GLENDALE COMMUNITY COLLEGE

Annual Program Review   2012-2013 – INSTRUCTIONAL REPORT

Division - Program

HEALTH SCIENCES – NURSING

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Committee by the Division Chair.

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Date Received by Program Review: November 16, 2012

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	Academic Year	FTES Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
Nursing	2008-2009	337	16	677	80.4%	90.4%	95.0%	110
	2009-2010	311	15	646	79.7%	90.0%	95.3%	103
	2010-2011	220	16	445	87.4%	86.1%	96.6%	98
	2011-2012	211	14	480	84.3%	78.0%	97.3%	89
	% Change	-37.4%	-11.7%	-29.1%	+3.9%	-12.4%	+2.2%	-19.1%
	Four-Year Trend	decreasing	decreasing	decreasing	stable	decreasing	stable	decreasing

1.1 Describe how these trends have affected student achievement and student learning:

The decrease in the FTEF Trend has been significant. The FTEF trend had been stable up until Summer 2011. There were 13 FT faculty members up to last Spring 2011. Since then, 2 FT instructors retired, 1 was promoted to Associate Dean, and 1 other FT instructor resigned. Due to this trend, there were more adjunct faculty in the program and more inconsistency and discrepancy in following the set nursing program curriculum. The California Board of Registered Nursing (BRN) visited our program last Fall 2011 for our scheduled re-approval visit. They noted through student evaluations and interviews that there were several inconsistencies in teaching clinical and the curriculum between instructors.

As a result, the eight full-time instructors who were already loaded with their 18 hour/week work were given several other responsibilities. Each instructor was required to review with or orient adjunct faculty on the evaluation process of students and curriculum. Several of these instructors came in on the weekends and intersessions on their own time to ensure that our adjunct faculty members were compliant with the curriculum per the BRN's requirements. Several of the full-time instructors are not only lead instructors, but content

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experts for the program and curriculum in the fields of Geriatrics, Pediatrics, Adult Medical/Surgical Care, Psychiatric Mental-Health, and Obstetrics. They are also involved in college committees and carry roles as Assistant Directors; Nursing Scholarship Chair; Nurse Advisor (for academic issues); Simulation Expert; Student Nurses' Association Advisor; and Academic Senate Representative and Outreach liaisons. There are currently 18 adjunct and 9 full-time faculty.

Not only is this detrimental to student learning and success, but **a trend in a decreasing NCLEX-RN (National Council Licensure Examination for Registered Nurses) pass rate and a high attrition rate in the program may be foreseen. Our latest NCLEX pass rate for the last quarter is down to 86.84%.**

The Fill Rate Trend is decreasing. The Nursing Program is required by the BRN regulations to keep the attrition rate less that 25% and to have a program filled to capacity as often as possible; however, the class of Fall 2011 had an attrition rate of 29%, which is high and is reflected in the Fill Rate Trend. Due to the inconsistencies in the program as discovered by the BRN's last visit, we hope this is not a trend for the future.

The Success Rate Trend is high and stable due to the process that begins at admission. There is a set of admission criteria set by the Chancellor's office which includes the Chancellor's Formula (a weighted cut score) and the Test of Essential Academic Skills (TEAS) with a cut score. These factors are taken into consideration in determining eligibility of applicants. Eligible students are then placed into a pool for random selection. Due to this selection process, we have noted a marked decrease in our attrition rate from as high as 39% to an average of 20% per class from 2007 to 2010. The attrition rate for Fall 2011 was 29%. With a decrease in full-time faculty members, the success rate trend may decrease and result in poorer NCLEX-RN pass rates and higher attrition rates due to inconsistencies in instruction. The BRN requires that NCLEX-RN pass rates must be above 75% and attrition rates must be below 25% per class.

1.2   Please explain any other relevant quantitative/qualitative information that affects the evaluation of your program?

There has been a decreased trend in FTES due to loss of grant money and district funds. The reduction in students has decreased the number of clinical rotations where most of the adjunct faculty provides instruction. The trend in decreasing the number of nursing students in the program is not a good one. Nurse leaders predict that in two years there will be a very severe nursing shortage due to nurses retiring and the implementation of Affordable Care Act, wherein more people will have access to insurance. There is also prediction that more health care will shift towards the community and our ADN RN (Associate's Degree in [Registered] Nursing) nurses will be able to provide this frontline nursing care.

The FTEFs have decreased last Fall 2011/Spring 2012 because of the loss of four full-time faculty members. The psychiatric nurse instructor position was replaced this Fall 2012, largely due to required compliance to the governing Board of Registered Nursing. Three medical-surgical faculty members have not been replaced and several adjunct faculty members have stretched their roles to cover these areas, creating the inconsistencies mentioned by the BRN.

The WSCH/FTEF trend is decreasing due of the gradual reduction of admitted students from 60 to 40 per semester in the last four years in response to reduced grant funding. While the WSCH/FTEF is a formula that addresses efficiency, it is not applicable to the clinical setting because our clinical sites do not permit more than 10 students in a cohort for every 1 instructor. The BRN mandates that this ratio established upon approval is maintained. This is critical in maintaining patient safety and maximizes student learning due to closer faculty oversight/supervision.

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2.0. Student Learning and Curriculum

Course Level

Year	SLOAC Course Count		% of Courses Assessed
2010-2011	20	100.0%	65.0%
2011-2012	22	100.0%	77.3%
% Change		+0.0%	+12.3%
Four-Year Trend		stable	increasing

Provide the following information on each department and program within the division.

List each program within the division	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed	
	N / N	%	N / N	%	N / N	%
Nursing SLOACs 2011-2012	16/16	100%	11/16	69%	21/29	100%

2.1 Please comment on the percentages above.

Since the development of our timelines and our own nursing website for our SLOs, PLOs and assessments, it has been easier to track when and which course should be assessed for SLOs. The development of the new SLO/PLO Assessment form may also further increase the efficiency, readability, and ability to link our SLOACs and PLOACs to the Institutional Learning Outcomes. At this time, there are two sections per class: one section for the weekend/evening nursing program cohort running simultaneously with standard (daytime) cohort.

2.2 Using the results from your division/department's recent assessment reports, please summarize any pedagogical or curricular changes that have been made as a result of your course assessments.

The nursing department assessed the following courses in 2012: NS 200, NS 201, NS 205, NS 208, NS 210, and NS 211. The tools used for assessment included student surveys and clinical evaluation tools for both the didactic and clinical rotation components of courses. Based on the assessments, the summary below highlights curricular changes.

