Santa Rosa Junior College

Program Resource Planning Process

Nursing RN 2022

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 19 units of theory and 19 units of lab practice on campus and in clinical settings (six 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 one "bridge course" that address professional nursing practice (NR74.A). The bridge courses are a total of 5.5 units.

Students that complete the bridge courses enter the ADN program in the second year and complete an additional 28 units of theory and 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 2021 application period, there were 506 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) average over 5 years of 95.17% (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 84% statewide). 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 2020. 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 (2020), 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 has implemented a unit reduction from 48 nursing units to 38 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 qualified full-time in response to anticipated retirements

2.1a Budget Needs

The Nursing-RN budget is 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 meet our regulatory obligations for state licensure. The grant funding is primarily been allocated for (1) faculty and staff salaries (2) benefits related to increased student enrollment and (3) ongoing supply and equipment purchases and maintenance, which due to both the requirements of our approved Board of Registered Nursing curriculum, and the daily usage of essential equipment requires constant monitoring for safety and efficacy. Our budget requests are specific to addressing 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 retirement of tenured contract faculty, Debbie Morikawa and Jean Farnham. These two faculty positions will be further discussed in 2.2d and 2.3e.

2. The 4000 budget will continue to 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.).   Addtionally, the past two years of the COVID-19 protocols for personal protective equipment have strained our supply budget, as the ADN program has been required to supply style-specific N95 masking and face/eye protection to comply with the policies of the clinical agencies who host our students in their mandated direct patient care clinical practicum. the 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. We continue to require maintenance for our smart IV infusion pumps, simulation manikins, vital signs machines, and training equipment. This maintenance is critical to meeting SLOs in all of the Health Sciences programs- ADN, nursing assistant, medical assistant and radiology technician programs - as this equipment is often shared for skills instruction. The approximate yearly costs for maintenance exceed $8000/year.

4. In order to maintain clinical currency and achieve programmatic SLOs with safe and reliable equipment we are requesting replacement of our deteriorating gurney stretchers, wheelchairs, and nursing skills task trainers.This is part of our overall effforts to modernize the Race 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 existing equipment is deteriorating or broken (and expensive or impossible to repair due to age) and is unuseable as they are unsafe for student use.We have found equipment which is specific to our learning objectives and reasonably priced. This request is detailed in 2.4e.

Nursing RN - FY 2020-21

2.1 Fiscal Year Expenditures

Santa Rosa Campus

Expenditure Category	Unrestricted Funds	Change from 2019-20	Restricted Funds	Change from 2019-20	Total	Change from 2019-20
Faculty payroll	$883,266.32	17.31%	$0.00	0.00%	$883,266.32	17.31%
Adjunct payroll	$1,048,954.93	-0.92%	$31,017.45	0.00%	$1,079,972.38	2.01%
Classified payroll	$186,744.92	1.22%	$0.00	0.00%	$186,744.92	1.22%
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)	$154,052.64	-3.67%	$0.00	0.00%	$154,052.64	-3.67%
Benefits (3000's)	$613,624.94	6.55%	$5,790.53	0.00%	$619,415.47	7.56%
Supplies (4000's)	$1,402.21	-42.31%	$0.00	0.00%	$1,402.21	-42.31%
Services (5000's)	$577.01	-64.11%	$0.00	-100.00%	$577.01	-72.17%
Equipment (6000's)	$0.00	0.00%	$0.00	-100.00%	$0.00	-100.00%
Total Expenditures	**$2,888,622.97**	**5.58%**	**$36,807.98**	**-79.92%**	**$2,925,430.95**	**0.21%**

Petaluma Campus (Includes Rohnert Park and Sonoma)

Expenditure Category	Unrestricted Funds	Change from 2019-20	Restricted Funds	Change from 2019-20	Total	Change from 2019-20
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%

Expenditure Category	Unrestricted Funds	Change from 2019-20	Restricted Funds	Change from 2019-20	Total	Change from 2019-20
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 2019-20	Restricted Funds	Change from 2019-20	Total	Change from 2019-20
Faculty payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Adjunct payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Classified payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
STNC payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Student payroll	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Management payroll (and Dept Chairs)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Benefits (3000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Supplies (4000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Services (5000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Equipment (6000's)	$0.00	0.00%	$0.00	0.00%	$0.00	0.00%
Total Expenditures	**$0.00**	**0.00%**	**$0.00**	**0.00%**	**$0.00**	**0.00%**

