

**El Camino Community College**

**Program Review 2018**

**Health Sciences and Athletics Division**

**NURSING**



**DEAN:  
Dr. Rory Natividad**

**CONTRIBUTORS:  
John Flynn, Michelle Guta, Peggy Kidwell  
Mary Moon, Kathy Morgan**

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## SECTION 1

### Overview of the Program

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**A) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.**

The El Camino Nursing Program is approved by the California Board of Registered Nursing. The program affords students with quality educators, a state-of-the-art simulation and skills lab, smart classrooms, and the most current tools and resources for student learning. The simulation lab is in need of a new mannequin, new cameras and upgrades and repairs to the recording system, including advanced tablets and an upgrade, to enhance the debriefing experience for the student. Technology changes rapidly, and the mannequins, video recording system, as well as the debriefing equipment need replacement and upgrades. Further, the nursing program critically needs a dedicated computer lab for student success and retention as well as to remain competitive with other nursing schools.

While nursing instructors are highly skilled and knowledgeable in their area of specialty, the Nursing Department needs to hire at least three more full-time faculty. Currently, there is only one full-time obstetrics instructor, one full-time pediatrics instructor, one full-time mental health instructor, and one-third semester full-time instructor. The department will need more full-time and part-time instructors when we move to the new curriculum.

Grant funding has supported the purchase of high-fidelity mannequins that provide for real life clinical experiences through simulation. Student support services provide for counseling and tutoring as needed, and ensure that students have access to a skills lab to practice nursing competences.

Students who attend El Camino College's nursing program are eligible for the Health Resources and Services Administration (HRSA) scholarship. Those students who meet the eligibility criteria receive financial funding, which many students report is substantial. This has allowed students the flexibility of working fewer hours, thereby providing more study time. Students completing this program are very successful with the National Council Licensure Exam for Registered Nurses (NCLEX-RN), which is required to obtain a Registered Nurse license. The NCLEX pass rates for first-time test takers have been consistently above BRN requirements for the last five academic years, with scores ranging from 88.16% to 96.61%. From 2013-2017, IRP trended a minimum five-year success rate of 89.3% among students in the nursing program and an average student success rate of 93.2%.

The NCLEX pass rates have exceeded the National Council of State Boards of Nursing (NCSBN) national mean for all five academic years. In addition, the NCLEX pass rates have exceeded the El Camino Nursing BRN Systematic Program Evaluation benchmark of at least a 75% annual pass rate for first-time takers of NCLEX for the last two years.

**Five-Year Trend of Annual NCLEX Pass Rates for 1<sup>st</sup> Time Test-Takers  
per Academic Year 2012 – 2017**

<b>Academic Year 2012/2013</b>		<b>Academic Year 2013/2014</b>		<b>Academic Year 2014/2015</b>		<b>Academic Year 2015/2016</b>		<b>Academic Year 2016/2017</b>	
<b># Taken</b>	<b>% Pass</b>	<b># Taken</b>	<b>% Pass</b>	<b># Taken</b>	<b>% Pass</b>	<b># Taken</b>	<b>% Pass</b>	<b># Taken</b>	<b>% Pass</b>
59	96.61%	83	95.18%	71	88.73%	76	88.16%	51	92.16%
<b>NCSBN ADN Results for National Mean</b>									
<b>2013</b> 81.43%		<b>2014</b> 79.26%		<b>2015</b> 82.00%		<b>2016</b> 81.68%		<b>2017</b> 84.24%	

The nursing program is offered on two campuses. The main campus is the El Camino College Torrance campus and the secondary campus is the El Camino College Compton Center. Two separate nursing program reviews are being provided for the two campuses. This nursing program review will focus on the El Camino College Torrance campus.

Accreditation to take control of its own affairs will again be a reality at Compton College after 12 years. The Compton Community College District Board of Trustees approved Resolution No. 10-16-2018 at its Oct. 16, 2018 meeting terminating the partnership agreement between the Compton Community College District (CCCD), and the El Camino College District effective June 7, 2019, at 11:59 p.m.

The program is two academic years in length. Program length is congruent with the attainment of identified outcomes and consistent with the policies of the governing organization, state and national standards, and best practices. Students are admitted to the program twice a year. Admission to the generic Registered Nursing (RN) Program is determined by the use of a multi-criteria screening process, which was implemented in October 2010. This screening process complies with California Assembly Bill 1559 (Chapter 712, Statutes of 2007 Public Postsecondary Education: Degree Nursing Programs, Section 78261.5), which permits a Community College to rank applicants utilizing a point system based on academic performance, work or volunteer experience, foreign language skills, life experiences, and special circumstances such as being the first in their family to attend college. Students with the highest points who wish to enter the ECC nursing program are required to take and pass the Test of Essential Academic Skills (TEAS), an exam that has been a statistically significant predictor of early success in the nursing program. Students with an LVN license or transfer students from an accredited nursing program are also admitted to the nursing program using the same admission criteria as for the generic students. These students enter into the second semester of nursing school.

During the last five years, the program admitted 100 generic students and approximately 20-30 Upward Mobility students (LVN and transfer students) each academic year. The El Camino Associate Degree Nursing Program supports the mission of El Camino College. The program offers quality, comprehensive educational opportunities and services to its diverse community, specifically those individuals aspiring to obtain the knowledge, skills, and attitudes required of a Registered Nurse. The philosophy of the Nursing Program is congruent with the El Camino

College philosophy. Faculty and students contribute to department and college governance activities. The nursing education unit has numerous partnerships, which promote and support nursing education at El Camino College and the community at large. The El Camino College administration has supported the Nursing Program by providing resources to support and strengthen the program. Communities of interest provide input into program processes and decision-making.

Graduates were having difficulty obtaining employment because hospitals were decreasing the number of nurses they were hiring, and some were not replacing nurses who retired. In addition, some hospitals attained Magnet status and recruited only BSN or MSN prepared nurses. As economic times improve and the demand for nurses grows, the Nursing Department needs to respond to the increased demand for nurses. The ECC Nursing Program continues to take steps to introduce RN to BSN educational programs to nursing students. This includes the Nursing Forums; RN to BSN representatives attend the Nursing Forum, present information and answer the students' questions. Another opportunity for advancement is the current RN to BSN articulation agreement with California State University, Dominguez Hills that includes dual enrollment. This partnership meets the core elements of this type of agreement. One core element that needs further exploration is shared faculty. Also, additional partnerships with other advanced degree programs need to be explored.

The nursing program is administered by a Director that has both experiential and academic preparedness for the responsibilities of the position.

**Describe the degrees and/or certificates offered by the program.**

The Nursing Degree provides the student with the skills to utilize the nursing process and assess unique clients of any age in terms of their basic human needs and structural variables. Degree competence is assessed regularly by evaluating student-learning outcomes in the clinical setting as well as through course examinations. Students are also assessed on their ability to think critically. This skill is emphasized throughout the program. The nursing major prepares graduates to manage and provide skilled nursing care to individuals in a variety of health care settings as entry-level registered nurses. Upon successful completion of the nursing program, the graduate is eligible to take the NCLEX-RN. The Nursing Program at El Camino College provides three program options for students: Associate Degree in Nursing (ADN)/Generic, Upward Mobility with an ADN, and 30 Unit Non-Degree.

**The Generic Associate Degree in Nursing**

The generic nursing program is two academic years in length after completion of program prerequisites and is consistent with the requirements established by state and national standards. The College complies with the Carnegie Rule and Title V, Section 55002, which sets forth minimum criteria for hour of course instruction. The curriculum of the Nursing Program is also in compliance with Title 16 of the California Code of Regulations, Section 1426, and has been approved by the Board of Registered Nursing. All courses must be taken in sequential order.

**Program Prerequisites for the Associate Degree Nursing Program  
(All Students)**

1. Complete the following courses with a minimum 2.5 GPA:
  - a. Anatomy 30 or 32 and Physiology 31; or Anatomy and Physiology 34A and 34B

- b. Microbiology 33 (All science courses must have been completed within seven years prior to the date the application for the nursing program is submitted.)
  - c. English 1A (not included in the required basic science 2.5 minimum GPA)
  - d. Mathematics 73 or 80
2. Nursing 48 and Nursing 145 with a minimum grade of C

**Additional Prerequisites for Generic Students**

- 1. Cumulative GPA of 2.5 in all courses completed since high school.
- 2. Completion of the Test of Essential Academic Skills (TEAS) with a state recommended passing score. If a prospective student receives a score below the state recommended score, the student will be required to complete remediation and then retake the TEAS test.

## Generic Associate Degree Program: Nursing Courses, Hours and Units

Course Number and Title	Lecture Hours	Lab Hours	Weeks	Units
N 48 – Dosage Calculations	3.4	3.4	8	2
N 145 – Introduction to Nursing	3.0		12	2
<b>SEMESTER I</b>				
N 150A – Beginning Nursing Process and Fundamental Skills I	6.0	10.0	8	4
N 150B – Beginning Nursing Process and Fundamental Skills II	3.4	13.5	8	3.5
N 151 – Human Development and Health	4.5		8	2
N 152 – Introduction to Nursing Pharmacology	2.3		8	1
<b>SEMESTER II</b>				
N 153 – Intermediate Nursing Process I	4.5	16.9	8	4.5
N 154 – Intermediate Nursing Process and Mental Health	4.5	13.5	8	4
N 155 – Health Assessment	1.0	3.4	8	1
N 156 – Advanced Nursing Pharmacology	2.3		8	1
<b>SEMESTER III</b>				
N 250 – Intermediate Nursing Process and the Family	6.8	16.9	8	5.5
N 251 – Legal and Ethical Considerations in Nursing	2.3		8	1
N 253 – Intermediate Nursing Process II	4.5	16.9	8	4.5
<b>SEMESTER IV</b>				
N 254 – Advanced Nursing Process I	4.5	18.0	12	7
N 255 – Advanced Nursing Process II		135 To be arranged over 4 weeks	4	2.5

**Total Nursing Units: 45.5**

The Associate Degree in Nursing (ADN) curriculum has a total of 74.5 program units that consist of approved course content required for licensure by the California Board of Registered Nursing. The Nursing Program's curriculum design enables students to meet graduation requirements established by El Camino College.

### Program Units

BRN Content Requirement	Units
Nursing Courses	45.5
Communication	10.0
Science	13.0
Other Degree Requirements	6.0



Total Units	74.5
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Upon successful completion of the program requirements, graduates receive an Associate of Science Degree and are qualified to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

The Upward Mobility Track with an Associate Degree in Nursing, Individuals eligible for this program include Licensed Vocational or Practical Nurses, Licensed Psychiatric Technicians, and transfer students from accredited nursing programs. Upon successful completion of the program requirements, graduates of the Upward Mobility track receive an Associate Degree in Nursing and are qualified to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

### **Upward Mobility ADN Program Requirements: Course, Hours and Units**

Course Number and Title	Lecture Hours	Lab Hours	Weeks	Units
N 48 – Dosage Calculations	3.4	3.4	8	2
<b>SEMESTER II</b>				
N 149 – Advanced Placement	3.4	3.4	8	2
N 154 – Intermediate Nursing Process and Mental Health	4.5	13.5	8	4
N 155 – Health Assessment	1.0	3.4	8	1
N 156 – Advanced Nursing Pharmacology	2.3		8	1
<b>SEMESTER III</b>				
N 250 – Intermediate Nursing Process and the Family	6.8	16.9	8	5.5
N 251 – Legal and Ethical Considerations in Nursing	2.3		8	1
N 253 – Intermediate Nursing Process II	4.5	16.9	8	4.5
<b>SEMESTER IV</b>				
N 254 – Advanced Nursing Process I	4.5	18.0	12	7
N 255 – Advanced Nursing Process II		135 To be arranged over 4 weeks	4	2.5

### 30-Unit Non-Degree Track

As required by California state law, a 30-unit option program is available for qualified Licensed Vocational or Practical Nurses. The Licensed Vocational Nurse may establish eligibility to take the state licensing examination to become a Registered Nurse by completing a sequence of courses. The Associate of Science Degree in Nursing is not awarded and the nurse will be considered a non-graduate. There is an enrollment limitation and applicants are accepted as space is available.

#### 30 Unit Option Program Requirements: Course, Hours, and Units

Course Number and Title	Lecture Hours	Lab Hours	Weeks	Units
N 48 – Dosage Calculations	3.4	3.4	8	2
<b>SEMESTER II</b>				
N 149 – Advanced Placement	3.4	3.4	8	2
N 154 – Intermediate Nursing Process and Mental Health	4.5	13.5	8	4
<b>SEMESTER III</b>				
N 251 – Legal and Ethical Considerations in Nursing	2.3		8	1
N 253 – Intermediate Nursing Process II	4.5	16.9	8	4.5
<b>SEMESTER IV</b>				
N 254 – Advanced Nursing Process I	4.5	18.0	12	7
N 255 – Advanced Nursing Process II		135 To be arranged over 4 weeks	4	2.5

Upon successful completion of the 30 Unit Option Program requirements, students are qualified to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

#### B) Explain how the program fulfills the college's mission and aligns with the strategic initiatives.

The mission of El Camino College is to make a positive difference in people's lives by providing a comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

The El Camino Associate Degree Nursing Program supports the mission of El Camino College. The program offers quality, comprehensive educational opportunities and services to its diverse community, specifically those individuals aspiring to obtain the knowledge, skills, and attitudes required of a Registered Nurse. The philosophy of the Nursing Program is congruent with the El Camino College philosophy. Faculty and students contribute to department and college governance activities. The nursing education unit has numerous partnerships, which promote and support nursing education at El Camino College and the community at large. The El Camino College administration has supported the Nursing Program by providing resources to support and strengthen the program. Communities of interest provide input into program processes and decision-making. The nursing program is administered by a Director that has both experiential and academic preparedness for the responsibilities of the position.

The goals and objectives of the Nursing Department fulfill the mission of El Camino College and are aligned with El Camino College's strategic initiatives in the following ways:

## **STRATEGIC INITIATIVES**

### **1. Student Learning:**

Enhance teaching to support student learning using a variety of instructional methods and services. All classrooms in the MBA building are "smart classrooms." The nursing faculty makes full use of the technology for lectures and demonstrations. Faculty integrates use of power point, internet access, and DVDs, document cameras and other computerized technology to enhance student learning. Nursing faculty utilize the El Camino College (ECC) Class Team Sites and CANVAS for distribution of course materials and to enhance student learning. The ECC electronic gradebook is also a valuable resource used by faculty members.

The simulation lab consists of a four-room, state-of-art simulation lab with two debriefing rooms and separate control room. High-fidelity adult, pediatric, and birthing mannequins provide a variety of simulated patient experiences. Each of the four simulation rooms are equipped with cameras and audio recording equipment. This enables students, technician, and faculty who are not in the simulation lab to view live activities. Students not directly involved in the simulation are placed in an adjacent debriefing room and view the simulation through a live feed. Following each simulation, students debrief and discuss the scenarios.

The nursing skills lab is a simulated hospital unit and consists of a nursing station and two large patient rooms. Each room contains five modern hospital beds. The skills lab contains all of the equipment, supplies, and amenities found in a hospital setting. Wall mountings provide access to suction canisters and actual oxygen that can be adjusted as needed. Students are able to practice skills such as dressing changes, ostomy care, intravenous fluids, medication administration, intramuscular injections, as well as the more complex skills of tracheal suctioning and tracheostomy care. Full-time faculty utilize the skills lab for clinical practice. Part-time faculty coordinate, maintain the lab as well as assisting students with clinical skills and nursing care plan.

### **2. Student Success and Support:**

Strengthen quality educational and support services to promote student success, which serve to empower student, success, and self-advocacy.

The Nursing Department uses several strategies to enhance student learning and promote student success. These include early identification of students who are at risk of failing a nursing course. Any student who scores 76% or lower on an exam is automatically referred for assistance. Student Success Instructors work with individuals and small groups to assist students in identifying areas of deficiency. Emphasis is placed on time management skills, decreasing stress and anxiety, and improving study techniques.

The ECC Nursing Program also uses the Assessment Technologies Institute (ATI) assessment and proctored tests throughout the nursing program to supplement course-learning materials. Students are encouraged to monitor their level of knowledge by taking practice tests covering content they have learned. Students who score below the national

average are provided with remediation. An ATI NCLEX practice test is given to students during their last semester of the nursing program to help identify areas of deficiency prior to students taking the NCLEX RN exam. Remediation is provided to all students who are unsuccessful with this exam.

Nursing faculty utilize various campus support services available to students and refer students as needed. These services include the Student Health Center, which offers physical exams, blood work, vaccinations, and psychological support; counseling, which provides academic guidance and transfer preparation; the Special Resource Center; the Library and Learning Resource Center; the Financial Aid department; the Scholarship office, and the Veterans Services department.

**3. Collaboration:**

Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.

The Nursing Department works collaboratively with the hospital affiliates to ensure that the students are able to meet their learning objectives and are exposed to positive learning environments. The nursing faculty and the program director attend meetings with communities of interest. These meetings foster a sense of community as various groups are organized with a focus on patients and students. Collegial consultation occurs as health needs are address and action plans are developed and implemented.

**4. Community Responsiveness:**

The Nursing Department has developed and enhanced partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community. The Department works closely schools of nursing to provide internship opportunities for graduate level nursing students/The Nursing Department encourages students to continue their nursing education after graduation through RN to BSN programs. The All Nursing Student and Faculty Forum is held biannually with one of the main focuses on career opportunities and obtaining a BSN degree. During the Fall Forum event several RN to BSN programs are invited to share information about transitioning to their BSN Nursing Programs. The RN to BSN roadmap with CSUDH was provides a dual-enrolled transition into the BSN program.

The Nursing Director and nursing faculty actively participate in various hospital advisory boards which serve to enhance partnerships between health care agencies, other nursing programs, colleges, and the community. The Nursing Department works with the organizations listed below to promote collaboration, to share ideas, improve the nursing program, and advocate for ECC Nursing Students.

**Affiliate and Advisory Organizations**

**Company**

**Contact Person**

Providence Little Company of Mary Medical Center Advisory Committee	Sue Revero
Kaiser, South Bay Advisory Committee	Sharon N. Wilson
Southern California Simulation Collaborative	John Edwards
CINHC (California Institute for Nursing	Elissa Brown

& Health Care) California Nursing Workforce	
LA Regional Nursing Advisory Committee (through HWI- Health Workforce Initiative)	Shari Herzfed
COADN South (California Organization of Associate Degree Nursing Program Directors)	Sandra Melton
Harbor UCLA Medical Center	Beth Rohrbach
NCSBN (National Council of State Boards of Nursing) NCLEX Conference	Julia George

**5. Institutional Effectiveness:**

Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.

The Nursing Department is committed to evaluating the effectiveness and quality of the program through assessment SLOs, PLOs, and completion of a 4 year Program Review. Students complete course surveys, faculty surveys, and clinical surveys every semester. This information provides feedback regarding the clinical facilities utilized, skills lab and resources available, course content, and instructor evaluations. In addition, surveys collect data regarding graduates perception of the effectiveness of the program, employment trends of ECC students, and employer satisfaction with ECC graduates. This information is used to make course and program changes.

The planning and allocation of resources is done through Plan Builder. Evaluations and faculty input assists in identifying program needs. All faculty members are provided with an opportunity to review the plans, give additional input, and recommend changes.

**6. Modernization:**

Support facility and technology improvements to meet the needs of students, employees, and the community. Campus technology resources are utilized to enhance student learning and success such as Smart Classroom, Team Sites and ETUDES/CANVAS, in addition to student support services including campus computer labs and library orientations to nursing databases and online resources. The MBA building has several facility and technology upgrades that are utilized by students and employees. All classrooms are ‘smart-classrooms’, which are equipped with an overhead projector, a document camera, laptop access, computer access, internet access, as well as DVD and CD players. The department has a state-of-the-art simulation lab equipped with cameras, monitors, computers, LCD screens, and other features. The adult and pediatric mannequins are high-fidelity mannequins that have advanced features such as lung and heart sounds, and a pulse and are updated on a regular basis to provide students with the most current resources available for training and learning purposes. Students are exposed to the same technological advancements that are readily available in most clinical facilities.

**C) Discuss the status of recommendations from your previous program review.**

1. Limited evidence to support the assertion that communities of interest had input into program processes and decision-making.

**Status:** Ongoing. Faculty and/or the Program Director host a minimum of two Advisory Committee meetings per semester and actively participate in the Los Angeles County Advisory Committee meetings.

