

REGISTERED NURSING ACADEMIC PROGRAM REVIEW



NURSING DEPARTMENT/PROGRAM REVIEW ACADEMIC PROGRAM REVIEW

History of the Nursing Program

The School of Nursing is a part of the Allied Health & Nursing Division. (Appendix A: Division Organizational Chart). The first two-year nursing students entered the Grossmont College Nursing Program in fall 1967. This class graduated 16 students in 1969. The LVN-RN Program was added in the summer of 1981 and graduated a class of 33 in 1982. Currently the two year RN Program admits 40 students in the fall and spring, while the LVN-RN Transition Program admits a cohort of 10 students each spring if a cohort of 10 students has met the qualifications for acceptance to the Program. While in the Program, students affiliate with major health care facilities throughout the San Diego area. This broad exposure to a variety of settings provides the student with opportunities to observe and participate in the practice of nursing with a number of health care providers. In addition students have the opportunity to develop multidisciplinary interactions when providing patient centered care for patients across their lifespan.

Accreditation

The Nursing Program was first accredited by the National League for Nursing Accrediting Commission (NLNAC) in July 1989. In July 2007, the Program forfeited its accreditation due to an inordinate amount of faculty retiring or leaving the Program to relocate. The Program was reaccredited with the NLNAC in fall 2008. Since that time, the Program is fully staffed with ten (10) full-time nursing faculty and seventeen (17) part-time faculty. Four (4) of the faculty is tenured and six (6) faculty is currently in the tenure process. In October of 2013 the Accreditation Commission for Nursing Education (ACEN) formally the NLNAC, made a site visit and recommended a full 8 year accreditation. A two year report is required to be submitted in fall 2015 addressing areas of concern on the program's systematic program evaluation. Expected levels of achievement in the evaluation need to be more measurable. The revised systematic program evaluation is due to be submitted to the ACEN in fall 2015. The nursing program is approved by the California Board of Registered Nursing and is schedule for a continued approval site visit in fall 2015.

Support Staff

The Program is supported with one full-time nursing program secretary, one administrative assistant to the Dean, and two health science technicians responsible for configuring the nursing and health professions labs. The Assistant Director of the nursing program has 50% release time to support the daily activities required by both accrediting bodies. Full-time faculty is responsible for lecture and clinical. Part-time faculty serves as clinical faculty.

Director of Nursing Vacancy

There is a vacancy in the Director of Nursing (DON) position and the College has tried multiple times to recruit for this position with little success. A strategic hire has been submitted as the Dean of the Division cannot continue to manage the nursing program and be responsible for the entire division. This position has been approved and a committee will be formed for interviews in spring 2015.

LVN-RN Transition Students

Due to a reduction in the number of LVNs applying to the nursing program, in spring 2012 the LVN-RN program was merged with the day program. LVNs seeking their RN-to-ADN begin a three week bridge course in second semester (NU 130) and once completed, they continue their clinical and lecture in the perioperative course (Nursing 130). From there the LVN-RN student takes their remaining coursework in third and fourth semester. To provide LVN-RN program the program the College requires a cohort of 10 students. To date this program has only ran one time.

Faculty

Since the last program review in 2008, six (6) full-time nursing faculty were hired to replace nursing faculty who either retired or left the program. Presently all six (6) faculty are in the tenure process. Four (4) faculty are in their second year of the tenure process and two (2) faculty are in their first year of the tenure process. As previously mentioned, the program is presently supported by seventeen (17) part-time nursing faculty who are responsible for teaching the clinical component of the curriculum. All of the part-time nursing faculty has a minimum of a bachelor's degree in nursing and seven (7) have their master's in nursing and one (1) has their doctorate in nursing practice (DNP). All full-time faculty hold a master's degree in nursing with one full-time member having a doctorate in nursing practice and one full-time faculty member in progress for her doctorate. All faculty have teaching experience and are outstanding nursing clinicians.

Curriculum

All nursing course outlines were updated in 2011. The Student learning outcomes (SLOs) and Program learning outcomes (PLOs) were approved by the California Board of Registered Nursing (BRN) and Accreditation Commission for Nursing Education (ACEN) in spring 2011. The SLOs are leveled from first to second year and all lead to the program outcomes.

The nursing program accreditation visit by the ACEN occurred in October 2013. As a result of their visit, the nursing program was required to reduce the total program units. Specifically, the ACEN mandated that the prerequisite of Biology 120 for the required science course in the nursing major be eliminated. In spring 2014, Biology 120 for nursing majors only was removed as a pre-requisite to the science courses of Anatomy Physiology and Microbiology. One year of high school biology with a lab has been accepted by the Biology department. Additionally the nursing program eliminated the 2-units of exercise science to meet the required unit reduction.

In fall 2014m, Nursing 235: Preceptored Patient Care Management, was taken to the college curriculum to be revised as a hybrid course. Since this course is a preceptorship, it is often very difficult for students to come to class once a week after working a 12-hour night shift. Making this course in to hybrid format will allow students that are working nights the flexibility of obtaining the majority of the content online.

Facilities

In June 2010, the nursing program was fortunate to move in to the new state-of-the-art Health and Science complex. This building contains 52,000 square feet. Of the 52,000 square feet, 10,597 square feet is dedicated to the Nursing Program. The nursing rooms are contained on the second floor of this building. There are two high-fidelity simulations rooms with control rooms for a total of 10 beds. All of the equipment for the simulations lab was obtained by grants.

Program Goals

Appendix A contains the most recent 6-year Unit Plan for the program. From the 6-year Unit Plan, select your most successful and least successful goals and answer the following questions:

For your most successful goal:

Goal # 8: Maximize revenue from traditional and non-traditional sources.

What activities did you undertake to achieve this goal?

The Dean of Allied Health & Nursing has written a total of \$2,535,917 since the last program review to support the nursing program. These grants have been obtained through federal sources, state sources, and the Grossmont Healthcare District. To date all grants that have been written to support the program have been awarded.

Report and explain the data you have to verify progress toward your goal.

With these grant funds all of the simulation beds were filled with high fidelity simulators prior to the new building opening. In addition hospital beds were purchased along with multiple low fidelity simulators, camera systems, microphones, and digital recording systems. In addition, the Program purchased an electronic medication dispensing system that simulates the hospital medication dispensing devices.

How did the achievement of this goal help move the college forward toward fulfillment of the planning priority goals in its strategic plan?

The achievement of this goal has allowed the nursing program to provide an exceptional learning environment that ultimately promotes student success. It is important in the nursing program that the facilities and equipment on campus mimic the equipment in

the hospital so that when students enter the hospital environment it is not the first time they have worked with the equipment.

For your least successful goal:

Goal # 2: Implement a permanent faculty mentoring program to increase new faculty's knowledge of curriculum and to strengthen faculty teaching skills.

What challenges or obstacles have you encountered?

The faculty mentoring program was originally a grant funded program through the Grossmont Healthcare District. Once the grant was completed the nursing program hired a nursing faculty who recently separated from the program to fulfill those duties. The faculty mentor makes clinical visits to new faculty and assists them with paper grading. All new clinical faculty are supported by the mentor during their first semester and as needed in subsequent semesters. Because of this position we have had a greater than 90% return rate of the part-time nursing faculty. In spring 2014 the person in this role retired. Presently with faculty at and above a full teaching load, we have not filled this role for our new clinical faculty. The goal is to try to replace this position which is approximately 40 hours per semester. The obstacle has been finding a register nurse willing to fulfill this role with the limited hours.

Has this goal changed and why?

No. We will continue to seek an RN for this role as this is a valuable role. Part-time faculty has reported the single most important factor contributing to their success as a clinical instructor has been the faculty mentor.

Implementation of Past Program Review Recommendations

Your program 6-year Unit Plan in Appendix A contains the most recent Academic Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review.

Program Review Recommendations:

1. Hire and maintain faculty to meet accreditation standards.
2. Continue to work with the faculty bargaining unit and the administration towards a competitive salary schedule to attract qualified nursing faculty.
3. Continue community partnerships for outside funding to maintain the program and pay competitive salaries to faculty.
4. Seek institutional funding to hire full-time case managers, maintain evening and weekend programs and support staff development activities.
5. Work with District Human Resources to approve online application process through RHORC (Regional Health Occupations Resource Center) for faculty applications.
6. Improve currency and breadth of media and print collection in LRC to meet accreditation standards.
7. Using the Course History Information Report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the

Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.

8. Use student-learning outcome data for continued course and program improvement.

Recommendation #1: Hire and maintain faculty to meet accreditation standards:

The nursing program had six (6) faculty retirements or separations since the last program review. Three (3) medical surgical full-time tenure track vacancies, one (1) psychiatric mental health, one (1) in obstetrics, and one (1) pediatric vacancy. Fortunately the nursing program has been able to replace these positions to meet accreditation requirements. Presently six (6) of the ten (10) full-time faculty are in their four year tenure process. The program has hired the following full-time tenured track positions: Pediatrics, Psychiatric Mental Health, Obstetrics, and three medical surgical nursing faculty. All faculty hold a master's degree in nursing to meet the BRN and ACEN accreditation requirements.

The ACEN requires that at least 50% of the part-time faculty in nursing hold a master's degree in nursing. Presently 47% of the part-time nursing faculty holds a master's degree. 100% of the part-time faculty holds a minimum of a Bachelor's of Science in Nursing. The nursing program actively recruits graduates with a master's degree in nursing from San Diego State University (SDSU), University of San Diego (USD), and Point Loma Nazarene.

Recommendation #2: Continue to work with the faculty bargaining unit and the administration towards a competitive salary schedule to attract qualified nursing faculty.

In 2011 the nursing faculty met with the Chancellor Miles, Dr. Cooke, and the Dean of Allied Health & Nursing to discuss the salary concern for nursing faculty. The nursing faculty made it very clear they were not requesting industry salaries but were asking to keep the stipend program that the Dean of Allied Health & Nursing had provided with a three-year grant from Scripps Healthcare. Following this meeting the faculty met with the American Federation of Teachers (AFT) Union. The Union agreed to sign a side letter allowing the nursing faculty to keep their stipend. The College agreed to institutionalize the stipend for difficult to fill positions such as nursing.

Recommendation #3: Continue community partnerships for outside funding to maintain the program and pay competitive salaries to faculty.

Since 2008 the Division Dean has garnered \$2,535,917 in grants for nursing program support and faculty salaries. Partnerships with the Grossmont Healthcare District, Scripps Healthcare, Philips, and the State Chancellor's office have supported these funds. In addition a competitive federal grant was obtained for equipment support for the nursing program in the amount of \$90,000.00.

Recommendation #4: Seek institutional funding to hire full-time case managers, maintain evening and weekend programs and support staff development activities.

Since the last program review the nursing student success advisor (SSA) salary and benefits have been supported with grant funds. This year the Health Professions

specialist position for cardiovascular and occupational therapy assistant is being moved to general fund. When the current grants funds for the SSA are expended this position will be funded through Perkins. With the current state of the College budget and the need to hire faculty and staff throughout the campus, institutionalizing this position is not at the forefront for the program since the need can be met through Perkin's funding.

The weekend evening program was discontinued in 2009 as the funding provided by Scripps Healthcare was eliminated. National Council Licensure Examination (NCLEX) pass rates and retention rates in the weekend-evening program were not meeting the expected standard as students found it very difficult to work all day and come to class in the evenings. With the rigor of the program this posed a real challenge to students in that program.

Nursing faculty has been fortunate to attend professional development courses throughout the year. With grant funds and Perkins funding faculty have attended conferences across the country. Conferences on teaching and learning have been the focus. The content experts as required by the California Board of Nursing (BRN) in medical surgical, pediatrics, obstetrics, and psychiatric nursing have also been sent to conferences in their specialty area. Content experts are required to do 240 hours of professional development every three years in their specialty area. The Program has content experts in Medical-Surgical, Geriatrics, Psychiatric Mental Health, Pediatrics, and Obstetrics which are the required areas by the BRN.

Recommendation #5: Work with District Human Resources to approve online application process through the Regional Health Occupations Resource Center (RHORC) for faculty applications.

In July 2010 RHORC changed their name to Health Workforce Initiative (HWI). Since their primary mission is to guide those interested in healthcare to the workforce, the name change reflected their mission. Due to limited funding, HWI did not develop an online registry for faculty applications but did develop an online training course for clinical instructors.

Recommendation #6: Improve currency and breadth of media and print collection in LRC to meet accreditation standards.

The Dean of Allied Health & Nursing submitted a College activity proposal requesting a total of \$14,000 to improve the nursing department library holdings. The activity proposal was in response to the 2008 recommendation from the NLNAC to improve the program's library holdings. The nursing department was one of 14 proposals funded. The nursing department's Library and Instructional Resources Committee was assigned the responsibilities of 1) identifying the titles for the upgrade and 2) removing nursing texts older than 5 years old from the current library holdings. The Committee worked with the Librarian who is the liaison to the Nursing Department and the Senior Acquisitions Technician on this project. Based on nursing faculty input, certain nursing texts were retained due to their historical significance. Many titles were deleted from the library holdings.

The titles for the new books and e-books were selected using a number of sources, including: nursing faculty requests; the *American Journal of Nursing* "Books of the Year" lists; and Doody's Lists of Essential Books. To properly represent the depth of nursing, the Committee found titles in a variety of categories from clinical practice and nursing education. A few of the categories were: Geriatrics, Pharmacology, Transcultural Care, Patient Education, and Nursing Education. Publications from nursing organizations, such as the National League for Nursing and the Critical Care Nursing Association, were also chosen. The Library and Instructional Resources Committee also met with a librarian from San Diego State University who provided many ideas for nursing book selection.

A total of 151 books and e-books were purchased. Approximately \$11,150 was used for the titles, with the remaining monies used for shipping, taxes, bindery, etc. As of July, 2012, all newly purchased books and e-books are currently available through the library.

The library staff and the Nursing Department's Library and Instructional Resource Committee continue to identify and purchase e-Books when they become available.

Finally, the library acquired an annual subscription to the online nursing journal, *Evidence Based Nursing*. Other nursing journals can be accessed through a number of online nursing and medical-related databases, including CINAHL Plus with Full Text.

Acquisition of Teaching Videos and Video Streaming

Through the use of Carl Perkin's funds, \$40,000 was used to purchase "Nursing Education in Video" as a one-time purchase of perpetual rights, including access to all new video content in perpetuity. The titles are updated every 6-12 months. MEDCOM produces the videos with online access through alexanderstreet.com. New titles are added on a regular basis. As of the writing of this self-study, the current number of full length videos is 276.

All Medcom titles are regularly reviewed by the Nursing Library and Instructional Resources Committee for accuracy. The Committee also reviews these videos to determine that they reflect current, best-practice standards from healthcare professional organizations, such as the Joint Commission and the AORN, and that they comply with federal regulations from agencies such as OSHA and CMS.

The instructional Librarian & Faculty, Ms. Roxanne BenVau worked closely with the Nursing Library and Instructional Committee to purchase and orient the nursing faculty to the new videos.

Ms. BenVau was instrumental in receiving the first ever administrative approval and purchase of video streaming services. By video streaming students and faculty have access to the entire Medcom video library on a 24/7 basis through the internet. The ease of access will hopefully promote greater adherence to assigned viewing requirements in the nursing courses. Previously, students were required to go to the media desk in the Learning Resource Center in order to view any audiovisual programs. This situation was very inconvenient to our commuting students. There was very limited

video streaming through the internet. Students can now access these nursing videos 24/7 in several convenient ways such as the library's website [<http://www.grossmont.edu/library/nursing.asp#video>]; prompts on the Nursing Department's own website ["Current Students" then "Learning Resources in the LRC"], or as a URL inserted into the instructor's BlackBoard course.

CINAHL Database Tutorial

In 2010, a Grossmont College library volunteer developed an online CINAHL tutorial. The PowerPoint presentation contains basic information on how to do a CINAHL search with an emphasis on nursing topics. The last few slides of the tutorial include a quiz for students to take. Students can print out their results at the end of the quiz and submit it to their instructor.

Students can access the CINAHL tutorial directly on the Library Online Tutorial web page: <http://www.grossmont.edu/library/CINAHL%20Tutorial/cinahl11andquiz.htm> . Students can also go to the library home page (<http://www.grossmont.edu/>) and click on "online tutorial" and then the first link they encounter. The tutorial can also be accessed through the Nursing Department website under "Current Students."

A Library "Nursing Resources Library Page" was developed in 2010 by a library intern created an extensive "Nursing Resources Library Page" <http://www.grossmont.edu/library/nursing.asp>. This web page connects the student to nursing-specific library holdings and services. This URL has been added to the Nursing Department's website under "Current Students."

Recommendation # 7: Using the Course History Information Report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.

As previously mention, all nursing course outlines were updated in 2011. The LVN-RN transition program was merged with the day program in spring 2012 with approval from the college curriculum committee. Deletion of the program degree path for the LVN-RN students was completed prior to implementation. In spring 2014 Biology 120 for nursing majors was deletion as a prerequisite for anatomy, physiology and microbiology at the requirement of the ACEN. The 2 units of exercise science were also eliminated in an attempt to reduce the overall units for the associate of science in nursing and to satisfy the ACENs request to reduce the overall units in the program. In fall 2014, Nursing 235 was approved by the College Curriculum Committee as a hybrid course.

Recommendation #8: Use of student-learning outcome data for continued course and program improvement

Student learning outcomes (SLOs) guide the curriculum, the evaluation process and culminate in attainment of the program learning outcomes. The student SLOs and program learning outcomes (PLOs) are consistent with the college student learning outcomes process. The SLOs are leveled from first to second year as the nursing curriculum progresses from simple to complex. First year SLOs are geared towards

providing care for less complex patients while second year SLOs deal with the management of complex and chronic patients with clinical decision making and clinical reasoning as pivotal to meeting the SLOs.

Benchmarks are reviewed annually in the June nursing faculty meeting. Recent discussions have centered on whether the benchmarks are set at appropriate levels. At the writing of this document faculty agree that more data will need to be trended over time and a review will occur again in June. Minor changes are made in the curriculum at the end of each academic year. With the changes that occur in healthcare it is crucial that all faculty update course content annually.

CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

Catalog Descriptions and Course outlines (Appendix K)

2.0 *Please list your SLOs and PLOs and the benchmarks you are utilizing. Discuss how the student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.*

The faculty has identified seven student learning outcomes that are leveled by year. The student will:

Table 2.0 SLOs and Defined Benchmarks for First Year Students

SLO	Measurements	Benchmarks
<p>SLO # 1: Demonstrate knowledge of nursing practice utilizing biopsychosocial theories and concepts in the performance of the registered nursing role by:</p> <p>a. utilizing the nursing process to develop a plan of care for patients using biopsychosocial theories and concepts in the implementation of patient care in the registered nursing role.</p>	<p>SLO # 1:</p> <p>Satisfactory performance in all clinical courses in first year.</p> <p>Mastery of course content demonstrated by a “C” or better in all first year nursing courses.</p> <p>Completion of all course requirements in the first year</p>	<p>SLO #1: At least 80% of the first year students will pass the clinical and course components of Nursing 120, 130, and 132</p>

	nursing courses.	
<p>SLO # 2:</p> <p>Demonstrate the skills and attitudes necessary to perform as an associate degree nurse in the professional nursing role of Provider of Care, manager of Care, and Member within a Discipline by:</p> <p>a. satisfactorily perform the basic clinical components of the first year student in the categories of Provider of Care, Manager of Care, and Member with a Discipline in the clinical setting.</p>	<p>SLO # 2:</p> <p>a. Satisfactorily meeting the competencies of a first year nursing student in the nursing roles of Provider of Care, Manager of Care, and Member within a Discipline in the clinical setting.</p>	<p>SLO # 2: At least 80% of the first year students will be able to integrate the skills and attitudes necessary to perform as an associate degree nurse in the professional roles of provider of care, manager of care, and member within a discipline.</p>
<p>SLO # 3: Demonstrate critical thinking skills in the implementation of the nursing process in providing safe patient care while meeting the needs of culturally diverse patients within multidisciplinary health care systems by:</p> <p>a. applying the knowledge and critical thinking skills developed to safely provide basic patient care for patients in the acute hospital setting.</p>	<p>SLO # 3:</p> <p>a. Satisfactorily passing the clinical components of all first year nursing courses as described in the clinical competencies of each course.</p>	<p>SLO # 3: At least 80% or more of first year students will satisfactorily pass the clinical components of Nursing 120, 130, and 132.</p>
<p>SLO # 4: Use evidence based research to provide quality health care, initiate change and improve nursing practice by:</p> <p>a. utilizing evidence based research in the planning</p>	<p>SLO # 4:</p> <p>a. passing written assignments related to evidence-based practice in NU 120, 130, and 132.</p> <p>b. satisfactorily</p>	<p>SLO # 4: At least 80% of the first year students will pass the written evidence based research assignments.</p> <p>At least 80% of the students will pass the clinical</p>

<p>and implementation of basic nursing care for medical surgical patients.</p>	<p>passing the clinical components if Nursing 120, 130, and 132.</p>	<p>components</p>
<p>SLO # 5: Employ the use of informatics and effective communication skills to manage and coordinate care for the health care consumer in collaboration with other healthcare professionals by:</p> <p>a. utilizing communication skills (verbal, nonverbal, interpersonal, and communication technology) as he/she learns to practice the professional registered nursing role and</p> <p>b. applying principles of time management and priority setting to provide care for patients in collaboration with other members of the health care team across the life span..</p>	<p>SLO # 5:</p> <p>a. satisfactorily utilizing the EMR to retrieve and communicate simple patient data.</p> <p>b. satisfactorily passing the clinical components of all first year nursing courses.</p>	<p>SLO # 5: At least 80% of first year students will pass the clinical component of Nursing 120, 130, and 132.</p>
<p>SLO # 6: Implements the role of the professional nurse within the community as defined by the California Nurse Practice Act and standards of nursing practice by:</p> <p>a. acting as a patient advocate and recognizing and adhering to the responsibility and accountability of a nurse in accordance with the role of</p>	<p>SLO # 6:</p> <p>a. passing the theoretical components of nursing practice in Nursing 120, 130, and 132 with a “c” grade or better.</p> <p>b. satisfactorily passing the clinical component of Nursing 120, 130, and 132.</p>	<p>SLO # 6: At least 80% of first year students will pass the classroom and clinical component of Nursing 120, 130, and 132 with a “c” grade or better.</p> <p>Documented insight into the professional role and responsibilities as reported by the student on the weekly clinical evaluations.</p>

the professional nurse.	c. demonstrating insight into the professional role and responsibilities as reported on the weekly clinical evaluation tool.	
SLO # 7: Demonstrate the importance of lifelong learning and quality improvement as part of their professional commitment to the nursing profession by a. identifying the student's responsibility for professionalism; promoting collaboration and the development of lifelong learning skills as they begin the role of the professional nurse.	SLO # 7: a. seek learning experiences/learning opportunities in the clinical setting as part of the required clinical course competencies for Nursing 120, 130, and 132.	SLO # 7: At least 90% of first year students will demonstrate the importance of lifelong learning and quality improvement and seek new learning opportunities in the clinical setting.

Table 2.0.1 SLOs Measurements and Benchmarks for Second Year Students

The student will:

SLO # 1: Integrate knowledge of biopsychosocial theories and concepts when providing patient care by: a. applying knowledge of nursing practice utilizing biopsychosocial theories and concepts in performing the professional nursing role. c. formulating a holistic comprehensive plan of care for acute and chronic patients utilizing the nursing process, principles of health promoting and illness	SLO #1: a. satisfactorily meeting all clinical course objectives in second year nursing courses. b. mastery of course content demonstrated by a grade of "C" or better in the second year nursing course's. c. passing the Kaplan exit exam with a 60% or better.	SLO # 1: At least 90% of the second year students will be able pass the course and clinical component of Nursing 220, 222, 230, and 235.
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<p>prevention, patient teaching and end of life care for patients throughout the lifespan.</p>		
<p>SLO # 2: Integrates the skills and attitudes necessary to perform as an associate degree nurse in the professional roles of Provider of Care, Manager of Care, and Member within a Discipline.</p>	<p>SLO # 2 a. Satisfactorily meeting the clinical competencies and skills of a second year nursing student in the nursing roles of Provider of Care, Manager of Care, and Member within a Discipline</p>	<p>SLO # 2: a. At least 90% or more of the second year students will satisfactorily pass the clinical component of Nursing 220, 222, 230, and 235.</p>
<p>SLO # 3: Implement critical thinking skills using the nursing process to provide safe patient care and meet the needs of culturally diverse patients within a multidisciplinary health care system by:</p> <p>a. intervening competently and safely for groups of health care consumers in complex patient care situations within a multidisciplinary healthcare system.</p>	<p>SLO # 3: a. satisfactorily passing the clinical components of Nursing 220, 222, 230, and 235 as described in the clinical competencies of each course.</p>	<p>SLO # 3: At least 85% or more of the second year students will pass the clinical component of Nursing 220, 222, 230, and 235.</p>
<p>SLO # 4: Use evidence based research to provide quality health care, initiate change and improve nursing practice by:</p> <p>a. utilizing evidence based research in the planning and implementation of complex nursing care for individuals, families, and groups of health care consumers.</p> <p>b. evaluate the importance and effectiveness of evidence based research in nursing practice.</p>	<p>SLO # 4: a. Satisfactorily pass written assignments related to evidence-based practice in Nursing 220, 222, 230, and 235. b. satisfactorily pass the clinical components of Nursing 220, 222, 230, and 235.</p>	<p>SLO # 4: a. At least 90% of the students in second year will pass the evidence based written assignments in Nursing 220, 222, 230, and 235. b. At least 85% of the students will satisfactorily pass the clinical component of Nursing 220, 222, 230, and 235.</p>

<p>SLO # 5: Effectively employ the use of informatics and effective communication skills to manage and coordinate care for the health care consumer in collaboration with other health care professionals by:</p> <p>a. integrating communication skills (verbal, non-verbal, interpersonal, and communication technology) into the practice of the professional nursing role.</p> <p>b. collaborating with other health care team members to organize, manage, delegate, and coordinate patient care for the health care consumers and facility members across the lifespan.</p>	<p>SLO # 5:</p> <p>a. demonstrate competent use of the EMR to retrieve complex data necessary to provide competent patient care.</p> <p>b. satisfactorily pass the clinical component of Nursing 220, 222, 230, and 235.</p>	<p>SLO # 5:</p> <p>a. At least 85% of students in the second year will pass the clinical component of Nursing 220, 222, 230, and 235.</p>
<p>SLO # 6: Implement the role of the professional nurse within the community as defined by the California Nurse Practice Act and standards of nursing practice by:</p> <p>a. assuming responsibility and accountability for the student's nursing actions as they undertake the role of the professional nurse.</p> <p>b. make complex clinical decisions that support health care consumer advocacy based upon the ethical and legal principles as described in the California Nurse Practice Act and the American</p>	<p>SLO # 6:</p> <p>a. satisfactorily passing all class assignments in Nursing 220, 222, 230, and 235.</p> <p>b. satisfactorily passing the clinical component of all second year nursing courses as described in the Member within a Discipline portion of the clinical course objectives.</p> <p>c. integrate the professional role and responsibilities of the professional nurse in the clinical siting as reported on the weekly clinical evaluation.</p>	<p>SLO # 6:</p> <p>a. At least 85% of the second year students will satisfactorily pass the clinical and classroom portions of Nursing 220, 222, 230, and 235.</p> <p>a. At least 90% of the student will demonstrate on their weekly clinical evaluation tool the integration of the professional role in clinical practice.</p>

Nurses Association code of ethics.		
<p>SLO # 7: Demonstrate the importance of life-long learning and quality improvement as part of their professional commitment to the nursing profession by:</p> <p>a. assuming responsibility and commitment towards life-long learning in the areas of evidence based healthcare, informatics, practice based learning, self-reflection and assessment as the student undertakes the role of the professional nurse.</p>	<p>SLO # 7:</p> <p>a. seeks additional learning experiences as part of the required clinical course competencies in Nursing 220, 222, 230, and 235.</p> <p>b. acknowledges the value of shared information within the clinical setting to improve patient care.</p>	<p>SLO # 7:</p> <p>100% of the second year students will demonstrate seeking new learning opportunities in the clinical setting.</p> <p>b. 100% of the second year students will demonstrate in their weekly evaluation the ability and importance of interdisciplinary approaches to patient care.</p>

Program Outcomes:

All program outcomes are tied to one or more SLOs. Additionally the SLOs are reflected in the clinical evaluation tool and the program outcomes are reflected in the clinical evaluation in final capstone course in the nursing program.

<p>Upon completion of the nursing program the nursing graduate will:</p> <ol style="list-style-type: none"> 1. Provide holistic patient care utilizing critical thinking within the framework of the nursing process and evidence based principles to provide safe patient care. (SLOs 1,2, 3, 4) 2. Communicate effectively when providing care for multicultural patients within a multidisciplinary healthcare system. (SLO 5) 3. Safely implement the professional nursing role as defined by the California nurse Practice Act and the American Nurses Association's principles of ethical practice. (SLO 6) 4. Engage in life-long learning as part of the professional commitment to the Registered Nursing role. (SLO7)

Table 2.0.2 Relationship of SLOs, Course Objectives, Learning Activities, Evaluation Methods and Results

Student Learning Outcome	Nursing Course	Course Objective(s)	Learning Activities/Teaching Methodologies	Evaluation Methods	SLO Results (based upon an average)
<p>Demonstrates knowledge of nursing practice utilizing biopsychosocial theories and concepts in the performance of the registered nursing role by: a. Utilizing the nursing process to develop a plan of care for patients using biopsychosocial theories and concepts in the implementation of patient care in the registered nursing role.</p>	<p>Nurs 120 (Sem 1) Introduction to Nursing: Theory and Practice</p>	<p>Develop a sense of inquiry in implementing the nursing process in clinical practice.</p>	<p><u>Didactic</u> Lecture/discussion. Nursing care plans/concept maps. Critical thinking activities: case studies, group work, practice/review of NCLEX questions.</p> <p><u>Clinical</u> Skills lab Practice/demonstration of skills. Supervised nursing care. Clinical conferences. Human patient simulation. Student presentations of clinical cases.</p>	<p>Preclinical verbal questioning. Computerized examinations. Clinical skills competency testing. Graded care plan (rubric). Weekly student self-evaluation of clinical experience and faculty evaluation and feedback.</p>	<p><u>First Year</u> <u>Fall 2011</u>= 93.8% <u>Spring 2012</u>= 90.7%</p> <p>NURS 120 <u>Fall 2013</u> = 99%</p>
	<p>Nurs 130 (Sem 2) Perioperative Nursing</p>	<p>Utilizing nursing diagnoses; plan, implement and evaluate nursing care for patients with medical-surgical problems.</p> <p>Relate scientific rationale to</p>	<p><u>Didactic</u> Lecture/discussion. Nursing care plans/concept maps. Critical thinking activities: case studies, group work, practice/review of NCLEX questions. Role playing. Student education project.</p>	<p>Preclinical verbal questioning. Quizzes. Computerized examinations. Clinical skills competency testing. Graded care plan (rubric). Graded student education</p>	<p><u>Fall 2013</u> = 97%</p>

		nursing interventions	<p><u>Clinical</u> Skills lab Practice/demonstration of skills (blood transfusions, ostomy care) Supervised nursing care Clinical conferences Human patient simulation. Student presentations of clinical cases.</p>	project.	
	Nurs 132 (Sem 2) Maternal Newborn Child Health Nursing	<p>Plan and provide nursing care for patients and families that acknowledge cultural influences on attitudes toward pregnancy, birth or parenting.</p> <p>Plan and implement the nursing process for pediatric patient with chronic illness and various disorders or childhood affecting functional health patterns.</p>	<p><u>Didactic</u> Lecture/discussion. Nursing care plans related to the care of maternal/newborn/child nursing. Evidence-base practice paper related to nursing interventions. Critical thinking activities: case studies, group work, practice/review of NCLEX questions.</p> <p><u>Clinical</u> Skills lab for practice of newborn assessment skills. Supervised nursing care. Clinical conferences. Human patient simulation. Student</p>	Computerized examinations. Graded care plan (rubric). Graded evidence-based practice paper. Weekly student self-evaluation of clinical experience and faculty evaluation and feedback.	<u>Fall 2013</u> = 91.4%

			presentations of clinical cases.		
	Nurs 220 (Sem 3) Management in Nutritional/Metabolic Disorders	Plan, implement and evaluate nursing care, setting priorities for complex medical surgical patients. Apply nursing theory to nursing care of selected patients in the clinical laboratory. Utilize scientific principles to evaluate effectiveness of nursing care and revise the nursing care plan when appropriate.	<u>Didactic:</u> Lecture/discussion. Evidence based practice assignment for nutritional interventions in selected chronic disorders. Kaplan focused review quiz. <u>Clinical:</u> Supervised nursing care. Care plan. High Fidelity Simulation Multiple patient assignments. Clinical conferences.	Computerized examinations. Graded care plan (rubric). Weekly student self-evaluation of clinical experience and faculty evaluation and feedback. Graded evidence-based practice assignment. Quizzes.	Second year: <u>Fall 2011</u> =98.96% <u>Spring 2012</u> =95.58% NURS 220 <u>Spring 2014</u> = 100%
	Nurs 222 (Sem 3) Nursing Management in Neurologic and Psychiatric Disorders	Plan, implement, evaluate, modify and individualize nursing care for patients with neurological and residual dysfunctions. Utilize identified	<u>Didactic</u> Lecture/discussion. Nursing care plans/concept maps. Critical thinking activities: case studies, group work, practice/review of NCLEX questions. Role playing. Video	Computerized examinations. Graded care plan (rubric). Weekly student self-evaluation of clinical experience and faculty evaluation and feedback.	NURS 222 <u>Fall 2013</u> = 100%

		<p>nursing diagnoses to plan, implement, and evaluate nursing care for patients with psychiatric disorders.</p> <p>Relate psychiatric nursing theory to the nursing diagnoses and nursing interventions.</p>	<p>presentations. Class worksheets.</p> <p><u>Clinical:</u> Supervised nursing care. Care plan. Process recording. Observation of group therapy. Therapeutic communication. exercises/simulations</p>		
	<p>Nurs 230 (Sem 4) Nursing Management of Cardiopulmonary and Circulatory Disorders</p>	<p>Plan, implement and evaluate nursing care, setting priorities for urgent and emergent situations.</p> <p>Relate scientific rationale to nursing interventions.</p>	<p><u>Didactic</u> Lecture/discussion. Nursing care plans. Critical thinking activities: case studies, group work, practice/review of NCLEX questions. Class worksheets.</p> <p><u>Clinical</u> Skills lab Practice/demonstration of skills Supervised nursing care in intermediate, emergency and critical care environments. Clinical conferences</p>	<p>Computerized examinations. Graded care plan (rubric). Weekly student self-evaluation of clinical experience and faculty evaluation and feedback.</p>	<p>NURS 230 <u>Spring 2014</u> = 84%</p>

			Human patient simulation. Student presentations of clinical cases.		
	Nurs 235 Precepted Patient Care Management	Manage patient care under the direct supervision of an RN focusing on prioritizing, planning and evaluating patient care.	<u>Didactic:</u> Group discussion, student presentations, self-instructional materials, audiovisual video clips, case studies <u>Clinical:</u> Self-developed clinical objectives. Precepted clinical nursing care in selected nursing care settings.	Kaplan comprehensive predictor exam – passing with score ≥ 60 . Student self-evaluation of clinical experience/objectives. Preceptor and faculty evaluation and feedback.	NURS 235 <u>Spring 2014</u> = 84.5%
Demonstrates the skills and attitudes necessary to perform as an associate degree nurse in the professional nursing roles of: Provider of Care Manager of Care Member within a Discipline	Nurs 120 Nurs 130 Nurs 132	Demonstrate competency in the nursing roles: Provider of Care, Manager of Care and Member within a discipline.	<u>Didactic</u> Lecture/discussion. Nursing care plans/concept maps. Case studies activities: case studies, group work, practice/review of NCLEX questions. Role playing. <u>Clinical</u> Skills lab Practice/demonstration of skills Supervised nursing care Clinical conferences	Computerized examinations. Graded care plan (rubric). Weekly student self-evaluation of clinical experience and faculty evaluation and feedback. Evaluation of skills and competencies for first year nursing student.	First year <u>Fall 2011</u> 98.3% <u>Spring 2012</u> 90.7% NURS 120 <u>Fall 2013</u> = 99% NURS 130 <u>Fall 2013</u> = 98% NURS 132 <u>Fall 2013</u> = 95.2%

			Human patient simulation. Student presentations of clinical cases.		
	Nurs 220	Demonstrate competency in the nursing roles: Provider of Care, Manager of Care and Member within a discipline	<p><u>Didactic</u> Lecture/discussion. Nursing care plans/concept maps. Critical thinking activities: case studies, group work, practice/review of NCLEX questions. Role playing. Student education project.</p> <p><u>Clinical</u> Skills lab Practice/demonstration of skills Supervised nursing care Clinical conferences Human patient simulation. Student presentations of clinical cases.</p>	Computerized examinations. Graded care plan (rubric). Weekly student self-evaluation of clinical experience and faculty evaluation and feedback. Evaluation of skills and competencies for second year nursing student.	<p>Second Year <u>Fall 2011</u>=100% <u>Spring 2012</u>=100%</p> <p>NURS 220 <u>Spring 2014</u> = 100%</p>
	Nurs 222	Demonstrate competency in the nursing roles: Provider of Care, Manager of Care and Member within a discipline	<p><u>Didactic:</u> Case studies. In class group work. On-line quizzes. 12 step recovery meeting/Superior Court observation Case studies Video presentations – therapeutic</p>	Computerized examinations. Graded care plan (rubric). Weekly student self-evaluation of clinical experience and faculty evaluation and feedback.	<p>NURS 222 <u>Fall 2013</u> = 98.6%</p>

