

# Santa Rosa Junior College

## Program Resource Planning Process

### Nursing RN 2015

#### 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 knowledgeable about resources available on campus to support students and address barriers to success. Faculty in the ADN program provide effective and relevant education based on a core value of excellence in teaching, learning, and nursing. The program serves our diverse community by recruiting and retaining students from diverse socioeconomic, ethnic, cultural, and religious backgrounds. Cultural competency, respect for others, and compassionate care are embedded throughout the nursing curriculum.

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

## 1.1c Description

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

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

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

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

## 1.1d Hours of Office Operation and Service by Location

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

## 1.2 Program/Unit Context and Environmental Scan

### **Current Program Data**

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

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

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

### **Trends Impacting the Program**

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

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

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

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

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

### **Barriers and Challenges**

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

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

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

## 2.1a Budget Needs

Our budget is used effectively, yet in the 4000s, we occasionally go over budget due to that category not being increased even though our student numbers increased. More students results in utilization of more supplies such as skill lab linen and soap. Because of grant funding, we are able to cover these additional costs but future grant funds are not guaranteed. We were awarded continuing nursing enrollment grant funding for \$ 331, 937 for 2014-15. The 2015-2016 grant application is currently being written and the hope is that the ADN program will be awarded ongoing funding. We have been tentatively notified that our grant funding will be continued at the same level as last year. We are predicting that due to statewide budget challenges that we may lose additional grant funding and that there may not be further grant funding available to support the currently expanded enrollment beginning in the 2017-2018 academic year.

In order to decrease some of our supply costs and "go green" we have incorporated electronic testing in all of our classes. Currently available instructional technology is not employed throughout our curriculum. To employ these technologies will require re-training of several faculty members and additional computer lab resources.

The ADN program had total expenditures of 1.86 million. Total expenditures were 1.55% of district total. Faculty payroll is \$1.3 million and represents 3.05% of the district's total faculty expenditures. Total classified payroll was \$80,616, which represents 0.42% of district total. Percent of district totals is down in all areas this fiscal year.

## Nursing RN - FY 2013-14

### 2.1 Fiscal Year Expenditures

#### Santa Rosa Campus

Expenditure Category	Unrestricted Funds	Change from 2012-13	Restricted Funds	Change from 2012-13	Total	Change from 2012-13
Faculty payroll	\$662,143.92	-1.05%	\$0.00	0.00%	\$662,143.92	-1.05%
Adjunct payroll	\$656,623.03	2.82%	\$0.00	0.00%	\$656,623.03	2.82%
Classified payroll	\$80,616.13	-9.93%	\$0.00	0.00%	\$80,616.13	-9.93%
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)	\$117,650.88	10.06%	\$0.00	0.00%	\$117,650.88	10.06%

Benefits (3000's)	\$338,358.44	3.64%	\$0.00	0.00%	\$338,358.44	3.64%
Supplies (4000's)	\$8,242.65	27.41%	\$0.00	0.00%	\$8,242.65	27.41%
Services (5000's)	\$1,022.66	26.03%	\$0.00	0.00%	\$1,022.66	26.03%
Equipment (6000's)	\$0.00	-100.00%	\$0.00	0.00%	\$0.00	-100.00%
<b>Total Expenditures</b>	<b>\$1,864,657.71</b>	<b>1.28%</b>	<b>\$0.00</b>	<b>0.00%</b>	<b>\$1,864,657.71</b>	<b>1.28%</b>

## Expenditure Totals

Expenditure Category	Amount	Change from 2012-13	District Total	% of District Total
Total Expenditures	\$1,864,657.71	1.28%	\$120,253,860.49	1.55%
Total Faculty Payroll	\$1,318,766.95	0.84%	\$43,245,546.66	3.05%
Total Classified Payroll	\$80,616.13	-9.93%	\$19,181,736.44	0.42%
Total Management Payroll	\$117,650.88	10.06%	\$8,511,170.13	1.38%
Total Salary/Benefits Costs	\$1,855,392.40	1.35%	\$90,311,305.65	2.05%
Total Non-Personnel Costs	\$9,265.31	-11.65%	\$15,816,837.66	0.06%

## 2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0000	Santa Rosa	00	00	\$0.00	No Requests this cycle.

## 2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Lab Assistant III	20.00	12.00	Manages the daily flow of the skills and simulation labs. Ensures that the facilities and equipment are maintained and that infection control processes are followed. Responsible for lab safety, set up of supplies, clean up, and ordering of supplies and equipment. This is a shared position paid for 50% (20 hours per week) out of the ADN budget using grant funds.
Admissions and Records Technician III	40.00	12.00	Review applications for ADN program - 303 this year; manages all student compliance issues and records; assists the Director with regulatory reports on an annual basis.

## 2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Director ADN Program	40.00	12.00	Oversees 85 faculty assignments and 240 students for ADN program. Manages ADN program budget and grant funds and activities. Oversees the operations of the HS skills lab.

