 1.0000 |
|---------|------|----------------------------------|------|--------|
| **Totals** | | | **0.00** | **2.4750** |

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

| Name Last | First | Position | Hours | FTE |
|-----------|-------|----------|-------|-----|
| Klich-Heartt | Eira | Associate Dean, Associate Degree Nursing Program (Interim) | 88.02 | 1.0000 |
| Magee | Katherine | Associate Dean, Associate Degree Nursing Program (Interim) | 0.00 | 1.0000 |
| Valdez | Anna | Associate Dean, Associate Degree Nursing Program (Interim) | 14.19 | 1.0000 |
| **Totals** | | | **102.21** | **3.0000** |

## 2.2c STNC Workers  Employees paid from an STNC OBJECT code

| Name Last | First | Position | Hours | FTE |
|-----------|-------|----------|-------|-----|
| << No Employees >> | | | | |

## 2.2d Student Employees  Employees paid from a Student Employee OBJECT code

| Name Last | First | Position | Hours | FTE |
|-----------|-------|----------|-------|-----|
| << No Employees >> | | | | |

## 2.2e Classified, STNC, Management Staffing Requests

| Rank | Location | SP | M | Current Title | Proposed Title | Type |
|------|----------|-----|-----|---------------|----------------|------|
| 0001 | ALL | 00 | 00 | AAII - retirement, 100% | AAII - replacement, 100% | Classified |

## 2.3a Current Contract Faculty Positions

| Position | Description |
| --- | --- |
| Contract Faculty | Med/Surg/Gerontology Instructor.  NR75.2A Course Coordinator. Chair of the Scholarship Committee. Teaches theory, skills and clinical practicum. (Jennifer Richardson) |
| Contract Faculty | Med/Surg Instructor. NR75.1B Course Coordinator. Skill Lab Coordinator.  Faculty Chair of ADN Honor Society. Teaches theory, skills and clinical practicum. (Jean Farnham) |
| Contract Faculty | Med/Surg/PMH Instructor. NR75.2B Course Coordinator. Assistant Director, oversees pinning ceremony planning. Teaches theory, skills and clinical practicum. (Melissa Gory) |
| Contract Faculty | Med-Surg instructor.  NR75.1C Course Coordinator. Curriculum Committee Chair - responsible for technology and informatics training in ADN program.  Teaches theory, skills and clinical practicum. (Dianne Donnelly) |
| Contract Faculty | Med/Surg/MCN Instructor.  NR75.2C Course Coordinator. Student Success Coordinator. Teaches theory, skills, simulation, and clinical practicum. (Debbie Morikawa) |
| Contract Faculty | Med/Surg/PMH Instructor.  NR75.1D Course Coordinator.  Assistant Director duties. Faculty chair of SRJC Student Nursing Association. Teaches theory, skills and clinical practicum. (Scott Meehl) |
| Contract Faculty | Med/Surg/Gerontology Instructor. Simulation Lab Coordinator and facilitator for all courses.  Teaches Fundamentals theory, skills and clinical practicum. (Leslie Crane) |
| Contract Faculty | Med/Surg Instructor.  Preceptorship Coordinator.  Student Success Skills Tutor. Teaches NR75.1D theory, skills and clinical practicum. (Jennifer Castello) |
| Contract Faculty | Med/Surg Instructor.  Teaches theory, skills and clinical practicum. Readmission Committee member. (Lillian Rankins) |
| Contract Faculty | Med/Surg Instructor.  Teaches theory, skills and clinical practicum. Readmission Committee. (Amanda Giomi) |
| Contract Faculty | Med/Surg Instructor.  Teaches theory, skills and clinical practicum. Readmission Committee member. (Jake Samson) |
| Contract Faculty | Med/Surg/PMH Instructor position, teaches theory and clinical practicum (VACANT). |
| Contract Faculty | Med/Surg/MCN Instructor position, teaches theory and clinical practicum (VACANT). |

## 2.3b Full-Time and Part-Time Ratios

| Discipline | FTEF Reg | % Reg Load | FTEF Adj | % Adj Load | Description |
|---|---|---|---|---|---|
| Nursing (RN) | 11.0000 | 100.0000 | 6.0000 | 65.0000 | The percentages listed in the table are SRJC total and do not accurately reflect the staffing levels in the ADN program. The average adjunct total load for our program is 39.5628%. The ADN program only employs adjuncts with specialty knowledge, which means most may only work a few hours per semester. Only 15 out of 43 currently assigned adjuncts work at or close to a 60- 67% total load. |

## 2.3c Faculty Within Retirement Range

Although the median age range in the ADN program has decreased with the two new hires in Fall 2020, our program still has four of our eleven  faculty that are at or within retirement age. We had two faculty retire in Fall 2019 when the Early Retirement Option was offered by the college. One faculty member to date has indicated they will retire in the next year (June 2022), and that position will need to be replaced at that time.