DIDACTIC ANALYSIS AND ACTION PLANS: NS210, NS211, NS208, NS200, & NS205:
- The instructors work on organizing classroom activities in a better fashion. The faculty will improve this by responding to questions in a timely manner and giving responses in a constructive way.

- New students generally think that the workloads for all nursing classes are too heavy. This is due to a lack of cultural assimilation into the nursing profession. The instructors will emphasize the importance of good study habits, commitment to the program, and learning strategies during the first semester. Students are also unfamiliar with NCLEX-RN style testing questions. The instructors will review more NCLEX-RN style questions in class and explain rationales. The Kaplan Integrated Testing Program will be used to assign

students practice NCLEX-RN questions, to which they have online access at home. The program is also looking for new remediation tools to help students with their pharmacology class, such as "MyNursingLab" by Pearson. The instructors will also incorporate more AV materials into lecture to help clarify content.

- Specific to NS 208 Pharmacology: All students who failed the class were counseled and tracked. Only one student had a failure due to low exam grades and failure of the comprehensive final exam. No known contributing factors to the failure were disclosed or discovered. Many of the weekend/evening students work at least part-time, with several working full-time. In the beginning, students do not disclose their work schedule and end up revealing this when failing a class. This is often problematic for nursing students who work over 15 hours/week. Discussion of this issue is addressed during the initial nursing student orientation and reinforced in all entry-level courses. The following were done: Reinforce all the resources available to students if they are not achieving a passing grade; these include tutoring, referral to nursing faculty advisor, office appointment with instructor, and counseling through the Student Health Center for personal problems and referral to the Center for Students with Disabilities if the student has difficulty. The new version of MyNursingLab was scheduled for implementation in Summer 2012 during NS205 (pre-requisite to NS208). At this time, faculty members are waiting to see how the new version of MyNursingLab facilitated student success for all students, or those who needed extra academic support. Other improvements included bringing the instructors' PowerPoint Presentations up to date regarding current new classes of medications and refining quizzes and examinations based on new knowledge.

CLINICAL FIRST SEMESTER ANAYSIS AND ACTION PLAN: (NS210, NS211)

The clinical evaluation student surveys spoke of the excellence of the clinical instructors and the facilities in which they teach in. Student complaints included lack of opportunities to perform certain nursing procedures, the instructor(s) had inconsistent expectations, lack of support from staff nurses at the hospital, and desire for more feedback.

The first semester instructors included many adjuncts and lack of full-time faculty. Because of this, students felt there was a lack of consistency among faculty on how to teach students. To improve inconsistencies in clinical experiences for students, a lead instructor is assigned in each semester and for each course. The lead instructor is responsible for leveling teaching and the student evaluation process in skills lab, simulation lab, and clinical settings.

To facilitate consistency in instruction and student evaluation among faculty members, full-time lead instructors and content experts have the added responsibility to orient new adjunct faculty and work closely with them in supervising students in the clinical setting, the skills practicum, and the simulation lab. Adjunct faculty members are provided with textbooks, student schedules, and rosters with student contact information. They also receive minutes of meetings and other information regarding curriculum revisions in order to maintain consistency. Informal meetings are held frequently via email, conference call, or site visits between lead instructors and adjunct faculty members. As a response to the student survey, lead instructors will also provide more frequent feedback and constructive criticism during clinical rotations. The program has also recently adapted Simulation Learning System (SLS) from Elsevier which allows students the online access to newly updated videos on nursing skills to enhance their clinical performance.

2.3 Please list all courses which have been reviewed in the last academic year.

Note: Curriculum Review is required by the Chancellor's Office every 6 years.
The following courses have been reviewed in **2011-2012:** NS 200, NS 205, NS 201, NS 202, NS 203, NS 208, NS 210, NS 211, NS 212, NS 214, and NS 216/220.

Degree, Certificate, Program Level

List each degree and certificate, or other program* within the division	AA/AS Degree PLO Identified		AA/AS Degree Assessment Cycles Completed		Certificate PLO Identified		Certificate Assessment Cycles Completed	
	YES	NO	YES	NO	YES	NO	YES	NO
Registered Nursing AS /degreed	100		100					
Registered Nursing AS					0		0	

2.4 Please comment on the percentages above.

Although the BRN allows nursing students to graduate with a certificate or degree, the nursing program encourages all of its students to obtain their ADN or become degreed nurses using their baccalaureate degrees. Nursing graduates who receive a certificate in nursing may apply for licensure and practice in the state of California; however, they may be limited and not be eligible for licensure in other states.

2.5 Using the results from your division/departments recent assessment reports, please summarize any changes that have been made as a result of your program level assessments. Your summary should include a summation of the results of all degrees, certificates, and other programs which were recently assessed.

In the Fall of 2011, PLO #1 was assessed. The curriculum survey from our graduating students showed that 83%-100% felt they had learned the concepts. The Leadership and Supervision threads were inconsistent and ranged from 83-96%. Students overall felt well-prepared and grateful for having completed GCC's nursing program. There were a few complaints of some disorganization and issues with communication in the 3rd and 4th semester. This was mostly due to the lack of full-time supervision. There is a need for a full-time instructor in 4th semester to maintain consistency within the curriculum and to meet BRN regulations. The instructor that left the position (after these surveys were conducted) was never replaced. Full-time faculty requests will be sent to the Instructional Hiring and Allocations committee (IHAC) in Spring 2013.

- We implemented the Kaplan Integrated Testing Program NCLEX-RN into every semester last Fall 2011. We believed Kaplan would help our students prepare for the NCLEX-RN and achieve higher pass rates as a class. The review incorporates test questions and exams similar to the NCLEX-RN and resources for our students to use for study.   The Kaplan review will be used as an additional resource to each nursing course. The exit exam in the 4th semester is also normed to national results and can identify areas of weakness for the student to focus on prior to taking the NCLEX-RN state board exam, as well as weaknesses in the program that need to be addressed. The Kaplan exit exam can also predict the student's ability to pass or fail the NCLEX-RN. This choice was made based on the fact that over 90% of our students consistently purchased the Kaplan review after completing our program to ensure they pass their exams.

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- The program will focus on emphasizing the leadership portion of the curriculum which occurs in the 4th semester. Having students identify leadership skills in their journals and care plans during their clinical rotations will help them realize that they are carrying out these functions in their roles and working in a team.