			<p>communication</p> <p><u>Clinical:</u> Process recordings. National patient Safety Goal assignment. Supervised nursing care. Nursing care plan.</p>	<p>Evaluation of skills and competencies for second year nursing student.</p>	
	Nurs 230	<p>Demonstrate competency in the nursing roles: Provider of Care, Manager or Care and Member within a discipline</p>	<p><u>Didactic</u> Lecture/discussion. Nursing care plans/concept maps. Case studies thinking activities: case studies, group work, practice/review of NCLEX questions.</p> <p><u>Clinical</u> Skills lab Practice/demonstration of skills Supervised nursing care Clinical conferences Human patient simulation. Student presentations of clinical cases.</p>	<p>Computerized examinations. Graded care plan (rubric). Weekly student self-evaluation of clinical experience and faculty evaluation and feedback. Evaluation of skills and competencies for second year nursing student.</p>	<p>NURS 230 <u>Spring 2014</u> = 91%</p>
	Nurs 235	<p>Manage patient care under the direct supervision of a registered nurse preceptor focusing on</p>	<p><u>Didactic:</u> Group discussion, student presentations, self-instructional materials, audiovisual video clips, legal and</p>	<p>Kaplan comprehensive predictor exam – passing with score ≥ 60. Student self-</p>	<p>NURS 235 <u>Spring 2014</u> = 100%</p>

		prioritizing, planning, and delegating and evaluation patient care.	ethical case studies. <u>Clinical:</u> Self-developed clinical objectives, Precepted clinical nursing care in selected nursing care settings.	evaluation of clinical experience/objectives. Preceptor and faculty evaluation and feedback.	
Demonstrates critical thinking skills in the implementation of the nursing process in providing safe patient care while meeting the needs of culturally diverse patients within multidisciplinary health care systems.	Nurs 120	Develop critical thinking skills in distinguishing between those nursing care situation that require instructor's assistance and those than can be managed independently	<u>Didactic</u> Lecture/discussion. Nursing care plans/concept maps. Critical thinking activities: case studies, group work, practice/review of NCLEX questions. Cultural assignment. <u>Clinical</u> Supervised nursing care Clinical conferences Human patient simulation. Student presentations of clinical cases.	Computerized examinations. Graded care plan (rubric). Weekly student self-evaluation of clinical experience and faculty evaluation and feedback. Graded cultural assignment.	First Year <u>Fall 2011</u> 98.3% <u>Spring 2012</u> 90.7% NURS 120 <u>Fall 2013</u> = 99.7%
	Nurs 130	Plan nursing care for patients and families that acknowledge cultural influences on perceptions of illness and treatment.	<u>Didactic</u> Lecture/discussion. Nursing care plans/concept maps. Critical thinking activities: case studies, group work, practice/review of NCLEX questions. Role playing. Student	Computerized examinations. Graded care plan (rubric). Weekly student self-evaluation of clinical experience and faculty evaluation and feedback. Concept	NURS 130 <u>Fall 2013</u> = 97%

		Apply basic critical thinking skills in caring for adult medical/surgical patient.	<p>education project.</p> <p><u>Clinical</u> Skills lab Practice/demonstration of skills Supervised nursing care Specific assignments of culturally diverse patients. Clinical conferences Human patient simulation – focused problems. Student presentations of clinical cases.</p>	map presentation. Observation of student performance in actual and simulated environment.	
	Nurs 132	Plan and provide nursing care for patients and families that acknowledge cultural influences on attitudes toward pregnancy, birthing and parenting.	<p><u>Didactic</u> Lecture/discussion. Nursing care plans/concept maps. Critical thinking activities: case studies, group work, practice/review of NCLEX questions.</p> <p><u>Clinical</u> Skills lab Practice/demonstration of skills Supervised nursing care Clinical conferences Human patient simulation. Student presentations of clinical</p>	Computerized examinations. Graded care plan (rubric). Weekly student self-evaluation of clinical experience and faculty evaluation and feedback.	NURS 132 <u>Fall 2013</u> = 95.1%

			cases.		
	Nurs 220	Plan and coordinate interdisciplinary nursing care for patients and families that acknowledge cultural influences on perceptions of illness and treatment.	<p><u>Didactic</u> Lecture/discussion. Nursing care plans/concept maps. Critical thinking activities: case studies, group work, practice/review of NCLEX questions. Nutritional/ethnic meal plan assignment.</p> <p><u>Clinical</u> Supervised nursing care Clinical conferences Human patient simulation. Student presentations of clinical cases.</p>	Computerized examinations. Graded care plan (rubric). Weekly student self-evaluation of clinical experience and faculty evaluation and feedback. Graded nutritional/ethnic meal plan assignment.	<p>Second year <u>Fall 2011</u>= 100% <u>Spring 2012</u>=100%</p> <p>NURS 220 <u>Spring 2014</u> = 100%</p>
	Nurs 222	Differentiate between cultural and environmental factors that influences patients and families compliance with medical and nursing treatment	<p><u>Didactic</u> Lecture/discussion. Nursing care plans/concept maps. Critical thinking activities: case studies, group work, practice/review of NCLEX questions. Worksheets.</p> <p><u>Clinical</u> Supervised nursing care</p>	Computerized examinations. Graded care plan (rubric). Weekly student self-evaluation of clinical experience and faculty evaluation and feedback.	<p>NURS 222 <u>Fall 2013</u> = 100%</p>

			Clinical conferences 12 step recovery meeting/Superior court observation. Video presentations.		
	Nurs 230	Plan nursing care for patients and families that acknowledge cultural influences on perceptions of illness and treatment.	<u>Didactic</u> Lecture/discussion. Nursing care plans/concept maps. Critical thinking activities: case studies, group work, practice/review of NCLEX questions. <u>Clinical</u> Supervised nursing care Clinical conferences Human patient simulation. Mock code blue day, Student presentations of clinical cases.	Computerized examinations. Graded care plan (rubric). Weekly student self-evaluation of clinical experience and faculty evaluation and feedback.	NURS 230 <u>Spring 2014</u> = 87.7%
	Nurs 235	Intervene competently and safely for groups of health care consumers in complex patient situations utilizing a multidisciplinary approach to patient care. Collaborate with	<u>Didactic:</u> Group discussion, student presentations, self-instructional materials, audiovisual video clips, legal and ethical case studies. <u>Clinical:</u> Self-developed clinical objectives, Precepted clinical nursing care in selected nursing care	Kaplan comprehensive predictor exam – passing with score ≥60. Student self- evaluation of clinical experience/objectiv es. Preceptor and faculty evaluation and feedback.	NURS 235 <u>Spring 2014</u> = 100%

		the preceptor to make complex clinical decisions that support healthcare consumer advocacy based upon the ethical and legal principles as described in the California Nurse Practice Act and the American Nurses Association code of ethics.	settings.		
Uses evidenced based research to provide quality health care, initiate change and improve nursing.	Nurs 120	Relate the scientific rationale using evidence based research for nursing interventions implemented.	<p><u>Didactic</u> Lecture/discussion introduction to evidence based practice concepts. Nursing care plans/concept maps. Critical thinking activities: case studies, group work, practice/review of NCLEX questions.</p> <p><u>Clinical</u> Skills lab Practice/demonstration of skills Supervised nursing care Clinical conferences</p>	Computerized examinations. Graded care plan (rubric) with rationales for nursing interventions. Weekly student self-evaluation of clinical experience and faculty evaluation and feedback.	<p>First Year <u>Fall 2011</u>=95.44% <u>Spring 2012</u>=90.7%</p> <p>NURS 120 <u>Fall 2013</u> = 98%</p>

			Human patient simulation. Student presentations of clinical cases.		
	Nurs 130 Nurs 132	Relate the scientific rationale using evidence based research for nursing interventions implemented.	<p><u>Didactic</u> Lecture/discussion. Nursing care plans/concept maps. Critical thinking activities: case studies, group work, practice/review of NCLEX questions. Evidence based practice assignment/presentation: one in NU 130 using the PICO format, and one in OB related to nursing interventions for OB care.</p> <p><u>Clinical</u> Skills lab Practice/demonstration of skills Supervised nursing care Clinical conferences Human patient simulation. Student presentations of clinical cases.</p>	Computerized examinations. Graded care plan (rubric) with evidence based rationales for nursing interventions. Weekly student self-evaluation of clinical experience and faculty evaluation and feedback. Graded evidence based practice assignments/presentations	<p>NURS 130 <u>Fall 2013</u> = 100%</p> <p>NURS 132 <u>Fall 2013</u> = 97.1%</p>
	Nurs 220 Nurs 222 Nurs 230	Utilize knowledge of scientific principles to evaluate	<p><u>Didactic</u> Lecture/discussion. Nursing care plans/concept maps.</p>	Computerized examinations. Graded care plan (rubric). Graded	<p>Second year <u>Fall 2011</u>=97.92 <u>Spring 2012</u>=100%</p>

		<p>effectiveness of nursing care and revise the nursing care plan when appropriate.</p> <p>Relate the scientific rationale using evidence based research for nursing interventions implemented.</p>	<p>Critical thinking activities: case studies, group work, practice/review of NCLEX questions. Evidence based practice papers/presentations. (Nu 220 and Nu 230). Evidence based practice NCP using PICO format (Psych NU 222).</p> <p><u>Clinical</u> Skills lab Practice/demonstration of skills Supervised nursing care Clinical conferences Human patient simulation. Student presentations of clinical cases.</p>	<p>Evidence based practice papers/presentation. Weekly student self-evaluation of clinical experience and faculty evaluation and feedback.</p>	<p>NURS 220 <u>Spring 2014</u> = 100%</p> <p>NURS 222 <u>Fall 2013</u> = 100%</p> <p>NURS 230 <u>Spring 2014</u> = 92%</p>
	Nurs 235	<p>Utilize evidence based research in the planning and implementation of complex nursing care for individuals, families, and groups of health care consumers.</p>	<p><u>Didactic:</u> Group discussion, student presentations, self-instructional materials, audiovisual video clips and case studies.</p> <p><u>Clinical:</u> Self-developed clinical objectives, Precepted</p>	<p>Kaplan comprehensive predictor exam – passing with score ≥ 60. Student self-evaluation of clinical experience/objectives. Preceptor and faculty evaluation and feedback.</p>	<p>NURS 235 <u>Spring 2014</u> = 100%</p>

			clinical nursing care in selected nursing care settings.		
Employs the use of informatics and effective communication skills to manage and coordinate care for the health care consumer in collaboration with other health care professionals.	Nurs 120 Nurs 130 Nurs 132 Nurs 220	Utilize effective communication skills including the use of informatics when providing nursing care.	<p><u>Didactic:</u> Lecture/discussion, Critical thinking activities: case studies, group work, practice/review of NCLEX questions</p> <p><u>Clinical</u> Supervised nursing care. Facility-specific computer classes. Human patient simulation with EMR documentation practice.</p>	Computerized examinations. Graded care plan (rubric). Weekly student self-evaluation of clinical experience and faculty evaluation and feedback. Satisfactorily utilizing the EMR to retrieve and communicate simple patient data. Faculty observation of student performance in human patient simulation experiences/review of medical record charting.	<p>First Year <u>Fall 2011</u>= 81.66 <u>Spring 2012</u>=90.7%</p> <p>Second Year <u>Fall 2011</u>=100% <u>Spring 2012</u>= 100%</p> <p>NURS 120 <u>Fall 2013</u> = 100%</p> <p>NURS 130 <u>Fall 2013</u> = 100%</p> <p>NURS 132 <u>Fall 2013</u> = 97.1%</p> <p>NURS 220 <u>Spring 2014</u> = 100%</p>

	<p>Nurs 222</p>	<p>Initiate discharge planning based on multidisciplinary collaboration.</p> <p>Initiate interaction with health team members whose expertise is relevant to the patient's psychiatric disorder.</p>	<p><u>Didactic:</u> Case studies. In class group work. On-line quizzes. 12 step recovery meeting/Superior Court observation Case studies Video presentations – therapeutic communication <u>Clinical:</u> Process recordings. National patient Safety Goal assignment. Supervised nursing care. Nursing care plan.</p>	<p>Computerized examinations. Graded care plan (rubric). Weekly student self-evaluation of clinical experience and faculty evaluation and feedback. Demonstrates competent use of the EMR to retrieve complex data necessary to provide competent patient care. Faculty observation of performance</p>	<p>NURS 222 <u>Fall 2013</u> = 100%</p>
	<p>Nurs 230</p>	<p>Utilize effective communication skills including the use of informatics when providing nursing care.</p> <p>Plan collaborative interventions to support effective coping for patients with acute and chronic health problems.</p>	<p><u>Didactic:</u> Lecture/discussion. Group case studies, Kaplan Focused Review Quizzes <u>Clinical:</u> High Fidelity Simulation. Supervised nursing care in intermediate, emergency and critical care environments. Facility-specific computer classes.</p>	<p>Demonstrates competent use of the EMR to retrieve complex data necessary to provide competent patient care. Faculty observation of performance Examinations with questions relating to delegation. patient care.</p>	<p>NURS 230 <u>Spring 2014</u> = 95%</p>

	Nurs 235	Collaborate with preceptor, patient and other members of the health care team and plan nursing care for the daily patient assignment.	<p><u>Didactic:</u> Group discussion, student presentations, self-instructional materials, audiovisual video clips, legal and ethical case studies.</p> <p><u>Clinical:</u> Self-developed clinical objectives. Facility-specific computer classes. Precepted clinical nursing care in selected nursing care settings.</p>	Preceptor and faculty mid and final evaluation of student performance. Demonstrates competent use of the EMR to retrieve complex data necessary to provide competent patient care. Satisfactorily passing the clinical component of NU	NURS 235 <u>Spring 2014</u> = 100%
Implements the role of the professional nurse within the community as defined by the California Nurse Practice Act and standards of nursing practice.	Nurs 120	Accepts responsibility for knowledge of and adherence to professional, legal and ethical standards.	<p><u>Didactic:</u> Lecture/Discussion. Online assignment for Nurse Practice Act.</p> <p><u>Clinical:</u> High Fidelity Simulation. Supervised nursing care.</p>	Graded assignment for information on Nurse Practice Act, Weekly student self-evaluation of clinical experience and faculty evaluation and feedback.	<p>First Year <u>Spring 2011</u>= 96.38% <u>Fall 2012</u>= 90.7%</p> <p>NURS 120 <u>Fall 2013</u> = 100%</p>

	<p>Nurs 130 Nurs 132</p>	<p>Demonstrate adherence to professional, legal and ethical standards and to policies of the college and the agency.</p>	<p><u>Didactic</u> Lecture/discussion. Nursing care plans/concept maps Critical thinking activities: case studies, group work.</p> <p><u>Clinical</u> Supervised nursing care Clinical conferences Human patient simulation.</p>	<p>Preclinical verbal questioning. Computerized examinations. Clinical skills competency testing. Graded care plan (rubric). Weekly student self-evaluation of clinical experience and faculty evaluation and feedback.</p>	<p>NURS 130 <u>Fall 2013</u> = 97%</p> <p>NURS 132 <u>Fall 2013</u> = 97%</p>
	<p>Nurs 220 Nurs 222 Nurs 230</p>	<p>Analyze legal and ethical issues pertaining to selected nursing/medical interventions for the patient in the acute, ambulatory care and home health settings.</p>	<p><u>Didactic</u> Lecture/discussion. Nursing care plans/concept maps Case studies with ethical and legal implications.</p> <p><u>Clinical</u> Supervised nursing care Clinical conferences Human patient simulation. Patient presentations.</p>	<p>Preclinical verbal questioning. Computerized examinations. Graded care plan (rubric). Weekly student self-evaluation of clinical experience and faculty evaluation and feedback.</p>	<p>Second Year <u>Spring 2011</u>= 98.96% <u>Fall 2012</u>= 99.66% NURS 220 <u>Spring 2014</u> = 100%</p> <p>NURS 222 <u>Fall 2013</u> = 100%</p> <p>NURS 230 <u>Spring 2014</u> = 96.5%</p>

	<p>Nurs 235</p>	<p>Demonstrate adherence to legal, ethical and professional standard and adherence to policies of the college and the agency.</p> <p>Collaborate with the preceptor to make complex clinical decisions that support healthcare consumer advocacy based upon the ethical and legal principles as described in the California Nurse Practice Act and the American Nurses Association code of ethics.</p>	<p><u>Didactic:</u> Group discussion, student presentations, self-instructional materials, audiovisual video clips, case studies</p> <p><u>Clinical:</u> Self-developed clinical objectives, Precepted clinical nursing care in selected nursing care settings.</p>	<p>Preceptor feedback – both formal and informal, computerized exam, Graded case study.</p>	<p>NURS 235 <u>Spring 2014</u> = 100%</p>
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<p>Demonstrates the importance of life-long learning and quality improvement as part of professional commitment to the nursing profession.</p>	<p>Nurs 120</p>	<p>Develop a sense of inquiry in implementing the nursing process in clinical practice.</p> <p>Critique own strengths and areas for growth and develop strategies for improvement where needed.</p>	<p><u>Didactic:</u> Nursing care plans/concept maps Critical thinking activities: case studies, group work</p> <p><u>Clinical</u> Supervised nursing care, Clinical conferences Human patient simulation.</p>	<p>Instructor evaluation of supplementary assignments. Weekly student self-evaluation of clinical experience and faculty evaluation and feedback.</p>	<p>First Year <u>Spring 2011</u>=98.3% <u>Fall 2012</u>= 90.7%</p> <p>NURS 120 <u>Fall 2013</u> = 100%</p>
	<p>Nurs 130 Nurs 132 Nurs 220 Nurs 222 Nurs 230</p>	<p>Critique own strengths and areas for growth and develop strategies for improvement where needed</p> <p>Demonstrate a commitment towards learning by seeking out learning opportunities in the clinical setting.</p>	<p><u>Didactic</u> Nursing care plans/concept maps Critical thinking activities: case studies, group work, class discussions regarding professional plan.</p> <p><u>Clinical</u> Supervised nursing care Clinical conferences Human patient simulation</p>	<p>Instructor evaluation of supplementary assignments. Weekly student self-evaluation of clinical experience and faculty evaluation and feedback.</p>	<p>Second Year <u>Fall 2011</u>= 100% <u>Spring 2012</u>=100%</p> <p>NURS 130 <u>Fall 2013</u> = 100%</p> <p>NURS 132 <u>Fall 2013</u> = 97.1%</p> <p>NURS 220 <u>Spring 2014</u> = 100%</p> <p>NURS 222 <u>Fall 2013</u> = 100%</p> <p>NURS 230 <u>Spring 2014</u> = 100%</p>

	Nurs 235	Critique own strengths and areas for growth and develop strategies for improvement where needed.	<u>Didactic:</u> Group discussion, student presentations. <u>Clinical:</u> Self-developed clinical objectives, Precepted clinical nursing care in selected nursing care settings.	Graded professional portfolio, Preceptor feedback – both formal and informal.	NURS 235 <u>Spring 2014</u> = 100%
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2.1 **Please describe how the curriculum is developed by the faculty and regularly reviewed for rigor and currency. Include data you have used in curricular decision making.**

Curriculum Development

The nursing faculty is responsible for the development, implementation, and evaluation of the nursing curriculum. The nursing program has a Systematic Program Evaluation tool which examines the curriculum and provides the basis for ongoing assessment and decision making within the Nursing Program. The Nursing Program is systematically and continuously reviewed for rigor and currency by the faculty as a whole and by each course instructor.

The nursing curriculum committee members include all nursing faculty members and are overseen by the Assistant Director of Nursing (ADON) and Dean of Allied Health & Nursing. The curriculum is a topic of each monthly faculty meeting. Each month, faculty discusses one SLO and determines if the students are meeting the SLO. If an SLO benchmark is not met a discussion ensues among faculty and changes to the curriculum are made. Curriculum revision proposals are presented at faculty meetings and referred to the curriculum sub-committee for the proposal to be developed and College forms to be completed. These forms are then returned to the nursing curriculum committee as a draft for review and acceptance.

Curriculum Rigor

The faculty believes that rigor has always been a strong component of the Grossmont College Nursing Program. In support of this belief, data collection and analysis has continually provided the basis for decision making within the program. Course, clinical, employer and alumni surveys provide feedback and data to support the rigor of the Program. In response to declining NCLEX-RN pass rates, adoption of the Kaplan Integrated Testing for NCLEX Success occurred in May 2010. This provides a comprehensive testing for students in their last semester of the program. The Kaplan program also provides remediation and NCLEX preparation for students. In addition, faculty receives formative and summative assessment information on each nursing student. A passing score on the Kaplan Comprehensive Exit Exam was initially set at 62% which gave the student a 98% probability of passing their NLCEX exam. A Kaplan score of 60-64% on the NCLEX Comprehensive Exit exam gives the student a 98% probability of passing NCLEX. To date, we have had a 100% pass rate for first time testers in the last five out of six graduating cohorts. With such a dramatic improvement the NCLEX-RN pass rates, in spring 2012 a decision was made by the faculty to accept a Kaplan passing score of 60%.

Due to an increase in program attrition the nursing program adopted and implemented the California State Chancellor's Admission Selection Criteria in 2011. This admission criterion was based on a two-year study conducted by the California Institute for Nursing & Healthcare (CINHC) which examined nursing

student success and barriers to success. Some of the factors cited in this study hindering success are the number of pre-requisite science repetitions and a low score on a preadmission screening tool entitled “Test of Essential Academic Skills” (TEAS).

Prior to a spring implementation of the State Chancellor’s Admission Selection Criteria, in fall 2010, the Dean of Allied Health & Nursing from Grossmont College gathered all of the San Diego region Community College Deans and Directors to standardize admission criteria along with standardizing the nursing application. This task force worked on a standard application and all agreed on the assigned points for the admission criteria. The selection criteria set forth by the California State Chancellor’s office cannot be altered but the point distribution can be changed as long as the total is 100 points. Presently the entire region of nursing programs uses the same criteria and assigned points. They are as follows: Academic degrees or diplomas, or relevant certificates held by an applicant; documented relevant work or volunteer experience in Health care within the last 3 years= 15 points; GPA in relevant course work=45 points; life experiences including veteran status = 5 points; proficiency in languages other than English =3 points; and the Test of Essential Academic Skills (TEAS, version V) = 32 points. Go to www.grossmont.edu/nursing and click on “criteria for admission grid”. The first class under the new admission criteria was seated in spring 2011. As a result of the new admission criteria, the program attrition rate went for 32% to 21% to date.

Since the last Program Review in 2008, the course and clinical outcomes have been revised to reflect the current SLO’s and program outcomes. As previously mentioned, the first and second year clinical competencies are leveled to support the curriculum that progresses from simple to complex. Benchmarks have been set and competencies are assessed on a formative and summative basis during the course.

Currency

Through on-going program and course assessment within the school of nursing, currency has always been recognized as a critical component of the nursing curriculum. At the course level individual faculty members update content and disseminate information through revisions of course syllabi. Updates occur as part of the end-of-the course assessment process with student evaluations of the course. As previously mentioned, recent course outline revisions were approved by the College Curriculum Committee in September of 2011. Course outlines were updated to reflect new textbooks, student learning outcomes, and course objectives.

As part of currency, the role of high fidelity simulation has played a large part in the nursing curriculum. All nursing students participate in high fidelity simulation. One full-time faculty member serves as the simulation coordinator as students rotate to campus from clinical beginning in third semester. The students begin their experience in the simulation lab in first semester and then continue with

progressively more complex scenarios throughout their medical-surgical and specialty courses. In fall 2011 a newly released electronic documentation system (Docucare) was adopted by the program, beginning with the first semester students. The goal of utilizing this system is to provide a robust and active simulation experience for the students. Working with the electronic medical record has increased the student's familiarity and competence in the clinical setting.

Textbooks are reviewed at the end of the spring semester. In fall 2012, faculty adopted a new medical surgical textbook which provides the student with a resource which focuses students on the "core content, values and skills which form the foundation of medical-surgical nursing." It presents the information in a readable and engaging format, beginning each chapter with a case study. It is written by expert clinicians, ensuring the content is clinically relevant and current. In addition, there is an ancillary package available to all students and faculty which includes NCLEX-style review questions, video clips, evidence based practice (EBP) journal articles, case studies, and a map of Quality Safety Education for Nursing (QSEN) knowledge, skills, and attitudes (KSAs) which correlate with the content outlined in the textbook.

Blackboard

Blackboard is used by all faculty as the course management system. All syllabi, course announcements and communications with students occur through blackboard. All exams are administered on blackboard. This provides the students with computer testing so that when they take their licensure exam they will be familiar with computerized examinations.

2.2 What orientation do you give to new faculty (both full- and part-time) regarding curricular expectations (i.e. SLOs and teaching to course outlines), academic standards, and department practices? How do you maintain an ongoing dialogue regarding these areas?

Full-time faculty is oriented to the department by the ADON. They are provided a faculty orientation handbook that was developed by the nursing faculty. Full-time faculty is assigned a mentor which is typically the Chair of their tenure committee. They meet regularly with their mentor and Divisional Dean once per month for their first year of employment. During their first year of employment they are not required to serve on any departmental or campus wide committees. They are to focus strictly on teaching. New full-time faculty is also provided the curriculum which includes class content, course outlines, individual class objectives, and exams. They can modify the content as long as the content follows the course outlines and SLOs.

Part-time faculty is required to attend an on campus orientation once a semester. They receive professional development hours for their orientation. All part-time faculty receive a copy of the part-time clinical manual which was developed by the nursing faculty. If the part-time faculty member is new to the program they

are assigned a faculty mentor. The mentor makes a clinical visit to the faculty at least twice during the semester. The faculty mentor also assists with guidance on paper grading. Because the faculty mentor retired, part-time faculty are assigned to the lead instructor for the course they are teaching clinical. The lead instructor contacts the part-time faculty member weekly and provides guidance and assistance where needed.

2.3 Please describe how the practice learning environments support the achievement of student learning outcomes and program outcomes.

The Nursing Program enjoys sufficient and varied clinical and laboratory experiences to provide quality nursing education. Each nursing student and clinical faculty participating at a clinical site evaluates their clinical experience as part of the evaluation process. These evaluations are submitted electronically to the Nursing Department. The results are collated by the Dean's administrative assistant and sent to the ADON, Dean, and the Nursing Department faculty for review. Results are analyzed to determine if the clinical facility continues to meet the needs of the students in achieving their SLOs and PLOs.

The affiliated clinical facilities used by the Nursing Program provide varied experiences that enhance the program curriculum and meet the SLOs. Experiences are in large and small medical centers. Many of the hospitals have Magnet Status which is a credential received from the American Nurses Credentialing Center. The Magnet Recognition Program recognizes healthcare organizations for quality patient care, nursing excellence, and innovations in professional nursing practice. Consumers rely on Magnet designation as the ultimate credential for high quality nursing care. Students are offered opportunities in multiple sites within the hospital, appropriate to their level within the curriculum. Students provide direct patient care when on the unit. If a student is assigned the designated unit they generally observe the RN role and in some cases participate in patient care. Students have off-unit opportunities in areas like the operating room, cardiac catheterization laboratory, same day surgery units, infusion centers, wound clinics, and with the RN specialists in the placement of peripherally inserted central venous catheters. They are welcomed to attend nursing and interdisciplinary rounds, mortality and morbidity conferences, trauma review conferences and pharmacy and therapeutics committee meetings. Students attend clinical conferences and participate in discussions with clinical experts, physicians, case managers, clinical nurse specialists, nurse practitioners, nurse midwives and individuals with clinical specialties that are available at the clinical site.

In addition to bedside clinical practice contributing to SLOs and PLOs, the nursing program has two human patient simulation laboratories that provide students with realistic patient care experiences. Often high risk, low volume patient care situations pose a challenge to novice nursing students in the clinical setting. In most cases, they are placed in an observer role and may participate

with such cases only when they are employed as a licensed RN. The use of human patient simulation allows students to participate in a meaningful way in high risk patient care situations. The California BRN allows 25% of the clinical experience to take place in a simulated learning environment or a float experience. The nursing faculty has been trained in the use of simulation to optimize its use in the nursing curriculum. Currently all medical/surgical nursing courses, Obstetrics and Pediatrics are using simulation in their curriculum.

As students' progress through the curriculum, they are assigned patients of increasing acuity and complexity in the clinical setting. During their first semester, students are assigned a patient with low to moderate acuity. During their second semester, students apply their skills to infants, children and families in a children's hospital on the orthopedic and rehabilitation unit and in post-partum units with stable patients. In addition students have clinical experience on post-operative unit. Float experiences are designed to enhance the student experience with outpatient or specialty environments. During their third semester, students care for patients with higher acuity associated with neurological disorders and chronic disease processes. They also care for patients with mental illness and psychiatric disorders at a psychiatric facility.

The fourth and final semester focuses on high acuity intermediate care units, intensive care, procedure labs (cardiac catheterization), and emergency care. It also includes the preceptorship course (Nursing 235) where students can request their clinical placement for a ninety-six hour preceptored experience.

Table 2.3 Clinical Facilities for the RN Program

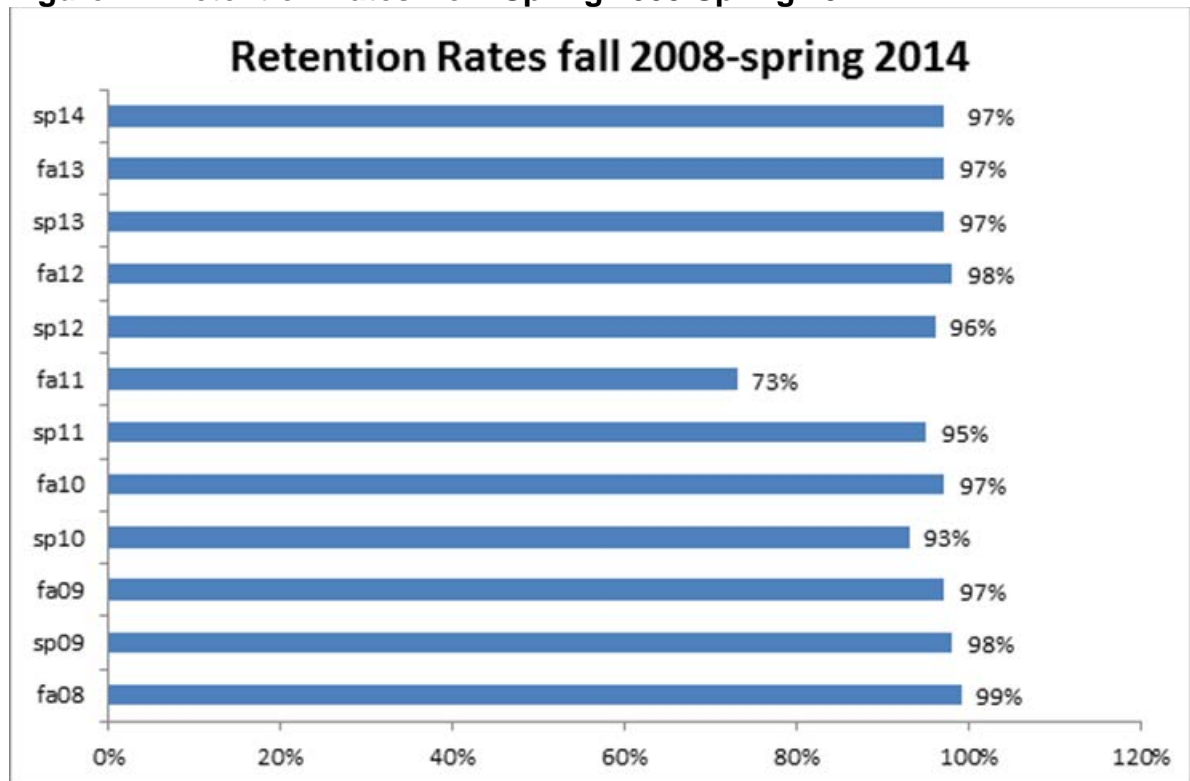
2 year RN/LVN-RN ADN and LVN-RN Transition Programs	
Nursing Course	Clinical Facilities
Nurs 120 Introduction to Nursing: Theory and Practice	Kaiser Permanente Hospital Sharp Grossmont Medical Center (Magnet) Scripps Memorial Medical Center (Magnet)
Nurs 130 Perioperative Nursing	On campus lab for LVN-RN bridge course Kaiser Permanente Hospital Sharp Grossmont Medical Center (Magnet) Scripps Memorial Medical Center
Nurs 132 Maternal/Newborn Child	Sharp Grossmont Medical Center (Mother Baby/Obstetrics) Rady Children's Hospital and Health Center

2 year RN/LVN-RN ADN and LVN-RN Transition Programs	
Nursing Course	Clinical Facilities
Nurs 220 Nutrition/Metabolic	Kaiser Permanente Hospital Scripps Mercy Medical Center Scripps Memorial Medical Center
Nurs 222 Neuro/Psych	Alvarado Parkway Institute Kaiser Permanente Scripps Memorial Medical Center Sharp Grossmont Behavioral Health
Nurs 230 Nursing Management in Cardio-Pulmonary and Circulatory Disorders	Alvarado Hospital Kaiser Hospital San Diego Scripps Memorial Medical Center Sharp Grossmont Medical Center
Nurs 235 Preceptor Patient Care Management	Alvarado Hospital Kaiser Hospital San Diego Scripps Encinitas Hospital Scripps Green Hospital Scripps Mercy Medical Center Scripps Memorial Medical Center Sharp Chula Vista Sharp Grossmont Medical Center Sharp Memorial Medical Center Sharp Urgent Care Centers Palomar Pomerado Hospital System Rady Children's Hospital UCSD Medical Center Hillcrest and Thornton Hospitals

Student clinical experiences reflect current best practices and nationally established patient health and safety goals. All clinical sites used by Grossmont College are accredited by The Joint Commission (TJC) In order to ensure the clinical agencies' compliance with TJC, each student and faculty is required to successfully complete orientation requirements prior to beginning the clinical rotation. All students and faculty are required to have a background check and drug screen. All clinical sites incorporate the National Patient Safety Goals into their standard of care for nursing. Grossmont College's School of Nursing has the good fortune to practice in many institutions that have achieved Magnet recognition. All but two clinical sites are Magnet certified. Each of the clinical sites used by Grossmont College reflects current best practices and nationally established health care safety goals as required by the Center for Medicare, Medicaid Services (CMS) and TJC.

2.4 Analyze the data in Appendix C - Grade Distribution Summary. Identify and explain any unusual retention patterns or grading variances.

Figure 2.4 Retention Rates from Spring 2008-Spring 2014



Fall 2011 was a very unusual semester for the nursing program. Of the 27% who were not retained, 66% of these students withdrew due to not being interested in nursing. Every student who withdraws or fails the nursing program has a one-on-one exit interview with the ADON and/or Dean. During the exit interviews for this semester students overwhelmingly expressed that nursing was not what they thought it would be and they were no longer interested in the profession. Of the remaining 34% of those students withdrawing, 22% were for personal crisis or relocating. The remaining 12% were due to academic failure because of attempting to work full time while in the nursing program.

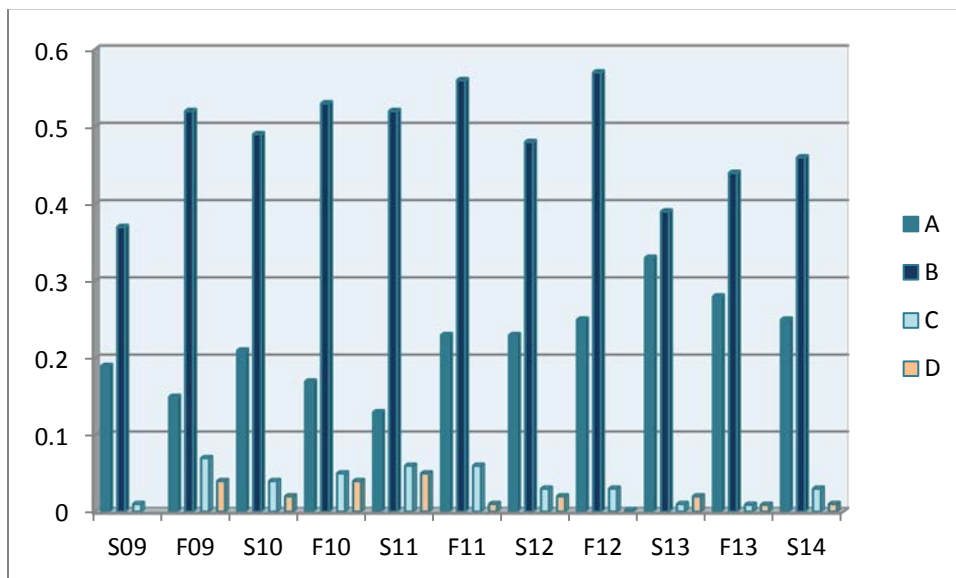
In response to the low retention rate in fall 2011 an 8-hour orientation was put in to place. A student panel of students who were both successful and those that were not successful came to the orientation to talk in depth about the program and its rigor. The role of the student nurse and nurse was presented by faculty during orientation. The level of commitment was discussed in detail. In addition we added tables for financial aid and counselors to assist with FASA forms and educational plans as needed. The program also put in to place a peer-to-peer mentoring program where 2nd year students serve as mentors to the first year students. Since these strategies have been put in to place we have seen an acceptable retention rate for the nursing program.

When further examining retention it is also apparent that most students withdraw from the program in their first semester in Nursing 120. This is not uncommon in nursing programs as students tend to have difficulty in their first semester. This is the semester where most of the nursing skills are taught as well as the nursing process. In addition student in Nursing 120 are also enrolled in Nursing Pharmacology. To help mitigate this, the nursing program has RN tutoring and open labs Mondays through Fridays for first semester students. During open lab students can practice their skills and review class content with the RN tutor. In addition, every effort is made by faculty to establish an early alert system. Any student who scores a 75% or less on any one exam must meet with the faculty to review their exam. In addition they must meet with the student success advisor for assistance with study skills etc.

Grade Distribution

The majority of students entering the nursing program receive an A or B in their courses. The first cohort to graduate with the multi-selection criteria was in fall 2012 and they received the highest percentage of A's to date. Nursing students tend to be "overachievers". They wait a long period of time to get in to the program and once they are admitted they work extremely hard to obtain good grades. In examining the grad distribution by course and faculty there are no apparent trends that are concerning.

Table 2.4.1 Summary of Grade Distribution



2.5 Describe strategies employed to ensure consistency in grading in multiple section courses and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught).

All assignments in the nursing program have grading rubrics. See **Appendix D** for sample rubrics. In addition if there is a student has failed an assignment, faculty will ask another faculty to provide their input on the graded assignment.

We do not have multiple section courses.

2.6 Discuss the multiple measures of evaluation your program uses to evaluate student learning and program outcomes.

The Nursing Program uses varied evaluation methodologies that are consistent with measurement of the course SLOs and PLOs. Achievement of the SLOs and PLOs has been an integral component of the curriculum. The evaluation process and continuous improvement process remains systematic, cyclical, and continuous.

The primary measures of evaluation in the curriculum include: faculty designed exams; student written evidence based assignments; class projects; student course and clinical evaluation tools which assess SLOs and clinical competencies, and standardized testing through Kaplan

Theory Grading

Tools used to evaluate student success toward achievement of the student learning outcomes include formative and summative instructor created exams deployed through the Blackboard site. All exams are computerized to allow the student to develop computer based testing skills in preparation for the NCLEX format of test delivery. Faculty utilize peer review in order to evaluate question structure, assure that different NCLEX questions styles are represented and make suggestions on the use of language to reduce cultural and language bias.