Expenditure Totals

Expenditure Category	Amount	Change from 2019-20	District Total	% of District Total
Total Expenditures	$2,925,430.95	0.21%	$163,677,860.78	1.79%
Total Faculty Payroll	$1,963,238.70	8.37%	$49,270,893.82	3.98%
Total Classified Payroll	$186,744.92	1.22%	$20,601,791.75	0.91%
Total Management Payroll	$154,052.64	-3.67%	$9,552,448.70	1.61%
Total Salary/Benefits Costs	$2,923,451.73	7.01%	$107,857,188.83	2.71%
Total Non-Personnel Costs	$1,979.22	-98.94%	$13,207,623.21	0.01%

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	Santa Rosa	01	01	$5,000.00	Costs for essential program supplies in 4000 (approximately $2,500 per semester)
0001	Santa Rosa	01	01	$8,000.00	Estimated budget for equipment maintenance and repair (5000s category)
0001	Santa Rosa	01	01	$28,000.00	Replacement of deteriorating skills lab furniture and equipment (6000s category)
0001	Santa Rosa	01	01	$15,000.00	Urinary Catheterization Task Trainers (17)
0001	Santa Rosa	01	01	$31,000.00	Gurney stretchers for Simulation Lab (2)
0001	Santa Rosa	01	01	$8,000.00	Ostomy Task Trainers (15)
0001	Santa Rosa	01	01	$5,000.00	Injection Task Trainers (15)
0001	ALL	01	01	$107,000.00	One Replacement Full-time Tenure Contract ADN Instructor

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.
Nursing Admissions and Records Specialist III	40.00	12.00	Reviews and manages applications for ADN program - 630 this application cycle; oversees all admissions of 120 students per year per BRN requirements, assists with orientation; manages all student and faculty health compliance issues and records; assists the Director with two major regulatory reports on an annual basis.
Administrative Assistant II	40.00	12.00	Assists with the significant ADN administrative requirements (college and BRN reporting); department meeting management; organizes and processes ADN payroll for approx 85 full-time and associate faculty (PAFs, MPAFs, timesheets, reporting)
	0.00	0.00	

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Director of ADN program	40.00	12.00	Manages, supervises scheduling and staffing for 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 and all reporting requirements. 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. Further, maintaining qualified nursing instructional staff is a real and ongoing challenge related to (1) recruiting the specific qualifications required for instructor to meet the approved BRN curriculum and college SLOs ,(2) that college institution compensation ranges for nursing instructors cannot compete with the average compensation for acute care nursing in hospitals, and (3) the nationally recognized aging of nurses in practice and nursing leaving the profession due to retirement or resignation.

At present, our nursing faculty and staff are effectively meeting our program responsibilities, however, the ADN full-time faculty and administration is accomplishing this with workloads which still far exceeds their published loads/weekly position hours. This is related to understaffing of ADN required faculty-student ratios. Nine of the 10 faculty are fully tenured, one faculty is in second year tenure process. This level of experienced faculty is at the core of our effective and successful student outcomes in the ADN program, and 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 92%, despite several years of course interuptions due to fires and campus closures and the additional (the state NCLEX pass rate average is 84%). ADN faculty is highly committed and engaged in promoting robust curriculum and we provides significant, often one-on-one, support for student success. All 10 FTEF have additional

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.

While we were approved in the last PRPP budget request for and are currently in the midst of recruitment (AAII starting 4/1/22, 3 contract faculty starting August 2022), we are informed that two full-time contract faculty will be retiring in 2022-2023 (Debbie Morikawa, Jean Farnham). Thus we are requesting two full-time contract faculty to replace those who are retiring to achieve our required 13 full-time faculty.