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

The table in section 2.3e accurately depicts the current contract faculty for the ADN Program, as well as our current need to fill two essential Instructor positions.  We were fortunate to replace the two  full-time vacancies due to the Early Retirement Option in Fall 2020, however, we still  have two vacant full-time contract positions resulting from an unexpected resignation (Anna Valdez) in Spring 2020, and the promotion of a tenured faculty to Interim Associate Dean (Katherine Magee) January 2020.  We are requesting these two positions be approved for recruitment.  Nursing program SLOs are most effectively met with sufficient full-time faculty and we do have a regulatory obligation to satisfy ratios of  full-time faculty to students which are mandated by the BRN. The required ratios vary from 1:8 to 1:10 in which 1/2 must be FTEF,  for our program calculation we use an average of 1:9 which equals 13 FTEF for ADN to be fully staffed. We are also anticipating FTEF retirements in the next 12 to 18 months, so achieving full faculty status as soon as possible will relieve some of the pressures for recruitment as we are still experiencing a significant nursing faculty shortage in recruitment of qualified candidates both locally and regionally. Because of the size of our program we will continue to utilize adjunct faculty significantly (11:43) to fill the required instructional shifts in skills lab and clinical rotations.

## Nursing RN  -  FY 2019-20

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

| Name Last | First | Position | Hours | HR FTE | DM FTE |
|---|---|---|---|---|---|
| Castello | Jennifer | 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 |
| Farnham | Jean | Faculty | 0.00 | 1.0000 | 0.0000 |

| Name Last | First | Position | Hours | FTE | |
|---|---|---|---|---|---|
| Gory | Melissa | Faculty | 0.00 | 1.0000 | 0.0000 |
| Magee | Katherine | Faculty | 0.00 | 1.0000 | 0.0000 |
| Meehl | Scott | Faculty | 0.00 | 1.0000 | 0.0000 |
| Morikawa | Debbie | Faculty | 0.00 | 1.0000 | 0.0000 |
| Richardson | Jennifer | Faculty | 0.00 | 1.0000 | 0.0000 |
| Valdez | Anna | Faculty | 0.00 | 1.0000 | 0.0000 |
| **Totals** | | | **0.00** | **10.000** | **0.0000** |

