

Santa Rosa Junior College

Program Resource Planning Process

Nursing RN 2019

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.

1.1c Description

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

The VN to ADN program is a three semester program that includes two "bridge courses" that address professional nursing practice (NR74.1) and psychiatric nursing (NR74.2). The bridge courses are a total of 5.5 units. NR74.2 can be completed by examination 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 2018 application period, there were 349 applications for admission to the ADN program. For the AS degrees awarded by program, we have been in the top five on campus for several years. Our program attracts students from all over California with many applicants who have already achieved baccalaureate degrees from the CSU and UC systems. In 2018 we were recognized as a Gold Star program by the California Community Colleges Chancellor's Office for our high employment rates and retention.

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

Nursing is a high demand career. Nurses have consistently been in the top of the list for workforce demand and our students are all getting employed with annual salaries up to \$110,000 upon graduation. Students seeking admission to our program take a wide variety of general education and science courses that support other campus departments as well. Our successful degree completion rate coupled with the large numbers of students support the mission of the college to provide quality education. This is one of the most popular and successful programs on this campus.

Trends Impacting the Program

According to the United States Department of Health and Human Services (2017), if the current level of nursing program admissions and retirements are maintained there will be a shortage of nurses in California of 44,500 FTEs by 2030. Santa Rosa Junior College is not in a place to expand enrollment in the ADN program due to limited class and clinical space availability; however, maintaining our enrollment is critical in order to ensure there are adequate numbers of nurses available to meet the health care demands in our county. Additionally, the ADN

program is a highly effective program that consistently graduates students who find meaningful employment. It transform lives. Some of our students are living in their cars or shelters. When they graduate they will be middle income members of our community who are able to support their families and provide excellent healthcare. The DHHS report on Supply and Demand Projections of the Nursing Workforce: 2014-2030 is available at https://bhw.hrsa.gov/sites/default/files/bhw/nchwa/projections/NCHWA_HRSA_Nursing_Report.pdf.

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

The Institute of Medicine released a report in 2010 called *The Future of Nursing: Leading Change, Advancing Health* which is available in full at: <http://www.nap.edu/catalog/12956.htm>. One key message from the IOM report was a call for transformation of nursing education. Nursing education is to provide better understanding of and experience in care management, quality improvement methods, systems-level change management, and reconceptualization of roles of nurses in a reformed health care system. Additionally, there is a major move in nursing education to incorporate the Quality and Safety Education for Nursing (QSEN) competencies into curriculum, which has necessitated a major curriculum revision in the ADN program that was implemented in fall 2015. The Board of Registered Nurses has used our curriculum as an exemplar for other programs in California. One of the priority recommendations in the IOM report is to increase the number of baccalaureate-prepared nurses in the workforce to 80% and doubling the number of nurses with a doctoral degree. This is necessary to prepare registered nurses for an evolving health care system that is focused on safe, quality, and cost-effective care. To increase opportunities for our students to continue on for BSN degree we have partnered with four universities for concurrent enrollment: Sonoma State, University of Phoenix, Grand Canyon, and Ohio State University. These unviersities were vetted by faculty and approved for concurrent enrollment based on three program selected requirements;

1. National accreditation in nursing
2. Total cost for enrollment to BSN less than \$15,000
3. BSN graduation within 12 months from ADN program completion.

Currently, about half of the ADN students are actively engaged in a concurrent BSN program. This is important because of changes happening with in the service industry (hospitals, clinics, etc.). Current trends for placement indicate that health care agencies are prioritizing clinical

placement for students who are enrolled in an accredited nursing program that leads to a BSN. Our concurrently enrolled students meet this criteria. In Sonoma County our students are easily placed in clinical, but that is likely to change with time. It is important that we maintain concurrent enrollment options and seek national nursing accreditation. The goal of the ADN program is to partner with Sonoma State and other universities 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 total nursing units is also a focus for national nursing accreditation bodies. The ADN program is currently working on a unit reduction from 48 nursing units to 38. We hope to implement this in fall 2020. We estimate a cost savings of about \$350,000 per year with this curriculum revision. This will aid us in maintaining current enrollment while reducing costs for the district and preparing us for the future trends in nursing education.

A proposed timeline for these changes is available at:

<https://filedepot.santarosa.edu/index.php/s/NyYq59ADGH5ww4Z> (for internal use only).

Strength and Opportunities

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

Weaknesses and Threats

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

- recruiting new Associate Dean. It is imperative that we hire someone who is knowledgeable and well qualified to lead us forward

2.1a Budget Needs

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

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

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

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2.1 Fiscal Year Expenditures

Santa Rosa Campus

Expenditure Category	Unrestricted Funds	Change from 2016-17	Restricted Funds	Change from 2016-17	Total	Change from 2016-17
Faculty payroll	\$891,345.56	7.42%	\$0.00	0.00%	\$891,345.56	7.42%
Adjunct payroll	\$848,174.89	7.42%	\$4,567.40	0.00%	\$852,742.29	8.00%
Classified payroll	\$122,491.08	-0.82%	\$0.00	0.00%	\$122,491.08	-0.82%
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)	\$144,578.88	6.08%	\$0.00	0.00%	\$144,578.88	6.08%
Benefits (3000's)	\$536,604.52	14.51%	\$697.70	0.00%	\$537,302.22	14.66%
Supplies (4000's)	\$5,621.69	111.93%	\$0.00	0.00%	\$5,621.69	111.93%
Services (5000's)	\$2,188.52	-48.38%	\$0.00	0.00%	\$2,188.52	-48.38%
Equipment (6000's)	\$718.54	0.00%	\$23,448.92	-59.55%	\$24,167.46	-58.31%
Total Expenditures	\$2,551,723.68	8.37%	\$28,714.02	-50.47%	\$2,580,437.70	6.96%

Expenditure Totals

Expenditure Category	Amount	Change from 2016-17	District Total	% of District Total
Total Expenditures	\$2,586,220.12	7.20%	\$154,788,480.66	1.67%
Total Faculty Payroll	\$1,749,721.27	8.05%	\$50,884,933.44	3.44%
Total Classified Payroll	\$122,491.08	-0.82%	\$22,270,301.15	0.55%
Total Management Payroll	\$144,578.88	6.08%	\$10,134,908.88	1.43%
Total Salary/Benefits Costs	\$2,554,242.45	8.80%	\$111,941,187.45	2.28%
Total Non-Personnel Costs	\$31,977.67	-50.70%	\$16,406,746.64	0.19%

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	00	07	\$2,250.00	Travel allowance for Director to attend BRN required meetings and training

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, and ordering of supplies and equipment. This is a shared position paid for 50% (20 hours per week) out of the ADN budget using grant funds.
Admissions and Records Technician III	40.00	12.00	Review applications for ADN program - 303 this year; manages all student compliance issues and records; assists the Director with regulatory reports on an annual basis.
Administrative Assistant II	40.00	12.00	Assist with administrative tasks in the ADN program including time cards, PAFS, evaluations, grant management, meetings, budget, etc. VACANT
	0.00	0.00	

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Associate Dean, Nursing	40.00	12.00	Oversees 85 faculty assignments and 240 students for ADN program. Manages ADN program budget and grant funds and activities. Oversees the operations of the HS skills lab. Responsible for 30 students and approximately 10 faculty in the Vocational Nursing program.