According to the Nursing Program grading policy, theory grades in the nursing courses are a composite of the evaluation methods used in the classroom to determine the progress of a student. As previously mentioned, students must *“achieve an average of 75 percent or better on all written work and examinations and achieve 75 percent or better on the major examinations as designated in each course syllabi; have satisfactory clinical performance, complete all non-graded assignments and pre-lab preparation and complete all required community service hours”* (pg. 30 Nursing Student Handbook {NSH}) to pass the class. Any student receiving less than 75% on any exam in the Nursing Program is required to review their exam with the instructor and meet with the SSA as part of the mandatory remediation. Goals are set with the student, instructor and SSA with defined timelines for accomplishment. Remediation can include referral to the skills lab, additional practice Kaplan examinations, campus referrals, and required tutoring. Should the student fail to complete the remediation plan, they would be subject to course failure.

Throughout the nursing program, psychomotor skills are validated for competency. These skills flow from the course outcomes and are generally measured by a student’s return demonstration of the skill. Validation of achievement of the competency occurs in the campus lab and the hospital setting. Validation of skill competencies and assessment of expected levels of achievement are course specific. Each course has identified skills assigned. Not all skills must be validated. However, students are held accountable for knowing the skill after having the skill has been demonstrated and practiced in class. A

rubric or guide from the fundamentals textbook of critical points is used to validate student competency and to maintain consistency among the evaluators. It is expected that when a skill is taught and competency is validated the student is responsible for keeping current on the procedure. The skills lab is open Monday through Thursdays until 4 pm. Mandatory skills practice occurs in fundamentals (Nursing 120) and any student throughout the curriculum can be referred to the lab to practice a skill with the RN tutors.

Technological resources and teaching/learning methodologies are used to meet student learning outcomes, course objectives/outcomes. Teaching methodologies that may be utilized are adapted to the specific learning experience and emphasize the collaborative learning process. An example of informal methods of classroom assessment of student learning includes the Classroom Response System (I-Clickers). I-Clickers have been incorporated in all courses in the nursing curriculum.

Clinical Evaluation and Grading

Weekly clinical evaluation forms are structured by student learning outcomes and are completed by the student and reviewed by clinical faculty. The first step of the clinical evaluation process involves a written self-assessment and summary by the student regarding progress in achievement of the course outcomes. The clinical professor in turn assesses the student, using the same rating scale and same criterion. Feedback from the faculty is provided to the student in a timely manner. A grade of "U" requires follow up with a remediation plan and timeline for completion. Students receive a copy of the weekly evaluation. An example of the first and second year Weekly Clinical Evaluation Forms can be found in **Appendix E**.

Students evaluate each course component (course and clinical) upon its completion and the information is sent to the lead course instructor, ADON and the Dean of Allied Health & Nursing for analysis and reporting. Faculty are responsible for reviewing the course evaluation report and providing a written plan of action for any evaluation item that is reported at or above 25% in neutral, disagree or strongly disagree.

Survey of the Graduate and Employer: Summative Evaluation

Program graduates and local employers are surveyed at six and twelve month intervals after graduation to determine the graduates' acquisition of the knowledge and skills necessary to assume an entry level nursing practice position, as defined by the program learning outcomes. Surveys are sent electronically to both alumni and employers and the responses are collated with aggregate results reported to the Dean of Allied Health & Nursing. Action plans are developed and implemented based on survey results and analysis. The overall Program evaluation that students complete at the end of their final semester is another example of a summative evaluation along with the survey of the graduate. NCLEX results are another example of summative evaluation that is reviewed by the faculty.

2.6 Describe and give rationale for any new courses or programs you are developing or have developed since the last program review.

At the present time the nursing program is not planning to offer any additional courses. The program units are limited by the BRN and the ACEN. However, the nursing program is considering a forensic nursing track. Students would complete the RN program and sit for licensure. After licensure they would take an additional 14 units of forensic course work. It is hope this would be a state chancellor's recognized certificate of proficiency. A certificate in forensic nursing will allow graduates to work in prisons, emergency rooms as subject experts in trauma cases, and provide a plethora of opportunities for graduates.

2.7 How are current issues (i.e. cultural and ethnic experiences from regional, national, or global perspectives) reflected in your curriculum?

The curriculum includes cultural, ethnic and socially diverse concepts that may also include experiences from regional, national or global perspectives. As a College and Nursing Program, we are committed to a climate for learning that considers diverse perspectives to be a powerful component in the education of every individual, valuing and accommodating both differences and commonalities. Our local community and college student body is comprised of a diverse cultural, ethnic and religious population. The nursing student population is equally diverse.

The Grossmont College Associate Degree Nursing Program supports diversity by acknowledging different cultures in and around our community, as well as worldwide. We promote learning about other cultures to provide for the best outcomes of the patients served in this community. We encourage students to share their customs and beliefs with the faculty, staff and other students within the Nursing Program and beyond. The faculty embraces diversity of thought and culture, intellectual freedom, equal opportunity, and prepares students to contribute to a changing and diverse society.

The faculty and the campus California Nursing Students' Association presents a bi-annual Cultural Diversity Event. The guest speakers represent cultural, ethnic, the underserved, and/or religious groups and speak on their beliefs and practices in both the community at large and their relation to their interaction with the medical and nursing community. The presentation is followed by a dinner that is presented by the Grossmont College Culinary Arts program. A faculty member applied for a grant to develop and present this program. The first event was successful with excellent evaluations so it is now in its third year and expected to continue as a bi-annual event. The public and individuals in the surrounding medical community are invited to attend this event.

In academic year 2011-2012 Grossmont College collaborated with other on-campus college departments and city wide colleges and universities in the Henrietta Lacks project. The book, *The Immortal Life of Henrietta Lacks*, was the basis for projects across campus and the county. The nursing students of Grossmont College wrote papers on ethics, racism, legal consent and developed

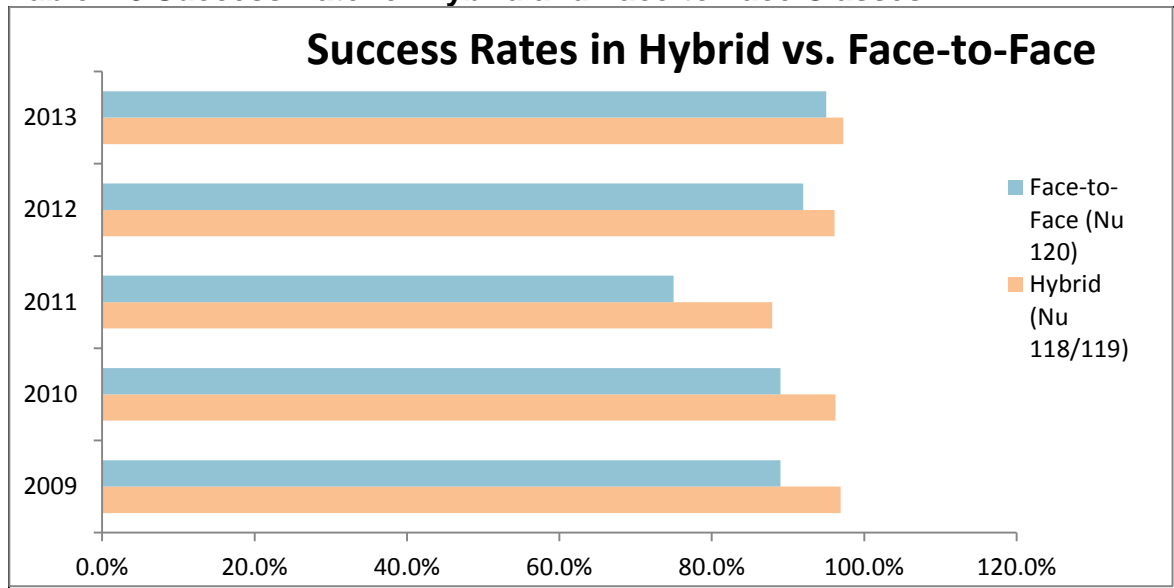
posters and other creative projects to display for the on campus Henrietta Lacks day. The one-book-one college read in 2012-2013 was the Emperor of all Maladies. The nursing program participated in this campus-wide event as well. In 2014-2015 the nursing students will be participating in the campus Water theme with a variety of assignments.

Cultural and societal issues are discussed from a regional, national and global perspective in the nursing curriculum. From a regional perspective, local issues such as obesity, diabetes mellitus, asthma, and substance abuse as noted by the Center for Disease Control (CDC) prevalence and chronic disease indicators are addressed. Clinical opportunities related to these topics occur in the acute care environments. The national perspective is addressed through the National Patient Safety Goals and is incorporated in all nursing classes. The influences of Healthy People 2012 and QSEN have also been incorporated into the curriculum to reflect a national viewpoint in health and educational trends. The global perspective is addressed by emergency preparedness and bioterrorism in Nursing 230. The faculty believes providing a regional, national, and global perspective in the curriculum provides the student with a broader understanding of health issues faced by patients today. One full-time faculty member travels to third world countries in the summer to provide health care services and shares the experience with all students.

2.8 If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face-to-face sections. Is there anything in the data that would prompt your department to make changes? (Please see Bonnie Ripley if you need help on finding the applicable data.)

In April 2007, Nursing 118 and 119 (Nursing Pharmacology I & II) were approved as hybrid courses. At this time there was a push from the BRN to place more courses as hybrid courses. Anecdotally there was a sense that students in the hybrid course were not as successful. In 2007 the program began tracking data. A variance report was created for all course failures or withdrawals and the reason was listed. The table below indicates the percentage of students who are successful in hybrid versus face-to-face classes in the nursing program.

Table 2.8 Success Rate for Hybrid and Face-to Face Classes



As is illustrated in the comparison of Nursing 118 & 119 (Nursing Pharmacology) to Nursing 120 (fundamentals of nursing) which is face-to-face, the hybrid course has done better. These results do not take in to account the work load associated with Nursing 120. At the writing of this document Nursing 118 and 119 are the only hybrid courses we are offering. Nursing 235, Preceptored Patient Care Management will be offered as a hybrid in spring 2015.

What is known is that the Nursing Pharmacology classes take a considerable amount of support as a hybrid class. Face-to-face tutoring is available weekly along with online discussions.

2.9 *Discuss what your program is doing to facilitate pathways for high schools students interested in nursing.*

The nursing program has been involved with the Health and Science Pipeline Initiative (HASPI) program for a number of years. The program faculty have meet with the high school science teachers to discuss the necessary science curriculum to prepared students to enter the nursing program. The nursing program has high school tours twice a year and does a “hands on” simulation to engage students interested in nursing.

For the past several year the nursing program has selected a high school student interested in nursing and allowed that student to shadow a nursing faculty in the hospital setting, simulation lab and lecture. This has provided the high school student with insight as to the role of the student, Registered Nurse, and faculty member. This spring one of the students in this program will be admitted to the nursing program.

The nursing program has also participated in high school outreach events. The nursing program participates in approximately nine (9) events annually to

promote the program. In addition, the nursing student success advisor provides monthly overviews to the public regarding the requirements of the nursing program and the role of the Registered Nurse.

2.10 Consult with the articulation officer and review both ASSIST.org and the Grossmont College articulation website. Please identify if there are any areas of concern or additional needs your department has about articulation with four-year institutions. Please describe how the program ensures that articulations with key four-year universities are current.

The nursing program has articulation agreements with San Diego State University, University of San Diego, Grand Canyon University and Point Loma University. Currently the Nursing Program is in the process of developing a memorandum of understanding (MOU) with Point Loma University. In this agreement the nursing students can dual enroll in Grossmont and Point Loma. All of the Grossmont College units will transfer to Point Loma. Students will need an additional 36 upper division nursing units. They will receive credit for passing their NCLEX and complete their bachelor's in Nursing in 15 months. The total cost of the program including books will be \$16,200. Point Loma will provide a resource person on our campus Monday-Friday. Classes will be held on the Grossmont campus one night a week. This is an excellent opportunity for both current and former nursing graduates.

OUTCOME ASSESSMENT

3.1 What is working well in your current SLO assessment process, and how do you know? What needs improvement and why?

The nursing program has been responsible for assessing SLOS since its inception. The BRN and ACEN require programs of nursing to track student learning outcomes and overall program outcomes. The nursing program is unique in that they have leveled their SLOs which are tied to the program philosophy and curriculum framework which supports a curriculum that progresses from simple to complex. The SLOs are reflected in the clinical evaluation tool and class objectives and multiple measures of evaluating student success are in place.

The nursing program evaluates their SLOs in fall for first year nursing students and every spring for second year students. Benchmarks are assessed and changed as necessary. In August 2014 faculty had a lengthy discussion of the benchmarks or expected levels of achievement and a decision to maintain the benchmarks as is and continue to trend data. The faculty view these benchmarks as realistic and reasonable. The nursing program will continue to evaluate their SLOs and PLOs annually.

3.2 **Discuss performance on licensure exam, program completion, job placement and program satisfaction.**

Table 3.2 RN and LVN-RN NCLEX Pass rates by Cohort

Graduation Year	Semester	ADN NCLEX Pass Rate by Cohort
2009	Spring	89%
2009	Fall	95%
2010	Spring	93%
2010	Fall	93%
2011	Spring	100%
2011	Fall	100%
2012	Spring	91%
2012	Fall	100%
2013	Spring	100%

Graduation Year	Semester	LVN-RN NCLEX Pass Rate by Cohort
2008	Spring	88%
2009	Spring	83%
2010	Spring	95%
2011	Spring	94%
2012	Spring	91%

As part of the Program's on-going assessment, nursing faculty review NCLEX scores each quarter they are sent from the BRN. The tables above indicate pass rates for first time takers in both the two-year ADN and LVN-RN Transition Programs. In 2012 the national mean NCLEX pass rate was 88.67%. The State mean is 87%. Throughout the last four years the Grossmont College Nursing Two Year ADN Program has exceeded both the national mean and the State pass rates on NCLEX. In 2009, the LVN-RN Transition program fell below the 88.67% national average. However, the LVN-RN Transition program has demonstrated steady improvement in their NCLEX scores as a result of the implementation of Kaplan Testing, vigorous remediation plans for students in jeopardy, and input and counseling by the SSA.

Table 3.3 Grossmont College Overall NCLEX Pass Rates from BRN Website

Graduation Year	Number of Test Takers	Overall Pass Rates
2009/2010	141	89.36%
2010/2011	103	92.23%
2011/2012	59	96.61%

2012/2013	36	95.77%
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Attrition Rates

Due to a significant increase in program attrition, as previously mentioned, in spring 2011 the State Chancellor's multi-selection criteria was implemented. As a result the graduation rates and program completion rates have increased from 54% to 90% in 2012 with excellent NCLEX pass rates. However since that time attrition continues to rise. Presently the graduate rate is 78%. Activity plans to address the attrition rate are currently underway with the goal of no more than 20% attrition as set by the BRN. Within Region 10 Nursing Program's attrition rate is comparable and less than Palomar's nursing program.

Table 3.4 Attrition Rates by Cohort

2 Year ADN 1st semester	Graduation Date	Original cohort	Number of Graduates	Percent Graduates	Attrition Rate
2009sp	2010 fa	40	28	70%	30%
2009fa	2011 sp	40	27	68%	32%
2010sp	2011 fa	40	26	65%	35%
2010fa	2012 sp	40	22	55%	45%
2011sp	2012 fa	40	36	90%	10%
2011fa	2013 sp	40	29	73%	27%
2012sp	2013 fa	40	30	75%	25%
2012 fa	2014 sp	40	31	78%	22%
LVN to RN Entrance Date	Graduation Date	Original cohort	Number of Graduates	Percent Graduates	
2009sp	2010sp	30	22	73%	27%
2010sp	2011sp	30	17	57%	43%
2011sp	2012sp	24	13	54%	46%
2012sp	2013sp (last cohort)	9	6	67%	33%

Job Placement Rates

Job placement rates are based upon self-reporting from the survey of the graduate and periodic updates sent to graduates requesting them to updating their job status. Historically students have received a job within three months of graduating.

With the present state of the economy nationwide and in particular in California, students have reported it is taking an average of 9-12 months to obtain a registered nursing position. **Table 3.5** provides job placement rates.

Table 3.5 Job Placement Rates

Graduation Year 2 year ADN	Number of Graduates	Percentage Hired	Percent Unknown
Fall 2009	37	86%	14%
Spring 2010	31	97%	3%
Fall 2010	28	96%	4%
Spring 2011	27	92%	33%
Fall 2011	26	100%	4%
Spring 2012	22	91%	9%
Fall 2012	36	92%	8%
Spring 2013	35	77%	23%
Fall 2013	30	77%	23%
Spring 2014	29	52% (just graduated)	48%

Graduation Year LVN-RN Transition	Number of Graduates	Percentage Hired	Percent Unknown
Spring 2010	22	73%	27%
Spring 2011	17	65%	35%
Spring 2012	13	62%	38%
Fall 2012	36	67%	33%

Program Satisfaction Survey

The Program satisfaction survey is conducted during the last week of the final semester in the Nursing Program. The Program satisfaction questions were also changed in fall 2010 to add questions regarding the simulation experience students have as part of their clinical experience. In addition, questions regarding the student working during school and the number of hours they work were added. These questions provide the Program with information regarding the ability to work and complete the Nursing Program. The number one reason students tend not

progress in the program is due to excessive work hours. See **Appendix for F** copy of the Program Evaluation.

The Program satisfaction survey is based on a Likert satisfaction scale as follows: Very Satisfied=5, Satisfied=4, Neutral=3, Very Dissatisfied=2 and Very Dissatisfied=1. The percentage reported are those students reporting satisfied or very satisfied. The result of the Program satisfaction survey has exceeded the expected level of achievement of 85% of the students will be satisfied with the Program. In terms of clinical hours and clinical experiences, 5.2% of the LVN-RN students were dissatisfied with the clinical hours and clinical experience. However after reviewing the student comments, there were no particular comments reflecting this concern. At times, in the specialty areas such as neurological nursing, it is difficult to find patients in the clinical setting with neurological problems. The Nursing Program continues to make assignments that are appropriate and if not possible, case studies and simulation are used to illustrate the concepts.

In spring 2011, 2%, or one student, disagreed with the level of preparation being sufficient to assume a graduate nurse position and 4.44% (2 people) were neutral on this question. Three people or 6.67% of students surveyed reported human patient simulation experiences did not prepare them to provide better patient care.

Alumni & Employer Surveys

SLOS and PLOS were updated in fall 2010 along with the graduate and employer surveys. The questions on the alumni and employer survey address the program outcomes and essential skills for an entry level registered nurse. All graduate survey results are tabulated on a five point Likert scale. 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree and 0=not applicable.

Actions

In spring 2010, only 79% of the graduates (alumni) surveyed believed they learned sufficient organizational and time management skills (excluding the neutral response). After discussion with faculty and students, faculty has agreed to assign one to two patients in the first semester, two to three patients in second and third semesters, and three patients in the fourth semester when possible. In addition, faculty provides the students with examples of a one-page organizational tool designed to assist students in organizing and planning their care.

Alumni are surveyed at 6 and 12 months regarding the program outcomes. The results are as follows:

Table 3.5.1 Alumni Survey and Results from Fall 2010-Spring 2012

<i>SLO#1 Knowledge gained from the program utilizing biopsychosocial theories and concepts were sufficient for entry-level practice.</i>			
Cohort	Agree/Strongly	Neutral	Disagree/

	Agree		Strongly Disagree
2010 fa	91.66%	0%	8.34% (2 students)
2011 sp	95.24%	0%	4.76% (1 student)
2011 fa	100%	0%	0%
2012 sp	91.66%	8.33% (1 student)	0%
2012 fa	100%	0%	0%

SLO# 2 Knowledge gained in the roles of Provider of Care, Manager of Care, and Member within a discipline was sufficient in preparing me for an entry into the role of the professional nurse.

Cohort	Agree/Strongly Agree	Neutral	Disagree/ Strongly Disagree
2010fa	91.66%	0%	8.34% (2 students)
2011sp	95.24%	0%	4.76% (1 student)
2011fa	100%	0%	0%
2012sp	91.67%	8.33% (1 student)	0%
2012fa	88.89%	11.11%	0%

Patient/client care/ job skills learned during the program were sufficient for entry-level practice.

Cohort	Agree/Strongly Agree	Neutral	Disagree/ Strongly Disagree
2010fa	91.66%	0%	8.34% (2 students)
2011sp	95.24%	0%	4.76% (1 student)
2011fa	100%	0%	0%
2012sp	91.66%	8.33% (1 student)	0%
2012fa	88.89%	11.11%	0%

Organizational and time management skills learned during the program were sufficient for entry-level practice.			
Cohort	Agree/Strongly Agree	Neutral	Disagree/ Strongly Disagree
2010fa	87.50%	4.17% (1 student)	8.34% (2 students)
2011sp	85.72%	0%	14.28% (3 students)
2011fa	100%	0%	0%
2012sp	83.33%	16.67%	0%
2012fa	77.77%	22.22%	0%
SLO# 3 Communication skills learned during the program were sufficient to effectively interact with patients, families and members of the interdisciplinary team.			
Cohort	Agree/Strongly Agree	Neutral	Disagree/ Strongly Disagree
2010fa	95.84%	0%	4.17%
2011sp	95.24%	0%	4.76%
2011fa	100%	0%	0%
2012sp	91.67%	8.33% (1 student)	0%
2012fa	88.88%	11.11%	0%
SLO# 4 Problem solving/critical thinking skills learned during the program in utilizing the nursing process and informatics were sufficient for entry-level practice.			
Cohort	Agree/Strongly Agree	Neutral	Disagree/ Strongly Disagree
2010fa	91.66%	0%	8.34% (2 students)
2011sp	95.24%	0%	4.76% (1 student)
2011fa	100%	0%	0%

2012sp	91.66%	8.33% (1 student)	0%
2012fa	100%	0%	0%
<i>SLO# 5 Demonstrates the importance of evidence based research to provide quality patient care.</i>			
Cohort	Agree/Strongly Agree	Neutral	Disagree/ Strongly Disagree
2010fa	95.83%	0%	4.17% (1 student)
2011sp	90.47%	0%	9.52% (2 students)
2011fa	100%	0%	0%
2012sp	91.66%	8.33% (1 student)	0%
2012 fa	77.78%	22.22%	0%
<i>SLO#6 Knowledge gained in the nursing program prepared me for the legal and ethical requirements of the professional nursing role.</i>			
Cohort	Agree/Strongly Agree	Neutral	Disagree/ Strongly Disagree
2010fa	91.67%	4.17% (1 student)	4.17% (1 student)
2011sp	85.72%	9.52% (2 students)	4.76% (1 student)
2011fa	100%	0%	0%
2012sp	91.66%	8.33%	0%
2012 fa	100%	0%	0%
<i>SLO# 7 Is committed to life-long learning.</i>			
Cohort	Agree/Strongly Agree	Disagree/ Strongly	

		Disagree
2010fa	95.83%	4.17% (1 student)
2011sp	95.24%	4.76% (1 student)
2011fa	100%	0%
2012sp	100%	0%
2012 fa	100%	0%

Employer Surveys

Employer feedback on Grossmont College graduates performance in the role of a Registered Nurse has been very good. Of those who responded, employers overwhelmingly state the graduate has sufficient knowledge utilizing biopsychosocial theories and concepts in the performance as an entry-level RN and the graduate provides quality patient care. The expected level of achievement was 85% of alumni and employers would be satisfied or very satisfied with the performance on the new graduate RN. 96.7%-100% of employers surveyed over the last 4 years have been satisfied.

Despite sending the employer surveys electronically and the Program reinforcing the importance of returning the survey in the annual advisory meetings, responses are less than acceptable. Reminders to hospital administrators have been sent on a regular basis. The Dean of Allied Health & Nursing has called and emailed the survey link to the Chief Nursing Officers to reinforce the need to complete the survey with their nurse managers. Improvement in the response rate is an area for program improvement. The Dean will continue to reinforce the importance of feedback from employers during clinical site visits each semester.

3.4 How has the SLO process affected teaching and learning in your department?

The nursing program has developed systems for continuous improvement. Teaching and learning is at the heart of what the faculty does. Learning is at the center of the conceptual framework for the nursing curriculum. The nursing program has been tracking student learning and program outcomes long before the required college implementation. With the tracking of outcomes, teaching strategies have evolved over time as part of the continuous improvement process. The implementation of case students, group work, kinesthetic learning methods, simulation, standardized patients, and "I" clickers are used to teach students to apply concepts. Memorizing course content is not effective as students are tested on their ability to apply concepts. The SLOs and PLOs drive the curriculum. Thus, teaching and learning actives are designed around the achievement of SLOs and PLOS. Review of SLOs and PLOs are designed to assist faculty in course and program improvement. At the end of each semester during the nursing faculty

meeting SLOs and PLOs are discussed, benchmarks are reviewed, and changes to the curriculum occur. With healthcare changing so rapidly faculty updates their materials prior to each semester.

STUDENT ACCESS

4.1 Discuss your admission criteria for your program. Based on your admission criteria is there any disproportionate impact on special populations. If so what have you done to address this?

**CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGE IN COORDINATION WITH
NURSING ADVISORY COMMITTEE (3 CNAC)**

CRITERIA	POSSIBLE POINTS FOR THE CATEGORY	EXAMPLE OF POSSIBLE POINT DISTRIBUTION
Academic degrees or diplomas, or relevant certificates held by an applicant. Documented relevant work or volunteer experience in Health care within the last 3 years. Minimum of 100 hours for volunteer experience.	15 points Maximum	Points awarded for the highest degree earned only. Points are awarded for degrees earned in the United States only. <ul style="list-style-type: none"> • BS/BA/MS/MA = 10 points • Associate Degree = 5 points Points are awarded for one certification only. <ul style="list-style-type: none"> • LVN = 5 points • Allied Health Certification = 5 points Points are awarded for work experience or volunteer experience. <ul style="list-style-type: none"> • Relevant work or volunteer experience = 5 points
Grade Point Average in relevant course work	45 points Maximum	Minimum 2.5 GPA in anatomy, physiology, and microbiology. <p style="margin-left: 40px;">GPA = 4.0 = 30 points GPA = 3.5 – 3.99 = 25 points GPA = 3.0 – 3.49 = 20 points GPA = 2.5 – 2.99 = 15 points</p> “Fixed Set” GPA (English, Intermediate Algebra, Psychology, Speech/Communication, Sociology) <p style="margin-left: 40px;">GPA= 4.0 = 15 points GPA = 3.5 – 3.99 = 13 points GPA = 3.0 – 3.49 = 11 points GPA = 2.5 – 2.99 = 9 points GPA = 2.0 – 2.49 = 7 points</p> See Equivalency Grid below for courses in the Nursing Major

<p>Life experience or special circumstances of an applicant, including but not necessarily limited to the following:</p> <ul style="list-style-type: none"> a. Veteran or active military status (including spouse) b. Disabilities c. Low Family Income d. First generation of family to attend college e. Need to Work during pre-requisites f. Disadvantages, social or educational environment g. Difficult personal and family situations or circumstances h. Refugee 	<p>5 points Maximum</p>	<p>Criteria/Application requirement</p> <ul style="list-style-type: none"> a. Copy of DD214 form for Veteran or Military ID. b. Copy of DSPS evaluation or letter from Physician documenting disability. c. Documented copy of eligibility of Financial Aid, Cal Works, BOGFW-B, Federal Pell Grant or EOPS. d. Written statement from applicant. e. Documentation from employer on company letterhead verifying dates of employment. f. Written statement from applicant. g. Written statement from applicant. Pertains to: single parent, deployed spouse, family caregiver, death of family member within 6 months, medical problems, or financial issues. h. Copy of card indicating refugee status. <p>(1 point maximum for each category)</p>
<p>Documented proficiency or advanced level of coursework in languages other than English. Credit for languages other than English shall be received for languages that are identified by the Chancellor's Office.</p>	<p>3 points Maximum</p>	<p>3 points total for the ability to communicate in a health care setting in one of the following; American Sign, Spanish, Tagalog, Arabic, Chinese, Farsi, Russian, Various languages of Indian Subcontinent and Southeast Asia.</p> <p>See Equivalency Grid below for Adv. Level Coursework in Language</p>
<p>Assessment/readiness test results-TEAS Unsuccessful 1st. test – applicants must wait 30 days to remediate, retest after 1 year from 1st TEAS score to receive points. To improve on the 1st score – applicants can retest after 3 years from the 1st test taken to receive points.</p>	<p>32 points Maximum</p>	<p>Composite score on 1st attempt of Test of Essential Academic Skills:</p> <ul style="list-style-type: none"> 91-100% = 32 points 86-90% = 27 points 81-85% = 24 points 76-80% = 21 points 70-75% = 18 points 62-69% = 15 points Less than 62% = 0

Every fall, the nursing program submits a report to the State Chancellor's office regarding disproportionate impact. To date there has been no disproportionate impact on students admitted to the nursing program with the State Chancellor's Selection

Criteria. The program continues to be diverse and the number of males reflects the national statistics of men in nursing. In addition the age of students entering the program has not changed. The average age of students entering the program is 25-35 years of age.

4.2 How does facility availability (including clinical sites) affect access to your program?

The nursing program has been very fortunate to provide instruction in an amazing facility. Six classrooms are available for nursing instruction. These classrooms are spacious, air-conditioned and are adequate to meet the classroom needs. All classrooms have the following technology: "smart" carts with computers allowing projection onto large screens for any type of audiovisual instructional aides, overhead digital projectors, document projectors/cameras, I-clicker base-stations, tables with laptop connections for each student, and Wi-Fi. Room 201 also has a document camera and video camera for the recording of classes so that students can download class presentations to their MP3 players.

Equipment

The mannequins and simulators are widely used throughout the Nursing Program to teach numerous nursing skills as well as to practice simulated nursing care scenarios. There are two high fidelity simulation labs for a total of 10 beds. All students float in to the simulation lab in each semester. The students participate in high risk low volume emergencies. The faculty coordinates with the Health Science Technicians for room scheduling and equipment setup.

Limitations of access:

While the campus facilities and equipment is more than sufficient, access to clinical sites is very limited. The nursing program is a member of the San Diego Nursing Consortium. They are responsible for the request and placement of nursing students in clinical sites. Over the past year there were more than 4,000 requests for nursing clinical placements. Hospitals are inundated with students Mondays through Sundays on both the day and night shifts. Due to the limitation of hospital and clinic sites, program growth is limited. Presently the nursing program admits 36 students in fall and spring.

In addition, the students entering the nursing program are required to have a criminal background check and drug screen. The BRN requires all prospective students with background questions to contact the program director prior to considering applying to the nursing program. If a student have a criminal history this may limit their ability to apply to the nursing program.

As previously mention admission to the nursing program is based upon the Multi Selection Criteria from the State Chancellor's office. Students wishing to apply to the program must have pre-requisites completed; have a solid grade point Average (GPA), and do well on the TEAS test. There are two application periods per year for the nursing program. Each application period differs with those students applying so the total

admission point range can be relatively high or lower than the previous cohort. Thus, there is no minimum number of total points to guarantee admission to the program.

4.6 Discuss program strategies and/or activities that have been, can be, or will be used to promote/publicize the courses/program.

As previously mentioned, the nursing program has monthly previews that are for the public. The nursing SSA conducts these meetings. Typically for each application period we have 200-350 applicants that apply to the program for a total of 72 seats. The program is well known in the community and well respected. Attracting applicants has not been an issue.

4.7 Explain the rationale for offering course sections that are historically under-enrolled. Discuss any strategies that were used to increase enrollment.

The nursing program is a cohort program. Due to program attrition there are times when classes contain less than 20 students. Because the nursing program is cohort based we make every effort to maximize our efficiency.

SECTION 5 - STUDENT SUCCESS

5.1 Discuss strategies your program has developed to promote student success.

Since 2009, the nursing program has supported a student success advisor (SSA) through grant funds. The role of the SSA is to:

- a. provide a risk assessment for every student entering the nursing program
- b. identify students "at risk" either from a low TEAS score or a high score on the lifestyle index
- c. provide counseling and refer to campus services as needed
- d. review study skills and note taking techniques
- e. develop a peer-to-peer mentoring program
- f. provide emotional support for students throughout their nursing program

Students identified as "high risk" due to a low TEAS score or excessive family and work obligations are following closely by faculty and the SSA. Should a student score a 75% or less on any exam they are required to meet with the faculty to review their exam and also meet with the SSA. The goal is early identification of students who might be struggling and provide them with an individualized remediation plan for success. Faculty has developed individualized academic and behavioral remediation plans for students. The nursing faculty is very committed to their student's success. They will take whatever time necessary to meet with students and provide "hands on" remediation. During the summer months, faculty will hold open lab for students to practice their nursing skills. Faculty tutor students after every class lecture. They make themselves available to the students above and beyond their assigned office hours in an effort to

support student success. Should a student not be successful in the nursing program they are required to have an exit interview with the ADON. An individualized plan for remediation prior to returning is completed with the student. Students may re-enter the program once unless there is a violation of professional conduct. Under that circumstance they are not allowed to return a second time.

5.2 Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects aimed at encouraging students to become actively engaged in the learning process inside and outside of the formal classroom.

Nursing faculty teach using innovative teaching strategies. Students are responsible for reading the material prior to class. Key elements from the reading are discussed and students are then often assigned to a case study approach, small group work or a simulated experience. Students are assigned an evidence based project in every class and are required to do class presentations. Students are actively engaged in the classroom and their learning. Simulation also plays a critical role in teaching and learning. All students in every course experience at least two days of simulated patient experiences. These methods of instruction promote learning for all types of learners.

Students are also required to complete 4-hours of community service each semester. The community service event has to be approved by the nursing faculty and at many of the events nursing faculty participate as well. Examples of community service events include: operation stand-down; kids fest at the Grossmont Healthcare District; blood pressure screening events; local health fairs to name a few. Community service provides students with the knowledge that once they become Registered Nurse, they are expected as part of the profession, to be involved in the community. The required community service is designed to meet the SLOs number 7 and PLO number 4.

5.3 Explain how the program collaborates with other campus programs (e.g. interdisciplinary course offerings, learning communities, community events, tournaments, competitions, and fairs) to enhance student learning inside and outside of the formal classroom.

The nursing program has developed an interdisciplinary advisory group. There are representatives from all of the allied health programs. The outcomes are to conduct and evaluate interdisciplinary simulated events so that all disciplines learn the role of each other and the value of teamwork. To date all programs have been involved in interdisciplinary education. The nursing students have taught the orthopedic tech students blood pressure taking. In addition the nursing students have served as patients for Occupational Therapy scenario based learning. The nursing students also presented a class on the management of patients with multiple tubes to the Occupational Therapy students. The respiratory therapy students have taught the nursing students on management of mechanical ventilation. Future plans include collaboration with the theater students for psychiatric mental health simulated experiences.

As previously mentioned nursing students participate in a multitude of community events. Students also participate in their own learning community. The program provides open labs with Registered Nursing present for tutoring and peer-to-peer mentoring. Students interact with the English writing center, health services, DSPPS and many other departments on campus.

The nursing program has a very active student nurses association who interfaces with ASGC. Club council meetings are attended by the officers of CNSA. Students participate in campus career and health fairs, blood drives and are an active member of the campus community.

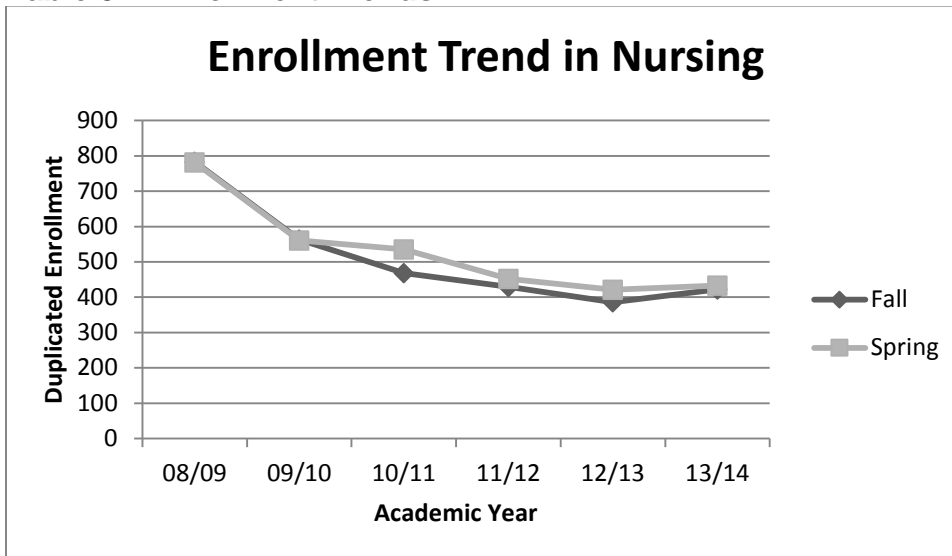
5.4 Based on an analysis of “Reports” data, discuss trends in success rates, enrollments and retention, and explain these trends (e.g. campus conditions, department practices). Provide examples of any changes you made to address these trends.

See question 2.4 for overall retention information. When analyzing the success rates, retention rates by ethnicity it is evident that from fall 2009 to date, the nursing program has made great strides in the success rates of all ethnicities and especially in African Americans and Hispanics. Overall retention rates are acceptable but work continues to be done to retain the nursing students. Success by gender illustrates that more females success than males but only 6.5%. The program is predominately female with and has approximately 16%-20% males. The largest success by age is 25-29 years of age. The least successful group by age is 50 plus however the number of students enrolled at this age is low.

To address retaining males in the Nursing Program, one of the male nursing faculty has started quarterly focus groups with the males in the nursing program. The goal is to first assess why they tend to be less successful and discuss strategies to promote success. There are two male faculty in the program that serve as role models for students. The focus groups will begin in fall 2014 and continue.

The success rates for all ethnicities have improved since fall 2009. The hiring of a student success advisor with grant funds has helped this effort. The nursing program continues to participate in outreach events for all groups.