## 2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
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## 2.2d Adequacy and Effectiveness of Staffing

Currently we are short one full time position because a newly hired tenure track faculty member resigned mid academic year. We have recieved approval to hire a temporary contract faculty member for 2015-2016 but it will be critical that this position is replaced with a permanent position the following year. Additionally, we have a late retirement for May 2015 that creates a critical opening in our faculty for fall 2015. We have requested a temporary contract position for 2015-

2016 and hope to have a permanent replacement the following year. It will be critical to program operations for these positions to be filled. Failure to fill these positions could jeopardize our compliance with the state regulations and accreditation through the California Board of Registered Nurses. The Board of Registered Nursing will be conducting a site visit in spring 2016 and we must report any changes in staffing on our self study report in fall 2015. See 2.3d for additional details.

All classified positions are currently filled; however, the program is facing increasing regulatory compliance needs related to the tracking of student health requirements. These additional needs have stretched the capacity of our Admission and Records Specialist and required use of the Health Sciences STNC staff to maintain accurate records and provide timely information to our clinical agency partners. Additionally, the workload for the program Director continues to increase and she has no administrative assistance. A full time administrative assistant for the program would allow for some of the administrative duties being done by the AAllI for the Dean to be shifted to another qualified individual. Additionally, it would provide admin support for the program Director to manage time cards, faculty loads, correspondence, and routine clerical work. Most nursing program Directors in the state have an administrative assistant and the SRJC program is one of the largest in the state.

## Nursing RN - FY 2013-14

### 2.2 Fiscal Year Employee Data and Calculations

#### Employee Head Counts

Employee Category	Count	Change from 2012-13	District Total	% of District Total
Contract Faculty	9	0.00%	277	3.25%
Adjunct Faculty	64	-12.33%	1351	4.74%
Classified Staff	2	-33.33%	490	0.41%
STNC Workers	0	0.00%	458	0.00%
Student Workers	0	0.00%	610	0.00%
Mgmt/Admin/Dept Chair	1	0.00%	144	0.69%

#### Employee FTE Totals

FTE Category	FTE	Change from 2012-13	District Total	% of District Total
FTE-F - Faculty	9.0929	-16.56%	679.6236	1.34%
FTE-CF - Contract Faculty	8.9143	-0.95%	274.8500	3.24%
FTE-AF - Adjunct Faculty	0.1786	-90.59%	404.7736	0.04%
FTE-C - Classified	1.5000	-24.05%	407.3756	0.37%
FTE-ST - STNC	0.0000	0.00%	63.8460	0.00%
FTE-SS - Support Staff	1.5000	-24.05%	647.5458	0.23%
FTE-SW - Student Workers	0.0000	0.00%	176.3242	0.00%
FTE-M - Management	1.0000	0.00%	114.8000	0.87%
FTE-DC - Department Chairs	0.0000	0.00%	50.0000	0.00%

#### Student Data

Data Element	Value	Change from 2012-13	District Total	% of District Total
FTES-CR - Credit	373.4950	-1.01%	16276.6188	2.29%
FTES-NC - Non-Credit	0.0000	0.00%	2028.0819	0.00%
FTES - combined	373.4950	-1.01%	18304.7007	2.04%

Students Enrolled/Served	464	-2.52%	30000	1.55%
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## Calculations

Data Element	Value	Change from 2012-13	District Total	% of District Total
FTE-S : FTE-F	41.0756	18.64%	26.9336	152.51%
FTE-AF : FTE-CF	0.0200	-90.50%	1.4727	1.36%
FTE-F : FTE-SS	6.0619	9.86%	1.0495	577.58%
FTE-F : FTE-M	9.0929	-16.56%	5.9201	153.59%
FTE-SS : FTE-M	1.5000	-24.05%	5.6406	26.59%
FTE-ST : FTE-C	0.0000	0.00%	0.1567	0.00%
Average Faculty Salary per FTE-F	\$145,033.06	20.86%	\$63,631.61	227.93%
Average Classified Salary per FTE-C	\$53,744.09	18.59%	\$47,086.12	114.14%
Average Management Salary per FTE-M	\$117,650.88	10.06%	\$74,139.11	158.69%
Salary/Benefit costs as a % of total budget	99.50%	0.07%	75.10%	132.49%
Non-Personnel \$ as a % of total budget	0.50%	-12.77%	13.15%	3.78%
Restricted Funds as a % of total budget	0.00%	0.00%	11.75%	0.00%
Total Unit Cost per FTE-F	\$205,068.08	21.38%	\$176,941.86	115.90%
Total Unit Cost per FTE-C	\$1,243,105.14	33.35%	\$295,191.61	421.12%
Total Unit Cost per FTE-M	\$1,864,657.71	1.28%	\$1,047,507.50	178.01%
Total Unit Cost per FTE-S	\$4,992.46	2.31%	\$6,569.56	75.99%
Total Unit Cost per student served/enrolled	\$4,018.66	3.90%	\$4,008.46	100.25%