- The nursing program needs at least two additional full-time faculty to help with the inconsistencies in the program. This would help increase NCLEX-RN pass rates and decrease attrition rates to meet the BRN regulations' bench mark pass rates of at least 75% and attrition rates per graduating class of less than 25%.

- Minor revisions to the curriculum will begin this January 2013 to ensure we have the latest information and current technology when delivering instruction to our students to ensure they practice safe and quality nursing care at all times.

In the Spring of 2012, PLO # 3 was assessed.

FIRST SEMESTER AND SECOND SEMESTER PLANS:
- Most failures in clinical and practicum occur in the first and second semesters. For failures in practicum, students are referred to the Nursing Resource Lab (NRL) for remediation. The program started subscribing to Elsevier's Simulation Learning Systems (SLS) so students have up-to-date skills videos to watch. Students are able to access current videos at home on their website.

- Attrition is also caused by the student's lack of knowledge regarding what the nurse's role realistically entails in the clinical setting. As a result, the GCC nursing program and counseling department have partnered with COPE Health Solutions who have started an internship called Clinical Care Extender at Glendale Adventist Medical Center (GAMC). The internship is for college students, 18 years or older. GAMC is looking for students who can commit to at least four hours/week. Interested students chosen will be trained to provide volunteer services at different departments of the hospital. This internship may be helpful exposing students to various health care professions within the hospital.

- To improve inconsistencies in student clinical experiences, a lead instructor or content expert is assigned in each area or each course to facilitate consistent instruction among adjunct faculty members as mentioned previously. Full-time faculty requests will be sent to the Instructional Hiring and Allocations committee (IHAC) in Spring 2013.

THIRD AND FOURTH SEMESTER PLAN:

- To improve inconsistencies in the Obstetrics (OB) clinical experiences for students, the lead instructor reviewed how to evaluate students and implement OB simulation with adjunct faculty, which will also enhance students' experiences in the clinical setting.

- In 4th semester, students complained about the lack of consistency in clinical. This may be because there is only one full-time faculty member in 4th semester working with several adjunct faculty. It is difficult for one full-time instructor in the semester to serve as a coordinator, in addition to his teaching load. The lead instructor has revised the preceptorship policy for consistency and is working diligently to orient all adjuncts and preceptors to the new **and revised preceptorship policy and procedure to create organization and consistency.** The instructor that left the position was never replaced. Full-time faculty requests will be sent to the Instructional Hiring and Allocations committee (IHAC) in Spring 2013.

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2.6 Please list all degree/certificate programs within the division that were reviewed in the last academic year.

Associate's Degree in Nursing (ADN)

2.7 What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes in the last year?

Mark an "X" in front of all that apply.

X	Curricular development/revisions of courses
X	Curricular development/revision of programs
X	Increased improved SLO/PLOs in a number of courses and programs
X	Other dialog focused on improvements in student learning
X	Documented improvements in student learning
X	Increased/improved SLO/PLOs in a number of courses and programs
	New degree or certificate development
X	Best Practices Workshops
X	Conference Attendance geared towards maintaining or improving student success
X	Division Retreat in 2011-2012
X	Division or department attendance at Staff Development activity geared towards maintaining or improving student learning
X	Division Meeting Minutes
X	Reorganization

Please comment on the activities, dialogues, and discussions above

1. **Curricular Revisions**: The nursing program is currently revising its curriculum to comply with the BRN regulations, current trends, the Institute of Medicine (IOM) recommendations, and the ADN-BSN collaborative program with California State University, Los Angeles (CSULA), also known as the Academic Progression in Nursing (APIN) Los Angeles (LA) Collaborative. The APIN Program is a seamless roadmap developed so our ADN graduates can obtain their Bachelor of Science in Nursing (BSN) degree through CSULA.

2. **Improved SLOACs and PLOACs**: Several improvements have been put in place to increase NCLEX-RN pass rates and decrease attrition. So far we have seen a slight drop in the NCLEX-RN pass rates for the Spring 2012 graduating class to 86.84%. Attrition for the Fall 2011 class was 29%. This may be due to lack of consistent full-time faculty as mentioned previously. This decline may also be attributed to the fact that college budget cuts did not allow for our NS 219 Clinical Enrichment Course to take place during the Summer and Winter Intersession, as we have had in previous years. This course was beneficial to

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students, in that students who were weak, but competent in clinical could strengthen their skills, gain more clinical exposure, increase opportunities to practice and improve in their critical thinking, time management, prioritization and overall clinical performance.

3. **Improvements in Student Learning**: Also mentioned earlier, in the last year 2011-2012 the nursing program has added the Kaplan Integrated NCLEX-RN Testing Program. MyNursingLab (MNL) by Pearson was integrated in NS208, Nursing Pharmacology, in Fall 2012. This program is a review and remediation website that students can use to study concepts in conjunction with the textbook and class lecture. The instructor can assign homework and activities on this on-line site to help students study. MNL will be evaluated after this Fall semester for continued use. The nursing program is also looking at integrating MNL into NS 222, Psychiatric Mental-Health Nursing, for student review and remediation next Spring 2013. We are hoping these remediation and review plans will improve the attrition rate per graduating class. Our average attrition for the graduating class of Spring 2011 and Fall 2011 is 25%. The class of Spring 2012 had 20% attrition. The BRN requires that the nursing program keeps the attrition rate for each graduating class below 25%.

4. **Conference Attendance; Division Retreat; Meeting Minutes, and Staff Development activity geared towards maintaining or improving student learning; Best Practice Workshops:** In May 2012, the program sent two instructors to a Quality Safety Education in Nursing (QSEN) conference in Tuscon, Arizona through grant funds, and a one-day QSEN seminar for all other nursing faculty last August 15, 2012. These conferences are to assist the nursing program with the curriculum revision needed to comply with the BRN regulations, current nursing trends, and the APIN program with CSULA. Our meetings and division retreats, which are reflected in our Division/Department minutes, show the process of how we analyze our SLOACs and PLOACs to reach a decision for improvement in teaching and student learning, as well as in the decision of how to begin the APIN program.

3.0   Reflection and Action Plans

3.1   Based on your data and analysis presented above, as well as on issues or items that you were unable to discuss above, comment on the Strengths and Weaknesses of the Program.

Strengths
List the current strengths of your program

1. A strong team effort and diversity of faculty, staff, and students who are able to meet the needs of the culturally-diverse population of Los Angeles County.