Table 5.4 Enrollment Trends

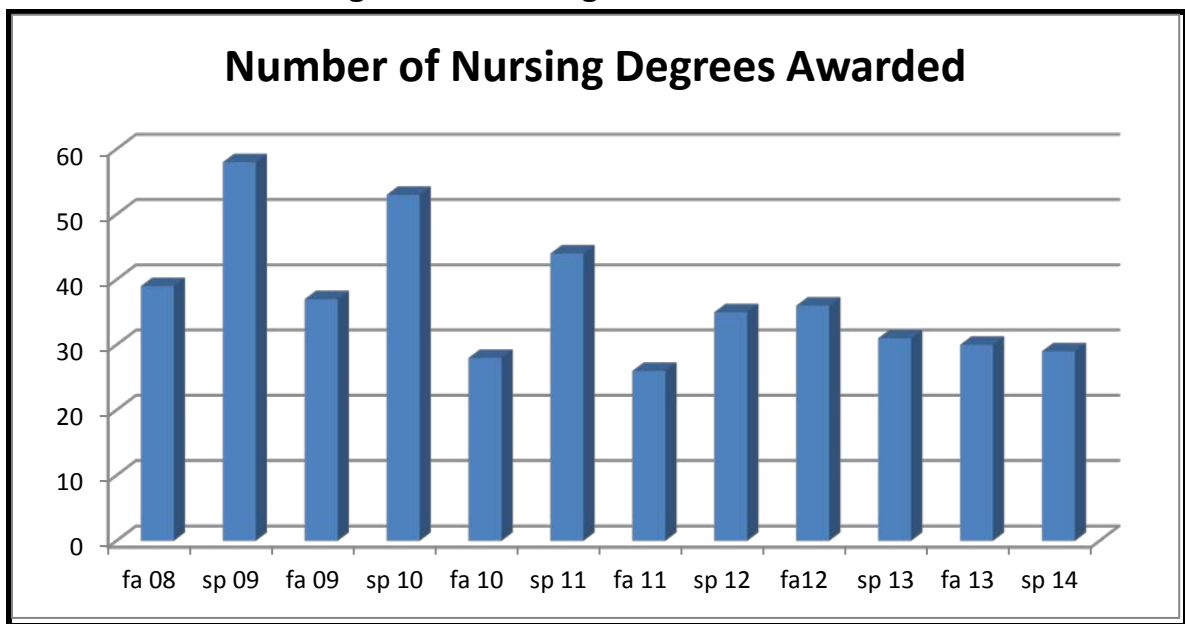


5.5 If state or federal licensing/registration examinations govern the program, please comment on student success.

See question 3.2 in the Section 3: Outcomes.

5.6 Degrees and Certificates: If the program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates.

Table 5.6 Number of Degrees in Nursing Awarded



The nursing program awards an Associate of Science in Nursing degree. In

spring 2009 enrollments were up due to the program receiving the Enrollment Growth grant from the State Chancellor's Office. At this time the program added 30 additional students for a maximum enrollment of 60 per year. During this time all schools of nursing were in a growth mode due to state-wide nursing shortages. The increase in enrollments from spring 2009 through spring 2011 continued due to the Enrollment Growth grant. In fall 2014 there was a reduction in the number of students that would continue to be funded through the Enrollment Growth grant. Presently the nursing program accepts 36 students in fall and spring.

When comparing the number of degree awarded with the number of students who graduated from the program (Table 3.4) in spring 2013, 35 graduated but only 31 completed the degree. In spring 2014, 31 graduated and 29 were awarded the degree. While every effort is made to encourage students to complete all the requirements for the associate degree some do not and therefore are licensed by the State of California as a non-degreed graduate. A non-degreed graduate cannot obtain a higher degree in nursing or practice out of the State of California.

5.7 Describe innovative pathways you have developed for students to pursue a higher degree in their major.

Students are strongly encouraged to continue their education in pursuit of a Bachelor's of Science in Nursing (BSN) or Masters of Science in Nursing (MSN). To assist the student at Grossmont College who wishes to progress to an upper division program, articulation agreements have been arranged by the College's Articulation Officer in the Counseling office between Grossmont College and four year colleges. Students are encouraged to only seek articulation with accredited schools of nursing. Both University of San Diego (USD) and San Diego State University (SDSU) offer advanced placement opportunities in the MSN programs for Grossmont College nursing graduates holding a Bachelor's degree in an unrelated discipline. Additionally, USD offers an ADN to MSN track in three years with an incidental BSN awarded en-route. SDSU School of Nursing and Grossmont College have developed a partnership and an agreement which will facilitate guaranteed admission of qualified Grossmont graduates to SDSU's BSN program. A Pathway for Grossmont College nursing students is currently on both the Program's website and SDSU nursing website. Many of the nursing students cross enroll at SDSU during their time in the nursing program. See question 2.10 for details regarding the MOU with Point Loma Nazarene University.

5.8 Describe activities your faculty has implemented to provide and maintain connections to primary, secondary and post-secondary schools.

The nursing program provides high school tours up to twice annually. During this time high schools students visit the nursing simulation lab where they are greeted by a nursing faculty member and the role of the nurse is discussed. In addition students are allowed to work with the mannequins. This is a very engaging activity for the high schools students and this activity is conducted in every allied health discipline.

As mentioned previously the School of Nursing has developed articulation agreements with secondary and post-secondary public and private schools in and out of California.

SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

- 6.1 Indicate how the program utilizes college support services (i.e. Learning and Technology Resources Center; learning assistance centers for English reading and writing, math, technology mall, and tutoring center; Instructional Media Services).**

LTRC: See question 6.4 below.

Tutoring

The nursing faculty refers students to the English writing center as needed. Students are required to write an evidence based research paper in each class. Students are required to conduct a literature review which involves the student being actively engage with the library. The nursing program uses the American Psychological Association (APA) format for paper writing as this is a requirement of local universities. Faculty teaches the students APA and provides students with APA resources. For the most part, faculty work individually with students for math issues as ratio and proportion is the most commonly used metrics for math in nursing.

Instructional Media

With the current technology in the classroom the nursing students use the Health Professions Computer lab when needed. The computer lab has 30 computers and a printer for the students to use. Student must pay for printed materials. All simulated experience and streaming videos can be accessed in the Health Professions Computer lab.

- 6.2 Analyze the results of the facility or resources survey- and describe student utilization and satisfaction with campus resources as it relates to your program (i.e. availability, usage etc).**

Table 6.1 Student Satisfied with Physical Facilities

Year	Library	Nursing Classrooms	Campus Restrooms	Nursing Faculty Office Space	Parking	Health Professions Computer Lab
2010 FA						
Satisfied	88%	100%	100%	96%	96%	100%
Neutral	0%	0%	0%	0%	0%	0%
Dissatisfied	12%	0%	0%	0%	4%	0%
Not Applicable	0%	0%	0%	4%	0%	0%
2011 SP						
Satisfied	91%	100%	100%	99%	76%	97%
Neutral	3%	0%	0%	0%	10%	3%
Dissatisfied	3%	0%	0%	0%	14%	0%
Not Applicable	3%	0%	0%	3%	0%	0%
2011 FA						
Satisfied	70%	100%	100%	92%	71%	92%
Neutral	21%	0%	0%	4%	17%	8%
Dissatisfied	0%	0%	0%	0%	13%	0%
Not Applicable	9%	0%	0%	4%	0%	0%
2012 SP						
Satisfied	90%	100%	100%	100%	76%	97%
Neutral	3%	0%	0%	0%	10%	3%
Dissatisfied	0%	0%	0%	0%	14%	0%
Not Applicable	7%	0%	0%	0%	0%	0%
2012FA						
Satisfied						
Neutral						
Dissatisfied						
Not Applicable						

Table 6.2 Student Satisfaction with Student Services Departments

Year	Satisfied	Unsatisfied	Not Applicable
2009sp			
Technology Mall	100%	0%	0%
DSP&S	93%	7%	0%
Counseling	93%	7%	0%
Health Services	100%	0%	0%
Testing and Assessment	89%	11%	0%
Financial Aid	78%	22%	0%
2009fa			
Technology Mall	97%	0%	3%
DSP&S	44%	0%	56%
Counseling	84%	9%	7%
Health Services	84%	9%	7%
Testing and Assessment	94%	0%	6%
Financial Aid	66%	9%	25%
2010sp			
Technology Mall	100%	0%	0%
DSP&S	64%	0%	36%
Counseling	90%	10%	0%
Health Services	100%	0%	0%
Testing and Assessment	88%	8%	4%
Financial Aid	74%	8%	18%
2010 fa			
Technology Mall	100%	0%	0%
DSP&S	20%	0%	20%
Counseling	80%	20%	0%
Health Services	96%	4%	0%
Testing and Assessment	80%	0%	20%
Financial Aid	64%	20%	16%
2011sp -data gap (software problem)			
Technology Mall			
DSP&S			
Counseling			
Health Services			
Testing and Assessment			
Financial Aid			

Year	Very Satisfied/ Satisfied	Neutral	Dissatisfied	Not Applicable
2011fa				
Technology Mall	75.0%	20.83%	0%	4.17%
DSP&S	29.17%	29.17%	0%	41.67%
Counseling	58.33%	29.17%	8.33%	4.17%
Health Services	75.0%	12.5%	12.5%	0%
Testing and Assessment	62.50%	16.67%	4.17%	16.67%
Financial Aid	45.83%	25.0%	16.67%	12.5%
2012sp				
Technology Mall	86.21%	6.9%	0%	6.9%
DSP&S	34.48%	20.69%	0%	44.83%
Counseling	68.96%	13.79%	13.79%	3.45%
Health Services	93.11%	6.9%	0%	0%
Testing and Assessment	75.87%	17.24%	0%	6.9%
Financial Aid	55.17%	13.79%	13.8%	17.24%
2012fa				
Technology Mall	94.29%	5.71%	0%	0%
DSP&S	57.15%	5.71%	2.86%	34.29%
Counseling	85.71%	8.57%	5.71%	0%
Health Services	91.43%	2.86%	5.71%	0%
Testing and Assessment	85.71%	11.43%	0%	2.86%
Financial Aid	77.14%	8.57%	5.71%	8.57%
2013 sp				
Technology Mall	67.74%	9.68%	0%	22.58%
DSP&S	22.58%	19.35%	0%	58.06%
Counseling	48.38%	25.81%	12.9%	12.9%
Health Services	54.84%	25.81%	3.23%	16.13%
Testing and Assessment	77.42%	12.9%	0%	9.68%
Financial Aid	45.16%	16.13%	19.35%	19.35%
2013fa				
Technology Mall	96.77%	0%	0%	3.23%
DSP&S	41.94%	6.45%	0%	51.61%
Counseling	67.74%	16.13%	9.68%	6.45%
Health Services	87.1%	6.45%	3.23%	3.23%
Testing and Assessment	80.64%	3.23%	0%	16.13%
Financial Aid	45.16%	19.35%	22.58%	12.9%
2014sp				
Technology Mall	57.69%	26.92%	0%	15.38%
DSP&S	30.77%	15.38%	0%	53.85%
Counseling	50.0%	15.38%	30.77%	3.85%

Health Services	73.08%	3.85%	3.85%	19.23%
Testing and Assessment	73.08%	7.69%	0%	19.23%
Financial Aid	46.15%	19.23%	23.08%	11.54%

6.3 Describe some of the activities for which your department has used the Institutional Research Office or other data sources.

The nursing department tracks its own data as required by the accrediting bodies.

6.4 Working with your library liaison evaluate and provide a summary of the current status of library resources (i.e. books, periodicals, video, and databases) related to the program.

Number of textbooks: 365

e-textbooks: Ebsco: 375 (searched db "Ebsco E-books" by subject: nursing)

Springer: 119

Ebrary: 37

Periodicals: 356

Videos: 300 streaming video updated annually and a in perpetuity

Databases:

Nursing Education in Video (Medcom)

An online collection of videos created specifically for the education and training of nurses, nursing assistants, and other healthcare workers. (298 right now)

CINAHL

EBSCO Multimedia Collections

EBSCO has several image and video collections, including the Medical Video & Animation Collection and Medical Image Collection. (I couldn't find any medical videos)

INTELECOM

Provides short (3-5 min.) video clips from a variety of academic disciplines, including Allied Health.

Films on Demand: Master Academic Collection

Thousands of streaming videos are available from many different academic disciplines, including over 2000 videos related to Health & Medicine (*Health and Medicine* is the name of one of their collections.)

3 C Media Solutions: [FACULTY ONLY] Has over 5,000 close-captioned professionally produced videos. Also allows faculty to upload and store their own digital files.

In 2009, the nursing program requested \$14,000 through the college activity proposals to improve the library holdings based on the 2008 recommendation by the ACEN to improve the library holdings. The nursing department was one of 14 proposals funded by the College. The Nursing Department's Library and Media committee was assigned the responsibilities of 1) identifying the titles for the upgrade and 2) removing nursing

texts older than 5 years old from the current library holdings. The Committee worked with the Librarian who is the liaison to the Nursing Department and the Senior Acquisitions Technician on this project. Based on nursing faculty input, certain nursing texts were retained due to their historical significance. Many titles were deleted from the library holdings.

The titles for the new books and e-books were selected using a number of sources, including: nursing faculty requests; the *American Journal of Nursing* "Books of the Year" lists; and Doody's Lists of Essential Books. To properly represent the depth of nursing, the Committee found titles in a variety of categories from clinical practice and nursing education. A few of the categories were: Geriatrics, Pharmacology, Transcultural Care, Patient Education, and Nursing Education. Publications from nursing organizations, such as the National League for Nursing and the Critical Care Nursing Association, were also chosen. The Library and Instructional Resources Committee also met with a librarian from San Diego State University who provided many ideas for nursing book selection.

A total of 151 books and e-books were purchased. Approximately \$11,170 was used for the titles, with the remaining monies used for shipping, taxes, bindery, etc. As of July, 2012, all newly purchased books and e-books are currently available through the library.

The library staff and the Nursing Department's Library and Instructional Resource Committee continue to identify and purchase e-Books when they become available.

Finally, the library acquired an annual subscription to the online nursing journal, *Evidence Based Nursing*. Other nursing journals can be accessed through a number of online nursing and medical-related databases, including CINAHL Plus with Full Text.

Acquisition of Teaching Videos and Video Streaming

Through the use of Carl Perkin's funds, \$40,000 was used to purchase "Nursing Education in Video" as a one-time purchase of perpetual rights, including access to all new video content in perpetuity. The titles are updated every 6-12 months. MEDCOM produces the videos with online access through alexanderstreet.com. New titles are added on a regular basis. As of the writing of this document, the current number of full length videos is 300.

All Medcom titles are regularly reviewed by the Nursing Library and Instructional Resources Committee for accuracy and updated to reflect the most current, best-practice standards from healthcare professional organizations, such as the Joint Commission and the AORN, and compliance with federal regulations from agencies such as OSHA and CMS.

The instructional Librarian & Faculty, Ms. Roxanne BenVau worked closely with the Nursing Library and Instructional Committee to purchase and orient the nursing faculty to the new videos.

Ms. BenVau was instrumental in receiving the first ever administrative approval and purchase of video streaming services. By video streaming students and faculty have access to the entire Medcom video library on a 24/7 basis through the internet. The ease of access will hopefully promote greater adherence to assigned viewing requirements in the nursing courses. Previously, students were required to go to the media desk in the Learning Resource Center in order to view any audiovisual programs. This situation was very inconvenient to our commuting students. There was very limited video streaming through the internet. Students can now access these nursing videos 24/7 in several convenient ways:

- through the library's website [<http://www.grossmont.edu/library/nursing.asp#video>],
- through the prompts on the Nursing Department's own website ["Current Students" then "Learning Resources in the LRC"], or
- as a URL inserted into the instructor's BlackBoard course. See **Exhibit** ["MEDCOM-Nursing-Videos-Handout.pdf"] for a discussion of insertion URLs into BlackBoard.

In Fall Semester 2012, the library added *The Grossmont Gateway to Research* search engine. *The Grossmont Gateway to Research* allows students, faculty and staff to search almost all of the library's materials (books, articles, etc.) at a single search window. [<http://www.grossmont.edu/library/default.asp>]

CINAHL Database Tutorial

In 2010, a Grossmont College library volunteer developed an online CINAHL tutorial. The PowerPoint presentation contains basic information on how to do a CINAHL search with an emphasis on nursing topics. The last few slides of the tutorial include a quiz for students to take. Students can print out their results at the end of the quiz to turn in to an instructor.

Students can access the CINAHL tutorial directly on the Library Online Tutorial web page: <http://www.grossmont.edu/library/CINAHL%20Tutorial/cinahl11andquiz.htm> . Students can also go to the library home page (<http://www.grossmont.edu/>) and click on "online tutorial" and then the first link they encounter. The tutorial can also be accessed through the Nursing Department website under "Current Students."

A Library "Nursing Resources Library Page" was developed in 2010 by a library intern created an extensive "Nursing Resources Library Page" <http://www.grossmont.edu/library/nursing.asp>. This web page connects the student to nursing-specific library holdings and services. This URL has been added to the Nursing Department's website under "Current Students."

6.5 How does the program work with the various student support services (i.e. Counseling, EOPS, DSPS) to help students gain access to courses, develop student education plans, make career decisions and improve academic success? How does your program communicate specific and current information that can be used by those student service groups?

All nursing majors are required to meet with a counselor. At this time the goldenrod nursing education plan is provided to the student. See **Appendix H** for the educational plan. The education plan provides the students with all the courses and sequencing of the courses for the nursing major. In addition, the nursing website lists the course sequences. The Dean of Allied Health & Nursing meets with the counselors at Grossmont once a semester and with the Cuyamaca counselors each yearly to provide updates on the Nursing Program.

The nursing program serves students that may have a disability. The department works closely with DSPS and in 2012 developed an Essential Functions or Essential Skills for the Nursing Student which was approved at the State level. Students with a learning disability that need time and one half and a distraction free environment are provided those accommodations. The Dean of Allied Health & Nursing and DSPS work closely together and should an unusual accommodation be requested, faculty and the Dean readily communicate regarding the accommodation. In 2012 the Dean of Allied Health & Nursing had DSPS present information on accommodations at the Division meeting.

The nursing program communicates the requirements of the program through counseling, the goldenrod educational plan, and on the nursing website. The nursing department secretary fielding calls all day regarding the program requirements.

6.6 Describe how the department uses available technology to enhance teaching and learning and to communicate with students? How do students respond to the use of technology?

As previously mentioned all full time faculty have IPADS 2s for classroom and clinical teaching. Apple applications and 3D pictures are excellent for classroom instruction especially when discussing pathophysiology. All faculty use the course management system Blackboard. Faculty communicates to all students through Blackboard. As previously mentioned, all exams are done on computers through Blackboard. On line examinations prepares students for their National Licensure exam which is on a computer.

The tables in the nursing classroom all have the ability to plug in an electronic device. There is Wi-Fi in each classroom. The majority of nursing student bring a computer to class for note taking. The nursing students are all actively engaged in the use of technology. With the high fidelity simulations labs, electronic medical records and electronic medication dispensing system in the lab, students are exposed to a lot of technology on a weekly basis. This ultimately prepares them for the technology they are required to use in clinical practice.

6.7 Identify and explain additional technological resources that could further enhance student learning. The nursing program has the capability of live streaming of lectures through the purchase of NCAST. However the program is waiting for access through Instructional Services. In addition the program has requested through IS a mechanism to provide students with the files from lecture so that they can be downloaded on their mobile devices. A request has also been made for IPAD TV or a similar device that allows faculty to be mobile during the classroom during lecture. IS is

aware of the request and is in the process of accommodating these requests.

6.8 Comment on the adequacy of facilities that your department uses. (e.g., does the room size and configuration suit the teaching strategies?)

The Nursing Program is located in Building 34, the Health and Science Complex which opened in 2010. This building contains 52,000 square feet. Of the 52,000 square feet, 10,597 square feet is dedicated to the nursing program. The nursing rooms are contained on the second floor of this building. This building is shared with four other Health Professions Programs. These include: Cardiovascular Technology, Respiratory Therapy, Occupational Therapy Assistant, and Orthopedic Technology. Each program has dedicated classroom space.

Six classrooms are available for nursing classes. These classrooms are spacious, air-conditioned and are adequate to meet the classroom needs. As previously mentioned, all classrooms have the following technology: "smart" carts with computers allowing projection onto large screens of any type of audiovisual instructional aides, overhead projectors, elmo projectors, I-clicker connections, tables with laptop connections for each student, and Wi-Fi. Room 34-201 also has a document camera and video camera for the recording of classes so that students can download those classes to their MP3 players.

There is a 10 bed fundamentals lab (Room 213) which is used for first semester skills lab. There are document cameras placed strategically in the classroom and microphones above each bed for digital recording of students performing nursing skills. There is a 4 bed intensive care unit with high fidelity mannequins and a digital recording system. In room 202 there is a 6 bed simulation lab with a control room. There is phone in the control room where faculty is present to run the clinical scenario. Students are required to call the physician and simulate the clinical experience. The facilities are fabulous and all labs are designed after hospital rooms.

SECTION 7 - COMMUNITY OUTREACH AND RESPONSE

7.1 How does your program interact with the community (locally, statewide and/or nationally)? Describe activities.

The nursing program is actively engaged in the community. The students and faculty all participate in community events. As previously discussed these include veteran events like operation stand-down, health fairs on campus and in the community; outreach events to local high schools, career advancement outreach at local hospital to name a few.

Every fall the nursing program conducts its own transfer fair and invites all public and private universities to attend and talk about their programs. In addition in spring the nursing program conducts an on campus job fair. Local hospitals and long term care facilities attend campus to discuss possible job openings.

The Dean of Allied Health & Nursing and program director is very active at the State level. She sits California Community College Nursing Advisory Committee, which is a State Chancellor's subcommittee. She is the representative for all of Region 10 ADN programs. In addition she has been very active at the State level with SB 850. She has testified before the Committee on Higher Education twice. The bill was signed into legislation to commence in January 2015.

The nursing program is accredited nationally with the ACEN. In October of 2013 the program received an 8-year accreditation which is the maximum number of years available in nursing.

Advisory Committee Recommendations

Some disciplines are required to have advisory committees. Answer this question if this is applicable to your program. In **Appendix I**, please list the organizations represented on the Advisory Committee and include samples of the meeting minutes.

7.2 If appropriate, summarize the principal recommendations of the program advisory committee since the last program review. Describe how the program has responded to these recommendations. Include the date of last meeting and frequency of meetings. List organizations represented.

The nursing program has an annual advisory meeting every spring. The following is a summary of the recommendations by year and the actions taken:

Year	Recommendations for Program Improvement	Action Taken
2009	None	None
2010	Improve the students ability to communicate with patients, families, and physicians	First semester communication taught by Psychiatric mental Health instructor; Used Situation, Background, Assessment, and Recommendation (SBAR) as a means of communicating with the physician and provided practice in post-mortem care.
2011	Improve students comfort level with the dying patient	Death and dying is covered throughout the curriculum. Clinical faculty notified and should this occur on a unit they are practicing, be sure to take the student in the room.
2012	Accent reduction for ELS students	Faculty has an interview practice day at the end of their final semester. Plan to video tape the student and allow them to review.

2013	None	None
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SECTION 8 - FACULTY/STAFF PROFESSIONAL DEVELOPMENT

8.1 Highlight how your program’s participation in professional development activities including sabbaticals has resulted in improvement in curriculum, instruction, and currency in the field. Specifically, we ask that you include how this work has affected instruction inside or outside of the classroom- a couple of examples with details will suffice)

As part of licensure requirements all nursing faculty are required to attend 30 hours on continuing education every two years. Content experts are required to attend 240 hours of continuing education over the past 3 years in their specialty area. Faculty has participated in a number of professional development activities.

These courses have helped improve teaching in the classroom; enhanced the use of technology in the classroom; enhanced item writing for examination questions to name a few.

In 2009/2010 Tom Oertel went on sabbatical to complete his doctorate and presented a summary of his dissertation to the Governing Board in 2011

8.2 Describe any innovative professional development activities your program has created.

Student success is at the forefront of what all faculty do at the college. In fall 2014 one nursing faculty member offered a class entitled “Pre-Exam Guided Imagery for Test Anxiety.” This workshop provided participants with 5-minute relaxation techniques they can teach students to use before exams. Pre-exam relaxation and guided imagery are quick, easy ways teachers can help students decrease the stress and anxiety associated with tests. There was discussion regarding the benefits of pre-exam guided imagery with a demonstration of some guided imagery. The attendants divided up and practiced a couple scripts in small group.

8.3 Describe how your faculty shapes the direction of the college and/or the discipline (e.g., writing grants, serving on college/district committees and task forces, Academic Senate representation, presenting at conferences, etc.).

Nursing faculty is highly engaged at the college despite their schedules. All clinical experiences are off campus. Faculty participates on campus wide committees as their teaching schedules permit. One faculty member serves on the Diversity, Equity, and Inclusion committee. Another faculty member serves of the college-wide curriculum and enrollment strategies committees. The nursing program has a Senate representative

that participates in academic Senate. All full-time tenured faculty has either chaired and/or participated in college wide hiring committees. All faculty participate in monthly nursing faculty meetings. One full-time faculty member has written a grant for the past 3 years through ASGC for the semester cultural event offered by the nursing program. One faculty member served on the campus wide committee that made the campus a non-smoking facility. One faculty member is the co-chair of faculty professional development. Faculty have presented at professional conferences as part of their professional commitment to nursing and the community. The nursing faculty is also engaged with other disciplines on campus. They work closely with the Biology and English faculty. The contributions the nursing faculty make as a member of the campus community has been significant. They are highly engaged and want to make a difference.

SECTION 9 - STAFFING TRENDS AND DECISION-MAKING

Total	Fall Semesters					Spring Semesters					
	FA09	FA10	FA11	FA12	FA13	SP09	SP10	SP11	SP12	SP13	SP14
Total FTEF	15.5	17.6	17.0	15.0	15.8	21.4	18.0	17.2	16.0	15.6	16.6
Max WSCH	3743. 5	2497. 0	3986. 0	3753. 4	3735. 0	5682. 0	4029. 0	2540. 0	3535. 0	3164. 5	3191. 5
Max WSHC/FTEF	241.0	142.1	235.2	250.3	236.8	265.7	223.8	148.1	220.5	202.4	191.9
Max Enrollment	473	580	479	387	423	941	573	591	507	428	437
Earned WSCH	3493. 5	2173. 5	3699. 0	3747. 7	3716. 0	4896. 0	3411. 5	2116. 0	3285. 0	3111. 0	3165. 5
Earned WSHC/FTEF	224.9	123.7	218.3	249.9	235.6	228.9	189.5	123.3	204.9	199.0	190.3
% of Max	93.3	87.0	92.8	99.9	99.5	86.2	84.7	83.3	92.9	98.3	99.2

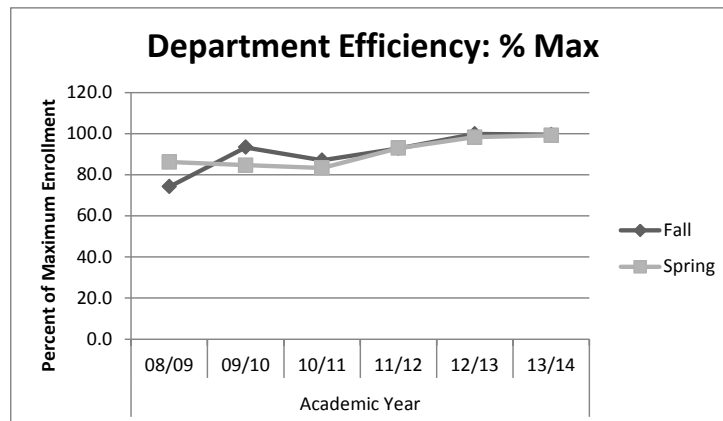
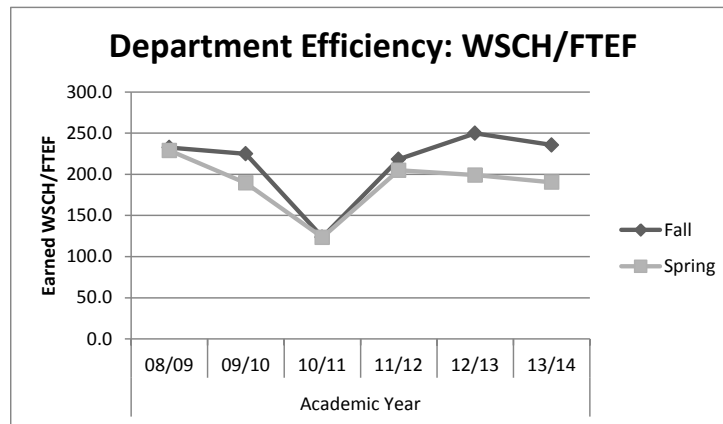


Table 9.1 Number of Full and Part-Time Faculty in Fall

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
# of FT faculty	10	10	9	8	9
# of PT faculty	17	18	18	21	23
Total Full Time FTEF	7.849	9.359	8.920	6.970	9.064
Total Reassigned Time	.5	.5	.6	1.0	1.0
Total Part Time FTEF	6.850	7.497	7.509	7.994	6.54
Total FTEF	15.531	17.578	16.945	14.997	15.774
FT% of Total FTEF	55.89%	57.34%	55.68%	46.70%	58.54%

9.1 Explain any observed trends in terms of faculty staffing and describe changes that have occurred (i.e. reassigned time, accreditation issues, expertise in the discipline, enrollment trends).

In fall 2010 one full-time faculty member was out on medical leave. In fall 2012 two full-time faculty members went on a pre-retirement workload reduction of 75% which accounts for the drop in total full-time FTEF. In spring 2013 one full-time faculty member moved and one retired. In spring 2014 the nursing program hired two additional full-time faculty members to replace the two that were lost. One faculty member remains on a pre-retirement workload reduction of .75. This replacement of the two faculty members who left the program was necessary to maintain accreditation through the ACEN and meet the required ratios by the California BRN. Part-time staffing was higher than usual in fall 2013 due to the ACEN accreditation site visit. To meet the required 50% of part-time faculty teaching having a master's degree in nursing, during the time of the visit we had to hire additional master's prepared faculty to meet the required threshold.

In the next five years the nursing program anticipates four retirements. It is very challenging to replace nursing faculty as working in industry is financially more lucrative. Employment pools of three are very common. While this will be a challenge facing the program, faculty will continue to recruit from local graduate programs to attempt to address this issue.

9.2 Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors.

Full-time to part-time ratios have been sufficient and the program is compliant with all of the nursing regulatory ratio requirements.

9.3 List and describe the duties of classified staff, work study and student workers who are directly responsible to the program. Include a discussion of any trends in terms of classified staffing and describe changes that have occurred (i.e. duties, adequate coverage, funding issues).

Classified staff are comprised of Health Professions Specialist for nursing, one administrative assistant to the dean/program director and two health science technicians that set up labs for all the health programs including nursing. In 2008 there were two nursing health professions specialist. With the Associate Dean of Nursing promoted to the Dean of the entire division, one health professions specialist in nursing was promoted to an administrative assistant to the dean. See **appendix J** for the duties of the health professions specialist and the health science technicians. Classified staffing is sufficient to meet the nursing program outcomes.

9.4 How are decisions made within your program? What role do part-time faculty and/or classified staff play in the department decision-making process?

Part-time faculty plays a key role in decision making for the nursing program. During the semester orientation of all part-time faculty there is time for dialogue and suggestions for program improvement. Monthly faculty meeting minutes are sent to all full-and-part-time faculty along with the Health Science Technicians. The nursing Health Professions Specialist attends all nursing faculty meetings. The Health Science Technicians also attend faculty meetings as needed. There is a direct line of communication by the dean/program director with the classified staff. The program practices collegial consultation and prides itself on working together with all staff.

SECTION 10 - FISCAL PROFILE AND EFFICIENCY

10.1 Analyze and explain any trends in enrollment, numbers of sections offered, average class size and efficiency.

Enrollments were high in spring 2009 as that was the last semester of the Weekend-Evening and the Welcome Back Nursing Programs. Funding for the Weekend-Evening Program through Scripps Healthcare was discontinued. The Welcome Back Program was eliminated by the College at the recommendation of the Dean of Allied Health & Nursing.

Average class size is 36-40 students. Nursing classes are in 8 and 16 week blocks. For those courses that are 16 weeks there are 36-40 students in a class. For the 8-week courses the cohort is split in two so there are 20 students in each class for semesters 2-4. As with any cohort program achieving a minimum of 525 for WSCH/FTEF is impossible. However, when examining the percentage of max, the nursing program is extremely efficient.

10.2 Analyze the Earned WSCH/FTEF data. Explain trends for your overall program and for specific courses over a five-year period.

The Nursing Program supports the college wide WSCH/FTEF goal of a minimum of 525. However as previously mentioned, in cohort programs such as nursing this number is not achievable due to the mandated accreditation ratios of students to faculty. What the nursing program strives to accomplish is a percent of max greater than 85%. When examining trends over the past 5 year period it is evident that the nursing program has become more efficient since fall 2011 to the present. The earned WSCH/FTEF is greater than 85% of the maximum WSCH/FTEF. The trends are consistently going up and in spring 2014 the percent of max was 99.2 In cohort programs this is an extremely positive outcome.

10.3 Analyze and explain the cost per FTES of the program in

relation to the earned WSCH per FTEF.

Table 10.3 Program Costs

1. Semester & Year	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
2. Enrollment	783	782	563	561	468	535	429	452	386	421	422	433
3. Earned WSCH/FTEF	232.5	228.9	224.9	189.5	123.7	123.3	218.3	204.9	249.9	199.0	235.6	190.3
4. Total FTES	348.71		245		239		234.68		228.62		236.72	
5. Cost/FTES	\$4,704.13		\$6,666.58		\$6,970.28		\$7,949.07		\$7,637.79		N/A	
6. Total Cost/Fiscal Year	\$1,640,378.00		\$1,633,313.00		\$1,665,896.00		\$1,865,488.00		\$1,746,152.00		not reported	
7. Total Revenue	\$1,591,801.87		\$1,118,383.35		\$1,090,994.37		\$1,071,274.30		\$1,043,611.43		\$1,080,586.56	
8. Other Revenue	\$1,013,845.00		\$605,742.00		\$266,602.00		\$130,826.00		\$0.00		not reported	

Total FTES for 09/10 and 10/11 ESTIMATED

Data in district database as of 11/13/14 is incorrect.

Table 10.3.1 Grant Support for Nursing Program

	Academic Year Grant Support				
	08/09	09/10	10/11	11/12	12/13
Total FTES	348.71	245	239	234.68	228.62
Unrestricted General Fund Cost/Fiscal Year	\$1,640,378.00	\$1,633,313.00	\$1,665,896.00	\$1,865,488.00	\$1,746,152.00
Grant Funding/Restricted Costs	\$1,013,845	\$605,742.00	\$266,602.00	\$130,826.00	\$260,686.00
Total Cost	\$2,654,223.00	\$2,239,055.00	\$1,932,498.00	\$1,996,314.00	\$2,006,838.00
Total Cost/FTES	\$7,611.55	\$9,139.00	\$8,085.77	\$8,506.54	\$8,778.05
GFR Cost/FTES	\$2,907.42	\$2,472.42	\$1,115.49	\$557.47	\$1,140.26
% of Total Cost/FTES Supported by Dept.	38.20%	27.05%	13.80%	6.55%	12.99%

10.4 If your program has received any financial support or subsidy outside of the college budget process, list the amount of any outside resources and how they are being used.

As previously discussed, the Dean of Allied Health & Nursing has written \$2,535,917 in grants to support the nursing program. The funds have been used to support the SSA; provide capital equipment, stipend faculty salaries,

purchase high fidelity simulation equipment, new hospital beds, and simulation camera systems for building 34.

SECTION 11 – SUMMARY AND RECOMMENDATIONS

11.1 Summarize program strengths and weaknesses in terms of:

Teaching and learning

The nursing program prides itself on a solid, rigorous curriculum that supports alternative teaching strategies and touches every learning style for students. Because of the quality of the Program, it is highly respected in the Community. Graduates from the Grossmont College Nursing Program are being employed. The State average for employment in California for ADNs is 54%. We far exceed that due to the quality of our graduates.

Figure 11.1 Nursing Conceptual Framework



Learning is at the center of the curriculum's conceptual framework. It is the faculty's philosophy that teaching and learning are interactive, multidimensional processes through which a person assimilates knowledge, develops skills, establishes values, and realizes potentials. Learning is an individualistic, dynamic, continuous, and lifelong process. Learning integrates knowledge and experience with professional responsibility and accountability for nursing decisions and actions using appropriate ethical, professional, and legal standards. Learning to be a registered nurse involves an educational process that teaches knowledge, skills, values, and attitudes and socializes students into the nursing profession. Thus, teaching and learning in the nursing program is viewed as a strength.

Student access and success

There is no doubt the Program graduates students that are ready and able to pass the National licensure exam (NCLEX). The Program has consistently has high pass rates on this exam. It is a careful balance however to graduate students that can pass their licensure examination while maintaining an acceptable retention rate.

The nursing faculty is extremely dedicated to student success. They all will go above and beyond to help a student. As previously mentioned, faculty will come in over the

summer to have open skills lab to allow student to brush up on their nursing skills.

The Program has put into place a SSA to identify student that are at risk early in their academic program. The SSA makes campus referrals as necessary. Faculty also has an early alert system in place for any student obtaining 75% or less on any exam. Despite all of these efforts the attrition rate is 22%. The Program is striving to reduce this to no more than 20%.

Implementing and executing the department's vision and mission statement

The mission of the Grossmont College Nursing Program is to educate qualified students to earn an associate of science degree, to successfully pass the NCLEX-RN, and to integrate the knowledge, skills, values, and attitudes essential for entry level nursing practice. Through educational excellence, the nursing programs challenge diverse students to develop sound clinical judgment in an environment that facilitates educational mobility, personal growth, and a pattern of lifelong learning. The Program's primary role is to foster and facilitate the development of nurses who are prepared to provide care in a variety of health care settings to a diverse community in a dynamic evolving health care environment. The Nursing Program fully executes its mission and vision to graduate students who will provide excellent patient centered care.

Fiscal stability

The Nursing Program is financially stable. While the Program is costly, the Dean of Allied Health & Nursing continues to support the Program with grant writing.

11.2 Describe any concerns that have affected or that you anticipate affecting the program before the next review cycle. These may include items such as increases or decreases in number of full-time and adjunct faculty, sections offered, and growth or decline of the program.

As previously mentioned, there are a number of anticipated retirements. Filling nursing faculty position is difficult due to the salary in education versus industry and the stringent accreditation requirements for nursing faculty. In addition, the Dean of Allied Health & Nursing will most likely be retiring prior to the next program review cycle. With the nursing shortage continuing, 8-million more Californians insured, and an aging population, the need for the Program will continue to fill a vital need in healthcare.

11.3 Make a rank-ordered list of program recommendations. These recommendations should be clearly based on the information included in Sections 1 through 11 of this document. You may include recommendations that do not require additional fiscal resources.

Program Review Recommendations:

1. Continue to reduce the Nursing Program attrition rate while maintaining high NCLEX pass rates.

2. Increase the return rate of employer and alumni survey.
3. Develop a succession plan for the Divisional Dean.
4. Continue to write grants for Program support.
5. Continue to hire part-time nursing faculty with their master's degree in nursing.
6. Examine curriculum for revisions.