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

Name Last	First	Position	Hours	FTE
Green	Donna	Admissions & Records Specialist	0.00	1.0000
Kennedy	Mary	Laboratory Assistant III	0.00	0.5000
<b>Totals</b>			<b>0.00</b>	<b>1.5000</b>

## 2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	08	01	none	Administrative Assistant II	Classified

## 2.3a Current Contract Faculty Positions

Position	Description
Contract Faculty	Med-Surg instructor, Coordinates NR75C Med/Surg course. Coordinator for VN-LVN program. Responsible for technology and informatics training in ADN program.
Contract Faculty	Med/Surg instructor, Coordinator of NR 75D Advanced Med/Surg
Contract Faculty	Med-Surg instructor. Coordinator for NR 75B course and Chair of the Readmission Committee
Contract Faculty	Med/Surg/Fundamentals faculty. Teaches theory and clinical in the hospital. Serves as a grant funded tutor for Medical Surgical students.
Contract Faculty	Maternal/Child faculty and coordinator of maternal/ child portion of NR 75C. Coordinator for Maternal child human simulation lab. Also serves as the Student Success Coordinator for the program.
Contract Faculty	Faculty for med/surg and fundamentals. Coordinator for NR 75.1A course. Chair Scholarship committee. Faculty Advisor for student nursing association organization. Also, serves as the Asst. Director of the ADN program.
Contract Faculty	Mental Health instructor/ Coordinator for NR 75B mental health nursing.
Contract Faculty	Med/Surg Faculty position, teaches theory and clinical lab in hospital. Lead faculty for SRMH. Coordinator for the Preceptorship program.



2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Nursing (RN)	9.0000	3.2500	64.0000	4.7400	Percentages listed are SRJC total. The ADN program employes numerous adjuncts with specialty knowledge that may only work a few hours per semester. Approximately 25 adjuncts work close to 67% in the program. Overall, our full time faculty represent about 12% of the total faculty that are load assigned in the program.

## 2.3c Faculty Within Retirement Range

There is one full time faculty retiring this spring and another faculty member has indicated that she plans to retire within the next 1-3 years. Two other faculty will most likely retire within the next 7 years. Four full time faculty members could potentially continue to work for 10 years or more.

If faculty who retire are not replaced the program would not be able to meet BRN regulations and continue our current enrollment levels. Further, there would not be any time for college service including faculty evaluations, revising curriculum, and assessing SLOs. Currently our full time faculty are very stretched with meeting routine college service requirements. In fall 2014, each full time faculty member in the ADN program completed 5-6 adjunct evaluations. This is a consistent pattern, which makes participating in college wide initiatives difficult for full time nursing faculty.

The data reported regarding faculty age is not separated by program. However, Health Sciences will be impacted significantly over the next few years due to having 12 out of 17 full time faculty members over the age of 55. Approximately 6/8 of the full time faculty in the ADN program are over the age of 55.

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

We are hoping to fill two temporary contract positions this year with a goal of having both positions posted as permanent faculty positions in the 2015/2016 academic year. One of the vacancies is the result of a mid-academic year resignation by a new tenure track employee. The other is a late notice retirement for May 2015. The latter is still pending approval for a temporary contract position. These vacancies and new hires will have a significant impact on the department because the Board of Registered Nurses requires faculty of record to be approved at the instructor level, which very few adjunct faculty meet. Additionally, all of these faculty cover required coordinator roles that must be filled by full time faculty. These positions require specialized knowledge and in particular the psychiatric position is responsible for coordination of psych nursing curriculum and serves as our content expert. We do not currently have any adjuncts that would be willing to fill these roles in a part time capacity. Serving as a course coordinator always requires considerably more work than is compensated and they are not willing to do that at less than full time pay. It is going to be critical for our ongoing accreditation and compliance with state regulations that these positions are filled in a timely manner. In addition to the two temporary contract positions

needed for fall 2015, we to need two permanent replacement full time positions in fall 2016. It is also possible that we will have one additional retirement in that time frame. Failure to fill these positions could jeopardize our BRN approval (accreditation) and prevent the program from continuing to admit students. This is especially critical for the psych position. Failure to hire a temporary contract position and then replace it with a tenure track position could result in not being able to serve students currently enrolled in the program. Psych nursing instructions requires specialized approval by the BRN and we have struggled to keep adequate adjunct faculty in this area. We do not have enough adjuncts to teach the student currently enrolled despite aggressive recruitment to add to the adjunct pool.

