

Application: Moorpark College Nursing Program

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Excellence and Equity in Community College STEM Award



Section 1: Program Application Instructions

Completed - Dec 5 2019

You may submit applications for up to two (2) programs for consideration for the Excellence and Equity in Community College STEM Award.

If you are not the main point of contact for a program, you will need to invite the program contacts as “Collaborators” to work on their respective applications.

Eligible programs must meet the following criteria:

- **Credential Types:** Programs must confer associate’s degrees (AA, AS, or AAS), or certificates that are Title IV eligible (generally 16 or more credit hours).
- **Scope:** Programs may include one or more credential(s), but should be geared toward a single career field (i.e., submitting the entire category of A.S. degrees is too broad, but an A.S. in advanced manufacturing is allowed) and have applicability to more than one employer (i.e., single-employer certifications are too narrow to be considered a standalone program).
- **Scale:** Serves a cohort of at least 20 students each year.
 - **Note:** You will be asked to provide disaggregated enrollment and outcome data for students by race/ethnicity, gender and Pell grant recipients, so please consider viability of reporting these data for the programs you select.
- **Industry Focus Areas:** Prepares students to directly enter a career in one of the following occupational areas:
 - Advanced manufacturing
 - Energy
 - Healthcare
 - Information technology

Notes to applicant:

1. To complete this application, it may be helpful to include a program lead (e.g., program head, program chair), someone who advises students, and an appropriate person from institutional research.
2. While each institution may submit up to two (2) program applications, these applications should come from different industry focus areas.

Section 1: Program Registration

INVITE APPLICATION COLLABORATORS

If you would like to invite a collaborator to help fill out this application for this program, please click on "Back to application" at the top left of this page. On the left, you will see an "Add" button next to "Collaborators."

Institution Name:

Moorpark College

Program Name:

Nursing Program

CIP Code (2, 4, or 6 digit):

513801

Industry Focus Area:

Healthcare

Note to applicant: While each institution may submit up to two (2) program applications, these applications should come from different industry focus areas.

If your program has run this award before, please note that you must select a different program to submit this cycle.

Program Contact Name:

Christina Lee

Program Contact E-mail:

clee@vcccd.edu



Section 2: Program Narrative - Overview

Completed - Dec 5 2019

Please complete this application by no later than **11:59 PM EST on Thursday, December 5, 2019**. If you have any questions about this application, please contact Kaitlyn You at Kaitlyn.You@aspeninstitute.org.

If you would like to invite a collaborator to help fill out this application for this program, please click on "Back to

application" at the top right of this page. On the left, you will see an "Add" button next to "Collaborators."

Section 2: Program Narrative - Overview

Program Narrative

Overview

Note to applicant: Please adhere to word count limits. Text boxes will not permit excess characters.

1. Provide a brief description of your program, including the jobs/occupations for which this program prepares students you serve.

Maximum word count: 150

The nationally accredited Associate Degree in Nursing (ADN) program is intended to develop the necessary knowledge, skills, and aptitudes basic to the function of registered nurses in the direct care of patients. The nursing program is approved by the California State Board of Registered Nursing (BRN) and accredited by the Accreditation Commission for Education in Nursing (ACEN) formerly NLNAC. Moorpark College offers a two-year curriculum designed to prepare each student for entry into the practice of nursing. The successful completion of this program entitles the student to an Associate of Science Degree, and meets the eligibility requirements to take the professional licensing examination to become a registered nurse. They are proficient, compassionate providers and managers of care, and active members of the nursing profession. Five critical competencies are incorporated throughout the nursing program: safety and technical skills, critical thinking and clinical reasoning, communication, responsibility and accountability, and organization and prioritization.

2. Describe the characteristics of the labor market in the college's region (e.g., number of existing and projected new jobs, recent economic shifts, major industries and employers, etc.). This will help to contextualize reviewers' understanding of the employment and earnings outcomes you provide.