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

| Name Last | First | Position | Hours | FTE |
|---|---|---|---|---|
| Alli | Funmilola | | 226.50 | 0.0000 |
| Armigo | Christine | | 83.00 | 0.0000 |
| Armstrong | Julie | | 272.00 | 0.0000 |
| Baland | Pamela | | 392.00 | 0.0000 |
| Bayless | Rebecca | | 42.00 | 0.0000 |
| Beary | Natalie | | 109.50 | 0.0000 |
| Braccialini | Summer | | 89.00 | 0.0000 |
| Buckley | Sharon | | 79.50 | 0.0000 |
| Cates | Kimberly | | 298.00 | 0.0000 |
| Clark | Karen | | 22.00 | 0.0000 |
| Coleman-Smith | Janelle | | 16.00 | 0.0000 |
| Dempel | Debbie | | 118.00 | 0.0000 |
| Deragisch | Carlyna | | 205.50 | 0.0000 |
| Doll | Mary | | 325.00 | 0.0000 |
| Donnelly | Diane | | 36.00 | 1.0000 |
| Dunlap | Loretta | | 407.00 | 0.0000 |
| Dutcher | Barbara | | 101.50 | 0.0000 |
| Farnham | Jean | | 46.50 | 0.7750 |
| Fedorka | Magi | | 404.00 | 0.0000 |
| Gardner | Grey | | 149.00 | 0.0000 |
| Gill | Dorella | | 379.50 | 0.0000 |
| Giomi | Amanda | | 401.00 | 0.0000 |
| Goebel | Peggy | | 265.00 | 0.0000 |
| Goodman | Nancy | | 366.00 | 0.0000 |
| Gory | Melissa | | 234.00 | 1.0000 |
| Grodrian | Glenn | | 183.50 | 0.0000 |
| Hakola | Gloria | | 38.50 | 0.0000 |
| Hansell | Gisella | | 160.00 | 0.0000 |
| Hanson | Laura | | 176.00 | 0.0000 |
| Hazzard | Jennifer | | 82.00 | 0.0000 |
| Hutchins | Stephanie | | 336.00 | 0.0000 |
| Jacobsen | Maria | | 416.00 | 0.0000 |
| Johnston Blackstone | Cynthia | | 431.50 | 0.0000 |
| Kerger | Jessica | | 8.00 | 0.0000 |
| Klich-Heartt | Eira | | 0.00 | 1.0000 |
| Kremesec | Terren | | 221.00 | 0.0000 |
| Lane | Kathleen | | 176.75 | 0.0000 |
| Maslow | Rene | | 67.00 | 0.0000 |
| McDowell | Tracy | | 11.50 | 0.0000 |
| McKenney | Aimee | | 263.75 | 0.0000 |
| Meehl | Scott | | 14.00 | 1.0000 |
| Miller | Jaime | | 4.00 | 0.0000 |
| Montosa | Catherine | | 384.00 | 0.0000 |
| Nerio | Noreen | | 3.00 | 0.0000 |
| Ono | Diane | | 304.50 | 0.0000 |
| Pah | Lois | | 398.00 | 0.0000 |
| Peterson-Cercley | Vicki | | 365.25 | 0.0000 |
| Pope | Emily | | 12.00 | 0.0000 |
| Rabidoux | Ann | | 212.00 | 0.0000 |
| Rajevsky | Vera | | 32.00 | 0.0000 |
| Rankins | Lillian | | 72.00 | 0.0000 |
| Rapaport | Sarah | | 390.00 | 0.0000 |
| Reed | Claire | | 377.00 | 0.0000 |
| Ridgeway | Valerie | | 380.00 | 0.0000 |
| Robinson | Michelle | | 60.00 | 0.0000 |
| Sampson | Jan | | 16.50 | 0.0000 |
| Samson | Jacob | | 248.00 | 0.0000 |

| | | | | |
|---|---|---|---|---|
| Shields | Matthew | | 339.50 | 0.0000 |
| Slowley | Stewart | | 290.00 | 0.0000 |
| Sobecki-Engle | Lilia | | 10.00 | 0.0000 |
| Valdez | Anna | | 133.00 | 0.0000 |
| Zahl | Shaddo | | 403.00 | 0.0000 |
| **Totals** | | | **12086.75** | **4.7750** |

## 2.3e Faculty Staffing Requests

| Rank | Location | SP | M | Discipline | SLO Assessment Rationale |
|------|----------|----|----|-----------|--------------------------|
| 0001 | ALL | 01 | 01 | Medical Surgical Faculty | Faculty at the instructor level are required to develop and implement nursing curriculum. |
| 0002 | ALL | 01 | 01 | Medical Surgical Faculty | Faculty at the instructor level are required to develop and implement nursing curriculum. |

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

For this PRPP period our highest priority need is instructional equipment. The Race Building skills labs in critical need of modernization of furniture and equipment which is detailed in 2.4c. In the past 21 years, the equipment has been donated at the end of its functional life for patient use by local hospitals. These were appreciated gifts, however as time has passed, this used equipment has created significant expenditures to keep them functional, safe, and well-maintained for student use. This equipment is in DAILY use by four of the 8 Health Sciences programs. This equipment is critical to satisfy skills SLOs for ADN students. When malfunctioning, most of this equipment cannot be repaired because parts are not available. More importantly, this situation has also meant that our students are not learning to use or practice upon the current type of equipment they encounter in their clinical practicum and subsequently, the job environment in which they will ultimately be employed in our community. The hospital beds have been requested in the PRPP for 5 years. We urgently ask that our requests be approved this year.

We have three adjacent skills rooms Race Skills Lab: 3 in room 4058, 6 in 4059, and 8 in 4060; with 17 hospital bed areas with headwalls for oxygen and nasogastric therapy instruction, and curtains which separate each bed area. There is NO need for renovation in the skills labs, the new equipment can be placed in the existing floorplan. Our request is to fully fit out each of the 17 areas as a fully simulated hospital room, so students can practice essential nursing skills as realistically as possble.