Currently, it is challenging to recruit qualified faculty for our program. We regularly interview for the adjunct faculty pool and have been successful in hiring qualified candidates but only about 1/3 of candidates are MSN prepared. At this time, the program would not meet requirements for ACEN accreditation because our adjunct faculty is not all BSN or MSN prepared. This may become problematic for us in the future and it is important to move towards and all BSN and MSN prepared faculty with at least half of the faculty being MSN prepared. Currently we are right at 50% MSN faculty and it will be important to maintain or increase this ratio. It is difficult to recruit MSN prepared adjunct faculty because they make significantly more money in the industry positions and our hourly rate of pay is not competitive enough to draw highly qualified candidates. There are currently adequate adjunct faculty; however, recruiting for psychiatric nursing and weekend clinical positions is very challenging. Most nurses that teach as adjuncts also continue to work full or part time in the hospital and this commits them to every other weekend. Finally, maintaining faculty who are well prepared to teach in the simulation lab has been challenging. The program would benefit from an additional contract faculty person to manage adult simulation and skills lab instruction, especially if we are going to continue to maintain the current enrollment numbers. Simulation lab is a highly specialized and labor intensive load that is difficult to manage using the adjunct faculty pool. Hiring of adjunct faculty for this area involves significant training and investment from the program and college.

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

Name Last	First	Position	Hours	HR FTE	DM FTE
Applegarth	Penelope	Faculty	0.00	1.0000	0.0000
Bianchi	Rose	Faculty	0.00	0.9143	0.0000
Buckley	Sharon	Faculty	0.00	1.0000	0.0000
Caddes	Katherine	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
Kraemer	Helen	Faculty	0.00	1.0000	0.0000
Richardson	Jennifer	Faculty	0.00	1.0000	0.0000
Zahl	Shaddo	Faculty	0.00	1.0000	0.0000
<b>Totals</b>			<b>0.00</b>	<b>8.9143</b>	<b>0.0000</b>

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

Name Last	First	Position	Hours	FTE
Aanestad	Brittany		368.25	0.0000
Ancellotti-Mendez	Loretta		189.00	0.0000

Applegarth	Penelope		186.00	0.0000
Armigo	Christine		211.50	0.0000
Armstrong	Julie		294.00	0.0000
Bautista	Erlinda		39.50	0.0000
Bianchi	Rose		97.50	0.0000
Carroll-Ambrose	Mary		28.00	0.0000
Dayton	Ann		56.00	0.0000
Dempel	Debbie		91.00	0.0000
Donnelly	Diane		25.00	0.1786
Douglass	Nieves		216.00	0.0000
Dutcher	Barbara		97.75	0.0000
Friesen	Jill		127.00	0.0000
Fujii	Rachel		57.00	0.0000
Gappi	Anna		39.00	0.0000
Goodman	Nancy		313.00	0.0000
Gory	Melissa		65.00	0.0000
Hakola	Gloria		206.50	0.0000
Hazard	Jennifer		60.00	0.0000
Hill	Povi		94.50	0.0000
Hilton	Christopher		8.00	0.0000
Hutchins	Stephanie		193.25	0.0000
Johnston Blackstone	Cynthia		245.50	0.0000
Keller	Marcea		379.25	0.0000
Kiibler	Elaine		13.50	0.0000
Klich-Heartt	Eira		210.00	0.0000
Kremesec	Terren		376.00	0.0000
Lane	Kathleen		186.00	0.0000
Lantz	Katherine		436.50	0.0000
Larue	Dawn		174.00	0.0000
Leddy	Yvette		20.50	0.0000
Lode	Karen		385.50	0.0000
Lucas	Toby		49.50	0.0000
Macinnis	Anita		23.50	0.0000
Mann	Julie		252.50	0.0000
Martinez	Bertha		318.50	0.0000
Maslow	Rene		142.00	0.0000
McDonald	Marian		4.00	0.0000
Minkow	Heidi		184.00	0.0000
Moore	Patricia		78.00	0.0000
Morris	Janet		123.00	0.0000
Murphy	Joan		72.00	0.0000
Murphy	Michael		348.75	0.0000
Noonan	Seaneen		7.75	0.0000
Ono	Diane		340.50	0.0000
Pah	Lois		380.00	0.0000
Pansini	Janie		9.50	0.0000
Perezarce	Musetta		13.50	0.0000
Peterson-Cercley	Vicki		200.00	0.0000
Rasmussen	Nancy		91.00	0.0000
Reed	Claire		187.50	0.0000
Ridgeway	Valerie		459.00	0.0000
Rose	Jordan		3.00	0.0000
Salemi	Helen		427.00	0.0000
Sampson	Jan		6.00	0.0000
Shepherd	Jacqueline		55.00	0.0000
Shields	Matthew		332.50	0.0000
Silva	Lynette		476.00	0.0000
Snelgrove	Lenda		179.00	0.0000
Stief	Shelley		171.00	0.0000
Taurian	Cathie		138.00	0.0000
Thomas	Nancy		11.00	0.0000
Warnock	Susan		350.00	0.0000
<b>Totals</b>			<b>10922.50</b>	<b>0.1786</b>

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	01	01	Psychiatric Nursing ADN	Students will not be able to meet the psychiatric nursing SLOs if this position is not filled.
0002	Santa Rosa	01	01	Medical Surgical Nursing ADN	This position is needed to support medical surgical course SLOs.
0003	Santa Rosa	01	01	Medical Surgical Nursing Skill and Simulation Lab	Delivery of instruction in the skills and simulation lab is often fragmented because it is all taught by adjuncts that are not able to engage in college service activities. Filling this position will allow for continuity in this instructional area.