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

Overall, classified, faculty, and management staffing in the ADN program are adequate to meet our needs. Classified staff are stretched in their roles, so additional enrollment in the nursing programs would require additional support staff. We currently have two unfilled positions. One is for the administrative assistant II. We have requested that be filled as soon as possible because the Associate Dean has had to absorb most of that workload and the AAll for the Dean of Health Sciences is absorbing duties which take her from her normal responsibilities. The Associate Dean for the ADN program is currently posted.

Please note: The data in these files is inaccurate. Data for Health Sciences, and nursing in particular, is usually wrong. Note the errors in the district totals and total FTE. This is concerning because budget cuts are being made based on inaccurate data, which disproportionately impacts Health Sciences.

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2.2 Fiscal Year Employee Data and Calculations

Employee Head Counts

Employee Category	Count	Change from 2016-17	District Total	% of District Total
Contract Faculty	11	-15.38%	317	3.47%
Adjunct Faculty	63	-10.00%	1352	4.66%
Classified Staff	3	0.00%	525	0.57%
STNC Workers	1	0.00%	427	0.23%
Student Workers	0	0.00%	506	0.00%
Mgmt/Admin/Dept Chair	1	0.00%	170	0.59%

Employee FTE Totals

FTE Category	FTE	Change from 2016-17	District Total	% of District Total
FTE-F - Faculty	14.0000	-26.32%	726.9903	1.93%
FTE-CF - Contract Faculty	11.0000	-15.38%	314.0788	3.50%
FTE-AF - Adjunct Faculty	3.0000	-50.00%	412.9115	0.73%
FTE-C - Classified	2.5000	25.00%	446.6005	0.56%
FTE-ST - STNC	0.0260	0.00%	41.0691	0.06%
FTE-SS - Support Staff	2.5260	26.30%	648.5309	0.39%
FTE-SW - Student Workers	0.0000	0.00%	160.8613	0.00%
FTE-M - Management	1.0000	0.00%	119.8350	0.83%
FTE-DC - Department Chairs	0.0000	0.00%	0.0000	0.00%

Student Data

Data Element	Value	Change from 2016-17	District Total	% of District Total
FTES-CR - Credit	355.9002	-3.07%	14738.9657	2.41%
FTES-NC - Non-Credit	0.0000	0.00%	2075.9009	0.00%
FTES - combined	355.9002	-3.07%	16814.8666	2.12%
Students Enrolled/Served	455	-0.22%	30000	1.52%

Calculations

Data Element	Value	Change from 2016-17	District Total	% of District Total
FTE-S : FTE-F	25.4214	31.55%	23.1294	109.91%
FTE-AF : FTE-CF	0.2727	-40.91%	1.3147	20.74%
FTE-F : FTE-SS	5.5424	-41.66%	1.1210	494.43%
FTE-F : FTE-M	14.0000	-26.32%	6.0666	230.77%
FTE-SS : FTE-M	2.5260	26.30%	5.4119	46.67%
FTE-ST : FTE-C	0.0104	0.00%	0.0920	11.29%
Average Faculty Salary per FTE-F	\$124,980.09	46.64%	\$69,993.96	178.56%
Average Classified Salary per FTE-C	\$48,996.43	-20.66%	\$49,866.27	98.26%
Average Management Salary per FTE-M	\$144,578.88	6.08%	\$84,573.86	170.95%
Salary/Benefit costs as a % of total budget	98.76%	1.49%	72.32%	136.57%
Non-Personnel \$ as a % of total budget	1.24%	-54.01%	10.60%	11.67%
Restricted Funds as a % of total budget	1.11%	-53.80%	17.08%	6.50%
Total Unit Cost per FTE-F	\$184,730.01	45.48%	\$212,916.84	86.76%
Total Unit Cost per FTE-C	\$1,034,488.05	-14.24%	\$346,592.72	298.47%
Total Unit Cost per FTE-M	\$2,586,220.12	7.20%	\$1,291,680.07	200.22%
Total Unit Cost per FTE-S	\$7,266.70	10.59%	\$9,205.45	78.94%
Total Unit Cost per student served/enrolled	\$5,684.00	7.43%	\$5,159.62	110.16%

2.2a Classified Positions Employees paid from a Classified OBJECT code

Name Last	First	Position	Hours	FTE
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Christensen	Andreas	Administrative Assistant II	0.00	0.5000
Green	Donna	Admissions & Records Evaluation Specialist II	0.00	1.0000
Kennedy	Mary	Lab Assistant SR/Health Sciences	0.00	1.0000
Totals			0.00	2.5000

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

Name Last	First	Position	Hours	FTE
Valdez	Anna	Associate Dean, Associate Degree Nursing Program	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
Valdez	Khalid		54.00	0.0260
Totals			54.00	0.0260

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	ALL	08	01	Administrative Assistant II	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. Also, serves as the Asst. Director of the ADN program.
Contract Faculty	Med/Surg instructor, Coordinator of NR 75D Advanced Med/Surg. Co-Faculty Advisor for student nursing association organization.
Contract Faculty	OB, Peds, Med-Surg instructor. (Vacant - filled by Anna Valdez F19)
Contract Faculty	Med/Surg/Fundamentals faculty. Coordinator for NR 75B course. Teaches theory and clinical in the hospital.
Contract Faculty	Maternal/Child faculty and coordinator of maternal/ child portion of NR 75C. Coordinator for Maternal child human simulation lab. Also serves as the Student Success Coordinator for the program. . Co-Faculty Advisor for student nursing association organization.
Contract Faculty	Faculty for med/surg and fundamentals. Coordinator for NR 75.1A course. Chair Scholarship committee.
Contract Faculty	Mental Health instructor/ Coordinator for NR 75B mental health nursing. Also, serves as the Asst. Director Coordinator and instructor for Mental Health. Also, serves as Asst. Director
Contract Faculty	Med/Surg Faculty position, teaches theory and clinical lab in hospital.
Contract Faculty	Med/Surg faculty position, teaches theory, lab and clinical. Simulation lab coordinator.
Contract Faculty	Nurse generalist, teaches in all nursing programs but has primary assignment in CNA
Contract Faculty	Med-Surg and Pediatric Faculty, teaches theory, lab, and clinical.