2. Library resources for nursing that are updated on a regular basis in order to maintain the five-year recency requirement.

**Status:** Ongoing. The Learning Resource Committee for nursing works with the library to ensure that the nursing resources are current.

## SECTION 2

### Analysis of Research Data

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#### A) Head count of students in the program

The head count of students enrolled in core nursing courses per academic year is illustrated in Figure 1. The data presented demonstrates a declining head count with each new academic year. The decline is believed to coincide with the completion of three nursing cohorts. These cohorts were grant funded and allowed the program to admit larger groups of students. When the funding ended, the additional cohorts were no longer admitted to the program. The enrollment numbers were decreased proportionately, which reflects this change.

		2013	2014	2015	2016	2017
<b>Term Headcount</b>		561	555	454	429	
<b>Gender</b>	F	83%	86.3%	93.7%	87.2%	
	M	15%	22.1%	25.8%	20.3%	

Figure 1. Term Headcount

An analysis of student headcounts would not be complete without reviewing gender demographics as it pertains to the nursing profession. Males continue to represent a small percentage of the nursing workforce. According to the U.S. Department of Health and Human Services, only 9.1% of Registered Nurses in the United States are male (*The U.S. Nursing Workforce: Trends in Supply and Education*, October 2013, and retrieved from: [http://bhpr.hrsa.gov/healthworkforce/supplydemand/nursing/nursingworkforce/nursingworkforce\\_fullreport.pdf](http://bhpr.hrsa.gov/healthworkforce/supplydemand/nursing/nursingworkforce/nursingworkforce_fullreport.pdf)).

The American Association of Colleges of Nursing (AACN) reported in 2017 that males made up approximately 12% of students enrolled in Baccalaureate and Graduate Schools of Nursing (retrieved from: <http://www.aacn.nche.edu/government-affairs/Student-Diversity-FS.pdf>). A demographic gender trend provided by the IRP (Figure 1) for students enrolled in prerequisite nursing courses, with or without a declared nursing major, along with students enrolled in core nursing courses, demonstrates a low, but relatively stable percentage of male students enrolled in the nursing program at ECC. This can be viewed in a positive light and suggests there is greater gender diversity in the ECC nursing program compared to data trends provided by AACN.

#### B) Course grade distribution

The grading criteria within the Nursing Department differs from college criteria in that a grade of 75% is the required minimum passing score for any nursing course. This grading standard was implemented in the spring of 1990, based on a retrospective longitudinal study conducted by Dr. Katherine Townsend, Ed.D., a former Director of Nursing at El Camino College. In her study, it was identified that nursing students who obtained a theory grade of 75% in all nursing courses were more likely to pass the NCLEX-RN compared to those students whose nursing course grades were below 75%.

The tables displayed in Figures 2 - 5, visually highlight grade distribution data specific to courses within the nursing program. The IRP has reported that from 2013 to 2016, the five year success average for nursing students was 93.2% (2017 is not included). Factors contributing to that success rate can be traced back to the requirements for graduating with an Associate in Science Degree in Nursing from ECC. Nursing courses are rigorous and sequential with high-stakes testing. As previously mentioned, nursing students must pass required nursing courses with a minimum score of 75%. The inability of a student to successfully meet the requirements for a required nursing course results in delayed progression through the program. A failed course must be repeated with re-entry back into that course based upon space availability, which usually occurs the following semester. Failure to meet course requirements in two nursing classes will result in the student failing out of the nursing program. Students who complete the ADN program and the Upward Mobility ADN program will graduate with an associate degree. The associate degree allows students to continue to obtain a BSN, and thereafter, MSN, and a doctoral degree. BSN prepared nursing graduates are currently in high demand and sought by clinical facilities. The associate degree provides ECC students with the foundation for obtaining a BSN degree.

Community colleges are being encouraged by the Board of Registered Nursing to decrease or limit the total number of units by nursing programs. The nursing department has proposed decreasing the total number of units from 50.5 units to 45 units. These changes will ensure students are prepared for today's nursing challenges and will make sure they can compete in the job market. In addition, the course revisions will assist in the articulation process for those who wish to transfer to a university for a bachelor's degree in nursing at a CSU or UC.

The *ECC Course Grade Distribution* tables (Figures 2, 3, 4, and 5) contain data provided by the IRP (<http://www.elcamino.edu/administration/ir/acadperformance.asp>).



## Grade Distribution by Course Fall 2013 - Spring 2014

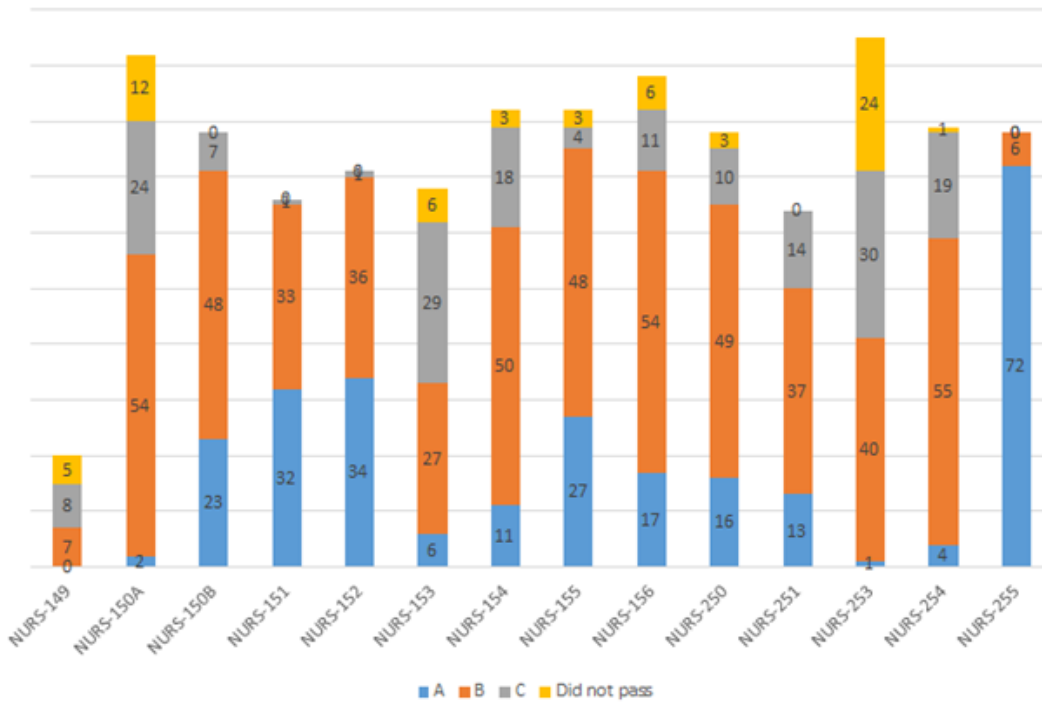


Figure 2. Grade Distribution by Course (Fall 2013 – Spring 2014)

## Grade Distribution by Course Fall 2014 - Spring 2015

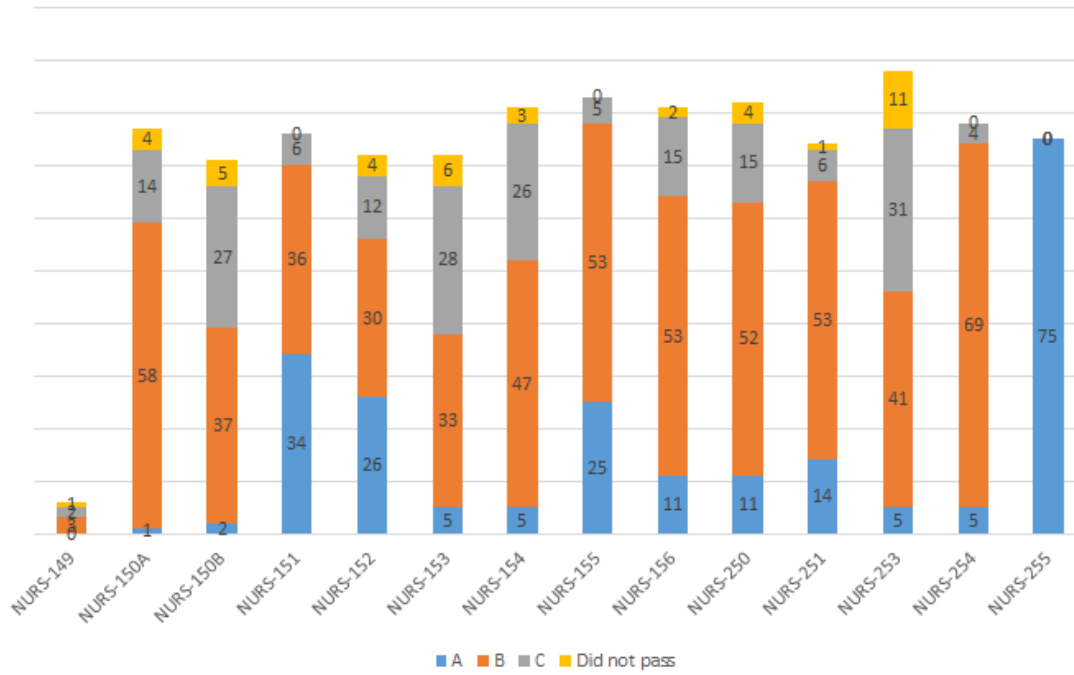


Figure 3. Grade Distribution by Course (Fall 2014 – Spring 2015)

## Grade Distribution by Course Fall 2015 - Spring 2016

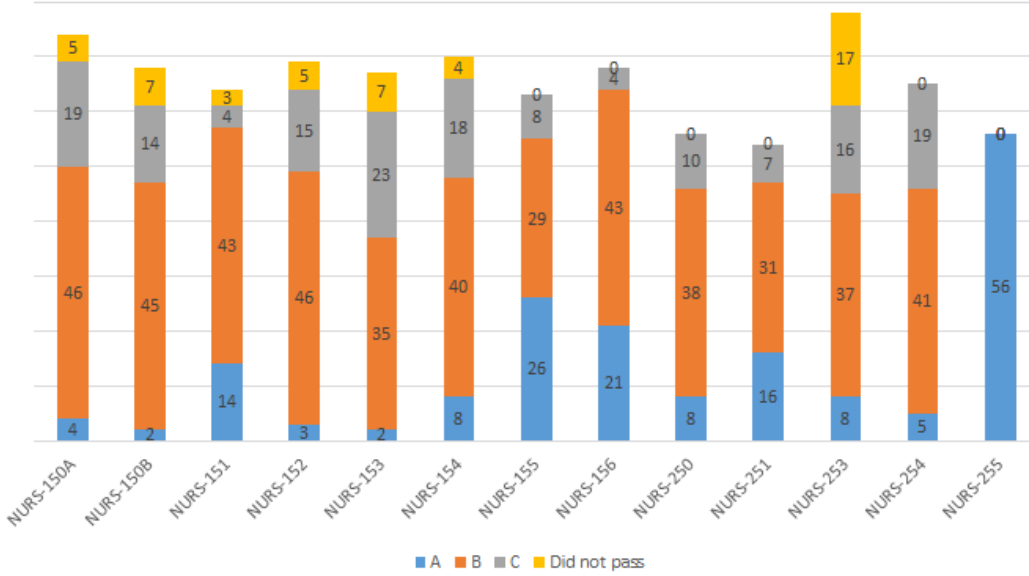


Figure 4. Grade Distribution by Course (Fall 2015 – Spring 2016)

## Grade Distribution by Course Fall 2016 - Spring 2017

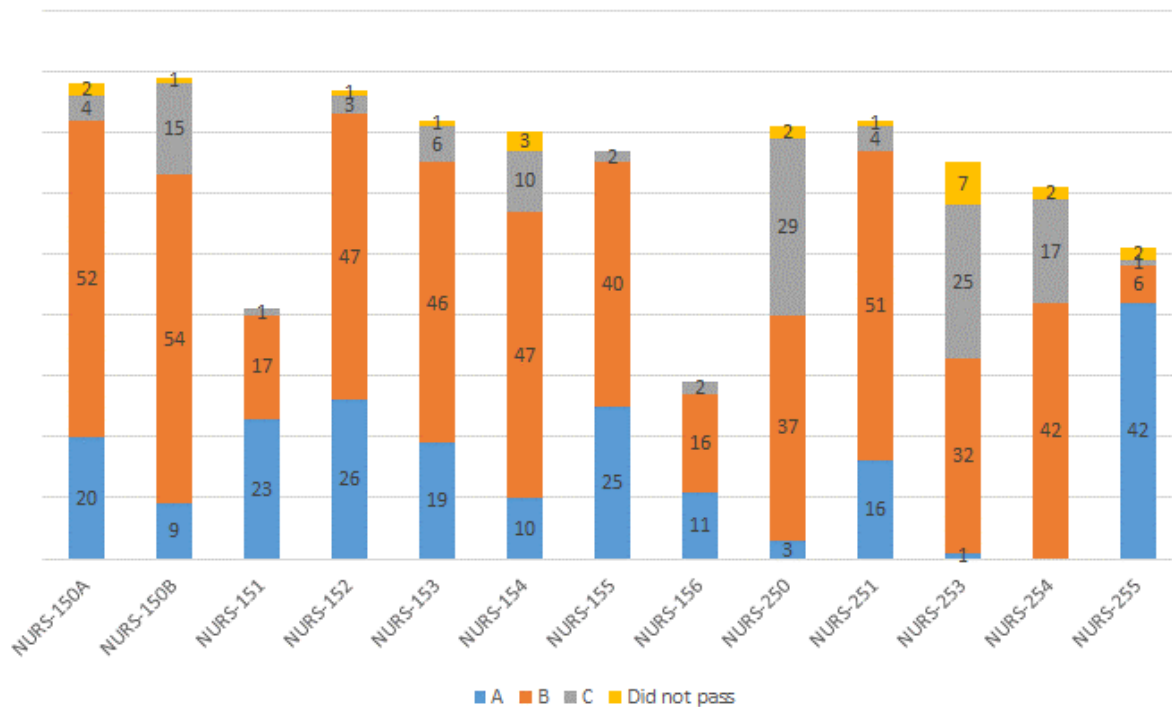


Figure 5. Grade Distribution by Course (Fall 2016 – Spring 2017)

Grade distribution scores within the nursing program demonstrate that students are motivated to succeed and have been academically well prepared in pre-requisite classes. Historically, there have been two classes that consistently award the highest number of “A” grades: NURS-48 Dosage Calculations and NURS-145 Introduction and Preparation for Nursing. These are the final pre-requisite classes for students to complete prior to applying to the nursing program and factor into the academic points that can be earned by students based on the multi-criteria screening admissions process.

There are three courses that have consistently had the lowest success rates in the nursing program: NURS-149 Preparation for Advanced Placement in Nursing, NURS-250 Intermediate Nursing Process and the Family, and NURS-253 Intermediate Nursing Process II. NURS-149 is comprised of mostly Licensed Vocational Nurses (LVNs) and occasionally a student transferring from another accredited college into the ECC nursing program.

Nursing faculty have noted that LVNs who have not worked in an acute care facility often have difficulty remediating and then demonstrating required clinical competencies during the lab portion of the class. Some LVN students struggle with integrating critical thinking processes and conceptual nursing principles presented during the theory portion of the class. Although the Supervised Skills Lab and Student Success hours are available for use, LVN students often work 24 plus hours per week, which can affect their access to the nursing program’s student success and retention strategies. NURS-250 and NURS-253 are both third semester nursing

classes; each class of eight weeks duration is interchanged during the semester. Strong emphasis is placed on the progressive clinical application of theory as well as the integration of previously learned knowledge in order for nursing students to mature in their professional development and RN role responsibilities. If students have barely met the minimum requirements from multiple previous courses, work greater than 24 hours per week, and/or have grave personal troubles during their third semester, these factors can impact a third semester student's ability to focus on their studies and successfully meet third semester course requirements. These same factors can also affect their ability to avail themselves of Supervised Skills Lab and Student Success hours.

**C) Success rates (Discuss your program's rates, demographic success characteristics and set a success standard for your program.)**

Data provided by the IRP (<http://www.elcamino.edu/administration/ir/acadperformance.asp>) from 2013 – 2017, demonstrates that the Nursing Program's success rates are consistently higher than that of the College's success rates. As previously mentioned, students within the ECC nursing program are motivated to succeed and are academically well prepared in their pre-requisite classes: a tribute to the students attending ECC and the ECC faculty that prepare them to enter the Nursing Program. From 2013-2017, IRP trended a minimum five-year success rate of 89.3% among students in the nursing program and an average student success rate of 93.2%. The nursing program strive to maintain a minimum success rate of 75%, which it has achieved since the fall term of 2009. The program prerequisites have been changed to reflect the new course requirements. Medical Terminology has been added because it will provide students with a foundation in terminology found in their textbooks and in the field. Psychology 16, Lifespan Development, has been added because of BRN requirements and because Nursing 151, which had previously covered this information, has been deleted from the program. The number of units will increase from one to three for Nursing 155 (146) in order to meet the health assessment credit requirements when students transfer to advanced nursing degree programs. Figure 6 provides an overview of the Nursing Program's success rates in comparison to the College's success rates.

**ECC Grade Distribution: Fall 2014**

<i>Grades</i>										Total Grades	Department Success Rate	Department Retention Rate
A	B	C	P	D	F	I	NP	W				
NURSTotal	131	296	90	-	10	6	1	1	20	555	93.3%	96.4%
% Of Dep. Total	23.6%	53.3%	16.2%	-	1.8%	1.1%	0.2%	0.2%	3.6%			
College Totals	17,643	13,640	9,176	-	2,812	5,266	3,926	1,527	11,668	65,658	College Success Rate 63.5%	College Retention Rate 80.0%
% Of College Total	26.9%	20.8%	13.9%	-	4.3%	8.0%	6.0%	2.3%	17.8%			

**ECC Grade Distribution: Spring 2015**

<i>Grades</i>										Total Grades	Department Success Rate	Department Retention Rate
A	B	C	P	D	F	I	NP	W				
NURSTotal	88	269	101	-	24	1	-	-	9	492	93.1%	98.2%
% Of Dep. Total	17.8%	54.6%	20.5%	-	4.9%	0.2%	-	-	1.8%			

<b>College Totals</b>	16,976	12,668	8,906	-	2,568	4,427	2,623	1,092	11,371	60,631	<b>College Success Rate</b>	<b>College Retention Rate</b>
<b>% Of College Total</b>	27.9%	20.8%	14.6%	-	4.2%	7.3%	4.3%	1.8%	18.8%		65.5%	80.0%

### ECC Grade Distribution: Fall 2015

<i>Grades</i>	A	B	C	P	D	F	I	NP	W	Total Grades		
<b>NURSTotal</b>	119	258	51	-	18	5	-	-	3	454	<b>Department Success Rate</b>	<b>Department Retention Rate</b>
<b>% Of Dep. Total</b>	26.2%	56.8%	11.2%	-	4.0%	1.1%	-	-	0.7%		94.3%	99.3%
<b>College Totals</b>	17,477	13,404	9,058	-	2,903	5,052	3,506	1,498	10,990	63,888	<b>College Success Rate</b>	<b>College Retention Rate</b>
<b>% Of College Total</b>	27.4%	21.0%	14.2%	-	4.5%	7.9%	5.5%	2.3%	17.2%		65.0%	80.0%

### ECC Grade Distribution: Spring 2016

<i>Grades</i>	A	B	C	P	D	F	I	NP	W	Total Grades		
<b>NURSTotal</b>	54	216	106	-	23	2	-	-	11	412	<b>Department Success Rate</b>	<b>Department Retention Rate</b>
<b>% Of Dep. Total</b>	13.1%	52.4%	25.7%	-	5.6%	0.5%	-	-	2.7%		91.3%	97.3%
<b>College Totals</b>	17,311	12,855	8,506	-	2,652	4,077	2,510	1,005	10,336	59,252	<b>College Success Rate</b>	<b>College Retention Rate</b>
<b>% Of College Total</b>	29.2%	21.7%	14.4%	-	4.5%	6.9%	4.2%	1.7%	17.4%		67.5%	81.0%