**Instructional Equipment:**
1. Hospital room furniture: Beds, Bedside Cabinets, Overbed tables (17)
The least expensive and preferred vendor we have sourced for this request provides this furniture new, as a package designed specifically for healthcare educational purposes. They are the basic, reliable type of furniture we need to meet SLOs.
2. Vital Signs Machines (17)
These machines are an integral part of nursing assessment, and students must have proficiency and practice in taking and interpreting vital signs.
3. IV Infusion Pumps (17)
Our current pumps have functionality issues associated with age, and are not representative of the infusion pumps currently in use in the local hospitals.
4. IV poles (17)
We currently do not have sufficient IV poles for use with the infusion pumps, these are required for mobility of the pumps.

**Technology Needs:**
At present, the ADN technology is sufficient to programmatic needs, however, our simulation program is in great need of enhancement. Studies completed by the National Council of State Board of Nursing indicate that simulation in prelicensure nursing programs is essential to the reinforcement of nursing skills and development of clinical judgment. The BRN allows up to 25% of clinical hours to be delivered in simulation lab, we are currently using simulation for 13% of

clinical hours.  Our simulation labs require renovation to be fully functional, which is discussed in section 2.5b, however we would like to request the purchase of an additional high fidelity 5G mankin for Medical/Surgical simulation.

## 2.4c Instructional Equipment Requests

| Rank | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | Contact |
|------|----------|----|---|------------------|-----|-----------|------------|-----------|------------|---------|
| 0001 | Santa Rosa | 01 | 01 | Hospital Beds/tables with shipping | 17 | $4,286.00 | $72,862.00 | Katherine Magee | 4059, 4058, 4060 | Katherine Magee |
| 0001 | Santa Rosa | 01 | 01 | Vital Signs Machines | 17 | $2,269.95 | $38,589.15 | Katherine Magee | 4059, 4058, 4060 | Katherine Magee |
| 0001 | Santa Rosa | 01 | 01 | IV Infusion Pumps | 17 | $1,545.00 | $26,265.00 | Katherine Magee | 4059, 4058, 4060 | Katherine Magee |
| 0001 | Santa Rosa | 01 | 01 | IV Solution Poles | 17 | $149.00 | $2,533.00 | Katherine Magee | 4059, 4058, 4060 | Katherine Magee |
| 0001 | Santa Rosa | 01 | 01 | Gaumard 5G High Fidelity Manikin | 1 | $60,000.00 | $60,000.00 | Katherine Magee | 4062 | Katherine Magee |

## 2.4d Non-Instructional Equipment and Technology Requests

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

## 2.4f Instructional/Non-Instructional Software 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 |
|------|----------|----|----|-----------|----------|-------------|-----------|-------------|
| 0002 | Santa Rosa | 02 | 01 | 1 Year | Race Building | 4058 and 1st floor SHS space | $250,000.00 | 4058 to be renovated to general skills lab with 3 additional bed spaces, 1st floor Student Health Services space be converted to Nursing Simulation labs. |

## 2.5b Analysis of Existing Facilities

There are two areas of improvement needed to update our facilities. We are in great need of more skills and simulation lab space in the Race Building.  The three skills lab rooms are inadequate to our needs for the skills lab component of our six ADN courses.  As we share skills lab space with three other Health Sciences programs scheduling had become very difficult and there is no room for equipment storage and supply inventory. There is a viable solution to this problem.

Our second issue concerns the spaces for the nursing simulation component of our program. Currently we are using four small rooms for all of our human simulation labs. These spaces were carved out of the skills lab and they are inadequate to the optimal delivery of the nursing simulation pedagiogy. At present we do not utilize simulation to the potential for student learning outcomes suggested by the nursing research, and this is directly related to the space configurations we have available to conduct simulations. Many nursing programs in the country of our size and reputation have dedicated mock hospital units for simulation education. We need dedicated simulation rooms for Medical Surgical human simulation lab with mock hospital rooms and separate control room areas. Further, our specialty nursing areas in Maternal Child Nursing and Psychiatric Nursing need dedicated simulation rooms as well, related to our scarcity of clinical direct care placements in those areas. There is also a viable solution for this concern as well.

Our proposed solution is to utilize the soon-to-be vacant space in the Race Building, and reallocate space in 4058.  It is our understanding that Student Health Services is moving to Bertolini Hall.  We propose that the space vacated by Student Health Services be coverted into dedicated Med/Surg, Maternal Child Newborn, and Psychiatric nursing simulation labs. The current floorplan lends itself to simulation learning in a realistic environment.  Room 4058 can then be converted into a larger general skills lablab space with the potential for three additional hospital beds, increasing skill lab space to 20 hospital beds.