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Nursing (RN)	11.0000	100.0000	6.0000	65.0000	Percentages listed are SRJC total and do not accurately reflect the staffing levels in the program. The ADN program employs numerous adjuncts with specialty knowledge that may only work a few hours per semester. Approximately 15 adjuncts work at or close to 67% in the program.

2.3c Faculty Within Retirement Range

There are several faculty that are within retirement age range in the ADN program. Eight of the eleven faculty are all within the retirement age range; however, at this time only two have indicated they will retire in the next year. Both full time faculty have indicated they will retire December 2019 and we approved for the ERI program. One of these positions is being filled through a transfer of a faculty member in VN to ADN for fall 2019. We will need two faculty replacements. One for VN who will serve as the Director of the VN program and one for ADN who is qualified in medical surgical nursing.

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

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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
Castello	Jennifer	Faculty	0.00	1.0000	0.0000
Clark	Karen	Faculty	0.00	1.0000	0.0000
Donnelly	Diane	Faculty	0.00	1.0000	0.0000
Farnham	Jean	Faculty	0.00	1.0000	0.0000
Gory	Melissa	Faculty	0.00	1.0000	0.0000
Klich-Heartt	Eira	Faculty	0.00	1.0000	0.0000
Kraemer	Helen	Faculty	0.00	1.0000	0.0000
Magee	Katherine	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
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
Armigo	Christine		76.50	0.0000
Armstrong	Julie		284.00	0.0000
Baland	Pamela		393.00	0.0000
Braccialini	Summer		112.00	0.0000
Buckley	Sharon		88.50	0.0000
Caddes	Katherine		97.50	0.0000
Cates	Kimberly		154.00	0.0000
Clark	Karen		23.00	1.0000
Corlito	Jessie		360.00	0.0000
Dempel	Debbie		94.25	0.0000
Doll	Mary		427.75	0.0000
Donnelly	Diane		203.50	0.0000
Dunlap	Loretta		8.00	0.0000
Dutcher	Barbara		80.25	0.0000
Fairchild	Tara		142.50	0.0000
Farnham	Jean		19.00	1.0000
Fedorka	Magi		338.00	0.0000
Fledderus	Margaretha		8.00	0.0000

Gardner	Grey		187.50	0.0000
Gill	Dorella		364.25	0.0000
Giomi	Amanda		405.00	0.0000
Goebel	Peggy		245.50	0.0000
Goodman	Nancy		134.00	0.0000
Gory	Melissa		81.00	1.0000
Hakola	Gloria		81.00	0.0000
Hazzard	Jennifer		181.50	0.0000
Hutchins	Stephanie		280.25	0.0000
Jacobsen	Maria		240.00	0.0000
Johnston Blackstone	Cynthia		244.00	0.0000
Kerger	Jessica		121.00	0.0000
Kremesec	Terren		360.00	0.0000
Lane	Kathleen		168.75	0.0000
Magee	Katherine		64.00	0.0000
Maslow	Rene		106.00	0.0000
McKenney	Aimee		326.00	0.0000
Meehl	Scott		70.50	0.0000
Miller	Jaime		38.50	0.0000
Morikawa	Debbie		47.00	0.0000
Morris	Janet		240.00	0.0000
Nerio	Noreen		8.00	0.0000
Ono	Diane		317.00	0.0000
Pah	Lois		406.00	0.0000
Peterson-Cercley	Vicki		232.00	0.0000
Plachte-Zuieback	Rebecca		30.00	0.0000
Rabidoux	Ann		91.64	0.0000
Rajevsky	Vera		362.50	0.0000
Rankins	Lillian		198.00	0.0000
Rapaport	Sarah		247.50	0.0000
Reed	Claire		379.50	0.0000
Riddell	Gwendolyn		6.00	0.0000
Ridgeway	Valerie		404.00	0.0000
Robinson	Michelle		31.00	0.0000
Sampson	Jan		6.00	0.0000
Schlutius	Jane		31.50	0.0000
Scott	Carlton		5.50	0.0000
Shields	Matthew		378.00	0.0000
Slowley	Stewart		192.00	0.0000
Sobecki-Engle	Lilia		68.50	0.0000
Taurian	Cathie		24.00	0.0000
Ungerer	Kristine		26.50	0.0000
Warnock	Susan		240.00	0.0000
Way	Susan		16.00	0.0000
Zahl	Shaddo		235.00	0.0000
Totals			10831.64	3.0000

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

In general, most of the ADN equipment and technology are up to date, though we have a need for new hospital beds. We currently need 18 hospital beds with an estimated cost of \$160,000. We are also looking at opportunities for hospitals to donate used, but functional beds.

Instructional Equipment:

1. Hospital beds (18)

Technology Needs:

Currently there are insufficient resources available for online testing. This is a campus wide issue that has really impacted our program. The department would benefit from additional computer lab space or the capacity to access computers in the existing classrooms. The ADN program needs to have a testing space for 60 students. We are currently using the computer labs in Maggini but it is very difficult to get room assignments that work with our course schedules. Additionally, 15% of our students are disabled and test with the Disability Resources Department. Lack of computer testing stations has created a very challenging situation with being able to accommodate our disabled students. The college needs a large, dedicated testing center that can accommodate the needs of many students.

The ADN program would like to be able to develop a simulation nursing unit with multiple simulation beds and a nursing "station". This would allow us to have a mock hospital unit where multiple students could practice delivering care in a safe learning environment. At this time, we are maxxed out on the amount of clinical hours students can spend in the hospital. The Board of Registered Nursing allows us to use simulation up to 25% of our clinical experiences. We are only using about 8% due to space limitations. Our hope is that we will have expanded simulation and skills lab space in the future that would allow us to grow this important part of our program.

