

Instructional Comprehensive Program Review: RN Program Review F24

Cover

Questions? Find answers in CurricUNET User Manual. (http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

Overview

Program Review Year 2024

Title RN Program Review F24

Year of Last Comprehensive Review Fall 2022

Originator Grover, Maggie

Area Dean Dr. Lu Crary

Division

Nursing & Allied Health

Department

Nursing

Subject

- NURS - Nursing

Is this a review for a degree/certificate or all the courses in the subject?

Degree

- Associate in Science: Nursing , Associate in Science - Historical

Co-Contributors

Questions? Find answers in CurricUNET User Manual. (http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

*Co-Contributor must be chosen before proposal is launched

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Overview

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- Access
- Curriculum and programs
- Services

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.

Areas of focus are:

- Increase visibility
- Develop strategic partnerships
- Building campus community

3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.

Areas of focus are:

- Communication
- Employee development
- Transparent Infrastructure

- 1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

Since 1962, the Evergreen Valley College Nursing Program has offered a 2-year associate degree in nursing (ADN) program approved by the California Board of Registered Nursing (CA BRN) and nationally accredited by the Accreditation Commission for Education in Nursing (ACEN). The Nursing Program is guided by the CA BRN regulations, and applies the ACEN standards and criteria to "foster educational equity, access, opportunity, mobility, and preparation for employment" (ACEN Goals).

According to the Bureau of Labor Statistics' Employment Projections released in August 2024, Registered Nursing (RN) is listed among the top occupations in terms of job growth through 2028. The Bay Area RN workforce is expected to grow from 78,267 in 2023 to 86,024 in 2028, an increase of 29,915 or 10%.

Applications are accepted every February and 80 students are admitted into the program every year. In 2024, over 537 applications were received. Of those applicants, 300 qualified, and 80 were accepted. Students who meet eligibility requirements for the program are put into the State Chancellor's Multi-criteria validated formula which includes prior work experience in a healthcare field, English as an additional language, volunteer work, cumulative GPA, TEAS test score, prerequisite sciences GPA, and the number of science repeats. The formula generates a composite score, which is utilized in the selection process. The Evergreen Valley College (EVC) nursing program TEAS cut score is 75%.

Qualified applicants who are not selected for admittance typically continue taking general education courses, enroll in the CNA/HHA certificate program, or complete other health care courses such as Pathophysiology for Health Professionals until they are ready to reapply to the program. Upon completion of the program, the student receives an Associate in Science Degree in Nursing and is eligible to take the NCLEX exam for RN Licensure. The most recently posted (2022-2023) NCLEX pass rate for the EVC's Nursing Program is 96.43% (first-time test takers).

EVC's philosophy and beliefs about learning stress the integration/application of theory and practice, active involvement of the adult learner, and the teacher-facilitator role to promote critical thinking. Nursing classroom courses are typically scheduled during the day, Monday through Friday, as well as skills and simulation labs. As a requirement of the program and the state, lab (clinical) is scheduled concurrently with the theory course. Students are assigned clinical placements at acute care hospitals and community agencies during day or evening shifts. State regulations for nursing programs have strict requirements, such as 1:10 faculty to student ratios in clinical/lab settings. All nursing faculty must be approved by the CA BRN, which ensures the public that each nursing educator is carefully reviewed for competency in the assigned content areas. Upon completion of the program, the graduate competently performs in the following areas: safe and effective care environment, health maintenance and promotion, psychological and physiological integrity of the client, and professional role of the nurse. After earning an associate of science degree in nursing, and passing the NCLEX-RN, graduates are prepared for entry-level practice into the profession of nursing.

- **2. Please provide an update on the program's progress in achieving the goals (4 years) set during the last comprehensive program review.**

The nursing program has achieved several key goals over the past four years. The following are three accomplishments that align with the overall goals of the college.

EVC nursing program has developed collaborative partnerships with 3 public degree granting institutions, including San Jose State University, Arizona State University, and Ohio University. Through these collaborative partnerships, EVC students have the opportunity to pursue baccalaureate education while enrolled in EVC associate science program. This provides high levels of accessibility to obtain a BSN while maintaining the cost-effective structure of a community college.

In 2021, the nursing program was awarded continued accreditation status from ACEN. Through this accreditation, we offer our students a program that exceeds standards and criteria for educational quality. The nursing faculty at EVC agree with the ACEN belief, "that specialized accreditation contributes to the centrality of nursing for the public good and provides for the maintenance and enhancement of educational quality through continuous self-assessment, planning, and improvement. Accreditation indicates to the public, the academic community, and the healthcare industry, that a nursing program has clear and appropriate educational objectives and is working to achieve these objectives. Emphasis is placed upon the total nursing program and its compliance with established standards and criteria in the context of its mission/philosophy as well as current and future nursing practice" (ACEN nursing.org, 2022).

The nursing program works to integrate innovative teaching strategies and the use of technology throughout the program. With the completion of the new nursing building, we will now be equipped with a high fidelity simulation center and faculty have begun additional simulation training. During the past two years, each course in the program participated in one or more days of high fidelity simulation each semester. Simulated learning experiences offer the student nurse the opportunity to practice their competencies in a controlled and safe environment using a variety of learning scenarios that are aligned to student learning outcomes. Each simulation exercise is followed by an intensive debriefing to allow both the student and the educators to reflect on learning. Simulation has been demonstrated as a standard for nursing programs across the country as an effective instructional method. Simulation provides another method for achieving the program and institutional learning outcomes. Faculty continually evaluate the effectiveness of each simulation.

- **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**

The EVC nursing program has consistently been among the top 5 colleges in California in terms of first-time NCLEX pass rates. According to our graduate surveys, more than 90% of EVC nursing graduates obtain full-time employment in nursing within 1 year from graduation. This supports the college's mission of providing an accessible and affordable high-quality education. EVC nursing faculty has consistently demonstrated commitment to the values of equity, opportunity, and social justice. Through our academic partnerships with San Jose State University, Arizona State University, and Ohio University, we have provided affordable, accessible, and equitable access to nursing education.

- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

In the AURR from 2023, the program requested a full-time faculty member, an electronic health record, and additional money for ongoing supply costs. We were awarded funds for the ongoing supply cost. These funds were used to provide students with one-time-use supplies and education materials in our skills lab and our nursing-research database.

- **5. Please describe where you would like your program to be four years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

The program aims to maintain our status as a top performing college as measured by first-time NCLEX pass rates. Furthermore, we wish to continue evaluating and revising our admission criteria to promote diversity, equity, and inclusion. We plan on expanding our network of clinical partners and fostering closer relationships with the healthcare industry in order to enhance the quality of pre-Licensure nursing education. With an expanding network of clinical partners, we hope to increase the overall instructional capacity and increase the number of students to better meet the needs of the labor market. This supports the college's

strategic initiatives of community engagement and organizational transformation. We are continuously evaluating our admission policies and adjusting them to promote diversity, equity and inclusion - which is aligned with EVC's mission of equity, opportunity, and social justice as guiding principles. Finally, we are actively working on developing procedures and policies to address retention and persistence rates.

Program Set Standards

Overall, EVC's Institution Set Standard for success rate is 74%, and the aspirational goal for student success is 76%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'19-F'23 average		73.04%		

Program Success Rate 88.6%

Program Set Standard: It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.

Program Set Standard 70%

Recommendation: 90% of the 4 year average success rate could be your program standard (average x 0.9).

Program Success Goal: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.

Program Success Goal 75%

- Is your program success rate higher or lower than the campus?

The nursing program success rate is above the success rate for EVC.

- If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?

We have implemented a student success coordination program. This program provides two dedicated faculty members who collaborate with primary course faculty to identify students requiring additional assistance. The assistance is tailored to individual student needs.

- Is the current program success rate higher than the program set standard?

Yes, the program success rate is higher than the program set standard - and higher than the standards set by the accrediting body.

- How close is the program to meeting the program success goal?

The program has met the success goal, but continues to evaluate and strive for excellence.

- Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.

The EVC nursing program standards and goals are set according to the standards and goals set by ACEN, which is the accrediting body for nursing education. We continue to work closely with ACEN in order to modify our goals and standards, as per the latest evidence-based recommendations.

Success Rates: Measures by IPEDs Race/Ethnicity

- American Indian: 73 - 74.340%**

Program Average Total Enrolled

0.000

Program Success Rate

0.000

- Asian: 8733 - 81.380%**

Program Average Total Enrolled

193.000

Program Success Rate

92.150

- Black or African American: 459 - 62.330%**

Program Average Total Enrolled

7.000

Program Success Rate

85.710

- Hawaiian/Pacific Islander: 64 - 63.480%**

Program Average Total Enrolled

0.000

Program Success Rate

0.000

- Latinx: 8737 - 65.770%**

Program Average Total Enrolled

117.000

Program Success Rate

90.430

- **Two or More Races: 595 - 71.790%**

Program Average Total Enrolled

17.000

Program Success Rate

87.500

- **Unknown: 933 - 73.560%**

Program Average Total Enrolled

16.000

Program Success Rate

87.500

- **White: 1193 - 70.900%**

Program Average Total Enrolled

58.000

Program Success Rate

100.000

Success Rates: Measures by Gender

- **Female: 11409 - 74.310%**

Program Average Total Enrolled

301.000

Program Success Rate

91.860

- **Male: 9287 - 71.460%**

Program Average Total Enrolled

105.000

Program Success Rate

93.200

- **No Value Entered: 91 - 72.150%**

Program Average Total Enrolled

2.000

Program Success Rate

100.000

Success Rates: Measures by Age

- **17 & Below: 903 - 88.930%**

Program Average Total Enrolled

0.000

Program Success Rate

0.000

- **18-24: 14103 - 71.450%**

Program Average Total Enrolled

117.000

Program Success Rate

88.790

- **25-39: 4017 - 73.590%**

Program Average Total Enrolled

243.000

Program Success Rate

93.670

- **40 & Over: 1761 - 76.680%**

Program Average Total Enrolled

48.000

Program Success Rate

93.620

- **Unknown: 4 - 43.920%**

Program Average Total Enrolled

0.000

Program Success Rate

0.000

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

All students' rates for disaggregated data are well above the program goals and college success rates. The program continues to evaluate and implement changes based off of the evidence, to ensure diversity, equity, and inclusion.

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

Our completion rates remain above set goals. We continue to work to maintain this high level of success.

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

Our program does not offer any fully online course.

Program Awards - If Applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx (http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

You will need to select drop down menus and then "select program type by major of study" (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box "program type- four digits TOP", then update report to get program specific information.

Degree Type

- **AS**

Number of Awards (Examine 2019-20, 2020-21 data, 2021-22 data and 2022-23 data)

273

Discussion

The graduation numbers reflect high success rates. There was a temporary reduction in the number of degrees awarded due to reduced intake during and following a public health emergency and a temporary decrease due to the shortage of nursing faculty. The program has rebuilt its instructional capacity and the number of degrees awarded is expected to increase.

Student Enrollment Types

Student Enrollment Type: Day or Evening Student

- **Day: 4195 - 48.750%**

Program Average Headcount

166.000

Program Percentage of Total

63.850

- **Day & Evening: 2069 - 23.890%**

Program Average Headcount

15.000

Program Percentage of Total

5.770

- **Evening: 827 - 9.610%**

Program Average Headcount

9.000

Program Percentage of Total

3.460

- **Unknown: 1467 - 17.760%**

Program Average Headcount

70.000

Program Percentage of Total

26.920

Student Enrollment Type: Academic Load

• **Full Time: 2740 - 32.000%****Program Average Headcount**
18.000**Program Percentage of Total**
6.920• **Half Time or less than half time: 5614 - 65.600%****Program Average Headcount**
211.000**Program Percentage of Total**
81.150• **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

Our program continues to focus on a day, full-time structure, with no changes in enrollment types since the last program review. However, if the department decides to increase enrollment in response to the California State Chancellor's Office request, we would need additional faculty and clinical sites to support the growth. In that scenario, we would also consider introducing an evening program as a way to expand access and accommodate more students while maintaining the program's high standards.

• **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

Our program consistently maintains a high level of productivity, with a fill rate exceeding 95%, a retention rate of 96%, a success rate of 92%, and an impressive NCLEX pass rate of 98%. These metrics highlight the program's effectiveness and its ability to meet the needs of our students and the healthcare industry.

However, comparing our program's enrollments to overall EVC trends can be challenging due to the unique constraints of our mandated 10:1 student-to-faculty ratio, which impacts metrics like PCT, WSCH, and FTES. This ratio, essential for maintaining quality and compliance with accreditation and licensing requirements, inherently limits the number of students we can enroll compared to other programs at EVC.

Despite these limitations, our program consistently fills its available slots, demonstrating strong demand and robust interest. While our enrollment numbers as a percentage of total college enrollments may appear lower, this is balanced by the program's exceptional outcomes and its critical role in addressing workforce needs in healthcare.

• **c. Based on the data, would you recommend any changes?**

Based on the data, our department does not currently see a reason to make changes. With a fill rate of over 95%, a retention rate of 96%, a success rate of 92%, and an NCLEX pass rate of 98%, the program is meeting its objectives and delivering excellent outcomes. However, we remain continually focused on improvement and will continue to monitor these metrics closely to ensure sustained success and alignment with student and industry needs. Should future data indicate areas for enhancement, we will proactively address them to maintain our program's high standards.