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 2020-21

2.2 Fiscal Year Employee Data and Calculations

Employee Head Counts

Employee Category	Count	Change from 2019-20	District Total	% of District Total
Contract Faculty	11	10.00%	289	3.81%
Adjunct Faculty	52	-16.13%	1112	4.68%
Classified Staff	3	0.00%	411	0.73%
STNC Workers	0	0.00%	238	0.00%
Student Workers	0	0.00%	202	0.00%
Mgmt/Admin/Dept Chair	1	-66.67%	146	0.68%

Employee FTE Totals

FTE Category	FTE	Change from 2019-20	District Total	% of District Total
FTE-F - Faculty	12.0000	-18.60%	654.4891	1.83%
FTE-CF - Contract Faculty	11.0000	10.36%	286.7179	3.84%
FTE-AF - Adjunct Faculty	1.0000	-79.06%	367.7712	0.27%
FTE-C - Classified	2.5000	1.01%	373.8894	0.67%
FTE-ST - STNC	0.0000	0.00%	31.0281	0.00%
FTE-SS - Support Staff	2.5000	1.01%	482.0798	0.52%
FTE-SW - Student Workers	0.0000	0.00%	77.1623	0.00%
FTE-M - Management	1.0000	-66.67%	104.4523	0.96%
FTE-DC - Department Chairs	0.0000	0.00%	0.0000	0.00%

Student Data

Data Element	Value	Change from 2019-20	District Total	% of District Total
FTES-CR - Credit	238.8590	11.37%	11153.4817	2.14%
FTES-NC - Non-Credit	0.0000	0.00%	2606.9981	0.00%
FTES - combined	238.8590	11.37%	13760.4798	1.74%
Students Enrolled/Served	604	0.00%	30000	2.01%

Calculations

Data Element	Value	Change from 2019-20	District Total	% of District Total
FTE-S : FTE-F	19.9049	36.83%	21.0248	94.67%
FTE-AF : FTE-CF	0.0909	-81.02%	1.2827	7.09%
FTE-F : FTE-SS	4.8000	-19.42%	1.3576	353.56%

FTE-F : FTE-M	12.0000	144.19%	6.2659	191.51%
FTE-SS : FTE-M	2.5000	203.03%	4.6153	54.17%
FTE-ST : FTE-C	0.0000	0.00%	0.0830	0.00%
Average Faculty Salary per FTE-F	$163,603.23	33.13%	$75,281.46	217.32%
Average Classified Salary per FTE-C	$74,697.97	0.21%	$55,101.30	135.56%
Average Management Salary per FTE-M	$154,052.64	188.99%	$91,452.74	168.45%
Salary/Benefit costs as a % of total budget	99.93%	6.78%	65.90%	151.65%
Non-Personnel $ as a % of total budget	0.07%	-98.95%	8.07%	0.84%
Restricted Funds as a % of total budget	1.26%	-79.96%	26.03%	4.83%
Total Unit Cost per FTE-F	$243,785.91	23.11%	$250,084.93	97.48%
Total Unit Cost per FTE-C	$1,170,172.38	-0.79%	$437,770.80	267.30%
Total Unit Cost per FTE-M	$2,925,430.95	200.64%	$1,567,010.60	186.69%
Total Unit Cost per FTE-S	$12,247.52	-10.02%	$11,894.78	102.97%
Total Unit Cost per student served/enrolled	$4,843.43	0.21%	$5,455.93	88.77%

2.2a Classified Positions Employees paid from a Classified OBJECT code

Name Last	First	Position	Hours	FTE
Garcia	Valarie	Administrative Assistant II	0.00	0.5000
Green	Donna	Admissions & Records Evaluation Specialist II	0.00	1.0000
Kennedy	Mary	Laboratory Assistant/Senior, Health Sciences	0.00	1.0000
Totals			**0.00**	**2.5000**

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

Name Last	First	Position	Hours	FTE
Magee	Katherine	Associate Dean, Associate Degree Nursing Program (Interim)	0.00	1.0000
Totals			**0.00**	**1.0000**

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			Unknown

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. Faculty Chair of ADN Honor Society. Teaches theory, skills and clinical practicum. (Jean Farnham - RETIRING 6/2023)
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. Clinical Onboarding Coordinator. 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 - RETIRING 12/2022)
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 - ON APPROVED SABBATICAL FALL 2022)
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. Skills Lab Coordinator. Readmission Committee member. (Lillian Rankins)
Contract Faculty	Med/Surg Instructor. Teaches theory, skills and clinical practicum. (VACANT)
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)	10.0000	100.0000	45.0000	45.0000	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 45%. The ADN program only employs adjuncts with specialty knowledge, which means some associates may only work a few hours per semester. Approximately 20 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 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. Two faculty members to date have indicated they will retire in the 2022-2023 academic year, and it is those two positions that are being requested in this PRPP budget cycle

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

The table in section 2.3e does not accurately depict the current contract faculty for the ADN Program, as Amanda Giomi resigned her tenure-track position effective 12/31/22, reducing total FTEF to 10. We are currently in a recruitment cycle to fill the three full-time contract vacancies created by reignation of Giomi, Anna Valdez, and promotion of Katherine Magee. We are requesting these two positions be approved for recruitment for the retirement of Debbie Morikawa and Jean Farnham. 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. Achieving and maintaining full faculty status as soon as possible is essential 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 (45) to fill the required instructional shifts in skills lab and clinical rotations.