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0007	Santa Rosa	01	01	Hospital Beds	18	\$8,900.00	\$1,600.00	Anna Valdez	4059, 4058, 4060	Anna Valdez

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
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 or in another build out area. Currently, room 4044 is slotted to become a new skills lab space and our large conference room will be in the new building. We still need more large lecture 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 or another computer space is needed to facilitate online testing. There is no room space available for this conversion in the RACE building. This has presented many instructional issues because we are having difficulty scheduling exams for ADN students. It is important to be able to offer online testing because this prepares our students for the NCLEX exam and to use technology in healthcare like electronic health records. This could also be 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 building space:

- 1 additional large lecture smart rooms (at least 60 seats)
- Hospital-based simulation lab in 4058.
- At least one large computer classroom that can be used for testing (at least 62 seats with computers)

3.1 Develop Financial Resources

Future Funding

The ADN program has applied for grant funding that will hopefully be awarded in the 2019/2020 academic year.

Current Grants

Name	Source	Lead	Target Population	Amount	Match	
Enrollment Growth for ADN programs	California Community College Chancellors Office	Anna Valdez	ADN students	\$263,097	no	ye ap pe 19 ac ye

3.2 Serve our Diverse Communities

Nursing is a profession that is primarily Caucasian female and this is reflected the diversity of our faculty and our students. We have been actively working in the community to increase the diversity of our program. Currently, we have about 29% Latinx students, which is much higher than the national average. We also have about 15% male students, which is average for the nation. When faculty positions become available we actively recruit candidates who are diverse in gender and ethnicity. Last year we added recruitment advertisements in online sources that specifically target minority and male nurses. We are slowly increasing the diversity of our team.

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

3.3 Cultivate a Healthy Organization

Classified staff attend on-campus training programs when new processes/ procedures are developed and for personal development of skills. All classified staff attend PDA days. Additionally, the ADN program offers a "lunch and learn" session specifically for nursing faculty at least one time per semester. One condition of our enrollment grant is to fund faculty development activies so grant and foundation funding has been used to support faculty attendance in state ADN nursing faculty conference and specialized nursing conferences. This year we have five faculty attending the annual faculty conference for California and six attending the Neuroscience Symposium. We have a well qualified and diligent faculty who are committed to professional development. Most exceed professional development expectations for the district.

3.4 Safety and Emergency Preparedness

Injury and Illness Prevention Program:

Policy 6.8.2 and 6.8.2P will be reviewed at the April 2019 faculty meeting and on an annual basis to identify specific training needs in the ADN program. As training needs are identified they will be integrated into the Lunch and Learn faculty development series.

Safety Trainings:

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

Building and Area Safety Coordinators:

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

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

3.5 Establish a Culture of Sustainability

The ADN program is working to integrate sustainable practices into our program by converting to all web based testing beginning fall 2013. Currently 100% of our testing is paperless. We also no longer print syllabi. All learning materials are housed on Canvas sites for the course. Students are encouraged not to print documents. Many faculty also encourage students to submit assignments electronically.

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

4.1a Course Student Learning Outcomes Assessment

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

Curriculum Review/Revision

Sources of Information

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

ADN SLO Evaluations

Course	Methodology Identified	Assessed	Results Analyzed	Change Implemented	Next Assessment Due
Program	N/A	N/A	N/a	N/A	N/A
NR 98	Fall 2010	Spring 2018*	Spring 2018		Spring 2024
NR 74.1	Spring 2013	Fall 2013*	Spring 2014		Fall 2019
NR 74.2	Spring 2013	Fall 2013*	Spring 2014		Fall 2019
NR 75.1A	Fall 2009	Spring 2018*	Fall 2018		Spring 2024
NR 75B	Fall 2007	Spring 2018*	Fall 2018		Spring 2024
NR 75C	Fall 2007	Spring 2014*	Spring 2014	N/A	Spring 2019
NR 75D	Fall 2008	Spring 2014*	Spring 2014	N/A	Fall 2018

* Indicates all SLOs were assessed

ADN Sexennial Curriculum Review

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

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

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

4.1b Program Student Learning Outcomes Assessment

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

Course and program evaluations are conducted every semester based on our rotating evaluation plan. Every other year we conduct employer, preceptor, and graduate surveys to determine if our program is meeting the needs of employers and graduates.

ADN Course Evaluations

Course	Semester/Year Assessed	Semester/Year Reported
NR 74.1	N/O	
NR74.2	N/O	
NR 75.1A	Spring 2018	Fall 2018
NR 75B	Spring 2018	Fall 2018
NR 75C	Spring 2019	Fall 2019
NR 75D	Fall 2018	Spring 2019
Employer survey	Spring 2018	Fall 2018
Graduate survey	Spring 2018	Fall 2018

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

In addition to using direct feedback from our community health care partners, we use a top down approach for evaluating program learning outcomes. This is based on the outcomes of the NCLEX-RN examination, which is the national board examinations that all nursing students must take to become a registered nurse. We receive detailed reports regarding every nursing content area so we know how our students do as compared to other nursing students in California, other students in associate degree nursing programs and all nursing students in the United States. A review of program learning outcomes was conducted using the NCLEX-RN results in spring 2018. Based on our evaluation no changes were made to the curriculum. It should be noted that we review NCLEX-RN pass rates on a quarterly basis and content review on at least an annual basis. Our students consistently perform at or above other reference groups; however, we carefully consider outcome information and make changes to curriculum as needed.

4.1c Student Learning Outcomes Reporting

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

4.2a Key Courses or Services that address Institutional Outcomes

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

4.2b Narrative (Optional)

In addition to the required SLO's and the Californai Board of Registered Nursing's required evaluation plan, the program supports the college mission in a variety of ways. Students in every course in the ADN program are required to maintain math competency by performing dosage calculations prior to

administration of medications. These tests must be passed at 95% in the classroom and 100% in the clinical setting.

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

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

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

5.0 Performance Measures

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

Our graduates consistently have an NCLEX-RN pass rate that is at or above the state average. This indicates that most of our graduates can be confident that they will become registered nurses on their first attempt of taking the board examination. The first time pass rate for our program was 98.4% last year, which is much higher than the state and national averages.

The second measure of success is the program attrition rate. Associate degree nursing programs have a state wide average attrition rate of 15.6%. This is followed closely by legislators, the community college chancellor's office and the BRN. The SRJC ADN Program attrition rate is one of the lowest in the State.