### ECC Grade Distribution: Fall 2016

<i>Grades</i>	A	B	C	P	D	F	I	NP	W	Total Grades		
<b>NURSTotal</b>	109	242	60	-	10	3	-	-	5	429	<b>Department Success Rate</b>	<b>Department Retention Rate</b>
<b>% Of Dep. Total</b>	25.4%	56.4%	13.9%	-	2.3%	0.7%	-	-	1.2%		95.8%	98.8%
<b>College Totals</b>	18,177	13,180	8,831	-	2,652	5,089	3,797	1,457	10,780	63,963	<b>College Success Rate</b>	<b>College Retention Rate</b>
<b>% Of College Total</b>	28.4%	20.6%	13.8%	-	4.1%	8.0%	5.9%	2.3%	16.9%		66.0%	81.5%

### ECC Grade Distribution: Spring 2017

<i>Grades</i>	A	B	C	P	D	F	I	NP	W	Total Grades		
<b>NURSTotal</b>	96	245	59	-	9	-	-	-	2	411	<b>Department Success Rate</b>	<b>Department Retention Rate</b>
<b>% Of Dep. Total</b>	23.4%	59.6%	14.4%	-	2.2%	-	-	-	0.5%		97.3%	99.5%
<b>College Totals</b>	17,603	12,496	8,184	-	2,454	4,406	2,376	907	10,242	58,668	<b>College Success Rate</b>	<b>College Retention Rate</b>
<b>% Of College Total</b>	30.0%	21%	14%	-	4.2%	7.5%	4.0%	1.5%	17.5%		68.5%	82.0%

## ECC Grade Distribution: Fall 2017

<i>Grades</i>	A	B	C	P	D	F	I	NP	W	Total Grades		
<b>NURSTotal</b>	183	322	69	-	17	14	0	1	39	645	<b>Department Success Rate</b> 89%	<b>Department Retention Rate</b> 94%
<b>% Of Dep. Total</b>	28.3%	49.9%	10.7%	-	2.6%	2.2	-	0	6%			
<b>College Totals</b>	16931	11969	7979	-	2367	4,228	3319	1310	9474	57,577	<b>College Success Rate</b> 70%	<b>College Retention Rate</b> 84.0%
<b>% Of College Total</b>	29.4%	21%	13.9%	-	4.1%	7.3%	58%	2.3%	1.6%			

## ECC Grade Distribution: Spring 2018

<i>Grades</i>	A	B	C	P	D	F	I	NP	W	Total Grades		
<b>NURSTotal</b>	165	308	94	-	18	6	0	6	25	622	<b>Department Success Rate</b> 91%	<b>Department Retention Rate</b> 96%
<b>% Of Dep. Total</b>	26.5%	49.5%	15.1%	-	2.9%	1	-	1%	4%			
<b>College Totals</b>											<b>College Success Rate</b> Not available	<b>College Retention Rate</b> Not available
<b>% Of College Total</b>												
<b>Not available</b>												

Figure 6. ECC Grade Distribution Spring 2018

### D) Retention rates (if applicable, include retention based on placement method)

ECC utilizes the Chancellor's Office methodology to determine retention rates (percentages) among students in a given course. Retention rates are defined as the number of students who remain enrolled in a course until the course ends, compared to all the students enrolled on the census date, the date which the College uses to record student enrollment (retrieved from: <http://www.elcamino.edu/administration/ir/docs/acadperformance/Report%20Definitions%20ECC%20Division.pdf>). As with the student success rates, student retention rates from 2014 – 2018 exceed College retention rates. Department retention rates have been 94% to 99.5%. The nursing program will continue efforts to maintain a minimum retention rate of 94%.

### E) A comparison of success and retention rates in face-to-face classes with distance education classes

The nursing department completed an articulation agreement with California State University, Dominguez Hills. The online program is designed for students completing their ADN degree. It allows students to “get ahead” by completing BSN courses, through the College of Extended Education, during the ADN program's summer months off. The ECC Nursing Program does not provide or participate in any distance education classes at this time. Faculty is discussing future distance education (DE) or hybrid course.

**F) Enrollment statistics with section and seat counts and fill rates**

The Annual Program Participation table for the Nursing Department, as presented in Figure 7, was provided by the IRP. This table is an aggregate of students enrolled in the nursing program, students enrolled in prerequisite nursing courses with declared nursing majors, and students enrolled in prerequisite nursing courses whose health science career path destination may not be the ECC nursing program. Annual enrollment rates actually correspond to the total number of class seats occupied by students in all nursing and prerequisite nursing courses (located at the top of the bar graph) and the number of course sections available for enrollment (located at the bottom of the bar graph). This table also incorporates students concurrently enrolled in multiple nursing or prerequisite nursing courses, which contribute to the overall total number of class seats occupied during an academic year.

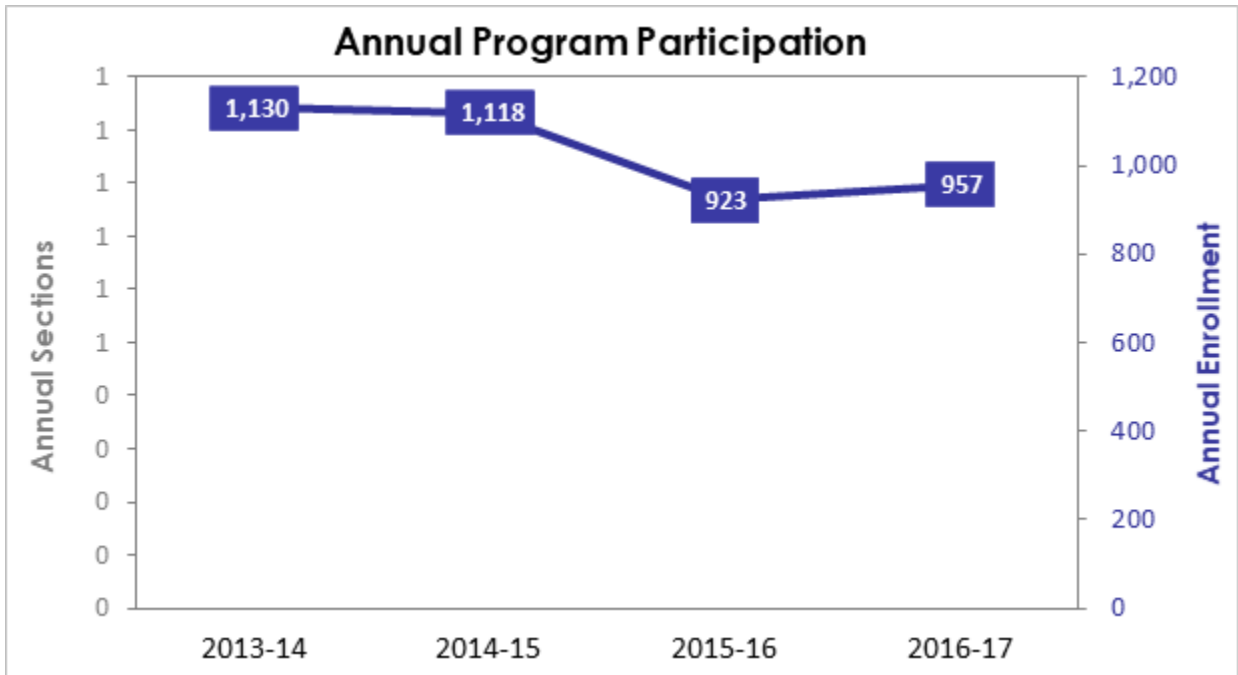


Figure 7. Annual Program Distribution (2013-2017)

Placing the Annual Program Participation table in perspective, Figure 8 provides an actual head count of students enrolled in core nursing and gateway nursing courses per academic year. The average number of classes per student was a little over two courses per academic year. Data collected by the IRP from 2013 to 2016 demonstrate that student head counts in the nursing program decreased by 23.5%, class seats by 25%, and course sections by 24%. One possible explanation that may provide insight into these data trends is the historical context during which the data was collected from 2013-2016.

Academic Year	2013-2014	2014-2015	2015-2016	2016-2017
Head count	561	555	454	429
Enrollments/Students	2.1	2.20	2.33	2.46

Figure 8. Student Enrollment Head Count (2013-2017)



The aggregation of students enrolled in prerequisite nursing courses in Figure 9 (with or without a declared nursing major), along with students enrolled in core nursing courses, creates a broad brushstroke of students associated with the nursing program but not in nursing school.

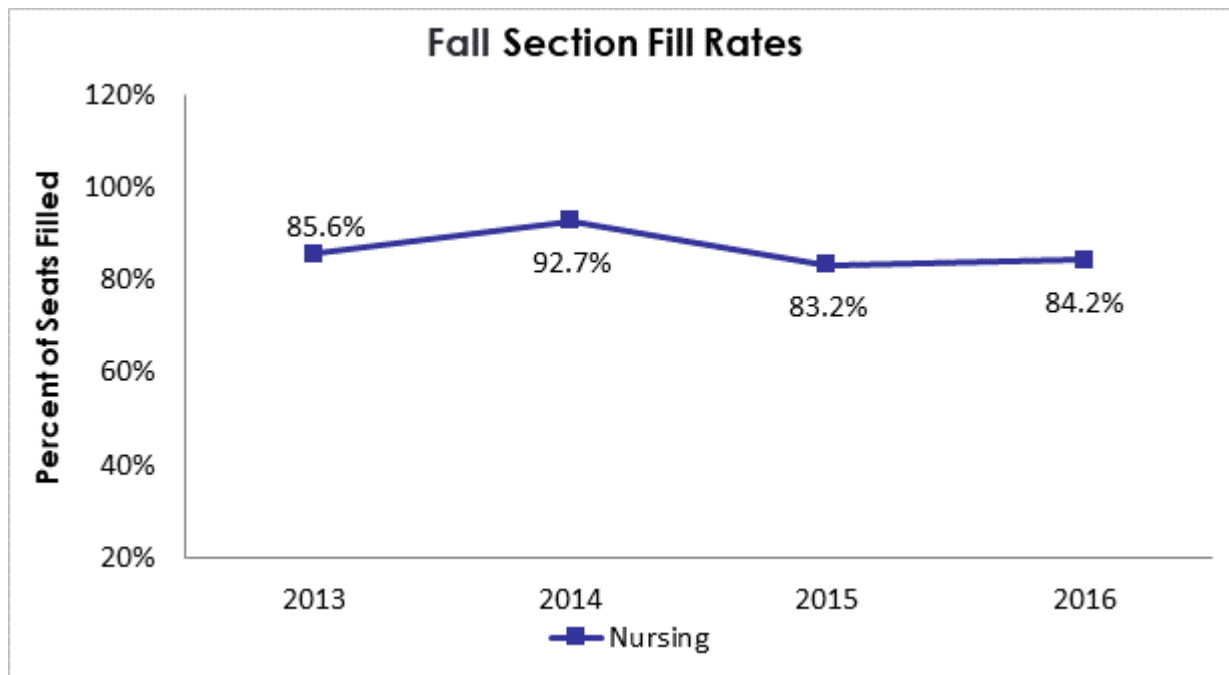


Figure 9. Fall Section Fill Rates

**G) Scheduling of courses (day vs. night, days offered, and sequence)**

ECC offers affordable courses during non-traditional college hours, such as evenings and week- ends, to provide adults with the opportunity to attend college while still maintaining family and job responsibilities. However, student enrollments have essentially shown a steady decline among evening and weekend courses. Perhaps this could be attributed to the economy, as these particular hours have now become a means to supplement or maintain decreasing household budgets. Enrollment during daytime classes has steadily increased and this could be due in part to overall national trends of increasing nursing enrollments. The nursing profession is perceived as stable, professional employment that pays sustainable living wages.

Enrollment by Time of Day				
Fall Term	2013	2014	2015	2016
Day	91.0%	69.7%	68.7%	67.5%
Night	0.0%	23.9%	24.0%	26.8%
Weekend/Unknown	9.0%	6.5%	7.6%	5.7%

Figure 10. Enrollment by Time of Day (2013-2016)

## Demographic and Enrollment

# Characteristics

## Nursing

### Fall

		Fall Term				ECC Student Population	District Boundary Population
		2013	2014	2015	2016	Fall 2016	2010 Census
<b>Term Headcount</b>		206	190	159	148	24,000	556,400
<b>Gender</b>	F	83.0%	86.3%	93.7%	87.2%	51.6%	51.0%
	M	15.0%	22.1%	25.8%	20.3%	48.4%	49.0%
<b>Ethnicity</b>	African-American	9.2%	10.0%	7.5%	8.1%	14.6%	15.1%
	Amer. Ind. or Alaska. Native	1.0%	0.5%	0.0%	0.0%	0.2%	0.2%
	Asian	42.7%	42.1%	47.2%	36.5%	14.8%	13.6%
	Latino	19.4%	24.7%	37.7%	37.8%	51.5%	34.5%
	Pacific Islander	0.5%	0.0%	0.6%	0.7%	0.6%	0.5%
	White	20.9%	23.2%	21.4%	18.2%	13.3%	32.8%
	Two or More	2.4%	4.2%	3.1%	4.1%	4.6%	2.9%
	Unknown or Decline	1.9%	3.7%	1.9%	2.0%	0.5%	0.4%
<b>Age/ Age Group</b>	<17	0.0%	0.0%	0.0%	0.0%	1.7%	24.2%
	17	0.0%	0.0%	0.0%	0.0%	2.2%	
	18	0.0%	0.0%	1.3%	0.0%	12.5%	2.5%
	19	0.5%	0.5%	0.6%	0.7%	14.8%	
	20	1.0%	1.6%	3.8%	2.0%	12.4%	1.2%
	21	6.3%	5.3%	8.8%	7.4%	9.8%	1.2%
	22	5.3%	11.1%	10.7%	12.2%	7.5%	3.9%
	23	4.4%	7.9%	10.1%	10.1%	5.9%	
	24	7.3%	5.3%	11.9%	6.8%	4.4%	
	25-29	30.1%	31.6%	31.4%	29.1%	13.2%	7.4%
	30-39	30.6%	32.6%	30.2%	29.1%	8.7%	14.9%
	40-49	11.2%	10.0%	8.2%	8.1%	3.5%	15.9%
	50-64	1.5%	2.6%	2.5%	2.0%	2.8%	18.1%
65+	0.0%	0.0%	0.0%	0.0%	0.6%	10.6%	

Figure 11. Demographic and Enrollment Characteristics-Nursing Fall 2013-2016

The sequence of nursing program requirements are as follows: (retrieved from <https://www.elcamino.edu/academics/healthsciences/nursing/curriculum.asp>).

## **PROGRAM REQUIREMENTS**

**Nursing 48 - Calculating Drugs and Solutions** (8 weeks) Hours: 3.4 hours Lecture; 3.4 hours Lab - 2 Units

**Nursing 145 - Introduction to Nursing** (12 weeks) Hours: 3.0 hours Lecture - 2 Units

**Total units for Program Requirements = 4.0**

### **SEMESTER I**

**Nursing 150A - Beginning Nursing Process & Skills I** (8 weeks) Hours: 6 hours Lecture; 10 hours Lab - 4 Units

**Nursing 150B - Beginning Nursing Process & Skills II** (8 weeks) Hours: 3.4 hours Lecture; 13.5 hours Lab – 3.5 Units

**Nursing 151 - Human Development and Health** (8 weeks) Hours: 4.5 hours Lecture - 2 Units

**Nursing 152 - Introduction to Nursing Pharmacology** (8 weeks) Hours: 2.3 hours Lecture - 1 Unit

**Sociology 101 - Introduction to Sociology** (8 weeks)\*

Hours: 3 hours Lecture - 3 Units

**Total units for first Semester = 14.0**

### **SEMESTER II**

**Nursing 153 - Intermediate Nursing Process I** (8 weeks) Hours: 4.5 hours Lecture; 16.9 hours Lab - 4.5 Units

**Nursing 154 - Intermediate Nursing Process and Mental Health** (8 weeks) Hours: 4.5 hours Lecture; 13.5 hours Lab - 4 Units

**Nursing 155 - Health Assessment** (8 weeks) Hours: 1 hour Lecture; 3.4 hours Lab - 1 Unit

**Nursing 156 - Advanced Nursing Pharmacology** (8 weeks) Hours: 2.3 hours Lecture; 1 Unit

**Psychology 5\***

Hours: 3.4 hours Lecture - 3 Units

**Total units for Second Semester = 13.5**

### **SEMESTER III**

**Nursing 250 - Intermediate Nursing Process and the Family** (8 weeks) Hours: 6.8 hours Lecture; 16.9 hours Lab - 5.5 Units

**Nursing 251 - Legal and Ethical Considerations in Nursing** (8 weeks) Hours: 2.3 hours Lecture - 1 Unit

**Nursing 253 - Intermediate Nursing Process II** (8 weeks) Hours: 4.5 hours Lecture; 16.9 hours Lab - 4.5 Units

Select one of the following General Education Requirements: English 1B\*

Hours: 3.4 hours Lecture - 3 Units

Communication & Analytical Thinking\* Hours: 3.4 hours Lecture - 3 Units

**Total Units Third Semester = 14**

### **SEMESTER IV**

**Nursing 254 - Advanced Nursing Process I** (12 weeks) Hours: 4.5 hours Lecture; 18 hours Lab - 7 Units

**Nursing 255 - Advanced Nursing Process II** (4 weeks) Hours: 33.8 hours Lab - 2.5 Units

Select one of the following General Education Requirements:

English 1B\*

Hours: 3.4 hours Lecture - 3 Units

Communication & Analytical Thinking\* Hours: 3.4 hours Lecture - 3 Units

**Total Units Fourth Semester = 12.5**

\* These subjects may be taken prior to admission to the nursing department.

**H) Improvement Rates (Course success by placement method, if applicable)**

The Nursing Department is currently retrieving and collecting data spanning a five year period (from 2013-2017) in order to identify student retention rates based on definitions set forth by the California Board of Registered Nursing (BRN). Student retention rates are defined by the BRN as students completing the program within four semesters or who are on schedule to complete the program within four semesters. Based on the current 2014-2015 BRN Annual School Report, student retention rates among Associate Degree of Nursing (ADN) Programs in California ranged from 82.6% -88.1% from 2013 to 2015.

A preliminary data analysis of the nursing program at El Camino College indicates student retention rates have increased dramatically since fall 2012 and are now 90% or above. The department will continue to examine factors that might be contributing to these preliminary findings and then implement retention strategies to promote a higher degree of student success.

**I) Additional data compiled by faculty.**

Nursing faculty have compiled data to measure Student Learning Outcomes (SLOs) for assigned courses and placing the assessment findings in TrackDat. During course evaluations, the department has included student evaluations for all SLOs to improve teaching strategies and learning outcomes. Program Learning Objectives are measured on an annual basis. Student success data continues to be compiled on academic and/or clinical at-risk students so students will continue to benefit from newly developed retention strategy.

**J) List any related recommendations.**

1. Continue to utilize grant funding to improve student retention and success rates by strengthening support systems and resources available to promote student success.
2. Develop a cohesive plan for aggregating data to inform program decision- making to maintain or improve student-learning outcomes.
3. Developed new strategies for collecting data to show evidence of program satisfaction for graduates of the nursing program.
4. Replace and upgrade old software, simulation hardware, and other related technologies for supplemental learning.