Wish list for building space:

- Renovate room 4058 to a general use skills lab for all Health Science programs.

- Conversion of the Student Health Services space in the Race Building to a dedicated simulation lab for Medical/Surgical, Maternal/Child/ Newborn and Psychiatric nursing simulation.

## 3.1 Develop Financial Resources

Future Funding
The ADN program has applied for grant funding  that will hopefully be awarded in the 2019/2020 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 | $263,097 | no | ye ap pe 19 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 and our students. We have been actively working in the community to increase the diversity of our program. Currently, we have about 29% Latinx students, which is much higher than the national average. We also have about 15% male students, which is average for the nation.  When faculty positions become available we actively recruit candidates who are diverse in gender and ethnicity. Last year we added recruitment advertisements in online sources that specifically target minority and male nurses. We are slowly increasing the diversity of our team.

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 we have five faculty attending the annual faculy conference for California and six attending the Neuroscience Symposium. We have a well qualifed and diligent faculty who are committed to professional development. Most exceed professional development expectations for the district.

## 3.4 Safety and Emergency Preparedness

**Injury and Illness Prevention Program:**
Policy 6.8.2 and 6.8.2P will be reviewed at the April 2019 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.

**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** | **ASC** | **Administrative** | **Department** | **Name** | **Responsible** |
| 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.  We also no longer print syllabi. All learning materials are housed on Canvas sites for the course. Students are encouraged not to print documents. Many faculty also encourage students to submit assignments electronically.

In fall 2012, we began making eBooks available to our students for all required texts that had this resource available. Approximately 60% of our first year students are primarily using eBooks as of fall 2018. We have a publisher representative come to orientation to discuss how to use eBooks and the advantages to using them.

## 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:

**Curriculum Review/Revision**
**Sources of Information**

| Faculty Assigned | Source of Information | Report Month |
|---|---|---|
| Melissa | ANA Scope of Practice Updates | Oct 2019 |
| Eira | Joint Commission Updates/Standards | Nov 2019 |
| Jean | NCSBN Website/Resources/Tools/News | Jan 2020 |
| Katherine | Nursing Education Research | **Jan 2019** |
| Karen | CDC Major Health Issues in the US | **Feb  2019** |
| Anna | IOM Reports and Implementation | **Mar 2019** |
| Jennifer R. | CNE Accreditation | **Apr 2019** |
| Debbie | HCHAPS | **May 2019** |
| Diane | QSEN | Aug 2019 |
| Scott | NCLEX & PN Test Plans | Sept 2019 |

**ADN SLO Evaluations**

| Course | Methodology Identified | Assessed | Results Analyzed | Change Implemented | Next Assessment Due |
|--------|------------------------|----------|------------------|--------------------|----------------------|
| Program | N/A | N/A | N/a | N/A | N/A |
| NR 98 | Fall 2010 | Spring 2018* | Spring 2018 | | Spring 2024 |
| 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 | Spring 2018* | Fall 2018 | | Spring 2024 |
| NR 75B | Fall 2007 | Spring 2018* | Fall 2018 | | Spring 2024 |
| NR 75C | Fall 2007 | Spring 2014* | Spring 2014 | N/A | **Spring 2019** |
| NR 75D | Fall 2008 | Spring 2014* | Spring 2014 | N/A | Fall 2018 |

**\* Indicates all SLOs were assessed**

**ADN Sexennial Curriculum Review**

| Course | Last Reviewed | Due |
|--------|---------------|-----|
| NR 98 | 3/2016 | Spring 2022 |
| NR 74.1 | 12/3/2012 | Fall 2019 >>>>**Spring 2019** |
| NR 74.2 | 2/11/2015 | Spring 2022 |
| NR 75.1A | 2/11/2015 | Spring 2022 |
| NR 75B | 2/11/2015 | Spring 2022 |
| NR 75C | 2/11/2015 | Spring 2022 |
| NR 75D | 2/11/2015 | Spring 2022 |

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 allows 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.

The ADN program is in the process of completing a unit reduction curriculum revision to align with current trends in nursing education.