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

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

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

Santa Rosa Junior College - Program Unit Review

Nursing RN - FY 2017-18 (plus current FY Summer and Fall)

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

Santa Rosa Campus

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Nursing - RN	1	289	246	0	230	234	0	228	2

Petaluma Campus (Includes Rohnert Park and Sonoma)

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

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

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

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Nursing - RN	2	289	246	0	230	234	0	228	2

5.2a Enrollment Efficiency

The ADN program is restricted and only those students who have fulfilled all prerequisites and have been selected 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 2017-18 (plus current FY Summer and Fall)

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

Santa Rosa Campus

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Nursing - RN	0.0%	97.3%	87.9%	0.0%	97.5%	98.3%	0.0%	95.8%	96.0%

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Nursing - RN	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Nursing - RN	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Nursing - RN	0.0%	97.3%	87.9%	0.0%	97.5%	98.3%	0.0%	95.8%	96.0%

5.2b Average Class Size

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

Nursing RN - FY 2017-18 (plus current FY Summer and Fall)

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

Santa Rosa Campus

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

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Nursing - RN	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Nursing - RN	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0

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

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

5.3 Instructional Productivity

Instructional productivity in the ADN program is difficult to compare with other traditional courses because our clinical instruction is limited to a teacher to student ration of 1:7-10 depending on clinical site. This means that our productivity looks lower than many other courses. We are not able to adjust this because we must meet regulatory standards for clinical and theory instruction. While it may appear that we have a lot of teachers the reality is that only 20% of our teachers are full time.

Nursing RN - FY 2017-18 (plus current FY Summer and Fall)

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

Santa Rosa Campus

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

Petaluma Campus (Includes Rohnert Park and Sonoma)

Nursing - RN		X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
	FTES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
	Ratio	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0

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

Nursing - RN		X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
	FTES	0.03	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
	Ratio	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0

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

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

5.4 Curriculum Currency

There are only six ADN courses that are taught on a regular basis. There are a total of eight active courses; however, NR74.2 is scheduled to be inactivated this semester. The ADN program is currently working on a major curriculum revision that will lower our units from 48 to 38. This will reduce costs and improve access to dual enrollment in BSN programs.

5.5 Successful Program Completion

The ADN program admits students each semester and offers all sequenced courses every semester. The VN-ADN bridge courses are offered on an as needed basis to fill vacancies in the second semester of the program resulting from course attrition. There is considerable support offered to students to assist them with course and program completion. Grant funding is currently being used to fund academic and skills tutoring. The program also funds approximately 30 hours per semester for a Student Success Coordinator 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 90% of the 2017/2018 graduates are currently employed in nursing. Some graduates moved out of area to gain employment. About 45% of the enrolled students are also currently enrolled in a BSN or ADN to MSN program. Students are encouraged to obtain at least a BSN degree after completing the ADN program because this will strengthen the nursing workforce and improve employment options for our graduates.

Santa Rosa Junior College - Program Unit Review

Nursing RN - FY 2017-18 (plus current FY Summer and Fall)

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

Santa Rosa Campus

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

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Nursing - RN	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Nursing - RN	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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

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

Nursing RN - FY 2017-18 (plus current FY Summer and Fall)

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

Santa Rosa Campus

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Nursing - RN	100.0%	96.2%	97.6%	0.0%	97.9%	97.0%	0.0%	96.5%	95.0%

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Nursing - RN	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Nursing - RN	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Nursing - RN	100.0%	96.2%	97.6%	0.0%	97.9%	97.0%	0.0%	96.5%	95.0%

5.6 Student Success

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

Santa Rosa Junior College - Program Unit Review

Nursing RN - FY 2017-18 (plus current FY Summer and Fall)

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

Santa Rosa Campus

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

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Nursing - RN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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

Discipline	X2015	F2015	S2016	X2016	F2016	S2017	X2017	F2017	S2018
Nursing - RN	4.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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

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

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

A review of student equity data indicates that once students are enrolled in the ADN program there are no significant disparities related to age, gender, or ethnicity in achieving successful completion of the program or maintaining a GPA above the district average.