## SECTION 3

### Curriculum

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Review and discuss the curriculum work done in the program during the past four years, including the following:

In May 2018, the nursing department completed a proposal for a revision to the existing major. The proposal is a major curriculum revision. The nursing major has been revised to meet the requirements designated by the Board of Registered Nursing (BRN). New courses have been developed to reflect contemporary healthcare needs within a concept-based approach to nursing and to facilitate a seamless transition to advanced nursing. The course requirements have changed to encompass the new nursing courses. The following is a comparison chart of the existing and approved new nursing curriculum:

EXISTING MAJOR	APPROVED NEW MAJOR
<p data-bbox="386 873 609 898">Program Prerequisites:</p> <p data-bbox="147 926 781 951"><b>Program Prerequisites for the Associate Degree (All Students)</b></p> <p data-bbox="147 982 315 1008">Science Courses:</p> <p data-bbox="147 1010 828 1089">Complete the following courses with a minimum 2.5 GPA. All science courses must have been completed within seven years prior to the date of nursing program application.</p> <ol data-bbox="147 1092 805 1171" style="list-style-type: none"> <li>Anatomy 32 and Physiology 31; or Anatomy and Physiology 34A and 34B</li> <li>Microbiology 33</li> </ol> <p data-bbox="147 1203 367 1228"><b>Non-science Courses:</b></p> <ol data-bbox="147 1230 756 1310" style="list-style-type: none"> <li>English 1A</li> <li>Mathematics 73 or Mathematics 80, or pass the Mathematics Competency Exam</li> </ol> <p data-bbox="147 1341 407 1367"><b>Additional Prerequisites:</b></p> <ol data-bbox="147 1369 828 1640" style="list-style-type: none"> <li>Cumulative GPA of 2.5 in all college courses.</li> <li>Complete the Readiness Assessment Test - ATI Test of Essential Academic Skills (ATI TEAS) with the state recommended passing score. If a prospective student receives a score below the state recommended score, the student will be required to complete remediation and then retake the ATI TEAS. Students will only have two opportunities to take and successfully pass the TEAS exam. Students who take the TEAS at ECC and complete the required remediation are required to retest at ECC.</li> <li>Nursing 48 and Nursing 145</li> </ol> <p data-bbox="175 1671 842 1751">All general education courses and nursing courses must be completed with a minimum grade of C. Please contact a nursing counselor to determine course equivalencies.</p>	<p data-bbox="1049 873 1271 898">Program Prerequisites:</p> <p data-bbox="873 926 1406 972"><b>Program Prerequisites for the Associate Degree (All Students)</b></p> <p data-bbox="873 1003 1040 1029">Science Courses:</p> <p data-bbox="873 1031 1440 1136">Complete the following courses with a minimum 2.5 GPA. All science courses must have been completed within seven years prior to the date of nursing program application.</p> <ol data-bbox="873 1138 1370 1274" style="list-style-type: none"> <li>Anatomy 32 and Physiology 31; or Anatomy and Physiology 34A and 34B</li> <li>Microbiology 33</li> <li>Medical Terminology 1</li> <li>Psychology 16</li> </ol> <p data-bbox="873 1306 1092 1331"><b>Non-science Courses:</b></p> <ol data-bbox="873 1333 1398 1383" style="list-style-type: none"> <li>English 1A</li> <li>Mathematics 73 or Mathematics Competency Exam</li> </ol> <p data-bbox="873 1415 1131 1440"><b>Additional Prerequisites:</b></p> <ol data-bbox="873 1442 1440 1770" style="list-style-type: none"> <li>Cumulative GPA of 2.5 in all college courses.</li> <li>Complete the Readiness Assessment Test - ATI Test of Essential Academic Skills (ATI TEAS) with the state recommended passing score. If a prospective student receives a score below the state recommended score, the student will be required to complete remediation and then retake the ATI TEAS. Students will only have two opportunities to take and successfully pass the TEAS exam. Students who take the TEAS at ECC and complete the required remediation are required to retest at ECC.</li> <li>Nursing 143, 144, and 146</li> </ol> <p data-bbox="898 1801 1445 1881">All general education courses and nursing courses must be completed with a minimum grade of C. Please contact a nursing counselor to determine course equivalencies.</p>

## Existing Course Requirements

<u>Title/ Number</u>	<u>Descriptive Title</u>	<u>Units</u>
NURS 150A	Beginning Nursing Process and Fundamental Skills I	4
NURS 150B	Beginning Nursing Process and Fundamental Skills II	3.5
NURS 151	Human Development and Health	2
NURS 152	Introduction to Nursing Pharmacology	1
NURS 153	Intermediate Nursing Process	4.5
NURS 154	Intermediate Nursing Process and Mental Health	4
NURS 155	Health Assessment	1
NURS 156	Advanced Nursing Pharmacology	1
NURS 250	Intermediate Nursing Process and the Family	5.5
NURS 251	Legal and Ethical Considerations in Nursing	1
NURS 253	Intermediate Nursing Process I	7
NURS 254	Advanced Nursing Process	4.5
NURS 255	Advanced Nursing Process II – Clinical Preceptorship	2.5
ENGL 1B	Literature and Composition	3
PSYC 5	General Psychology	
	or	
PSYC 5H	Honors General Psychology	3
SOCI 101	Introduction to Sociology	3

**Total Units: 50.5** number of units in the major or specific courses that must be completed at El Camino College.

Note: any 3-unit course from English 1BH, IC, 1CH; or Communications Studies, 100, 120, 130, or 140; or a Humanities course may be substituted for English 1B.

Students are expected to complete their nursing courses at El Camino College. Credit may be granted for course work completed at an accredited nursing program.

## Approved New Course Requirements

<u>Title/ Number</u>	<u>Descriptive Title</u>	<u>Units</u>
NURS 220	Fundamentals Nursing and Skills	3.5
NURS 222	Beginning Medical Surgical Nursing and the Older Adult	3.5
NURS 224	Nursing Pharmacology	3
NURS 226	Nursing Skills Practicum I	0.5
NURS 230	Mental Health Nursing	3.5
NURS 232	Nursing Care of Obstetrical Patient and the Newborn	2.5
NURS 234	Nursing Care of the Child/Pediatrics	2.5
NURS 238	Skills Practicum II	0.5
NURS 240	Intermediate Medical/Surgical Nursing I	4
NURS 242	Intermediate Medical/Surgical Nursing II	4
NURS 244	Nursing Skills Practicum III	0.5
NURS 247	Advanced Medical/Surgical Nursing I	6
NURS 248	Advanced Medical/Surgical Nursing II	2
	Preceptorship	
ENGL 1B	Literature and Composition	
	or	
ENGL 1BH	Honors Literature and Composition	3
PSYC 5	General Psychology	
	or	
PSYCH 5H	Honors General Psychology	3
SOCI 101	Introduction to Sociology	3

**Total Units: 45** number of units in the major or specific courses that must be completed at El Camino College.

Note: any 3-unit course from English IC, 1CH; or Communications Studies 100, 120, 130, or 140; or a Humanities course may be substituted for English 1B.

Students are expected to complete their nursing courses at El Camino College. Credit may be granted for course work completed at an accredited nursing program.

### A) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.

All courses are regularly reviewed for rigor and currency. Curriculum related information can be viewed through CurricUNET, which is an online ECC site. All courses are on a six-year review cycle. The nursing department has course teams. These teams consist of full-time nursing faculty who teach in the same course. The faculty teams perform their course specific reviews. This information is shared with the entire nursing faculty for discussion and input. Once finalized, the information is then moved forward to the division level for review and then progresses to the College Curriculum Committee where courses undergo a final review and are formally approved. There is interdisciplinary input into all courses during this review process. The Health Sciences and Athletics division, which houses the Nursing Program, distributes the schedule for review well in advance.

The proposed major curriculum revision will be reviewed for approval by the California Community Colleges Chancellor's Office and the BRN during the fall 2018 semester. The

goal is for the new curriculum to start rolling out during the spring 2019 semester. The new course review timeline will be based on the start date of the new curriculum.

**B) Explain any course additions to current course offerings.**

Community colleges are being encouraged by the Board of Registered Nursing to decrease or limit the total number of units by nursing programs. The nursing department has proposed decreasing the total number of units from 50.5 units to 45 units. These changes will ensure students are prepared for today's nursing challenges and will make sure they can compete in the job market. In addition, the course revisions will assist in the articulation process for those who wish to transfer to a university for a bachelor's degree in nursing at a CSU or UC.

The program prerequisites have been changed to reflect the new course requirements. Medical Terminology has been added because it will provide students with a foundation in terminology found in their textbooks and in the field. Psychology 16, Lifespan Development, has been added because of BRN requirements and because Nursing 151, which had previously covered this information, has been deleted from the program. The number of units will increase from one to three for Nursing 155 (146) in order to meet the health assessment credit requirements for students who transfer to advanced nursing degree programs.

**C) Explain any course deletions and inactivations from current course offerings.**

In addition to Nursing 151 and N251, Math 80 has been removed as an option. Math 80 is geared to science and engineering majors. The counselors and mathematics faculty recommend that Math 73 is more appropriate for nursing students and they will be more successful in this course.

Course numbers have been changed for Nursing 48 (144) and Nursing 145 (143) to reflect the new numbering system so students can clearly see the sequence for the courses.

N251 Legal and Ethical Considerations in Nursing has been dropped and the course material has been integrated into the other nursing courses as appropriate.

**D) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)**

The Nursing Program does not currently offer any distance education or hybrid courses.

**E) Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.**

**1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?**

Students who complete the ADN program and the Upward Mobility ADN program will graduate with an associate degree. The associate degree allows students to continue to obtain a BSN, and thereafter, MSN, and a doctoral degree. BSN prepared nursing graduates are currently in high demand and sought by clinical facilities. The associate degree provides ECC students with the foundation for obtaining a BSN degree. However, students who elect to complete the 30-Unit Option are at a significant disadvantage and are strongly counseled prior to enrollment. The 30-Unit Option is a certificate track. These students do not

graduate and they do not receive a degree. They cannot pursue an advanced degree and tend to have difficulty with job placement due to the lack of an associate degree.

All courses that are required for the nursing program’s degrees and certificates have been offered during the last two years. This includes the ADN, Upward Mobility ADN, and the 30-Unit Option track. There are certificates that have been offered in prior years and may be offered in the future as the health care needs of the community grow. These include courses to prepare the student to function as an entry-level worker on a health care team. This work may be in a long-term care facility or a home health agency. After completing the initial course, the student will be eligible for certification by the State of California as a nurse assistant (CNA). An additional course prepares the CNA to apply for certification by the State of California as a Home Health Aide. A certificate previously offered by El Camino College was the School Health Clerk. A series of courses prepare the student to fulfill the roles and responsibilities of the health paraprofessional in caring for children in schools and the community. In addition, post licensure classes may be offered to RNs in areas such as perioperative, emergency room, and critical care nursing.

**2. Are there any concerns regarding program courses and their articulation to courses at other educational institutions?**

The nursing department completed an articulation agreement with California State University, Dominguez Hills. The online program is designed for students completing their ADN degree. It allows students to “get ahead” by completing BSN courses, through the College of Extended Education, during the ADN program’s summer months off. Ideally, students begin dual enrollment at the beginning of the ADN program, but students who have completed one to three semesters are also welcome.

**3. How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program’s degrees/certificates.**

The following table is from the El Camino College Degree and Certificate Report for 2016 – 2017 Academic Year. It is the most recent report available and gives the number of El Camino College students graduating with an Associate Degree in Nursing (ADN) each academic year over a five-year period.

<i>Five-Year Associate Degree Trend: Health Sciences &amp; Athletics</i>						
<b>Major</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>5-Year Trend</b>
Nursing	88	97	91	79	68	-27%

Currently, the El Camino College Nursing Department does not offer certificates. The number of nursing students earning an ADN decreased in 2015 – 2016 because of a previous reduction in the number of students admitted to the program. The reduction was in response to the economic changes during the time leading up to 2015 – 2016. Graduates were having difficulty obtaining employment. Hospitals were decreasing the number of nurses they were hiring and some were not replacing nurses who retired. In addition, some hospitals attained Magnet status and recruited only BSN or MSN prepared nurses. As



economic times improve and the demand for nurses grows, the Nursing Department needs to respond to the increased demand for nurses.

The attainable, measurable goal for student success is based on the NCLEX. The El Camino Nursing BRN Systematic Program Evaluation benchmark is at least 75% of ADN graduates will pass the NCLEX as first-time test takers.

4. **Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.**

The table below identifies the El Camino College Nursing Department NCLEX pass rates. This table is categorized by academic year (e.g., July 1 - June 30) and reflects the results of all graduates who have taken the NCLEX examination for the first time within the last five years (including those students who graduated more than five years ago). The number of El Camino College students who took the NCLEX and the percentage of students who passed are from the BRN at <https://www.rn.ca.gov/education/passrates.shtml>.

The NCLEX pass rates have exceeded the National Council of State Boards of Nursing (NCSBN) national mean for all five academic years. In addition, the NCLEX pass rates have exceeded the El Camino Nursing BRN Systematic Program Evaluation benchmark of at least a 75% annual pass rate for first-time takers of NCLEX for the last two years.

**Five-Year Trend of Annual NCLEX Pass Rates for 1<sup>st</sup> Time Test-Takers  
per Academic Year 2012 – 2017**

<b>Academic Year 2012/2013</b>		<b>Academic Year 2013/2014</b>		<b>Academic Year 2014/2015</b>		<b>Academic Year 2015/2016</b>		<b>Academic Year 2016/2017</b>	
<b># Taken</b>	<b>% Pass</b>	<b># Taken</b>	<b>% Pass</b>	<b># Taken</b>	<b>% Pass</b>	<b># Taken</b>	<b>% Pass</b>	<b># Taken</b>	<b>% Pass</b>
59	96.61%	83	95.18%	71	88.73%	76	88.16%	51	92.16%
<b>NCSBN ADN Results for National Mean</b>									
<b>2013</b>		<b>2014</b>		<b>2015</b>		<b>2016</b>		<b>2017</b>	
81.43%		79.26%		82.00%		81.68%		84.24%	

**F) List any related recommendations.**

The El Camino College 2012 – 2017 Comprehensive Masterplan recognized the need for a nursing-dedicated computer lab of at least 60 seats. It stated:

Many nursing schools across the country have implemented computerized testing within the nursing courses. This simulates the licensing examination that students will eventually take and allows students real-life practice with the variety of question types they may see on that exam. It is impossible to emulate the licensing exam with paper/pencil tests. Computerized testing also provides for additional learning to occur after submission of the exam, when the student has the opportunity to view the rationale and explanation for the correct

answers. Increased computer usage throughout the department will call for improved technological infrastructure.

The need for a nursing-dedicated computer lab has grown more critical over the years. In fall 2015, the ATI Capstone Content Review was implemented for students at risk for not passing NCLEX as first time test takers. In spring 2016, the ATI Pulse was implemented for the May 2016 cohort. It was then rolled out to cover all students from every cohort. The ATI Pulse model is designed to follow a nursing student throughout the duration of his or her academic career. During this progression through nursing school, the ATI Pulse model provides individual students with a predicted probability of passing the NCLEX-RN, associated risk categories, and highlights remediation needs. The nursing program critically needs a dedicated computer lab for student success, retention and to remain competitive with other nursing schools.

List of related recommendations:

1. Computer Lab for allied health.
2. Subscription media on demand (health care and related videos).
3. Dosage Calculation software
4. eMAR software
5. Electronic nursing documentation software
6. Hearing Voices Simulation
7. Community Action Poverty Simulation (CAPS)

## SECTION 4

### Assessment of Student and Program Learning Outcomes (SLOs & PLOs)

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- A) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned. (This will be Appendix A.)**
- B) Provide a timeline for your course and program level SLO assessments. (This will be Appendix B.)**
- C) State the percent of course and program SLO statements that have been assessed.**  
The ECC Nursing Program has assessed 100% of all course and program SLO.
- D) Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.**

COURSE	SLO ASSESSED	DATE ASSESSED	FINDINGS	RECOMMENDATIONS	FACULTY
N48	The student will calculate and demonstrate safe medication dosages across the lifespan.	Spring 2018	During Spring 2018, 84% of students passed exam 5. Teaching strategies such as more practice on chapter 15 during lab time and additional intravenous medication administration problems in class proved to be successful in increasing student success. (09/10/2018 )	N48 faculty will review exam 5 and determine what difficulties the students encountered and opportunities for improvement. More time will be spent on applying theory to practice for chapter 15 during the lab part of the course. The theory instructor will include additional exercises related to intravenous solutions administered by gravity and with the use of intravenous pumps in class. (08/29/2017)	M. White M. Guta
N101	Students completing this course will explore at least two different health care occupations comparing and contrasting thee occupations with each other including educational requirements, salary, advantages and disadvantages of the career pathway.	Spring 2015	During the spring 2015 semester the student, groups were asked to bring a draft of their career cluster paper to class two weeks prior to the due date. Only one student asked for instructor feedback prior to the due date. However, the average score was 80.55% and nearly 82% of students scored 70% or above on this SLO. The standard was met. During the fall 2015 semester the student groups were oriented to NetTutor in the library and asked to submit their career cluster paper to NetTutor greater than two weeks prior to the	Exploring Health Career Occupations is an entry-level class so students who have not attempted many college courses may struggle to meet the academic requirements of a college course. Changes made include bringing the paper to class before it is due in order to review it.	P. Kidwell- Udin

<b>COURSE</b>	<b>SLO ASSESSED</b>	<b>DATE ASSESSED</b>	<b>FINDINGS</b>	<b>RECOMMENDATIONS</b>	<b>FACULTY</b>
			due date. In addition, the students were encouraged to bring a draft of their career cluster paper to class two weeks prior to the due date. No student asked for instructor feedback prior to the due date and one student did not participate in the assignment. However, the average score was nearly 79% and 75% of students scored 70% or above on this SLO. The standard was met. The number of students was larger (11 students) in the spring 2015 semester as compared to the fall 2015 semester (8 students). (01/30/2016)		
N103	Inactivated				
N104	Inactivated				
N116	Inactivated				
N118	Students will formulate a plan of care for a client in the community setting for respite care. Following the development of the plan the student will submit a 1 page written paper that includes: what, why, how, where, and progression of the client in response to the activity and will give an oral report on how the activity went. (Active)	Spring 2018	91% of the students completed this assignment. All of the students completing the assignment received 90% or above on the assignment. Even though the students did well over all the area that they appeared to have the most difficulty with was the progression portion of the plan of care. The student noted that the patient completed the task but did not include the quality of the completed task. An additional step will be added to the assigned plan of care to include a visual representation with exact measurements (in feet or yards) that will help determine the patient's physical progression towards the chosen goal. (06/16/2018)	The course serves an Important role as it allows students to determine, early on, if a career in respite care is a viable career choice for them.	L Correa P. Kidwell- Udin
N145	Students will be able to identify and describe in an Essay format to describe 2 out of the 3 roles found in the ECC Nursing Philosophy/ Unifying Theme that the registered nurse functions.	Fall 2017	Fall 2017 results yielded 97.33% (n=75) of the students were able to identify nursing roles during the RN Interview. Summer of 2017 (n=57) results yielded 100% of the students were able to identify nursing roles during the RN Interview.	Fall 2017 faculty agreed to change the assessment method for this SLO as no faculty teaching the course in the last 2 semesters had given the essay question regarding nursing roles. (12/11/2017)	V. Orton
N149	Using the assigned	Spring 2016	4 out of 5 students were able	I suggest the due date of	R. Lee

<b>COURSE</b>	<b>SLO ASSESSED</b>	<b>DATE ASSESSED</b>	<b>FINDINGS</b>	<b>RECOMMENDATIONS</b>	<b>FACULTY</b>
	paper, which compares and contrasts the RN to LVN role as far as ethical and legal practice and responsibilities. The rubric compares and contrasts the role differences and scope of practice between the LVN and RN.		to adequately compare and contrast the difference between LVN and RN roles by scoring 83% and above. One student scored the minimum grade due to inability to describe the various differences between roles and scope of practice between RN and LVN. This appeared to be due to the level of difficulty of the paper, which demanded a 3-5 page minimum and an inability to use available resources such as the book for the course. In order for the students to have a greater understanding of the material and expectation of the assignment, I suggest the due date of the paper be moved from the 4th week to the 7th week of the term.	the paper be moved from the 4th week to the 7th week of the term. I will discuss this with my other colleagues in the nursing department. (02/17/2016)	
N150	Inactivated				
N150A	The student will identify sources of laboratory test and diagnostic procedures and relate the information to certain disease processes.	Fall 2018	This assignment was given to students in the Fall 2018 semester and 100% of students continue to score above 75% on the assignment. We will continue to offer this method as a learning tool. (09/10/2018 )	This continues to be a good assignment to start first semester students on the path of researching a patient's labs and diagnostic procedures. The exercise prepares them for N150B clinical when they are actively taking care of patients. (05/16/2018)	R. Lee
N150B	The student will utilize the nursing process to meet the basic ingestive need of the older adult patient.	Spring 2018	100% of the students passed, out of 39. Students in the clinical setting evaluated their patients, and documented the results successfully. Reviewed in class and pre and post clinical conferences.	Instructors need to continue to review and evaluate progress with all students in the clinical setting in order to continue future success. (09/27/2018)	J. Flynn
N151	Students will compare and contrast characteristics of typical and atypical developmental and health patterns throughout the lifespan.	Fall 2016	100% of the students were able to compare and contrast the development through the writing of papers.	We will continue to use the Preschool paper and the Geriatric Comparison paper as a tool for measuring student understanding of human development. (12/08/2016)	R. Lee
N152	The student will apply the principles of pharmacology to drug therapy, using a systematic approach and the nursing process for the purpose of administering	Spring 2017	88% of students received a grade of 90% or greater on the Drug Research Paper. Students answered the questions regarding social considerations and National Patient Safety Goals with better coverage than in the	Students will continue to be coached on APA format, as this continues to be a bit of a struggle for some students. Also, the section on social, ethnic, and gender considerations will be made clearer on the rubric so as to make sure	R. Lee