Student Demographics - Headcount

Student Demographic: Gender

• **Female: 4755 - 55.610%****Program Headcount**
301.000**Program Percentage of Total**
73.770• **Male: 3758 - 43.850%****Program Headcount**
105.000**Program Percentage of Total**
25.740• **No Value Entered: 46 - 0.540%****Program Headcount**
2.000**Program Percentage of Total**
0.490

Student Demographic: Age

• **17 & Below: 562 - 6.570%****Program Headcount**
0.000**Program Percentage of Total**
0.000

- **18-24: 5092 - 59.440%**
Program Headcount
117.000
Program Percentage of Total
28.670
- **25-39: 2004 - 23.480%**
Program Headcount
243.000
Program Percentage of Total
59.560
- **40 & Over: 897 - 10.480%**
Program Headcount
48.000
Program Percentage of Total
11.760
- **Unknown: 3 - 0.030%**
Program Headcount
0.000
Program Percentage of Total
0.000

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 29 - 0.340%**
Program Headcount
0.000
Program Percentage of Total
0.000
- **Asian: 3526 - 41.210%**
Program Headcount
193.000
Program Percentage of Total
47.300
- **Black or African American: 213 - 2.500%**
Program Headcount
7.000
Program Percentage of Total
1.720
- **Hawaiian/Pacific Islander: 26 - 0.310%**
Program Headcount
0.000
Program Percentage of Total
0.000
- **Latinx: 3519 - 41.150%**
Program Headcount
117.000
Program Percentage of Total
28.680
- **Two or More Races: 248 - 2.920%**
Program Headcount
17.000
Program Percentage of Total
4.170
- **Unknown: 419 - 4.830%**
Program Headcount
16.000
Program Percentage of Total
14.220
- **White: 578 - 6.750%**

Program Headcount

58.000

Program Percentage of Total

14.220

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

We had a temporary decrease in total students enrolled due to a public health emergency, which resulted in decreased availability of clinical sites for clinical practicums. Secondly, there was a shortage of qualified nursing faculty. In order to address the decrease in instructional capacity, the nursing department has expanded the network of clinical partners. In addition, the nursing department has replaced vacated positions whenever possible and increased the use of contingency faculty. Both of these measures have resulted in increased enrollment towards the identified target.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

In the Fall of 2023, Evergreen Valley College's (EVC) Latinx population was 19.4%, while the nursing department demonstrated a higher representation at 28.94%. Additionally, 84.96% of students in the Nursing program identified as non-white, showcasing the program's commitment to diversity. The program's female-to-male ratio remains skewed toward female students, but there has been notable progress in male student enrollment. From 2020 to 2023, the male student headcount in the Nursing program increased from 21.63% to 25.77%, highlighting ongoing efforts to improve gender representation. The department is committed to our multi-criteria admissions criteria and believes that this change is why we are seeing a nursing cohort that is representative of the overall college demographics.

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

Yes, our data reflects ongoing efforts to foster diversity, equity, and inclusion through a multicultural admission process. For example, in Fall 2023, 84.96% of our nursing students identified as non-white, demonstrating success in promoting participation among traditionally underrepresented groups. The Latinx representation in the nursing department, at 28.94%, surpasses the overall campus Latinx population of 19.4%. Additionally, male student enrollment has increased significantly, growing from 21.63% in 2020 to 25.77% in 2023, addressing gender imbalances in the program. While there is progress, particularly in gender diversity and aligning with most demographic trends, we acknowledge the need to improve Latinx representation further to fully reflect the broader college demographic. These efforts underscore our commitment to a more inclusive and equitable admission process.

Institutional Effectiveness

EVC Capacity: 61.69% EVC Productivity: 13.26

Program Capacity

37.86

Program Productivity

44.22

Is your capacity rate higher or lower then the campus?

lower

Is your productivity goal higher or lower than the campus?

lower

If the program capacity and/or productivity is lower than the campus, please provide rationale

Due to regulatory requirements mandating a 10:1 student-to-faculty ratio and the clinical placement requirements inherent in nursing education, our program will always have lower capacity and productivity numbers compared to the college as a whole. These regulations are designed to ensure high-quality instruction, compliance with accreditation standards, and the safety and effectiveness of clinical training, which are critical to preparing competent nursing professionals.

We are fully aware of these constraints and work diligently to maximize efficiency within these parameters. Our scheduling is as stringent as possible to optimize resource use while maintaining the quality of education and meeting student demand. Despite these limitations, our program consistently achieves outstanding outcomes, including a fill rate above 95%, a retention rate of 96%, a success rate of 92%, and an NCLEX pass rate of 98%, underscoring the effectiveness and value of our approach.

Curriculum

Related Assessments

BIOL-071 Spring 2023 SLO Assessment- Created: 09/12/2023 New Section Level SLO Assessment Report Originator: Jennifer Kurushima (/Form/Module/Index/3804)

EVC Nursing Program PLO - New Curriculum- Created: 09/15/2023 New PLO Assessment Report Originator: Peter Miskin (/Form/Module/Index/3863)

Nurs 003- Created: 08/26/2022 New PLO Assessment Report Originator: Nancy Lin (/Form/Module/Index/2782)

BIOL 072 Human Physiology Lecture in Person- Created: 09/13/2023 New Section Level SLO Assessment Report Originator: Lisa Pang (/Form/Module/Index/3835)

NURS N003 SLO Assessment Report- Created: 08/25/2022 New PLO Assessment Report Originator: Nancy Lin (/Form/Module/Index/2768)

BIOL 072 Human Physiology Lecture Asynch- Created: 09/13/2023 New Section Level SLO Assessment Report Originator: Lisa Pang (/Form/Module/Index/3836)

Test- Created: 04/23/2021 2. New PLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1225)

Biol 074, spring 2024- Created: 08/31/2024 New Section Level SLO Assessment Report Originator: Azita Tavana (/Form/Module/Index/5600)

Test- Created: 04/23/2021 2. New PLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1226)

Biol 074 Summer 2023- Created: 09/14/2023 New Section Level SLO Assessment Report Originator: Azita Tavana (/Form/Module/Index/3846)

Test- Created: 03/21/2022 2. New PLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2383)

Biol 074, summer 2024- Created: 08/31/2024 New Section Level SLO Assessment Report Originator: Azita Tavana (/Form/Module/Index/5601)

English 001A-213 Fall 2023- Created: 03/15/2024 New Section Level SLO Assessment Report Originator: Sherryanne Lim (/Form/Module/Index/5415)

1A- Created: 02/07/2024 New Section Level SLO Assessment Report Originator: Todd Marvin (/Form/Module/Index/5274)
 1A- Created: 01/22/2025 New Section Level SLO Assessment Report Originator: Todd Marvin (/Form/Module/Index/6071)
 1A- Created: 02/16/2024 New Section Level SLO Assessment Report Originator: Todd Marvin (/Form/Module/Index/5283)
 English 1A SLO Assessment- Created: 06/13/2023 New Section Level SLO Assessment Report Originator: Todd Marvin (/Form/Module/Index/3552)
 1A- Created: 07/17/2024 New Section Level SLO Assessment Report Originator: Todd Marvin (/Form/Module/Index/5523)
 NURS010- Created: 04/01/2022 New Section Level SLO Assessment Report Originator: Poonam Khare (/Form/Module/Index/2449)
 NUR 010 Fall21- Created: 03/24/2022 New Section Level SLO Assessment Report Originator: Poonam Khare (/Form/Module/Index/2412)
 NURS 013 Fall 2022- Created: 03/27/2023 New Section Level SLO Assessment Report Originator: Peter Miskin (/Form/Module/Index/3478)
 N11A- Created: 06/14/2022 New Section Level SLO Assessment Report Originator: Susana Machado (/Form/Module/Index/2636)
 NURS 11A Spring 2022- Created: 01/24/2023 New Section Level SLO Assessment Report Originator: Susana Machado (/Form/Module/Index/3122)
 N12 Spring 22- Created: 01/24/2023 New Section Level SLO Assessment Report Originator: Susana Machado (/Form/Module/Index/3124)
 NURS 011B spring 2022- Created: 05/29/2022 New Section Level SLO Assessment Report Originator: Kara Potter (/Form/Module/Index/2536)
 NURS N013 SLO Assessment Report- Created: 01/26/2023 New Section Level SLO Assessment Report Originator: Nancy Lin (/Form/Module/Index/3136)
 NURS N013 SLO Assessment Report- Created: 02/28/2023 New Section Level SLO Assessment Report Originator: Nancy Lin (/Form/Module/Index/3289)
 NURS 14A Fall 23 / Spring 24- Created: 10/28/2024 New Section Level SLO Assessment Report Originator: Peter Miskin (/Form/Module/Index/5769)
 NURS 14A Fall 22 / Spring 23- Created: 09/15/2023 New Section Level SLO Assessment Report Originator: Peter Miskin (/Form/Module/Index/3858)
 NURS 14b Spring 23- Created: 09/15/2023 New Section Level SLO Assessment Report Originator: Peter Miskin (/Form/Module/Index/3862)
 Test- Created: 11/03/2023 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/5054)
 Test- Created: 04/07/2024 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/5435)
 TEST- Created: 07/11/2023 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/3571)
 Test- Created: 08/28/2023 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/3701)
 Test- Created: 01/08/2024 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/5234)
 PSYCH 001 Fall 2023- Created: 03/03/2024 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/5366)
 General Psychology- Created: 02/14/2025 New Section Level SLO Assessment Report Originator: Alison Johnson (/Form/Module/Index/6110)
 Summer 2023_PSYCH 001_SLO and ILO Report - Created: 08/01/2023 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/3591)
 PSYCH-001-203: General Psychology Spring 2023- Created: 06/07/2023 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/3539)
 PSYCH 001-203_B.Nagi_Fall 2024- Created: 12/23/2024 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/6004)
 PSYCH 001 Spring Intersession 2023- Created: 02/26/2023 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/3250)
 PSYCH-001-206 (121242) Online, Asynchronous (16 Weeks) General Psychology- Created: 06/11/2024 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/5495)
 PSYCH-001-203: General Psychology - Created: 06/08/2023 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/3542)
 PSYCH 001-201_In-Person_Spring 2024_A_Johnson- Created: 06/20/2024 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/5505)
 PSYCH 001_202_Spring 2024_In_Person_A_Johnson- Created: 07/02/2024 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/5514)
 PSYCH-001-204 (121240) In-Person (16 Weeks) General Psychology- Created: 06/11/2024 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/5494)
 PSY001_Fall_23_SLO_Info_Nagi- Created: 12/21/2023 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/5199)
 PSYCH 001_Summer 2024_In_Person_B_Nagi- Created: 07/31/2024 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/5532)
 PSYCH 001_202_Summer 2024_Asynch_B_Nagi- Created: 07/31/2024 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/5533)
 PSYCH 001_205_Spring_2024_A_Johnson- Created: 07/02/2024 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/5515)
 General Psychology- Created: 05/27/2023 New Section Level SLO Assessment Report Originator: Leslie Williams (/Form/Module/Index/3517)
 General Psychology- Created: 09/03/2023 New Section Level SLO Assessment Report Originator: Leslie Williams (/Form/Module/Index/3723)
 General Psychology- Created: 09/03/2023 New Section Level SLO Assessment Report Originator: Leslie Williams (/Form/Module/Index/3725)

Courses in the program

NURS 014B - Nursing Care of Adults II with Transition to Practice - Active. Implemented on Jun 1 2021 12:00AM (/Form/Course/index/4152)
 NURS 014A - Mental Health Nursing - Active. Implemented on Jun 1 2021 12:00AM (/Form/Course/index/4151)
 NURS 013 - Nursing Care of Adults I - Active. Implemented on May 25 2021 12:00AM (/Form/Course/index/4139)
 NURS 011B - Nursing of the Pediatric Family Unit - Active. Implemented on May 25 2021 12:00AM (/Form/Course/index/4138)
 NURS 011A - Nursing of the Childbearing Family - Active. Implemented on May 22 2021 12:00AM (/Form/Course/index/4137)
 NURS 012 - Professional and Practice Principles in Nursing - Active. Implemented on May 25 2021 12:00AM (/Form/Course/index/4119)
 PSYCH 001 - General Psychology - Active. Implemented on Feb 28 2023 12:00AM (/Form/Course/index/5054)
 ENGL 001A - English Composition - Active. Implemented on Feb 28 2023 12:00AM (/Form/Course/index/5053)
 BIOL 074 - General Microbiology - Active. Implemented on Sep 27 2022 12:00AM (/Form/Course/index/4849)
 BIOL 072 - Human Physiology - Active. Implemented on Mar 21 2023 12:00AM (/Form/Course/index/4825)
 BIOL 071 - Human Anatomy - Active. Implemented on Sep 27 2022 12:00AM (/Form/Course/index/4834)

- 1. Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.

Our program began its new curriculum in Fall 2021. Since Spring 2021 the new curriculum has been gradually implemented, with a transition to the new curriculum completed in Spring 2023. All courses were modified and/or redesigned, as per the new curriculum implementation plan and content area expert reports.

- 2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to de-activate these courses, please explain why).

NURS 010 - Nursing Fundamentals in the Medical-Surgical Setting - Active. Implemented on Feb 25 2021 12:00AM
 (<https://evc.curriqunet.com/Form/Course/index/4048>)

This course addresses the health needs of individuals of varied psychosocial and cultural backgrounds. Nursing skills are developed to adapt nutrition, hygiene, comfort, safety, and pharmacology for each client. This course is designed to apply the nursing process to the health needs of the adult client utilizing basic nursing skills and caring behaviors to meet physical, social and emotional needs. The Client Needs approach is used as the framework for providing safe and effective nursing care.

NURS 012 - Professional and Practice Principles in Nursing - Active. Implemented on May 25 2021 12:00AM (<https://evc.curriqnet.com/Form/Course/index/4119>)

This course introduces students to professional dimensions of nursing practice. Students will explore theoretical, philosophical, scientific, ethical and legal foundations of professional nursing practice, as well as, past and current issues affecting nursing practice and healthcare delivery in USA1.

NURS 011A - Nursing of the Childbearing Family - Active. Implemented on May 22 2021 12:00AM (<https://evc.curriqnet.com/Form/Course/index/4137>)

This course focuses on health promotion and health maintenance for the childbearing family. The course content includes pharmacological therapies, the nurse's role in maternity nursing, and the maintenance/restoration of physiological and psychosocial integrity through the application of the nursing process.