## 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.

**ADN Course Evaluations**

| Course | Semester/Year Assessed | Semester/Year Reported |
|---|---|---|
| NR 74.1 | N/O | |
| NR74.2 | N/O | |
| NR 75.1A | Spring 2018 | Fall 2018 |
| NR 75B | Spring 2018 | Fall 2018 |
| NR 75C | Spring 2019 | Fall 2019 |
| NR 75D | Fall 2018 | Spring 2019 |
| Employer survey | Spring 2018 | Fall 2018 |
| Graduate survey | Spring 2018 | Fall  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 implemented a major curriculum revision to integrate concepts from the Quality and Safety Education for Nurses into the program in the past few years. 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 2018. Based on our evaluation no changes were made to the curriculum. 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.

## 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 Californai 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. The first time pass rate for our program was 98.4% last year, which is much higher than the state and national averages.

The second measure of success is the program attrition rate. Associate degree nursing programs have a state wide average attrition rate of 15.6%. 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.

## 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.

# Santa Rosa Junior College  -  Program Unit Review
## Nursing RN  -  FY 2017-18 (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 | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|
| Nursing - RN | 1 | 289 | 246 | 0 | 230 | 234 | 0 | 228 | 2 |

### Petaluma Campus (Includes Rohnert Park and Sonoma)

| Discipline | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|
| Nursing - RN | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Discipline | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|
| Nursing - RN | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Discipline | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|
| Nursing - RN | 2 | 289 | 246 | 0 | 230 | 234 | 0 | 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 2017-18 (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 | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|
| Nursing - RN | 0.0% | 97.3% | 87.9% | 0.0% | 97.5% | 98.3% | 0.0% | 95.8% | 96. |

### Petaluma Campus (Includes Rohnert Park and Sonoma)

| Discipline | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|
| 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 | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|
| 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 | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|
| Nursing - RN | 0.0% | 97.3% | 87.9% | 0.0% | 97.5% | 98.3% | 0.0% | 95.8% | 96. |

# 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 2017-18 (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 | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|
| Nursing - RN | 0.0 | 36.5 | 24.6 | 0.0 | 39.0 | 39.3 | 0.0 | 38.3 | 3 |

### Petaluma Campus (Includes Rohnert Park and Sonoma)

| Discipline | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|
| Nursing - RN | 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 | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|
| Nursing - RN | 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 | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|
| Nursing - RN | 0.0 | 36.5 | 24.6 | 0.0 | 39.0 | 39.3 | 0.0 | 38.3 | 3 |

## 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 20% of our teachers are full time.

## Nursing RN  -  FY 2017-18 (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 | | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|---|
| | FTES | 0.10 | 225.85 | 185.13 | 0.00 | 181.36 | 185.79 | 0.00 | 178.71 | 177.1 |
| | FTEF | 0.00 | 29.83 | 27.19 | 0.00 | 23.57 | 29.47 | 0.00 | 27.24 | 28.8 |
| | Ratio | 0.00 | 7.57 | 6.81 | 0.00 | 7.69 | 6.30 | 0.00 | 6.56 | 6.1 |

### Petaluma Campus (Includes Rohnert Park and Sonoma)

| Nursing - RN | | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|---|
| | 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 | | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|---|
| | FTES | 0.03 | 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 | | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|---|
| | FTES | 0.13 | 225.85 | 185.13 | 0.00 | 181.36 | 185.79 | 0.00 | 178.71 | 177.1 |
| | FTEF | 0.00 | 29.83 | 27.19 | 0.00 | 23.57 | 29.47 | 0.00 | 27.24 | 28.8 |
| | Ratio | 0.00 | 7.57 | 6.81 | 0.00 | 7.69 | 6.30 | 0.00 | 6.56 | 6.1 |

## 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, NR74.2 is scheduled to be inactivated this semester. The ADN program is currently working on a major curriculum revision that will lower our units from 48 to 38. This will reduce costs and improve access to dual enrollment in BSN programs.

## 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 30 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 90% of the 2017/2018 graduates are currently employed in nursing. Some graduates moved out of area to gain employment. About 45% of the enrolled students are also 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.