APPENDIX A

Six-Year Department/Unit Plan

Department/Unit Name Nursing

Month/Year November 2009

Student Access

Goal 1: Better serve students in historically under-served populations

Goal 2: Respond to changing community needs

Learning and Student Success

Goal 3: Provide an Exceptional Learning Environment to Promote Student Success

Goal 4: Promote Student Success for Historically Under-served Populations

Goal 5: Promote Student Success for Historically Under-prepared Populations

Robust Fiscal and Physical Resources

Goal 6: Promote Institutional Effectiveness

Goal 7: Develop and maintain an exceptional learning environment

Goal 8: Maximize Revenue from Traditional and Non-Traditional Sources

Economic and Community Development

Goal 9: Enhance Workforce Preparedness

Goal 10: Develop Innovative Partnerships That Meet Long-term Community Needs

Value and Support of Employees

Goal 11: Promote Employee Success

BACKGROUND

- A. Please provide a list of your most recent program review recommendations.
- Hire and maintain faculty to meet accreditation standards.
 - Continue to work with the faculty bargaining unit and the administration towards a competitive salary schedule to attract qualified nursing faculty.
 - Continue community partnerships for outside funding to maintain the program and pay competitive salaries to faculty.
 - Seek institutional funding to hire full-time case managers, maintain evening and weekend programs and support staff development activities.
 - Work with District Human Resources to approve online application process through RHORC (Regional Health Occupations Resource Center) for faculty applications.
 - Improve currency and breadth of media and print collection in LRC to meet accreditation standards.
 - Using the Course History Information Report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.
 - Use student-learning outcome data for continued course and program improvement.
- B. If applicable, please provide a list of any certification/accreditation recommendations.
- NLNAC: None
- BRN: Implement the role of the professional registered nurse based on the Nursing Practice Act and professional decision making.

PLAN SECTIONS

C. Community Outreach/Response

1. What is/are your six-year goal(s) in this area?
 - a. Develop sustainable partnerships with local healthcare facilities and constituent groups to provide program support.
 - b. Develop a career pathway for high school students interested in seeking a degree as a registered nurse.
 - c. Develop work force continuing education courses as a means of revenue to assist in supporting the Healthcare District Simulation Center while serving the educational needs of the nursing and healthcare community.

Briefly explain:

- a. why each 6-year plan goal was chosen (include any supporting data)
Goal # 1: Develop sustainable partnerships with local healthcare facilities and constituent groups to provide program support.

Supporting data:

- a. Presently the nursing program has developed partnerships with Sharp Healthcare; Scripps Healthcare and the Grossmont Healthcare District for over 1.5 million dollars.
- b. This financial support has afforded the nursing program opportunities to improved instruction through the purchase of high fidelity simulation equipment and the ability to hire the best and brightest nursing faculty through a faculty stipend program.

Continued partnerships are essential as the State of California faces economic difficulties and an uncertain rate of economic recovery. Innovative partnerships will provide the nursing program with sustainability as well as an opportunity to continue to serve students with state-of-the-art equipment and excellent nursing faculty.

Goal # 2: Develop a career pathway for high school students interested in seeking a degree as a registered nurse.

Supporting data:

- a. According to the Board of Registered Nurses, over three-fourths of the state's registered nurses are age 40 or older and almost half of those are age 50 and older with the average age being just over 47 years - five years higher than the national average.
- b. In 2006, Health Resources and Services Administration (HRSA) predicted that California would have a shortfall of 116,000 RN FTEs by 2020, meeting only 65% of the state's demand for RNs.
- c. The California Institute for Nursing & Health Care (CINHC) forecasted a need of 108,000 more RNs to meet the benchmark of the national average of RNs per capita by 2020.

The average age of students entering the nursing program at Grossmont College is 31-40 years. The maximum expected years of productivity for this age group in the

nursing profession ranges from 20-25 years. With the increase in the number of nurses needed to provide patient care, educating high school students interested in the nursing profession is essential to meet long term workforce demands in California. Goal # 3: Develop workforce continuing education courses as a means of revenue to assist in supporting the Grossmont Healthcare District Simulation Center while serving the educational needs of nursing and the healthcare community.

Historically, Community Colleges have been instrumental in meeting the workforce continuing educational needs. Providing the nursing community in East County a mechanism for required continuing educational hours is essential to meeting the needs of the community. The operations of the Grossmont Healthcare District Simulation Center will be the responsibility of Grossmont College. Providing some revenue to offset the expenses through workforce training is key to providing an excellent service to the community while attempting to offset the cost of operating the building.

b. how each 6-year plan goal above supports the college strategic planning priority goals

Goal # 1: Develop sustainable partnerships with local healthcare facilities and constituent groups to facilitate program support.

This goal supports the following aspects of the college strategic planning priorities:

a. Goal # 8: Maximize revenue from traditional and non-traditional sources. Partnerships provide revenue to both the nursing program and the district. Dollars obtained from proposals will offset the cost of equipment/supplies and faculty salaries.

b. Goal # 10: Develop Innovative partnerships that meet the long-term community needs. The development of innovative partnerships will be based on the needs of our clinical partners and constituent groups. Future partnerships will be designed to facilitate career mobility and serve the needs of the community.

Goal # 2: Develop a career pathway for high school students seeking a degree as a registered nurse.

This goal supports the following aspects of the college strategic planning priorities:

- a. Goal # 1: Better serve students in historically underserved populations.
- b. Goal # 4: Promote student success for historically underserved populations.
- c. Goal # 9: Enhance workforce preparedness.

Providing a career pathway for high school students to obtain a degree as a registered nurse, serves a variety of students some of who may be considered an underserved population. Students meeting the nursing program admission criteria will be selected for the program. High school students will begin by participating in a faculty shadowing program to obtain exposure to the nursing profession from multiple perspectives. They will obtain their Certified Nursing Assistance certificate and complete pre-nursing course work depending on their pre-admission testing scores. High school students meeting the preadmission requirements will be eligible for program admission and will have priority admission as part of piloting this high school career pathway. Tracking of student learning outcomes will occur as part of

program requirements. It is expected this program will be successful and we will provide an avenue to attract high school students into the nursing profession continuing to meet the nursing workforce needs in California.

Goal # 3: Develop workforce continuing education courses as a means of revenue to assist in supporting the Grossmont Healthcare District Simulation Center while serving the educational needs of nursing and the healthcare community.

This goal also supports the following aspects of the college strategic planning priorities:

Goal # 8: Maximize revenue from traditional and non-traditional sources. The Grossmont Healthcare District Simulation Center will be the responsibility of the College to operate. To position the College as the College that supports workforce education needs is essential. Additionally, revenue generated from course offerings will go towards building operations.

Goal # 9: Enhance workforce preparedness.

Providing the workforce with state-of-the-art courses and training programs prepares the healthcare workforce with the latest information and best practices which will ultimately promote positive patient outcomes.

2. What strategies/activities would you undertake to accomplish each 6-year plan goal?

Goal #1: Develop sustainable partnerships with local healthcare facilities and constituent groups to facilitate program support.

1. Develop nursing proposals for presentation to local hospitals for possible partnerships by Spring 2010.
2. Work with the Grossmont College Foundation for possible private donors beginning in Spring 2010.
3. Develop an active alumni association for possible financial support of the program by Fall 2010.
4. Seek alternative industry outside of healthcare for financial support by Spring 2011.

Goal # 2: Develop a career pathway for high school students seeking a degree as a registered nurse.

1. Work with the Regional Allied Health Initiative Coordinator to provide a pipeline for high school students interested in Nursing by Spring 2010.
2. Continue to attend high school career days and provide on campus tours of the nursing labs for high school students.
3. Develop an open house for all high school students interested in nursing by Fall 2010.

Goal # 3: Develop work force continuing education courses as a means of revenue to assist in supporting the Grossmont Healthcare District Simulation Center while serving the educational needs of the nursing and the healthcare community.

1. Develop an operating room nursing training course by collaborating with

- operating room nurses in the community.
 - 2. Provide continuing educational courses during times and days that will maximize attendance.
 - 3. Evaluate the need for the development of the following programs to be operated through community learning: paramedic program; surgical technician program; radiology technology program.
3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?
- Goal # 1: Develop sustainable partnerships with local healthcare facilities and constituent groups to facilitate program support.
- 1. Partnerships will be with local healthcare facilities and other constituent groups will bring in revenue to the district and the nursing department for program support and equipment.

Goal # 2: Develop a career pathway for high school students seeking a degree as a registered nurse.

- 1. High school students will successfully complete the following career pathway:
 - a. participate in the faculty shadowing program.
 - b. obtain their Certified Nursing Assistant certificate.
 - c. complete pre nursing coursework as indicated by their pre-admission test scores.
 - d. successfully graduate from the nursing program and pass the National Council Licensure Examination.
 - e. obtain employment as a Registered Nurse.
 - f. track student learning outcomes as per the program requirements.

Goal # 3: Develop workforce continuing education courses as a means of revenue to assist in supporting the Grossmont Healthcare District Simulation Center while serving the educational needs of the nursing and the healthcare community.

- 1. Courses will be offered on a regular basis to provide a revenue contribution.
- 2. Additional program offerings will be added as needed.
- 3. Grossmont College will provide healthcare workforce training to meet the ongoing needs of nurses and the healthcare community.

D. Student Success and Support

- 1. What is/are your six-year goal(s) in this area?

Goal # 1: Provide a full time Registered Nurse who will function as the student success advisor (SSA).

Goal # 2: Develop contextualized basic skills pre-nursing courses to assist at risk students to be successful when entering the nursing program.

Goal # 3: Attract students with a high probability of success into the nursing program through use of the Multi-Selection Screening Admission criteria by fall 2010, taking into account disproportionate impact.

Briefly explain:

- a. why each 6-year plan goal was chosen (include any supporting data)

Goal #1 Provide a full time Registered Nurse who will function as the nursing student success advisor (SSA).

Support data:

- a. The state wide the attrition rate in Schools of Nursing is 20%.

- b. The attrition rate in the nursing program has been as high as 20%.
- c. There are multiple factors that contribute to the high attrition rates. Studies have shown that the open admissions policies in community colleges; more than one science repetition; lack of basic skills; and personal factors are among those factors leading to increased attrition.

A nursing Student Success Advisor coordinates, facilitates, and mentors nursing students to promote the successful completion of the nursing program and attain licensure. This is accomplished through early intervention and remediation of identified "at risk" students, and monitoring and supporting their progress throughout the nursing program. Individual instruction on note taking, test taking strategies, and textbook reading are also part of the role of the student success advisor. For students requiring additional assistance, on campus student referrals are made by the SSA. Presently the nursing SSA is a grant funded position. Once grant funding is completed, this valuable assistance to students will not be available. The National League for Nursing Accreditation (NLNAC) and campus program review cited this program as exemplary. The attrition rate in our program has gone from 20% to 12% with the addition of a student success advisor.

Goal # 2: Develop contextualized basic skills pre-nursing courses to assist at risk students to be successful when entering the nursing program.

Support data:

- a. Student entering the program are screened for probability of success by review of their pre-entrance examination called the Test of Academic Skills (TEAS). This test is required for all students entering nursing school. Students who have a composite TEAS test score of 67.0 – 71.0 are contacted at the beginning of the program and an initial meeting is scheduled to assess the student for possible barriers to success, and to identify supportive services that will benefit the student.
- b. Historically, students who score low in the math and science components of the exam do not do well in the nursing program. This may be due in part because the analytical reasoning required in mathematics and the basic requisite knowledge in science that is also required in nursing.

Providing contextualized basic skill courses in nursing will assist the student in preparation for the nursing program. Instruction will include an English course centered on nursing literature and nursing textbooks. The math course will include dosage calculations using ratio and proportion. These two courses will prepare underprepared students prior to program entry with the essential basic skills and knowledge they will need to be successful in the nursing program.

Goal # 3: Attract students with a high probability of success into the nursing program through use of the Multi-Selection Screening Admission criteria by Fall 2010, taking into account disproportionate impact.

- a. Should AB 1559 become law, implementing the Multi-Selection Screen and Admission criteria for Admission to Nursing Program will help attract qualified students with diverse backgrounds and life experiences. The intent of AB 1559, which is being piloted through 2016 in some community colleges throughout California, is to reduce attrition by admitting more qualified students.
- b. The Disproportionate impact is taken into consideration and students not meeting the admission criteria are referred for remediation.

- c. The attrition rate in the nursing program has ranged from 12-20%.
- d. The nursing curriculum is rigorous. The policy of open access for community colleges makes it extremely challenging for those entering nursing to be successful, as many do not have the requisite skills and knowledge necessary to succeed.

The Multi-Selection Criteria Screening for Admission to Nursing Program allows programs to weigh criteria which include academic degrees, grade point average, life experience, veteran status, language proficiency and assessment/readiness test results. These admission criteria would allow the nursing program to select qualified candidates meeting stricter requirements for admission. Disproportionate impact will need to be considered and students disproportionately impacted will be given remediation plans to be successful when they reapply to the nursing program.

- b. how each 6-year plan goal above supports the college strategic planning priority goals
This goal supports the following strategic planning priorities:

Goal #1 Provide a full time Registered Nurse who will function as the nursing student success advisor.

a. Goal #3: Provide an exceptional learning environment to promote student success. The Student Success Advisor's role will include early intervention for those students with a low TEAS score. The Nursing SSA will coordinate, facilitate and mentor nursing student to promote the successful completion of the nursing program and attain licensure. Studies have shown that students defined as "at risk" tend to be successful with one-on-one counsel and early intervention. The Student Success Advisor's role is a recognized role statewide for nursing programs in California.

b. Goal #5: Promote student success for historically under-prepared populations. Open access for admission to community colleges has provided challenges as 70% of those students entering community college from high school are under prepared.

Goal # 2: Develop contextualized basic skills pre-nursing courses to promote optimal success when entering the nursing program.

Goal # 2 supports the following college strategic planning priority:

- a. Goal # 5: Promote student success for historically under-prepared populations.

Providing nursing students on the wait list with low TEAS scores pre-entry courses in reading and math will promote optimal success for students once they enter the program. These contextualized basic skills courses will provide students with the basic skills they need with a emphasis on the skills used in the nursing program. Students on the wait list with low TEAS scores in reading and math will be strongly encouraged to take these courses. Students who fail the nursing program will also be referred to these courses to better prepare them when they reenter the nursing program.

Goal # 3: Attract students with a high probability of success into the nursing program through the use of the Multi Selection Screening Admission criteria, taking into account disproportionate impact.

Goal # 3 supports the following college strategic planning priorities:

- a. Goal # 3: Provide an exceptional learning environment to promote student success
- b. Goal # 5: Promote students success for historically under-prepared populations.

Historically, attrition rates in nursing programs have been on the rise due to

underprepared students entering the program. Examining all components of the Multi-selection screening criteria will enable the program to attract students who are well prepared for the rigors of the nursing program. As previously mentioned those students not meeting the criteria for admission will be provided remediation prior to reapplication to the program.

2. What strategies/activities would you undertake to accomplish each 6-year plan goal?
Goal #1: Provide a full time Registered Nurse who will function as the nursing student success advisor.
 - a. Continue to analyze semester and yearly attrition rates beginning in Spring 2010.
 - b. Demonstrate the effectiveness of this position by the reduction of attrition rates and success on NCLEX.
 - c. Request this position for approval through the staffing committee.
 - d. Obtain outside funding for this position until approved by the staffing committee.

Goal # 2: Work with the basic skills faculty in English and math to develop contextualized basic skills pre-nursing courses to promote optimal success for students entering the nursing program.

- a. Work with the reading and math departments to develop the necessary curriculum for pre-nursing coursework.
- b. Provide those developing the curriculum the nursing resources necessary to develop the curriculum by Spring 2010.
- c. Provide students on the wait list with low TEAS reading and math scores recommended pre-nursing course work to promote student success beginning in spring 2010.

Goal # 3: Attract students with a high rate of success into the nursing program through the use of the Multi-Selection Screening Admission criteria with consideration of disproportionate impact.

- a. Begin implementation of the Multi-Selection Screening and Admission criteria for Admission to the Nursing Program by fall 2010.
- b. Work with San Diego community college deans of nursing to align our admission criteria with the proposed language of the bill so that all community colleges in the area are using the same admission criteria.
- c. Implement the Multi-Selection Screening and Admission criteria for Admission to the Nursing Program after posting this policy for six months on the nursing WEB page and notifying those on the wait list.
- d. Admit a certain percentage of applicants from the old admission criteria and a percentage of applicants from the new criteria until the wait list has been completed at the start date of the new criteria.

3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?
Goal #1 Provide a full time Registered Nurse who will function as the nursing student success advisor.
 - a. There will be a permanent full-time Registered Nurse in the role of the Student Success Advisor.
 - b. Students who have taken the basic skills English and math courses prior to admission to the program will be monitored to assess if they meet the course and program student outcomes and successfully pass the NCLEX examination.
 - c. Attrition rates will be 10% or less with the new admission criteria. Pass rates on the

National Licensure exam will be at least 85%.

E. Department/Unit Resources and Development

1. What is/are your six-year goal(s) in this area?

Goal #1: Obtain the appropriate technology to facilitate on line education.

Goal # 2: Implement a permanent faculty mentoring program to increase new faculty's knowledge of curriculum and strengthen faculty teaching skills.

Briefly explain:

a. why each 6-year plan goal was chosen (include any supporting data)

Goal #1: Obtain the appropriate technology to facilitate on line education.

Support data:

a. Hybrid on-line nursing courses provide students with an alternative modality for learning.

b. Many students find it easier to take on line courses due to scheduling conflicts.

c. An on-line component provides the learner with the flexibility they need to juggle school, work, and home life.

d. On line learning also allows the learner to have repeat a section of course content multiple times thus providing reinforcement of the concepts.

Nursing courses would need to be in a hybrid format as assessing competency levels and psychomotor skills throughout the course would be necessary.

Goal # 2: Implement a permanent faculty mentoring program to increase new faculty's knowledge of curriculum and strengthen faculty teaching skills.

Support data:

a. Part-time nursing faculty in the nursing department comprises 69% of the total faculty.

b. Each semester there are least two newly hired faculty for clinical support. While the faculty hired is excellent clinicians, they are not necessarily teachers.

The faculty mentor provides new faculty with knowledge of the curriculum; how to grade clinical papers; how to evaluate students in the clinical setting; and how to problem solve difficult student situations which is essential for consistent evaluation of student performance. The faculty mentor makes clinical visits to the hospital to assist new faculty as needed in the clinical setting. This provides continuity in clinical instruction among faculty as a passing grade in clinical is a requirement to pass the course.

b. how each 6-year plan goal above supports the college strategic planning priority goals Goal #1: Obtain the appropriate technology to facilitate on line education.

This goal supports the following college strategic planning priority:

a. Goal # 3 Promote an exceptional learning environment to promote student success. Students have demanding schedules which makes attending class at scheduled times more difficult. Presently the nursing program offers a hybrid nursing pharmacology

course and the student learning outcomes have been excellent. Student's grades have been better and the course evaluation reflect that an on-line hybrid course allows them to review the course content repeatedly thus reinforcing the material.

Goal # 2: Implement a permanent faculty mentoring program to increase new faculty's knowledge of curriculum and strengthen faculty teaching skills.

Goal # 2 supports the following college strategic planning priority:

a. Goal # 1: Promote employee success.

The feedback from part time faculty is very positive regarding the support they receive from the present faculty mentor. This has been key to attracting part time faculty to teach at Grossmont College. The mentoring program provides consistency in clinical instruction and promotes faculty engagement in the nursing curriculum. It also provides faculty with consistent clinical expectations for evaluating a student's clinical performance.

2. What strategies/activities would you undertake to accomplish each 6-year plan goal?

Goal #1: Obtain the appropriate technology to facilitate on line education by Fall 2011.

a. Seek outside funding to purchase the equipment needed to provide on-line instruction by Fall 2011.

b. Revise the nursing curriculum to reflect hybrid nursing courses by Spring 2011.

Goal # 2: Implement a permanent faculty mentoring program to increase new faculty's knowledge of curriculum and to strengthen faculty teaching skills.

a. Seek college funding for a part-time permanent position at 0.5 release time for a faculty mentor position.

b. Consider outside funding of the faculty mentoring program should general funds not be available to support this program.

3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?

Goal #1: Obtain the appropriate technology to facilitate on line education.

a. At least 50% of all nursing courses will be a hybrid on line course no later than 2013.

Goal # 2: Implement a faculty mentoring program to increase new faculty's knowledge of the curriculum and strengthen their teaching skills.

a. There will be a 50% faculty mentoring position.

F. Faculty/Staff Professional Development

1. What is/are your six-year goal(s) in this area?

Goal #1: Obtain the appropriate amount of fiscal resources to send faculty and staff each year to a teaching conference paid by the college.

Briefly explain:

a. why each 6-year plan goal was chosen (include any supporting data)

Goal #1: Obtain the appropriate amount of fiscal resources to send faculty and staff each year to a teaching conference paid for by the college.

Support data:

a. Nursing faculty are required to have 30 contact hours every two years by the

California Board of Registered Nursing.

- b. Due to limited college resources, faculty has not been sent to an educational conference by the college since 2007.
- c. It is required by our accrediting agencies that faculty stay current in their field.

- b. how each 6-year plan goal above supports the college strategic planning priority goals

Goal #1: Obtain the appropriate amount of fiscal resource to send faculty and staff each year to a teaching conference paid for by the college.

Goal #1 supports the college strategic planning priorities

- a. Goal # 7: Develop and maintain an exceptional learning environment
- b. Goal # 11: Promote employee success.

Faculty having current concepts and information in their discipline provides students with the latest and most accurate information necessary to maintain academic excellence.

Additionally, attendance at a conference re-energizes faculty and helps to reduce the potential for employee burn out.

- 2. What strategies/activities would you undertake to accomplish each 6-year plan goal?

Goal #1: Obtain the appropriate amount of fiscal resource to send faculty and staff each year to a teaching conference paid for by the college.

- a. Seek outside funding for program support and send 1-2 faculty each year to a teaching conference beginning in spring 2010.

- 3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?

Goal #1: Obtain the appropriate amount of fiscal resources to send faculty and staff each year to a teaching conference paid for by the college.

- a. Faculty (1-2) will attend an educational conference paid for by the college beginning in spring 2010.

G. Curriculum Development

- 1. What is/are your six-year goal(s) in this area?

Goal # 1: Develop the curriculum for hybrid nursing courses.

Goal # 2: Develop a streamlined articulation with a 4 year institution for students to obtain a BSN/MSN and begin upper division course work (dual enrollment) in the student's fourth semester at Grossmont College. (Don't Stop Now Program)

Goal # 3: Work with the State Chancellor's office and legislators to promote a bachelor's degree in nursing to be developed and taught at the community college level.

Briefly explain:

- a. why each 6-year plan goal was chosen (include any supporting data)

Goal # 1: Develop the curriculum for hybrid nursing courses.

See section F above under departmental resources Goal #1.

Goal # 2: Develop a streamlined articulation with a 4 year institution for students to obtain a BSN/MSN and begin upper division course work (dual enrollment) in the student's fourth semester at Grossmont College. (Don't Stop Now Program")

Support data:

- a. More hospitals in the San Diego area are achieving Magnet status. Magnet status is an award made to hospitals who demonstrate excellence in nursing care.
 - b. When a hospital has Magnet status, they require a minimum of 65% of their nursing staff to have a Bachelor's in Nursing (BSN) or higher degree.
 - c. Clinical placements in the San Diego area are getting very difficult to obtain due to BSN preference of the local hospitals. In response to the need for a BSN at the bedside, it is imperative that Grossmont College's School of Nursing develop an articulation agreement with an accredited 4 year university. The implementation of the "Don't Stop Now" program is vital. To promote students to continue with their education, the first upper division course will occur during their 4th semester of enrollment in the nursing program. Students with a Bachelor's degree in another field can obtain their master's degree in nursing.
- b. How each 6-year plan goal above supports the college strategic planning priority goals
- Goal # 1: Develop the curriculum for hybrid nursing courses and submit to the College curriculum committee for approval by Spring 2011. See section above discussing under departmental resources, section b.

Goal # 2: Develop streamlined articulation with a 4 year institution for students to obtain their BSN/MSN and begin upper division course work (dual enrollment) in the student's fourth semester at Grossmont College beginning in fall 2010. (Don't Stop Now Program)

Goal # 2 supports the following college strategic planning priorities:

- a. Goal # 9: Enhance workforce preparedness.
- b. Goal # 10: Develop innovative partnerships that meet long-term community needs.

Obtaining a BSN and/or MSN provides the graduate with additional opportunities as a registered nurse. Graduates with higher degrees will offer the leadership skills necessary for advanced positions in healthcare. Having a BSN or higher degree will position our graduates to possibly obtain new graduate positions in the flat job market we presently are experiencing and make our graduates more marketable.

2. What strategies/activities would you undertake to accomplish each 6-year plan goal?
Goal # 1: Develop the curriculum hybrid nursing courses.
 - a. See F under Departmental Resources # 3.Goal # 2: Develop easily accessed articulation with a 4 year institution for students to obtain their BSN/MSN and begin upper division course work (dual enrollment) in the student's fourth semester at Grossmont College.
 - b. Contact Grand Canyon University which is an accredited University for a possible partnership with Grossmont College School of Nursing.
 - c. Continue to work with San Diego State University to develop a seamless articulation

once they are open for admissions and transfers.

3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?

Goal # 1: Develop the curriculum for hybrid nursing courses.

- a. 50% of all nursing courses will be hybrid courses by Fall 2012.

Goal # 2: Develop easily accessed articulation with a 4 year institution for students to obtain their BSN/MSN and begin upper division course work (dual enrollment) in the student's fourth semester at Grossmont College.

- b. Students will have the option of selecting two tracks in nursing: 1). the ADN track or 2). the ADN to BSN/MSN track.

2. Students will be enrolled in the ADN to BSN track beginning in fall 2010.

I. Staffing Needs

1. Please explain your projected needs for staffing (include data to support your needs)?
 - a. One full-time nursing director as required by our accrediting agencies.

Support data:

The Board of Registered Nursing requires the program have a full-time Director of Nursing. Since 2006, there has not been a full time director and the Associate Dean of Nursing has been assuming two jobs for the nursing programs. The position has been advertised prior to the staffing freeze and there were no applicants. This was due to the low salary offered at that time. The position is presently frozen due to severe budgetary constraints.

- b. Two full time nursing secretaries, one for the department and one for the Associate Dean of Nursing as required by the California Board of Registered Nursing and recommended in the April 2009 BRN visit.

Presently the general fund secretarial position is being paid from VTEA funds. This is due to the current budgetary constraints. The BRN and NLNAC both require the Associate Dean have a full-time secretary and the department have a full-time secretary. The Associate Dean of Nursing must have sufficient support to oversee the development and implementation of the program and curriculum. The nursing program secretary is responsible for the daily activities of the department and the data collection required by our regulatory bodies.

Submit a request to the Planning and Resource committee.

- c. One full time nursing faculty.

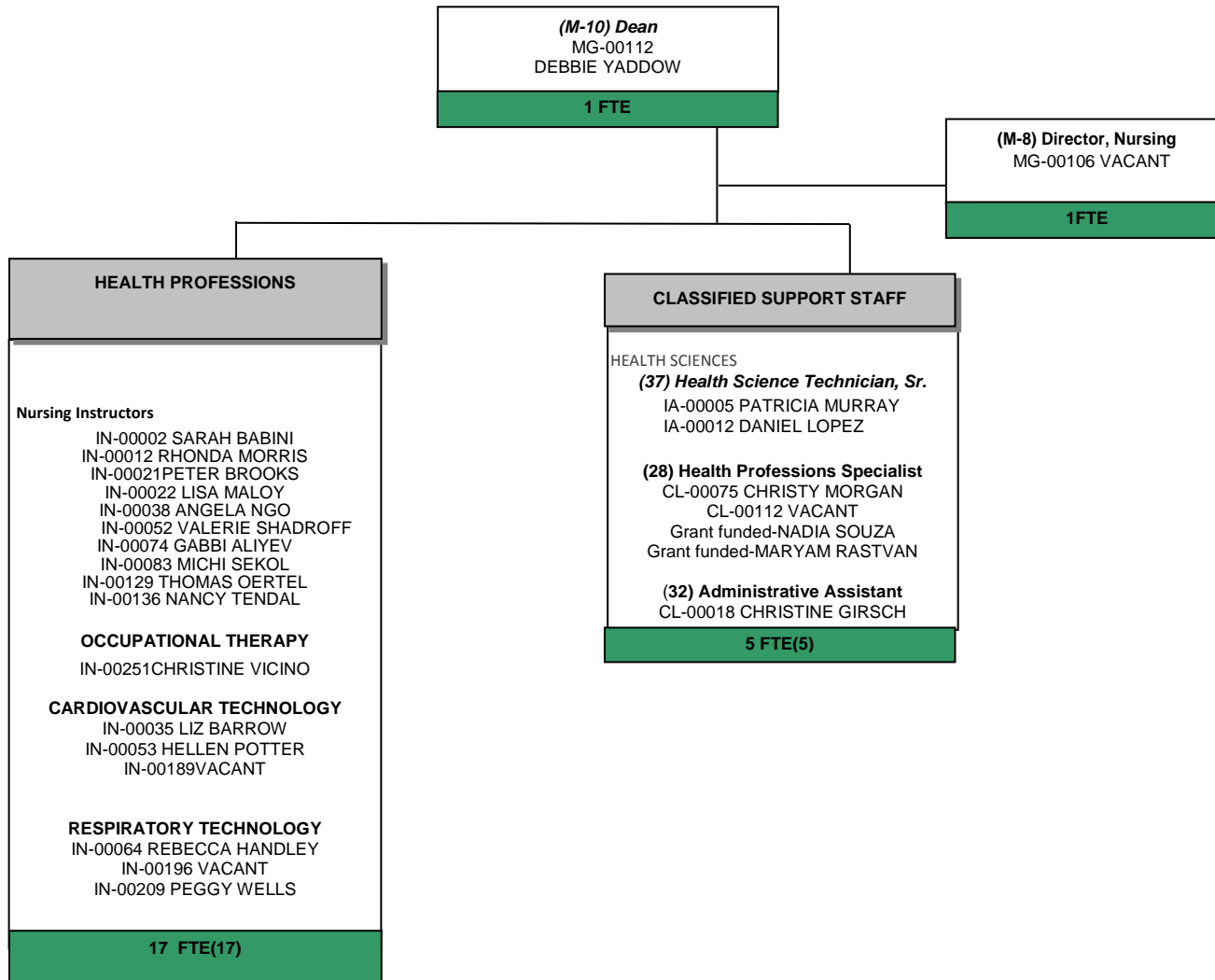
Presently all faculty are teaching overload due to the number of courses we offer relative to the number of faculty. The Nursing Program was approved for an additional full-time tenure position however this position was frozen due to budgetary constraints.

- d. One full time Nursing Student Success faculty. See support data above in section E under Student Success and Support Goal # 1.

Submit a request to the Planning and Resource committee.

e. One 0.5 nursing faculty mentor. See section F under Department/Unit Resources and Development, Goal #2.

APPENDIX B ALLIED HEALTH AND NURSING DIVISIONAL ORGANIZATIONAL CHART



APPENDIX C GRADE DISTRIBUTION

Grade Distribution by Division																			
School: Grossmont College -- Term: 2008FA -- Division: G08 -- Subject: NURS -- Course: All Courses																			
Section	N = Night	S.T.	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
** = Not Valid for ADA	Wks	Hrs																	
NURS-118 Nursing Pharmacology I																			
3693	8	1.0	18	0	10	0	0	8	0	0	0	0	0	0	0	0	0	0	Zozuk, Joy
3694	8	1.0	22	0	8	0	0	14	0	0	0	0	0	0	0	0	0	1	Vanlandingham, Laurel
Course Total			40	0	18	0	0	22	0	0	0	0	0	0	0	0	0	1	
NURS-119 Nursing Pharmacology II																			
3697	8	1.0	19	0	7	0	0	12	0	0	0	0	0	0	0	0	0	1	Zozuk, Joy
3698	8	1.0	21	0	8	0	0	12	0	0	1	0	0	0	0	0	0	0	Vanlandingham, Laurel
Course Total			40	0	15	0	0	24	0	0	1	0	0	0	0	0	0	1	
NURS-120 Intro Nursng/Theory & Practice																			
3700		8.0	24	0	5	0	0	16	0	0	0	3	0	0	0	0	0	1	Nellis, Laurie
3701		8.0	15	0	2	0	0	11	0	0	0	2	0	0	0	0	0	0	Ngo-Bigge, Angela
Course Total			39	0	7	0	0	27	0	0	0	5	0	0	0	0	0	1	
NURS-130 Perioperative Nursing																			
3702	8	5.0	20	0	9	0	0	10	0	0	1	0	0	0	0	0	0	0	Zozuk, Joy
3703	8	5.0	19	0	6	0	0	11	0	0	1	1	0	0	0	0	0	1	Zozuk, Joy
Course Total			39	0	15	0	0	21	0	0	2	1	0	0	0	0	0	1	
NURS-132 Maternal/Newborn-Child Health																			
3704	8	5.0	20	0	6	0	0	10	0	0	2	2	0	0	0	0	0	0	Vanlandingham, Laurel
3705	8	5.0	20	0	9	0	0	7	0	0	4	0	0	0	0	0	0	0	Helland, Diane
Course Total			40	0	15	0	0	17	0	0	6	2	0	0	0	0	0	0	
NURS-155A Clinic Sim/Begin Nurs Students																			
3706	8	1.5	4	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	Zozuk, Joy
3707	8	1.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Zozuk, Joy
3708		1.5	26	0	0	0	0	0	0	0	0	0	0	26	0	0	0	0	Nellis, Laurie
3709		1.5	3	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	Helland, Diane
3710		1.5	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	Vanlandingham, Laurel
Course Total			34	0	0	0	0	0	0	0	0	0	0	34	0	0	0	0	
NURS-155B Clinic Sim/Begin Nurs Students																			
3712		1.5	13	0	0	0	0	0	0	0	0	0	0	13	0	0	0	0	Helland, Diane
3714		1.5	19	0	0	0	0	0	0	0	0	0	0	19	0	0	0	0	Zozuk, Joy
Course Total			32	0	0	0	0	0	0	0	0	0	0	32	0	0	0	0	
NURS-198 Supervised Tutoring - Nursing																			
3711		.0	140	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Tendal, Nancy
NURS-203 Medical Surgical Nursing I																			
3713		6.0	28	0	5	0	0	18	0	0	3	2	0	0	0	0	0	1	Tendal, Nancy
NURS-205 Psychiatric-Mental Health Nurs																			
3715	6	3.0	9	0	2	0	0	6	0	0	0	1	0	0	0	0	0	0	London, Linda
3716	5	3.0	10	0	1	0	0	6	0	0	1	2	0	0	0	0	0	0	London, Linda
3717	5	3.0	8	0	1	0	0	5	0	0	1	1	0	0	0	0	0	0	London, Linda
Course Total			27	0	4	0	0	17	0	0	2	4	0	0	0	0	0	0	

Grade Distribution by Division

School: Grossmont College -- Term: 2008FA -- Division: G08 -- Subject: NURS -- Course: All Courses

Section N = Nights ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor		
NURS-220 Mgmt Nutrition/Metabol Disord																				
3718	8	5.0	20	0	2	0	0	11	0	0	5	2	0	0	0	0	0	0	Puleo, Diana	
3719	8	5.0	16	0	3	0	0	9	0	0	4	0	0	0	0	0	0	0	1 Puleo, Diana	XP
5972N	8	5.0	21	0	2	0	0	11	0	0	5	3	0	0	0	0	0	0	0 Scott, Michele	XP
6028N**	8	5.0	31	0	8	0	0	17	0	0	4	2	0	0	0	0	0	0	1 Hamel, Elisabeth	PT
Course Total			57	0	7	0	0	31	0	0	14	5	0	0	0	0	0	0	1	
NURS-222 Neurologic & Psychiatric Nurs																				
3720	8	5.0	19	0	0	0	0	10	0	0	7	2	0	0	0	0	0	0	0 London, Linda	
3721	8	5.0	18	0	4	0	0	11	0	0	3	0	0	0	0	0	0	0	0 London, Linda	
5973N	8	5.0	21	0	7	0	0	13	0	0	1	0	0	0	0	0	0	0	0 Bandstra, William	PT
6029N**	8	5.0	35	0	12	0	0	22	0	0	0	1	0	0	0	0	0	0	0 McCalmont, Vicki	PT
Course Total			58	0	11	0	0	34	0	0	11	2	0	0	0	0	0	0	0	
NURS-230 Mgmt Cardio-Pulmon/Circul Diso																				
3722	13	6.0	20	0	6	0	0	14	0	0	0	0	0	0	0	0	0	0	0 Mattas, Cheryl	
3723	13	6.0	20	0	5	0	0	14	0	0	0	1	0	0	0	0	0	0	0 Maloy, Lisa	
Course Total			40	0	11	0	0	28	0	0	0	1	0	0	0	0	0	0	0	
NURS-235 Precepted Patient Care Mgmt																				
3727	4	3.0	20	0	9	0	0	11	0	0	0	0	0	0	0	0	0	0	0 Maloy, Lisa	
3747	4	3.0	19	0	8	0	0	10	0	0	1	0	0	0	0	0	0	0	1 Mattas, Cheryl	
Course Total			39	0	17	0	0	21	0	0	1	0	0	0	0	0	0	0	1	
NURS-251A Work-Study Externship																				
3728	1.0		1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0 Hamel, Elisabeth	PT
NURS-251C Work-Study Externship																				
3733	1.0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1 Puleo, Diana	XP
NURS-252A Work-Study Externship																				
3735	2.0		3	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0 Puleo, Diana	XP
NURS-252B Work-Study Externship																				
3737	2.0		1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0 Puleo, Diana	XP
3753	2.0		1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0 Hamel, Elisabeth	PT
Course Total			2	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	
NURS-253A Work-Study Externship																				
3741	3.0		3	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0 Puleo, Diana	XP
NURS-253C Work-Study Externship																				
3745	3.0		1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0 Puleo, Diana	XP
NURS-255A Clinic Sim/Adv Nurs Students																				
3749	1.5		24	0	0	0	0	0	0	0	0	0	0	24	0	0	0	0	2 Maloy, Lisa	
3750	1.5		13	0	0	0	0	0	0	0	0	0	0	13	0	0	0	0	0 Mattas, Cheryl	
Course Total			37	0	0	0	0	0	0	0	0	0	0	37	0	0	0	0	2	
NURS-255B Clinic Sim/Adv Nurs Students																				
3751	1.5		6	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	0 Tendal, Nancy	
Subject Total			706	0	125	0	0	260	0	0	40	22	0	118	1	0	0	10		