NURS 011B - Nursing of the Pediatric Family Unit - Active. Implemented on May 25 2021 12:00AM (<https://evc.curriqnet.com/Form/Course/index/4138>)

This course includes the application of medical surgical nursing care for the pediatric and adolescent client. Course content emphasizes pathophysiology, growth and development, nutrition and pharmacology. The nursing process is used to apply these concepts to the maintenance and restoration of physiological and psychosocial integrity of the client. The course includes clinical experiences in pediatric health care settings.

NURS 013 - Nursing Care of Adults I - Active. Implemented on May 25 2021 12:00AM (<https://evc.curriqnet.com/Form/Course/index/4139>)

This course includes the application of medical surgical nursing care for adult and geriatric clients with complex disorders. Course content emphasizes pathophysiology, growth and development, nutrition and pharmacology. The nursing process is used to apply these concepts to the maintenance and restoration of physiological and psychosocial integrity of the client. The course includes clinical experiences in adult health care settings.

NURS 014A - Mental Health Nursing - Active. Implemented on Jun 1 2021 12:00AM (<https://evc.curriqnet.com/Form/Course/index/4151>)

This course will focus on theory and practice of mental health and psychiatric nursing. Using biopsychosocial paradigm, student will explore risk factors, pathophysiology, clinical manifestations and treatment modalities used in nursing management of common alterations in mental health. Students will apply nursing sciences in a variety of mental health and psychiatric care settings, where they will practice provision of nursing care to individuals and groups experiencing alterations in mental health.

NURS 014B - Nursing Care of Adults II with Transition to Practice - Active. Implemented on Jun 1 2021 12:00AM (<https://evc.curriqnet.com/Form/Course/index/4152>)

This capstone course includes advanced medical surgical nursing, geriatrics, leadership and management, including preceptorship. In advanced medical surgical nursing, critical thinking and leadership concepts are applied to the management and care of multiple clients in adult and geriatric settings. During preceptorship, in collaboration with a registered nurse, the student will provide optimal client outcomes by applying concepts learned throughout the nursing program.

- 3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).

Evergreen Valley College

Associate Degree in Nursing

Program Information Sheet/Generic Program

OUTCOME: Upon completion of our two-year program, student receives an Associate in Science Degree in Nursing and is eligible to take the NCLEX (National Council Licensure Exam for Nurses) for Registered Nurse licensure.

Prerequisites (completed with a 2.5 GPA or above)

COURSE NUMBER	TITLE	Units
BIOL 071	Human Anatomy	5
BIOL 072	Human Physiology	5
BIOL 074	General Microbiology	5
ENG 01A	English Composition	3
PSYCH 001	General Psychology	3
TEAS (V7) >62% Pass		
PREREQUISITE TOTALS		21

General Education (not listed above)

Area	Course Recommendations	Units
A	Written Communication	Met with Prerequisites
	Communication Studies	3
B	Science with lab	Met with prerequisites

C	C1: Arts – Arts, Cinema, Dance, Music, Theater	3
	C2: Humanities – Literature, Philosophy and Languages Other Than English	3
D	Social Sciences (complete Option 1 or Option 2)	6
E	Lifelong Learning and Self-Development	3
GENERAL EDUCATION TOTALS		18

Courses in Degree

TERM	COURSE & COURSE NAME	Units
Term 1	NURS 010 Nursing Fundamentals in the Med-Surg Setting	9
Term 2	NURS 011A Nursing of the Childbearing Family	3.5
	NURS 011B Nursing of the Pediatric Family Unit	3.5
	NURS 012 Professional and Practice Principles in Nursing	2
Term 3	NURS 13 Nursing Care of Adults I	9
Term 4	NURS 014A Mental Health Nursing	3
	NURS 014B Nursing Care of Adults II with Transition to Practice	6

MAJOR TOTALS **36**

AREA	TOTALS
PREREQUISITE	18
GENERAL EDUCATION	18
MAJOR	36
TOTAL CREDITS FOR DEGREE	72

Recommended Schedule of Classes (General Education Requirements, Optional, Nursing Application Points Courses, Nursing Prerequisite Courses.)**YEAR 1 PRE-NURSING**

COURSE NUMBER	FALL SEMESTER	UNITS	COURSE #	Inter-session	COURSE NUMBER	SPRING SEMESTER	UNITS
COUNS 014	College Success (Area E)	3		Student Choice C1 (Area C)	3	ENG 01A English Composition (Area A)	3
BIOL 020	Human Biology (Prereq for BIOL 071)	4				BIOL 071 Human Anatomy * (Prereq for BIOL 072 & 074)	5
MATH 013	Intermediate Algebra (Prereq for CHEM 001A) (Math Competency Req)	5				CHEM 001A General Chemistry* (Prereq for BIOL 074)	5
KINS 0XX	Student Choice (Physical Activity Req)	1					
		13		3			13

YEAR 2 PRE-NURSING (APPLY TO NURSING PROGRAM IN SPRING FOR NEXT YEAR ADMISSION)

COURSE NUMBER	FALL SEMESTER	UNITS	COURSE #	Inter-session	COURSE NUMBER	SPRING SEMESTER	UNITS
PSYCH 001	General Psychology	3	HIST 017A	History	3	NURS 119 Pathophysiology for Allied Health	3

BIOL 072	Human Physiology*	5			COMS 0XX	Oral Communication Requirement (Area A)	3
BIOL 074	General Microbiology* (Area B)	5			Nurs 120	Pharmacology	
						Student Choice C2 (Area C)	3
		13		3			12

YEAR 3 - YEAR 1 IN ACTUAL NURSING PROGRAM

COURSE NUMBER	FALL SEMESTER	UNITS	COURSE NUMBER	SPRING SEMESTER	UNITS
HIST 0XX	Student Choice Option 1 or 2 (Area D)	3		Student Choice (Cultural Pluralism/Ethnic Studies)	3
NURS 010	Nursing Fundamentals	9	NURS 011A	Nursing: Childbearing	3.5
			NURS 011B	Nursing: Pediatrics	3.5
			NURS 012	Nursing: Leadership	2
		12			12

YEAR 4 - YEAR 2 IN ACTUAL NURSING PROGRAM

COURSE NUMBER	FALL SEMESTER	UNITS	COURSE NUMBER	SPRING SEMESTER	UNITS
NURS 013	Nursing: Adults 1	9	NURSE 014A	Nursing: Mental Health	3
			NURS 014B	Nursing: Adults II	6
		9			9

- 4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?

The department has increased the use of high fidelity simulation in all courses.

The program has integrated standardized testing to ensure comprehension of topics and to evaluate levels of student achievement against national benchmarks. We regularly provide students with the opportunity to practice taking exams in a setting to mirror the NCLEX.

We have two student success coordinators, one dedicated to the first semester students and the second one is available to all students in the program. The student success coordinators work one on one with students needing support in testing, didactic and clinical areas and connecting students with available resources. Additionally, the student success coordinator provides a series of workshops open for all nursing students.

We have recently developed onboarding workshops for students entering the program to familiarize them with program expectations and help them be successful in the nursing program.

Finally, we offer regular open skills labs hours with a faculty member for students to practice didactic and clinical skills.

- 5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.

Our department will continue to develop health education courses. And develop a preclinical health sciences degree in collaboration with the biology department. This should provide additional preparation for our potential applicants and increase the overall success of the program. We aspire to develop a pathway for CNA program graduates who meet admission requirements, to move into the RN program.

- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**

The Nursing Program is not articulated with the High School Districts due to extensive prerequisite requirements. The program has multiple partnerships with public four-year institutions to facilitate seamless progression towards baccalaureate degrees. Those partnerships include San Jose State University, Ohio University, and Arizona State University.

- **7. If external accreditation or certification is required, please state the certifying agency and status of the program.**

ACEN (Accreditation Commission for Education in Nursing)- continuous accreditation until 2029.

BRN (Board of Registered Nursing) - continuously approved until 2029.

Student Learning Outcome and Assessment

Related Assessments

BIOL-071 Spring 2023 SLO Assessment- Created: 09/12/2023 New Section Level SLO Assessment Report Originator: Jennifer Kurushima (/Form/Module/Index/3804)
 EVC Nursing Program PLO - New Curriculum- Created: 09/15/2023 New PLO Assessment Report Originator: Peter Miskin (/Form/Module/Index/3863)
 Nurs 003- Created: 08/26/2022 New PLO Assessment Report Originator: Nancy Lin (/Form/Module/Index/2782)
 BIOL 072 Human Physiology Lecture in Person- Created: 09/13/2023 New Section Level SLO Assessment Report Originator: Lisa Pang (/Form/Module/Index/3835)
 NURS N003 SLO Assessment Report- Created: 08/25/2022 New PLO Assessment Report Originator: Nancy Lin (/Form/Module/Index/2768)
 BIOL 072 Human Physiology Lecture Asynch- Created: 09/13/2023 New Section Level SLO Assessment Report Originator: Lisa Pang (/Form/Module/Index/3836)
 Test- Created: 04/23/2021 2. New PLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1225)
 Biol 074, spring 2024- Created: 08/31/2024 New Section Level SLO Assessment Report Originator: Azita Tavana (/Form/Module/Index/5600)
 Test- Created: 04/23/2021 2. New PLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1226)
 Biol 074 Summer 2023- Created: 09/14/2023 New Section Level SLO Assessment Report Originator: Azita Tavana (/Form/Module/Index/3846)
 Test- Created: 03/21/2022 2. New PLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2383)
 Biol 074, summer 2024- Created: 08/31/2024 New Section Level SLO Assessment Report Originator: Azita Tavana (/Form/Module/Index/5601)
 English 001A-213 Fall 2023- Created: 03/15/2024 New Section Level SLO Assessment Report Originator: Sherryanne Lim (/Form/Module/Index/5415)
 1A- Created: 02/07/2024 New Section Level SLO Assessment Report Originator: Todd Marvin (/Form/Module/Index/5274)
 1A- Created: 01/22/2025 New Section Level SLO Assessment Report Originator: Todd Marvin (/Form/Module/Index/6071)
 1A- Created: 02/16/2024 New Section Level SLO Assessment Report Originator: Todd Marvin (/Form/Module/Index/5283)
 English 1A SLO Assessment- Created: 06/13/2023 New Section Level SLO Assessment Report Originator: Todd Marvin (/Form/Module/Index/3552)
 1A- Created: 07/17/2024 New Section Level SLO Assessment Report Originator: Todd Marvin (/Form/Module/Index/5523)
 NURS010- Created: 04/01/2022 New Section Level SLO Assessment Report Originator: Poonam Khare (/Form/Module/Index/2449)
 NUR 010 Fall21- Created: 03/24/2022 New Section Level SLO Assessment Report Originator: Poonam Khare (/Form/Module/Index/2412)
 NURS 013 Fall 2022- Created: 03/27/2023 New Section Level SLO Assessment Report Originator: Peter Miskin (/Form/Module/Index/3478)
 N11A- Created: 06/14/2022 New Section Level SLO Assessment Report Originator: Susana Machado (/Form/Module/Index/2636)
 NURS 11A Spring 2022- Created: 01/24/2023 New Section Level SLO Assessment Report Originator: Susana Machado (/Form/Module/Index/3122)
 N12 Spring 22- Created: 01/24/2023 New Section Level SLO Assessment Report Originator: Susana Machado (/Form/Module/Index/3124)
 NURS 011B spring 2022- Created: 05/29/2022 New Section Level SLO Assessment Report Originator: Kara Potter (/Form/Module/Index/2536)
 NURS N013 SLO Assessment Report- Created: 01/26/2023 New Section Level SLO Assessment Report Originator: Nancy Lin (/Form/Module/Index/3136)
 NURS N013 SLO Assessment Report- Created: 02/28/2023 New Section Level SLO Assessment Report Originator: Nancy Lin (/Form/Module/Index/3289)
 NURS 14A Fall 23 / Spring 24- Created: 10/28/2024 New Section Level SLO Assessment Report Originator: Peter Miskin (/Form/Module/Index/5769)
 NURS 14A Fall 22 / Spring 23- Created: 09/15/2023 New Section Level SLO Assessment Report Originator: Peter Miskin (/Form/Module/Index/3858)
 NURS 14b Spring 23- Created: 09/15/2023 New Section Level SLO Assessment Report Originator: Peter Miskin (/Form/Module/Index/3862)
 Test- Created: 11/03/2023 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/5054)
 Test- Created: 04/07/2024 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/5435)
 TEST- Created: 07/11/2023 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/3571)
 Test- Created: 08/28/2023 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/3701)
 Test- Created: 01/08/2024 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/5234)
 PSYCH 001 Fall 2023- Created: 03/03/2024 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/5366)
 General Psychology- Created: 02/14/2025 New Section Level SLO Assessment Report Originator: Alison Johnson (/Form/Module/Index/6110)
 Summer 2023_PSYCH 001_SLO and ILO Report - Created: 08/01/2023 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/3591)
 PSYCH-001-203: General Psychology Spring 2023- Created: 06/07/2023 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/3539)
 PSYCH 001-203_B.Nagi_Fall 2024- Created: 12/23/2024 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/6004)
 PSYCH 001 Spring Intersession 2023- Created: 02/26/2023 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/3250)
 PSYCH-001-206 (121242) Online, Asynchronous (16 Weeks) General Psychology- Created: 06/11/2024 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/5495)
 PSYCH-001-203: General Psychology - Created: 06/08/2023 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/3542)
 PSYCH 001-201_In-Person_Spring 2024_A_Johnson- Created: 06/20/2024 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/5505)
 PSYCH 001_202_Spring 2024_In_Person_A_Johnson- Created: 07/02/2024 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/5514)
 PSYCH-001-204 (121240) In-Person (16 Weeks) General Psychology- Created: 06/11/2024 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/5494)
 PSY001_Fall_23_SLO_Info_Nagi- Created: 12/21/2023 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/5199)
 PSYCH 001_Summer 2024_In_Person_B_Nagi- Created: 07/31/2024 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/5532)
 PSYCH 001_202_Summer 2024_Asynch_B_Nagi- Created: 07/31/2024 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/5533)