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

Discipline NR - Nursing - RN - FY 2013-14

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

	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Overall Percentages	93.67% (74/79)	95.28% (303/318)	96.17% (276/287)	100.00% (4/4)	97.46% (269/276)	97.35% (294/302)	0.00% (0/0)	98.32% (234/238)	98.74% (236/239)
Ethnicity	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
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)	0
Hispanic	100.00% (3/3)	96.77% (30/31)	93.10% (27/29)	0.00% (0/0)	95.45% (21/22)	100.00% (25/25)	0.00% (0/0)	100.00% (14/14)	100.00% (16/16)	0
Native American	0.00% (0/0)	100.00% (1/1)	100.00% (1/1)	0.00% (0/0)	100.00% (1/1)	100.00% (2/2)	0.00% (0/0)	100.00% (1/1)	100.00% (3/3)	0
Pacific Islander	0.00% (0/0)	100.00% (2/2)	100.00% (2/2)	0.00% (0/0)	100.00% (3/3)	100.00% (3/3)	0.00% (0/0)	50.00% (1/2)	100.00% (2/2)	0
Filipino	80.00% (4/5)	87.50% (7/8)	100.00% (7/7)	0.00% (0/0)	100.00% (7/7)	100.00% (7/7)	0.00% (0/0)	100.00% (5/5)	100.00% (5/5)	0
Multiple Ethnicities	100.00% (12/12)	85.71% (12/14)	90.91% (10/11)	100.00% (1/1)	93.75% (15/16)	94.44% (17/18)	0.00% (0/0)	100.00% (16/16)	100.00% (17/17)	0
Unknown	100.00% (2/2)	91.67% (22/24)	100.00% (17/17)	0.00% (0/0)	100.00% (10/10)	100.00% (8/8)	0.00% (0/0)	100.00% (1/1)	100.00% (2/2)	0
Gender	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	
Male	94.44% (17/18)	92.98% (53/57)	89.29% (50/56)	100.00% (2/2)	95.00% (38/40)	90.24% (37/41)	0.00% (0/0)	96.77% (30/31)	100.00% (34/34)	0
Female	95.00% (57/60)	95.69% (244/255)	97.81% (223/228)	100.00% (2/2)	97.86% (229/234)	98.46% (255/259)	0.00% (0/0)	98.55% (204/207)	98.54% (202/205)	0
Unknown	0.00% (0/1)	100.00% (6/6)	100.00% (3/3)	0.00% (0/0)	100.00% (2/2)	100.00% (2/2)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0
Age	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	
0 to 18	100.00% (1/1)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0
19 to 20	50.00% (1/2)	100.00% (4/4)	100.00% (4/4)	0.00% (0/0)	60.00% (3/5)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0
21 to 25	100.00% (23/23)	97.30% (72/74)	97.01% (65/67)	100.00% (1/1)	98.57% (69/70)	98.77% (80/81)	0.00% (0/0)	96.15% (50/52)	100.00% (49/49)	0
26 to 30	94.12% (16/17)	96.34% (79/82)	100.00% (73/73)	100.00% (2/2)	98.70% (76/77)	96.55% (84/87)	0.00% (0/0)	100.00% (66/66)	100.00% (72/72)	0
31 to 35	93.75% (15/16)	93.94% (62/66)	93.88% (46/49)	0.00% (0/0)	100.00% (56/56)	98.33% (59/60)	0.00% (0/0)	100.00% (47/47)	100.00% (49/49)	0
36 to 40	100.00% (8/8)	95.45% (42/44)	97.22% (35/36)	100.00% (1/1)	90.00% (18/20)	96.30% (26/27)	0.00% (0/0)	100.00% (29/29)	97.06% (33/34)	0
41 to 45	80.00% (4/5)	91.67% (22/24)	92.31% (24/26)	0.00% (0/0)	96.00% (24/25)	95.65% (22/23)	0.00% (0/0)	100.00% (19/19)	87.50% (14/16)	0
46 to 50	100.00% (3/3)	87.50% (14/16)	100.00% (16/16)	0.00% (0/0)	100.00% (14/14)	93.33% (14/15)	0.00% (0/0)	86.67% (13/15)	100.00% (10/10)	0
51 to 60	75.00% (3/4)	100.00% (8/8)	78.57% (11/14)	0.00% (0/0)	100.00% (9/9)	100.00% (9/9)	0.00% (0/0)	100.00% (10/10)	100.00% (9/9)	0
61 plus	0.00% (0/0)	0.00% (0/0)	100.00% (2/2)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0
Income Level	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	
BOG Eligible	93.33% (14/15)	97.39% (112/115)	94.79% (91/96)	100.00% (1/1)	94.74% (90/95)	95.60% (87/91)	0.00% (0/0)	97.92% (94/96)	98.86% (87/88)	0
All Other Students	93.75% (60/64)	94.09% (191/203)	96.86% (185/191)	100.00% (3/3)	98.90% (179/181)	98.10% (207/211)	0.00% (0/0)	98.59% (140/142)	98.68% (149/151)	0
Disability Status	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	
DSPS Students	100.00% (1/1)	88.24% (15/17)	86.36% (19/22)	0.00% (0/0)	100.00% (11/11)	85.71% (12/14)	0.00% (0/0)	88.89% (8/9)	100.00% (8/8)	0
All Other Students	93.59% (73/78)	95.68% (288/301)	96.98% (257/265)	100.00% (4/4)	97.36% (258/265)	97.92% (282/288)	0.00% (0/0)	98.69% (226/229)	98.70% (228/231)	0
College Status	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	
1st Gen College	84.62% (11/13)	96.97% (32/33)	90.00% (27/30)	0.00% (0/0)	93.33% (28/30)	100.00% (38/38)	0.00% (0/0)	100.00% (36/36)	100.00% (30/30)	0
Not 1st Gen	95.35% (41/43)	90.72% (88/97)	95.79% (91/95)	0.00% (0/0)	97.14% (102/105)	94.74% (108/114)	0.00% (0/0)	97.80% (89/91)	98.95% (94/95)	0
Unknown	95.65% (22/23)	97.34% (183/188)	97.53% (158/162)	100.00% (4/4)	98.58% (139/141)	98.67% (148/150)	0.00% (0/0)	98.20% (109/111)	98.25% (112/114)	0
Basic Skills	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	
Basic Skills Math	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0
Basic Skills Engl	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0
Basic Skills ESL	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0
All Other Students	93.67% (74/79)	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)	0