2. Maintaining close professional relationships with the community and practice partners (clinical facilities) has resulted in approximately 81% employment of our students in 2011. This is high compared to the state average of 40% in the last year according to the 2011-2012 California Institute of Nursing and Health Care (CINHC) survey.

3. A strong program curriculum in preparation of students for transfer into BSN and MSN programs (e.g., incorporating research across the curriculum [RAC]), strengthening American Psychological Association (APA) writing format, Journal Article Analysis, writing assignments, critical thinking, QSEN integration, concept mapping and simulation, and evidenced high NCLEX-RN exam for licensure pass rate. For 2011, the NCLEX pass rate was 94.38% and currently for 2012, it is 90.5%. The APIN LA Collaborative is being implemented for GCC ADN graduates to complete their BSN at CSULA in a seamless path.

4. A strong team effort by faculty and staff in obtaining grants enabling additions to the nursing program including staff, computers, simulation, and mannequins that strengthen and enhance student learning and success. The program was also commended for "strong faculty teamwork and high quality student education in face of program leadership changes and gaps, and cohesive team approach" in preparation for the Self-Study and final official program re-approval by the Education Licensing Committee this last August 2012.

3.2 Weaknesses
List the current weaknesses of your program

1. There is a need for more full-time faculty and classified staff. There is a high adjunct faculty (18) to full-time faculty (9) ratio. Of the 9 full-time faculty members, 2 of them each have 40% release time to serve as assistant directors. Due to the lack of full-time faculty, one of the assistant directors is on overload. This was a program and personal decision made in first semester as there were 2 adjunct faculty who taught in 1st semester in the last year which have resulted in weaker students. Another instructor has 20% release time to be Nurse Advisor to comply with the Department of Health Services Tutoring/Mentoring Grant. In addition, there are several grant-funded classified staff positions including one administrative assistant, one file clerk, six Nursing Resource Lab Nurse (NRL) Associates, one NRL adjunct, and only one dedicated nursing counselor who is allowed to work only 23 hours per week due to the limited budget for student services. A recommendation from the BRN Approval Report last Fall 2011 is that the college "consider budgetary provision, [and] sustaining funding [by the college] for grant-funded programs, particularly, the full-time faculty positions and the supporting staff to ensure student success" [California Code of Regulations (CCR) Section 1424 (d)]. Not only does the nursing program largely run on "soft money," but there will also now be one month lay-offs of all the classified staff per year. The nursing program runs year-round. There are clinical rotations and classes that run in both winter and summer intersessions, as required by the BRN when the curriculum was approved. There are also papers to process for our graduates after each semester to comply with the BRN so that our students will be able to test for the NCLEX-RN. In addition, we admit students twice a year and need the intersession for processing their files and transcripts. We also use the intersessions to contact all our nursing students to come in to make sure their health files are updated and clear for clinical rotations that following semester.

2. Per the BRN, there is a need to "establish consistency among faculty between each course of instruction." The inconsistency is due to the increased number of adjunct faculty to be supervised (18) and assisted by the nursing program director and full-time faculty. Adjunct faculty members need guidance, supervision, and assistance when student problems arise. There needs to be more full-time faculty to help with the workload to ensure that BRN curriculum and clinical regulations are met [California Code Regulation (CCR) Section 1424(d)]. We have a serious need for two nursing instructors, one in the first year and one in the second year of the program. The first year of the nursing program sets a critical and fundamental foundation for the students. Our NCLEX-RN pass rate has seen a slight drop to 86.84% in the last quarter.

3. There is also a serious need for a dedicated full-time Nursing Program Director per BRN recommendations. In addition to college responsibilities including policies, Guild agreements, and participation in college issues and meetings, the Associate Dean is responsible for three health sciences programs: Emergency Medical Technician (EMT), Alcohol/Drug Studies (ADST), and Nursing, and serves as the Health Sciences Division Chair and Nursing Program Director. The Associate Dean's workload, therefore, includes maintaining compliance with the BRN, ADST, and EMT regulations; hospital and facility regulations; supervising, hiring and orienting adjunct faculty members; all program evaluations; updating and managing curriculum; dealing with student and faculty issues; scheduling clinical rotations and classes; managing and writing grants; writing evaluations; checking payroll hours; budgeting finances; performing self-studies, annual program review and several other responsibilities.

In addition, the nursing program must comply with Assembly Bill (AB) 1295 which requires all California State Universities and Community Colleges to collaborate and create a seamless pathway for students to obtain their BSN. This is the APIN LA collaboration, which requires added responsibility to the Associate Dean. Finally, because some hospitals are financially struggling and unable to finance new graduates programs, fewer graduates are being hired and more seasoned nurses are preferred. An addition to the duties of the Associate Dean would be to affiliate our nursing program with hospitals to begin a new graduate nursing program or a transitional program so that graduates would get more clinical experience and increase their chances of hire.

3.3   Using the weaknesses, trends and assessment outcomes as a basis for your comments, please briefly describe any future plans and/or modifications for program/division improvements. Any plans for reorganization should also be included, along with a resource request if applicable.

3.4

Plans or Modifications	Anticipated Changes/ Improvements	Link to EMP, Plans, SLOs, PLOs, ILOs
Plan to request a Program Director to assist with several new programs in the future	Begin the APIN LA collaborative with CSULA to increase graduating ADN students to get their BSNs. We are in need of more counseling help in order to facilitate this. Also, begin a Transitional (new grad program) or Refresher course (for graduates who have been out of the health care workforce for over 2 years) with affiliated hospitals to increase hiring of new graduates and the population of nurses for the upcoming nursing shortage in two years largely due to Affordable Care Act and retirement of nurses. Other colleges, who have had these programs, have had at least 90% of their enrolled students hired after completion. The Health Workforce Initiative (HWI) has a grant that would be able to fully fund and support this Transitional Program, but this must first be approved by GCC administration.	**EMP Goal 1.2.1 c** Increase student access by developing strategies to improve articulation and transfer **EMP Goal 2.1.3** Evaluate the current and future needs of the economic workforce development community so that GCC programs are current and future focused. **PLO#1**-NCLEX-RN pass rates to meet community needs
Plan to request two nursing instructors per IHAC to adhere to BRN regulations	A nursing instructor in the first semester was never replaced after she was promoted to Associate Dean. At this time there are two full-time instructors and three adjuncts who teach first semester. One full-time first semester instructor has a full teaching load plus 40% overload as assistant director, and the other full-time instructor has a full load plus 20% overload as nurse advisor, which is a position required by the Department of Health Services Tutoring & Mentoring Grant. In addition, the two instructors in 4th semester were never replaced. One full-time instructor teaches 4th semester with several adjunct faculty. If full-time faculty members were hired for the program, there would be consistency in teaching the curriculum per the BRN requirements, and a projected increase in student class performance and increased NCLEX-RN pass rates.	Applies to all ILOs of GCC PLOs #1,2, 3: students should be able to demonstrate cognitive and psychomotor knowledge