PSYCH 001_205_Spring_2024_A_Johnson- Created: 07/02/2024 New Section Level SLO Assessment Report Originator: Baljit Nagi (/Form/Module/Index/5515)

General Psychology- Created: 05/27/2023 New Section Level SLO Assessment Report Originator: Leslie Williams (/Form/Module/Index/3517)

General Psychology- Created: 09/03/2023 New Section Level SLO Assessment Report Originator: Leslie Williams (/Form/Module/Index/3723)

General Psychology- Created: 09/03/2023 New Section Level SLO Assessment Report Originator: Leslie Williams (/Form/Module/Index/3725)

Student Learning Outcomes

BIOL 071 - Human Anatomy - Use correct anatomical terminology in identifying and describing body structures, body systems, and their functions at the gross and microscopic levels. (Historical)

BIOL 071 - Human Anatomy - Use correct anatomical terminology in identifying and describing body structures, body systems, and their functions at the gross and microscopic levels. (Active)

BIOL 071 - Human Anatomy - Identify and describe histological sections of selected body organs, including observable tissues, cells and structures. (Active)

BIOL 071 - Human Anatomy - Identify and describe histological sections of selected body organs, including observable tissues, cells and structures. (Historical)

BIOL 071 - Human Anatomy - Relate anatomical structures of the human body to their functions. (Historical)

BIOL 071 - Human Anatomy - Relate anatomical structures of the human body to their functions. (Active)

BIOL 071 - Human Anatomy - Analyze clinical data to distinguish normal versus abnormal (pathological) conditions. (Active)

BIOL 071 - Human Anatomy - Analyze clinical data to distinguish normal versus abnormal (pathological) conditions. (Historical)

BIOL 071 - Human Anatomy - Describe structural and anatomical changes that occur in disease, injury or aging of the human body systems. (Historical)

BIOL 071 - Human Anatomy - Describe structural and anatomical changes that occur in disease, injury or aging of the human body systems. (Active)

BIOL 072 - Human Physiology - Explain the homeostatic mechanisms, controls, and specific functions of the systems of the human body and evaluate information concerning selected topics within this theme of homeostasis. (Active)

BIOL 072 - Human Physiology - Explain the homeostatic mechanisms, controls, and specific functions of the systems of the human body and evaluate information concerning selected topics within this theme of homeostasis. (Historical)

BIOL 072 - Human Physiology - Explain the homeostatic mechanisms, controls, and specific functions of the systems of the human body and evaluate information concerning selected topics within this theme of homeostasis. (Active)

BIOL 072 - Human Physiology - Explain the homeostatic mechanisms, controls, and specific functions of the systems of the human body and evaluate information concerning selected topics within this theme of homeostasis. (Historical)

BIOL 072 - Human Physiology - Design, construct, interpret and present physiological experiments and data. (Historical)

BIOL 072 - Human Physiology - Design, construct, interpret and present physiological experiments and data. (Active)

BIOL 072 - Human Physiology - Design, construct, interpret and present physiological experiments and data. (Historical)

BIOL 072 - Human Physiology - Design, construct, interpret and present physiological experiments and data. (Active)

BIOL 072 - Human Physiology - Analyze and explain medical and health science-related scenarios of physiological system disruptions. (Active)

BIOL 072 - Human Physiology - Analyze and explain medical and health science-related scenarios of physiological system disruptions. (Historical)

BIOL 072 - Human Physiology - Analyze and explain medical and health science-related scenarios of physiological system disruptions. (Active)

BIOL 072 - Human Physiology - Analyze and explain medical and health science-related scenarios of physiological system disruptions. (Historical)

BIOL 074 - General Microbiology - Categorize the diversity found within the microbial world and relationships between different microbes and their hosts, and describe the impacts of microbes in the environment. (Active)

BIOL 074 - General Microbiology - Categorize the diversity found within the microbial world and relationships between different microbes and their hosts, and describe the impacts of microbes in the environment. (Draft)

BIOL 074 - General Microbiology - Categorize the diversity found within the microbial world and relationships between different microbes and their hosts, and describe the impacts of microbes in the environment. (Active)

BIOL 074 - General Microbiology - Describe the biochemical basis of microbial life and analyze laboratory experiments using biochemical concepts. (Draft)

BIOL 074 - General Microbiology - Describe the biochemical basis of microbial life and analyze laboratory experiments using biochemical concepts. (Active)

BIOL 074 - General Microbiology - Describe the biochemical basis of microbial life and analyze laboratory experiments using biochemical concepts. (Active)

BIOL 074 - General Microbiology - Describe epidemiology and the disease process, and how the innate and adaptive immune systems provide protection against infection. (Active)

BIOL 074 - General Microbiology - Describe epidemiology and the disease process, and how the innate and adaptive immune systems provide protection against infection. (Draft)

BIOL 074 - General Microbiology - Describe epidemiology and the disease process, and how the innate and adaptive immune systems provide protection against infection. (Active)

BIOL 074 - General Microbiology - Describe the relationship between microbial growth and the control of microbial growth, and apply this understanding to the prevention and control of infectious diseases and human welfare. (Active)

BIOL 074 - General Microbiology - Describe the relationship between microbial growth and the control of microbial growth, and apply this understanding to the prevention and control of infectious diseases and human welfare. (Draft)

BIOL 074 - General Microbiology - Describe the relationship between microbial growth and the control of microbial growth, and apply this understanding to the prevention and control of infectious diseases and human welfare. (Active)

BIOL 074 - General Microbiology - Demonstrate proficiency with laboratory equipment, conduct laboratory experiments in a safe manner using aseptic technique, and interpret results and draw scientific conclusions from those results. (Active)

BIOL 074 - General Microbiology - Demonstrate proficiency with laboratory equipment, conduct laboratory experiments in a safe manner using aseptic technique, and interpret results and draw scientific conclusions from those results. (Draft)

BIOL 074 - General Microbiology - Demonstrate proficiency with laboratory equipment, conduct laboratory experiments in a safe manner using aseptic technique, and interpret results and draw scientific conclusions from those results. (Active)

ENGL 001A - English Composition - Critically analyze primarily academic non-fiction readings with consideration of principles of unity, coherence, tone, purpose, audience, and context. (Active)

ENGL 001A - English Composition - Critically analyze primarily academic non-fiction readings with consideration of principles of unity, coherence, tone, purpose, audience, and context. (Active)

ENGL 001A - English Composition - Critically analyze primarily academic non-fiction readings with consideration of principles of unity, coherence, tone, purpose, audience, and context. (Active)

ENGL 001A - English Composition - Critically analyze primarily academic non-fiction readings with consideration of principles of unity, coherence, tone, purpose, audience, and context. (Active)

ENGL 001A - English Composition - Organize information (support) from reading, experience, and class discussion into an argument with a clear thesis. (Active)

ENGL 001A - English Composition - Organize information (support) from reading, experience, and class discussion into an argument with a clear thesis. (Active)

ENGL 001A - English Composition - Organize information (support) from reading, experience, and class discussion into an argument with a clear thesis. (Active)

ENGL 001A - English Composition - Organize information (support) from reading, experience, and class discussion into an argument with a clear thesis. (Active)

ENGL 001A - English Composition - Organize information (support) from reading, experience, and class discussion into an argument with a clear thesis. (Active)

ENGL 001A - English Composition - Organize paragraphs into a logical, effective, sequence, developing the central idea of the essay to a logical, satisfying conclusion. (Active)

ENGL 001A - English Composition - Organize paragraphs into a logical, effective, sequence, developing the central idea of the essay to a logical, satisfying conclusion. (Active)

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ENGL 001A - English Composition - Organize paragraphs into a logical, effective, sequence, developing the central idea of the essay to a logical, satisfying conclusion. (Active)

ENGL 001A - English Composition - Write and revise critical essays at the thesis, paragraph, and sentence levels, including a research essay, of at least 1500 words using MLA style. (Active)

ENGL 001A - English Composition - Write and revise critical essays at the thesis, paragraph, and sentence levels, including a research essay, of at least 1500 words using MLA style. (Active)

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ENGL 001A - English Composition - Write and revise critical essays at the thesis, paragraph, and sentence levels, including a research essay, of at least 1500 words using MLA style. (Active)

ENGL 001A - English Composition - Find, analyze, interpret, and properly cite print, non-print, and electronic sources using MLA style (Active)

ENGL 001A - English Composition - Find, analyze, interpret, and properly cite print, non-print, and electronic sources using MLA style (Active)

ENGL 001A - English Composition - Find, analyze, interpret, and properly cite print, non-print, and electronic sources using MLA style (Active)

ENGL 001A - English Composition - Find, analyze, interpret, and properly cite print, non-print, and electronic sources using MLA style (Active)

ENGL 001A - English Composition - Find, analyze, interpret, and properly cite print, non-print, and electronic sources using MLA style (Active)

ENGL 001A - English Composition - Apply conventional mechanics (e.g. punctuation, spelling, grammar) and demonstrate proficiency in academic written English. (Active)

ENGL 001A - English Composition - Apply conventional mechanics (e.g. punctuation, spelling, grammar) and demonstrate proficiency in academic written English. (Active)

ENGL 001A - English Composition - Apply conventional mechanics (e.g. punctuation, spelling, grammar) and demonstrate proficiency in academic written English. (Active)

ENGL 001A - English Composition - Apply conventional mechanics (e.g. punctuation, spelling, grammar) and demonstrate proficiency in academic written English. (Active)

ENGL 001A - English Composition - Apply conventional mechanics (e.g. punctuation, spelling, grammar) and demonstrate proficiency in academic written English. (Active)

ENGL 001A - English Composition - Apply conventional mechanics (e.g. punctuation, spelling, grammar) and demonstrate proficiency in academic written English. (Active)

NURS 010 - Nursing Fundamentals in the Medical-Surgical Setting - Safe and Effective Care: Provide safe and effective care to adults and geriatric clients consistent with professional standards and best practices at the beginner level. (Active)

NURS 010 - Nursing Fundamentals in the Medical-Surgical Setting - Safe and Effective Care: Provide safe and effective care to adults and geriatric clients consistent with professional standards and best practices at the beginner level. (Historical)

NURS 010 - Nursing Fundamentals in the Medical-Surgical Setting - Safe and Effective Care: Provide safe and effective care to adults and geriatric clients consistent with professional standards and best practices at the beginner level. (Historical)

NURS 010 - Nursing Fundamentals in the Medical-Surgical Setting - Health Promotion and Maintenance: Utilize the nursing process at the beginner level to enhance optimal health outcomes for adult and geriatric clients (Historical)

NURS 010 - Nursing Fundamentals in the Medical-Surgical Setting - Health Promotion and Maintenance: Utilize the nursing process at the beginner level to enhance optimal health outcomes for adult and geriatric clients (Historical)

NURS 010 - Nursing Fundamentals in the Medical-Surgical Setting - Health Promotion and Maintenance: Utilize the nursing process at the beginner level to enhance optimal health outcomes for adult and geriatric clients (Active)

NURS 010 - Nursing Fundamentals in the Medical-Surgical Setting - Professional role of the nurse: Demonstrate accountability for providing nursing care that adheres to professional standards and incorporates legal and ethical principles, at the beginner level. (Active)

NURS 010 - Nursing Fundamentals in the Medical-Surgical Setting - Professional role of the nurse: Demonstrate accountability for providing nursing care that adheres to professional standards and incorporates legal and ethical principles, at the beginner level. (Historical)

NURS 010 - Nursing Fundamentals in the Medical-Surgical Setting - Professional role of the nurse: Demonstrate accountability for providing nursing care that adheres to professional standards and incorporates legal and ethical principles, at the beginner level. (Historical)

NURS 010 - Nursing Fundamentals in the Medical-Surgical Setting - Physiological integrity: Utilize the nursing process to optimize nursing care for adult and geriatric clients to achieve maximum physiological integrity and reduce the client's risk potential at the beginner level (Historical)

NURS 010 - Nursing Fundamentals in the Medical-Surgical Setting - Physiological integrity: Utilize the nursing process to optimize nursing care for adult and geriatric clients to achieve maximum physiological integrity and reduce the client's risk potential at the beginner level (Historical)

NURS 010 - Nursing Fundamentals in the Medical-Surgical Setting - Physiological integrity: Utilize the nursing process to optimize nursing care for adult and geriatric clients to achieve maximum physiological integrity and reduce the client's risk potential at the beginner level (Active)

NURS 010 - Nursing Fundamentals in the Medical-Surgical Setting - Psychological integrity: Utilize caring behaviors that support spiritual, mental, and psychosocial well-being of the adult and geriatric client at the beginner level. (Active)

NURS 010 - Nursing Fundamentals in the Medical-Surgical Setting - Psychological integrity: Utilize caring behaviors that support spiritual, mental, and psychosocial well-being of the adult and geriatric client at the beginner level. (Historical)

NURS 010 - Nursing Fundamentals in the Medical-Surgical Setting - Psychological integrity: Utilize caring behaviors that support spiritual, mental, and psychosocial well-being of the adult and geriatric client at the beginner level. (Historical)

NURS 011A - Nursing of the Childbearing Family - Implement nursing care based on professional standards and best practices to meet the needs of childbearing families. (Historical)

NURS 011A - Nursing of the Childbearing Family - Implement nursing care based on professional standards and best practices to meet the needs of childbearing families. (Draft)

NURS 011A - Nursing of the Childbearing Family - Implement nursing care based on professional standards and best practices to meet the needs of childbearing families. (Active)