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

	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Overall Percentages	93.67% (74/79)	94.34% (300/318)	95.12% (273/287)	100.00% (4/4)	96.74% (267/276)	96.36% (291/302)	0.00% (0/0)	96.64% (230/238)	97.91% (234/239)
Ethnicity	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
White	93.18% (41/44)	95.19% (198/208)	96.22% (178/185)	100.00% (3/3)	98.39% (183/186)	96.15% (200/208)	0.00% (0/0)	97.18% (172/177)	98.83% (169/171)
Asian	100.00% (8/8)	100.00% (14/14)	91.30% (21/23)	0.00% (0/0)	90.91% (20/22)	95.45% (21/22)	0.00% (0/0)	92.31% (12/13)	86.67% (13/15)
Black	80.00% (4/5)	87.50% (14/16)	91.67% (11/12)	0.00% (0/0)	77.78% (7/9)	100.00% (9/9)	0.00% (0/0)	100.00% (9/9)	100.00% (8/8)
Hispanic	100.00% (3/3)	96.77% (30/31)	93.10% (27/29)	0.00% (0/0)	95.45% (21/22)	96.00% (24/25)	0.00% (0/0)	100.00% (14/14)	93.75% (15/16)
Native American	0.00% (0/0)	100.00% (1/1)	100.00% (1/1)	0.00% (0/0)	100.00% (1/1)	100.00% (2/2)	0.00% (0/0)	100.00% (1/1)	100.00% (3/3)
Pacific Islander	0.00% (0/0)	100.00% (2/2)	100.00% (2/2)	0.00% (0/0)	100.00% (3/3)	100.00% (3/3)	0.00% (0/0)	50.00% (1/2)	100.00% (2/2)
Filipino	80.00% (4/5)	87.50% (7/8)	100.00% (7/7)	0.00% (0/0)	100.00% (7/7)	100.00% (7/7)	0.00% (0/0)	80.00% (4/5)	100.00% (5/5)
Multiple Ethnicities	100.00% (12/12)	85.71% (12/14)	90.91% (10/11)	100.00% (1/1)	93.75% (15/16)	94.44% (17/18)	0.00% (0/0)	100.00% (16/16)	100.00% (17/17)
Unknown	100.00% (2/2)	91.67% (22/24)	94.12% (16/17)	0.00% (0/0)	100.00% (10/10)	100.00% (8/8)	0.00% (0/0)	100.00% (1/1)	100.00% (2/2)
Gender	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Male	94.44% (17/18)	92.98% (53/57)	87.50% (49/56)	100.00% (2/2)	95.00% (38/40)	87.80% (36/41)	0.00% (0/0)	90.32% (28/31)	100.00% (34/34)
Female	95.00% (57/60)	94.51% (241/255)	97.37% (222/228)	100.00% (2/2)	97.01% (227/234)	97.68% (253/259)	0.00% (0/0)	97.58% (202/207)	97.56% (200/205)
Unknown	0.00% (0/1)	100.00% (6/6)	66.67% (2/3)	0.00% (0/0)	100.00% (2/2)	100.00% (2/2)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)
Age	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
0 to 18	100.00% (1/1)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)
19 to 20	50.00% (1/2)	100.00% (4/4)	100.00% (4/4)	0.00% (0/0)	60.00% (3/5)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)
21 to 25	100.00% (23/23)	95.95% (71/74)	97.01% (65/67)	100.00% (1/1)	98.57% (69/70)	98.77% (80/81)	0.00% (0/0)	96.15% (50/52)	100.00% (49/49)
26 to 30	94.12% (16/17)	96.34% (79/82)	98.63% (72/73)	100.00% (2/2)	98.70% (76/77)	95.40% (83/87)	0.00% (0/0)	100.00% (66/66)	98.61% (71/72)
31 to 35	93.75% (15/16)	93.94% (62/66)	93.88% (46/49)	0.00% (0/0)	100.00% (56/56)	95.00% (57/60)	0.00% (0/0)	97.87% (46/47)	100.00% (49/49)
36 to 40	100.00% (8/8)	93.18% (41/44)	94.44% (34/36)	100.00% (1/1)	85.00% (17/20)	96.30% (26/27)	0.00% (0/0)	96.55% (28/29)	94.12% (32/34)
41 to 45	80.00% (4/5)	91.67% (22/24)	92.31% (24/26)	0.00% (0/0)	96.00% (24/25)	95.65% (22/23)	0.00% (0/0)	89.47% (17/19)	87.50% (14/16)
46 to 50	100.00% (3/3)	81.25% (13/16)	93.75% (15/16)	0.00% (0/0)	92.86% (13/14)	93.33% (14/15)	0.00% (0/0)	86.67% (13/15)	100.00% (10/10)
51 to 60	75.00% (3/4)	100.00% (8/8)	78.57% (11/14)	0.00% (0/0)	100.00% (9/9)	100.00% (9/9)	0.00% (0/0)	100.00% (10/10)	100.00% (9/9)
61 plus	0.00% (0/0)	0.00% (0/0)	100.00% (2/2)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)
Income Level	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
BOG Eligible	93.33% (14/15)	96.52% (111/115)	92.71% (89/96)	100.00% (1/1)	93.68% (89/95)	95.60% (87/91)	0.00% (0/0)	94.79% (91/96)	97.73% (86/88)
All Other Students	93.75% (60/64)	93.10% (189/203)	96.34% (184/191)	100.00% (3/3)	98.34% (178/181)	96.68% (204/211)	0.00% (0/0)	97.89% (139/142)	98.01% (148/151)
Disability Status	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
DSPS Students	100.00% (1/1)	88.24% (15/17)	77.27% (17/22)	0.00% (0/0)	100.00% (11/11)	85.71% (12/14)	0.00% (0/0)	77.78% (7/9)	100.00% (8/8)
All Other Students	93.59% (73/78)	94.68% (285/301)	96.60% (256/265)	100.00% (4/4)	96.60% (256/265)	96.88% (279/288)	0.00% (0/0)	97.38% (223/229)	97.84% (226/231)
College Status	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014

1st Gen College	84.62% (11/13)	93.94% (31/33)	86.67% (26/30)	0.00% (0/0)	93.33% (28/30)	100.00% (38/38)	0.00% (0/0)	91.67% (33/36)	100.00% (30/30)	0
Not 1st Gen	95.35% (41/43)	90.72% (88/97)	95.79% (91/95)	0.00% (0/0)	95.24% (100/105)	92.98% (106/114)	0.00% (0/0)	96.70% (88/91)	98.95% (94/95)	0
Unknown	95.65% (22/23)	96.28% (181/188)	96.30% (156/162)	100.00% (4/4)	98.58% (139/141)	98.00% (147/150)	0.00% (0/0)	98.20% (109/111)	96.49% (110/114)	0
Basic Skills	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	
Basic Skills Math	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0
Basic Skills Engl	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0
Basic Skills ESL	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0.00% (0/0)	0
All Other Students	93.67% (74/79)	94.34% (300/318)	95.12% (273/287)	100.00% (4/4)	96.74% (267/276)	96.36% (291/302)	0.00% (0/0)	96.64% (230/238)	97.91% (234/239)	

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

Overall GPA	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	
	3.701	3.346	3.439	4.000	3.379	3.502	0.000	3.423	3.432	
Ethnicity	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	
White	3.833	3.360	3.519	4.000	3.442	3.522	0.000	3.453	3.509	
Asian	3.625	3.387	3.143	0.000	3.173	3.470	0.000	3.077	3.143	
Black	2.800	3.342	3.087	0.000	2.977	3.394	0.000	3.279	3.375	
Hispanic	3.667	3.333	3.463	0.000	3.148	3.402	0.000	3.314	3.125	
Native American	0.000	3.000	4.000	0.000	3.000	3.143	0.000	3.000	3.000	
Pacific Islander	0.000	3.000	3.500	0.000	3.000	3.667	0.000	4.000	3.000	
Filipino	3.200	3.200	3.111	0.000	3.625	3.397	0.000	3.000	3.000	
Multiple Ethnicities	3.917	3.232	3.345	4.000	3.360	3.549	0.000	3.625	3.471	
Unknown	3.500	3.339	3.124	0.000	3.380	3.273	0.000	4.000	3.500	
Gender	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	
Male	3.667	3.135	3.264	4.000	3.345	3.356	0.000	3.267	3.324	
Female	3.712	3.392	3.492	4.000	3.387	3.522	0.000	3.447	3.450	
Unknown	0.000	3.280	2.333	0.000	3.143	3.500	0.000	0.000	0.000	
Age	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	
0 to 18	4.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
19 to 20	1.500	3.000	3.000	0.000	3.714	0.000	0.000	0.000	0.000	
21 to 25	3.826	3.359	3.412	4.000	3.448	3.464	0.000	3.460	3.265	
26 to 30	3.875	3.446	3.500	4.000	3.378	3.495	0.000	3.482	3.472	
31 to 35	3.625	3.326	3.427	0.000	3.368	3.507	0.000	3.404	3.592	
36 to 40	4.000	3.237	3.461	4.000	3.367	3.646	0.000	3.252	3.333	
41 to 45	3.500	3.433	3.496	0.000	3.341	3.514	0.000	3.211	3.286	
46 to 50	4.000	3.294	3.324	0.000	3.165	3.232	0.000	3.618	3.600	
51 to 60	3.000	3.027	3.386	0.000	3.333	3.778	0.000	3.600	3.556	
61 plus	0.000	0.000	4.000	0.000	0.000	0.000	0.000	0.000	0.000	
Income Level	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	
BOG Eligible	3.786	3.318	3.382	4.000	3.288	3.465	0.000	3.447	3.425	
All Other Students	3.683	3.362	3.467	4.000	3.427	3.519	0.000	3.407	3.436	
Disability Status	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	
DSPS Students	4.000	3.223	3.074	0.000	3.213	3.392	0.000	3.125	3.000	
All Other Students	3.697	3.352	3.465	4.000	3.387	3.507	0.000	3.434	3.447	
College Status	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	
1st Gen College	3.417	3.256	3.275	0.000	3.534	3.435	0.000	3.089	3.433	
Not 1st Gen	3.762	3.410	3.501	0.000	3.351	3.423	0.000	3.481	3.457	
Unknown	3.739	3.332	3.432	4.000	3.371	3.577	0.000	3.483	3.411	
Basic Skills	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014	
Basic Skills Math	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
Basic Skills Engl	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
Basic Skills ESL	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
All Other Students	3.701	3.346	3.439	4.000	3.379	3.502	0.000	3.423	3.432	