Request monies for instructional supplies.	Updated videos and software for instructional use. In our last BRN Approval Visit Fall 2011, we were reprimanded for old videos and textbooks housed in the GCC library and software materials still in use. Although the faculty believes the software/videos were still usable, we were required by the BRN to acquire new updated versions	PLO#1,2,3: students should be able to demonstrate cognitive and psychosocial skills ILOs: 1A, B, C, D; 3D; 4A,, B, C, D, E 5A, B, D, E; 6A; 7B, C, D

Format Rev. 9.21.12

2012 PROGRAM REVIEW

HEALTH SCIENCES-Nursing *Software/DVDs*	I:HS.Nur-1

Section 4
Resource Request

Mark Type of Request:

	Facilities/Maintenance		Computer Hardware for Student Use
	Classroom Upgrade		Computer hardware or Faculty Use
X	Instructional equipment	X	Software/Licenses/Maintenance/Agreements
	Non-Instructional Equipment		Conference/Travel
	Supplies		Other

4.1   Clearly describe the resource request.

Current and updated software or videos/DVDs for specialty areas in nursing, such as pediatrics, obstetrics, and psychiatric nursing, and other software/DVDs to enhance critical thinking, ethical reasoning, interpersonal communication, charting or writing skills, psychomotor and cognitive skills, and self-management skills.

Amount requested: $2500
$1000 for Pediatric DVDs
$1000 for Obstetric DVDs
$ 500 for Psychiatric DVDs

4.2   Funding

X	Requires One Time Funding
	Requires Ongoing Funding
	Repeat Request
	Year(s) Requested

4.3   Please check if any off the following special criteria apply to this request:

	Health & Safety Issue
X	Accreditation Requirement
	Contractual Requirement
	Legal Mandate

Please explain how/why this request meets any of the above criteria.

        In our last BRN Approval Visit Fall 2011, we were reprimanded for old videos and textbooks housed in the GCC library and software materials still in use. Although the faculty believes the software/videos were still usable, we were required by the BRN to acquire new updated versions.

4.4   Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address? Please use information from your report to support your request.

- PLOs #1, 2, and 3: new audiovisuals will help students demonstrate cognitive and psychomotor skills;
- ILOs: 1A, B, C, D: Students learn to communicate with patients and staff verbally, in written documentation and listening skills, and interpersonal interactions with the use of software or DVDs.
- ILOs: 3D: Students learn ethical and legal use of information
- ILOs: 4A, B, C, D, E: Students learn critical thinking by viewing examples of actions and interpretations of the event on the DVD/software.
- ILOs: 5A, B, D, E: Students learn about "global nursing" and implications of health in the world and local community
- ILOs: 6A, B, C, D: Students learn self-care, stress management, awareness, physical wellness, and study skills
- ILOs: 7B, C: Students learn technical and workplace skills

4.5   What measurable outcome will result from filling this resource request?

We plan to use these resources for instruction, to foster our students' improvement in their clinical skills, and for remediation purposes as well. This aims to also decrease attrition in the program especially in clinical performances, which may have a positive correlation with increased NCLEX-RN pass rates.

APPROVAL

AGENCY	DECISION	
The Program Review Committee has reviewed the information in this request and finds it to be:	COMPLIANT	**X**
	NON COMPLIANT OR INCOMPLETE	
	a) Request not adequately described or incomplete	
	b) Request not linked to assessments or assessments not completed	
	c) Request not linked to EMP, plan or SLO,PLO or ILO	
	d) Report Incomplete	
PRC Comments		

Form Revised 9.19.12
Reports determined to be "Non-Compliant" will be returned to the division member responsible. Reports must be resubmitted with needed changes to the Program Review Office. Requests will not move forward in the budget process if the report or request is Non-Compliant.

2012 PROGRAM REVIEW

Section 4
Resource Request

HEALTH SCIENCES-Nursing	**I:HS.Nu-2**
Toner for Printers	

Mark Type of Request:

	Facilities/Maintenance		Computer Hardware for Student Use
	Classroom Upgrade		Computer hardware or Faculty Use
	Instructional equipment		Software/Licenses/Maintenance/Agreements
	Non-Instructional Equipment		Conference/Travel
X	Supplies		Other

4.1   Clearly describe the resource request.

$620 (included with tax and handling) for toners for printers.
Breakdown:
Color Printer Toner for Laser Jet CP1518N1
$74 Black
$69 Yellow
$69 Magenta
Toner for HP 12A
$65 for 6 toners = $390

4.2   Funding

	Requires One Time Funding
X	Requires Ongoing Funding
	Repeat Request
	Year(s) Requested

4.3   Please check if any off the following special criteria apply to this request:

	Health & Safety Issue
	Accreditation Requirement
X	Contractual Requirement
X	Legal Mandate

Please explain how/why this request meets any of the above criteria.

We admit students to our nursing program twice each year. At these times, we have to mail several letters with printed materials to them. These printed materials include admission letters, rejection letters, remediation letters for the Chancellor's formula, remediation letters for the TEAS cut score, hospital and facility contracts and agreements; orientation materials; health records, software and insurance contracts, brochures to advertise the nursing program, background and drug screenings, recommendation letters, and many more.

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However, most of this resource request would help us print brochures and advertisements regarding the new APIN LA Collaborative our nursing program has with CSULA. This program was developed due to Assembly 1295, which requires California State Universities and Community Colleges to collaborate and develop a stream-lined pathway for ADN graduates to get their BSN.   In addition, we also work with several grant agencies and the BRN who require hard copies as well.

4.4   Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address? Please use information from your report to support your request.

This resource request will meet contractual agreements and mandates for printing materials for the nursing program. We would be able to print brochures and advertisement for our program and the APIN LA Collaborative with CSULA, and letters and contractual agreements. This would meet:
1) EMP Goal 1.2.1 c Access. Increase student access by developing strategies to improve articulation and transfer; and
2) EMP Goal 2.1.3 Evaluate the current and future needs of the economic workforce development community so that GCC programs are current and future-focused.