Grade Distribution by Division

School: Grossmont College -- Term: 2009FA -- Division: G08 -- Subject: NURS -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
NURS-118 Nursing Pharmacology I																			
3693	8	1.0	18	0	5	0	0	10	0	0	2	1	0	0	0	0	0	Zozuk, Joy	XP
3694	8	1.0	16	0	9	0	0	5	0	0	1	1	0	0	0	0	0	Vanlandingham, Laurel	XP
9813	8	1.0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	Zozuk, Joy	XP
Course Total			35	0	14	0	0	16	0	0	3	2	0	0	0	0	1		
NURS-119 Nursing Pharmacology II																			
3697	8	1.0	20	0	7	0	0	11	0	0	1	0	1	0	0	0	0	Zozuk, Joy	XP
3698	8	1.0	11	0	3	0	0	6	0	0	1	1	0	0	0	0	0	Vanlandingham, Laurel	XP
9821	8	1.0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	Zozuk, Joy	XP
Course Total			32	0	10	0	0	18	0	0	2	1	1	0	0	0	1		
NURS-120 Intro Nursng/Theory & Practice																			
3700		8.0	19	0	3	0	0	14	0	0	2	0	0	0	0	0	0	3 Borillo, Christine	PT
3701		8.0	18	0	2	0	0	13	0	0	1	2	0	0	0	0	0	1 Ngo-Bigge, Angela	
Course Total			37	0	5	0	0	27	0	0	3	2	0	0	0	0	0	4	
NURS-130 Perioperative Nursing																			
3702	8	5.0	19	0	2	0	0	13	0	0	2	2	0	0	0	0	0	0 Zozuk, Joy	XP
3703	8	5.0	15	0	2	0	0	9	0	0	4	0	0	0	0	0	0	1 Zozuk, Joy	
Course Total			34	0	4	0	0	22	0	0	6	2	0	0	0	0	0	1	
NURS-132 Maternal/Newborn-Child Health																			
3704	8	5.0	18	0	2	0	0	12	0	0	2	2	0	0	0	0	0	0 Vanlandingham, Laurel	
3705	8	5.0	17	0	3	0	0	12	0	0	2	0	0	0	0	0	0	0 Helland, Diane	
Course Total			35	0	5	0	0	24	0	0	4	2	0	0	0	0	0	0	
NURS-155A Clinic Sim/Begin Nurs Students																			
3706**	8	1.5	19	0	0	0	0	0	0	0	0	0	0	18	1	0	0	2 Zozuk, Joy	
NURS-155B Clinic Sim/Begin Nurs Students																			
3714		1.5	28	0	0	0	0	0	0	0	0	0	0	28	0	0	0	2 Tendal, Nancy	
NURS-198 Supervised Tutoring - Nursing																			
3711**		.0	70	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0 Tendal, Nancy	
NURS-203 Medical Surgical Nursing I																			
3713		6.0	25	0	7	0	0	17	0	0	0	1	0	0	0	0	0	0 Oertel, Thomas	
NURS-205 Psychiatric-Mental Health Nurs																			
3715	6	3.0	8	0	1	0	0	5	0	0	1	1	0	0	0	0	0	0 London, Linda	
3716	5	3.0	8	0	0	0	0	8	0	0	0	0	0	0	0	0	0	0 London, Linda	
3717	5	3.0	8	0	2	0	0	5	0	0	0	1	0	0	0	0	0	0 London, Linda	
Course Total			24	0	3	0	0	18	0	0	1	2	0	0	0	0	0	0	

Grade Distribution by Division

School: Grossmont College -- Term: 2009FA -- Division: G08 -- Subject: NURS -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
NURS-220 Mgmt Nutrition/Metabol Disord																			
3718	8	5.0	19	0	8	0	0	10	0	0	1	0	0	0	0	0	0	0	Tendal, Nancy
3719	8	5.0	16	0	3	0	0	12	0	0	0	1	0	0	0	0	0	0	Tendal, Nancy
Course Total			35	0	11	0	0	22	0	0	1	1	0	0	0	0	0	0	
NURS-222 Neurologic & Psychiatric Nurs																			
3720	8	5.0	18	0	0	0	0	14	0	0	3	1	0	0	0	0	0	0	London, Linda
3721	8	5.0	19	0	0	0	0	13	0	0	3	3	0	0	0	0	0	0	London, Linda
Course Total			37	0	0	0	0	27	0	0	6	4	0	0	0	0	0	0	
NURS-230 Mgmt Cardio-Pulmon/Circul Diso																			
3722	11	6.0	19	0	1	0	0	15	0	0	2	1	0	0	0	0	0	0	Mattas, Cheryl
3723	11	6.0	18	0	2	0	0	14	0	0	2	0	0	0	0	0	0	0	Maloy, Lisa
Course Total			37	0	3	0	0	29	0	0	4	1	0	0	0	0	0	1	
NURS-235 Precepted Patient Care Mgmt																			
3747 **	4	3.0	37	0	9	0	0	1	0	0	27	0	0	0	0	0	0	0	Mattas, Cheryl
NURS-251A Work-Study Externship																			
3729		1.0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	Zozuk, Joy XP
NURS-252A Work-Study Externship																			
3735		2.0	9	0	0	0	0	0	0	0	0	0	0	8	1	0	0	0	Zozuk, Joy XP
NURS-253A Work-Study Externship																			
3741		3.0	7	0	0	0	0	0	0	0	0	0	0	7	0	0	0	0	Zozuk, Joy XP
NURS-255A Clinic Sim/Adv Nurs Students																			
3749		1.5	48	0	0	0	0	0	0	0	0	0	0	48	0	0	0	1	Maloy, Lisa
Subject Total			424	0	62	0	0	220	0	0	30	18	1	92	1	0	11		

Grade Distribution by Division

School: Grossmont College -- Term: 2010FA -- Division: G08 -- Subject: NURS -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
NURS-118 Nursing Pharmacology I																			
3693	8	1.0	21	0	3	0	0	14	0	0	1	3	0	0	0	0	2	Zozuk, Joy	XP
3694	8	1.0	19	0	6	0	0	11	0	0	2	0	0	0	0	0	1	Vanlandingham, Laurel	
Course Total			40	0	9	0	0	25	0	0	3	3	0	0	0	0	3		
NURS-119 Nursing Pharmacology II																			
3697	8	1.0	18	0	4	0	0	11	0	0	2	1	0	0	0	0	0	Zozuk, Joy	XP
3698	8	1.0	20	0	12	0	0	6	0	0	1	1	0	0	0	0	0	Vanlandingham, Laurel	
Course Total			38	0	16	0	0	17	0	0	3	2	0	0	0	0	0		
NURS-120 Intro Nursng/Theory & Practice																			
3700		8.0	14	0	1	0	0	9	0	0	2	2	0	0	0	0	2	Nellis, Laurie	
3701		8.0	23	0	5	0	0	13	0	0	3	2	0	0	0	0	2	Ngo-Bigge, Angela	
Course Total			37	0	6	0	0	22	0	0	5	4	0	0	0	0	4		
NURS-130 Perioperative Nursing																			
3702	8	5.0	15	0	2	0	0	7	0	0	4	2	0	0	0	0	0	Zozuk, Joy	XP
3703	8	5.0	17	0	2	0	0	10	0	0	1	4	0	0	0	0	0	Zozuk, Joy	
Course Total			32	0	4	0	0	17	0	0	5	6	0	0	0	0	0		
NURS-132 Maternal/Newborn-Child Health																			
3704	8	5.0	17	0	2	0	0	15	0	0	0	0	0	0	0	0	0	Vanlandingham, Laurel	
3705	8	5.0	14	0	3	0	0	11	0	0	0	0	0	0	0	0	0	Helland, Diane	
Course Total			31	0	5	0	0	26	0	0	0	0	0	0	0	0	0		
NURS-155A Clinic Sim/Begin Nurs Students																			
3706		1.5	34	0	0	0	0	0	0	0	0	0	0	33	1	0	3	Ngo-Bigge, Angela	
NURS-155B Clinic Sim/Begin Nurs Students																			
3714N		1.5	29	0	0	0	0	0	0	0	0	0	0	25	4	0	1	Helland, Diane	
NURS-203 Medical Surgical Nursing I																			
3713		6.0	19	0	6	0	0	12	0	0	0	1	0	0	0	0	1	Oertel, Thomas	
NURS-205 Psychiatric-Mental Health Nurs																			
3715	6	3.0	7	0	1	0	0	6	0	0	0	0	0	0	0	0	0	London, Linda	
3716	5	3.0	7	0	0	0	0	7	0	0	0	0	0	0	0	0	0	London, Linda	
3717	5	3.0	6	0	1	0	0	5	0	0	0	0	0	0	0	0	0	London, Linda	
Course Total			20	0	2	0	0	18	0	0	0	0	0	0	0	0	0		
NURS-220 Mgmt Nutrition/Metabol Disord																			
3718	8	5.0	15	0	3	0	0	7	0	0	2	3	0	0	0	0	0	Tendal, Nancy	
3719	8	5.0	15	0	3	0	0	12	0	0	0	0	0	0	0	0	0	Tendal, Nancy	
Course Total			30	0	6	0	0	19	0	0	2	3	0	0	0	0	0		

Grade Distribution by Division

School: Grossmont College -- Term: 2010FA -- Division: G08 -- Subject: NURS -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
NURS-222 Neurologic & Psychiatric Nurs																			
3720	8	5.0	15	0	0	0	0	15	0	0	0	0	0	0	0	0	0	0	London, Linda
3721	8	5.0	13	0	2	0	0	10	0	0	0	1	0	0	0	0	0	1	London, Linda
Course Total			28	0	2	0	0	25	0	0	0	1	0	0	0	0	0	1	
NURS-230 Mgmt Cardio-Pulmon/Circul Diso																			
3722	12	6.0	16	0	2	0	0	12	0	0	1	1	0	0	0	0	0	0	Mattas, Cheryl
3723	12	6.0	13	0	3	0	0	10	0	0	0	0	0	0	0	0	0	0	Maloy, Lisa
Course Total			29	0	5	0	0	22	0	0	1	1	0	0	0	0	0	0	
NURS-235 Precepted Patient Care Mgmt																			
3747	4	3.0	28	0	14	0	0	8	0	0	6	0	0	0	0	0	0	0	Maloy, Lisa
NURS-251A Work-Study Externship																			
3729		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Zozuk, Joy
NURS-252A Work-Study Externship																			
3735		2.0	3	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	Zozuk, Joy
NURS-253A Work-Study Externship																			
3741		3.0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	Zozuk, Joy
NURS-253B Work-Study Externship																			
6255		3.0	4	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	Zozuk, Joy
NURS-255A Clinic Sim/Adv Nurs Students																			
3749		1.5	28	0	0	0	0	0	0	0	0	0	0	28	0	0	1	0	Maloy, Lisa
NURS-255B Clinic Sim Adv Nurs Students																			
5580		1.5	22	0	0	0	0	0	0	0	0	0	0	21	1	0	0	0	Maloy, Lisa
Subject Total			453	0	75	0	0	211	0	0	25	21	0	115	6	0	15		

Grade Distribution by Division

School: Grossmont College -- Term: 2011FA -- Division: G08 -- Subject: NURS -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
NURS-118 Nursing Pharmacology I																		
3693	8	1.0	34	0	12	0	0	16	0	0	4	2	0	0	0	0	7	Zozuk, Joy
NURS-119 Nursing Pharmacology II																		
3697	8	1.0	32	0	19	0	0	13	0	0	0	0	0	0	0	0	1	Zozuk, Joy
NURS-120 Intro Nursng/Theory & Practice																		
3700		8.0	17	0	0	0	0	16	0	0	0	1	0	0	0	0	3	Nellis, Laurie
3701		8.0	15	0	5	0	0	10	0	0	0	0	0	0	0	0	5	Ngo-Bigge, Angela
Course Total			32	0	5	0	0	26	0	0	0	1	0	0	0	0	8	
NURS-130 Perioperative Nursing																		
3702	8	5.0	20	0	3	0	0	13	0	0	3	1	0	0	0	0	0	Zozuk, Joy
3703	8	5.0	18	0	2	0	0	13	0	0	3	0	0	0	0	0	0	Zozuk, Joy
Course Total			38	0	5	0	0	26	0	0	6	1	0	0	0	0	0	0
NURS-132 Maternal/Newborn-Child Health																		
3704	8	5.0	19	0	1	0	0	12	0	0	5	1	0	0	0	0	1	Vanlandingham, Laurel
3705	8	5.0	19	0	1	0	0	11	0	0	6	1	0	0	0	0	0	Helland, Diane
Course Total			38	0	2	0	0	23	0	0	11	2	0	0	0	0	1	
NURS-155A Clinic Sim/Begin Nurs Students																		
3706		1.5	25	0	0	0	0	0	0	0	0	0	0	25	0	0	7	Ngo-Bigge, Angela
NURS-155B Clinic Sim/Begin Nurs Students																		
3714N		1.5	32	0	0	0	0	0	0	0	0	0	0	32	0	0	3	Helland, Diane
NURS-203 Medical Surgical Nursing I																		
3713		6.0	14	0	9	0	0	5	0	0	0	0	0	0	0	0	1	Oertel, Thomas
NURS-205 Psychiatric-Mental Health Nurs																		
3715	6	3.0	4	0	1	0	0	3	0	0	0	0	0	0	0	0	0	London, Linda
3716	5	3.0	5	0	3	0	0	2	0	0	0	0	0	0	0	0	1	London, Linda
3717	5	3.0	5	0	1	0	0	4	0	0	0	0	0	0	0	0	0	London, Linda
Course Total			14	0	5	0	0	9	0	0	0	0	0	0	0	0	1	
NURS-220 Mgmt Nutrition/Metabol Disord																		
3718	8	5.0	12	0	5	0	0	7	0	0	0	0	0	0	0	0	0	Tendal, Nancy
3719	8	5.0	11	0	4	0	0	7	0	0	0	0	0	0	0	0	0	Tendal, Nancy
Course Total			23	0	9	0	0	14	0	0	0	0	0	0	0	0	0	0
NURS-222 Neurologic & Psychiatric Nurs																		
3720	8	5.0	12	0	0	0	0	10	0	0	1	1	0	0	0	0	0	London, Linda
3721	8	5.0	11	0	3	0	0	8	0	0	0	0	0	0	0	0	0	London, Linda
Course Total			23	0	3	0	0	18	0	0	1	1	0	0	0	0	0	0

Grade Distribution by Division

School: Grossmont College -- Term: 2011FA -- Division: G08 -- Subject: NURS -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
NURS-230 Mgmt Cardio-Pulmon/Circul Diso																			
3722	12	6.0	26	0	6	0	0	19	0	0	1	0	0	0	0	0	0	0	Maloy, Lisa
NURS-235 Precepted Patient Care Mgmt																			
3747	4	3.0	26	0	16	0	0	6	0	0	4	0	0	0	0	0	0	0	Maloy, Lisa
NURS-252A Work-Study Externship																			
3735		2.0	6	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	Zozuk, Joy
NURS-255A Clinic Sim/Adv Nurs Students																			
3749		1.5	12	0	0	0	0	0	0	0	0	0	0	12	0	0	0	1	Oertel, Thomas
NURS-255B Clinic Sim Adv Nurs Students																			
5580		1.5	24	0	0	0	0	0	0	0	0	0	0	24	0	0	0	0	Maloy, Lisa
Subject Total			399	0	91	0	0	175	0	0	27	7	0	99	0	0	30		

Grade Distribution by Division

School: Grossmont College -- Term: 2012FA -- Division: G08 -- Subject: NURS -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor		
NURS-118 Nursing Pharmacology I																				
3693	8	1.0	40	0	10	0	0	29	0	0	0	1	0	0	0	0	1	Zozuk, Joy	PT	
NURS-119 Nursing Pharmacology II																				
3697	8	1.0	38	0	19	0	0	19	0	0	0	0	0	0	0	0	2	Zozuk, Joy	PT	
NURS-120 Intro Nursng/Theory & Practice																				
3700		8.0	18	0	0	0	0	17	0	0	1	0	0	0	0	0	2	Nellis, Laurie		
3701		8.0	20	0	0	0	0	18	0	0	2	0	0	0	0	0	1	Gallegos, Sara	PT	
Course Total			38	0	0	0	0	35	0	0	3	0	0	0	0	0	3			
NURS-130 Perioperative Nursing																				
3702	8	5.0	17	0	2	0	0	14	0	0	1	0	0	0	0	0	0	Alcova, Diana	PT	
3703	8	5.0	15	0	2	0	0	13	0	0	0	0	0	0	0	0	0	Alcova, Diana	PT	
Course Total			32	0	4	0	0	27	0	0	1	0	0	0	0	0	0	0		
NURS-132 Maternal/Newborn-Child Health																				
3704	8	5.0	15	0	5	0	0	9	0	0	1	0	0	0	0	0	1	Aliyev, Gabi	PT	
3705	8	5.0	17	0	8	0	0	8	0	0	1	0	0	0	0	0	0	Helland, Diane		
Course Total			32	0	13	0	0	17	0	0	2	0	0	0	0	0	0	1		
NURS-155B Clinic Sim/Begin Nurs Students																				
3714		1.5	26	0	0	0	0	0	0	0	0	0	0	26	0	0	1	Helland, Diane		
NURS-220 Mgmt Nutrition/Metabol Disord																				
3718	8	5.0	17	0	0	0	0	14	0	0	3	0	0	0	0	0	1	Ngo-Bigge, Angela		
3719	8	5.0	19	0	4	0	0	15	0	0	0	0	0	0	0	0	0	Ngo-Bigge, Angela		
Course Total			36	0	4	0	0	29	0	0	3	0	0	0	0	0	0	1		
NURS-222 Neurologic & Psychiatric Nurs																				
3720	8	5.0	18	0	3	0	0	15	0	0	0	0	0	0	0	0	0	Nacionales, Marie	PT	
3721	8	5.0	17	0	7	0	0	10	0	0	0	0	0	0	0	0	0	Nacionales, Marie	PT	
Course Total			35	0	10	0	0	25	0	0	0	0	0	0	0	0	0	0		
NURS-230 Mgmt Cardio-Pulmon/Circul Diso																				
3722	12	6.0	36	0	12	0	0	24	0	0	0	0	0	0	0	0	0	Oertel, Thomas		
NURS-235 Precepted Patient Care Mgmt																				
3747	4	3.0	36	0	24	0	0	9	0	0	3	0	0	0	0	0	0	Oertel, Thomas		
NURS-252B Work-Study Externship																				
0707		2.0	3	0	0	0	0	0	0	0	0	0	0	3	0	0	0	Maloy, Lisa	XP	
NURS-255A Clinic Sim Adv Nurs Students																				
0578N		1.5	25	0	0	0	0	0	0	0	0	0	0	25	0	0	0	Sanchez, Ezekiel		
Subject Total			377	0	96	0	0	214	0	0	12	1	0	54	0	0	9			

Grade Distribution by Division
School: Grossmont College -- Term: 2013FA -- Division: G08 -- Subject: NURS -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
NURS-118 Nursing Pharmacology I																		
3693	8	1.0	37	0	13	0	0	24	0	0	0	0	0	0	0	0	2	Ngo-Bigge, Angela
NURS-119 Nursing Pharmacology II																		
3697	8	1.0	39	0	20	0	0	18	0	0	0	1	0	0	0	0	0	Ngo-Bigge, Angela
NURS-120 Intro Nursng/Theory & Practice																		
3700		8.0	20	0	4	0	0	16	0	0	0	0	0	0	0	0	0	Nelson, Melanie
3701		8.0	19	0	2	0	0	16	0	0	0	0	1	0	0	0	2	Babini, Sarah
Course Total			39	0	6	0	0	32	0	0	0	0	1	0	0	0	2	
NURS-130 Perioperative Nursing																		
3702	8	5.0	18	0	0	0	0	17	0	0	0	1	0	0	0	0	1	Brooks, Peter
3703	9	5.0	17	0	3	0	0	14	0	0	0	0	0	0	0	0	0	Brooks, Peter
Course Total			35	0	3	0	0	31	0	0	0	1	0	0	0	0	1	
NURS-132 Maternal/Newborn-Child Health																		
3704	8	5.0	18	0	3	0	0	12	0	0	2	1	0	0	0	0	0	Helland, Diane
3705	8	5.0	17	0	2	0	0	13	0	0	1	1	0	0	0	0	0	Helland, Diane
Course Total			35	0	5	0	0	25	0	0	3	2	0	0	0	0	0	
NURS-155 Clinic Sim Begin Nurs Students																		
3565		1.5	33	0	0	0	0	0	0	0	0	0	0	33	0	0	1	Ngo-Bigge, Angela
NURS-156 Clinic Reason Second Semester																		
3317		1.5	24	0	0	0	0	0	0	0	0	0	0	22	2	0	1	Helland, Diane
NURS-220 Mgmt Nutrition/Metabol Disord																		
3718	8	5.0	16	0	9	0	0	7	0	0	0	0	0	0	0	0	0	Tendal, Nancy
3719	9	5.0	13	0	10	0	0	3	0	0	0	0	0	0	0	0	0	Gonzalez, Leticia
Course Total			29	0	19	0	0	10	0	0	0	0	0	0	0	0	0	
NURS-222 Neurologic & Psychiatric Nurs																		
3720	8	5.0	13	0	3	0	0	10	0	0	0	0	0	0	0	0	2	Sanchez, Ezekiel
3721	8	5.0	16	0	7	0	0	9	0	0	0	0	0	0	0	0	0	Sanchez, Ezekiel
Course Total			29	0	10	0	0	19	0	0	0	0	0	0	0	0	2	
NURS-230 Mgmt Cardio-Pulmon Circ Disord																		
1989	12	6.0	16	0	6	0	0	10	0	0	0	0	0	0	0	0	0	Shadroff, Valerie
3722	12	6.0	15	0	7	0	0	7	0	0	0	0	1	0	0	0	0	Oertel, Thomas
Course Total			31	0	13	0	0	17	0	0	0	0	1	0	0	0	0	
NURS-235 Precepted Patient Care Mgmt																		
3747	4	3.0	30	0	26	0	0	3	0	0	1	0	0	0	0	0	0	Oertel, Thomas
NURS-252B Work-Study Externship																		
0707		2.0	10	0	0	0	0	0	0	0	0	0	0	10	0	0	1	Tendal, Nancy
NURS-255 Clinical Reason Third Semester																		
3566N		1.5	20	0	0	0	0	0	0	0	0	0	0	20	0	0	1	Sanchez, Ezekiel
NURS-256 Clinic Reason Fourth Semester																		
3175		1.5	20	0	0	0	0	0	0	0	0	0	0	20	0	0	0	Oertel, Thomas
Subject Total			411	0	115	0	0	179	0	0	4	4	2	105	2	0	11	

Grade Distribution by Division

School: Grossmont College -- Term: 2009SP -- Division: G08 -- Subject: NURS -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
NURS-110 Transition to Rn/Periop Nurs																			
8207	12	4.0	15	0	1	0	0	10	0	0	1	3	0	0	0	0	0	0	Tendal, Nancy
9268	12	4.0	15	0	5	0	0	8	0	0	0	1	1	0	0	0	0	0	Tendal, Nancy
Course Total			30	0	6	0	0	18	0	0	1	4	1	0	0	0	0	0	
NURS-118 Nursing Pharmacology I																			
8208	8	1.0	34	0	21	0	0	11	0	0	0	2	0	0	0	0	0	0	2 Vanlandingham, Laurel
8209	8	1.0	33	0	10	0	0	20	0	0	2	1	0	0	0	0	0	0	0 Zozuk, Joy
Course Total			67	0	31	0	0	31	0	0	2	3	0	0	0	0	0	0	2
NURS-119 Nursing Pharmacology II																			
8210	8	1.0	33	0	17	0	0	16	0	0	0	0	0	0	0	0	0	0	2 Vanlandingham, Laurel
8212	8	1.0	31	0	13	0	0	12	0	0	3	3	0	0	0	0	0	0	1 Zozuk, Joy
Course Total			64	0	30	0	0	28	0	0	3	3	0	0	0	0	0	0	3
NURS-120 Intro Nursng/Theory & Practice																			
8213		8.0	18	0	5	0	0	12	0	0	0	1	0	0	0	0	0	0	1 Nellis, Laurie
8214		8.0	21	0	2	0	0	17	0	0	0	2	0	0	0	0	0	0	0 Ngo-Bigge, Angela
Course Total			39	0	7	0	0	29	0	0	0	3	0	0	0	0	0	0	1
NURS-130 Perioperative Nursing																			
8216	8	5.0	18	0	4	0	0	11	0	0	1	2	0	0	0	0	0	0	0 Zozuk, Joy
8217	8	5.0	17	0	7	0	0	9	0	0	1	0	0	0	0	0	0	0	2 Zozuk, Joy
Course Total			35	0	11	0	0	20	0	0	2	2	0	0	0	0	0	0	2
NURS-132 Maternal/Newborn-Child Health																			
8219	8	5.0	18	0	6	0	0	9	0	0	2	1	0	0	0	0	0	0	0 Helland, Diane
8221	8	5.0	17	0	6	0	0	10	0	0	0	1	0	0	0	0	0	0	0 Vanlandingham, Laurel
Course Total			35	0	12	0	0	19	0	0	2	2	0	0	0	0	0	0	0
NURS-155A Clinic Sim/Begin Nurs Students																			
8223		1.5	27	0	0	0	0	0	0	0	0	0	0	26	1	0	0	0	1 Nellis, Laurie
NURS-155B Clinic Sim/Begin Nurs Students																			
8224		1.5	35	0	0	0	0	0	0	0	0	0	0	32	3	0	0	0	0 Helland, Diane
NURS-198 Supervised Tutoring - Nursing																			
8226		.0	123	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0 Tendal, Nancy
NURS-211 Adv Med-Surg Nurs/Comm Health																			
8227	12	7.0	25	0	3	0	0	19	0	0	2	1	0	0	0	0	0	0	0 Oertel, Thomas

Grade Distribution by Division

School: Grossmont College -- Term: 2009SP -- Division: G08 -- Subject: NURS -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
NURS-220 Mgmt Nutrition/Metabol Disord																			
8228	8	5.0	20	0	2	0	0	11	0	0	5	2	0	0	0	0	0	0	0 Scott, Michele
8229	8	5.0	19	0	2	0	0	15	0	0	2	0	0	0	0	0	0	0	0 Scott, Michele
Course Total			39	0	4	0	0	26	0	0	7	2	0	0	0	0	0	0	
NURS-222 Neurologic & Psychiatric Nurs																			
8230	8	5.0	19	0	1	0	0	16	0	0	2	0	0	0	0	0	0	0	0 London, Linda
8231	8	5.0	18	0	1	0	0	15	0	0	2	0	0	0	0	0	0	2	2 London, Linda
Course Total			37	0	2	0	0	31	0	0	4	0	0	0	0	0	0	2	
NURS-230 Mgmt Cardio-Pulmon/Circul Diso																			
8232	12	6.0	20	0	10	0	0	10	0	0	0	0	0	0	0	0	0	0	0 Maloy, Lisa
8233	12	6.0	15	0	1	0	0	13	0	0	1	0	0	0	0	0	0	0	0 Mattas, Cheryl
8929N**	12	6.0	30	0	8	0	0	18	0	0	2	2	0	0	0	0	0	0	0 Hamel, Elisabeth
8930N	12	6.0	18	0	2	0	0	14	0	0	2	0	0	0	0	0	0	0	0 Scott, Michele
Course Total			53	0	13	0	0	37	0	0	3	0	0	0	0	0	0	0	
NURS-235 Precepted Patient Care Mgmt																			
8234	4	3.0	35	0	8	0	0	2	0	0	25	0	0	0	0	0	0	0	0 London, Linda
8235	4	3.0	23	0	3	0	0	4	0	0	16	0	0	0	0	0	0	0	0 Oertel, Thomas
8931	4	3.0	20	0	4	0	0	1	0	0	13	0	0	0	2	0	1	1	1 Scott, Michele
8932 **	5	3.0	26	0	4	0	0	10	0	0	11	1	0	0	0	0	0	1	1 Hamel, Elisabeth
Course Total			78	0	15	0	0	7	0	0	54	0	0	0	2	0	1	1	
NURS-251A Work-Study Externship																			
8240		1.0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0 Scott, Michele
NURS-253A Work-Study Externship																			
8252		3.0	7	0	0	0	0	0	0	0	0	0	0	7	0	0	0	0	0 Nellis, Laurie
NURS-253B Work-Study Externship																			
8254		3.0	2	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0 Nellis, Laurie
NURS-253C Work-Study Externship																			
8256		3.0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0 Nellis, Laurie
NURS-255A Clinic Sim/Adv Nurs Students																			
8258	12	1.5	15	0	0	0	0	0	0	0	0	0	0	15	0	0	0	0	0 Maloy, Lisa
Subject Total			713	0	134	0	0	265	0	0	80	20	1	83	7	0	12		

Grade Distribution by Division

School: Grossmont College -- Term: 2010SP -- Division: G08 -- Subject: NURS -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
NURS-110 Transition to Rn/Periop Nurs																		
8207	12	4.0	14	0	2	0	0	9	0	0	0	3	0	0	0	0	2	Oertel, Thomas
9268	12	4.0	10	0	1	0	0	8	0	0	0	1	0	0	0	0	4	Oertel, Thomas
Course Total			24	0	3	0	0	17	0	0	0	4	0	0	0	0	6	
NURS-118 Nursing Pharmacology I																		
8208	8	1.0	30	0	13	0	0	13	0	0	0	4	0	0	0	0	3	Vanlandingham, Laurel
8209	8	1.0	32	0	20	0	0	11	0	0	0	1	0	0	0	0	3	Zozuk, Joy
Course Total			62	0	33	0	0	24	0	0	0	5	0	0	0	0	6	
NURS-119 Nursing Pharmacology II																		
8210	8	1.0	25	0	19	0	0	5	0	0	0	1	0	0	0	0	0	Vanlandingham, Laurel
8212	8	1.0	28	0	13	0	0	15	0	0	0	0	0	0	0	0	3	Zozuk, Joy
Course Total			53	0	32	0	0	20	0	0	0	1	0	0	0	0	3	
NURS-120 Intro Nursng/Theory & Practice																		
8213		8.0	17	0	4	0	0	13	0	0	0	0	0	0	0	0	3	Nellis, Laurie
8214		8.0	15	0	3	0	0	12	0	0	0	0	0	0	0	0	5	Ngo-Bigge, Angela
Course Total			32	0	7	0	0	25	0	0	0	0	0	0	0	0	8	
NURS-130 Perioperative Nursing																		
8216	8	5.0	16	0	2	0	0	14	0	0	0	0	0	0	0	0	1	Zozuk, Joy
8217	8	5.0	13	0	1	0	0	9	0	0	2	1	0	0	0	0	0	Zozuk, Joy
Course Total			29	0	3	0	0	23	0	0	2	1	0	0	0	0	1	
NURS-132 Maternal/Newborn-Child Health																		
8219	8	5.0	17	0	1	0	0	8	0	0	4	4	0	0	0	0	0	Helland, Diane
8221	8	5.0	16	0	2	0	0	12	0	0	2	0	0	0	0	0	0	Vanlandingham, Laurel
Course Total			33	0	3	0	0	20	0	0	6	4	0	0	0	0	0	
NURS-155A Clinic Sim/Begin Nurs Students																		
8223		1.5	27	0	0	0	0	0	0	0	0	0	0	27	0	0	7	Nellis, Laurie
NURS-155B Clinic Sim/Begin Nurs Students																		
8224		1.5	23	0	0	0	0	0	0	0	0	0	0	22	1	0	0	Helland, Diane
NURS-211 Adv Med-Surg Nurs/Comm Health																		
8227	12	7.0	23	0	5	0	0	14	0	0	3	1	0	0	0	0	1	Oertel, Thomas
NURS-220 Mgmt Nutrition/Metabol Disord																		
8228	8	5.0	16	0	3	0	0	10	0	0	2	1	0	0	0	0	0	Tendal, Nancy
8229	8	5.0	15	0	2	0	0	13	0	0	0	0	0	0	0	0	0	Maningas, Anne-Melissa PT
Course Total			31	0	5	0	0	23	0	0	2	1	0	0	0	0	0	

Grade Distribution by Division

School: Grossmont College -- Term: 2010SP -- Division: G08 -- Subject: NURS -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
NURS-222 Neurologic & Psychiatric Nurs																		
8230	8	5.0	15	0	0	0	0	14	0	0	1	0	0	0	0	0	0	0 London, Linda
8231	8	5.0	15	0	1	0	0	12	0	0	0	2	0	0	0	0	0	0 London, Linda
Course Total			30	0	1	0	0	26	0	0	1	2	0	0	0	0	0	
NURS-230 Mgmt Cardio-Pulmon/Circul Diso																		
8232	12	6.0	16	0	0	0	0	13	0	0	3	0	0	0	0	0	0	0 Maloy, Lisa
8233	12	6.0	16	0	0	0	0	12	0	0	3	1	0	0	0	0	0	0 Mattas, Cheryl
Course Total			32	0	0	0	0	25	0	0	6	1	0	0	0	0	0	
NURS-235 Precepted Patient Care Mgmt																		
8234 **	4	3.0	25	0	12	0	0	5	0	0	8	0	0	0	0	0	0	1 London, Linda
8235 **	4	3.0	28	0	10	0	0	11	0	0	7	0	0	0	0	0	0	1 Boland, Judy
Course Total			53	0	22	0	0	16	0	0	15	0	0	0	0	0	0	2
NURS-251A Work-Study Externship																		
8240		1.0	3	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0 Zozuk, Joy
NURS-251C Work-Study Externship																		
8244		1.0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0 Zozuk, Joy
NURS-252A Work-Study Externship																		
8246		2.0	4	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0 Zozuk, Joy
NURS-255A Clinic Sim/Adv Nurs Students																		
8258 **	12	1.5	27	0	0	0	0	0	0	0	0	0	0	24	3	0	0	0 Maloy, Lisa
NURS-255B Clinic Sim Adv Nurs Students																		
9875	12	1.5	39	0	0	0	0	0	0	0	0	0	0	38	1	0	1	1 Maloy, Lisa
Subject Total			446	0	92	0	0	217	0	0	20	20	0	95	2	0	33	

Grade Distribution by Division

School: Grossmont College -- Term: 2011SP -- Division: G08 -- Subject: NURS -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
NURS-110 Transition to Rn/Periop Nurs																		
8207	12	4.0	21	0	1	0	0	15	0	0	0	5	0	0	0	0	3	Oertel, Thomas
NURS-118 Nursing Pharmacology I																		
8208	8	1.0	31	0	5	0	0	23	0	0	2	1	0	0	0	0	2	Vanlandingham, Laurel
8209	8	1.0	32	0	6	0	0	21	0	0	3	2	0	0	0	0	0	Zozuk, Joy
Course Total			63	0	11	0	0	44	0	0	5	3	0	0	0	0	2	
NURS-119 Nursing Pharmacology II																		
8210	8	1.0	31	0	11	0	0	17	0	0	1	2	0	0	0	0	0	Vanlandingham, Laurel
8212	8	1.0	28	0	11	0	0	16	0	0	1	0	0	0	0	0	1	Zozuk, Joy
Course Total			59	0	22	0	0	33	0	0	2	2	0	0	0	0	1	
NURS-120 Intro Nursng/Theory & Practice																		
8213		8.0	18	0	2	0	0	14	0	0	1	1	0	0	0	0	3	Nellis, Laurie
8214		8.0	21	0	3	0	0	18	0	0	0	0	0	0	0	0	1	Ngo-Bigge, Angela
Course Total			39	0	5	0	0	32	0	0	1	1	0	0	0	0	4	
NURS-130 Perioperative Nursing																		
8216	8	5.0	17	0	3	0	0	7	0	0	4	3	0	0	0	0	1	Zozuk, Joy
8217	8	5.0	11	0	1	0	0	6	0	0	3	1	0	0	0	0	1	Zozuk, Joy
Course Total			28	0	4	0	0	13	0	0	7	4	0	0	0	0	2	
NURS-132 Maternal/Newborn-Child Health																		
8219	8	5.0	17	0	0	0	0	7	0	0	5	5	0	0	0	0	0	Helland, Diane
8221	8	5.0	14	0	2	0	0	8	0	0	4	0	0	0	0	0	0	Vanlandingham, Laurel
Course Total			31	0	2	0	0	15	0	0	9	5	0	0	0	0	0	
NURS-155A Clinic Sim/Begin Nurs Students																		
8223		1.5	48	0	0	0	0	0	0	0	0	0	0	47	1	0	5	Nellis, Laurie
NURS-155B Clinic Sim/Begin Nurs Students																		
8224		1.5	26	0	0	0	0	0	0	0	0	0	0	22	4	0	4	Helland, Diane
NURS-211 Adv Med-Surg Nurs/Comm Health																		
8227	12	7.0	19	0	3	0	0	11	0	0	3	2	0	0	0	0	0	Oertel, Thomas
NURS-220 Mgmt Nutrition/Metabol Disord																		
8228	8	5.0	13	0	3	0	0	9	0	0	1	0	0	0	0	0	1	Tendal, Nancy
8229	8	5.0	13	0	2	0	0	11	0	0	0	0	0	0	0	0	0	Tendal, Nancy
Course Total			26	0	5	0	0	20	0	0	1	0	0	0	0	0	1	

Grade Distribution by Division

School: Grossmont College -- Term: 2011SP -- Division: G08 -- Subject: NURS -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
NURS-222 Neurologic & Psychiatric Nurs																		
8230	8	5.0	13	0	1	0	0	12	0	0	0	0	0	0	0	0	0	0 London, Linda
8231	8	5.0	14	0	2	0	0	11	0	0	0	1	0	0	0	0	0	0 London, Linda
Course Total			27	0	3	0	0	23	0	0	0	1	0	0	0	0	0	0
NURS-230 Mgmt Cardio-Pulmon/Circul Diso																		
8232	12	6.0	14	0	0	0	0	14	0	0	0	0	0	0	0	0	0	1 Maloy, Lisa
8233	12	6.0	13	0	1	0	0	12	0	0	0	0	0	0	0	0	0	0 Mattas, Cheryl
Course Total			27	0	1	0	0	26	0	0	0	0	0	0	0	0	0	1
NURS-235 Precepted Patient Care Mgmt																		
8234 **	4	3.0	45	0	23	0	0	19	0	0	3	0	0	0	0	0	0	0 Maloy, Lisa
NURS-252A Work-Study Externship																		
8246		2.0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0 Zozuk, Joy XP
NURS-253B Work-Study Externship																		
6860		3.0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0 Zozuk, Joy XP
NURS-255A Clinic Sim/Adv Nurs Students																		
8258 **	12	1.5	22	0	0	0	0	0	0	0	0	0	0	22	0	0	0	1 Maloy, Lisa
NURS-255B Clinicl Sim Adv Nurs Students																		
7807		1.5	28	0	0	0	0	0	0	0	0	0	0	26	2	0	0	0 Oertel, Thomas
Subject Total			444	0	57	0	0	232	0	0	28	23	0	97	7	0	23	