NURS 011A - Nursing of the Childbearing Family - Utilize the nursing process to enhance optimal health outcomes using teaching, learning and advocacy principles for the childbearing family. (Active)

NURS 011A - Nursing of the Childbearing Family - Utilize the nursing process to enhance optimal health outcomes using teaching, learning and advocacy principles for the childbearing family. (Draft)

NURS 011A - Nursing of the Childbearing Family - Utilize the nursing process to enhance optimal health outcomes using teaching, learning and advocacy principles for the childbearing family. (Historical)

NURS 011A - Nursing of the Childbearing Family - Demonstrate accountability for providing and evaluating nursing care of the childbearing family that adheres to professional standards and incorporates legal and ethical principles. (Historical)

NURS 011A - Nursing of the Childbearing Family - Demonstrate accountability for providing and evaluating nursing care of the childbearing family that adheres to professional standards and incorporates legal and ethical principles. (Draft)

NURS 011A - Nursing of the Childbearing Family - Demonstrate accountability for providing and evaluating nursing care of the childbearing family that adheres to professional standards and incorporates legal and ethical principles. (Active)

NURS 011A - Nursing of the Childbearing Family - Provide nursing care to the childbearing family that utilizes principles of critical thinking to optimize physiological integrity and reduce the client's risk potential. (Active)

NURS 011A - Nursing of the Childbearing Family - Provide nursing care to the childbearing family that utilizes principles of critical thinking to optimize physiological integrity and reduce the client's risk potential. (Draft)

NURS 011A - Nursing of the Childbearing Family - Provide nursing care to the childbearing family that utilizes principles of critical thinking to optimize physiological integrity and reduce the client's risk potential. (Historical)

NURS 011A - Nursing of the Childbearing Family - Utilize therapeutic communication and cultural sensitivity during the care of the childbearing family. (Historical)

NURS 011A - Nursing of the Childbearing Family - Utilize therapeutic communication and cultural sensitivity during the care of the childbearing family. (Draft)

NURS 011A - Nursing of the Childbearing Family - Utilize therapeutic communication and cultural sensitivity during the care of the childbearing family. (Active)

NURS 012 - Professional and Practice Principles in Nursing - Evaluate sources of evidence supporting professional standards and best practices. (Active)

NURS 012 - Professional and Practice Principles in Nursing - Evaluate sources of evidence supporting professional standards and best practices. (Historical)

NURS 012 - Professional and Practice Principles in Nursing - Analyze the unique contribution of nursing to optimize health outcomes for individuals, families, communities, and populations. (Historical)

NURS 012 - Professional and Practice Principles in Nursing - Analyze the unique contribution of nursing to optimize health outcomes for individuals, families, communities, and populations. (Active)

NURS 012 - Professional and Practice Principles in Nursing - Analyze professional standards and legal/ethical principles guiding nursing practice. (Active)

NURS 012 - Professional and Practice Principles in Nursing - Analyze professional standards and legal/ethical principles guiding nursing practice. (Historical)

NURS 012 - Professional and Practice Principles in Nursing - Analyze the use of the nursing process and clinical judgement to support decision making for optimal health outcomes. (Historical)

NURS 012 - Professional and Practice Principles in Nursing - Analyze the use of the nursing process and clinical judgement to support decision making for optimal health outcomes. (Active)

NURS 012 - Professional and Practice Principles in Nursing - Evaluate the impact of social, cultural, and historic context on personal and shared experience of health and illness. (Active)

NURS 012 - Professional and Practice Principles in Nursing - Evaluate the impact of social, cultural, and historic context on personal and shared experience of health and illness. (Historical)

NURS 011B - Nursing of the Pediatric Family Unit - Implement nursing care based on professional standards and best practices aligned to meet the needs of the pediatric family unit. (Active)

NURS 011B - Nursing of the Pediatric Family Unit - Utilize the nursing process to enhance optimal health outcomes using teaching, learning and advocacy principles for the pediatric family unit. (Active)

NURS 011B - Nursing of the Pediatric Family Unit - Demonstrate accountability for providing nursing care to the pediatric family unit that adheres to professional standards and incorporates legal and ethical principles. (Active)

NURS 011B - Nursing of the Pediatric Family Unit - Provide nursing care to the pediatric family unit that utilizes principles of critical thinking, to optimize physiological integrity and reduce the client's risk potential. (Active)

NURS 011B - Nursing of the Pediatric Family Unit - Utilize developmentally appropriate therapeutic communication and cultural sensitivity to the care of the pediatric family unit. (Active)

NURS 013 - Nursing Care of Adults I - Provide safe and effective care to adults and geriatric clients consistent with professional standards and best practices with increasing independence. (Historical)

NURS 013 - Nursing Care of Adults I - Provide safe and effective care to adults and geriatric clients consistent with professional standards and best practices with increasing independence. (Draft)

NURS 013 - Nursing Care of Adults I - Provide safe and effective care to adults and geriatric clients consistent with professional standards and best practices with increasing independence. (Historical)

NURS 013 - Nursing Care of Adults I - Provide safe and effective care to adults and geriatric clients consistent with professional standards and best practices with increasing independence. (Active)

NURS 013 - Nursing Care of Adults I - Utilize the nursing process proficiently to enhance optimal health outcomes for adult and geriatric clients. (Active)

NURS 013 - Nursing Care of Adults I - Utilize the nursing process proficiently to enhance optimal health outcomes for adult and geriatric clients. (Historical)

NURS 013 - Nursing Care of Adults I - Utilize the nursing process proficiently to enhance optimal health outcomes for adult and geriatric clients. (Draft)

NURS 013 - Nursing Care of Adults I - Utilize the nursing process proficiently to enhance optimal health outcomes for adult and geriatric clients. (Historical)

NURS 013 - Nursing Care of Adults I - Assume accountability for providing nursing care that adheres to professional standards and incorporates legal and ethical principles, with proficiency. (Historical)

NURS 013 - Nursing Care of Adults I - Assume accountability for providing nursing care that adheres to professional standards and incorporates legal and ethical principles, with proficiency. (Draft)

NURS 013 - Nursing Care of Adults I - Assume accountability for providing nursing care that adheres to professional standards and incorporates legal and ethical principles, with proficiency. (Historical)

NURS 013 - Nursing Care of Adults I - Assume accountability for providing nursing care that adheres to professional standards and incorporates legal and ethical principles, with proficiency. (Active)

NURS 013 - Nursing Care of Adults I - Manage nursing care with increasing independence, utilizing clinical judgement to achieve maximum physiological integrity and reduce the risk potential for the client. (Active)

NURS 013 - Nursing Care of Adults I - Manage nursing care with increasing independence, utilizing clinical judgement to achieve maximum physiological integrity and reduce the risk potential for the client. (Historical)

NURS 013 - Nursing Care of Adults I - Manage nursing care with increasing independence, utilizing clinical judgement to achieve maximum physiological integrity and reduce the risk potential for the client. (Draft)

NURS 013 - Nursing Care of Adults I - Manage nursing care with increasing independence, utilizing clinical judgement to achieve maximum physiological integrity and reduce the risk potential for the client. (Historical)

NURS 013 - Nursing Care of Adults I - Utilize therapeutic communication and cultural sensitivity with increasing proficiency to implement caring behaviors that support spiritual, mental, and psychosocial well-being of the adult and geriatric clients. (Historical)

NURS 013 - Nursing Care of Adults I - Utilize therapeutic communication and cultural sensitivity with increasing proficiency to implement caring behaviors that support spiritual, mental, and psychosocial well-being of the adult and geriatric clients. (Draft)

NURS 013 - Nursing Care of Adults I - Utilize therapeutic communication and cultural sensitivity with increasing proficiency to implement caring behaviors that support spiritual, mental, and psychosocial well-being of the adult and geriatric clients. (Historical)

NURS 013 - Nursing Care of Adults I - Utilize therapeutic communication and cultural sensitivity with increasing proficiency to implement caring behaviors that support spiritual, mental, and psychosocial well-being of the adult and geriatric clients. (Active)

NURS 014A - Mental Health Nursing - Provide safe and effective care consistent with professional standards and best practices to the clients experiencing alterations in mental health across the life span. (Draft)

NURS 014A - Mental Health Nursing - Provide safe and effective care consistent with professional standards and best practices to the clients experiencing alterations in mental health across the life span. (Active)

NURS 014A - Mental Health Nursing - Provide safe and effective care consistent with professional standards and best practices to the clients experiencing alterations in mental health across the life span. (Historical)

NURS 014A - Mental Health Nursing - Utilize the nursing process proficiently to enhance optimal health outcomes for the clients experiencing alterations in mental health. (Historical)

NURS 014A - Mental Health Nursing - Utilize the nursing process proficiently to enhance optimal health outcomes for the clients experiencing alterations in mental health. (Active)

NURS 014A - Mental Health Nursing - Utilize the nursing process proficiently to enhance optimal health outcomes for the clients experiencing alterations in mental health. (Draft)

NURS 014A - Mental Health Nursing - Demonstrate accountability for the provision of nursing care to clients in mental health practice settings consistent with professional standards, and legal and ethical principles. (Draft)

NURS 014A - Mental Health Nursing - Demonstrate accountability for the provision of nursing care to clients in mental health practice settings consistent with professional standards, and legal and ethical principles. (Active)

NURS 014A - Mental Health Nursing - Demonstrate accountability for the provision of nursing care to clients in mental health practice settings consistent with professional standards, and legal and ethical principles. (Historical)

NURS 014A - Mental Health Nursing - Utilize clinical judgement to achieve maximum physiological integrity and reduce the risk potential for the client experiencing alterations in mental health across the lifespan. (Historical)

NURS 014A - Mental Health Nursing - Utilize clinical judgement to achieve maximum physiological integrity and reduce the risk potential for the client experiencing alterations in mental health across the lifespan. (Active)

NURS 014A - Mental Health Nursing - Utilize clinical judgement to achieve maximum physiological integrity and reduce the risk potential for the client experiencing alterations in mental health across the lifespan. (Draft)

NURS 014A - Mental Health Nursing - Demonstrate caring behaviors by consistently incorporating therapeutic communication and cultural sensitivity to support spiritual, mental, and psychosocial well-being of the client experiencing alterations in mental health. (Draft)

NURS 014A - Mental Health Nursing - Demonstrate caring behaviors by consistently incorporating therapeutic communication and cultural sensitivity to support spiritual, mental, and psychosocial well-being of the client experiencing alterations in mental health. (Active)

NURS 014A - Mental Health Nursing - Demonstrate caring behaviors by consistently incorporating therapeutic communication and cultural sensitivity to support spiritual, mental, and psychosocial well-being of the client experiencing alterations in mental health. (Historical)

NURS 014B - Nursing Care of Adults II with Transition to Practice - Provide safe and effective care consistent with professional standards and best practices. (Historical)

NURS 014B - Nursing Care of Adults II with Transition to Practice - Provide safe and effective care consistent with professional standards and best practices. (Historical)

NURS 014B - Nursing Care of Adults II with Transition to Practice - Provide safe and effective care consistent with professional standards and best practices. (Active)

NURS 014B - Nursing Care of Adults II with Transition to Practice - Promote optimal health outcomes for individuals, families, communities, and populations in a variety of practice settings. (Active)

NURS 014B - Nursing Care of Adults II with Transition to Practice - Promote optimal health outcomes for individuals, families, communities, and populations in a variety of practice settings. (Historical)

NURS 014B - Nursing Care of Adults II with Transition to Practice - Promote optimal health outcomes for individuals, families, communities, and populations in a variety of practice settings. (Historical)

NURS 014B - Nursing Care of Adults II with Transition to Practice - Function as a professional and competent nurse generalist while integrating ethical and legal principles. (Historical)

NURS 014B - Nursing Care of Adults II with Transition to Practice - Function as a professional and competent nurse generalist while integrating ethical and legal principles. (Historical)

NURS 014B - Nursing Care of Adults II with Transition to Practice - Function as a professional and competent nurse generalist while integrating ethical and legal principles. (Active)

NURS 014B - Nursing Care of Adults II with Transition to Practice - Optimize nursing care utilizing clinical judgement based upon knowledge of biological sciences, pathophysiology, nutrition, pharmacology and growth and development to achieve maximum physiological integrity and reduce the risk potential for the client. (Active)

NURS 014B - Nursing Care of Adults II with Transition to Practice - Optimize nursing care utilizing clinical judgement based upon knowledge of biological sciences, pathophysiology, nutrition, pharmacology and growth and development to achieve maximum physiological integrity and reduce the risk potential for the client. (Historical)

NURS 014B - Nursing Care of Adults II with Transition to Practice - Optimize nursing care utilizing clinical judgement based upon knowledge of biological sciences, pathophysiology, nutrition, pharmacology and growth and development to achieve maximum physiological integrity and reduce the risk potential for the client. (Historical)

NURS 014B - Nursing Care of Adults II with Transition to Practice - Utilize therapeutic communication and cultural sensitivity to implement caring behaviors that support spiritual, mental, and psychosocial well-being of the adult and geriatric clients throughout the lifespan. (Historical)

NURS 014B - Nursing Care of Adults II with Transition to Practice - Utilize therapeutic communication and cultural sensitivity to implement caring behaviors that support spiritual, mental, and psychosocial well-being of the adult and geriatric clients throughout the lifespan. (Historical)

NURS 014B - Nursing Care of Adults II with Transition to Practice - Utilize therapeutic communication and cultural sensitivity to implement caring behaviors that support spiritual, mental, and psychosocial well-being of the adult and geriatric clients throughout the lifespan. (Active)

PSYCH 001 - General Psychology - Demonstrate knowledge of research methodology as it relates to the study of human behavior. Draw the distinction between scientific and non-scientific methods of understanding and analysis. (Active)

PSYCH 001 - General Psychology - Demonstrate knowledge of research methodology as it relates to the study of human behavior. Draw the distinction between scientific and non-scientific methods of understanding and analysis. (Active)