Nursing RN - FY 2020-21

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
Crane	Leslie	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
Giomi	Amanda	Faculty	0.00	1.0000	0.0000
Gory	Melissa	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
Rankins	Lillian	Faculty		0.00	1.0000	0.0000
Richardson	Jennifer	Faculty		0.00	1.0000	0.0000
Samson	Jacob	Faculty		0.00	1.0000	0.0000
Totals				**0.00**	**11.0000**	**0.0000**

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

Name Last	First	Position	Hours	FTE
Alli	Funmilola		291.00	0.0000
Armigo	Christine		94.50	0.0000
Armstrong	Julie		193.50	0.0000
Baland	Pamela		422.00	0.0000
Bartlett	Deambra		380.00	0.0000
Bayless	Rebecca		221.50	0.0000
Beary	Natalie		16.25	0.0000
Black	Alice		136.00	0.0000
Buckley	Sharon		45.51	0.0000
Carlassare	Isabelle		329.50	0.0000
Cates	Kimberly		273.50	0.0000
Centurioni	Natalie		26.25	0.0000
Clark	Karen		242.50	0.0000
Dempel	Debbie		147.25	0.0000
Deragisch	Carlyna		125.33	0.0000
Dutcher	Barbara		77.50	0.0000
Fedorka	Magi		409.50	0.0000
Gardner	Grey		21.00	0.0000
Gill	Dorella		418.50	0.0000
Goebel	Peggy		200.00	0.0000
Goodman	Nancy		174.50	0.0000
Gory	Melissa		41.00	1.0000
Grodrian	Glenn		325.00	0.0000
Hansell	Gisella		128.00	0.0000
Hanson	Laura		73.00	0.0000
Hutchins	Stephanie		532.50	0.0000
Jacobsen	Maria		642.00	0.0000
Johnston Blackstone	Cynthia		416.75	0.0000
Klich-Heartt	Eira		260.00	0.0000
Kremesec	Terren		206.50	0.0000
Lane	Kathleen		202.00	0.0000
Maslow	Rene		13.00	0.0000
McKenney	Aimee		256.00	0.0000
Montosa	Catherine		373.00	0.0000
Mwikisa-Kelly	Tabo		209.00	0.0000
Ono	Diane		387.00	0.0000
Pah	Lois		410.25	0.0000
Peterson-Cercley	Vicki		510.50	0.0000
Pope	Emily		40.00	0.0000
Rabidoux	Ann		273.50	0.0000
Rankins	Lillian		232.00	0.0000
Rapaport	Sarah		426.00	0.0000
Reed	Claire		342.52	0.0000
Ridgeway	Valerie		374.50	0.0000
Sampson	Jan		25.50	0.0000
Saunders	Suzanne		93.00	0.0000
Schlutius	Jane		218.25	0.0000
Shields	Matthew		376.17	0.0000
Slowley	Stewart		44.50	0.0000
Sobecki-Engle	Lilia		241.75	0.0000
Sparks	Michelle		41.50	0.0000
Zahl	Shaddo		336.08	0.0000
Totals			**12296.36**	**1.0000**

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 replacement instructional equipment. The Race Building skills labshas been in critical need of modernization of furniture and equipment, and we were able to make significant progress in this modernization with approved PRPP funding in the last budget cycle. Because the skills lab equipment is in DAILY use by four of the 8 Health Sciences programs and is critical to satisfy skills SLOs for ADN students we are requesting necessary equipment to augment clinical currency and replacement equipment at the end of functional life (unsafe for student use and very expensive/impossible to repair). Our students are required to learn to use and 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.

Instructional Equipment:
1. Male/Female Urinary Catheter (17)/Ostomy (15)/Injection Task Trainers (15)
Catheterization, ostomy care and injections are essential and mandated skills requirement for registered nurses, and required to meet SLOs. These tasks trainers are visually and realistically accurate for achieving this competency for insertion and discontuance of urinary catheters.
2. Gurney Stretchers (2) and Wheelchairs (2)
Safe patient transfer is a mandated skill required in our curriculum, it is necessary to have clinically current equipment to assure this skill is achieved. Our current equipment is unsafe for student practice use and must be replaced.