5.7 Student Access

The ADN program continues to be primarily 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. We have made great strides in increasing our enrollment of Latinx students. Our current enrollment of Latinx students is average for California and much higher than the national average of 10%. To improve recruitment with Hispanic students the program works closely with community partners, including high schools, and participates in many educational forums that specifically target this population of students. While the numbers below do not reflect the level of diversity we would like to see in our nursing program they are consistent with nursing school enrollment across the state and better than the national average. Our enrollment comes close to ethnically mirroring our community.

Nursing RN - FY 2017-18 (plus current FY Summer and Fall)

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

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

Nursing - RN	Ethnicity	2015-16	Percent	2016-17	Percent	2017-18	Percent	2018-19	Percent
	White	328	61.7%	267	58.2%	233	51.2%	200	45.2%
	Asian	36	6.8%	17	3.7%	15	3.3%	10	2.2%
	Black	23	4.3%	23	5.0%	26	5.7%	20	4.4%
	Hispanic	92	17.3%	106	23.1%	132	29.0%	150	33.2%
	Native American	13	2.4%	6	1.3%	2	0.4%	0	0.0%
	Pacific Islander	2	0.4%	1	0.2%	0	0.0%	0	0.0%
	Filipino	21	3.9%	15	3.3%	11	2.4%	10	2.2%
	Other Non-White	16	3.0%	13	2.8%	26	5.7%	20	4.4%
	Decline to state	1	0.2%	11	2.4%	10	2.2%	10	2.2%
	ALL Ethnicities	532	100.0%	459	100.0%	455	100.0%	400	100.0%

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

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

Nursing - RN	Gender	2015-16	Percent	2016-17	Percent	2017-18	Percent	2018-19	Percent
	Male	79	14.8%	70	15.3%	68	14.9%		
	Female	453	85.2%	389	84.7%	387	85.1%		
	Unknown	0	0.0%	0	0.0%	0	0.0%		
	ALL Genders	532	100.0%	459	100.0%	455	100.0%		

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

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

Nursing - RN	Age Range	2015-16	Percent	2016-17	Percent	2017-18	Percent	2018-19	Percent
	0 thru 18	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	19 and 20	1	0.2%	0	0.0%	3	0.7%	0	0.0%
	21 thru 25	117	22.0%	123	26.8%	129	28.4%	129	28.4%
	26 thru 30	152	28.6%	153	33.3%	132	29.0%	132	29.0%
	31 thru 35	100	18.8%	75	16.3%	86	18.9%	86	18.9%
	36 thru 40	65	12.2%	44	9.6%	50	11.0%	50	11.0%
	41 thru 45	59	11.1%	24	5.2%	19	4.2%	19	4.2%
	46 thru 50	22	4.1%	23	5.0%	16	3.5%	16	3.5%
	51 thru 60	15	2.8%	15	3.3%	18	4.0%	18	4.0%
	61 plus	1	0.2%	2	0.4%	2	0.4%	2	0.4%
	ALL Ages	532	100.0%	459	100.0%	455	100.0%	455	100.0%

5.8 Curriculum Offered Within Reasonable Time Frame

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

5.9a Curriculum Responsiveness

The ADN program works closely with the VN program and Sonoma State University to ensure that the learning needs of nursing students at all levels are being met in Sonoma County. Our 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, 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 negotiation. 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 information about market demands is available in section 2.2.

The SRJC ADN program is the only ADN program in Sonoma County. We produce approximately 115 registered nurses per year and Sonoma State University produces approximately 30 registered nurses per year. The combined totals represent the ability to fill about 30% of the projected demand for the county; therefore, we do not recommend lowering admission levels at this time.

5.11b Academic Standards

Every five years we are required to have an onsite visit and review by the Board of Registered Nursing. Our curriculum, admission procedures, attrition, graduation rate, NCLEX-RN pass rate for first time takers, and adherence to BRN standards are evaluated. This intense scrutiny is preceded by the submission of an extensive self study. Our last visit occurred in 2016 and we were noted to have zero areas of non-compliance or recommendations. We were the only program in the state to have a "perfect" site visit and the BRN recognized our program for academic excellence. Additionally, students take the NCLEX-RN examination twice a year. From that examination, we receive an extensive evaluation from the National Council of State Boards of Nursing (NCSBN) comparing our graduates to all graduates of community colleges in the nation, all graduates from across the nation and all California graduates. These scores indicate the extent to which we meet the mean scores in all content areas as compared to these reference groups. ADN faculty meet monthly to discuss the progress of students and academic standards. NCLEX-RN pass rates and data are examined at least once per semester. Our current NCLEX first-time pass rate is 98.18% and it is one of the highest in the state, including BSN and MSN university-based programs.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	01	01	Curriculum Revision	Nursing curriculum was reviewed and faculty voted to decrease units from 48 to 38. We plan to submit to the BRN this summer and CRC in fall 2019 with an anticipated start date of fall 2020.	2018-2020	Curriculum meetings, release time for curriculum development for the Asst. Directors. Funding to pay for the BRN curriculum revision fee.

6.2b PRPP Editor Feedback - Optional

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	01	01	Curriculum Revision	See 6.1 - All curriculum review is complete. Faculty are currently working on submitting revision documents for approval.	2018-2020	Curriculum meetings, release time for curriculum development for the Asst. Directors. Funding to pay for the BRN curriculum revision fee.