Maximum word count: 200

According to labor reports (LMI), there is a high demand for nurses in Ventura County, California. In 2017, Ventura County had 4,650 jobs (below the national average) with a projected 13.1% increase (higher than the national average) and a median earning of \$45.23/hr (higher than the national average of \$32.82/hr) (Emsi Q4 2017). Employment of Ventura County registered nurses is projected to grow 12% from 2018 to 2028, much faster than the average for all occupations (<https://www.bls.gov/ooh/healthcare/mobile/registered-nurses.htm> 09/2019) with 4,983 jobs for registered nurses by 2022 (Emsi, Q1 2019). From 2014-2019, jobs increased in Ventura County by 4.1%, from 361,924 to 376,926. Employment is projected to grow by 17,425 jobs in the next five years. The government sector accounts for the majority of employment followed by healthcare and social assistance, retail trade, and accommodation and food services. Projected growth in the health services sector will continue to support more living wage jobs. Ventura County's top 12 employers include Anthem Blue Cross, Community Memorial Health System, and Dignity Health. (Data Sources: Emsi, Ventura County - Economic Vitality Strategic Plan (2019), Ventura County - Comprehensive Economic Development Strategy (2019), Ventura County Civic Alliance - State of the Region (2019).

3. Describe the demographic characteristics of the college's service area. How closely does the program's enrollment reflect the demographic composition of the service area? Of the institution? Be as specific as possible and reference available data (e.g., consider age, race/ethnicity, gender, income, etc.).

Maximum word count: 200

According to EMSI Analyst, in 2017, residents in the college's service area were 63% white, 24% Hispanic, 9% Asian, and 1% African American, which indicates that the college draws a higher percentage of Hispanic and African American students than the general population of feeder communities served. This is similar to the demographics of the college Nursing program in 2017-2018, which were: 56% white, 23.3% Hispanic, 5.6% Asian, and 1% African American. The race/ethnicity of Nursing Program students is somewhat less diverse than the overall Moorpark College student body, which is 48.4% white, 34.4% Hispanic, 8.4% Asian, and 2% African American. (Source: 2017-18 BRN Annual School Survey, VCCCD-X05 Ethnicity and Gender). However, Moorpark is proud of its strong Hispanic representation (23.3%) in the Nursing Program, which is higher than the state average for Hispanic nurses (19.6%) (Emsi Q1 2019, www.economicmodeling.com). Moorpark College is pleased to report that 17.8% of students are first-generation college students.

The only demographic imbalance is that males only make up 8-12% of nursing students, which is similar to other nursing programs and to the percentage of practicing males nurses (9.1% in 2017) <https://minoritynurse.com/nursing-statistics/> Currently seven Nursing Program students with disabilities through the ACCESS Program receive accommodations.

4. Describe any specific goals or targets the program has established for equity in access and success and the primary strategies in place to achieve those goals, including:

- Are there specific groups of students (students of color, gender groups, veterans, part-time students, etc.) that your program explicitly targets for increasing equity in access and success?
- What strategies has the program used to identify, conduct outreach to, and support those student populations?
- Describe the scale of these practices (e.g., # of students reached/supported by outreach or support strategies).
- Describe how the program measures the effectiveness of outreach and support strategies.

Maximum word count: 500

The Moorpark College Nursing Program serves approximately 160 students through four cohorts of 40-

44/semester depending on grant funding and pediatric clinical placement availability for the four-semester AS program. In 2018-2019, 564 students applied for 88 new spots in the program. As of October 1, 2019, 162 students are in the program; 40 in first semester, 41 in second semester, 42 in third semester, and 39 in fourth semester.

The demographics closely match the service area. Also, the program follows specific admission protocols approved by the State Chancellor's Office, which combines multicriteria selection for 85% of the base enrollment and random selection for the balance. Additional grant-funded student slot selections are based on multi-criteria rankings. The Nursing Program is rigorous with consistently positive outcomes:

1. A three-year average NCLEX pass rate - 96.7%
2. On-Time Completion Rate (six semesters) - 78.2%
3. Completion rates by race/ethnicity: African American 2.9%, Asian 8.7%, Filipino 5.8%, Caucasian 53.5%, Hispanic 26.1%, Other 2.9%
4. Course Success Rate - 75%
5. ADN Graduates employed as RNs within six months - 71.3%, within nine months - 87%

(Sources:

https://www.moorparkcollege.edu/sites/default/files/files/departments/administrative/institutional-research/reports/2018_institutional_effectiveness_report_final_aug222018.pdf, p. 17,

<https://www.rn.ca.gov/forms/reports.shtml#school>, <https://www.rn.ca.gov/education/attrition.shtml>,

(<https://www.rn.ca.gov/forms/reports.shtml#school>, Moorpark College Nursing Program Self-Study, September 2019; BRN Annual School Survey 2018-2019).