Technology Needs:
At present, the ADN technology is sufficient to programmatic needs, however, revised BRN legislation allows an increase in use of high fidelity simulation in our nursing curriculum. We are requesting minor renovation of the nursing simulation space to accomodate this increased simulation instruction. 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 will allow up to 25% of clinical hours to be delivered in simulation lab, we are currently using simulation for 13% of clinical hours due to space restictions. Our simulation lab requires renovation to be fully functional, which is discussed in section 2.5b.

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	Urinary Catheter Task Trainers	17	$698.95	$13,120.70	Katherine Magee	4059, 4058, 4060	Katherine Magee
0001	Santa Rosa	01	01	Gurney Stretchers	2	$9,459.00	$30,776.82	Katherine Magee	4059, 4058, 4060	Katherine Magee
0001	Santa Rosa	01	01	Wheelchairs	2	$1,545.00	$3,090.00	Katherine Magee	4059, 4058, 4060	Katherine Magee
0001	ALL	01	01	Ostomy Task Trainers	15	$454.95	$7,620.09	Katherine Magee	4059,4058, 4060	Katherine Magee
0001	ALL	01	01	Injection Task Trainers	15	$262.95	$4,388.64	Katherine Magee	4059,4058, 4060	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
0001	ALL	00	00		0	$0.00	$0.00			

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	4037, 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 a large capacity classroom and 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 are a viable solutions 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 these concerns as well.

Our proposed solution is to utilize the soon-to-be vacant space in the Race Building, and reallocate space in 4058. Student Health Services has moved to Bertolini Hall. We propose renovations that address the need for a large capacity lecture classroom and that alteration be made to use currently underused small rooms into larger footprints as skills and simulation lab spaced.. The current floorplan lends itself to these purposes with relatively minor alterations.

Wish list for building space:

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

- Renovate 4037 sim room by taking down separation wall with the adjacent unused room to create a larger and useable skills lab or sim room space.

- Conversion of the Student Health Services space in the first floor of the Race Building to a large capacity (60 student minimum) lecture classroom and office space to accomodate all Health Sciences faculty.

3.1 Develop Financial Resources

Future Funding
The ADN program has applied for grant funding that will hopefully be awarded in the
2022/2023 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 has made significant progress in diversity, inclusion, and equity
(DEI) and this is reflected in the demographics of our faculty and our students. This is the result
of actively working in the community to increase the diversity of our program. Currently, more
then 35% of our students are persons of color, which is not only much higher than the national
average but also conforms with our Sonoma county population demographics . We also have
about 15% male students, which is also above the 13% nationwide average. When faculty
positions become available we actively recruit candidates who are diverse in gender, culture,
and ethnicity. Last year we added recruitment advertisements in online sources that specifically
target minority and male nurses. We require all faculty applicants to provide a statement
regarding their committment to and previous experiences of working with diverse populations;
and strategies they have use in that experiences which align DEI programmatic goals; 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. Current state legislation requires all accredited nursing programs to
provide a minimum one hour of documented Implicit Bias training for both students and
faculty, and this mandate has been implemented as of January 1, 2022.

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 conferences and specialized nursing conferences. This is in addition to 30 hours every 2 years of continuing education required by the state for registered nursing license renewal. We have a well qualifed and diligent faculty who are committed to professional development, who routinely exceed professional development expectations for faculty in 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 2022 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, and many faculty hold the advanced ACLS certification. 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. COVID-19 vaccination is a requirement for campus and clinical instruction, so all ADN faculty is fully vaccinated and boosted.

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. Additionally, COVID-19 protocols have been implemented in response to the pandemic and will be continued until safety of the community is stabilized.