<b>COURSE</b>	<b>SLO ASSESSED</b>	<b>DATE ASSESSED</b>	<b>FINDINGS</b>	<b>RECOMMENDATIONS</b>	<b>FACULTY</b>
	pharmacological agents based on safe and accurate nursing practice.		past. Previously, I think it was due to the rubric not being clear regarding what it needed. This has been corrected and hence we had better results on those sections of the paper.	students produce an answer for each of the sections. Currently, students may miss one of the sections, mostly social as it relates to the cost of the medication. This will be rectified on the rubric to make sure every student includes it in his or her paper. (09/27/2018)	
N153	Students will utilize an IV pump to effectively and safely deliver intravenous fluids to the patient.	Fall 2016	100% of the students in the fall 2016 (4 cohorts) were able to accurately able to utilize (demonstrate) an IV pump effectively and safely to deliver IV fluids to the patient by the end of the clinical rotation. All students were observed administering IV fluids (effectively and safely) to their patients during their clinical rotation in the presence of their clinical instructors.	Faculty will continue to observe students utilizing IV pumps safely and effectively each rotation in the clinical setting. (04/19/2017)	V. Orton S. Ryan
N154	The student will utilize the nursing process to develop and carry out nursing interventions in the care of mental health patients.	Fall 2017	Students must utilize the nursing process by satisfactorily completing a Nursing Care Plan that includes clinical nursing process worksheets, care plans, drug therapy assignment sheets, and laboratory and diagnostic procedure worksheets for assigned patients.	Eighty percent of the students will complete six Nursing Care Plans during the eight-week clinical session.	K. Morgan A. Sweeney
N155	The student will analyze the findings of a complete health history documentation.	Fall 2017	80% of students will receive a grade of 75% or more on this assessment. All students passed.	Students will gather head to toe subjective data from an interview of an adult client and based on the findings, identify 3 relationships between the client's structural variables and basic needs including rationales and support from related researched references. In conclusion, students will compose and "actual" and "risk for" NANDA approved three-part nursing diagnosis statement.	M. Moon R. Lee
N156	The student will develop and implement a teaching plan of a specific drug.	Spring 2018	100% of the students were able to demonstrate application of the nursing process to the principles of drug therapy in specific patient case scenarios. 80% of students will receive an 85% or above	The student must complete a teaching plan that demonstrates the four components of the nursing process and is related to a patient's learning needs specific to a drug. The student must first assess	R. Lee

COURSE	SLO ASSESSED	DATE ASSESSED	FINDINGS	RECOMMENDATIONS	FACULTY
			on this teaching plan assignment and this was met. 5/16/2018	the patient in relation to a knowledge deficit, noncompliance or readiness for enhanced learning. Such learning needs will appear as the patient adjusts to changes in their lifestyle resulting from their current medication regime.	
N210	The student will apply pathophysiologic concepts for the interdisciplinary management of patient care utilizing evidenced-based clinical practices.	Fall 2015	It was expected that 80% of students would score 85% or better on each case study to meet this student-learning objective. This standard was met and students found the assignment "helpful", "fun", and "challenging".	Case studies were used as a teaching tool to facilitate the application of pathophysiologic concepts to clinical situations. Case studies were presented for the student to develop critical thinking skills between patient care situations that are fact-driven and require deductive thinking, leading to one correct answer, versus patient care situations that are context driven and where multiple solutions are possible. Students were asked to determine if treatments and/or practices were safe or unsafe within the context of the patient's presentation, and then add their own suggestions of evidence-based interventions and treatment.	C. Sic Alonso
N250	The student will use evidence-based practice to complete anecdotal assessments for the pediatric population.	Spring 2016	Students will be assigned or choose a disease process or current pediatric journal case study that utilizes evidence based practice. Students will critique the journal article and present their analysis based on research of the condition. Students may choose a patient and compare and contrast the care provided based on current evidence based practice.	85% of the students will be able to assess, analyze, and critique the journal article or patient disease process using current evidence based practice. (5/9/2016)	S. Johnson Y. Kawasaki
N251	In Legal and Ethical Considerations in Nursing, students will analyze the legal responsibilities associated with the scope of nursing practice as defined by the Board of Registered Nursing. In addition, the	Spring 2017	<b>BASED ON PERCENTAGE:</b> It is expected that 76% of students will select the correct response to multiple choice questions related to analyzing ethical dilemmas using a model for ethical analysis. <b>Additional Comments:</b> The multiple choice questions are on both the second exam and the comprehensive final exam	The two case studies are included in the N251 Learning Activities. During class time, the students are divided into small groups of four to six students and asked to analyze one of the two case studies selected by the instructor. The students are given a worksheet with Leah	K. Morgan

COURSE	SLO ASSESSED	DATE ASSESSED	FINDINGS	RECOMMENDATIONS	FACULTY
	student will be able to analyze ethical dilemmas using ethical theories and principles.		for N251.	Curtin's seven steps for ethical decision-making. After the students complete the worksheet within their small groups, the instructor encourages each group to share their results for each step with the whole class. In addition, the class discusses how they would resolve the ethical dilemma. The students are assigned to complete the second case study as a homework assignment.	
N253	The student will demonstrate communication skills effectively, accurately, and in a timely manner, verbally and through documentation.	Fall 2012	80% of students will be able to communicate clearly to the incoming shift, staff, peers, patients, and the instructor. 80% of students will be able to document all of the components of assessment, interventions, and evaluation of patient care.	Students will be observed providing verbal shift report, communicating with staff and patients, peers, and instructor. Students will also be evaluated on nursing written documentation that will include assessment, interventions, and evaluation of patient care. (2/13/2017)	M. Guta
N254	At the end of Nursing 254, the student will utilize the nursing process to prioritize patient care, demonstrate critical thinking, and work collaboratively to implement the core measures for patients in the critical care setting.	Spring 2013	Clinical Evaluation Tool: 132/136 students passed the course. Core Measure Paper: 136/136 completed the paper. 132 students passed the clinical component of the course 2/136 failed the clinical component due to safety related to interpersonal communication skills and 2/136 students failed the theory component of the course.	The results demonstrate that students are able to gather pertinent data related to the core measures and apply it to patient care in the clinical setting. Two students experienced difficulty in communicating clearly with patients and faculty. Integrate ATI videos on communication into the lecture. Introduce active learning into the didactic component through simulation or role-play addressing communication between a nursing student and patient. Include a learning objective in the didactic module addressing the need for thorough communication between student and faculty/patients.	V. Orton M. White
N254	Students in this course apply leadership theory and skills in the clinical setting. The students are evaluated by various method; the methods utilized to	Spring 2016	The leadership paper will be utilized for the standard of success. The standard for success will be 75% of the students will score a 75% or greater. <b>Additional Comments:</b> Currently there is no rubric for evaluating the	Students in this course apply leadership theory and skills in the clinical setting. The students are evaluated by various method; the methods utilized to evaluate the students include the following; a written paper,	M. Moon M.D. White



COURSE	SLO ASSESSED	DATE ASSESSED	FINDINGS	RECOMMENDATIONS	FACULTY
	evaluate the students include the following; a written paper, an exam, joint skills mentoring day, and a clinical leadership day.		students applying leadership skills in the clinical setting. Therefore, in the future a rubric will be developed to evaluate the students applying leadership skills in the clinical setting.	an exam, joint skills mentoring day, and a clinical leadership day. (Active)	
N255	The student will self-evaluate their clinical performance.	Spring 2017	It is expected that 100% of students will be rated as satisfactory with a minimum of needs improvement.	The student self-evaluates weekly on all criteria and rates their clinical performance as “Satisfactory” (S), “Needs Improvement” (N/I), “No Opportunity” (N/O), or “Unsatisfactory” (U) under the appropriate week. A rating other than “Satisfactory” or “No Opportunity” must be accompanied by a written explanation in the student comments section. When a student completes all the sub-categories of a criterion, a(n) “S”, “N/I”, “N/O” or “U” should be entered on the criterion line only in the appropriate week’ column.	M. Moon M.D. White

**E) Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.**

The SLOs are integrated and used in every nursing course. They are listed in the courses syllabi and the clinical evaluation tool, which assists instructors with assessment of professional practice in the clinical setting. End-of-course surveys incorporate questions regarding each SLO and students’ attitudes and beliefs related to the degree of achieving them. SLOs evaluation is discussed and documented in the course faculty meeting minutes, end-of-semester, and end-of-year reports.

**F) List any related recommendations.**

Continue to use the current SLO/PLO assessment process. All new staff will be trained in the use of the Nuventive website. The Nursing Program will transition to the new curriculum in 2019. All SLOs will be reviewed and any necessary changes will be made accordingly. Recommendations at this time include a computer lab, an updated Turning Point software in every nursing classroom to help with the evaluation process, and the development of a new link on the college website to assist graduates with the required assessments.

## SECTION 5

### Analysis of Student Feedback

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Provide a copy of any feedback reports generated by Institutional Research and Planning or your program. Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews.

**A) Describe the results of the student survey in each of the following areas:**

**1. Student Support**

The vast majority of the students surveyed during spring 2018 semester believe they are supported by the Nursing Department and faculty in meeting their objectives. Eighty nine percent of the students agree the program helps them achieve their academic goals and 84% approve the statement referring to instructors' help with staying on track. Faculty offers students the opportunity to participate actively in classes. Ninety four percent of the surveyed participants agree with this statement. Eighty five percent of students feel a sense of community within the nursing program and 79% believe the instructors value their contributions.

**2. Curriculum**

The nursing faculty develops curriculum in accordance with the Board of Registered Nursing guidelines. The program offers an appropriate range of courses and 93% of the students surveyed agreed with this statement. Seventy seven percent of participants believe courses are conveniently scheduled and 98% were able to register for the necessary classes. Ninety-one percent agree nursing courses help them meet their academic goals.

**3. Facilities, Equipment, and technology**

There is a variety of resources to help students be successful in this program. Eighty three percent of participants agree the library helps them succeed, while 93% believe the buildings and classrooms used in the program are satisfactory. Eighty percent of students are pleased with the equipment used in their learning such as, projectors, models, and other equipment. Sixty-seven percent agree there are extracurricular activities related to the nursing program on campus. Regarding computers and software used in program, 77% of students are satisfied with this resource.

**4. Program Objectives**

The program objectives are clearly communicated to the students and reinforced continuously. Ninety-three percent of the participants surveyed are aware of the course outcomes and what knowledge and skills graduates should possess.

**B) Discuss the implications of the survey results for the program.**

The survey results demonstrate that most students feel supported by the Nursing Department and faculty in meeting their academic goals. The courses offered by the El Camino College Nursing Program are based on the BRN requirements and are conveniently scheduled. The students receive assistance and are able to register for classes on time. The students consider the facilities, equipment, and technologies offered in the program satisfactory. While the Nursing Program is very demanding, students have the opportunity to participate in extracurricular activities. Every semester, the nursing club Iota Kappa Chi organizes volunteer activities in the community for all their members. Based on the survey results, more extracurricular activities related to nursing need to be present on the campus.

**C) Discuss the results of other relevant surveys.**

According to the BRN requirements, the Nursing Department collects evaluative data regarding every course in the program. The Turning Point technology provides faculty with immediate student feedback for the course and program evaluation. The approach ensures 100% student participation. The responsible faculty receives the student feedback immediately after the survey is administered to allow timely analysis. The graduates of the nursing program are also encouraged to complete a post-graduate survey. The survey has been difficult to accomplish in the past, as the faculty has to find and remind former students to complete the questionnaire. The Nursing Department is currently working with the Information Technology Department to provide a link on the El Camino College website where graduates can take the survey in a more convenient manner. This in turn will ensure feedback for faculty in this area.

**D) List any related recommendations.**

Continue to utilize technology to collect required data. Computer lab for course evaluations and ATI exams. A more inclusive El Camino College website which contains alumni comments about the program, job outlook, hospitals hiring the most graduates, and expected earnings for registered nurses.

## SECTION 6

### Facilities and Equipment

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#### **A) Describe and assess the existing program facilities and equipment.**

The Nursing Department moved into a new building in spring 2013. There are three designated nursing classrooms; all are “smart classrooms”. The simulation lab consists of four separate patient rooms, two debriefing rooms, and a control room. Each patient room contains either an adult or pediatric high fidelity mannequin, including a birthing mannequin in the women’s health room. Each of the patient rooms contain ceiling mounted cameras, many inoperative, with a system update and infrastructure upgrade needed, to include El Camino College technology support, for recording and debriefing purposes. All students participate in simulation experiences with most of their nursing classes, except mental health nursing. We propose purchasing a program called “Hearing Voices” in order to increase the students’ exposure to complex mental health issues they will be facing. Simulation scenarios at the beginner, intermediate, and advanced nursing levels provide students with patient care interactions. Simulation allows students to demonstrate application of theoretical concepts in clinical practice. Students develop critical thinking skills. They learn to prioritize tasks and effectively manage their time.

The department also has a Nursing Skills Lab that is used for clinical practice and skills testing. The Skills Lab is comprised of two large hospital type rooms. Each room contains five hospital beds along with other equipment and supplies commonly found in the clinical setting. A large nursing station is located at the front of both rooms. The Skills Lab has various supplies, equipment, and teaching tools to facilitate skill instructional sessions and skill practice sessions. Much of the equipment is outdated by hospital standards (see page 46), including automatic vital signs machines, Doppler ultrasounds, IV pumps, and teaching stethoscopes. Equipment must be kept up to date, at least to the current level that is in the hospitals. The Skills Lab is staffed by a Master’s prepared nursing instructor who provides instruction, practice sessions, and conducts skill testing.

Faculty offices can accommodate up to two faculty members. All full-time faculty are assigned an office, which contains bookshelves, storage cabinets, filing cabinets, a display board, and an extra table, and chair for individual or group meetings. Full-time faculty are also provided with a telephone, computer or laptop, and access to a printer. Full-time and part-time faculty members all have access to a faculty workroom. This room contains three additional computers, an often-malfunctioning Parscore machine for grading student exams, and a printer. Adjourned to this room is a small conference room, which can seat up to eight individuals. Faculty utilize this room for individual and group meetings with students, faculty team meetings, and faculty committee meetings.

An office space has been reserved for the Student Success Office. Student Success instructors use this office to meet with students who need counseling/advisement and tutoring. They collect assessment information to identify deficiencies, provide test-taking strategies, and assist with stress management.

The nursing front office has three cubicles which provide workstations for the Administrative Assistant, Clerical Assistant, and the Office Aid. Each cubicle contains a computer, phone,

storage cabinets and filing cabinets. The front office also has several large filing cabinets and a large rolling file which stores all of the paperwork and documents needed to maintain the program, and comply with various governing organization requirements.

**B) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.**

A dedicated Allied Health computer lab is desperately needed. The Compton campus has this resource, and currently Crenshaw ECC nursing students must commute to Compton for required testing. This arrangement will not be possible after the split next year. Currently nursing students utilize computers in various locations across campus as well. Course assessment testing has to coordinate through several departments and often conflicts with student's course and clinical practice times. It is estimated that 20 to 25% of the students in the Nursing Program do not have access to a computer, internet, or a printer at home. This hampers the student's ability to prepare required paperwork for healthcare agencies and prevents them from utilizing online supplementary nursing support programs such as ATI, online textbook access and supplementary material, as well as required software programs, resources, and online assignments. Many are observed utilizing their smartphones to complete required assignments and access online resources. The Compton nursing student has a distinct advantage with this computer lab on their home campus. Our typical student class that attends the lab includes 40 students, so we are looking at a 42-computer station lab, including furniture, necessary electrical upgrades, computers, monitors and chairs in order to meet the future needs of the El Camino College Nursing Program. See the estimate below, \$ 58,000.

A dedicated Nursing study area is needed in order to meet the needs of the ECC nursing students as well. The many resources required for a nursing student to have access to are dispersed around campus, including the Library, Nursing skills lab, various instructor offices, simulation labs, as well as the nursing office. Compton College, as well as many other nursing programs, have this setup, with both students and faculty agreeing that it is "highly beneficial" to the students. This would help our students save valuable time, by congregating these very important resources together on campus.

The skills lab has IV pump equipment that is the same or similar to equipment utilized in the clinical facility. Students must attend open lab and practice on the pumps before they arrive at the hospitals. Different hospital facilities utilize different IV and feeding pumps. The purchase of this additional equipment would assist students with orientation and training to the equipment prior to their hospital orientation. It would also allow for practice sessions for students who are struggling with the use of this equipment during their hospital rotations, in the skills lab. Oftentimes, the skills lab only has one of each pump, with as many as 30 students requiring access to it for hands on learning. See the below table for individual estimates.

The simulation lab is in need of a new mannequin, new cameras and upgrades and repairs to the recording system, including advanced tablets and an upgrade, to enhance the debriefing experience for the student. Technology changes rapidly, and the mannequins, video recording system, as well as the debriefing equipment need replacement, upgrades, and the continued need for student success require these purchases.

A detailed list of the departments needs are contained in the table below.  
**Immediate Needs (1-2 years)**

<b>Need:</b>	<b>Item(s):</b>	<b>Cost:</b>
<b>Equipment for the SIM Lab</b>	Gaumard "S3201" Mannequin	\$60,000
	Gaumard Care in Motion	\$20,000 EST
	Video and Camera upgrades	\$38,000 EST
<b>Equipment for the Nursing Supply Room</b>	Supply Carts and storage cabinets	\$4,187
<b>Equipment for Nursing Skills Lab</b>	4 Refurbished IV pumps	\$11,580
	10 Accu Check Machines & Supplies	\$2,350
	5 Automatic Vital Sign Machines	\$7,950
	10 teaching stethoscopes	\$680
	10 Doppler Ultrasound units	\$4,950
	Basket Cart	\$317
	2 Manikin 5 Shelf Storage Cart	\$2,190
<b>Nursing Office Equipment</b>	Printer	\$750
	Par Score Machine	\$7,000
<b>Teaching Aides</b>	Anatomical Models	\$2,000
<b>Designated</b>	Computer lab desks	\$8,000

**Computer Lab for  
the Allied Health  
Department**

and chairs

Electrical wiring upgrade to support computer lab needs	\$20,000
Computers, monitors	\$30,000

**Total:** \$219,954

**C) List any related recommendations.**

Technology is critical for nursing students, who rely on it as well as their evolving clinical and critical thinking skills to take care of critically ill patients. They must have access to the best possible equipment here at El Camino, in order to facilitate their success and enhance their learning. Upgrades and replacement of equipment should be regularly evaluated and planned for periodic replacement.

## SECTION 7

### Technology and Software

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**A) Describe and assess the adequacy and currency of the technology and software used by the program.**

Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty and students. Nursing students are required to learn and utilize various electronic resources in order to function in the clinical setting.

Use of technology and software in the nursing program includes the following:

- Smart Classrooms
  - Access to overhead projectors, document camera's, and the internet
  - Ability to show videos, listen to audio, and use PowerPoint presentations
- Online resources/ tutorials/ training
  - ATI and MyNursing Lab internet learning and testing
- Simulation Experiences
  - Use of high-fidelity mannequins
  - Video recording and tracking of events
- Computer Charting
  - Documentation of patient care
  - Electronic IV and Feeding Pumps
  - Hands on practice and programing required
- Use of Pyxis Machine
  - Computerized medication dispenser

All parts of the program need to be integrated, utilizing technology throughout, in order for student success. As described elsewhere, some of this technology needs to be upgraded, in order to remain current and represent best practice to the students. From additional IV pumps, a shared Allied Health Computer Lab, to new software, all of these areas must be maintained, integrated, and updated / upgraded as needed for student success. Computers and their use continues to expand in our clinical sites, requiring students to be more prepared through exposure and practice here on campus, in their studies, and hands on in the clinic sites.

**B) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.**

Technology is rapidly advancing in the nursing simulation and nursing education resource area. With a school as important as ECC, these resources are needed to be kept up to date in order to provide the students with the best, latest materials possible. This technology and software must be updated, with some existing resources being VHS tape era, with no VHS players on campus. In nursing, we have a term, called evidence based practice, which means nursing learns from research and changes, with the result being improved patient outcomes. That is what we must strive for here at ECC.