4.5   What measurable outcome will result from filling this resource request?

We plan to use these resources for better communication and public relations with students, our practice partners, and the community. This would create better networking and working relations, especially for the hire of our students.

APPROVAL

AGENCY	DECISION	
The Program Review Committee has reviewed the information in this request and finds it to be:	COMPLIANT	**X**
	NON COMPLIANT OR INCOMPLETE	
	a) Request not adequately described or incomplete	
	b) Request not linked to assessments or assessments not completed	
	c) Request not linked to EMP, plan or SLO,PLO or ILO	
	d) Report Incomplete	
PRC Comments		

Form Revised 9.19.12
Reports determined to be "Non-Compliant" will be returned to the division member responsible. Reports must be resubmitted with needed changes to the Program Review Office. Requests will not move forward in the budget process if the report or request is Non-Compliant.

2012 PROGRAM REVIEW

Section 4
Resource Request

HEALTH SCIENCES-Nursing	I:HS.Nu-3
Required Stationary	

Mark Type of Request:

	Facilities/Maintenance		Computer Hardware for Student Use
	Classroom Upgrade		Computer hardware or Faculty Use
	Instructional equipment		Software/Licenses/Maintenance/Agreements
	Non-Instructional Equipment		Conference/Travel
X	Supplies		Other

4.1   Clearly describe the resource request.

This resource request is for the request for stationery required by the contractual agreement between the College Foundation and Mr. Bhupesh Parikh and family. After the college received a very generous amount of $1, 000, 000 to help pay for part of the building of the Bhupesh Parikh Health and Technology building, it was agreed in a contract that the Health Sciences Division/Nursing program supply stationery with the Kumud Parikh Health Sciences Division Logo to use in all its correspondences. Mr. Parikh has been very generous in his support of the building and the health sciences, but brought it to our attention via the foundation that the stationery was a contractual agreement. Some stationery with the Logo exists; however, it will soon need to be updated with the name of the future president/superintendent of the college and new Board of Trustees.

Amount requested: $1073.36

Breakdown of cost, if applicable.
Stationery
24# Laser bond Letterhead 7,500 = $460.00
Standard Envelope   7,500= $510.00
$12.50 for Postage and Delivery
$4.50 Fuel charge
$86.36 Sales Tax

4.2   Funding

	Requires One Time Funding
X	Requires Ongoing Funding
	Repeat Request
	Year(s) Requested

4.3   Please check if any off the following special criteria apply to this request:

	Health & Safety Issue
	Accreditation Requirement
X	Contractual Requirement
	Legal Mandate

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Please explain how/why this request meets any of the above criteria.

This resource request is to meet the contractual agreement between the GCC Foundation and Mr. Bhupesh Parikh and family. The nursing department mails several letters to applicants and students throughout the year for admission and remediation processing into the nursing program. Mr. Parikh has been very generous in his support of the building and the health sciences and will continue to do so in the future.

4.4   Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address? Please use information from your report to support your request.

This resource request will meet contractual agreements and mandates for printing materials for the nursing program. We would be able to send letters for our program and the APIN LA Collaborative with CSULA, and letters and contractual agreements. This would meet:

3)   EMP Goal 1.2.1 c Access. Increase student access by developing strategies to improve articulation and transfer; and
4)   EMP Goal 2.1.3 Evaluate the current and future needs of the economic workforce development community so that GCC programs are current and future-focused.

Keeping this contract would also fulfill : Strategic Goal 4: Fiscal Stability and Diversification : Enrollment Management/Diversify revenue sources

4.5   What measurable outcome will result from filling this resource request?

The outcome of this request would increase public relations with the community; increase advertisements of the college; increase our resources; and fulfill the contract agreement with the Parikh family

APPROVAL

AGENCY	DECISION	
The Program Review Committee has reviewed the information in this request and finds it to be:	COMPLIANT	**X**
	NON COMPLIANT OR INCOMPLETE	
	e) Request not adequately described or incomplete	
	f) equest not linked to assessments or assessments not completed	
	g) equest not linked to EMP, plan or SLO,PLO or ILO	
	h) eport Incomplete	
PRC Comments		

Form Revised 9.19.12

Reports determined to be "Non-Compliant" will be returned to the division member responsible. Reports must be resubmitted with needed changes to the Program Review Office. Requests will not move forward in the budget process if the report or request is Non-Compliant.

2012 PROGRAM REVIEW

Section 4
IHAC Request

NURSING FTF First Level Medical/ Surgical Nursing Instructor (Replacement)	I:HS.Nur-4

If this is a repeat request, please list the Resource ID code or year requested: _2011_____

4.1 The Office of Instruction will provide data on instructional hires during the past five years, including the full-time percentage of each new hire.

a) Number of full-time faculty currently assigned to the Program	9
b) Number of full-time faculty assigned to the Program in 2005	6
c) Does this position cover classes currently taught by adjuncts? Yes or No	Yes
c) Does this position contribute to program expansion? Yes or No	No

4.2 CPF Index (Committees Per Full-time Faculty)

1. Total number of full-time faculty members in this department/program.	9
2. Total number of committees in which all FT faculty members in this area participate Governance and other campus related committees & participation: (SLOs; IHAC; Judicial Board; Flex; C&I; Service Learning/Student Outreach: Guild, Academic Senate; Team A)	10
3. CPF INDEX (Total of # 2 divided by #1)	1.111

4.3 Status of Released Time Faculty

Faculty Name	Release Time Position	% RT	Term of Assignment
Karen Whalen	Nurse Advisor for at risk students	20%	DHS Grant funded
Kohar Kesian	Assistant Director	40%	2 years
Michelle Ramirez	Assistant Director	40%	2 years

4.4 How does this assignment relate to the college's Mission Statement?

A part of the College's Mission Statement states that Glendale Community College is committed to helping students develop important skills that are critical for success in the modern workplace, as well as create a supportive, non-discriminatory environment which enables students to reach their educational goals. This **First Level Full-Time Medical/Surgical Nursing Faculty position** would provide the stable theory and clinical instruction required by the curriculum as mandated by the State Board of Registered Nursing (BRN).

This rigorous curriculum requires that the students are trained in providing nursing management for the **physical and psychosocial aspects of patients** and their illnesses.

This position is critical in that it provides foundation for a new cohort of students that often experiences a "culture shock" when entering the world of nursing. Students need ongoing support, advisement, mentoring, office hours and continuity when working with instructors on campus and at clinical.   This solid foundation sets the tone for retention and success among students that begin the program.