PSYCH 001 - General Psychology - Demonstrate knowledge of research methodology as it relates to the study of human behavior. Draw the distinction between scientific and non-scientific methods of understanding and analysis. (Active)

PSYCH 001 - General Psychology - Demonstrate knowledge of research methodology as it relates to the study of human behavior. Draw the distinction between scientific and non-scientific methods of understanding and analysis. (Active)

PSYCH 001 - General Psychology - Describe and demonstrate an understanding of applied areas of psychology (e.g., clinical, counseling, forensic, community, organizational, school, health). Discuss how psychological principles may be applied to personal experience, social, and organizational settings. (Active)

Associate in Science: Nursing - Associate in Science: Associate in Science - Physiological integrity- Optimize nursing care utilizing clinical judgement based upon knowledge of biological sciences, pathophysiology, nutrition, pharmacology and growth and development to achieve maximum physiological integrity, and reduce the risk potential for the clients. ()

Associate in Science: Nursing - Associate in Science: Associate in Science - Psychosocial integrity- Utilize therapeutic communication and cultural sensitivity to implement caring behaviors that support spiritual, mental, and social well-being of the client throughout the lifespan ()

Associate in Science: Nursing - Associate in Science: Associate in Science - Professional Role of the Nurse- Function as a professional and competent nurse generalist while integrating ethical and legal principles. ()

Associate in Science: Nursing - Associate in Science: Associate in Science - Safe and Effective Care Environment-Provide safe and effective care consistent with professional standards and best practices. ()

Associate in Science: Nursing - Associate in Science: Associate in Science - Health Promotion and maintenance- Promote optimal health outcomes for individuals, families, communities, and populations in a variety of practice settings ()

Associate in Science: Nursing - Associate in Science: Associate in Science - Physiological integrity- Optimize nursing care utilizing clinical judgement based upon knowledge of biological sciences, pathophysiology, nutrition, pharmacology and growth and development to achieve maximum physiological integrity, and reduce the risk potential for the clients. ()

Associate in Science: Nursing - Associate in Science: Associate in Science - Psychosocial integrity- Utilize therapeutic communication and cultural sensitivity to implement caring behaviors that support spiritual, mental, and social well-being of the client throughout the lifespan ()

Associate in Science: Nursing - Associate in Science: Associate in Science - Professional Role of the Nurse- Function as a professional and competent nurse generalist while integrating ethical and legal principles. ()

Associate in Science: Nursing - Associate in Science: Associate in Science - Safe and Effective Care Environment-Provide safe and effective care consistent with professional standards and best practices. (Draft)

Associate in Science: Nursing - Associate in Science: Associate in Science - Health Promotion and maintenance- Promote optimal health outcomes for individuals, families, communities, and populations in a variety of practice settings (Draft)

Associate in Science: Nursing - Associate in Science: Associate in Science - Physiological integrity- Optimize nursing care utilizing clinical judgement based upon knowledge of biological sciences, pathophysiology, nutrition, pharmacology and growth and development to achieve maximum physiological integrity, and reduce the risk potential for the clients. (Draft)

Associate in Science: Nursing - Associate in Science: Associate in Science - Psychosocial integrity- Utilize therapeutic communication and cultural sensitivity to implement caring behaviors that support spiritual, mental, and social well-being of the client throughout the lifespan (Draft)

Associate in Science: Nursing - Associate in Science: Associate in Science - Professional Role of the Nurse- Function as a professional and competent nurse generalist while integrating ethical and legal principles. (Draft)

Associate in Science: Nursing - Associate in Science: Associate in Science - Safe and Effective Care Environment-Provide safe and effective care consistent with professional standards and best practices. ()

Associate in Science: Nursing - Associate in Science: Associate in Science - Health Promotion and maintenance- Promote optimal health outcomes for individuals, families, communities, and populations in a variety of practice settings ()

Associate in Science: Nursing - Associate in Science: Associate in Science - Physiological integrity- Optimize nursing care utilizing clinical judgement based upon knowledge of biological sciences, pathophysiology, nutrition, pharmacology and growth and development to achieve maximum physiological integrity, and reduce the risk potential for the clients. ()

Associate in Science: Nursing - Associate in Science: Associate in Science - Psychosocial integrity- Utilize therapeutic communication and cultural sensitivity to implement caring behaviors that support spiritual, mental, and social well-being of the client throughout the lifespan ()

Associate in Science: Nursing - Associate in Science: Associate in Science - Professional Role of the Nurse- Function as a professional and competent nurse generalist while integrating ethical and legal principles. ()

Associate in Science: Nursing - Associate in Science: Associate in Science - Safe and Effective Care Environment-Provide safe and effective care consistent with professional standards and best practices. (Active)

Associate in Science: Nursing - Associate in Science: Associate in Science - Health Promotion and maintenance- Promote optimal health outcomes for individuals, families, communities, and populations in a variety of practice settings (Active)

Associate in Science: Nursing - Associate in Science: Associate in Science - Physiological integrity- Optimize nursing care utilizing clinical judgement based upon knowledge of biological sciences, pathophysiology, nutrition, pharmacology and growth and development to achieve maximum physiological integrity, and reduce the risk potential for the clients. (Active)

Associate in Science: Nursing - Associate in Science: Associate in Science - Psychosocial integrity- Utilize therapeutic communication and cultural sensitivity to implement caring behaviors that support spiritual, mental, and social well-being of the client throughout the lifespan (Active)

Associate in Science: Nursing - Associate in Science: Associate in Science - Professional Role of the Nurse- Function as a professional and competent nurse generalist while integrating ethical and legal principles. (Active)

- **1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs. Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.**

Institutional Learning Outcomes (ILOs) are the knowledge, skills and abilities a student is expected to leave an institution with as a result of a student's total experience. The faculty and staff at Evergreen Valley College believe that General Education (GE) Outcomes represent a common core of outcomes for the majority of students transferring or receiving degrees; therefore, Evergreen created ILO's encompassing GE components, as well as student support service areas. Upon completion of study from Evergreen Valley College:

Communication: The student will demonstrate effective communication, appropriate to the audience and purpose.

Inquiry and Reasoning: The student will critically evaluate information to interpret ideas and solve problems.

Information Competency: The student will utilize information from a variety of sources to make an informed decision and take action.

Social Responsibility: The student will demonstrate effective interpersonal skills with people of diverse backgrounds and effectively function in group decision making.

Personal Development: The student will demonstrate growth and self-management to promote life-long learning and personal well-being.

Program Learning Outcomes

1. Safe & Effective Care ☐ Provide safe and effective care consistent with professional standards and best practices.
2. Health promotion and maintenance ☐ promote optimal health outcomes for individuals, families, communities, and populations in a variety of practice settings.

3. Professional role of the nurse ☐ Function as a professional and competent nurse generalist while integrating ethical and legal principles.
4. Physiological integrity ☐ Optimize nursing care utilizing clinical judgment based upon knowledge of biological sciences, pathophysiology, nutrition, pharmacology and growth and development to achieve maximum physiological integrity and reduce the risk potential for the client.
5. Psychological integrity ☐ Utilize therapeutic communication and cultural sensitivity to implement caring behaviors that support spiritual, mental, and psychosocial well-being of the client throughout the lifespan.

Course SLOs

EVC Nursing- New Curriculum SLOs across the curriculum:

NURS 010	NURS 011A OB	NURS 011B Peds	NURS 012 New 2 unit lecture only	NURS 013 MS
Safe and Effective Care				
Provide safe & effective care to adults and geriatric clients consistent with professional standards and best practices at the beginner level.	Implement nursing care based on professional standards and best practices to meet the needs of childbearing families.	Implement nursing care based on professional standards and best practices aligned to meet the needs of the pediatric family unit.	Evaluate sources of evidence supporting professional standards and best practices.	Provide safe & effective care to adults and geriatric clients consistent with professional standards and best practices at the beginner level.
Health Promotion and Maintenance				
Utilize the nursing process at the beginner level to enhance optimal health outcomes for adult and geriatric clients.	Utilize the nursing process to enhance optimal health outcomes using teaching, learning and advocacy principles for the childbearing family.	Utilize the nursing process to enhance optimal health outcomes using teaching, learning and advocacy principles for the pediatric family unit.	Analyze the unique contribution of nursing to optimize health outcomes for individuals, families, communities, and populations	Utilize the nursing process to enhance optimal health outcomes for adult and geriatric clients.
Professional Role of the Nurse				
Demonstrate accountability for providing nursing care that adheres to professional standards and incorporates legal and ethical principles, at the beginner level.	Demonstrate accountability for providing and evaluating nursing care of the childbearing family that adheres to professional standards and incorporates legal and ethical principles.	Demonstrate accountability for providing nursing care to the pediatric family unit that adheres to professional standards and incorporates legal and ethical principles.	Analyze professional standards and legal/ethical principles guiding nursing practice.	Assume accountability for providing nursing care that adheres to professional standards and incorporates legal and ethical principles, at the beginner level.
Physiological Integrity				

NURS 010	NURS 011A OB	NURS 011B Peds	NURS 012 New 2 unit lecture only	NURS 013 MS
Utilize the nursing process to optimize nursing care for adult and geriatric clients to achieve maximum physiological integrity and reduce the client's risk potential at the beginner level.	Provide nursing care to the childbearing family that utilizes principles of critical thinking, to optimize physiological integrity and reduce the client's risk potential.	Provide nursing care to the pediatric family unit that utilizes principles of critical thinking, to optimize physiological integrity and reduce the client's risk potential.	Analyze the use of nursing process and clinical judgement to support decision making for optimal health outcomes	Manage n care with i independe utilizing cl judgemen maximum physiologi and reduc potential f client.
Psychological Integrity				
Utilize caring behaviors that support spiritual, mental, and psychosocial well-being of the adult and geriatric client, at the beginner level.	Utilize therapeutic communication and cultural sensitivity to the care of the childbearing family	Utilize developmentally appropriate therapeutic communication and cultural sensitivity to the care of the pediatric family unit.	Evaluate the impact of social, cultural and historic context on personal and shared experience of health and illness.	Utilize the communic cultural se increasing to implem behaviors spiritual mental, ar psychoso being of tr geriatric c

- 2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) List any SLOs or PLOs that have not been assessed in the last two years and provide an explanation of why they have not been assessed. This will be reviewed by the IEC to determine if your Program Review is approved or not.

Since our last program review, Student Learning Outcomes (SLO) assessment activities and results have been consistently monitored and evaluated in alignment with our accreditation requirements. SLOs are assessed yearly, and faculty use this data to make meaningful adjustments to the program. For example, changes have been implemented in exams, clinical assignments, and theory/lecture components based on trends and findings from the SLO assessments.

SLO assessment results are a frequent topic of discussion at our monthly Division and Curriculum meetings. These discussions allow faculty to collaborate on strategies for improvement and ensure alignment with program and institutional goals. Evidence of these dialogues is documented in department and division meeting minutes, which highlight actions taken based on SLO data to enhance student learning and program outcomes.

At the program level, all Program Learning Outcomes (PLOs) and SLOs have been assessed within the required timeframe, and there are no outstanding assessments from the past two years. This demonstrates our commitment to maintaining compliance with accreditation standards and using data-driven practices to improve program quality.

The robust cycle of assessment and discussion ensures continuous improvement and alignment with both accreditation and institutional expectations. We remain dedicated to evaluating and refining our practices to ensure that students achieve the highest standards of academic and professional preparation.

- 3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.

As a result of SLO assessment, several improvements have been implemented to enhance our courses and program. One significant change was the adoption of a new textbook for the Maternal Child/Pediatric Nursing course. This updated resource provides more comprehensive and accessible content, better aligning with current industry standards and student learning needs. Faculty identified gaps in student comprehension during SLO assessments, which prompted this change. Early feedback from students and faculty indicates that the new textbook has significantly improved understanding and engagement in the subject matter.

Another impactful change involved revising the clinical write-up requirements. Based on SLO assessment data, it became evident that students needed clearer guidance and a more structured approach to documenting their clinical experiences. The updated requirements emphasize critical thinking and reflective practice, resulting in improved student performance and more meaningful connections between theory and clinical application.

Success Stories:

- 1. Textbook Update Impact:** Students in the Maternal Child/Pediatric Nursing course have demonstrated a measurable improvement in exam scores and comprehension of complex concepts since the adoption of the new textbook. Faculty have noted more active participation in discussions and higher quality responses in assessments, showing the positive impact of this change.
- 2. Enhanced Clinical Write-Ups:** The revised clinical write-up requirements have led to stronger critical thinking and documentation skills. Faculty report that students are now better able to articulate their clinical decision-making processes, which directly supports their preparedness for professional practice. This improvement is reflected in higher scores in clinical evaluations and increased student confidence.

These changes underscore the program's commitment to using SLO assessment as a tool for continuous improvement, ensuring that students are well-equipped for success in their academic and professional journeys.

Faculty and Staff

Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.**

Currently, there are 10 full-time faculty and 13 part-time faculty teaching in the pre-licensure RN degree program. 5 out of 10 full-time faculty are tenured, all Masters (MSN) prepared with four doctoral prepared.

Full-time faculty

1. Abraham, Tina
2. Grover, Maggie
3. Johnson, Garry
4. Khare, Poonam
5. Lin, Nancy
6. Machado, Susana
7. Miskin, Peter
8. Stiles, Kim
9. Stratton, John
10. Vaughn, Jeanine

Part-time Faculty

1. Karina Barragan
2. Caroline Chau
3. Joseph Eslao
4. Lorena Garibay
5. Rani Khalsa
6. Emily Lynch
7. Navjot Mehmi
8. Josephine Njoku
9. Edelweiss Orate
10. Mina Trujeque
11. Stephanie Wong
12. Erika Wilkerson
13. Angela Vaccari

There are at minimum two full-time faculty in each of the four semesters. Currently we have openings for one FTE tenure track positions. The majority of our adjunct faculty members hold an MSN. All full- and part-time faculty members meet the CA BRN regulations for their positions as outlined in section 1425 of the California Nursing Practice Act. (See: California Nurse Practice Act). All faculty are BRN approved to teach in their respective theoretical and clinical areas. Dr. Shara Cray serves in the position as the Dean of Nursing and Allied Health since Fall 2022.