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

Currently there are insufficient resources available for online testing. This is a campus wide issue that has really impacted our program. The department would benefit from additional computer lab space or the capacity to access computers in the existing classrooms. In 2014 the ADN program updated the skills lab with computers and large screen monitors using grant funding, which has been helpful for instruction but does not address the ongoing challenges with finding testing space on campus.

In 2015/2016 the ADN program will need to replace one of our adult simulation manikins. This will cost approximately \$75,000. We also anticipate needing to replace our baby sim in the next two years, which will cost about \$70,000. Additionally the simulation lab really needs an electronic medication station where students can get hands on practice with accessing and administering medications in a manner that is similar to industry practice. Our current medication station is extremely outdated.

Faculty have ongoing challenges with being able to print from their offices. The Health Sciences office has one networked printer for all faculty to use. It is very old and not designed for high capacity use. A new printer is needed or the two copy machines need to be networked to allow for direct printing from faculty offices.

Finally, the 4077, 4076, and 4035 classrooms need to be updated to smart classrooms with desks that raise and lower so faculty can be easily viewed by students when lecturing. These rooms have outdated computer equipment and often experience technological issues.

## 2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	01	01	Replacement simulation manikin	1	\$75,000.00	\$75,000.00	Anna Valdez	4039	Anna Valdez
0002	Santa Rosa	01	01	Pysxis Medication Station for Simulation Lab	1	\$50,000.00	\$50,000.00	Anna Valdez	4039	Anna Valdez
0003	Santa Rosa	01	01	Printer for Health Sciences Office	1	\$2,000.00	\$2,000.00	Anna Valdez	4059	Anna Valdez
0004	Santa Rosa	01	01	Classroom upgrades to desk and computer equipment	3	\$10,000.00	\$30,000.00	Anna Valdez	4035, 4076, 4077	Anna Valdez
0005	Santa Rosa	01	01	Computers for computerized testing	30	\$1,000.00	\$30,000.00	Anna Valdez	4058	Anna Valdez
0006	Santa Rosa	01	01	Sim Baby replacement manikin for simulation lab	1	\$75,000.00	\$75,000.00	Anna Valdez	4058	Anna Valdez

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

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0000	ALL	00	00	No budget needed	0	\$0.00	\$0.00			

## 2.5a Minor Facilities Requests

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

## 2.5b Analysis of Existing Facilities

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

We also need additional skills lab space for all health science programs since these continue to expand and it is difficult to effectively teach students in crowded spaces. At times we are teaching as many as 90 students in the three labs that were designed for 45 and we are unable to add sections of highly impacted classes because we do not have enough lab space available. We need an additional skills lab space of approximately 2,000 square feet. If additional large lecture spaces are available in Emeritus with bond expansion then room 4044 could be used to create this additional lab space. This would allow us to use the second floor of RACE as a dedicated lab space.

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

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

Wish list for Emeritus build out:

- 1-2 large lecture smart rooms (at least 60 seats)
- At least one large computer classroom that can be used for testing (at least 62 seats with computers)
- Convert room 4044 and HLRC to lab space once the above additions are completed.



### 3.1 Develop Financial Resources

#### Future Funding

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

#### Current Grants

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

### 3.2 Serve our Diverse Communities

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

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

### 3.3 Cultivate a Healthy Organization

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

### 3.4 Safety and Emergency Preparedness

**Injury and Illness Prevention Program:**

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

**Safety Trainings:**

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

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

**Building and Area Safety Coordinators:**

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

BUILDING AND AREA SAFETY COORDINATORS						
Bldg	BSC Area	ASC Area	Administrative Support	Department	Name	Responsible Area
DAY						
RACE	2nd Flr	2nd Flr	Anna Valdez	ADN	<a href="#">Mary Kennedy</a>	2nd Floor

### 3.5 Establish a Culture of Sustainability

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

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

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

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

#### 4.1a Course Student Learning Outcomes Assessment

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

**SLO Evaluations**

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

**\* Indicates all SLOs were assessed**

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

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

## 4.1b Program Student Learning Outcomes Assessment

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

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

**Course Evaluations**

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

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

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

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

#### 4.1c Student Learning Outcomes Reporting

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

#### 4.2a Key Courses or Services that address Institutional Outcomes

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

#### 4.2b Narrative (Optional)

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

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

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

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

## 5.0 Performance Measures

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

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

**Table 2. SRJC NCLEX-RN Pass Rates**

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

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

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

*Current NCLEX-RN data reported by BRN -2014*

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

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

**Table 1. SRJC Retention/Attrition Rates by Semester**

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

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

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

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



## 5.2a Enrollment Efficiency

The ADN program is restricted and only those students who have fulfilled all prerequisites and have been selected through 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 withdrawals/failures, we add advanced standing students such as VN-ADN or returning students to fill vacancies.