Nursing Program goals include continuing to:

1. Improve retention and reduce attrition rates.
2. Improve transfer rate to Baccalaureate and higher nursing degrees.
3. Organize regional workshops, including those designed specifically to increase recruiting and supporting of men in nursing.

Improvement of retention and reduce attrition rates will be accomplished through:

- Campus resources available to promote retention in the nursing program.
- Four Nursing students that graduated in 2018-2019 and seven currently have a qualified disability to be served through ACCESS for students with disabilities and received approved services (e.g., notetaking service).
- In 2018-2019. 16 students from the EOPS program for economically disadvantaged students self-identified as being nursing majors (pre-nursing program admission).

Students identified as at-risk are asked to meet with a Student Success Coach every 1-2 weeks. Students

identified as having financial needs are referred to the Basic Needs services (e.g., Food Bank, emergency grant, money for uniform).

5. Describe if/how the broader institution's equity goals and strategies inform or support program strategies, and/or how effective program-level strategies are leveraged to advance broader institutional practices and goals.

Maximum word count: 300

Through innovation and an ability to meet the dynamic needs of its student population, Moorpark College has frequently ranked as first in the state for transfer rate to the University of California (UC) and California State University (CSU) systems. Since the late 1960s, the college provided vocational education in addition to preparing students for transfer to four-year institutions. The college continues to provide the nursing department access to current digital records, which allows for accurate data reporting, access to curriculum information, and improved communication between faculty, staff, and students.

Support from Administration provides a solid foundation for the Nursing Program. This begins with the College President and extends to the Vice President of Academic Affairs and the Dean of Student Learning. Under the current college organization, the nursing program is included in the Health Sciences Department, which is a part of a Division of Student Learning. Having the support of both the Vice President of Academic Affairs and the Dean who oversee this division is vital in maintaining a high-quality nursing program. The program receives strong leadership and support from the Nursing Coordinator who holds a master's degree in nursing.

Key college strategies that impact the competency and upward mobility of students include:

- Streamline new students onboarding by developing courses to raise students' basic skills levels, working in conjunction with the campus's Guided Pathways initiative.
- Provide a powerful first-year experience program for disproportionately impacted populations to improve their success rates through key support services/actions from the Student Equity and Achievement plan.
- Enhance counseling strategies (e.g., peer success coaches) and replicate the most effective strategies used by categorical programs to facilitate persistence and completion.
- Increase students' connections between education and the workplace through work-based learning, internships and apprenticeships as well as strengthen relationships between the college and its surrounding employment community.

6. Explain the rationale behind your credential offerings and program design. In your response, consider:

- How did you determine which credentials/courses to offer?
- How does the program address the barriers to access and success that students may face (e.g., where and when instruction is delivered, length of program, etc.)?
- To what extent does the program prescribe how students should move through specific course sequences? Are these structured or "guided" pathways in the program that are clearly communicated to students?
- Are there any opportunities for students to earn credentials as they progress towards a degree (i.e., "stackable" credentials)? If so, do those credentials have stand-alone market value?

Maximum word count: 400

Rationale:

The Moorpark College Nursing Program offers a single Associates Degree program. The new graduate is expected to effectively function in a multifaceted acute care environment. In response to this need, the medical-surgical clinical courses combine two levels of students, which provide students with learning experiences in teamwork, prioritization, delegation, and management. The combined clinical is a major strength of the curriculum because it produces a graduate who has a management theory base and has already functioned effectively as a student leader in the healthcare setting.