A majority of our faculty participated in The Benner Institute's Nursing Faculty Educator Bootcamp 2023-2024.

Furthermore, the majority of adjunct faculty and a few full time faculty continue to work in the hospital. This ensures that their clinical practice is up-to-date. Each faculty member participates in the planning and ongoing evaluation of the course. Full-time faculty assigned to each course meet as a team, at a minimum monthly, to implement, plan, evaluate and discuss course content, progress and student concerns. Adjunct faculty are encouraged to attend team meetings.

Communication between the team and their adjunct faculty is done by email; this would include team meeting minutes as well as students' progress and any issues or concerns. Weekly student learning outcomes are reviewed in order to ensure similar experiences for all clinical groups within a course.

Faculty members remain current in content and practice through continuous education hours, coursework, and work experience. In addition to team meetings, each course is reviewed on an ongoing basis with content expert reviews and student evaluations. The nursing faculty has a minimum of one content expert in each required content area. Content experts annually review the curriculum for content currency, appropriateness and logical progression of subject matter, teaching-learning methods, evaluation methods and content links to the curriculum infrastructure using practice standards appropriate to the area. Content expert suggestions are reviewed by the faculty team to maintain the integrity and concurrency of the course/program. Findings are presented and faculty members have the opportunity to discuss. Content experts stay current in practice trends by attending educational conferences, completing continuing education units and through clinical experiences. Furthermore, both the results of the Dean's focus groups with the students and the anonymous course evaluation feedback are reviewed and integrated into the course to optimize delivery of course content. According to the AFT 6157 Collective Bargaining Agreement, faculty is responsible for curriculum development, including the analysis and coordination of text materials; constant review of current literature in the field, the preparation of selective, descriptive materials, such as outlines and syllabi; conferring with other faculty and administration on curricular issues; and attending and participating in college curriculum and implementation committees.

The Community Advisory Board meets annually with faculty, hospital representatives, and community agencies in order to communicate and collaborate with the community we serve. This advisory board looks at trends in nursing practice, the effectiveness of the program, and nursing job development and job placement.

Full-time faculty typically teach both theory and clinical, whereas part-time faculty typically are assigned to clinical only. The standard faculty/student ratio for clinical is 1:10. This standard is currently met by all full time faculty taking clinical groups and the use of qualified adjunct faculty. The standard faculty/student ratio for theory courses on average ranges between 1:20 to 1:40, which we feel is sufficient, since the majority of college level lecture courses have a student faculty ratio of 1:40 to 1:50. While lecture is one method for teaching theory courses, faculty members often incorporate a variety of other teaching-learning strategies that involve small group work focusing on collaborative learning, problem-based learning, case study analysis, and small group presentations. During these times, other faculty members will often join the primary lecturer to assist with these alternative teaching-learning methodologies.

A faculty member is assigned to teach in the skills lab and simulation lab. The program strives to have the students taught primarily by full-time faculty members. The program also utilizes skills labs and simulation. In Skills labs the ratio is 1:10, which is adequate to supervise students practicing skills. In simulation, the faculty is 2-3 faculty/staff to 10 students, which is adequate to smoothly run a simulation. The nursing program complies with the established college policy that states that one hour of weekly theory instruction throughout the semester is equal to one semester unit. Three hours of weekly clinical laboratory instruction throughout the semester is equal to one semester unit. In summary, faculty members (full- and part-time) teaching in the Evergreen Valley College Nursing Program are qualified as evidenced by BRN approvals, and maintain expertise in their areas of responsibility. The primary mission of the college and nursing program is teaching. The utilization of full- and part-time faculty is sufficient to support the mission of both education units. Faculty/student ratios in the classroom and supervised clinical practice are sufficient to ensure adequate teaching, supervision, and evaluation.

- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

All the faculty will continue to pursue continuing education activities in their respective content areas. With a focus on regular updates on evidence-based practices. In addition, all the faculty will require continuing education activities regarding process expertise. Some of the activities will be guided by the ongoing certification and accreditation requirements - such as ongoing online teaching certification, DEI related activities, student support activities, and ongoing engagement in the nursing educational consortia. Specifically, the faculty will attend OADN and COADN annual conventions, activities organized by nursing professional bodies such as the Academy of Medical Surgical Nurses, the Association of Psychiatric Nurses, American Association of Critical Care Nurses, the Society of Pediatric Nurses and Association of Women's Health Obstetric and Neonatal Nurses.

Most of these activities require annual attendance and engagements and will be completed within the next year.

Additional Professional Development Needs for the Nursing RN Program

1. Simulation Training Enhancements (Timeline: Immediate to 1-2 Years)

- Need: To enhance clinical simulation education and increase faculty proficiency in using advanced simulation equipment.
- Details: Training on the latest simulation technology and debriefing techniques to better mirror real-world clinical scenarios. Workshops or certifications in simulation facilitation and assessment would be beneficial.
- Timeline: Begin with quarterly workshops in the upcoming year and aim for faculty certifications within two years.

2. Equity and Cultural Competence (Timeline: Ongoing with annual benchmarks)

- Need: To ensure faculty are equipped to address diverse student needs, including underrepresented groups, non-native English speakers, and students with disabilities.
- Details: Professional development in implicit bias training, culturally responsive teaching strategies, and equitable grading practices.
- Timeline: Develop annual training sessions starting next academic year with periodic assessments to gauge implementation effectiveness.

3. Guided Pathways and Academic Advising Integration (Timeline: Next 1-3 Years)

- Need: To align the nursing program with guided pathways principles, ensuring students have a clear, supportive progression through the program.
- Details: Training on advising strategies, career coaching, and aligning course sequencing with guided pathways frameworks.
- Timeline: Begin by collaborating with academic advisors over the next year, followed by full implementation within three years.

4. SLO Assessment and Data Utilization (Timeline: Ongoing with a 3-Year Review Cycle)

- Need: To refine the assessment of Student Learning Outcomes (SLOs) and ensure data-driven decision-making.
- Details: Workshops on data analysis tools, methods for aligning SLOs with accreditation standards, and using SLO data to inform curriculum revisions.
- Timeline: Provide annual training with a formal review and strategy adjustment every three years.

5. Innovative Teaching/Learning Strategies (Timeline: Next 1-5 Years)

- Need: To incorporate new teaching methods such as flipped classrooms, team-based learning, and interprofessional education models.
- Details: Faculty could attend conferences, participate in collaborative learning projects, and pilot innovative classroom techniques.
- Timeline: Introduce pilot projects over the next year and scale successful strategies over a five-year period.

By investing in these areas, the department can ensure its faculty remains at the forefront of nursing education and continues to improve student outcomes in alignment with program and institutional goals.

Additional Information

Part G: Additional Information

- **Please provide any other pertinent information about the program that these questions did not give you an opportunity to answer.**

Prior Budget Usage

Did you request Resource Allocation funds in your last Program Review / Annual Resource Request?

Yes

If yes, how much funding did you request? 15600.00

How much discretionary funding did you receive including the Fund 10, Fund 17, and any budget transfers? Select from each category below and tell how much funding you received

Equipment

Supplies 1000.00

Technology

Other (Contract, Subscriptions, Memberships, etc.) 9000.00

Total 10000.00

Are you requesting additional resources?

Yes

If yes, please fill out the Resource Allocation Request page below.

Future Needs and Resource Allocation Request

Classified/Faculty

1. Faculty Member(s)

Number of positions and which department for each position

1 Full-time Nursing Faculty Member

The nursing program's accreditation body, ACEN (Accreditation Commission for Education in Nursing), requires institutions to maintain a sufficient number of full-time faculty members to support program effectiveness, uphold academic standards, and ensure compliance with accreditation criteria. Adding an additional full-time faculty member is essential to meeting this requirement and safeguarding our program's accreditation status.

Moreover, increasing the number of full-time faculty allows the program to maintain and enhance its longstanding tradition of excellence, including a student success rate exceeding 95% both within the program and on the NCLEX licensure exam. This exceptional success rate is a direct result of our faculty's ability to provide individualized instruction, robust clinical preparation, and targeted support for students.

An additional faculty member would strengthen our ability to implement student-centered initiatives, such as expanding simulation-based learning, offering comprehensive remediation plans, and engaging in innovative curriculum development. These efforts ensure that our graduates are not only passing the NCLEX but are also exceptionally prepared for the demands of the workforce. Investing in full-time faculty is a commitment to sustaining and improving our student outcomes while addressing the growing need for skilled nurses in the healthcare industry.

Is there an ongoing cost for this item

Yes

If so, what is it?

177083

Equipment, Technology and Supplies

1. Technology

Total Amount Requested

5000

Provide a detailed list of each item being requested in this category to include item name(s), amount(s), and quantity.

Electronic Health Record: \$5000 Introducing a computer charting program to our nursing computer lab would undoubtedly contribute to a significant increase in student success rates. Such a program not only aligns with the evolving healthcare landscape but also empowers students to develop vital skills in digital medical record-keeping and patient data management. By providing hands-on experience with modern charting tools, students can better prepare for the demands of real-world clinical settings, where electronic health records are integral. This addition would enhance their proficiency in accurate documentation, boost their efficiency in delivering patient care, and ultimately improve their overall readiness to excel in the field of nursing.

If there is any Ongoing Cost of this item?

No

If so, what is it?

2. Other

Total Amount Requested

10600

Provide a detailed list of each item being requested in this category to include item name(s), amount(s), and quantity.

Supplies: \$1000 Equipment: \$ 600 Memberships: \$9000

Shortening time to completion: These supplies, memberships, and other expenses are essential components of our nursing program, directly supporting the achievement of critical educational objectives for our students. By providing the necessary resources upfront, students are better equipped to meet program requirements efficiently, minimizing delays and ensuring a streamlined progression through the curriculum. These resources not only align with the competencies required for successful program completion but also reduce the financial and administrative barriers that could otherwise extend the time needed to achieve their academic and professional goals.

100% of the funds provided were allocated for the 2023-24 school year. The department pays over \$25,000 in memberships that are required to maintain our level of success in the program. The majority of the money for these memberships comes from grants. All supplies purchased goes directly to the skills lab for use or to the clinical facility for use during student clinical time.

If there is any Ongoing Cost of this item?

No

If so, what is it?

TotalFaculty Member(s)

Total Amount Requested:177083

Other

Total Amount Requested:10600

Ongoing Cost: 0

Technology

Total Amount Requested:5000

Ongoing Cost: 0

Criteria for Resource Allocation**Department Background & Performance****Narrative:**

The Nursing Department at Evergreen Valley College is deeply committed to guiding all students to pathways that support their educational and career goals through equity-centered and innovative academic programs and support services. Over the past three years, we have maintained a strong focus on diversity, equity, and inclusion, reflected in the demographics of our program and its outcomes. Our innovative practices and support services ensure that all students, particularly those from underrepresented groups, are provided with opportunities to succeed in their academic and career pursuits.

Equity-Centered Programs:

- **Enrollment and Representation:** In Fall 2023, 84.96% of our students identified as non-white, with 28.94% identifying as Latinx. While this exceeds the overall campus Latinx population of 19.4%, we continue to focus on closing gaps in Latinx admissions to ensure equitable representation. Male student enrollment has also increased from 21.63% in 2020 to 25.77% in 2023, demonstrating progress in addressing gender disparities in nursing education.
- **Retention and Success Rates:** Our program boasts consistently high outcomes, including a retention rate of 96%, a success rate of 92%, and a fill rate exceeding 95%, demonstrating our ability to support students through to program completion.

Student Success

	2021	2022	2023
Completion Rate	94.97%	97.2%	96.03%
Success Rate	91.86%	95.42%	92.3%
NCLEX Pass Rate	97.53%	96.49%	98.67%

Innovative Academic Support:

- **Program Enhancements:** Changes such as adopting a new textbook for Maternal Child/Pediatric Nursing and revising clinical write-up requirements have enhanced student learning and improved critical thinking skills, as evidenced by improved exam scores and clinical evaluations. The faculty have begun, FA 24, to incorporate at least two days of simulation in the new simulation center.
- **Student Support Services:** Faculty provide ongoing guidance through structured clinical mentorship, individual support appointments, and regular workshops focused on professional development, NCLEX preparation, and academic success. Over the past three years, our program has served hundreds of students through these initiatives, including mandatory orientation sessions for all incoming cohorts.

Patterns Over the Last Three Years:

- **Number of Sections:** We have maintained stable course offerings to ensure consistent program delivery, aligning with our mandated student-to-faculty ratio of 10:1 to meet regulatory requirements.
- **Fill Rate:** Our program has consistently achieved fill rates above 95%, demonstrating strong demand and efficient scheduling.
- **Retention and Success:** Retention rates have remained at 96%, with success rates at 92%, underscoring the effectiveness of our academic and support structures.

- **Outreach and Support:** Over the past three years, the department has conducted multiple orientations and workshops to provide students with critical information and skills needed to navigate the program and transition into their professional roles.

Evidence and Documentation:

1. **Meeting Minutes:** Division and department meeting minutes document discussions on program changes and student support initiatives, including updates to SLO assessments, curriculum enhancements, and equity-focused strategies.
2. **Student Data:** Enrollment, retention, and success rates are tracked annually and shared during program reviews to ensure transparency and accountability.
3. **Workshop and Appointment Records:** Attendance logs from orientation sessions and student support appointments show the high level of engagement and accessibility provided by faculty.

These efforts highlight our department's dedication to equity-centered practices, innovative academic programs, and comprehensive support services that guide all students toward achieving their educational and career goals.