Hearing Voices                      \$1,300

The Hearing Voices Simulation is a groundbreaking empathy-building exercise that helps individuals, students, and professionals understand the challenges faced by people with psychiatric disabilities. Many other nursing programs utilize this media, and it would be a great addition to the ECC nursing program. The nursing department needs to prepare its students with improved, current resources in order to continue to graduate world-class nurses.

Poverty Simulation                      \$1,350

Poverty is a reality for many individuals and families. If you have never experienced poverty, it is difficult to understand. The Community Action Poverty Simulation (CAPS) bridges that gap from misconception to understanding. CAPS is an interactive immersion experience. It sensitizes community participants to the realities of poverty. CAPS is not a game. It is based on real Community Action clients and their lives. This is a very important instructional aid for the nursing students, as it seems more and more homeless people are being encountered.

Discussions have, and should continue to take place between various departments on campus, including the Drama and Sign Language departments, possibly having students from these various areas of campus programs participate in joint simulation sessions, either for class credit, or with a small stipend given. This should be looked at for the improvement of all these individual programs, and to integrate different parts of the campus together to benefit Nursing as well as the other areas.

**C) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.**

Technology is rapidly advancing in the nursing simulation and nursing education resource area. With a school as important as ECC, these resources are needed to be kept up to date in order to provide students with the best, latest materials possible. This technology and software must be updated, with some existing resources being VHS tape era, with no VHS players on campus. In nursing, we have a term, called evidence based practice, which means nursing learns from research and changes, based on improved patient outcomes. That is what we must strive for here at ECC, student success.

Simulation is also a much needed, very important part of the nursing program here at ECC. Students are placed in a nursing scenario, utilizing high fidelity realistic simulator mannequins in order to enhance learning. This technology changes frequently, with frequent upgrades and maintenance required. ECC should plan to replace one mannequin every 1-2 years, planning for obsolescence.

Software (Various)      \$2,650  
Simulation                      \$65,000

**D) List any related recommendations.**

The program needs to continue to change, with the continuous replacement of old software, which includes VHS era media and programs, to modernize and upgrade these important resources for supplemental learning, which are a very important part of the nursing program here at ECC. Simulation hardware and related software are also needed to remain relevant in the nursing education environment here at ECC. As written above, one new mannequin should be budgeted and plan for replacement every 1-2 years. This nursing program needs to continually upgraded, from computers to software to the skills lab to the simulation lab in order to produce and develop the excellent nurses of the future. We will continue to advocate for our students to promote successful outcomes, increasing their chances for success. Resources need to be included for the faculty, including a Par Score machine, computers and labs, as well as upgrading important, outdated resources, as we continue to research solutions for the future here at El Camino.

## SECTION 8

### Staffing

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**A) Describe the program's current staffing, including faculty, administration, and classified staff.**

The nursing program currently has 10 full-time faculty and 20 part-time faculty. One full-time faculty member is on overload; teaching above their required teaching assignments. One faculty is on sick leave and one faculty has been out on disability for over one year. This puts a strain on the department because the overload assignments and because part-timers are required to cover both lecture and clinical sites. This decreases the efficiency and productivity of the program. Faculty working overload have less time to work on team assignments, nursing program committee assignments, and college assignments.

The Administrative Assistant works directly with the Nursing Director. She oversees the computer database system, is in charge of scheduling of classes, and development of faculty contracts. She also manages data collection and data tracking related to nursing grant funds.

The second Administrative Assistant attends to student needs and processing of paperwork. The front office staff also includes a part-time Clerical Assistant. The Clerical Assistant helps with the paperwork in the office and assists both Administrative Assistants in their roles as needed.

**B) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.**

The program is continues to be short 3 full-time faculty positions for the academic year but this becomes even more critical in that we currently are down two faculty position due to illness and disability.

The nursing department relies on the same coordinator who is in charge of the Compton Campus Simulation Lab. This makes it difficult to schedule and coordinate simulation experiences on the Torrance campus. As we look towards the separation of the two Nursing Programs, there will not be a Simulation Coordinator to oversee and provide the technologic support for simulation experiences on the Torrance campus. A full-time faculty is filling in on the days the Simulation Coordinator is not available on the Torrance campus, but he must work the experiences around his teaching and clinical rotation schedule

A full-time nursing faculty member is paid a stipend to coordinate simulation exercises with the Simulation Technologist and to train new faculty. The nursing instructor has time constraints due to her full-time teaching assignment, which further limits the extent to which the lab can be utilized. The recommendation is for a full-time nursing simulation coordinator.

The Supervised Nursing Skills Lab is understaffed because all part-timers are functioning at their full capacity so the Skills Lab is only available for extra practice outside one afternoon a week. Students who have been assigned to remediate clinically do not have the support needed to be successful in the Nursing Program. The department has an ongoing need for staff to monitor, order, and refill nursing lab equipment and supplies on a daily basis. This position

was previously filled by two part-time nursing instructors. The department has been struggling to keep the Skills Lab supplies stocked and has had challenges with maintaining the upkeep of supplies, equipment, and the general appearance of the Skills Lab.

<b>Need:</b>		<b>Approximate Cost:</b>
3	Full-time Nursing Faculty	\$ 210,000
1	Full-time Simulation	\$ 30,000
1	Full-time Simulation Coordinator	\$ 72,641
1	part-time Skills Lab	\$ 30,000

**C) List any related recommendations.**

1. Fill three full-time staff position.
2. Hire full-time simulation coordinator.
3. Extend the part-time pool to supervise lab and assist with teaching clinical.
4. Hire permanent part-time Clerical assistant to assist Administrative Assistants with their tasks.
5. Hire a Clinical Coordinator for Nursing Department to oversee clinical assignments, contract development and validating student clinical paperwork.
6. Hire part-time assistants to schedule and oversee ATI testing.

## SECTION 9

### Direction and Vision

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**A) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?**

The Institute of Medicine Report (IOM) 2010 report, *The Future of Nursing: Leading Change, Advancing Health*, called upon nurses to take a greater role in health care. This report is still spearheading and guiding advances in nursing. The health care system is continuing to evolve in its complexity. Nursing is the largest group of health professionals and because of their close proximity to patients has the potential to implement wide-reaching changes with the health care field (IOM, 2010). The IOM report lists four recommendations. First, nurses should practice to the full extent of their education and training. Second, nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression. Third, nurses should be full partners, with physicians and other health professionals, in redesigning health care in the United States. Fourth, effective workforce planning and policy making requires better data collection and information infrastructure.

Recently, the Academic Progression in Nursing (APIN) concluded a four-year project designed to identify and develop strategies for building a more highly educated nursing workforce. The APIN supports partnerships between universities and community colleges to provide a seamless progression from the associate's degree (AD) to the baccalaureate. In addition, it supports an employment-focused partnership between schools and health care facilities that provide students with practical experience. California community colleges and universities are successfully developing partnerships and are on the forefront of this change. These supported partnerships feature five core elements: dual admission, integrated curriculum, shared faculty, the availability of a Bachelor of Science in Nursing (BSN) one year after attainment of the AD, and a plan for program sustainability.

Other changes occurring within health care facilities continue to impact significantly ADN programs including the ECC Nursing Program. These changes include:

1. Greater competition for clinical sites as the number of nursing schools and number of students within the schools increase to meet the growing health care needs of Californians.
2. The loss of previous clinical sites due to internal facility changes. This includes the loss of mental health clinical sites due to the increasing acuity and number of patients. Reports indicate that mental health administrators have increasing safety concerns resulting in restricting the number of students allowed on a patient unit. Also, there are an increasing number of facilities exclusively hiring BSN prepared nurses and giving priority to BSN programs as compared to AD programs. Many facilities report this is done to achieve or maintain "Magnet Status."
3. Increasing student and faculty requirements for more paperwork, more training, and additional orientation as compared to past years. This includes increasingly stringent requirements that include clear background checks, proof of health insurance, and drug screen procedures. Additional facilities require a list of students' names, health

information, documentation, and official background checks at least six to eight weeks prior to the start of the course. This is a challenge especially for courses offered each eight-week session. Instructors are unable to forecast students moving on to the next course at the beginning of the current course. Students struggle to complete the requirements of current classes while meeting the requirements for a future class not yet in session. In addition, time frames may overlap with winter and summer break. It is difficult to contact students when school is not in session.

It is widely accepted that the general population is aging and will need more care. Nurses are part of that population; therefore, a significant portion of the nursing workforce is retiring taking with them years of experience and expert knowledge. The American Nurses Association using data from the Bureau of Labor Statistics estimates that between 2014 and 2024, “689,200 RNs and Advanced Practice RNs (APRNs) will retire or otherwise leave the labor force... [Thus,] 1,182,000 vacancies will emerge for RNs/APRNs. Since the country is producing 150,000 new RNs per year (NCLEX passers), there should be sufficient numbers of new nurses to fill the vacancies.” However, a nursing shortage is still likely if there is inadequate funding for nursing education and inadequate numbers of faculty. The growing shortage of nursing faculty is often cited as a contributor to a nursing shortage.

Attracting qualified nursing faculty to nursing programs is an ongoing challenge. The shortage of nursing faculty has a deleterious impact on the number of students enrolled in and graduated from a nursing program. Therefore, the nursing faculty shortage compounds the nursing shortage and exponentially limits access to health care within the community. There are multiple reasons given for the nursing faculty shortage. New nursing graduates prefer to enter clinical practice and avoid academic careers. If interested, they do not meet the BRN requirements of recent bedside nursing experience. As a result nurses typically enter academia at least 10 years after non-nursing faculty. Many RNs report they do not want to go into academic careers because the pay is low as compared to their clinical careers. Also, the cost of acquiring the advanced degrees required for academia is increasingly cost prohibitive. Nursing faculty working conditions are another deterrent receiving increasing attention. The volume of work from regulatory agencies and diluted compensation for increasingly stressful clinical work are unattractive to professionals who value a work-life balance.

Leaders in nursing continue to underscore that the future of nursing is in the community or primary care setting as compared to the acute hospital setting. This vision reflects the growing emphasis on health and preventative care. In addition, the Agency for Healthcare Research and Quality’s Healthcare Cost and Utilization Project reported that between 2005 and 2014 inpatient stays for all conditions decreased with the exception of mental health and substance abuse hospitalizations. The shift of nursing care to the community and the loss of acute clinical sites necessitate that nursing education move to alternative sites. This includes health clinics, community centers, patient homes, and clinical simulation experiences.

**B) Explain the direction and vision of the program and how you plan to achieve it.**

The vision of the ECC Nursing Program closely aligns with the ECC Institutional Learning Outcomes (ILOs). The continuing direction of the Nursing Program is to ensure students have equal access to clinical placements and job positions by equipping them with the knowledge and skills needed to perform as a registered nurse. One way this is done is by encouraging students to obtain advanced degrees. This supports the ILOs of Community, Personal Development, Information Literacy, and Critical Thinking. For example, once students obtain

their BSN and other advanced nursing degrees they will not only be more marketable, but also support the health care needs of the community for a highly educated workforce. Ultimately, our hope is they will return to El Camino College as nursing instructors and pass on their knowledge and skills to the next generation of nurses.

The ECC Nursing Program continues to take steps to introduce RN to BSN educational programs to nursing students. This includes the Nursing Forums. RN to BSN representatives attend the Nursing Forum, present information and answer the students' questions. Another opportunity for advancement is the current RN to BSN articulation agreement with California State University, Dominguez Hills that includes dual enrollment. This partnership meets the core elements of this type of agreement. One core element that needs further exploration is shared faculty. Also, additional partnerships with other advanced degree programs need to be explored.

The ECC Nursing Program is in the process of a major curriculum revision. In response to the California BRN's encouragement to decrease or limit the total number of units by nursing programs, the nursing department has proposed decreasing the total number of units from 50.5 units to 45 units. This reduction will assist in the articulation process for those who wish to transfer to a university for a bachelor's degree in nursing at a CSU or UC.

Another way the nursing department addresses the ILO of Community is by its collaborative work with facility affiliates, including hospitals. Facilities are invited to ECC Nursing Advisory Committee meetings that are also attended by faculty and nursing administration. In addition, faculty members meet with facility liaisons prior to clinical rotations. In addition to seeking information about the current goals and needs of the facilities, the nursing department advocates for opportunities and rights of the ADN students. An idea for encouraging further communication between facilities and the Nursing Program is to provide continuing education units (CEUs) to nursing staff and administrators for speaking with students during class or presenting at the Nursing Forums.

Strategies continue to be implemented to increase applicant pools for part-time and full-time nursing faculty positions. Faculty members have been encouraged to network with their contacts of qualified nurses in the community who are interested in nursing education. These nurses enjoy working with students and meet the educational qualifications for the position. Job postings on multiple recruitment websites and recruitment events must be further explored.

Recent nursing literature discusses creating a "fair and just" culture in schools of nursing. This is a specific strategy to move away from the historic "shame and blame" culture of health care organizations. Not only does this new cultural paradigm align with the ILO of Communication, it supports the addition of *Jean Watson's Theory of Human Caring to the Nursing Program philosophy*. *A "fair and just" culture is thought to not only improve student success, but faculty job satisfaction. The ADNFO needs to begin exploration and discussion of the literature on the "fair and just" culture.*

*In response to the shift of nursing care to the community and the loss of acute clinical sites, the curriculum will need to incorporate diverse health experiences for nursing students. In addition to new community experiences, innovative clinical simulation experiences need to be explored. Although the number of hospitalized mental health patients is increasing, the number of students allowed on acute care units is decreasing. Funding for mental health*

clinical simulation has been mostly overlooked. Although the Hearing Voices simulation experience has been successful by contributing to the student's insight into those with mental health challenges, there has been no funding to buy the equipment needed to support the experience. Also, many nursing schools are coordinating with drama departments for simulation. Drama students play the role of patients with mental illness, learning disabilities and allow nursing students to explore the effect of communication skills training. This simulation is found to be a benefit to all involved students by boosting their confidence. In addition, some schools provide the drama students course credit and other schools offer a stipend.

Additional simulation experiences used by nursing schools include the Community Action Poverty Simulation (CAPs). This simulation exposes students to the health care barriers faced by people living in poverty. It promotes insight and prepares students for clinical placements among patients with health care challenges related to poverty and homelessness. This simulation experience is applicable to multiple nursing courses in addition to mental health nursing.

**C) List any related recommendations.**

1. Continue articulation agreement with California State University, Dominguez Hills and secure additional articulation agreements with other BSN programs to assist students with a smoother transition into BSN programs.
2. Seek to share faculty with BSN programs within articulation agreements to provide students a seamless progression to the BSN and to address the shortage of nursing faculty.
3. Establish new methods for collecting data that include feedback from health care facilities and show evidence of program satisfaction for graduates of the nursing program.
4. Gather data on the reasons for clinical space being unavailable including denial of space due to another RN program offering to pay a fee for the placement.
5. Attract highly qualified nursing faculty by providing them compensation commensurate with their volume of work, responsibility, and advanced skill level.
  - a. Increase release time for the assistant nursing director to 100%.
  - b. Define clinical hours as lecture hours instead of laboratory hours accurately to reflect the teaching load of nursing faculty.
  - c. Post nursing faculty and staff openings on multiple recruitment websites.
6. Provide continuing education units (CEUs) to nursing staff and administrators for speaking with students during class or presenting at the Nursing Forums.
7. Discuss and explore the literature on the "fair and just" culture in nursing committees and the ADFO meetings.
8. Develop the mental health-nursing curriculum by purchasing resources and equipment for mental health simulation.



## SECTION 10

### Prioritized Recommendations

A) Provide a single, prioritized list of recommendations and needs for your program/ department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation. Use the following chart format to organize your recommendations.

	<b>Recommendations</b>	<b>Cost Estimate</b>	<b>Strategic Initiatives</b>
1.	Computer Lab for allied health. With the separation from Compton imminent, this is required for ATI testing as well as Nursing specific computer software.	\$66,000	ABEF
2.	Define clinical hours as equivalent to lecture. The patients in the clinical setting are increasingly complex, requiring the instructor to require additional paperwork and assignments, increasing the workload.	\$800,000/year	BCE
3.	At least 3 full time nursing faculty are being requested. This will enable more required projects to be distributed across faculty, as well as meet BRN staffing requirements for an ADN program.	\$210,000/year	AB
4.	Sim technician is being requested to maintain the simulation lab, work with technology, and assist the instructor and students to a more lifelike simulation experience.	\$72,641/year	ABCE
5.	Assistant director. The ECC RN program currently has one, we are requesting one additional assistant, which will decrease the director's load, improve student access, and begin the mentoring process for future director experience.	\$70,000/year	BCE
6.	Equipment for grading tests (ParScore). The current equipment is outdated and not functional at times. The nursing program is very fast paced, with most classes eight weeks long, requiring student exam grading quickly in order to provide feedback.	\$7,750	EFG
7.	Equipment for skills lab: electronic vs machines-IV pumps, doppler, glucometers, double head stethoscopes. Most of the skills lab equipment is old and outdated, with the introductory students being exposed to equipment no longer in hospitals, requiring further hands on teaching in the hospital for the current in practice equipment by the clinical instructors.	\$34,204	ABEF
8.	Equipment with warranties for sim lab; Camera, debriefing, mannequins. Technology changes rapidly, and the ECC simulation lab is rapidly becoming outdated and non-functional. The camera system is currently non-	\$118,000	BEFG

	functional, and ECC media services is unable to support the systems. A new mannequin and debriefing equipment will assist the students to a more lifelike experience, better preparing them for the future as registered nurses.		
9.	Instructional media Psychiatric nursing and other areas of the program are requesting current media and equipment in order to teach students more effectively.	\$2,650	ABEF
10.	Resources & equipment to expand the general and mental health simulation Proposals are being submitted here to expand the simulation program with students from different areas of campus, including drama and sign language, hands on in a simulation lab for student preparation with realistic participants.	\$1,440	ABED EF

**B) Explain why the list is prioritized in this way.**

The above items were prioritized based on the importance to the program, short-term and long-term impact to the program, and the most beneficial to the program.

Several of the high priority recommendations concern attracting qualified nursing faculty to the El Camino Nursing Program. These recommendations will help to attract and retain highly qualified nurses. As previously stated, a shortage of nursing faculty has a deleterious impact on the number of students enrolled in and graduated from a nursing program. Also, new nursing graduates prefer to enter clinical practice and avoid academic careers. Many RNs report they do not want to go into academic careers because the pay is low as compared to their clinical careers. Nursing faculty working conditions are another deterrent. The volume of work from regulatory agencies and diluted compensation for increasingly stressful clinical work are unattractive to professionals who value a work-life balance. These recommendations are the first step in addressing these barriers to attracting highly qualified nursing faculty, especially full-time faculty.