To produce a graduate who is prepared to deliver high quality, patient-centered care as a member of an interdisciplinary team, the curriculum emphasizes evidence-based practice, quality improvement approaches, and informatics. Institute of Medicine (IOM) Quality and Safety Education for Nurses (QSEN) competencies are integrated as a thread throughout the curriculum. Clinical simulations are included in each semester, enriching the curriculum and providing an alternative learning experience for students.

Course Sequence:

The Bachelor of Science in Nursing is becoming the preferred level of education for many employers in Ventura and Los Angeles Counties. As a result, even before students enter the program, they are counseled to take general education course requirements that transfer to BSN programs within the CSU and UC systems. Prerequisites set up STEM-based knowledge and math and English skills needed to successfully master nursing coursework. Once admitted to the nursing program, students are encouraged by their instructors to continue their education.

The Nursing faculty use developmental processes in the education of the student. Students are exposed to areas of study from a basic understanding to advanced, spiraling through the same topics across semesters. Faculty members utilize task trainers along with low- and high-fidelity manikins to assist with the simulation process. The simulations begin at a low level of complexity in the first and second semesters, utilizing task trainers and low-fidelity manikins. By the third/fourth semesters, the simulations present complex clinical situations and high-risk, low-volume scenarios. The use of high-fidelity manikins enables simulations to achieve a higher level of credibility. This developmental approach can be seen in the clinical portfolio with the grading system that follows the student throughout the program. This approach makes the student responsible for his or her learning through self-evaluation. Students are evaluated in each of the five critical competencies, and the clinical grade that the student receives is based upon measurable behaviors.



Section 2: Program Narrative - Outreach and Onboarding

Completed - Dec 5 2019

Section 2: Program Narrative - Outreach and Onboarding

Program Narrative

Outreach and Onboarding

7. Describe the specific elements of program outreach that promote diverse student access and enrollment for this program, including any specific messages and/or communication strategies used.

Maximum word count: 250

The Nursing Program has been impacted for years, so faculty members do not conduct off-campus outreach activities. The Nursing Program participates in: 1) career fairs with clinical partners, 2) Moorpark College Career Day for middle and high school students, and 3) Pre-Nursing Workshops to provide an overview of the application process and describe what the Nursing Program life is like.

New nursing students participate in a unique example of student participation and engagement, affectionately referred to as "Nursing Boot Camp." Organized activities and presentations are led by upper classmen, facilitated by faculty, and include a day-long introduction to the program. Participation is optional; however, attendance is nearly 95% every semester. Volunteer students present workshops (e.g., tips for studying, mastering theory and clinical; managing school, family, friends, and work), discuss the Peer Tutoring program and other support systems available both within the nursing program and throughout the college community, and conduct a math skills review session. Feedback from attendees is extremely positive noting that the time was well-spent and contributed to their future success. The long-term effects are seen in later semesters when attendees become the presenters for a new group of incoming students.

8. Describe how the program or the institution provides guidance for students to select a program of study, as well as any specific efforts to ensure that underrepresented populations are given information that helps them enroll in programs that lead to strong labor market outcomes. Reference specific information or data shared with students to guide program selection.

Maximum word count: 300

Nursing program offers specific services to help students succeed.

- A Student Success Coach monitors each at-risk student's progress, connects the student to resources, and promotes his/her success. In 2018-2019, 29 Nursing Program students were identified as at-risk and given a learning contract to be monitored by a Student Success Coach.
- Peer mentors, 41 upperclassmen in the nursing program that meet specific criteria, serve as mentors, tutors, and peer support for underclassmen in both lecture and clinical courses.
- Part-time faculty provide tutoring in their areas of expertise. Students sign up through Sign-Up Genius.
- The Skills Lab RNs provide remediation services for students, in both clinical skills and didactic content. In 2018-2019, 129 students registered for the Nursing Skills Lab elective.

To empower nursing students, faculty encourage participation in the Moorpark College Student Nurse Association (MCSNA), Moorpark College Intercollegiate Committee (ICC), community service, and other college activities. Students are actively involved in peer tutoring, acting as student clinical mentors, and volunteering their time for activities on and off campus. In addition, students have the opportunity to serve on the nursing curriculum committee, which gives them a voice in curriculum development, policies and procedures that directly affect them.