The program's philosophy leads students to consider all levels of human needs. This requires an integration of critical thinking, a fundamental knowledge base, information competency, cultural competency, ethical principles, growth and development, health promotion, disease prevention and leadership and management. This program allows for the application of basic skills, prerequisites (such as anatomy, physiology, chemistry, mathematics, English, and microbiology) when learning about various disease processes and nursing care. Verbal and written communication is practiced through various writing assignments, development of care plans and one-on-one patient interactions at the bedside and through simulation in the Nursing Resource Lab (NRL). This position would support, encourage and contribute to a well-rounded nursing professional equipped to provide care in an ever-changing healthcare environment and educate nursing students who would be able to earn an Associate's Degree in Nursing (ADN) and transfer to a University or four year college.

4.5   How does this position relate to the objectives and functions of the college?
   a) Associate Degree
   b) Transfer to a four-year institution
   c) Career and Technical Education
   d) Basic Skills development
   e) Noncredit Adult Education
   f) Personal enrichment

This instructor position mainly addresses the a, b, and c objectives of the college. The instructor plays a role that sets the foundation which contributes to student completion of our **career and technical education program** wherein they obtain an **Associate degree in Nursing.**   Eighty-one percent of our students found jobs four to eight months after graduation compared to 54% in the state in 2012. The student can seamlessly transfer **to a four-year institution to obtain a Bachelor's degree** because the program prepares students in research across the curriculum, APA format, Journal Article Analysis, and writing assignments. The GCC nursing program has also affiliated with California State University, Los Angeles (CSULA) to develop the Academic Progression in Nursing (APIN) Los Angeles Collaborative, wherein pre-nursing students are counseled early on to get their CSU general education and prerequisites before acceptance into the GCC nursing program so that they seamlessly transfer over to CSU **to obtain their baccalaureate degrees in nursing.**

4.6   Describe how this position enhances student success. Ex: enhances instructional skills, meets community or industry needs, contributes to state of the art technical education, etc. What measureable outcome will result from filling this request?

   a) Enhances instructional skills
   b) Meets community needs
   c) Meets industry needs
   d) Contributes to state of the art technical education

Due to the lack of full-time nursing faculty, we have many adjunct faculty that teach theory and/or clinical. This position would allow continuity of the course with one instructor teaching all components, especially in the area of medical – surgical nursing which is required by the BRN. Continuity and consistency decreases attrition rates within the courses

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and increases the National Council Licensure Examination for Registered Nurses (NCLEX-RN) pass rates, which results in an increased number of nurses to meet community and hospital needs. With the current changes in health care reform, there is an anticipated need for more nurses in the community and industry. This position would help contribute to the development of these nurses.

This position would be involved in the integration of innovative technologies (such as simulation in our NRL) within the curriculum. This teaching modality would enhance student competence by providing exposure to various complex scenarios that may occur in the hospital, not limited to the physical and biological aspects of the body but the psychosocial needs of the individual as well.

4.7   Are there anticipated negative impacts for not hiring this position? If so describe.

Yes, there will be a negative impact if this position is not hired. The BRN regulations requiring that: "Faculty numbers, including the ratio of full-time to part-time faculty, will be sufficient to safely implement the curriculum". At this time the program has 18 adjuncts and 9 full- time instructors.   In reality, we are operating with 8 full-time faculty members when we consider the release time of 3 instructors that is equivalent to 100%. The Board of Registered Nursing (BRN) made their re-approval visit September 19 and 20, 2011. They noted instructional "inconsistencies among faculty in evaluation and clinical expectations" due to the increased number of adjunct faculty and the high workload by the director and full-time faculty in keeping adjunct oriented and within the instructional and curriculum guidelines. The California Code of Regulations (CCR) Section 1425.1(a) require that the program "Establish consistency among faculty between each course of instruction when teaching and evaluating students". Lack of consistency because of the high adjunct to full-time ratio can possibly lead to a higher attrition rate in the program and lower NCLEX-RN pass rates. The BRN require that nursing programs have an NCLEX-RN pass rate of at least 75% and an attrition rate per graduating class of less than 25%.

During the continuing approval visit, the BRN also recommended that the college "consider for future budgetary provision, sustainable funding for grant funded programs, particularly the full-time faculty positions to ensure student success and retention." Under BRN CCR Section 1424(d), it is written that "the program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives". The program basically uses "soft money" for classified support staff, occasional adjunct faculty, supplies, and teaching equipment (IV pumps, simulators, etc.).   Our program received a verbal warning in the last BRN visit, regarding the lack of full-time instructors to carry out a consistent and sound program.   This permanent full-time instructor position would create more consistency between classes and clinical rotations, especially in the medical-surgical setting.

In addition to the lack of consistency associated with a small amount of full-time faculty, the BRN expressed great concern regarding the lack of a 100% dedicated Nursing Program Director. At this time, the college has no current plans to create this position due to budget deficits. However, it must be noted that the current Associate Dean/Nursing Program Director/Division Chair used to hold the position of lead instructor for the first semester (which includes Fundamentals of Nursing and Medical-Surgical Nursing Science I). This is the position that is being asked for in this request. Since her appointment to Associate Dean in September 2010, the first semester lead instructor has not been replaced. This has resulted in overload hours for one of the Assistant Director, to supplement clinical instruction, seminar instruction and clinical rotations at Glendale Adventist Medical Center. This particular Assistant Director has elected to do this to facilitate retention and provide continuity of instruction among these students.

4.8   Are there any other special concerns not previously identified? If so, please explain.

The first semester of the nursing program is lacking a full-time instructor. In the last BRN visit, September 19 and 20, 2011, the program was reprimanded for not having enough full-time instructors in the first semester to teach students.

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First semester is a crucial point in the nursing program where students are acclimated into the culture of nursing and its demands. Consistency among all instructors creates for a better environment to insure that policies and the curriculum are adhered to by all.