BUILDING AND AREA SAFETY COORDINATORS						
Bldg	BSC Area	ASC Area	Administrative Support	Department	Name	Responsible Area

DAY						
RACE	2nd Flr	2nd Flr	Katherine Magee	ADN	Mary Kennedy	2nd Floor

3.5 Establish a Culture of Sustainability

The ADN program has integrated 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, and this practice has continued to increase. 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 six core courses that are regularly offered as they are required for program completion of the ADN degree. We also have one elective that is rarely offered (NR98) and two bridge courses for students in the VN-ADN program that is offered 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, and are recent in response to the approval and implementation in Fall 2020 of a major curriculum program unit reduction. 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 2021
Jake	Joint Commission Updates/Standards	Nov 2021
Jean	NCSBN Website/Resources/Tools/News	Jan 2022
Jenn	Nursing Education Research	Jan 2022
Jennifer	CDC Major Health Issues in the US	Feb 2022
Leslie	IOM Reports and Implementation	Mar 2022

Lillian	CNE Accreditation	Apr 2022
Debbie	HCHAPS	May 2022
Diane	QSEN	Aug 2022
Scott	NCLEX & PN Test Plans	Sept 2022

ADN SLO Evaluations

Course	Methodology Identified	Assessed	Results Analyzed	Change Implemented	Next Assessment Due
Program	Sept 2019	Sept 2019	Sept-Apr 2020	Aug 2020	Sept 2025
NR 98	Fall 2010	Spring 2018*	Spring 2018	None	Spring 2024
NR 74.1	Spring 2013	Fall 2013*	Spring 2014	None	Fall 2023
NR 74.2	Spring 2013	Fall 2013*	Spring 2014	None	Fall 2023
NR 75.2A	Sept 2019	Sept 2019	Sept-Apr 2020	Aug 2020	Sept 2025
NR 75.1B NR 75.2B	Sept 2019	Sept 2019	Sept-Apr 2020	Aug 2020	Sept 2025
NR 75.1C NR 75.2C	Sept 2019	Sept 2019	Sept-Apr 2020	Aug 2020	Sept 2025
NR 75.1D	Sept 2019	Sept 2019	Sept-Apr 2020	Aug 2020	Sept 2025

* Indicates all SLOs were assessed, course not offered due to impacted/space available

ADN Sexennial Curriculum Review

Course	Last Reviewed	Due
NR 98	Fall 2020	Spring 2026
NR 74.1	Fall 2020	Spring 2026
NR 74.2	Fall 2020	Spring 2026
NR 75.2A	Fall 2020	Spring 2026
NR 75.1B/NR 75 2B	Fall 2020	Spring 2026
NR 75.1C/NR75.2C	Fall 2020	Spring 2026
NR 75.1D	Fall 2020	Spring 2026

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.

4.1b Program Student Learning Outcomes Assessment

The ADN Program has a generic ADN program and the VN-ADN bridge 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 2025.

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 2020	Fall 2021
NR 75.1B/NR75.2B	Spring 2020	Fall 2021
NR 75.1C/NR75.2C	Spring 2020	Fall 2021
NR 75.1D	Spring 2020	Fall 2021
Employer survey	Spring 2020	Fall 2021
Graduate survey	Spring 2020	Fall 2021

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.A VN-ADN Bridge	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
NR 75.1B Intro to MS Nsg	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
NR 75.1C Intermed MS Nsg	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
NR 75.1D Advanced MS Nsg	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
NR 75.2A Fundamentals of Nsg	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
NR 75.2B Mental Health Nsg	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
NR 75.2C Maternal/Child Nsg	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 California Board of Registered Nursing's required evaluation plan, the ADN 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 averages 95.17% for the past 5 years, which is much higher than the state and national averages of 84%.

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 at 4.83%.

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 adding a simulated hospital.

Nursing RN - FY 2020-21 (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	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
Nursing - RN	5	222	227	0	226	56	0	276	3

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
Nursing - RN	0	0	0	0	0	0	0	0	

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

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
Nursing - RN	0	0	0	0	0	0	0	0	

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

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
Nursing - RN	5	222	227	0	226	56	0	276	3

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 2020-21 (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	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
Nursing - RN	0.0%	95.4%	95.4%	0.0%	95.8%	93.3%	0.0%	103.7%	92.

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
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	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
Nursing - RN	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
Nursing - RN	0.0%	95.4%	95.4%	0.0%	95.8%	93.3%	0.0%	103.7%	92.