### Nursing RN - FY 2013-14 (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	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Nursing - RN	0	237	290	4	276	301	0	238	238

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Nursing - RN	0	0	0	0	0	0	0	0	0

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Nursing - RN	79	82	0	0	0	0	0	0	0

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Nursing - RN	79	319	290	4	276	301	0	238	238

#### 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	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Nursing - RN	0.0%	95.6%	98.7%	0.0%	83.6%	85.9%	0.0%	91.6%	88.6%

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Nursing - RN	0.0%	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	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Nursing - RN	123.4%	83.7%	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	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Nursing - RN	123.4%	92.2%	98.7%	0.0%	83.6%	85.9%	0.0%	91.6%	88.6%

## 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.

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

#### Santa Rosa Campus

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Nursing - RN	0.0	39.5	37.5	0.0	29.1	28.9	0.0	29.8	28.2

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Nursing - RN	0.0	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	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Nursing - RN	39.5	27.3	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	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Nursing - RN	39.5	35.4	37.5	0.0	29.1	28.9	0.0	29.8	28.2

## 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 clinical and theory instruction. While it may appear that we have a lot of teachers the reality is that only 12% of our teachers are full time. Currently our faculty are feeling overwhelmed with maintaining productivity. The addition of one more full time faculty member (bringing us to ten) would make a tremendous difference in allowing faculty to have the time to dedicate to college business like SLO assessment, adjunct evaluations, hiring committees, and college wide committee involvements.

### Nursing RN - FY 2013-14 (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		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
--------------	--	-------	-------	-------	-------	-------	-------	-------	-------	-------

	<b>FTEs</b>	0.00	187.80	189.67	0.27	188.28	190.75	0.00	190.23	192.76
	<b>FTEF</b>	0.00	8.60	9.47	0.00	8.68	8.74	0.00	8.62	23.83
	<b>Ratio</b>	<b>0.00</b>	<b>21.84</b>	<b>20.03</b>	<b>0.00</b>	<b>21.68</b>	<b>21.83</b>	<b>0.00</b>	<b>22.07</b>	<b>8.09</b>

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

<b>Nursing - RN</b>		<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	<b>X2013</b>	<b>F2013</b>	<b>S2014</b>
	<b>FTEs</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	<b>FTEF</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	<b>Ratio</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

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

<b>Nursing - RN</b>		<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	<b>X2013</b>	<b>F2013</b>	<b>S2014</b>
	<b>FTEs</b>	5.27	4.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	<b>FTEF</b>	0.26	0.33	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	<b>Ratio</b>	<b>19.96</b>	<b>13.52</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

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

<b>Nursing - RN</b>		<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	<b>X2013</b>	<b>F2013</b>	<b>S2014</b>
	<b>FTEs</b>	5.27	192.30	189.67	0.27	188.28	190.75	0.00	190.23	192.76
	<b>FTEF</b>	0.26	8.93	9.47	0.00	8.68	8.74	0.00	8.62	23.83
	<b>Ratio</b>	<b>19.96</b>	<b>21.53</b>	<b>20.03</b>	<b>0.00</b>	<b>21.68</b>	<b>21.83</b>	<b>0.00</b>	<b>22.07</b>	<b>8.09</b>

## 5.4 Curriculum Currency

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

**Sexennial Curriculum Review**

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

## 5.5 Successful Program Completion

The ADN program admits students each semester and offers all sequenced courses every semester. The VN-ADN bridge courses are offered on an as needed basis to fill vacancies in the second semester of the program resulting from course attrition. There is considerable support offered to students to assist them with course and program completion. Grant funding is currently being used to fund academic and skills tutoring. The program also funds approximately 50 hours per semester for a Student Success Coordinator position 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 accurately track in the ADN program; however, anecdotal information suggests that approximately 75% of the 2013/2014 graduates are currently employed in nursing. Some graduates moved out of area to gain employment. About 25% of the 2013/2014 graduates are currently enrolled in a BSN or ADN to MSN program. Students are encouraged to obtain at least a BSN degree after completing the ADN program because this will strengthen the nursing workforce and improve employment options for our graduates. Additionally, students are encouraged to participate in the Transition to Practice program offered through Sonoma State University. In the summer of 2014 approximately 20 graduates participated in this program and all of them were offered employment in the assigned hospital.