2012 PROGRAM REVIEW

NURSING FT Advanced Medical/Surgical Nursing Instructor/replacement Full-time Instructional Faculty	**I:HS.Nur-5**

Section 4
IHAC Request

If this is a repeat request, please list the Resource ID code or year requested: _2011_____

4.1 The Office of Instruction will provide data on instructional hires during the past five years, including the full-time percentage of each new hire.

a) Number of full-time faculty currently assigned to the Program	9
b) Number of full-time faculty assigned to the Program in 2005	6
c) Does this position cover classes currently taught by adjuncts? Yes or No	Yes
c) Does this position contribute to program expansion? Yes or No	No

4.2 CPF Index (Committees Per Full-time Faculty)

1. Total number of full-time faculty members in this department/program.	9
2. Total number of committees in which all FT faculty members in this area participate (Governance and other campus related committees & participation). (SLOs; IHAC; Judicial Board; Flex; C&I; Service Learning/Student Outreach: Guild, Academic Senate; Team A)	10
3. CPF INDEX (Total of # 2 divided by #1)	1.111

4.3 Status of Released Time Faculty

Faculty Name	Release Time Position	% RT	Term of Assignment
Karen Whalen	Nurse Advisor for at risk students	20%	DHS Grant funded
Kohar Kesian	Assistant Director	40%	2 years
Michelle Ramirez	Assistant Director	40%	2 years

4.4 How does this assignment relate to the college's Mission Statement?

A part of the College's Mission Statement states that Glendale Community College is committed to helping students develop important skills that are critical for success in the modern workplace, as well as create a supportive, non-discriminatory environment which enables students to reach their educational goals. This **Advanced Medical/Surgical nursing faculty position** would provide the stable theory and clinical instruction required by the curriculum as mandated by the State Board of Registered Nursing (BRN).

This rigorous curriculum requires that the students are trained in providing nursing management for the **physical and psychosocial aspects of patients** and their illnesses. The program's philosophy leads students to consider all levels of human needs. This requires an integration of critical thinking, a fundamental knowledge base, information competency, cultural competency, ethical principles, growth and development, health promotion, disease prevention and leadership and management. This program allows for the application of basic skills, prerequisites (such as anatomy, physiology, chemistry, mathematics, English, and microbiology) when learning about various disease processes and nursing care. Verbal and written communication is practiced through various writing assignments, development of care plans and one-on-one patient interactions at the bedside and through simulation in the Nursing Resource Lab (NRL). This position would support, encourage and contribute to a well-rounded nursing professional equipped to provide care in an ever-changing healthcare environment and educate nursing students who would be able to earn an Associate's Degree in Nursing (ADN) and transfer to a University or four year college.

4.5 How does this position relate to the objectives and functions of the college?
    a) Associate Degree   d) Basic Skills development
    b) Transfer to a four-year institution   e) Noncredit Adult Education
    c) Career and Technical Education   f) Personal enrichment

This instructor position mainly addresses the a, b, and c objectives of the college. The instructor plays a role that sets the foundation which contributes to student completion of our **career and technical education program** wherein they obtain an **Associate degree in Nursing.** Eighty-one percent of our students found jobs four to eight months after graduation compared to 54% in the state in 2012. The student can seamlessly transfer **to a four-year institution to obtain a Bachelor's because** the program prepares students in research across the curriculum, APA format, Journal Article Analysis, and writing assignments. The GCC nursing program has also affiliated with California State University, Los Angeles (CSULA) to develop the Academic Progression in Nursing (APIN) Los Angeles Collaborative, wherein pre-nursing students are counseled early on to get their CSU general education and prerequisites before acceptance into the GCC nursing program so that they seamlessly transfer over to CSU **to obtain their baccalaureate degrees in nursing.**

4.6 Describe how this position enhances student success. Ex: enhances instructional skills, meets community or industry needs, contributes to state of the art technical education, etc. What measureable outcome will result from filling this request?

e)   Enhances instructional skills
f)   Meets community needs
g)   Meets industry needs
h)   Contributes to state of the art technical education

Due to the lack of full-time nursing faculty, we have many adjunct faculty that teach theory and/or clinical. This position would allow continuity of the course with one instructor teaching all components, especially in the area of medical –surgical nursing which is required by the BRN. Continuity and consistency decreases attrition rates within the courses and increases the National Council Licensure Examination for Registered Nurses (NCLEX-RN) pass rates, which results in an increased number of nurses to meet community and hospital needs. With the current changes in health care reform, there is an anticipated need for more nurses in the community and industry. This position would help contribute to the development of these nurses.

This position would be involved in the integration of innovative technologies (such as simulation in our NRL) within the curriculum. This teaching modality would enhance student competence by providing exposure to various

complex scenarios that may occur in the hospital, not limited to the physical and biological aspects of the body but the psychosocial needs of the individual as well.

4.7 Are there anticipated negative impacts for not hiring this position? If so describe.

Yes, there will be a negative impact if this position is not hired. The BRN regulations requiring that: "Faculty numbers, including the ratio of full-time to part-time faculty, will be sufficient to safely implement the curriculum". At this time the program has 18 adjuncts and 9 full- time instructors.   In reality, we are operating with 8 full-time faculty when we consider the release time of 3 instructors that is equivalent to 100%. The Board of Registered Nursing (BRN) made their re-approval visit September 19 and 20, 2011. They noted instructional "inconsistencies among faculty in evaluation and clinical expectations" due to the increased number of adjunct faculty and the high workload by the director and full-time faculty in keeping adjunct oriented and within the instructional and curriculum guidelines. The California Code of Regulations (CCR) Section 1425.1(a) require that the program "Establish consistency among faculty between each course of instruction when teaching and evaluating students". Lack of consistency because of the high adjunct to full-time ratio can possibly lead to a higher attrition rate in the program and lower NCLEX-RN pass rates. The BRN require that nursing programs have an NCLEX-RN pass rate of at least 75% and an attrition rate per graduating class of less than 25%.

During the continuing approval visit, the BRN also recommended that the college "consider for future budgetary provision, sustainable funding for grant funded programs, particularly the full-time faculty positions to ensure student success and retention." Under BRN CCR Section 1424(d), it is written that "the program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives". The program basically uses "soft money" for classified support staff, occasional adjunct faculty, supplies, and teaching equipment (IV pumps, simulators, etc.).   Our program received a verbal warning in the last BRN visit, regarding the lack of full-time instructors to carry out a consistent and sound program. This permanent full-time instructor position would create more consistency between classes and clinical rotations, especially in the medical-surgical setting.

4.9   Are there any other special concerns not previously identified? If so, please explain.

The second year of the nursing program is lacking a full-time instructor. In the last BRN visit, September 19 and 20, 2011, the program was reprimanded for not having enough full-time instructors. Fourth semester has the capstone courses in the nursing program where students are preparing for the state boards (NCLEX-RN) and entry into practice. Consistency among all instructors creates for a better environment to insure that policies and the curriculum are adhered to by all