# APPENDIX A

## Alignment Grids

STUDENT LEARNING OUTCOMES (SLOs)	SLO to PLO Alignment (Mark with an X)							COURSE to ILO Alignment			
	P1	P2	P3	P4	P5	P6	P7	1	2	3	4
<b>NURS 48 Dosage Calculations: SLO #1 Safe Dosages</b> The student will calculate and demonstrate safe medication dosages across the lifespan.			X				X				
<b>NURS 48 Dosage Calculations: SLO #2 Six Rights</b> The student will state the six rights of medication administration.			X			X	X	X	X		X
<b>NURS 48 Dosage Calculations: SLO #3 Intravenous Rates/Times</b> The student will calculate and demonstrate intravenous flow rates, infusion times and volumes across the life span.			X			X	X				
<b>NURS 101 Exploring Health Occupation Careers: SLO #1 Occupations</b> The student will compare and contrast various health care occupations.	X	X									
<b>NURS 101 Exploring Health Occupation Careers: SLO #2 Body Systems</b> The student will describe structures and functions of body systems.		X						X	X	X	
<b>NURS 101 Exploring Health Occupation Careers: SLO #3 Careers</b> The student will identify pros and cons of specific health careers after interviewing working health professionals.	X	X									
<b>NURS 103 Nurse Assistant: SLO #1 Scientific Principles</b> The student will apply the scientific principles and nursing skills to patients, using a systematic approach and the nursing process for the purpose of delivering safe, effective, and therapeutic direct hands on nursing care according to the scope of practice for a CNA.	Inactivated										
<b>NURS 103 Nurse Assistant: SLO #2 Ethical Boundaries</b> Ethical Boundaries The student will compare and contrast legal and ethical boundaries as compared to other members of the healthcare team.	Inactivated										
<b>NURS 103 Nurse Assistant: SLO #3 Role and Responsibilities</b> The student will describe the role and responsibilities of the Certified Nurse Assistant.	Inactivated										
<b>NURS 104 Home Health Aide: SLO #1 Home Skills</b> The student will apply the scientific principles and nursing skills to those clients who reside within the home and the nursing process for the purpose of providing comprehensive nursing care.	Inactivated										
<b>NURS 104 Home Health Aide: SLO #2 Therapeutic Communication</b> The student will demonstrate the use of therapeutic communication and cultural sensitivity within home care setting.	Inactivated										
<b>NURS 104 Home Health Aide: SLO #3 Entry Level CNA</b> The student will describe the scope of practice of the CNA in entry-level health care.	Inactivated										
<b>NURS 116 Disabilities in the Developing Child: SLO #1 Disabilities and Development</b> The student will demonstrate an understanding of how	Inactivated										

STUDENT LEARNING OUTCOMES (SLOs)	SLO to PLO Alignment (Mark with an X)							COURSE to ILO Alignment				
	P1	P2	P3	P4	P5	P6	P7	1	2	3	4	
disabilities affect the physical, social, cognitive, and emotional development of the child and his/her family.												
<b>NURS 116 Disabilities in the Developing Child: SLO #2 Typical vs Atypical</b> The student will compare and contrast the development of children who have typical and atypical developmental patterns.	Inactivated											
<b>NURS 116 Disabilities in the Developing Child: SLO #2 Toy or Activity</b> The student will develop a toy or adapt an activity to meet the physical, developmental, social, emotional, and/or cognitive needs of a child with a disabling condition.	Inactivated											
<b>NURS 118 Respite Care for Children and Adolescents: SLO #1 Formulate a Plan</b> Students will formulate a plan for respite care for the child with a chronic condition or disability in their home environment.						X						
<b>NURS 118 Respite Care for Children and Adolescents: SLO #2 Characteristics of Development</b> Students will differentiate characteristics of typical and atypical development in children and adolescents.	X							X		X		
<b>NURS 118 Respite Care for Children and Adolescents: SLO #3 Develop Activities</b> Students will develop activities that consider the child's ability level in the following areas: physical, psychosocial, cognitive or language development.	X											
<b>NURS 145 Introduction to Nursing: SLO #1 Nursing Roles</b> The student will differentiate various nursing roles and identify the steps of the Nursing Process.	X											
<b>NURS 145 Introduction to Nursing: SLO #2 Subjective vs Objective</b> The student will analyze assessment data to determine subjective or objective content.	X		X					X		X	X	
<b>NURS 145 Introduction to Nursing: SLO #3 Acute Care Setting</b> The student will identify the roles of the registered nurse in the acute care setting.	X											
<b>NURS 149 Preparation for Advanced Placement in Nursing: SLO #1 LVN vs RN</b> The student will compare and contrast the role of the LVN to that of the Registered Nurse.	X											
<b>NURS 149 Preparation for Advanced Placement in Nursing: SLO #2 Nursing Care Plans</b> The student will formulate nursing care plans that demonstrate proficient application of the nursing process using basic needs and structural variables.	X		X					X		X	X	
<b>NURS 149 Preparation for Advanced Placement in Nursing: SLO #3 Legal Roles</b> The student will compare and contrast legal roles and ethical responsibilities within the nursing profession.	X											
<b>NURS 150A Beginning Nursing Process and Fundamental Skills I: SLO #1 Lab Test and Diagnostic Procedures</b> The student will identify sources of laboratory test and diagnostic procedures and relate the information to certain disease processes.						X						
<b>NURS 150A Beginning Nursing Process and Fundamental Skills I: SLO #2 Oral Drug Administration</b> The student will utilize the nursing process to apply safe practices during oral drug administration.			X									
<b>NURS 150A Beginning Nursing Process and Fundamental Skills I: SLO #3 EHR Program</b> The student will develop skills to safely and effectively utilize an Electronic Health Record (EHR) Program.			X									

STUDENT LEARNING OUTCOMES (SLOs)	SLO to PLO Alignment (Mark with an X)							COURSE to ILO Alignment			
	P1	P2	P3	P4	P5	P6	P7	1	2	3	4
<b>NURS 150B Beginning Nursing Process and Fundamental Skills II: SLO #1 Adult Basic Needs</b> The student will apply the nursing process to meet the basic needs of the adult			X								
<b>NURS 150B Beginning Nursing Process and Fundamental Skills II: SLO #2 Ingestive Needs</b> The student will utilize the nursing process to meet the basic ingestive need of the older adult patient.						X		X	X		X
<b>NURS 150B Beginning Nursing Process and Fundamental Skills II: SLO #3 Pain Assessment</b> The student will identify subjective and objective data to collect and analyze when assessing a patient experiencing pain.		X									
<b>NURS 151 Human Development and Health: SLO #1 Assess and Apply</b> The student will assess and apply principles of growth and development to various age groups throughout the lifespan.	X		X								
<b>NURS 151 Human Development and Health: SLO #2 Developmental Theory</b> Students will apply developmental theory to child observations and elder adult interviews.	X	X						X	X	X	X
<b>NURS 151 Human Development and Health: SLO #3 Atypical Development</b> Students will compare and contrast characteristics of typical and atypical developmental and health patterns throughout the lifespan.			X								
<b>NURS 152 Introduction to Nursing Pharmacology: SLO #1 Principles</b> The student will apply the principles of pharmacology to drug therapy, using a systematic approach and the nursing process for the purpose of administering pharmacological agents based on safe and accurate nursing practice.			X								
<b>NURS 152 Introduction to Nursing Pharmacology: SLO #2 Identify Errors</b> The student will identify strategies to prevent medication errors.			X				X	X	X		X
<b>NURS 152 Introduction to Nursing Pharmacology: SLO #3 Identify Sources</b> The student will identify sources of drug information.			X								
<b>NURS 153 Intermediate Nursing Process I: SLO #1 Teaching Plan</b> Students will plan and implement a teaching plan for a client or client's family with deficient knowledge related to health and illness.		X		X							
<b>NURS 153 Intermediate Nursing Process I: SLO #2 End of Shift Report</b> Student will effectively develop an end of shift report.		X			X			X	X	X	X
<b>NURS 153 Intermediate Nursing Process I: SLO #3 IV Pump</b> Students will utilize an IV pump to effectively and safely deliver intravenous fluids to the patient.						X	X				
<b>NURS 154 Intermediate Nursing Process and Mental Health: SLO #1 Nursing Process</b> The student will utilize the nursing process to develop and carry out nursing interventions in the care of mental health patients.		X	X								
<b>NURS 154 Intermediate Nursing Process and Mental Health: SLO #2 Communication In the Nurse – Client Relationship</b> Analysis (NCRA), the student will apply techniques of therapeutic communication to establish a therapeutic relationship.		X						X	X	X	X
<b>NURS 154 Intermediate Nursing Process and Mental Health: SLO #3 Safety Threats</b> The student will accurately recognize and appropriately intervene in potential safety threats to patients, peers, instructors, and the health care team		X			X		X				

STUDENT LEARNING OUTCOMES (SLOs)	SLO to PLO Alignment (Mark with an X)							COURSE to ILO Alignment			
	P1	P2	P3	P4	P5	P6	P7	1	2	3	4
from system ineffectiveness and individual performance.											
<b>NURS 155 Health Assessment: SLO #1 Health History</b> The student will analyze the findings of a complete health history documentation.		X	X								
<b>NURS 155 Health Assessment: SLO #2 Normal vs Abnormal</b> The student will demonstrate the assessment skills to identify normal versus abnormal findings.		X	X					X	X		X
<b>NURS 155 Health Assessment: SLO #3 Skills and Demeanor</b> The student will exemplify the skills and professional demeanor needed to perform a head to toe physical examination.		X	X								
<b>NURS 156 Advanced Nursing Pharmacology: SLO #1 Principles</b> The student will apply principles of pharmacology to drug therapy.			X								
<b>NURS 156 Advanced Nursing Pharmacology: SLO #2 Teaching Plan</b> The student will develop and implement a teaching plan of a specific drug.				X				X		X	X
<b>NURS 156 Advanced Nursing Pharmacology: SLO #3 Legal Frameworks</b> The student will describe the legal, ethical and regulatory frameworks utilized in the administration of medications.	X										
<b>NURS 210 Implications of Pathophysiology Concepts for Nurses: SLO #1 Common Disorders</b> The student will define and explain common disorders and diseases related to the body systems.				X							
<b>NURS 210 Implications of Pathophysiology Concepts for Nurses: SLO #2 Pathophysiologic Concepts for Management</b> The student will apply pathophysiologic concepts for the interdisciplinary management of patient care utilizing evidenced-based clinical practices.						X		X		X	
<b>NURS 210 Implications of Pathophysiology Concepts for Nurses: SLO #3 Pathophysiologic Concepts for Health Ed.</b> The student will utilize pathophysiologic concepts to promote health education.				X							
<b>NURS 212 Basic Perioperative Nursing: SLO #1 Surgical Skills</b> The student will demonstrate skills needed in the surgical setting.	Inactive										
<b>NURS 212 Basic Perioperative Nursing: SLO #2 Communication</b> The student will discuss communication techniques unique to the surgical setting.	Inactive										
<b>NURS 212 Basic Perioperative Nursing: SLO #3 Legal and Ethical Responsibilities</b> The student will evaluate the legal and ethical responsibilities of a perioperative nurse.	Inactive										
<b>NURS 250 Intermediate Nursing Process and the Family: SLO #1 Nursing Process</b> The student will apply the nursing process in the care of childbearing women and childbearing family.		X			X						
<b>NURS 250 Intermediate Nursing Process and the Family: SLO #2 Assessments</b> The student will perform focused assessments on newborn and postpartum patients in the clinical setting.			X		X			X	X	X	X
<b>NURS 250 Intermediate Nursing Process and the Family: SLO #3 Anecdotal Assessments</b> The student will use evidence-based practice to complete anecdotal assessments for the pediatric population.				X							
<b>NURS 251 Legal and Ethical Considerations in</b>	X	X									

STUDENT LEARNING OUTCOMES (SLOs)	SLO to PLO Alignment (Mark with an X)							COURSE to ILO Alignment			
	P1	P2	P3	P4	P5	P6	P7	1	2	3	4
<b>Nursing: SLO #1 Legal and Ethical Issues</b> Students will analyze and present current legal and ethical issues confronting nursing.											
<b>NURS 251 Legal and Ethical Considerations in Nursing: SLO #2 Calif. Nursing Practice Act</b> The student will compare and contrast how the California Nursing Practice Act provides for consumer protection as compared to promoting nursing advancement.	X							X	X	X	
<b>NURS 251 Legal and Ethical Considerations in Nursing: SLO #3 Ethical Dilemmas</b> Students will analyze ethical dilemmas using a systematic model for making ethical decisions.	X										
<b>NURS 253 Intermediate Nursing Process II: SLO #1 Physical Assessment</b> The student will accurately perform a focused or comprehensive physical assessment based on a patient's health status.	X										
<b>NURS 253 Intermediate Nursing Process II: SLO #2 Identify Threats</b> The student will identify potential threats to patient safety from both system ineffectiveness and individual performance.							X	X	X	X	X
<b>NURS 253 Intermediate Nursing Process II: SLO #3 Communication</b> The student will demonstrate communication skills effectively, accurately, and in a timely manner, verbally and through documentation.		X									
<b>NURS 254 Advanced Nursing Process I: SLO #1 Core Measures</b> The student will utilize the nursing process to prioritize patient care, demonstrate critical thinking and work collaboratively to implement the core measures.			X								
<b>NURS 254 Advanced Nursing Process I: SLO #2 National Guidelines</b> The student will synthesize concepts related to a core measure identified in a patient and evaluate interventions received according to national guidelines.			X					X			X
<b>NURS 254 Advanced Nursing Process I: SLO #3 Leadership Theory</b> The student will apply leadership theory and skills in the clinical setting.						X					
<b>NURS 255 Advanced Nursing Process - Clinical Preceptorship: SLO #1 ATI Exam</b> The student will pass the ATI Compressive Predictor exam based on National Standards.			X								
<b>NURS 255 Advanced Nursing Process - Clinical Preceptorship: SLO #2 Linking</b> The student will prepare a professional portfolio to be used for employment upon completion of Associate Nursing Program.							X	X	X	X	X
<b>NURS 255 Advanced Nursing Process - Clinical Preceptorship: SLO #3 Self-Evaluate</b> The student will self-evaluate their clinical performance.	X										

PROGRAM LEARNING OUTCOMES (PLOs)	PLO to ILO Alignment (Mark with an X)			
	1	2	3	4

<b>PLO #1 Professional Practice</b> The student will adhere to standards of professional practice, is accountable for his/her actions and behaviors, and practice nursing within legal, ethical, and regulatory frameworks.	X		X	
<b>PLO #2 Communication</b> The student will communicate effectively, accurately, and in a timely manner with patients, significant others and members of the health care team.		X		
<b>PLO #3 Evidence-Based Nursing Process</b> The student will utilize the nursing process to provide patient centered nursing care, integrating evidence-based practice to address the unmet basic needs for a diverse population of patients in a variety of health care settings.	X			X
<b>PLO #4 Health Education</b> The student will implement health education to promote and facilitate informed decision-making, achieve positive outcomes, and support self-care activities.	X		X	
<b>PLO #5 Teamwork and Collaboration</b> The student will utilize teamwork and collaboration while providing quality care to individuals and families.	X	X		
<b>PLO #6 Management of Care</b> The student will manage care of the patient by demonstrating effective use of human, physical, financial, and technological resources.	X			
<b>PLO #7 Safety</b> The student will demonstrate the ability to recognize potential threats to patient safety from both system ineffectiveness and individual performance and appropriately intervene.	X	X		X



# APPENDIX B

## SLO/PLO Timelines

SLO Timeline Worksheet													
Division: <b>HSA</b> <b>2018</b>			Program: <b>Nursing</b>					Program Review Date: <b>Fall</b>					
Course and SLO #	Note if offered only in FA/SU/SP	SP 2019	SU 2019	FA 2019	SP 2020	SU 2020	FA 2020	SP 2021	SU 2021	FA 2021	SP 2022	SU 2022	FA 2022
N48 # 1					X						X		
N48 # 2								X					
N48 # 3		X											
N101 # 1							X						
N101 # 2										X			
N101 # 3													X
N118 # 1		X											
N118 # 2		X						X					
N118 # 3											X		
N145 # 1							X						
N145 # 2										X			
N145 # 3				X									X
N149 # 1							X						X
N149 # 2										X			
N149 # 3				X									X
N150	Inactivated												
N150A # 1					X						X		
N150A # 2								X					
N150A # 3		X									X		
N150B # 1					X								
N150B # 2								X					
N150B # 3		X									X		
N151 # 1										X			X
N151 # 2										X			
N151 # 3				X									X
N152 # 1					X						X		
N152 # 2								X					
N152 # 3		X									X		
N153 # 1							X						X
N153 # 2										X			
N153 # 3				X									X
N154 # 1					X						X		
N154 # 2								X					
N154 # 3		X									X		

**SLO Timeline  
Worksheet**

**Division: HSA  
2018**

**Program: Nursing**

**Program Review Date: Fall**

<b>Course and SLO #</b>	<b>Note if offered only in FA/SU/SP</b>	<b>SP 2019</b>	<b>SU 2019</b>	<b>FA 2019</b>	<b>SP 2020</b>	<b>SU 2020</b>	<b>FA 2020</b>	<b>SP 2021</b>	<b>SU 2021</b>	<b>FA 2021</b>	<b>SP 2022</b>	<b>SU 2022</b>	<b>FA 2022</b>
N155 # 1							X						
N155 # 2										X			
N155 # 3				X									X
N156 # 1					X								
N156 # 2								X					
N156 # 3		X									X		
N210 # 1	Summer Only					X						X	
N210 # 2									X				
N210 # 3												X	
N250 # 1					X								
N250 # 2								X					
N250 # 3		X									X		
N251 # 1							X						
N251 # 2										X			
N251 # 3				X									X
N253 # 1							X						X
N253 # 2										X			
N253 # 3				X									X
N254 # 1					X						X		
N254 # 2								X					
N254 # 3		X									X		
N255 # 1							X						X
N255 # 2										X			
N255 # 3		X											X

<b>PLO Timeline for Evaluation</b>										
<b>Division: <u>HSA</u></b>			<b>Program: <u>Nursing</u></b>				<b>Program Review Date: <u>Fall 2018</u></b>			
<b>PLO #</b>	<b>FA 2018</b>	<b>SP 2019</b>	<b>SU 2019</b>	<b>FA 2019</b>	<b>SP 2020</b>	<b>SU 2020</b>	<b>FA 2020</b>	<b>SP 2021</b>	<b>SU 2021</b>	<b>FA 2021</b>
PLO #1 Professional Practice	X									
PLO #2 Communication		X								
PLO #3 Evidence-Based Nursing Process				X						
PLO #4 Health Education					X					
PLO #5 Teamwork and Collaboration							X			
PLO #6 Management of Care								X		
PLO #7 Safety										X

## APPENDIX C

### 6-Year Curriculum Course Review Timeline

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The proposed major curriculum revision will be reviewed for approval by the California Community Colleges Chancellor's office and the BRN during the fall 2018 semester. The goal is for the new curriculum to start rolling out during the spring 2019 semester. The new course review timeline will be based on the start date of the new curriculum.

## APPENDIX D

### Career and Technical Education (CTE) Supplemental Questions

CTE programs must conduct a full program review every 4 years. The comprehensive program review includes responses to the CTE supplemental questions below. Every two years (once between full program reviews), these supplemental questions must be answered and submitted to Academic Affairs for posting on the College website.

**Use labor market data, advisory committee input/feedback, and institutional and program-level data to respond to the following questions:**

**1. How strong is the occupational demand for the program?**

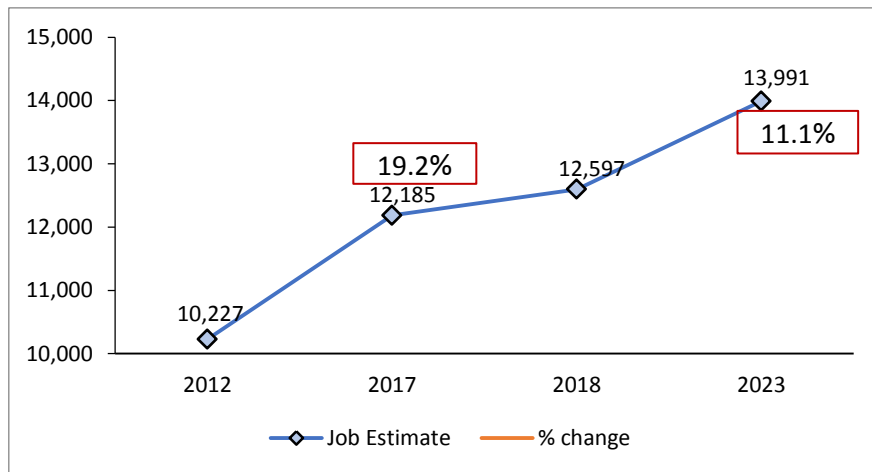
The demand for registered nurses in California is expected to increase by 16.2%. However, the supply of Nurses will only grow by 10% before 2030.

According to the U.S. Nurse Workforce Report Card and Shortage Forecast, published in the American Journal of Medical Quality in 2012, over the next two decades, the demand for nurses will greatly outpace the supply. California’s RN supply will grow only about 10 percent by 2030 — not nearly enough. The various estimates and projections of nursing shortages are for the state as a whole. California is a big state and even if we live in a county that has been designated as a registered nurse shortage area (like Los Angeles County). The UCSF report recommends, “Growing our RN programs a bit more.” In California, many students are ill prepared to enter a nursing program due to a lack of prerequisites like microbiology, statistics or psychology. Having to play catch-up will delay admission. In California, the number of Registered Nurses is expected to grow much faster than average growth rate for all occupations. Jobs for Registered Nurses are expected to increase by 16.2 percent, or 45,800 jobs between 2016 and 2026.