# Santa Rosa Junior College  -  Program Unit Review
## Nursing RN  -  FY 2017-18 (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 | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|
| Nursing - RN | 100.0% | 98.6% | 98.0% | 0.0% | 98.3% | 97.0% | 0.0% | 99.1% | 97. |

### Petaluma Campus (Includes Rohnert Park and Sonoma)

| Discipline | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|
| 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 | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|
| Nursing - RN | 100.0% | 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 | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|
| Nursing - RN | 100.0% | 98.6% | 98.0% | 0.0% | 98.3% | 97.0% | 0.0% | 99.1% | 97. |

# Santa Rosa Junior College  -  Program Unit Review
## Nursing RN  -  FY 2017-18 (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 | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|
| Nursing - RN | 100.0% | 96.2% | 97.6% | 0.0% | 97.9% | 97.0% | 0.0% | 96.5% | 95. |

### Petaluma Campus (Includes Rohnert Park and Sonoma)

| Discipline | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|
| 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 | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|
| Nursing - RN | 100.0% | 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 | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|
| Nursing - RN | 100.0% | 96.2% | 97.6% | 0.0% | 97.9% | 97.0% | 0.0% | 96.5% | 95. |

## 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.

# Santa Rosa Junior College - Program Unit Review
## Nursing RN - FY 2017-18 (plus current FY Summer and Fall)

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

### Santa Rosa Campus

| Discipline | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|
| Nursing - RN | 4.00 | 3.24 | 3.33 | 0.00 | 3.26 | 3.25 | 0.00 | 3.18 | 3 |

### Petaluma Campus (Includes Rohnert Park and Sonoma)

| Discipline | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|
| 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 | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|
| Nursing - RN | 4.00 | 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 | X2015 | F2015 | S2016 | X2016 | F2016 | S2017 | X2017 | F2017 | S2018 |
|---|---|---|---|---|---|---|---|---|---|
| Nursing - RN | 4.00 | 3.24 | 3.33 | 0.00 | 3.26 | 3.25 | 0.00 | 3.18 | 3 |

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.

## 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 |

| | 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) | |
| 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) | |
| 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) | |
| 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) | 100.00% (5/5) | 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) | 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) | |
| | | | | | | | | | | |
| **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) | |
| 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) | |
| | | | | | | | | | | |
| **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) | 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) | |
| 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) | |
| 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) | |
| 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) | |
| 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) | |
| 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) | |
| 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) | 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) | |
| 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) |
| 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) |

| | X2011 | F2011 | S2012 | X2012 | F2012 | S2013 | X2013 | F2013 | S2014 | |
|---|---|---|---|---|---|---|---|---|---|---|
| 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) | 0 |
| 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) | 0 |
| | | | | | | | | | | |
| **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) | 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) | 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) | 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 |
| 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. We have made great strides in increasing our enrollment of Latinx students. Our current enrollment of Latinx students is average for California and much higher than the national average of 10%. 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 and better than the national average. Our enrollment comes close to ethnically mirroring our community.

## Nursing RN  -  FY 2017-18 (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 | 2015-16 | Percent | 2016-17 | Percent | 2017-18 | Percent |
|---|---|---|---|---|---|---|---|
| | White | 328 | 61.7% | 267 | 58.2% | 233 | 51.2% |
| | Asian | 36 | 6.8% | 17 | 3.7% | 15 | 3.3% |
| | Black | 23 | 4.3% | 23 | 5.0% | 26 | 5.7% |
| | Hispanic | 92 | 17.3% | 106 | 23.1% | 132 | 29.0% |
| | Native American | 13 | 2.4% | 6 | 1.3% | 2 | 0.4% |
| | Pacific Islander | 2 | 0.4% | 1 | 0.2% | 0 | 0.0% |
| | Filipino | 21 | 3.9% | 15 | 3.3% | 11 | 2.4% |
| | Other Non-White | 16 | 3.0% | 13 | 2.8% | 26 | 5.7% |
| | Decline to state | 1 | 0.2% | 11 | 2.4% | 10 | 2.2% |
| | **ALL Ethnicities** | **532** | **100.0%** | **459** | **100.0%** | **455** | **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 | 2015-16 | Percent | 2016-17 | Percent | 2017-18 | Percent | 2 |
|---|---|---|---|---|---|---|---|---|
| | Male | 79 | 14.8% | 70 | 15.3% | 68 | 14.9% | |
| | Female | 453 | 85.2% | 389 | 84.7% | 387 | 85.1% | |
| | Unknown | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | |
| | **ALL Genders** | **532** | **100.0%** | **459** | **100.0%** | **455** | **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 | 2015-16 | Percent | 2016-17 | Percent | 2017-18 | Percent |
|---|---|---|---|---|---|---|---|
| | 0 thru 18 | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| | 19 and 20 | 1 | 0.2% | 0 | 0.0% | 3 | 0.7% |
| | 21 thru 25 | 117 | 22.0% | 123 | 26.8% | 129 | 28.4% |
| | 26 thru 30 | 152 | 28.6% | 153 | 33.3% | 132 | 29.0% |
| | 31 thru 35 | 100 | 18.8% | 75 | 16.3% | 86 | 18.9% |
| | 36 thru 40 | 65 | 12.2% | 44 | 9.6% | 50 | 11.0% |
| | 41 thru 45 | 59 | 11.1% | 24 | 5.2% | 19 | 4.2% |
| | 46 thru 50 | 22 | 4.1% | 23 | 5.0% | 16 | 3.5% |
| | 51 thru 60 | 15 | 2.8% | 15 | 3.3% | 18 | 4.0% |
| | 61 plus | 1 | 0.2% | 2 | 0.4% | 2 | 0.4% |
| | **ALL Ages** | **532** | **100.0%** | **459** | **100.0%** | **455** | **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, University of Phoenix, Ohio State University, and Grand Canyon 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.