Aligned with: Education Master Plan, College Equity Plan, Facilities & Technology Master Plans

Narrative:

The Nursing Department at Evergreen Valley College is committed to ensuring students can complete the RN program within two years, aligning with EVC Strategic Goal "to shorten students' time to educational goal completion". To achieve this, we have implemented targeted initiatives that streamline the pathway to program entry, enhance support services, and address equity gaps.

Key Strategies and Updates:

1. **Prerequisite Review:** We are currently reviewing our prerequisites to ensure they align with program and accreditation requirements while also minimizing barriers for students. This review focuses on maintaining the rigor needed for program success while eliminating unnecessary delays in program entry.
2. **Program Plan for Success:** We have updated our Program Plan for Success to provide clearer guidance for students, ensuring they understand the steps required to meet their educational and professional goals. This includes workshops, structured academic advice, and support for completing prerequisites efficiently. In addition, we have dedicated faculty providing Student Success Meetings for students who are not meeting the program-set standards.
3. **Updated Application Period:** By shifting our application period to the Spring semester, we have provided students with the opportunity to use the Fall semester to complete the required prerequisites. This change has shortened the time between application and the start of the program, accelerating the pathway for students ready to enter the RN program.

Patterns Over the Last Three Years:

- **Timely Completion:** Our program structure supports students in completing the RN program within two years, with retention rates consistently high at 96% and a success rate of 92%, demonstrating the effectiveness of our streamlined approach.
- **Enrollment Adjustments:** The updated application period has helped increase access for students who might have otherwise been delayed by incomplete prerequisites. Early indicators show improved readiness and reduced time for the program for new cohorts.

Evidence of Implementation:

1. **Policy and Procedure Updates:** Documentation of changes to the application timeline and program plan updates is available in department meeting minutes and program review materials.
2. **Student Success Data:** Consistently high retention (96%) and success (92%) rates over the past three years demonstrate the program's ability to support students in completing their goals on time.
3. **Workshops and Advising Records:** Attendance records from prerequisite workshops and advising sessions highlight the department's proactive approach to guiding students through the process.

Conclusion:

Through these strategies, the Nursing Department is actively working to shorten students' time to educational goal completion while eliminating equity gaps. Our focus on streamlined entry, clear guidance, and robust student support ensures that all students have an equitable opportunity to achieve their academic and career goals efficiently.

Viability of the program, department or unit, including: immediate health or safety risk, and legal mandates

Narrative:

The Nursing Department's budget requests are directly tied to ensuring student success, program excellence, and compliance with legal mandates. The expenditures from Funds 10 and 17 address critical needs that maintain the program's viability and its alignment with both college and program accreditation standards. These expenditures also ensure that the department fulfills its obligations to provide a safe and legally compliant educational environment.

Budget Contributions to Measurable Outcomes:

1. **Student and Faculty Memberships:** The Nursing Research Database, CINHAL (\$5,170), provides students and faculty with access to evidence-based nursing literature essential for research, assignments, and clinical decision-making. This resource directly contributes to improved academic performance and aligns with accreditation standards requiring access to current nursing research.
2. **Accreditation Costs:** Accreditation costs (\$3,800) are vital for maintaining the program's accreditation status, which is essential for student eligibility to sit for the NCLEX exam and enter the workforce. This ensures the continued viability of the program and compliance with legal and professional standards.
3. **Student Nursing Application Website:** The SM Apply platform (\$8,014) streamlines the application process, providing equitable access and reducing barriers for prospective students. This contributes to timely enrollment and supports efforts to shorten students' time to goal completion.
4. **Skills Lab Supplies:** Annual expenditure on skills lab supplies (\$8,000) ensures that students have access to up-to-date materials and equipment, allowing them to meet clinical competencies and legal requirements for licensure. This contributes to the program's 98% NCLEX pass rate and ensures that students are prepared for safe, effective practice.

Addressing Health, Safety, and Legal Mandates:

- **Health and Safety Compliance:** Maintaining a fully equipped skills lab addresses immediate safety risks by ensuring students are properly trained in safe and effective patient care practices before entering clinical settings. This mitigates risks to both students and the public.

- **Legal Mandates and Accreditation Requirements:** All expenditures align with regulatory and accreditation standards that require access to current resources, proper clinical training equipment, and ongoing program evaluation. These are necessary to meet mandates such as those outlined by the Board of Registered Nursing (BRN) and the Accreditation Commission for Education in Nursing (ACEN).

Impact on Fiscal Viability and Institutional Goals:

The department's budget requests ensure fiscal responsibility by supporting critical areas that directly impact student outcomes and program accreditation. By maintaining accreditation and meeting legal requirements, the program sustains its high retention (96%), success (92%), and NCLEX pass rates (98%), contributing to the college's reputation and long-term viability. Investments in these resources are essential for compliance and support the college's broader goals of equity, student success, and workforce readiness.

Evidence:

1. **Budget Records:** Documentation of expenditures from Funds 10 and 17.
2. **Program Outcomes Data:** High retention, success, and NCLEX pass rates.
3. **Accreditation Reports:** Documentation of compliance with BRN and ACEN requirements.
4. **Safety and Legal Compliance Records:** Skills lab inventory, policies, and safety protocols.

Conclusion:

The requested budget items are not only essential for maintaining the program's viability and compliance with legal mandates but also positively impact measurable student performance outcomes. These expenditures ensure that the Nursing Department continues to uphold its commitment to excellence, equity, and safety while aligning with institutional and accreditation standards.

Assessment results (could include: SAO/SLO)

Narrative:

The Nursing Department's budget requests are substantiated by our exceptional outcomes, including a 96% student retention rate and a 98% NCLEX pass rate, both of which highlight the program's effectiveness and strong student demand. These results demonstrate the critical need for ongoing investment in resources that support access, equity, and success.

Specific Assessment Results:

1. **Student Retention:** Our 96% retention rate reflects the program's ability to keep students engaged and supported throughout their academic journey. This success is a direct result of maintaining high-quality instructional resources, such as the Nursing Research Database (CINHAL), and providing up-to-date skills lab supplies for hands-on learning.
2. **NCLEX Pass Rates:** The program's 98% NCLEX pass rate underscores the effectiveness of our curriculum and resources in preparing students for licensure and career readiness. This exceptional outcome validates our use of accreditation-aligned instructional strategies and clinical training.

How the Request Supports Growth and Demand:

1. **Curriculum Development and Updates:** The requested funds allow for continuous updates to curriculum tools, such as the integration of new textbooks and clinical requirements, to meet changing industry standards. These updates ensure students are prepared for evolving healthcare demands and maintain the program's competitiveness.
2. **Access, Equity, and Success:** Resources like the SM Apply platform improve access for all students by streamlining the application process, particularly benefiting underrepresented groups. This aligns with our commitment to equity by reducing barriers and supporting diverse student populations.
3. **Increased Demand:** The high fill rate of over 95% demonstrates strong demand for the program. By ensuring sufficient resources for teaching and clinical training, we can maintain this demand and potentially expand enrollment in the future to address workforce needs.

Evidence of Impact on Student and Academic Success:

- **Skills Lab Supplies:** Annual investments of \$8,000 ensure students have access to essential equipment for mastering clinical competencies, directly impacting their preparedness and success.
- **Accreditation Compliance:** Supporting accreditation-related costs ensures the program remains in good standing, maintaining student eligibility for licensure and enhancing program credibility.
- **Student Research Tools:** CINHAL access supports academic success by providing critical resources for assignments and evidence-based practice, enhancing both learning outcomes and professional readiness.

Conclusion:

The requested resources address growing demand for the program by ensuring curriculum relevance and resource availability, directly contributing to student retention, equity, and success. These investments are critical to sustaining the program's exceptional outcomes and aligning with institutional priorities to support access and meet workforce needs.

Additional Resources

Funding Sources and Utilization for the Nursing Department

Over the last fiscal year, the Nursing Department has received funding from multiple sources to support operations, student success, faculty development, and instructional needs. Below is a detailed breakdown of the funding sources, purposes, and expenditures:

1. Fund 10: General College Allocation

- **Purpose:** To support non-instructional needs and memberships essential for program operations.
- **Allocation:** \$10,000
- **Expenditures:**
 - \$9,000 for memberships, including professional memberships and access to essential nursing research databases.
 - \$1,000 for non-instructional supplies, such as office supplies from Office Depot.

2. State Chancellor's Office Nursing Retention and Growth Grant

- **Purpose:** To enhance nursing program retention and growth, including funding for student success initiatives and faculty support.
- **Allocation:** \$207,733
- **Expenditures:**

- **Faculty Salaries and Benefits (80%):** \$165,945. This includes costs associated with the Student Success Plan, Student Success Coordinators, and tutoring services for students.
- **Memberships:** \$16,008 to maintain essential program subscriptions and professional resources.
- **Conference and Faculty Development:** \$3,511.17 to support faculty in staying current with industry standards and best practices.
- **Skills Lab Supplies:** \$22,259 to ensure students have access to up-to-date equipment and materials for hands-on learning.

3. Strong Workforce Program

- **Purpose:** To enhance career technical education and provide resources that improve student outcomes.
- **Allocation and Expenditures:**
 - Purchased manikins and computer programs for the Nursing Department to enhance simulation-based learning and clinical training.

Summary of Funding and Impact:

These funding sources have been critical in maintaining the program's high-quality standards, supporting student success, and aligning with industry requirements. Key investments include memberships that provide access to vital research and resources, faculty development to maintain instructional excellence, and skills lab supplies and manikins to ensure hands-on, practical training. The Nursing Retention and Growth Grant's focus on salaries, student success initiatives, and tutoring has directly supported retention (96%) and success rates (92%), furthering the program's mission to prepare highly competent nursing professionals.

Looking ahead, it will be essential to secure additional funding to offset the projected reductions in the State Chancellor's Office Nursing Retention and Growth Grant, which is scheduled to decrease by 15% annually. For the 2024-25 fiscal year, the grant amount has already decreased by over \$36,000. This reduction will significantly impact our ability to invest in new equipment and sustain vital student success coordination efforts that directly support our students' academic and professional achievements.

Previous use of funds

Impact of Funding on Student Success Based on EMP Goals

The funds received by the Nursing Department have directly supported student success, recruitment, and persistence, aligning with the goals of the Educational Master Plan (EMP). These funds have enabled the department to maintain and enhance essential services and resources, contributing to measurable outcomes that highlight the program's effectiveness.

1. Persistence:

- **Retention Rate:** The State Chancellor's Office Nursing Retention and Growth Grant directly funded faculty salaries, student success coordinators, and tutoring services. These initiatives have been instrumental in achieving a 96% retention rate, significantly above national averages for nursing programs.
- **Tutoring Impact:** Tutoring funded through the grant provided additional academic support, particularly in challenging areas such as clinical applications and nursing theory, helping students persist through the program.

2. Recruitment/Enrollment:

- **Application Process Improvements:** The use of SM Apply, funded through department allocations, streamlined the application process, reducing barriers for prospective students and increasing accessibility. This contributed to the program's fill rate exceeding 95%, demonstrating robust demand and efficient enrollment processes.
- **Diversity Representation:** Recruitment efforts supported by Strong Workforce and state grants have helped increase the proportion of Latinx students to 28.94% and male students to 25.77%, reflecting progress in diversifying the student body.

3. Student Success:

- **NCLEX Pass Rate:** Investments in memberships like CINHALL and skills lab supplies have enhanced access to evidence-based learning resources and hands-on training, directly supporting a 98% NCLEX pass rate.
- **Success Rate:** Faculty development funded through conference allocations has kept instructors updated on best practices, which has positively impacted the program's success rate of 92%.
- **Skills Lab Impact:** Strong Workforce-funded manikins and skills lab supplies have significantly improved students' clinical readiness, as evidenced by improved performance in clinical evaluations and practical exams.

Quantitative Metrics:

- **Retention Rate:** 96% of students persist through the program.
- **Success Rate:** 92% of students successfully complete the program.
- **NCLEX Pass Rate:** 98% of graduates pass the licensing exam on their first attempt.
- **Enrollment and Fill Rate:** Enrollment consistently meets or exceeds capacity with a fill rate of over 95%.
- **Diversity Metrics:** Latinx students represent 28.94% of the nursing program (compared to 19.4% campus-wide), and male students increased from 21.63% in 2020 to 25.77% in 2023.

Conclusion: The funds have had a direct and measurable impact on advancing the goals of the EMP by improving student persistence, fostering diversity in enrollment, and supporting exceptional student success rates. These outcomes reflect the program's commitment to equity, access, and excellence in nursing education.

Looking ahead, it will be essential to secure additional funding to offset the projected reductions in the State Chancellor's Office Nursing Retention and Growth Grant, which is scheduled to decrease by 15% annually. For the 2024-25 fiscal year, the grant amount has already decreased by over \$36,000. This reduction will significantly impact our ability to invest in new equipment and sustain vital student success coordination efforts that directly support our students' academic and professional achievements.

Manager/Vice-President Prioritization

Total Amount Requested 192683.00

Total Amount Requested by Manager 192683.00

Itemized List (should equal the total of the Total Amount Requested by the Manager):

Amount Requested

Ranking (1-4) 1 - highest priority 4 - least priority (scores cannot be the same)

Supplies

Supplies Ranking

Equipment

44.22

Equipment Ranking

Technology

5000.00

Technology Ranking

2

Other (Contract, Subscriptions, Memberships, etc.)

10600.00

Other Ranking

1

Attach Files

Attached File

CurriculumMinutes102824.docx (/Form/Module/_DownloadFile/5768/44162?fileId=554)

NAH Division Department Meeting Minutes 9_23.docx (/Form/Module/_DownloadFile/5768/44162?fileId=555)

Pocket Nurse FY2023.24 Supplies Purchased 11.27.24 (/Form/Module/_DownloadFile/5768/44162?fileId=556)

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