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 2020-21 (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	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
Nursing - RN	0.0	38.2	38.2	0.0	38.3	56.0	0.0	31.1	3

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
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	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
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	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
Nursing - RN	0.0	38.2	38.2	0.0	38.3	56.0	0.0	31.1	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 state legialated 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 2020-21 (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		X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
	FTES	0.17	174.06	147.90	0.00	174.92	39.55	0.00	107.57	131.2
	FTEF	0.00	26.21	25.85	0.00	26.61	4.88	0.00	25.96	28.7
	Ratio	0.00	6.64	5.72	0.00	6.57	8.10	0.00	4.14	4.5

Petaluma Campus (Includes Rohnert Park and Sonoma)

Nursing - RN		X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
	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		X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
	FTES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
	Ratio	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0

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

Nursing - RN		X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021	X20
	FTES	0.17	174.06	147.90	0.00	174.92	39.55	0.00	107.57	131.29	0
	FTEF	0.00	26.21	25.85	0.00	26.61	4.88	0.00	25.96	28.76	0
	Ratio	0.00	6.64	5.72	0.00	6.57	8.10	0.00	4.14	4.56	0

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, NR74.4 is scheduled to be inactivated this semester. The ADN program has implemented a major curriculum revision that reduce program 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 2020-21 (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	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
Nursing - RN	100.0%	95.2%	97.8%	0.0%	97.4%	96.5%	0.0%	97.9%	98.

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
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	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
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	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
Nursing - RN	100.0%	95.2%	97.8%	0.0%	97.4%	96.5%	0.0%	97.9%	98.

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 2020-21 (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	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
Nursing - RN	100.0%	96.9%	98.7%	0.0%	98.3%	100.0%	0.0%	98.6%	98.

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
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	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
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	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
Nursing - RN	100.0%	96.9%	98.7%	0.0%	98.3%	100.0%	0.0%	98.6%	98.

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	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
Nursing - RN	100.0%	95.2%	97.8%	0.0%	97.4%	96.5%	0.0%	97.9%	98.

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
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	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
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	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
Nursing - RN	100.0%	95.2%	97.8%	0.0%	97.4%	96.5%	0.0%	97.9%	98.

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

Santa Rosa Campus

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
Nursing - RN	4.00	3.18	3.22	0.00	3.29	3.63	0.00	3.47	3

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
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	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
Nursing - RN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0

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

Discipline	X2018	F2018	S2019	X2019	F2019	S2020	X2020	F2020	S2021
Nursing - RN	4.00	3.18	3.22	0.00	3.29	3.63	0.00	3.47	3

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 15% male student enrollment, which is higher 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 and people of color. 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 2020-21 (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	2018-19	Percent	2019-20	Percent	2020-21	Percent
	White	224	49.3%	139	49.1%	279	46.2%
	Asian	15	3.3%	11	3.9%	24	4.0%
	Black	17	3.7%	4	1.4%	14	2.3%
	Hispanic	130	28.6%	80	28.3%	181	30.0%
	Native American	2	0.4%	1	0.4%	0	0.0%
	Pacific Islander	0	0.0%	0	0.0%	0	0.0%
	Filipino	13	2.9%	9	3.2%	21	3.5%
	Other Non-White	34	7.5%	20	7.1%	44	7.3%
	Decline to state	19	4.2%	19	6.7%	41	6.8%
	ALL Ethnicities	**454**	**100.0%**	**283**	**100.0%**	**604**	**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	2018-19	Percent	2019-20	Percent	2020-21	Percent
	Male	65	14.3%	46	16.3%	95	15.7%
	Female	385	84.8%	233	82.3%	500	82.8%
	Unknown	4	0.9%	4	1.4%	9	1.5%
	ALL Genders	**454**	**100.0%**	**283**	**100.0%**	**604**	**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	2018-19	Percent	2019-20	Percent	2020-21	Percent	2
	0 thru 18	0	0.0%	0	0.0%	0	0.0%	
	19 and 20	5	1.1%	3	1.1%	0	0.0%	
	21 thru 25	160	35.2%	94	33.2%	175	29.0%	
	26 thru 30	109	24.0%	62	21.9%	160	26.5%	
	31 thru 35	83	18.3%	56	19.8%	123	20.4%	
	36 thru 40	42	9.3%	30	10.6%	75	12.4%	
	41 thru 45	25	5.5%	17	6.0%	44	7.3%	
	46 thru 50	18	4.0%	11	3.9%	13	2.2%	
	51 thru 60	11	2.4%	9	3.2%	11	1.8%	
	61 plus	1	0.2%	1	0.4%	3	0.5%	
	ALL Ages	**454**	**100.0%**	**283**	**100.0%**	**604**	**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 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 2020 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 95.17% 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
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 25% 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.

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 25% 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.