## Nursing RN - FY 2013-14 (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	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Nursing - RN	0.0%	96.2%	95.1%	100.0%	96.7%	96.4%	0.0%	96.6%	97.9%

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Nursing - RN	0.0%	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	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Nursing - RN	93.7%	88.9%	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	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Nursing - RN	93.7%	94.3%	95.1%	100.0%	96.7%	96.4%	0.0%	96.6%	97.9%

## 5.6 Student Success

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

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

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

### Santa Rosa Campus

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Nursing - RN	0.00	3.33	3.44	4.00	3.38	3.49	0.00	3.42	3.4

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Nursing - RN	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)

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Nursing - RN	3.70	3.73	0.00	0.00	0.00	0.00	0.00	0.00	0.0

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Nursing - RN	3.70	3.35	3.44	4.00	3.38	3.49	0.00	3.42	3.4

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

A review of student equity data indicates that once students are enrolled in the ADN program there are no significant disparities related to age, gender, or ethnicity in achieving successful completion of the program or maintaining a GPA above the district average. Students with disabilities have a moderately lower level of course completion than students without disabilities, which is probably a result of the academic and physical rigors of the program. The ADN program accommodates all disabilities that can be safely managed in the program and has had many disabled students successfully complete the program.

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

### Discipline NR - Nursing - RN - FY 2013-14

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

	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
<b>Overall Percentages</b>	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)
<b>Ethnicity</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	<b>X2013</b>	<b>F2013</b>	<b>S2014</b>
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)
<b>Gender</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	<b>X2013</b>	<b>F2013</b>	<b>S2014</b>
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)
<b>Age</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	<b>X2013</b>	<b>F2013</b>	<b>S2014</b>
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)

**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)	C
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)	C
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)	C
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)	C
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)	C
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)	C
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)	C
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)	C
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)	C
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)	C
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)	C
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)	C
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)	C
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)	C
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)	C
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)	C
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
<b>Age</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	<b>X2013</b>	<b>F2013</b>	<b>S2014</b>
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
<b>Income Level</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	<b>X2013</b>	<b>F2013</b>	<b>S2014</b>
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
<b>Disability Status</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	<b>X2013</b>	<b>F2013</b>	<b>S2014</b>
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
<b>College Status</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	<b>X2013</b>	<b>F2013</b>	<b>S2014</b>
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
<b>Basic Skills</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	<b>X2013</b>	<b>F2013</b>	<b>S2014</b>
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 Caucasian females, While the program is to recruit students from a wide range of ethnicities and has some gender diversity both of these areas can be improved. Data in the charts below is not completely accurate because the totals are higher than our actual enrollment and the data about male students is not reflective of past and current enrollment. The program has averaged about 20% male student enrollment, which is consistent with state averages. This is a positive upward trend in male students seeking careers in nursing. A review of admission data shows that the diversity of students who are enrolled in the ADN program is representative of the students that apply so students that apply have equal access. One area where the ADN program is significantly below representation is with Hispanic students (compared to percent enrolled at SRJC). To improve recruitment with Hispanic students the program works closely with community partners, including high schools, and participates in many educational forums that specifically target this population of students. While the numbers below do not reflect the level of diversity we would like to see in our nursing program they are consistent with nursing school enrollment across the state.

### Nursing RN - FY 2013-14 (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	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	White	422	64.0%	377	66.1%	332	70.6%	2014
	Asian	44	6.7%	42	7.4%	27	5.7%	
	Black	29	4.4%	18	3.2%	17	3.6%	
	Hispanic	66	10.0%	49	8.6%	52	11.1%	
	Native American	2	0.3%	3	0.5%	4	0.9%	
	Pacific Islander	5	0.8%	6	1.1%	3	0.6%	
	Filipino	19	2.9%	15	2.6%	10	2.1%	
	Other Non-White	0	0.0%	0	0.0%	11	2.3%	
	Decline to state	72	10.9%	60	10.5%	14	3.0%	
	<b>ALL Ethnicities</b>	<b>659</b>	<b>100.0%</b>	<b>570</b>	<b>100.0%</b>	<b>470</b>	<b>100.0%</b>	

**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	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	Male	121	18.4%	78	13.7%	64	13.6%	
	Female	529	80.3%	483	84.7%	406	86.4%	
	Unknown	9	1.4%	9	1.6%	0	0.0%	
	<b>ALL Genders</b>	<b>659</b>	<b>100.0%</b>	<b>570</b>	<b>100.0%</b>	<b>470</b>	<b>100.0%</b>	