Grade Distribution by Division
School: Grossmont College -- Term: 2012SP -- Division: G08 -- Subject: NURS -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
NURS-118 Nursing Pharmacology I																		
8208	8	1.0	41	0	17	0	0	22	0	0	1	1	0	0	0	0	5	Zozuk, Joy
NURS-119 Nursing Pharmacology II																		
8210	8	1.0	42	0	23	0	0	17	0	0	1	1	0	0	0	0	0	Zozuk, Joy
NURS-120 Intro Nursng/Theory & Practice																		
8213		8.0	19	0	5	0	0	12	0	0	0	2	0	0	0	0	2	Nellis, Laurie
8214		8.0	17	0	4	0	0	13	0	0	0	0	0	0	0	0	4	Ngo-Bigge, Angela
Course Total			36	0	9	0	0	25	0	0	0	2	0	0	0	0	6	
NURS-130 Perioperative Nursing																		
8216	8	5.0	17	0	1	0	0	14	0	0	0	2	0	0	0	0	0	Zozuk, Joy
8217	8	5.0	24	0	3	0	0	16	0	0	0	3	2	0	0	0	1	Zozuk, Joy
Course Total			41	0	4	0	0	30	0	0	0	3	4	0	0	0	1	
NURS-132 Maternal/Newborn-Child Health																		
8219	8	5.0	16	0	2	0	0	10	0	0	0	3	1	0	0	0	0	Helland, Diane
8221	8	5.0	15	0	2	0	0	13	0	0	0	0	0	0	0	0	0	Vanlandingham, Laurel
Course Total			31	0	4	0	0	23	0	0	0	3	1	0	0	0	0	
NURS-155A Clinic Sim/Begin Nurs Students																		
8223		1.5	29	0	0	0	0	0	0	0	0	0	0	29	0	0	3	Nellis, Laurie
NURS-155B Clinic Sim/Begin Nurs Students																		
8224		1.5	30	0	0	0	0	0	0	0	0	0	0	27	3	0	1	Helland, Diane
NURS-211 Adv Med-Surg Nurs/Comm Health																		
8227	12	7.0	14	0	3	0	0	8	0	0	2	1	0	0	0	0	0	Oertel, Thomas
NURS-220 Mgmt Nutrition/Metabol Disord																		
8228	8	5.0	18	0	6	0	0	11	0	0	1	0	0	0	0	0	0	Tendal, Nancy
8229	8	5.0	19	0	5	0	0	13	0	0	0	1	0	0	0	0	0	Tendal, Nancy
Course Total			37	0	11	0	0	24	0	0	1	1	0	0	0	0	0	
NURS-222 Neurologic & Psychiatric Nurs																		
8230	8	5.0	19	0	1	0	0	18	0	0	0	0	0	0	0	0	0	Maloy, Lisa
8231	8	5.0	18	0	1	0	0	17	0	0	0	0	0	0	0	0	0	Maloy, Lisa
Course Total			37	0	2	0	0	35	0	0	0	0	0	0	0	0	0	
NURS-230 Mgmt Cardio-Pulmon/Circul Diso																		
8232	12	6.0	22	0	5	0	0	16	0	0	1	0	0	0	0	0	0	Maloy, Lisa
NURS-235 Precepted Patient Care Mgmt																		
8234	4	3.0	35	0	23	0	0	9	0	0	3	0	0	0	0	0	0	Maloy, Lisa
NURS-252A Work-Study Externship																		
8246		2.0	2	0	0	0	0	0	0	0	0	0	0	1	1	0	0	Zozuk, Joy
NURS-255A Clinic Sim/Adv Nurs Students																		
8258		1.5	20	0	0	0	0	0	0	0	0	0	0	20	0	0	0	Maloy, Lisa
NURS-255B Clinicl Sim Adv Nurs Students																		
7807	12	1.5	18	0	0	0	0	0	0	0	0	0	0	18	0	0	1	Oertel, Thomas
Subject Total			435	0	101	0	0	209	0	0	15	11	0	95	4	0	17	

Grade Distribution by Division

School: Grossmont College -- Term: 2013SP -- Division: G08 -- Subject: NURS -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
NURS-118 Nursing Pharmacology I																		
8208	8	1.0	39	0	21	0	0	16	0	0	0	2	0	0	0	0	2	Ngo-Bigge, Angela
NURS-119 Nursing Pharmacology II																		
8210	8	1.0	35	0	25	0	0	9	0	0	0	1	0	0	0	0	1	Brooks, Peter
NURS-120 Intro Nursng/Theory & Practice																		
8213	8.0	19	0	1	0	0	15	0	0	0	1	1	1	0	0	0	2	Nelson, Melanie
8214	8.0	17	0	0	0	0	17	0	0	0	0	0	0	0	0	0	3	Newman, Gina
Course Total		36	0	1	0	0	32	0	0	0	1	1	1	0	0	0	5	
NURS-130 Perioperative Nursing																		
8216	8	5.0	18	0	1	0	0	10	0	0	2	5	0	0	0	0	0	Brooks, Peter
8217	8	5.0	18	0	3	0	0	15	0	0	0	0	0	0	0	0	0	Brooks, Peter
Course Total		36	0	4	0	0	25	0	0	2	5	0	0	0	0	0	0	
NURS-132 Maternal/Newborn-Child Health																		
8219	8	5.0	19	0	1	0	0	16	0	0	1	1	0	0	0	0	0	Helland, Diane
8221	8	5.0	13	0	3	0	0	9	0	0	1	0	0	0	0	0	0	Helland, Diane
Course Total		32	0	4	0	0	25	0	0	2	1	0	0	0	0	0	0	
NURS-155A Clinic Sim Begin Nurs Students																		
1229	1.5	25	0	0	0	0	0	0	0	0	0	0	0	24	1	0	3	Ngo-Bigge, Angela
NURS-155B Clinic Sim Begin Nurs Students																		
0783	1.5	23	0	0	0	0	0	0	0	0	0	0	0	23	0	0	2	Helland, Diane
NURS-220 Mgmt Nutrition-Metabol Disordr																		
1258	8	5.0	8	0	3	0	0	4	0	0	0	1	0	0	0	0	0	Gonzalez, Leticia
1259	8	5.0	8	0	5	0	0	3	0	0	0	0	0	0	0	0	0	Gonzalez, Leticia
8228	8	5.0	8	0	7	0	0	1	0	0	0	0	0	0	0	0	0	Tendal, Nancy
8229	8	5.0	8	0	7	0	0	1	0	0	0	0	0	0	0	0	0	Tendal, Nancy
Course Total		32	0	22	0	0	9	0	0	0	1	0	0	0	0	0	0	
NURS-222 Neurologic & Psychiatric Nurs																		
8230	8	5.0	16	0	9	0	0	7	0	0	0	0	0	0	0	0	0	Sanchez, Ezekiel
8231	8	5.0	15	0	10	0	0	5	0	0	0	0	0	0	0	0	0	Nacionales, Marie
Course Total		31	0	19	0	0	12	0	0	0	0	0	0	0	0	0	0	
NURS-230 Mgmt Cardio-Pulmon Circ Disord																		
1156	12	6.0	18	0	7	0	0	10	0	0	1	0	0	0	0	0	0	Stoute, Jocelyn
8232	12	6.0	18	0	6	0	0	11	0	0	0	0	1	0	0	0	0	Oertel, Thomas
Course Total		36	0	13	0	0	21	0	0	0	1	0	1	0	0	0	0	
NURS-235 Precepted Patient Care Mgmt																		
8234	4	3.0	35	0	25	0	0	9	0	0	1	0	0	0	0	0	0	Helland, Diane
NURS-252A Work-Study Externship																		
1235	2.0	2	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	Maloy, Lisa
NURS-255A Clinic Sim/Adv Nurs Students																		
8258	1.5	24	0	0	0	0	0	0	0	0	0	0	0	24	0	0	1	Sanchez, Ezekiel
NURS-255B Clinic Sim Adv Nurs Students																		
1230	1.5	21	0	0	0	0	0	0	0	0	0	0	0	21	0	0	0	Oertel, Thomas
Subject Total		407	0	134	0	0	158	0	0	7	11	2	2	94	1	0	14	

Grade Distribution by Division
School: Grossmont College -- Term: 2014SP -- Division: G08 -- Subject: NURS -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
NURS-118 Nursing Pharmacology I																		
8208	8	1.0	40	0	8	0	0	31	0	0	0	1	0	0	0	0	1	Ngo-Bigge, Angela
NURS-119 Nursing Pharmacology II																		
8210	8	1.0	39	0	18	0	0	21	0	0	0	0	0	0	0	0	0	Ngo-Bigge, Angela
NURS-120 Intro Nursng/Theory & Practice																		
8213		8.0	20	0	2	0	0	17	0	0	0	1	0	0	0	0	0	Ngo-Bigge, Angela
8214		8.0	19	0	6	0	0	13	0	0	0	0	0	0	0	0	2	Babini, Sarah
Course Total			39	0	8	0	0	30	0	0	0	1	0	0	0	0	2	
NURS-130 Perioperative Nursing																		
8216	8	5.0	20	0	0	0	0	14	0	0	3	3	0	0	0	0	0	Brooks, Peter
8217	8	5.0	19	0	1	0	0	17	0	0	1	0	0	0	0	0	1	Brooks, Peter
Course Total			39	0	1	0	0	31	0	0	4	3	0	0	0	0	1	
NURS-132 Maternal/Newborn-Child Health																		
8219	8	5.0	19	0	1	0	0	13	0	0	5	0	0	0	0	0	1	Helland, Diane
8221	8	5.0	17	0	4	0	0	11	0	0	2	0	0	0	0	0	0	Aliyev, Gabi
Course Total			36	0	5	0	0	24	0	0	7	0	0	0	0	0	1	
NURS-155 Clinic Sim Begin Nurs Students																		
3891		1.5	30	0	0	0	0	0	0	0	0	0	0	29	1	0	2	Ngo-Bigge, Angela
NURS-156 Clinic Reason Second Semester																		
3892		1.5	29	0	0	0	0	0	0	0	0	0	0	29	0	0	2	Helland, Diane
NURS-220 Mgmt Nutrition/Metabol Disord																		
8228	8	5.0	17	0	12	0	0	4	0	0	0	1	0	0	0	0	0	Tendal, Nancy
8229	8	5.0	17	0	8	0	0	9	0	0	0	0	0	0	0	0	0	Tendal, Nancy
Course Total			34	0	20	0	0	13	0	0	0	1	0	0	0	0	0	
NURS-222 Neurologic & Psychiatric Nurs																		
8230	8	5.0	17	0	5	0	0	12	0	0	0	0	0	0	0	0	0	Sanchez, Ezekiel
8231	8	5.0	16	0	14	0	0	2	0	0	0	0	0	0	0	0	0	Sanchez, Ezekiel
Course Total			33	0	19	0	0	14	0	0	0	0	0	0	0	0	0	
NURS-230 Mgmt Cardio-Pulmon Circ Disord																		
1156	12	6.0	15	0	3	0	0	12	0	0	0	0	0	0	0	0	0	Oertel, Thomas
8232	12	6.0	14	0	3	0	0	11	0	0	0	0	0	0	0	0	1	Shadroff, Valerie
Course Total			29	0	6	0	0	23	0	0	0	0	0	0	0	0	1	
NURS-235 Precepted Patient Care Mgmt																		
8234	4	3.0	29	0	20	0	0	7	0	0	2	0	0	0	0	0	0	Oertel, Thomas
NURS-252A Work-Study Externship																		
1235		2.0	3	0	0	0	0	0	0	0	0	0	0	3	0	0	0	Tendal, Nancy
NURS-255 Clinical Reason Third Semester																		
3893		1.5	22	0	0	0	0	0	0	0	0	0	0	22	0	0	0	Sanchez, Ezekiel
NURS-256 Clinic Reason Fourth Semester																		
3894		1.5	20	0	0	0	0	0	0	0	0	0	0	20	0	0	1	Oertel, Thomas
Subject Total			422	0	105	0	0	194	0	0	13	6	0	103	1	0	11	

XP

XP

APPENDIX D SAMPLE GRADING RUBRIC

Nursing 130 Weekly Plan of Care			
Grading Rubric			
Name:			Date:
Areas Assessed	Points Received	Points Possible	Comments
I. ASSESSMENT (4 pts)		4	
· Significant subjective data are identified			
· Significant objective data are identified			
· Data collected from patient, medical record			
· Data is complete and relevant			
II. NURSING DIAGNOSIS/PATIENT PROBLEM (4 pts)		4	
Clusters and interprets data related to actual or potential nursing diagnoses/patient problems			
Most significant problem for patient's well-being identified			
III. PLANNING (5 pts)		5	

Expected outcome(s)are:			
• Realistic			
• Measurable			
• Behavioral			
• Have a designated time frame			
IV. IMPLEMENTATION (5 pts)		5	
A. Nursing Interventions are:			
• Aimed at resolving or preventing identified problems and achieving expected outcome			
• Individualized and specific for the patient			
• Realistic			
• Measurable			
• Behavioral			
• Have a designated time frame			
• Include cited rationales explaining how and/or why interventions will assist in the achievement of the expected outcome.			
V. EVALUATION (2 pts)		2	

· Includes whether each expected outcome achieved/partially achieved/not achieved			
· Includes behavior/evidence to support evaluative statement			
· Includes whether care plan resolved, maintained or revised			
Total Points Earned	0	20	
Instructor Signature: _____			
Additional Comments:			

APPENDIX E CLINICAL EVALUATION TOOLS 1ST AND 2ND YEAR

NAME: _____

COURSE: NURS _____

SEMESTER: _____

WEEK #: _____

CLINICAL FACULTY: _____

CLINICAL COMPETENCY	STUDENT SELF-EVALUATION	INSTRUCTOR COMMENTS
<p>SLO #1. Demonstrates knowledge of nursing practice utilizing biopsychosocial theories and concepts in the performance of the registered nursing role.</p> <p>a. Utilizes the nursing process and biopsychosocial theories in developing a POC. b. Utilizes critical thinking and clinical judgment appropriate for a first year student.</p>		
<p>SLO #2. Demonstrates skills and attitudes necessary to perform as associate degree nurse in the professional nursing roles of:</p> <p>1. Provider of Care</p> <p>a. Assesses needs of the patient and significant others from a developmental and cultural perspective. b. Selects appropriate nursing diagnoses through the analysis of data and establishes patient centered outcomes. c. Demonstrates caring relationships with patients and families. d. Incorporates patient data in POC. e. Performs <i>skills appropriate to the course.</i> (list)</p> <p>2. Manager of Care</p> <p>a. Makes appropriate decisions regarding nursing priorities. b. Manages time and resources effectively. c. Seeks assistance when needed. d. Collaborates with health team members to provide safe individualized care. e. Provides care for required number of patients. f. Practices cost effectiveness. g. Follows the institution policy and procedures.</p> <p>3. Member within a Discipline</p> <p>a. Practices within the scope of the Nurse Practice Act. b. Practices within parameters of individual knowledge and experience. c. Uses constructive criticism for improving nursing practice. d. Practices within the ethical and legal frameworks to guide nursing practice.</p>		
<p>SLO #3. Demonstrates critical thinking skills in the implementation of the nursing process while providing safe patient care and meeting the needs of culturally diverse patients within multidisciplinary health care systems:</p> <p>a. Formulates NANDA nursing diagnoses. b. Develops nursing interventions and patient outcomes with cultural considerations. c. Prioritizes care for the day. d. Continuously evaluates patient's condition and responses to nursing interventions. e. Modifies nursing care plan as needed.</p>		
<p>SLO #4. Uses evidence-based research to provide quality health care, initiate change and improve nursing practice:</p> <p>a. Utilizes evidence-based practice to provide basic</p>		

nursing care.		
SLO #5. Employs the use of informatics and effective communication skills to manage and coordinate care in collaboration with other health care professionals: a. Documents accurately and in a timely manner. b. Encourages the patient to be involved in care. c. Keeps staff and instructor informed. d. Communicates professionally with others.		
SLO #6. Implements role of professional nurse as defined by the California Nurse Practice Act: a. Serves as a patient advocate. b. Evaluates effectiveness of patient teaching. c. Adheres to dress codes and conduct codes; ethical and legal standards, and course and clinical guidelines.		
SLO #7. Demonstrates support of life-long learning and quality improvement: a. Utilizes resources for self-development. b. Identifies own strengths and weaknesses weekly.		

OVERALL CLINICAL RATING BY STUDENT (must be completed): ____ (S, NI, U) Student Signature _____ Date: _____

- Additional Student Comments and /or Areas of Concern:

OVERALL CLINICAL RATING BY INSTRUCTOR: ____ (S, NI, U) ** Instructor Signature _____ Date: _____

- Additional Instructor Comments and/or Areas of Concern:

SECOND YEAR CLINICAL EVALUATION TOOL

NAME: _____

COURSE: NURS _____

SEMESTER: _____

WEEK #: _____

CLINICAL FACULTY: _____

CLINICAL COMPETENCY	STUDENT SELF-EVALUATION	INSTRUCTOR COMMENTS
<p>SLO #1. Integrates knowledge of nursing practice while utilizing biopsychosocial theories and concepts in the performance of the registered nursing role.</p> <p>a. Utilizes the nursing process, formulates a holistic comprehensive plan of care for acute and chronic patients.</p> <p>b. Utilizes critical thinking and clinical judgment in the clinical setting.</p>		
<p>SLO #2. Integrates the skills and attitudes necessary to perform as an associate degree nurse in the professional roles of:</p> <p>1. Provider of care</p> <p>a. Recognizes complex assessment data and formulates a POC.</p> <p>b. Assesses needs of the patient and significant others from a developmental and cultural perspective.</p> <p>c. Implements principles of health promotion, illness prevention, patient teaching, and end of life care.</p> <p>d. Performs <i>skills</i> appropriate to the course (list).</p> <p>e. Selects appropriate nursing diagnoses through the analysis of data and establishes patient centered outcomes.</p> <p>f. Demonstrates caring relationships with patients and families.</p> <p>2. Manager of care</p> <p>a. Coordinates care with all members of the healthcare team.</p> <p>b. Prioritizes patient care for required number of patients.</p> <p>c. Delegates appropriately.</p> <p>d. Seeks assistance when needed.</p> <p>e. Collaborates with healthcare members to provide safe individualized care.</p> <p>f. Provides care for required number of patients.</p> <p>g. Follows the institution policy and procedures.</p> <p>3. Member within a discipline</p> <p>a. Practices within the scope of the Nurse Practice Act.</p> <p>b. Practices within parameters of individual knowledge and experience.</p> <p>c. Uses constructive criticism for improving nursing practice.</p> <p>d. Practices within the ethical and legal frameworks to guide nursing practice.</p>		
<p>SLO #3. Implements critical thinking skills in the implementation of the nursing process while providing safe patient care and meeting the needs of culturally diverse patients within multidisciplinary healthcare systems:</p> <p>a. Formulates NANDA nursing diagnoses.</p> <p>b. Prioritizes nursing diagnoses.</p> <p>c. Develops nursing interventions and patient outcomes with cultural awareness.</p> <p>d. Continuously evaluates patient's condition and progress towards patient outcomes.</p> <p>f. Modifies nursing plan of care as needed.</p>		
<p>SLO #4. Uses evidence-based research to provide quality health care, initiate change and improve nursing practice:</p> <p>a. Implements patient care for complex patients based upon evidence-based research.</p>		
<p>SLO #5. Employs informatics and effective communication skills to manage and coordinate care in collaboration with other</p>		

healthcare professionals. a. Documents accurately and in a timely manner. b. Involves the patient in the plan of care. c. Communicates professionally with all members of the health care team. d. Provides a thorough end of shift report.		
SLO #6. Implements role of professional nurse as defined by the California Nurse Practice Act and standards of nursing practice. a. Serves as a patient advocate. b. Evaluates effectiveness of patient teaching. c. Adheres to Program and College Policies. d. Adheres to legal, ethical and professional practice standards.		
SLO #7. Demonstrates the importance of life-long learning and quality improvement as part of professional commitment to the nursing profession. a. Utilizes resources for self-development. b. Utilizes evidence based research to support best practices. c. Identifies own strengths and weaknesses. d. Seeks out learning opportunities.		

OVERALL CLINICAL RATING BY STUDENT (must be completed): _____ (S, NI, U) **Student Signature** _____ **Date** _____

- **Additional Student Comments and/or Areas of Concern:**

OVERALL CLINICAL RATING BY INSTRUCTOR: _____ (S, NI, U) ** **Instructor Signature** _____ **Date** _____

- **Additional Instructor Comments and/or Areas of Concern:**

APPENDIX F
OVERALL PROGRAM EVALUATION

GROSSMONT COLLEGE OVERALL NURSING PROGRAM EVALUATION SURVEY

Instructions: As mandated for accreditation by our regulatory bodies, we are required to have our students provide us information that will assist us in strengthening our program. Please take a moment to complete the survey.

The information you provide will remain strictly confidential. Responses from those returning the survey will be combined before they are presented – individual responses will not be reported.

If you have any questions, please contact Debbie Yadow at (619) 644-7301. Thank you for assisting the Nursing Department in program improvement.

1. Student ID*

2. Semester:*

 ▼

3. Year:*

 ▼

4. Program*

2-year Day Program

LVN-RN Transition Program

5. Please indicate your level of agreement with the following statements using the scale provided.*

Overall, how satisfied are you with...

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
...the way faculty were supportive of your learning needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the quality of instruction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the examinations and the process involved with them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the sequencing of courses and course organization?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the clinical hours and clinical experiences?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the human patient simulation experiences preparing you to provide better patient care?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the content of the courses?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the skills you have learned?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the way your clinical experiences provided sufficient opportunities to fulfill clinical objectives?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...your level of preparation to assume a graduate nurse position?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...the nursing program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Comments:

6. Comments:

7. Please indicate your level of agreement with the following statements using the scale provided.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The experience gained in simulation labs helped you become a better nurse?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assistance available in tutoring sessions helped you succeed in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Comments

9. Did you work in paid employment **throughout** the program?*

- Yes
- No

10. On average, how many hours/week did you work?*

- Less than 8 hours
- 8 - 12 hours
- 13 - 20 hours
- 21 - 40 hours

11. Gender:For statistical purposes*

- Female
- Male

12. Age:For statistical purposes*

- Under 20
- 20 - 24
- 25 - 29
- 30 - 49
- 50 or older

13. Ethnicity:For statistical purposes*

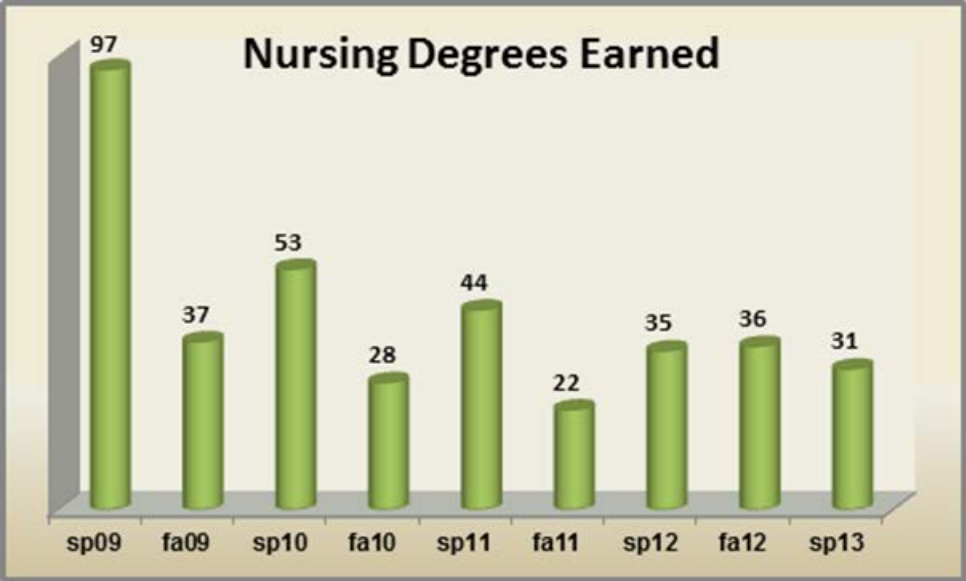
- Asian
- African American
- Filipino
- Hispanic
- Native American
- Pacific Islander
- Middle Eastern
- White, Non-Hispanic and not of Middle Eastern descent
- Other, please specify

14. Primary Language:For statistical purposes*

- Arabic/Chaldean
- Chinese
- English
- Japanese
- Korean
- Kurdish
- Russian
- Spanish
- Other, please specify

15. Please provide additional comments below:

**APPENDIX G
NURSING DEGRESS AWARDED**



**APPENDIX H
ED PLAN**

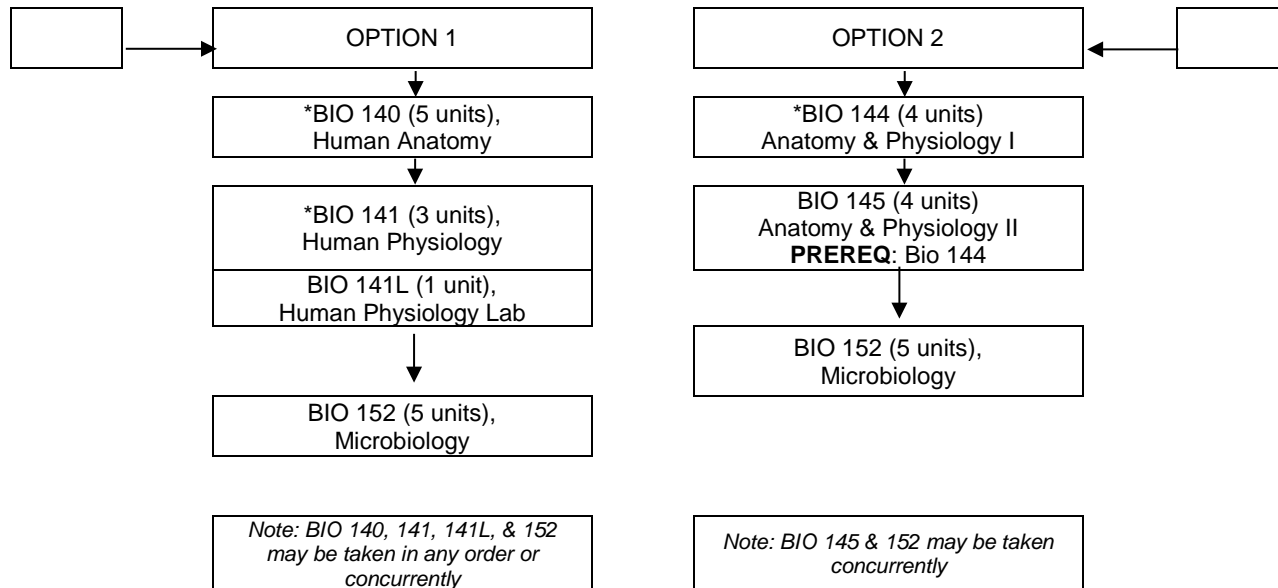


Grossmont College
Nursing
Associate in Science Degree
2014-2015

- **General Education Requirements**
- **Major Requirements**
- **Prerequisites/Information**
- **All Allied Health and Nursing students adhere to the graduation requirements outlined in the college catalog for the academic year in which they enter the program**

Sequence of Prerequisite Courses

Nursing students have **two** options for completing the science prerequisite courses. The prerequisite courses are either **Option I:** BIO 140, BIO 141, 141L, & BIO 152 **OR Option II:** BIO 144, BIO 145 & BIO 152. A 2.5 or better G.P.A. in prerequisite courses is required.



*Please note: Only nursing majors may fulfill BIO 120 pre-requisite with one year of high school biology with a lab.

English Sequence: English 090 & 090R → English 098 → English 110 → English 120
Math Sequence: Math 080-088-089 → 090 → 103/110

Important Information

Pre-entrance Exam

Effective Fall 2007, all ADN and LVN-RN students must pass the Test of Essential Academic Skills (TEAS). This is a diagnostic test that covers basic Math, Reading, English and Science. Students who fail to achieve a passing score must complete additional pre-nursing course work as directed by the nursing department. Students may prepare for this test by going to the ATI testing site (<http://www.atitesting.com/>), go to Test of Essential Academic Skills (TEAS) version 5.0. San Diego State proctors the exam locally. To make an appointment with their Testing Center, please call 619-594-0968 to take the exam.

Background Check and Drug Screen

Students accepted to the nursing programs are required to undergo a background check and drug screening test prior to starting the program and being placed at any clinical site. The cost to the student for these procedures may be between \$65 and \$120. Students will be given the information to obtain these requirements upon admission to the program. Failure to pass either of these procedures may interfere with clinical placement, acceptance to the program or licensure as a Registered Nurse. An applicant with any prior conviction is **required** to contact the Director of Nursing for confidential advisement and planning.

Sequence of Major Courses

NOTE: All courses in the major must be completed with a “C” grade or higher. Prerequisite science courses (Anatomy, Physiology and Microbiology) must have a combined GPA of 2.5.

Semester I		Semester II	
Subject Area and No.	Units	Subject Area and No.	Units
NURS 118	1	NURS 130	5
NURS 119	1	NURS 132	5
NURS 120	8	Total	10
Total			
10			

Semester III	
Subject Area & No.	Units
NURS 220	5
NURS 222	5
Total	<u>10</u>

Semester IV	
Subject Area and No.	Units
NURS 230	6
NURS 235	3
Total	<u>9</u>

NURSING STUDENTS
ASSOCIATE IN SCIENCE DEGREE
General Education Requirements (Nursing Students Only)
Grossmont College

This general education applies to students entering the Grossmont College Nursing program
for the **2014-2015 academic year.**

NAME: _____ COUNSELOR: _____

AREA A - LANGUAGE AND RATIONALITY (minimum 9 units) Complete three courses, one course from A1, A2 + A3.

A1: Written Communication - English 120, 124

A2: Oral Communication - Communication **122***

A3 - Analytical Thinking* - Geography 104; **Mathematics** 103, 110, 120, 125, 126, 150, **160***, 170, 175, 176, 178, 180, 245, 280, 281, 284, 285; **Philosophy 125, **130; Statistics (Anthropology 215, Biology 215, Economics 215, Math 160, Psychology 215, Sociology 215)

**Communication 122 and Math 160 are required for the BSN Step-Up Program*

***Students using PHIL 125 or 130 to meet the Analytical Thinking requirement must still meet the Math competency requirement to graduate. Competency requirements are located in the college catalog.*

Areas A1, A2 and A3 must be completed with a "C" grade or higher.

AREA B - NATURAL SCIENCES (minimum 7 units) Complete three courses.

Section 1: Biology (140, 141, and 141L), OR (144 and 145), AND 152

All courses must be completed with a "C" grade or higher.

AREA C - HUMANITIES (minimum 3 units) Complete one course.

American Sign Language 120, 121, 140, 220, 221, 250; Arabic 120, 121, 122, 123, 148, 220, 221, 250, 251; Art 100, 120, 124, 126, 129, 140, 141, 142, 143, 145, 146, 147, 171, 189; Chinese 120, 121, 220, 221, 250, 251; Communication 135, 137, 144, 145; Cross-Cultural Studies 122, 123, 126, 134, 144, 147, 149, 152, 236, 237, 238; Dance 110; English 112, 118, 122, 126, 134, 135, 136, 137, 201, 203, 215, 217, 218, 219, 221, 222, 231, 232, 234, 235, 236, 237, 238, 241, 242, 275, 276, 277; French 120, 121, 152, 220, 221, 250, 251; German 120, 121, 220, 221, 250, 251; History 100, 101, 103, 105, 106, 113, 126, 135, 136, 137, 148; Humanities 110, 120, 125, 130, 135, 160, 170; Italian 120, 121, 220, 221, 250, 251; Japanese 120, 121, 149, 220, 221, 250, 251; Media Communications 111, 189; Music 110, 111, 114, 115, 116, 117, 189; Philosophy 110, 111, 112, 114, 116, 118, 140, 141, 145, 150, 155; Photography 150, 154; Religious Studies 120, 130, 140, 150; Russian 120, 121, 220, 221, 250, 251; Spanish 120, 121, 122, 123, 141, 145, 220, 221, 250, 251; Theatre Arts 101, 110, 130, 143, 144, 189

AREA D - SOCIAL SCIENCES (minimum 6 units) Complete two courses.

Psychology 120 AND (Sociology 114 OR **Sociology 120***)

**Sociology 120 is required for the BSN Step-up program*

Both courses must be completed with a "C" grade or higher.

Important Information: All Allied Health and Nursing students adhere to the graduation requirements outlined in the college catalog for the academic year in which they enter the program.

All Grossmont College nursing students will be selected using the multi-screening process.

To view the Equivalency Grid for courses in the Nursing major and the Equivalency grid for Advanced Level Coursework in Languages, visit: www.grossmont.edu/nursing and click the link on the left titled, "*Criteria for Admission Grid/Nursing Major Equivalencies*".

Questions?

GROSSMONT COLLEGE - School of Nursing
8800 Grossmont College Drive
El Cajon, CA 92020-1799
(619) 644-7300
www.grossmont.edu/nursing
Office Hours: M-F 8:00 a.m. to 4:30 p.m.

For the most current information, program eligibility, admission information and application procedures, visit our website at www.grossmont.edu/nursing.

**APPENDIX I
NURSING ADVISORY MEMBERS**

Grossmont College Nursing Advisory Meeting Invites		
Dr. Sunita Cooke	President	Grossmont College
Dee Aceves	Student Success Advisor/Outreach Coordinator	Grossmont College
Debbie Berg	Associate Dean, School of Nursing	San Diego City Community College
Cathy McJannet	Director, School of Nursing	Southwestern Community College
Sandy Comstock	Director, School of Nursing	Mira Costa College
Judy Eckert	Director, School of Nursing	Palomar Community College
Mary Kracun	Professor, School of Health and Human Services	National University
Mary McHugh	Dept. Chair	National University
Philip Greiner, DNSc, RN	Director, School of Nursing	San Diego State University
Janet Finkel, MS, RN, PHN	RN to BSN Coordinator	San Diego State University
Carol Otjens,	Director, Grossmont Health Occupations Center	Grossmont Health Occupations Center
Barbara Weitzen	Director, LVN Nursing Program	Grossmont Health Occupations Center
Courtney Walker	Administrative Assistant	Rady Children's Hospital
Mara McSparran	Project Coordinator & Nursing School Liaison	Rady Children's Hospital
Janice Baclig	Education and Development Department	Rady Children's Hospital
Nancy Saks, R.N., D.N.S.	Director, Organizational Learning and Effectiveness	Scripps Mercy Hospital
Barbara Peters	Administrative Coordinator of Staff Development	Scripps Mercy Hospital
Rebecca Bonner, RN, MSN	Director of Patient Care, Surgical Acute	Scripps Mercy Hospital
Joelle Cook	Manager of Academic Programs	Scripps Healthcare
Pam Dutton-Fischer	Coordinator Education Programs	Scripps Healthcare

Elizabeth Eisenberg	Academic Affiliations Coordinator	Scripps Memorial Hospital
Cindy Steckel, PhD, RN	Director of Nursing	Scripps Memorial Hospital
Lisa Pamintuan	General Education	Scripps Healthcare
Maryann Cone	Chief Operations Officer	Sharp Grossmont Hospital
Janet Hanley	Chief Nurse Officer	Sharp Grossmont Hospital
Anne Marie Gallo	Director, Nursing Education, Research and Professional Practice	Sharp Grossmont Hospital
Kristin Schalik	Recruitment and Retention	Sharp Grossmont Hospital
Christine Basiliere	Chief Executive Officer & Senior Vice President	Sharp Chula Vista
Sherri Navedo	Director of Nursing	Sharp Chula Vista
Claudia Bock	System Clinical Coordinator/SRN Affiliation	Sharp Healthcare
Susan Stone	Chief Nurse Officer	Sharp
Ruth Obregon	Education Consultant	Kaiser Permanente
Marlene Ruiz	Director, Education and Consulting	Kaiser Permanente
Anne Graheck	Manager of Educ.& Counseling Support Services	Alvarado Hospital
Ann Loring	Critical Care Educator	Alvarado Hospital
Bonnie Asada, RN	Director of Nursing	Alvarado Parkway Institute
Ann Durham	Director of HWI (formerly RHORC)	Health Workforce Initiative
Caroline Etland	Education Director	Sharp Chula Vista
Debbie Yaddow	Dean of Allied Health and Nursing	Grossmont College
Lisa Maloy	Assistant Dean of Nursing	Grossmont College
Angela Ngo	Nursing Instructor	Grossmont College
Peter Brooks	Nursing Instructor	Grossmont College

Tom Oertel	Nursing Instructor	Grossmont College
Zeke Sanchez	Nursing Instructor	Grossmont College
Diane Helland	Nursing Instructor	Grossmont College
Gabi Aliyve	Nursing Instructor	Grossmont College
Nancy Tendal	Nursing Instructor	Grossmont College

APPENDIX J
JOB DESCRIPTION HEALTH PROFESSIONS SPECIALIST & HEALTH SCIENCE
TECHNICIANS.

Health Professions Specialist

*Full-time benefits position through Grossmont-Cuyamaca Community College District
Auxiliary*

SUMMARY:

Under the direction of an assigned supervisor, perform a variety of specialized duties in assigned area of Health Professions such as Cardiovascular Technology, Nursing, Occupational Therapy Assistant or Respiratory Therapy; perform specialized clerical duties; coordinate and oversee office activities of assigned function; train and provide work direction to others as assigned.

ESSENTIAL FUNCTIONS:

- Perform a variety of specialized duties to provide services to students in all health professions areas including but not limited to CVT (Cardiovascular Technology), Nursing, OTA (Occupational Therapy Assistant) and RT (Respiratory Therapy), and Disabilities Specialist.
- Design, develop, and maintain spreadsheet and database to accurately track student applications; prerequisite acceptability; program acceptance; health, dental and immunization compliance, etc.
- Use computer software packages to compile information, prepare and type correspondence, memorandums, reports, requisitions, forms, tests and other materials as required; proofread and edit written materials to assure accuracy and completeness.
- Maintain a variety of records, logs, and files related to the Health Profession areas.
- Receive, tally and report on money collected from students for malpractice insurance, class pins, graduation banquets, licensing exams, etc.
- Train and provide work direction to student assistants and hourly personnel as assigned; may participate in screening processes of hiring procedures.
- Calculate instructor load from information available and prepare hire letters for Health Professions.
- Design, develop and maintain web pages for the Health Profession areas.
- Accept and review student applications, transcripts and other information to determine compliance with program prerequisites. Request and review student transcripts to determine program eligibility; confer with respective health profession coordinator on student's eligibility.