The SRJC nursing programs conduct 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. We have also developed agreements with University of Phoenix, Grand Canyon University, and Ohio State to allow for sequential concurrent enrollment that mirrors the Sonoma State program. All ADN students have access to a concurrent BSN program that will cost less than $15,000 and can be completed within one year of graduation. Making this happen has taken extensive work and negiotiation. We are proud that our students are well positioned to continue their education without having a debt burden to overcome. The total cost of a BSN for our students including their ADN program is less than $25,000.

## 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 and all of our graduates find employment in nursing within a few months of graduation. In 2018, we are recognized as a Gold Star program from the California Community College Chancellor's Office. This award is based on completion and employment rates. Extensive ifnormation about market demands is available in section 2.2.

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. Our last visit occurred in 2016 and we were noted to have zero areas of non-compliance or recommendations. We were the only program in the state to have a "perfect" site visit and the BRN recognized our program for academic excellence. 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. Our current NCLEX first-time pass rate is 98.18% and it is one of the highest in the state, including BSN and MSN university-based programs.

## 6.1 Progress and Accomplishments Since Last Program/Unit Review

| Rank | Location | SP | M | Goal | Objective | Time Frame | Progress to Date |
|------|----------|----|----|------|-----------|------------|------------------|
| 0001 | Santa Rosa | 01 | 01 | ADN Unit Reduction Curriculum Revision | Objectives were met and completed. Unit reduction curiculum revision was completed and approved by the college curriculum committe and the BRN in Fall 2019. Implementation was planned and took place Fall 2020 across all six revised ADN courses. | 2019-2020 | Major accomplishment completed, BRN mandated revision was met. |

**6.2b PRPP Editor Feedback - Optional**

# 6.3a Annual Unit Plan

| Rank | Location | SP | M | Goal | Objective | Time Frame | Resources Required |
|------|----------|----|----|------|-----------|------------|--------------------|
| 0000 | Santa Rosa | 07 | 01 | Maintain and expand grant funding for the ADN program | Grant funding is integral to maintaining state-of-the-art resources available to graduate competent, quality nurses. New grant sources must be identified to create a diverse funding base for the future. | 2021-2022 | Identification of new grant funding sources, investigate teaming with other HS programs for multiple program use grants, recruiting a faculty grant champion. |
| 0001 | Santa Rosa | 01 | 01 | Monitoring 38-Unit Curriculum Revision | Faculty will be involved in confirming the efficacy of the revised nursing curriculum and propose minor adjustments as needed. | 2021-2022 | Resources will be high stakes test results in all courses, NCLEX pass rate for graduates, attrition rate, student end of course surveys. |
| 0002 | Santa Rosa | 02 | 06 | Increasing Faculty Professional Development | Achieve full faculty status and further develop professional nursing education career pathway for existing faculty. Begin succession planning for anticipated faculty retirements. | 2021-2022 | Approval to fill vacant full-time faculty positions, creating recruiting ADN faculty mentors, revising new faculty orientation/continuing professional development materials specific to nursing education. Devise viable cross-training in courses and BRN approvals for faculty to teach in multiple areas. |
| 0003 | Santa Rosa | 01 | 01 | Expand Nursing Simulation Pedagogy in ADN Curriculum | Increase use of high fidelity simulation in all areas of ADN curriculum to 20% of clinical hours. | 2021-2022 | Additional faculty training in simulation pedagogy, access to sumulation materials to increase library of scenarios, curriculum committee meetings to expand simulation into curriculum, Race space renovations to create dedicated sim labs. |