**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	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	0 thru 18	1	0.2%	0	0.0%	0	0.0%	
	19 and 20	9	1.4%	4	0.7%	0	0.0%	
	21 thru 25	160	24.3%	146	25.6%	98	20.9%	
	26 thru 30	165	25.0%	167	29.3%	137	29.1%	
	31 thru 35	130	19.7%	115	20.2%	97	20.6%	
	36 thru 40	85	12.9%	46	8.1%	63	13.4%	
	41 thru 45	50	7.6%	46	8.1%	33	7.0%	
	46 thru 50	31	4.7%	27	4.7%	23	4.9%	
	51 thru 60	26	3.9%	19	3.3%	19	4.0%	
	61 plus	2	0.3%	0	0.0%	0	0.0%	
	<b>ALL Ages</b>	<b>659</b>	<b>100.0%</b>	<b>570</b>	<b>100.0%</b>	<b>470</b>	<b>100.0%</b>	

**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	2010-11	Percent	2011-12	Percent	2012-13	Percent	2013-14
	Male	106	17.0%	121	18.4%	99	13.3%	2014-15
	Female	509	81.4%	529	80.3%	633	84.9%	
	Unknown	10	1.6%	9	1.4%	14	1.9%	
	<b>ALL Genders</b>	<b>625</b>	<b>100.0%</b>	<b>659</b>	<b>100.0%</b>	<b>746</b>	<b>100.0%</b>	

**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	2010-11	Percent	2011-12	Percent	2012-13	Percent	2013-14
	0 thru 18	0	0.0%	1	0.2%	0	0.0%	2014-15
	19 and 20	3	0.5%	9	1.4%	4	0.5%	
	21 thru 25	150	24.1%	160	24.4%	190	25.5%	
	26 thru 30	158	25.4%	165	25.1%	213	28.6%	
	31 thru 35	133	21.4%	130	19.8%	153	20.5%	
	36 thru 40	76	12.2%	85	12.9%	63	8.4%	
	41 thru 45	45	7.2%	50	7.6%	62	8.3%	
	46 thru 50	32	5.1%	31	4.7%	38	5.1%	
	51 thru 60	25	4.0%	26	4.0%	23	3.1%	
	61 plus	3	0.5%	2	0.3%	0	0.0%	
	<b>ALL Ages</b>	<b>622</b>	<b>100.0%</b>	<b>657</b>	<b>100.0%</b>	<b>746</b>	<b>100.0%</b>	

## 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 philosophy 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 accommodated with current ADN enrollment sizes. We also have a collaborative nursing education agreement with Sonoma State University to allow concurrent enrollment in the BSN program for ADN students. This innovative partnership allows our students to obtain a BSN within one year of graduation at Santa Rosa Junior College. In order to better meet the needs of our VN to ADN ladder students we will be admitting 56 students in fall 2015 instead of 60 students. This will ensure that we can admit at least 4 VN to ADN bridge students in spring 2016.

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

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

The ADN program has worked with the HOPE Center and the high school health careers program in the past and plan to continue to support efforts to recruit minority high school students to the health care fields. Additionally we participate in High School health prep courses and participate in educational forums for high school students. The ADN program regularly hosts high school students on tours of our facilities where we talk about health careers, specifically professional nursing.

### 5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

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

### 5.11a Labor Market Demand (Occupational Programs ONLY)

While, the ADN program is not a CTE program we are providing some basic data. Registered Nurses are in demand in parts of California but currently, the demand for new graduate RNs has decreased for the Bay Area due to high wages, which attract out of area nurses. Current students are seeing an increase in acute care positions with approximately 70% of our students finding employment within three months. During the summer of 2015 three major hospitals will

participate in a nurse residency program. We expect that approximately 30 of our graduates will be able to participate and obtain regular employment as a result. We anticipate the nursing shortage to worsen in the next decade due to the mean age of the current nursing staff in Sonoma County; many nurses will be retiring soon. In the past two years we have seen a reinstatement of new graduate programs in a couple of our local hospitals.

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

## 5.11b Academic Standards

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

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

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	04	01	Upgrade skills lab	<p>Replace televisions with wide flat screen televisions in all three teaching rooms.</p> <p>Install all in one computers with document projection capacity in all three rooms.</p>	2014-2015	Completed fall 2014
0002	ALL	04	01	Upgrade room 4061	Replace television with a wall mounted large screen monitor and add a computer so this room can be used for small classes and tutoring.	2014-2016	Grant funding secured. Order placed, pending media service availability.

## 6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
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### 6.2b PRPP Editor Feedback - Optional

I appreciate the PRPP process and also think it needs some work to be more efficient and user friendly. I concur with the recommendations sent forth by the DCC and in particular by Wanda B. It would be very helpful to have the prompts loaded in the document and also the specific data loaded so I do not have to spend hours copy and pasting information.

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	02	00	Item Writing Training and Policy	<p>Provide a minimum of four hours of item writing and analysis training for all theory faculty.</p> <p>Develop a policy to standardize the process used to evaluate the effectiveness of the faculty developed test items used in the ADN program.</p>	2015/2016	PDA special sessions