- Accept and review student physical and dental forms to assure program compliance and verify that CPR, TB, and malpractice insurance requirements are met.
- Perform a variety of responsible clerical duties requiring initiative and independent judgment for assigned administrator or other health professions staff to relieve them of a variety of clerical or routine administrative duties.
- Receive and compile information; post records, make mathematical computations; record and track information from a variety of sources.
- Track purchase requisitions and budget information.
- Greet office visitors and answer telephones; screen and refer calls, schedule appointments and meetings or take messages as appropriate.
- Answer questions and provide specialized information and assistance to students, instructors and the general public on all Health Professions areas.
- Communicate and coordinate activities with other district departments and personnel, other educational institutions, community organizations and other outside organizations and agencies to exchange information and coordinate activities.
- Recruit potential applicants for programs from career fairs, health fairs, and local area high schools and college-level biology classes.
- Prepare and duplicate materials, distribute mail; order and maintain adequate stocks of office supplies; prepare and type requisitions according to established procedures.
- Operate standard office equipment such as personal computers, printers, scanners, label makers, typewriters, facsimile machines, calculators and copiers.

SECONDARY FUNCTIONS:

- Participate as directed in the training and direction of hourly personnel and student workers.
- Maintain departmental area(s) in a safe, clean and orderly condition; assure compliance with established safety procedures and regulations.
- Maintain currency of qualifications for area of assignment.
- Perform related duties as assigned.

WORKING CONDITIONS:

ENVIRONMENT:

- Office environment.
- Constant interruptions.

PHYSICAL ABILITIES:

- Sitting and/or standing for prolonged periods of time.
- Lifting, moving, and carrying light objects.

- Reaching overhead, above the shoulders and horizontally.
- Dexterity of hands and fingers to operate a variety of office equipment including computer keyboard and peripheral equipment.
- Hearing and speaking English to exchange information on the telephone or in person.
- Seeing to read and verify data, prepare various materials and view a computer monitor

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Modern office practices, procedures and equipment including telephone techniques and etiquette.
- Recordkeeping techniques.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Basic medical terminology for area of assignment.

ABILITY TO:

- Learn the specialized medical terminology, functions, operations and activities of all assigned Health Professions areas.
- Read, interpret, apply and explain rules, regulations, policies and procedures related to a specialized area.
- Organize and coordinate office activities.
- Train and provide work direction; assign and review the work of others.
- Communicate effectively both orally and in writing.
- Perform clerical duties such as preparing and maintaining a variety of correspondence, records and reports; filing, duplicating, etc.
- Operate a personal computer including various software packages to enter and retrieve data using keyboarding skills in an efficient and effective manner consistent with requirements of the position.
- Plan and organize work; work independently to meet schedules and time lines.
- Work confidentially with discretion.
- Establish and maintain cooperative and effective working relationships with others.

MINIMUM QUALIFICATIONS:

- Graduation from high school or equivalent supplemented by formal training in business office technologies or related area.
- Increasingly responsible clerical experience including public contact.

HEALTH SCIENCE TECHNICIAN

CLASS TITLE: HEALTH SCIENCE TECHNICIAN

RANGE

SUMMARY:

Under the direction of an assigned manager, perform a variety of responsible and technical duties related to the organization, coordination and operation of health science laboratories and related areas; train and provide work direction to students and other personnel as assigned;

develops a detailed understanding of Laerdal and METI human patient simulator programming environments; programs patient scenarios; performs duties related to setting up, maintaining, and operating human patient simulators in the School of Nursing Human Patient Simulator (HPS) laboratories; provides technical support for faculty and students related to electronic learning resources; maintains simulation supplies and assists the simulation laboratory RN with other duties as required, including record keeping.

ESSENTIAL FUNCTIONS:

Support Daily Operations of Simulation Lab

1. Orient students and faculty to simulation lab.
2. Coordinate room and staff scheduling.
3. Perform clerical functions related to lab management.
4. Maintain professional and safe environment.
5. Collaborate with onsite resources.
6. Track laboratory usage and inventory.
7. Provide technical support to students during lab time.
8. Supports compliance with campus policies.
9. Performs programming of simulators for practice scenarios as instructed by faculty.
10. Assist in managing student employees.

Maintain Human Simulators and Lab Equipment

1. Perform operational checks on equipment.
2. Ensure security of equipment.
3. Troubleshoot equipment failure.
4. Consult with technical support.
5. Determine need for outside vs. internal repair.
6. Repair simulation equipment per manufacturer specifications.
7. Coordinate outside repair for equipment.
8. Coordinate transport of simulation equipment.
9. Oversee scheduled maintenance.
10. Maintain equipment warranties.
11. Clean equipment per manufacturer recommendation.

12. Recommend equipment purchases to management.
13. Procure updated hospital equipment.

Manage Simulation Lab Supplies

1. Assess supply needs.
2. Create database for inventory of supplies.
3. Perform inventory of supplies.
4. Organize storage of supplies.
5. Order simulation supplies.
6. Make supplies available for students.
7. Track usage of inventory.
8. Manage hazardous materials per established standards.
9. Liaison with vendors.

Perform Pre-Simulation Activities

1. Program patient scenarios.
2. Assemble pre-simulation learning materials.
3. Prepare scenario props.
4. Create scenario moulage.
5. Assist in creating documentation for scenario.
6. Obtain signed student release forms.
7. Setup control room for simulation activity.

Execute Simulation Experience

1. Operate simulation console and software.
2. Manipulate simulator during scenario.
3. Record simulation activities.
4. Assist directing the activities in the scenario.
5. Assist faculty in monitoring students' safety.
6. Perform "on the fly" trouble shooting.

Perform Post-Simulation Activities

1. Operate debriefing equipment.
2. Provide technical evaluation of simulation experience.
3. Provide technical recommendations for simulation improvement.
4. Restore lab to pre-scenario conditions.
5. Salvage re-usable equipment.
6. Manage student simulation recordings.

Collaborate with Faculty and Staff

1. Collaborate with faculty for scenario building.
2. Collaborate to establish standardized procedures.
3. Update faculty and staff on schedules and maintenance.
4. Advise faculty of equipment failure and alternatives.
5. Assist with implementation of new technology.
6. Coordinate technical training.

7. Provide technical support and advice.

Maintain Simulation Lab Documentation and Resources

1. Develop operational manual/policies and procedures for the simulation lab.
2. Produce simulation orientation materials.
3. Assist with development of in- house software applications.
4. Generate reports related to simulation lab.
5. Manage digital media.
6. Maintain technical reference library.
7. Assist in maintaining division website.

Maintain Professional Development

1. Maintain competencies in technology.
2. Participate in conferences in related technologies.
3. Participate in conferences on future development.

Organize, maintain, coordinate and schedule the use of Health Professions facility; operate specialized equipment other than high fidelity simulation equipment (listed above) and handle materials used in lab set-ups and demonstrations; perform specialized and technical duties to ensure efficient lab operations.

Responsible for coordinating and scheduling general laboratory use for CVT, RT, OTA, Ortho Tech, EKC, Anesthesia Tech, and SLPA.

Communicate with managers, nurse educators, community members, faculty and students regarding laboratory needs for special classes, seminars, special events and conventions both on and off site.

Participate in the preparation of the annual departmental budget; research budget requests and new equipment; monitor expenditures and maintain spending limits.

Prepares, operates and maintains equipment, supplies and instructional materials in a health science laboratory environment.

Monitor Health Professions labs; orient tutors, faculty, staff and students on lab rules and regulations; operate variety of additional software not including simulation software as listed above, and explain student assignments and requirements; maintain and retrieve records.

Train, provide work direction and coordinate the activities of student assistants and Health Science Lab Technicians as assigned; assign and review work and provide input for performance evaluations.

Coordinate and participate in the operation, maintenance, security, and preparation of a

variety of laboratory materials (not including high fidelity simulation as listed above), operate computerized and special clinical equipment, order additional supplies and equipment utilized by health science instructors, tutors and students.

Oversee the Health Professions computer lab.

Trouble shoots computer problems in the Health Professions computer lab and classrooms prior to calling for assistance.

Receive, inventory, test, calibrate and implement the use of equipment and supplies to support departmental activities and labs.

Confer with vendors and suppliers to research and evaluate equipment and supplies and determine pricing and availability of required items; order, receive and store supplies, materials and equipment, maintain inventories ensuring adequate supplies are available for instructional use.

Operate, adjust, maintain and arrange for major repairs of a wide variety of diagnostic, analytic, electromechanical and audio visual equipment, recorders, regulators and other devices.

Assure proper storage and operation of assigned equipment, supplies and gas cylinders; assure compliance with safety procedures and state and federal regulations.

Communicate with a variety of college and district personnel to exchange information, resolve issues and discuss supply and equipment requirements.

Assure the preparation and maintenance of detailed and comprehensive records and reports related to budgets and expenditures, personnel, inventory, equipment maintenance and repair and laboratory operations.

Maintain Health Professions labs and environment in a safe, clean and orderly condition; assure proper storage and use of equipment and supplies, assure compliance with established safety procedures and regulations.

Obtain quotes from vendors for equipment purchases

Maintain currency of qualifications for area of assignment.

SECONDARY FUNCTIONS:

Maintain audiovisual library and equipment for Health Professions.

Perform or assign clerical work required to maintain time sheets, supply requisitions, budget materials, inventories and other records.

Perform related duties as assigned.

Participating in budget preparation and control.

Assist in scheduling, coordinating, and conducting high school tours.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Detailed understanding of Laerdal and METI human patient simulator (see above for all of the details)

Programming environments and use of complex digital recording devices.

Programming of simulators.

Organization, coordination and operation of health professions laboratories.

Budget preparation and basic accounting principles.

Operation, use and repair of specialized and technical health care equipment used in health professions programs.

Principles, practices, procedures and equipment used in the allied health fields of CVT (Cardiovascular Technology), RT (Respiratory Therapy), Nursing, Occupational Therapy Assistant, Electrocardiogram (ECG), Anesthesia Technician, Orthopedic Technician, and SLPA.

Safety regulations related to health care equipment operation and storage.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Oral and written communications skills.

Interpersonal skills using tact, patience and courtesy.

ABILITY TO:

See simulation requirements above.

Schedule, coordinate and perform specialized and technical duties to assure efficient Health Professions lab operations.

Operate, repair, assemble and demonstrate the use of a wide variety of diagnostic, electromechanical, analytic medical equipment.

Present orientations and provide information and assistance to students and staff.

Assure the care and security of assigned equipment, materials and supplies.

Maintain instructional equipment in proper working order.

Operate a personal computer including peripheral/accessory equipment and various software packages used in the Health Professions facility and lab areas; enter and

retrieve data using keyboarding skills in an efficient and effective manner consistent with requirements of the position.

Work independently with little direction; plan and organize work; meet schedules and time lines.

Communicate effectively both orally and in writing.

Analyze situations accurately and adopt an effective course of action.

Operate standard office equipment (e.g., calculators, personal computer, copiers, scantrons, etc.)

Establish and maintain effective working relationships with others.

Maintain records and prepare reports as directed by the supervisor.

Train and provide work direction to others.

Assign a variety of laboratory functions and assure compliance with safety regulations.

EDUCATION:

Associate degree or equivalent with specialized course work in cardiovascular technology, respiratory therapy, nursing or related health professions or increasingly responsible practical experience as a cardiovascular and/or respiratory therapist.

EXPERIENCE:

Experience in a health professions or similar laboratory environment. ~~Some~~ Formal training or experience in the use of computer technology in health professions.

WORKING CONDITIONS:

Health Professions lab environment; subject to electrical shock, fumes, lifting and climbing, and exposure to hazardous or toxic substances.

APPENDIX K

NURSING CATALOG DESCRIPTIONS AND COURSE OUTLINES

See page 10 for special admission procedures and criteria.

Nursing:

As defined by the American Nurses Association, professional nursing is the diagnosis and treatment of human responses to actual and high-risk health problems. The Associate Degree Registered Nursing program at Grossmont College prepares men and women for national licensure to practice professional nursing in critical, acute, chronic, ambulatory and home health-care settings. For students without previous nursing education, the nursing courses cover four semesters plus the prerequisite courses required to apply. Nursing didactic is coordinated with laboratory experience in local hospitals and health agencies under the supervision of nursing faculty members. In addition to the nursing courses, the major requires selected general education courses from the natural, behavioral and social sciences.

Admission Information:

Students are admitted to the Nursing Program based on a multi-criteria selection process. The multi-criteria selection includes the following criteria: GPA in the required sciences and general education Nursing major requirements, previous degrees or certifications, life experiences, proficiency in a California State Chancellor's office approved second language, and the individual composite score for the Test of Essential Academic Skills exam. A 2.5 GPA is the minimum requirement for the science and general education courses.

California Licensed Vocational Nurses are eligible to apply for a 3-semester LVN-RN Transition Program beginning every spring. Upon successful completion of Nursing 130, LVN-RN transition students will receive 8 units of credit for Nursing Fundamentals and 5 units of credit for Pediatrics and Obstetrical nursing after successfully completing Nursing 220 and 222.

Upon completion of all degree requirements, the graduate is eligible to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Graduates of the ADN program are also eligible to transfer into a BSN Program upon completion of the program.

IMPORTANT: Any prior conviction of a misdemeanor or felony may influence eligibility for licensure as a Registered Nurse. A flagged background check or drug screen may also prohibit participation in the nursing program. Applicants with prior convictions are required to contact the Director of Nursing for confidential advisement and planning prior to applying to the program.

Application Period

In addition to a college application, an application for the nursing major is also required. Program applications will only be accepted during the application period. Prior to applying, please visit the Nursing Program website at www.grossmont.edu/nursing for the latest application dates. Applicants must submit a completed application with all required documentation and official transcripts as a packet; transcripts should not be sent separately. A check list is available to assist the applicant in submitting the required documents at <http://www.grossmont.edu/nursing/admissions.asp>. Incomplete application packets will not be considered for admission. Applicants not selected have the opportunity to reapply during the next application period. No waitlist will be maintained for the program.

All prospective nursing students must pass the Test of Essential Academic Skills exam (TEAS 5.0). This is a pre-entrance test that covers basic Math, Reading, English and Science. All applicants must pass the TEAS version 5.0 in order to apply to the program; no other versions will be accepted. Students may prepare for this exam by going to the ATI testing website (<http://www.atitesting.com>). TEAS 5.0 study guides and online practice exams are available for purchase through the website.

<http://www.atitesting.com/Solutions/PreNursingSchool.aspx>.

[Under the multi-selection criteria, points given for the TEAS exam are only awarded for the first exam taken.](#) Students who fail to achieve a passing score must remediate by completing additional pre-nursing course work as directed by the Nursing Department.

TEAS exams taken prior to the required remediation will not be considered and may prohibit your ability to apply to the program; read the entire TEAS policy prior to taking the exam. [TEAS policies, procedures and detailed information on remediation and repeating the exam can be found at](#)

<http://www.grossmont.edu/nursing/TEAS%20Testing.asp>. **[Students are strongly advised to review the TEAS policy on the nursing program website PRIOR TO taking the TEAS exam.](#)**

For all information on admission criteria, see the Nursing website at www.grossmont.edu/nursing.

Career Opportunities

Administrator*
Clinic Nurse (Ambulatory Care)
Critical Care Nurse*
Emergency Room/ Lifeflight Nurse*
Home Health Nurse*
Hospital Staff Nurse
Industrial Nurse
Medical Researcher*
Nurse Anesthetist*
Nurse Midwife*
Nurse Practitioner*

Office Nurse
Public Health Nurse*
Teacher/ Educator*

*Additional education is required

The Program-level Student Learning Outcomes (PSLOs) below are outcomes that students will achieve after completing specific degree/certificate requirements in this program. Students will:

1. Provide holistic patient care utilizing critical thinking within the framework of the nursing process and evidence based principles to provide safe patient care.
2. Communicate effectively when providing care for multicultural patients within a multidisciplinary healthcare system.
3. Safely implement the professional nursing role as defined by the California Nurse Practice Act and the American Nurses Association's principles of ethical practice.
4. Engage in life-long learning as part of the professional commitment to the Registered Nursing role.

General Education Requirements For Nursing Majors

All Allied Health and Nursing students adhere to the graduation requirements outlined in the college catalog for the academic year in which they enter the program.

Competency Requirement

1. Competency in reading, writing, expression shown by achieving a "C" grade or higher or in courses listed under Area A, Section 1 – Written Communication.
2. Competency in Mathematics shown by either
 - a. Earning a grade of "C" or better, or "Pass," in Math 103 or a higher numbered mathematics course or
 - b. Assessing into Math 120 or higher through the mathematics placement process. (Students meeting competency through assessment must still take an Area A3 course.)

Note: All courses in the major must be completed with a letter grade of "C" or higher.

Courses in bold print are required in the Nursing major.

Italicized courses are recommended for BSN/MSN transfer.

Area A - Language and Rationality

Three courses (a minimum of nine units) are required in written communication, oral communication, and analytical thinking. At least ONE course must be taken from

EACH of the following three sections:

1. Written Communication

Must be completed with a "C" grade or higher to satisfy the competency requirement.

English 120, 124

**2. Oral Communication
Communication 122**

3. Analytical Thinking

Competency in Mathematics shown by either

a. Earning a grade of "C" or better, or "Pass," in Math 103 or a higher numbered mathematics course or

b. Assessing into Math 120 or higher through the mathematics placement process. (Students meeting competency through assessment must still take an Area A3 course.)

Anthropology 215

Biology 215

Economics 215

Geography 104

Mathematics 103, 110, 120, 125, 126, 150, 160, 170, 175, 176, 178, 180, 245, 280, 281, 284, 285

Psychology 215

Sociology 215

Area B - Natural Sciences

Two natural science courses (a minimum of seven units) are required. **Courses in bold print are required in the Nursing major. All required science courses for the Nursing Major must include a lab. Courses with an asterisk are laboratory only. Courses not containing a laboratory component are underlined.**

Anthropology 130, 131*

Astronomy 110, 112*, 120

Biology 140, 141, and 141L* or **144** and **145**, 105, 110, 112, 114, 118, 120, 142*, 180, 230, 240

Chemistry 102, 110, 113, 115, 116, 120, 141, 142, 231, 232

Geography 120, 121*, 140

Geology 104, 110, 111*, 121, 210, 220, 230

Oceanography 112, 113*

Physical Science 100, 110, 111*

Physics 110, 130, 131, 140, 240, 241

Science 110

Area C - Humanities

One humanities course (a minimum of three units) is required.

American Sign Language 120, 121, 140, 220, 221, 250
Arabic 120, 121, 122, 123, 148, 220, 221, 250, 251
Art 100, 120, 124, 126, 129, 140, 141, 142, 143, 145, 146, 147, 171, 189
Chinese 120, 121, 220, 221, 250, 251
Communication 135, 137, 144, 145
Cross-Cultural Studies 122, 123, 126, 134, 144, 147, 149, 152, 236, 237, 238
Dance 110
English 112, 118, 122, 126, 134-135-136-137, 201, 203, 215, 217, 218, 219, 221, 222, 231, 232, 234, 235, 236, 237, 238, 241, 242, 275, 276, 277
French 120, 121, 152, 220, 221, 250, 251
German 120, 121, 220, 221, 250, 251
History 100, 101, 103, 105, 106, 113, 126, 135, 136, 137, 148
Humanities 110, 120, 125, 130, 135, 160, 170
Italian 120, 121, 220, 221, 250, 251
Japanese 120, 121, 149, 220, 221, 250, 251
Media Communications 111, 189
Music 110, 111, 115, 116, 117, 189
Philosophy 110, 111, 112, 114, 116, 118, 140, 141, 145, 150, 155
Photography 150, 154
Religious Studies 120, 130, 140, 150
Russian 120, 121, 220, 221, 250, 251
Spanish 120, 121, 122, 123, 141, 145, 220, 221, 250, 251
Theatre Arts 101, 110, 130, 143, 144, 189

Area D - Social Sciences

One social science course (a minimum of three units) is required.

Administration of Justice 110
Anthropology 120, 140
Child Development 115, 125, 131, 134, 145, 153
Communication 124, 128
Cross-Cultural Studies 114, 115, 118, 119, 124, 125, 128, 130, 131, 132, 133, 135, 145, 153, 154, 155, 180, 181
Economics 110, 120, 121
Family Studies 115, 120
Geography 106, 130, 170
Health Education 120, 155, 158, 201
Health Science 110
History 108, 109, 114, 115, 118, 119, 122, 123, 124, 130, 131, 154, 155, 180, 181
Media Communications 110
Political Science 120, 121, 124, 130, 140, 150, 160
Psychology 120, 125, 130, 132, 134, 138, 170
Sociology 114 or 120, 125, 130, 138, 140

Major Requirements for All Nursing Majors Registered Nursing Program

Associate Degree Major Requirements

Note: All courses in the major must be completed with a letter grade of “C” or higher.

Choose ONE (1) sequence from the following courses.

Subject & Number	Title	Units
Biology 140	Human Anatomy	5
and Biology 141	Human Physiology	3
and Biology 141L	Laboratory in Human Physiology	1
or Biology 142	Human Physiology Laboratory	(2)
or Biology 144	Anatomy and Physiology I	(4)
and Biology 145	Anatomy and Physiology II	(4)
Biology 152	Paramedical Microbiology	5
Communication 122	Public Speaking	3
English 120	College Composition and Reading	3
or English 124	Advanced Composition: Critical Reasoning and Writing	(3)
Nursing 118	Nursing Pharmacology I	1
Nursing 119	Nursing Pharmacology II	1
Nursing 120	Introduction to Nursing: Theory and Practice	8
Nursing 130	Perioperative Nursing	5
Nursing 132	Maternal/Newborn and Child Health Nursing	5
Nursing 220	Nursing Management in Nutritional-Metabolic Disorders	5
Nursing 222	Neurologic and Psychiatric Nursing	5
Nursing 230	Nursing Management in Cardio-Pulmonary and Circulatory Disorders	6
Nursing 235	Preceptored Patient Care Management	3
Psychology 120	Introductory Psychology	3
Sociology 114	Introduction to Sociology of	

or	Minority Group Relations	3
Sociology 120	Introductory Sociology	(3)
	<hr/> Total	66
	Plus Remaining General Education Requirements	
	<hr/> for Nursing Majors	6
	<hr/> Total Required	72

Nursing (nurs)

Nursing 118 +

Nursing Pharmacology I

1 unit, 1 hour lecture

Corequisite: NURS 120 or NURS 130 or equivalent.

This course is designed for nursing students. Students will be introduced to basic pharmacological concepts.

Pharmacotherapeutics, pharmacodynamics, pharmacokinetics, contraindications and precautions, adverse effects and drug interactions of common prototype drugs and major drug classifications will be presented. Through the utilization of the nursing process, emphasis will be placed on safety, critical thinking, pharmacologic principles related to aging, patient education and effective communication across the healthcare continuum. This is a hybrid course requiring web-based and classroom activities. This is a required course for the Nursing Program.

Transfers to CSU

Nursing 119 +

Nursing Pharmacology II

1 unit, 1 hour lecture

Prerequisite: A "C" grade or higher in Nursing 118 or equivalent.

Corequisite: NURS 120 or NURS 130 or equivalent

This course is a continuation of Nursing 118. Students will learn advanced concepts pertaining to the pharmacotherapeutics, pharmacodynamics, pharmacokinetics, contraindications and precautions, adverse effects and drug interactions of common prototype drugs and major drug classifications. Utilizing the nursing process, emphasis will be placed on safety, critical thinking, pharmacologic principles related to aging, patient education and effective communication across the healthcare continuum. This is a hybrid course requiring web-based and classroom activities. This is a required course for the Nursing Program.

Transfers to CSU

Nursing 120 +

Introduction to Nursing: Theory and Practice

8 units, 3.5 hours lecture, 13.5 hours laboratory

Prerequisite: Admission to the Registered Nursing Programs.

Corequisite: *NURS 118 and NURS 119 or equivalent.*

Nursing 120 is the introductory nursing course. The focus is on the development of technical skills and related theory as a basis for further nursing coursework. Nursing theory addresses assessment of persons and their environment in determining their state of health. Nursing care planning is introduced. Course content includes the normal aging process, communication skills, basic physical assessment and the nursing process. Scientific principles are used to support the nursing diagnosis. Concurrent clinical experience is in acute settings. This is a required course for the Nursing Program.

Transfers to CSU

Nursing 130 + Perioperative Nursing

5 units, 3 hours lecture, 6 hours laboratory

Prerequisite: *Admission to the Registered Nursing Programs.*

Corequisite: *NURS 118 and NURS 119 or equivalent.*

This course focuses on the biological, psychological, social, cultural and spiritual changes patients and their families experience before, during and after surgery. This course builds on previous coursework, utilizing the nursing process, therapeutic communication and critical thinking in meeting the surgical health care needs of adult individuals and families across the healthcare continuum. Emphasis is placed on genitourinary, orthopedic and gastrointestinal disorders requiring surgery. Concepts of evidence-based practice will be integrated throughout the course. Concurrent clinical experience in acute care settings, the operating room and post-anesthesia care units are designed to reinforce concepts learned and practiced during the course. This is a required course for the Nursing Program.

Transfers to CSU

Nursing 132 + Maternal/Newborn and Child Health Nursing

5 units, 3 hours lecture, 6 hours laboratory

Prerequisite: *A "C" grade or higher in Nursing 120 or equivalent.*

Building on knowledge and skill of Nursing 120, the student learns about the physiologic and psychosocial changes women and their families experience during pregnancy, birth and post-partum; the impact of the childbearing cycle on the person, health and their environment. Child nursing addresses the nursing management of children with alterations in health, many of which result in chronic illnesses. Environmental factors such as physical, psychological, social, spiritual, and cultural elements are discussed in the way that they impact the hospitalized pediatric patient. Refinement of critical thinking skills, clinical decision-making, and a focus on growth and development are emphasized. Concurrent clinical experience is in acute and ambulatory care settings. This is a required course for the Nursing Program.

Transfers to CSU

Nursing 155 + Clinical Reasoning Skills for First Semester Nursing Students

1.5 units, 4 .5 hours laboratory

Corequisite: *NURS 120 or equivalent.*

This course is designed so that first semester nursing students may practice fundamental clinical nursing techniques, clinical reasoning skills under the direct supervision of a nurse faculty member. Experience may involve practice with clinical reasoning skills required on the National Council Licensure Examination, and participation in patient simulations with the option of low or high-fidelity simulation. This course is offered on a Pass/ No Pass basis only. This is an elective course in the Nursing Program.

Transfers to CSU

Nursing 156 +

Clinical Reasoning Skills for Second Semester Nursing Students

1.5 units, 4.5 hours laboratory

Corequisite: *Nursing 130 or 132 or equivalent.*

This course is designed so that second semester nursing students may practice medical/ surgical, pediatric, and maternal/ newborn clinical nursing techniques and clinical reasoning skills under the direct supervision of a nursing faculty member. Experiences may involve practice with clinical reasoning skills required on the National Council Licensure Examination, and participation in patient simulations with the option of low or high-fidelity simulation. This course is offered on a Pass/ No Pass basis only. This is an elective course in the Nursing Program.

Transfers to CSU

Nursing 199

Special Studies or Projects in Nursing

1-3 units, 3-9 hours

Prerequisite: *Consent of instructor.*

Individual study, research or projects in the field of nursing under instructor guidance. Written reports and periodic conferences required. Content and unit credit to be determined by student/instructor conferences and/or division. May be repeated for a maximum of nine units. This is an elective course in the Nursing Program.

Nursing 220 +

Nursing Management in Nutritional-Metabolic Disorders

5 units, 3 hours lecture, 6 hours laboratory

Prerequisite: *A "C" grade or higher in Nursing 130 and 132 or equivalent.*

This course addresses acute and chronic health problems that are more complex than those studied previously. Nursing theory focuses on the nursing management of geriatric patients with alterations in the nutritional-metabolic disorders. The nurse focuses on the unique characteristics of environmental impacts on the state of health and illness. Concurrent clinical experience is in acute settings. This is a required course for the Nursing Program.

Transfers to CSU

Nursing 222 +

Neurologic and Psychiatric Nursing

5 units, 3 hours lecture, 6 hours laboratory

Prerequisite: A "C" grade or higher in Nursing 130 and 132 or equivalent.

This course focuses on the nursing management of patients who have neurological illnesses and psychosocial and behavioral disorders. The focus is on nursing considerations regarding environmental factors such as physical, psychological, social, spiritual and cultural elements and the way they impact the hospitalized patient. Concurrent clinical experiences are in acute and outpatient settings, and day treatment centers. This is a required course for the Nursing Program.

Transfers to CSU

Nursing 230 +

Nursing Management in Cardio-Pulmonary and Circulatory Disorders

6 units, 2.5 hours lecture, 10.5 hours laboratory

Prerequisite: A "C" grade or higher in Nursing 220 and 222 or equivalent.

This course focuses on the nursing management of patients with acute cardiopulmonary and circulatory health problems, which are more complex than those studied previously. Nursing theory addresses the person and their state of health as it pertains to compromises in oxygenation. There is a strong emphasis on the application of critical thinking with an emphasis on clinical decision making. The course also offers a campus laboratory component designed to teach the student technical skills necessary to manage cardiopulmonary patients. Suctioning, tracheostomy care, and other complex skills are presented. Concurrent clinical experience is in acute care, critical care and ambulatory care setting. This is a required course for the Nursing Program.

Transfers to CSU

Nursing 235 +

Preceptored Patient Care Management

3 units, 1 hour lecture, 6 hours laboratory

Prerequisite: A "C" grade or higher in Nursing 132 and 222 and 230 or equivalent.

This advanced course addresses nursing management theory, professional, legal and ethical aspects of nursing and current issues in nursing and health care delivery. Concurrent clinical experience is with a registered nurse preceptor in selected health care facilities. The clinical focus is on assuming the registered nurse role. This is a required course for the Nursing Program.

Transfers to CSU

Nursing 251 A-B-C +

Work-Study Externship

1 unit, 60 hours work experience (unpaid) or 75 hours work experience (paid).

Prerequisite: A "C" grade or higher in NURS 120, 130 and 132 or equivalent and approval by the nursing faculty.

A work-study course authorized by the California Board of Registered Nursing in which a Grossmont College nursing student is employed by or volunteers at a clinical site with

clinical facilities that have an established affiliation agreement with the Nursing Program. The clinical site supports the objectives of the course and provides supervision through RN mentors and preceptors. The student applies previously acquired nursing theory and clinical skills in the management of patient care. The college instructor and practice site mentors meet periodically to evaluate progress towards meeting objectives. This course is offered on a Pass/ No Pass basis only and may be taken three times. It is an elective course in the Nursing Program. For work experience requirements, see page .

Transfers to CSU

**Nursing 252 A-B-C +
Work-Study Externship**

2 units, 120 hours work experience (unpaid) or 150 hours work experience (paid).

Prerequisite: *A "C" grade or higher in NURS 120, 130 and 132 or equivalent and approval by the nursing faculty.*

A work-study course authorized by the California Board of Registered Nursing in which a Grossmont College nursing student is employed by or volunteers at a clinical site with clinical facilities that have an established affiliation agreement with the Nursing Program. The clinical site supports the objectives of the course and provides supervision through RN mentors and preceptors. The student applies previously acquired nursing theory and clinical skills in the management of patient care. The college instructor and practice site mentors meet periodically to evaluate progress towards meeting objectives. This course is offered on a Pass/ No Pass basis only and may be taken three times. It is an elective course in the Nursing Program. For work experience requirements, see page.

Transfers to CSU

**Nursing 253 A-B-C +
Work-Study Externship**

3 units, 180 hours work experience (unpaid) or 225 hours work experience (paid).

Prerequisite: *A "C" grade or higher in NURS 120, 130 and 132 or equivalent and approval by the nursing faculty.*

A work-study course authorized by the California Board of Registered Nursing in which a Grossmont College nursing student is employed by or volunteers at a clinical site with clinical facilities that have an established affiliation agreement with the Nursing Program. The clinical site supports the objectives of the course and provides supervision through RN mentors and preceptors. The student applies previously acquired nursing theory and clinical skills in the management of patient care. The college instructor and practice site mentors meet periodically to evaluate progress towards meeting objectives. This course is offered on a Pass/ No Pass basis only and may be taken three times. It is an elective course in the Nursing Program. For work experience requirements, see page

Transfers to CSU

**Nursing 255 +
Clinical Reasoning Skills for Third Semester Nursing Students**

1.5 units, 4.5 hours laboratory

Corequisite: *NURS 220 or NURS 222 or equivalent.*

This course is designed so that third semester nursing students may practice advanced medical/ surgical and mental health clinical nursing techniques and clinical reasoning skills under the direction of a nursing faculty member. Experiences may involve practice with clinical reasoning skills required on the National Council Licensure Examination, and participation in patient simulations with the option of low or high-fidelity simulation. This course is offered on a Pass/ No Pass basis only. This course is an elective course in the Nursing Program.

Transfers to CSU

**Nursing 256 +
Clinical Reasoning Skills for Fourth Semester Nursing Students**

1.5 units, 4.5 hours laboratory

Corequisite: *Nursing 230 or equivalent.*

This course is designed so that fourth semester nursing students may practice advanced medical/ surgical nursing techniques and clinical reasoning skills under the direct supervision of a nursing faculty member. Experiences may involve practice with clinical reasoning skills required on the National Council Licensure Examination, and participation in patient simulations with the option of low or high-fidelity simulation. High Fidelity simulation may be used as a means of providing students with scenarios involving critical, life-threatening patient scenarios they might not ordinarily encounter in the clinical setting. This course is offered on a Pass/ No Pass basis only. This is an elective course in the Nursing Program.

Transfers to CSU

**Nursing 298 ++
Selected Topics in Nursing**

1-3 units, 3-9 hours

Prerequisite: *Varies with topic.*

Selected topics in nursing not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Career and Technical Education/Workforce Development in relation to community/student need(s) and/or available staff. May be offered as a seminar, lecture, or laboratory class. This is an elective course in the Nursing Program. Pass/ No Pass only.

Non-associate degree applicable

**Nursing 299A +
Selected Topics in Nursing**

1-3 units, 3-9 hours

Prerequisite: *Varies with topic.*

Selected topics in nursing not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Career and Technical Education/Workforce Development in relation to community/student need(s) and/or available staff. May be offered as a seminar, lecture, or laboratory class. This is an elective course in the Nursing Program.

Associate degree applicable

**Nursing 299B +
Selected Topics in Nursing**

1-3 units, 3-9 hours

Prerequisite: *Varies with topic.*

Selected topics in nursing not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Career and Technical Education/Workforce Development in relation to community/student need(s) and/or available staff. May be offered as a seminar, lecture, or laboratory class. This is an elective course in the Nursing Program.

Baccalaureate level – CSU transfer

APPENDIX L: ANNUAL PROGRAM REVIEW UPDATES

In each of the following 6-year unit plan sections, answer the questions below for the most successful goal that you addressed or achieved during this recent program review cycle.

Curriculum Development

Goal: Develop a contextualized basic skills reading and math class for pre-nursing students.	
Status of goal	Met.
What activities did you undertake to achieve these goals?	Met with basic skills faculty from math and English. Discussed curriculum. Provided the English faculty with textbooks.
What challenges/obstacles have you encountered?	None.
Report and explain the data that you have to verify progress toward your goal?	<p>Student entering the program are screened for probability of success by review of their pre-entrance examination called the Test of Academic Skills (TEAS). This test is required for all students entering nursing school. Students who have a composite TEAS test score of 67.0 – 71.0 are contacted at the beginning of the program and an initial meeting is scheduled to assess the student for possible barriers to success, and to identify supportive services that will benefit the student.</p> <p>b. Historically, students who score low in the math and science components of the exam do not do well in the nursing program. This may be due in part because the analytical reasoning required in mathematics and the basic requisite knowledge in science that is also required in nursing.</p>
Has this goal changed and why	No.
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	Goals #5 Promote student success for historically underserved populations.
Additional Comments?	

Student Success and Support

Goal: Attract students with a high probability of success into the nursing program through use of the State Chancellor's multi-selection screening admission criteria by fall 2010, taking into account disproportionate impact.	
Status of goal	Completed.
What activities did you undertake to achieve these goals?	1. Gathered all deans and directors of nursing from region 10. 2. Develop and agree on point assignments. 3. Develop a universal application for all schools of nursing
What challenges/obstacles have you encountered?	Agreement on the point distribution with all the Region 10 directors.
Report and explain the data that you have to verify progress toward your goal?	Attrition rates prior to implementation. Reasons for attrition.
Has this goal changed and why	No.
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	Admitting students who have a higher probability of success contributes to student success and overall helps the college in terms of completion and retention rates.
Additional Comments?	

Program Resources and Development

Goal: Obtain appropriate technology to facilitate on line (hybrid) education.	
Status of goal	Completed.
What activities did you undertake to achieve these goals?	Purchased IPADs for every instructor to facilitate excellence in teaching.
What challenges/obstacles have you encountered?	The only hybrid nursing course is Nursing 118, Nursing 119, and Nursing 235.
Report and explain the data that you have to verify progress toward your goal?	Success rates in hybrid nursing courses.
Has this goal changed and why	No.
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	Addresses goal # 3 which is to promote an exceptional learning environment to promote student success.
Additional Comments?	

Community Outreach/Response

Goal: Develop a career pathway for high school students interested in seeking a degree as a registered nurse.	
Status of goal	Ongoing
What activities did you undertake to achieve these goals?	Met with HASPI program and selected a student to shadow a nursing faculty member in the clinical and classroom setting.
What challenges/obstacles have you encountered?	Obtaining clearance for the high school student to shadow in the clinical setting was challenging. The students need to clear all of the hospital requirements before entering the facility. Also, due to the students schedule it was difficult for the high school student to attend regularly. One student selected fell out of the program.
Report and explain the data that you have to verify progress toward your goal?	By 2020 California needs 116,000 more RN to meet 65% of the demand. Over three fourths of the State's nurses are age 40 or older and almost half of those are age 50 and older with the average being just over 47 years- five years higher than the national average.
Has this goal changed and why	No.
How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	Goals 1, 4 & 9 Better serve historically underserved populations; Promote student success for historically underserved populations and enhance workforce preparedness.
Additional Comments?	

Faculty/Staff Professional Development

Goal: Obtain the appropriate amount of fiscal resources to send faculty and staff each year to a teaching conference.	
Status of goal	Completed.
What activities did you undertake to achieve these goals?	Wrote several grants to support faculty with professional development activities.
What challenges/obstacles have you encountered?	None.
Report and explain the data that you have to verify progress toward your goal?	None.
Has this goal changed and why	No.

How did the achievement of your unit goals help move the college forward toward fulfillment of the planning priority goals in its strategic plan?	Goal # 3 Promote an exceptional learning environment and student success.
Additional Comments?	