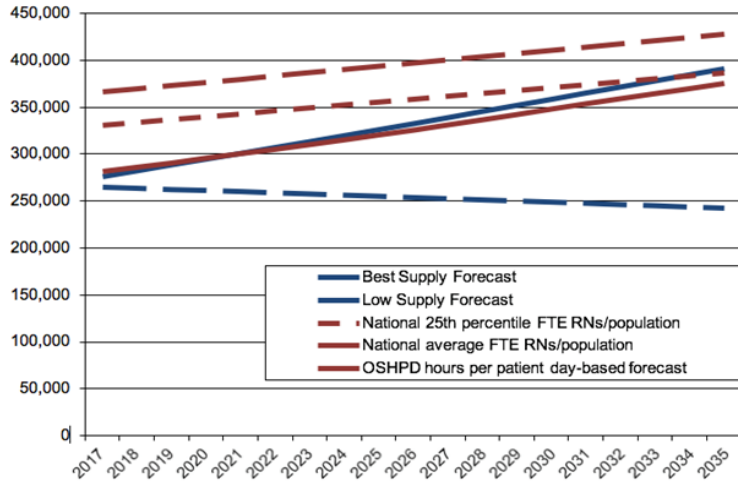
Key Figures 2012-2023: The summary figures below are generated for Los Angeles county and cities that are projected to have job openings in nursing and related fields.

<b>12,185</b>	<b>+19.1%</b>	<b>+11.1%</b>	<b>\$40.86/hr</b>
<b>Jobs estimate (2017)</b>	<b>% Change (2012-2017)</b>	<b>% Change (2018-2023)</b>	<b>Median Hourly Earnings</b>
<i>28% below National average</i>	<i>Nation: +7.9%</i>	<i>Nation: +8.5%</i>	<i>Nation: \$30.39/hr</i>

**Occupational Growth Summary 2012-2023:**



**Figure 6. Forecasted full-time equivalent supply of and demand for RNs, 2017-2035.**



**2. How has the demand changed in the past 5 years and what is the outlook for the next 5 years?**

In the last 5 years, the demand in Southern California was determined to be 10%. The demand for well-trained registered nurses during the next twenty years will increase to 16.2%. The infrastructure for training and educating nursing students will not support the demand.

**3. What are the completion, success, and employment rates for students in the program? In your response, identify the standards set by the program and discuss any factors that may impact completion, success, and employment rates among students in the program. Describe the status of any action plans for maintaining/improving rates relative to such benchmarks.**

Avg. NCLEX-RN pass rate: 89.70% & Retention Rate **77%**.  
 NCLEX-RN Rank: #34 from 92 California AND program  
 By 2025, California may face a shortage of workers with college training.  
 The average growth rate of occupation in the USA is 7 %.

In fact, the Health Resources and Services Administration predicts more than one million registered nurses will reach retirement age within the next 10 to 15 years, leaving a significant number of jobs to be filled.

**4. What is the state’s need for the program?**

The statewide occupational demand for nurses is expected to increase by 16.2% or 45,800 nurses. The state must move to expand RN programs at all levels and ease the transition between entry level and advanced degree programs.

**5. How does the program address needs that are not met by similar programs in the region?**

Most nursing students receive financial aid; however, it is usually not enough to support them through the two years of the program. Many work part-time jobs to support themselves financially. This limits the amount of time they have available to devote to course work and studying. The El Camino College Nursing Program has been fortunate to receive a large HRSA grant that goes directly to the nursing students enrolled in the program. Several students have reported receiving a substantial amount of support. This grant provides students with the opportunity to limit their work hours and in some cases not work at all. Students are able to focus on their studies and have more time to attend practice sessions and workshops geared at improving student success.

**6. Are the students satisfied with their preparation for employment?**

Student survey results obtained from nursing graduates show that they overwhelmingly agree and strongly agree that the El Camino College Nursing Program adequately prepared them for employment. Unfortunately, the number of student surveys returned is very limited and is not adequately substantial enough to assess the program.

**7. Are the employers in the field satisfied with the level of preparation of our graduates?**

Surveys obtained from employers who have hired El Camino College Nursing graduates show that they agree and strongly agree that the nursing graduates are well prepared for employment. Unfortunately, the number of student surveys returned is very limited and is not substantial enough adequately to assess the program. The program has received a lot of positive feedback by way of verbal reports given to faculty members by nursing staff, managers, and administrators. Employers like that the ECC Nursing Students have a preceptorship course with a strong leadership component. They like that the graduates have ACLS certification in addition to the required BLS certification. The ACLS course is offered on site in the nursing department to all fourth semester students. The graduates tend to secure nursing jobs at one of the clinical facilities they rotated through as a nursing student. The clinical facilities like this because the training process is easier since the graduate is familiar with the organization and their policies and procedures.

**8. What are the completion, success, and employment rates for the students?**

Data provided by the IRP (<http://www.elcamino.edu/administration/ir/acadperformance.asp>) from 2012 – 2017, demonstrates that the Nursing Program's success rates are consistently higher than that of the College's success rates. Students within the ECC nursing program are motivated to succeed and are academically well prepared in their pre-requisite classes: a tribute to the students attending ECC and the ECC faculty that prepare them to enter the Nursing Program. From 2014-2018, IRP trended a minimum five-year success rate of 89% among students in the nursing program and an average student success rate of 93.5%.

ECC utilizes the Chancellor's Office methodology to determine retention rates (percentages) among students in a given course. Retention rates are defined as the number of students who remain enrolled in a course until the course ends, compared to all the students enrolled on the census date, the date which the College uses to record student enrollment (retrieved from: <http://www.elcamino.edu/administration/ir/docs/acadperformance/Report%20Definitions%20EC C%20Division.pdf>). As with the student success rates, student retention rates from 2014 – 2018 exceed College retention rates. Department retention rates have been 90% or greater since the fall term of 2014. The nursing program will continue efforts to maintain a minimum retention rate of 89%.

The nursing department has struggled with obtaining graduate student survey feedback and employer survey feedback regarding graduate employment. Efforts to improve methods for obtaining survey results to provide meaningful and relevant data for course and program development are being continued. For course evaluations, the department had originally set up a hyperlink system for students that would be sent by email with data results returned to the IRP. Unfortunately, many students found a way to shortcut this evaluation process resulting in the IRP having little or no data to return to the nursing department. Faculty trialed and then approved using Turning Point technology (i.e., the use of clickers) to capture 100% of student feedback for courses. The use of google.docs was also added for students that wanted to add specific comments to their course evaluations. Student feedback has been very positive as they enjoy seeing their anonymous group evaluations.

9. **What is the role of the advisory committee and what impact does it have on the program?**

The ECC Nursing Program is associated with several different Advisory Committees. The nursing program also has its own Advisory Committee. The Nursing Director and nursing faculty have been actively participating in various hospital advisory board meetings as a way to enhance partnerships between health care agencies, other nursing programs, colleges, and the community. The Nursing Department works with the organizations listed below to promote collaboration, share ideas, improve the nursing program, and advocate for ECC Nursing Students.

California Institute for Nursing & Health Care (CINHC)	LA Regional Nursing Advisory Committee through Health Workforce Initiative (HWI)	Providence Little Company of Mary Medical Center Advisory Committee
California Organization of Associate Degree Nursing Program Directors (COADN)	National Council of State Boards of Nursing (NCSBN)	Southern California Simulation Collaborative
Kaiser, South Bay Advisory Committee		

10. **If there is a licensure exam for students to work in their field of study, please list the exam and the pass rate. If there are multiple licensure exams in the program, include them all.** Students completing this program are very successful with the National Council Licensure Exam for Registered Nurses (NCLEX-RN), which is required to obtain a Registered Nurse license.

The NCLEX pass rates for first-time test takers have been consistently above BRN requirements for the last five academic years, with scores ranging from 88.2% to 96.6%.

The table below identifies the El Camino College Nursing Department NCLEX pass rates. This table is categorized by academic year (e.g., July 1 - June 30) and reflects the results of all graduates who have taken the NCLEX examination for the first time within the last five years (including those students who graduated more than five years ago). The number of El Camino College students who took the NCLEX and the percentage of students who passed are from the BRN at <https://www.rn.ca.gov/education/passrates.shtml>.

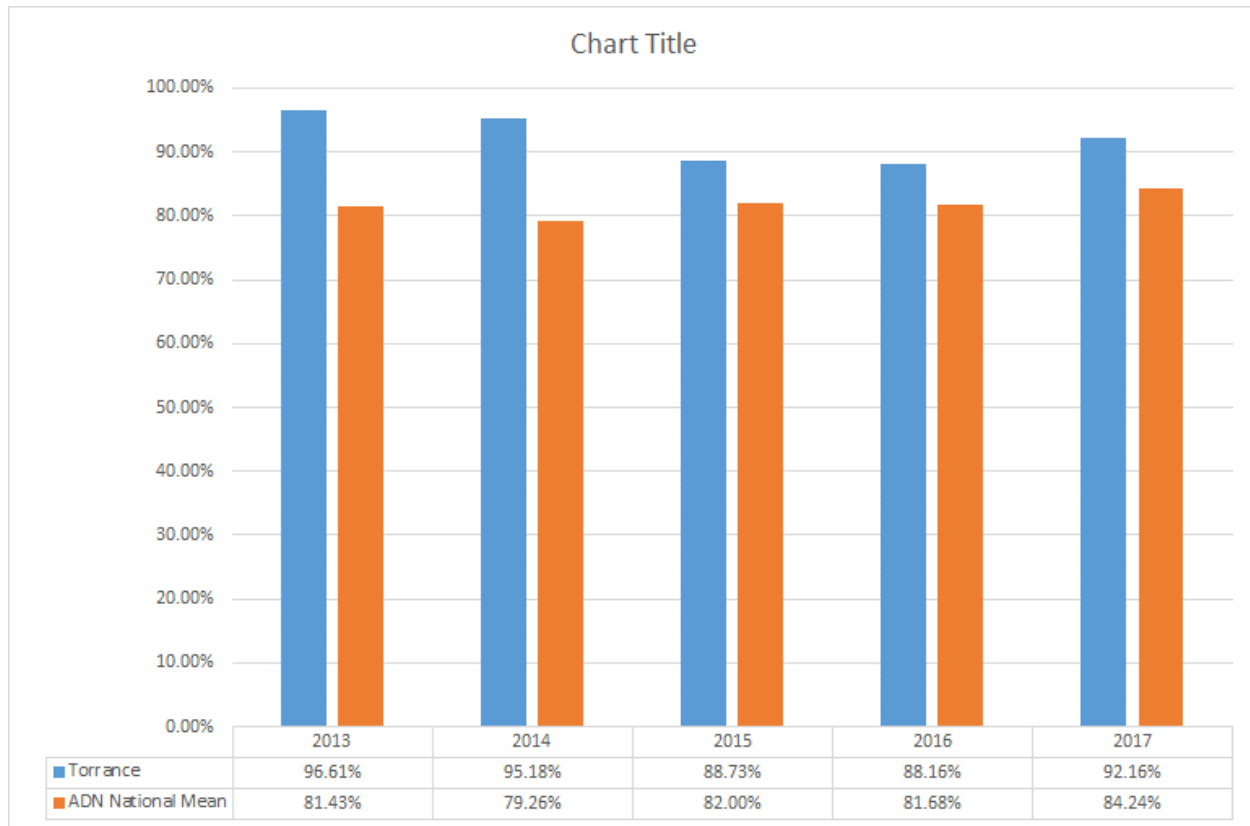
The NCLEX pass rates have exceeded the National Council of State Boards of Nursing (NCSBN) national mean for all five academic years. In addition, the NCLEX pass rates have exceeded the El Camino Nursing BRN Systematic Program Evaluation benchmark of at least a 75% annual pass rate for first-time takers of NCLEX for the last two years.



## APPENDIX E

### 5-Year Trend Of Annual NCLES Pass Rates for 1<sup>st</sup> Time Test-Takers per Academic Year 2013 - 2017

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## APPENDIX F

### Advisory Committee Meeting Minutes

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#### EL CAMINO COLLEGE NURSING DEPARTMENT

#### ADVISORY COMMITTEE MEETING

November 27, 2017

ECC 411 1230-1430

**Members present:** N. Day, N. Ezeobah, M. Guta, J. Flynn, S. Johnson, Y. Kawasaki, P. Kidwell-Udin, Z. Mitu, M. Moon, W. Morris, V. Orton, B. Richardson, E. Rivera-Mitu, K. Stephens, S. Thomas, M. D. White

**Affiliates present:** C. Andrade (CSUDH School of Nursing), G. Kaur (COPE Health Solution), D. Labovic (Cal Veterans Home of CA, WLA), L. Leon (Harbor-UCLA MC – ER Educator), K. Mc Gue (Cal Veterans Home of CA, WLA), S. Martin (Harbor-ULCA – Affiliation Coordinator), K. Moore Vaccine Preventable Disease Control Program, LA County), A. Noel, A (Harbor-ULCA- recruitment), B. Novak (Cal Veterans Home of CA, WLA), R. Rafie (COPE Health Solution), A. Salas (Injury Prevention Coordinator LA County), S. Steinberg (Memorial Hospital of Gardena)

**Recorder:** P. Sorunke

Topic	Summary of Discussion
<b>I. Welcome and Introductions</b>	Welcome remarks were made by S. Thomas.
<b>II. Updates and Announcements</b>	Director Morris stated the goal of the advisory committee is to ensure that our program is current and meeting the needs of the community and industry.
1. Goal of Advisory Committee	
2. Industry Input – Hospital and Ancillary Facilities	Industry partner’s response to three questions as it related to their facility.
a. Projected hiring pattern for nurses (RN)	B. Novak reported that Veterans Home of California, West Los Angeles is a 400-bed long-term care facility.
b. Projected trends and impact of workforce	
c. What characteristics are desired when hiring new nurses	a. Currently hiring all three levels of health care providers. There are 70 CNA, 20 LVN, 15 RN, and 6 other positions

available. In addition, we are hiring new graduates from ADN & BSN programs (Shared flyers with information on hiring process).

- b. Projected trend is being able to provide funding for career ladder LVN to RN to BSN to MSN.
- c. The characteristics desired are good customer service, willingness to learn and adaptability.

S. Steinberg reported that Memorial Hospital of Gardena is a 172-bed acute care hospital.

- a. Recently hired new RN graduates for ER, MS, Telemetry units. Graduates were from both the ADN and BSN schools.
- b. Projected trend noted community college graduates stronger in basic skills than university graduates. BSN graduates do not tend to stay long after orientation.
- c. Desired characteristic desired for new hires are critical thinking skills and good customer service skills

S. Martin stated that Harbor-UCLA MC is a 570-bed public teaching hospital.

- a. Hires experience and new RN graduates. Recently hired 30 RNs over the past couple of months. Offer a 6-12 week orientation, depends on experience and the unit the RN was hired.
- b. Desire is to develop critical thinking skills and empowering nurses.
- c. Look for customer service, willingness to learn and adaptability.

### 3. Industry Input – University Schools

C. Andrade stated that California State University Dominguez Hills (CSUDH) has maintained a MOU with ECC to offer students entering or currently enrolled in a nursing program the opportunity to be concurrent enrollment in the Registered Nurse (RN) to

Bachelor of Science in Nursing (BSN) program for many years. These students take classes during the winter and summer intersession. In addition, Graduates who have completed the ADN program are eligible to enroll into a fully online RN to BSN and Master of Science in nursing (MSN) degree program with the following options: Nurse Educator, Nurse Administrator, Clinical Nurse Specialist, and Family Nurse Practitioner. RN with a non-nursing bachelor's degree in the MSN Pathway program, upon completion of designated BSN course.

Director Morris stated that California State University Fullerton has expressed an interest in developing a MOU agreement with the college like the CSUDH MOU agreement.

#### 4. Program Update

Director Morris informed the committee that Compton Center received accreditation in 2017. At some point, there will be two separate programs. A date has not been established. El Camino College has applied for the Strong Workforce grant to develop specialty programs. ECC was approved to develop curriculum for the Labor and Delivery (L&D) and Neonatal Intensive Care Unit specialty program. Currently the college has developed a relationship with two local hospitals to offer the L&D specialty course to Registered Nurses (RN) interested in taking the course at no charge to the facility or the participants enrolled. The other specialty courses being developed is the operating room and post anesthesia care curriculum at Rio Hondo College; Critical Care course at Glendale College; and Emergency Room at Cerritos College. In addition, specialty curriculum in critical care is being offered at Glendale Community College.

##### a. Simulation at El Camino College and Compton College

Director Morris reported that the Compton campus is working to reestablish the LVN program. In addition, the CNA/HHA is being reestablished at both the ECC and Compton campuses. Target start timeline is fall 2018.

<p>b. Veteran Policy</p> <p>c. Community Partnership</p> <p>d. Admission Criteria</p> <p>e. New Curriculum Plan</p>	<p>a. E. Rivera-Mitu reported that the Simulation Labs at El Camino College (ECC) and El Camino College Compton Center (CEC) are on the cutting edge; however, both programs need to update some of the high-fidelity mannequins for newer models. The obstetrical and newborn mannequins on both campuses are no longer supported by maintenance agreement and replacement parts cost as much as it would be to purchase a new obstetrical and newborn high-fidelity mannequin. The Adult Hal and Pediatric Hal high-fidelity mannequin has been replaced on the El Camino campus over the last couple of years. Currently, the CEC campus needs to replace the Pediatric high-fidelity mannequin; the battery does not retain a consistent charge. It is one of the original high-fidelity mannequins purchased for the lab many years ago.</p> <p>K. Stephens is the Skills Lab Coordinator at the ECC campus. K. Stephens reported that students enrolled in Fundamentals are encouraged to practice their skills and complete a series of workshops in the Skills Lab, which is staffed by faculty. In addition, Student Success workshops are offered to students scoring 70% or below. Faculty works with students to identify deficiencies, which has resulted in a 19% improvement.</p> <p>b. Director Morris reported that the nursing program has implemented credit for military experience policy that includes course work and field work completed by veterans in accordance with the guidelines set by the California Registered Nurses License Qualifications for Persons Serving in Medical Corps of Armed Services established by the Board of Registered Nursing. Pertinent information is available on the nursing web page:  <a href="http://www.elcamino.edu/academics/healthsciences/nursing/">http://www.elcamino.edu/academics/healthsciences/nursing/</a> or  <a href="http://www.compton.edu/academics/div1/nu">http://www.compton.edu/academics/div1/nu</a></p>
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	<p>rsing/index.aspx</p> <p>c. The college is seeking affiliates to partner with the program to support student’s clinical experience. Currently the clinical affiliates are St. Francis Hospital, Memorial Hospital of Gardena, East Los Angeles Doctors Hospital, Centinela Hospital, Kaiser South Bay, Torrance Memorial Hospital, Providence Little Company of Mary and Harbor-UCLA Medical Center.. Director Morris thanked Harbor UCLA Medical Center for the smooth transition of student on-boarding. The county facility is a good place for students to perform clinical. V. Orton stated that she has observed challenges recruiting nurse preceptors to assist with student’s preceptorship experience at various clinical sites. Faculty has begun to reach out to other hospital units to identify placement for the 4<sup>th</sup> semester students to complete their preceptorship experience.</p> <p>d. Dr. Morris reported that the nursing program admission criteria for both campuses are based on Chancellor’s office multi-criteria screening process. The Compton College admits 30 student cohorts to the ADN program and 10-15 LVN to RN students into the ADN program for a total of 40 – 45 students per semester. The ECC campus admits 40 student cohorts to the ADN program. Over the last few semesters, there have been a low number of candidates applying for the LVN-RN program at the ECC Campus. The small numbers that do are referred to CEC.</p> <p>e. The Nursing Department is updating curriculum and moving to a concept-based curriculum.</p>
<p><b>III. Develop Strategies for Continued Success</b></p>	<p>Director Morris stated there is an issue with the NCLEX low pass rate at Compton. Some students are waiting 8 to 10 months to take the exam. The college is working to identify strategies to assist students who are not successful on the NCLEX exam. The college</p>

	<p>offers a NCLEX review at the end of each semester; the college pays \$276 and students pay \$75. Funding is supported by grant funds. With the low NCLEX-RN pass rate the college feels it is not getting a return on its investment, so some other form of strategy would need to be put into place to assist with the low NCLEX-RN pass rate.</p> <p>During the fall 2015, the Compton campus introduced a trial study utilizing Proctored ATI Capstone Practice Assessment and Proctored Assessment testing for all fourth semester students. The faculty noticed a significant improvement in the NCLEX pass rate after the trial study on the sequential NCLEX-RN exam. Based on the finding, the faculty decided to implement the Proctored ATI Capstone Practice Assessment and Proctored Assessment testing for all fourth semester students on both campuses for the fall 2017. The ATI Capstone Practice Assessment testing consists of a nine-week review of all content throughout the two years that students are enrolled in the program. The purpose of this testing process is to help the student succeed on the NCLEX exam after graduating.</p>
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