Section 2: Program Narrative - Teaching and Learning

Completed - Dec 5 2019

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Program Narrative

Teaching and Learning

9. Describe how your program ensures that all students are learning, and that the curriculum is aligned to the needs of employers. In your response, please consider:

- How your program ensures work-based learning (e.g., internships and apprenticeships, student access to equipment in class, etc.).
- How your program teaches and assesses acquisition of “professional skills” (e.g., written and verbal communication, teamwork, time management, professional conduct, etc.).
- How your program works to ensure that learning opportunities are equitably delivered to all students, including any underrepresented student groups noted in this application.

Maximum word count: 300

Preceptorship: Since 1986, Moorpark nursing student’s final clinical experience has been a clinical preceptorship. During the last six weeks of the fourth semester, each student transitions into the role of the registered nurse under the supervision of a registered nurse preceptor. Clinical preceptorship strengthens skills and knowledge, builds confidence and competence and prepares the new graduate for managing dynamic healthcare environments.

Teaching Modalities: The faculty incorporates an array of teaching modalities to enhance active learning, such as the “flipped classroom,” which provides study guides for case studies to enhance theory concepts through analysis and group activities.

The program teaches “professional skills”

To assess ‘professional skills,” five critical competencies are incorporated throughout the nursing program: safety and technical skills, critical thinking and clinical reasoning, communication, responsibility and accountability, and organization and prioritization. Students are evaluated on their performance in each competency throughout every course. Communication is a key required professional skill for nurses, because providing outstanding customer service and collegiality is critical to the job. In addition, fourth semester nursing students are given a job-related module (e.g., mock portfolio, resume, mock interview feedback).

The program ensures that learning opportunities are equitably delivered to all students.

Nursing students take a prescribed sequence of nursing courses. Each member of the nursing faculty utilizes a variety of technological advances to enhance student learning. All courses are web-enhanced with multiple online resources available to students. These include archives of lecture PowerPoints, some with audio embedded content, which are available through the online learning management system

Canvas; optional instructor-led online chat discussions, and utilization of the program-specific electronic health record simulation in the Skills Lab. Students identified as at risk are referred to the Skills Lab and/or given a learning contract and intensive support by the Student Success Coach.

10. Explain how your program addresses program readiness barriers (e.g., developmental math reform, reading comprehension, etc.), including strategies to ensure preparedness among underrepresented student populations.

Maximum word count: 300

Strategies to address readiness barriers and improve retention are initiated even before students are accepted into the Moorpark College nursing program Through the State Chancellor-approved multi-criteria and random selection admission process. To identify risk-prone students the nursing program uses Success Score and the ATI TEAS assessment to develop semi-customized remediation plans for each identified student. Remediation ranges from informal online self-paced programs such as PLATO Reading and Math, to required classes taken prior to potential admission to the nursing program. An example of a required remediation course is NS M16-Study Skills for Nursing Students which emphasizes the foundational skills of reading, writing, math, study and test-taking strategies.

Retention strategies for those enrolled in the nursing program include one-on-one remediation sessions with faculty, workshops, referrals to the skills lab to work closely with the Skills Lab RNs, and the college's Learning Resource Center. Students who have been identified as being risk-prone are placed on learning contracts at the beginning of the first semester. These students are encouraged to meet with the learning contract faculty member on a weekly or every other weekly basis. They are also encouraged to attend workshops offered through the skills lab to reinforce subjects and concepts that cause many students difficulty. Additional retention strategies include faculty tutoring, peer tutoring, and student clinical mentoring.

All nursing students are encouraged to utilize the variety of support services available to them. The most successful retention strategy is the peer tutoring program, which currently offers 41 peer tutors. Peer tutors must meet academic criteria and receive specific training in the tutoring process. They are uniquely qualified to help struggling students, since they have demonstrated recent success in the subjects in which they tutor. Peer tutors meet with students individually or in small groups

11. Describe how your program supports instructor quality, including efforts to hire, professionally develop, and retain faculty and staff. Describe if and how such efforts promote instructor diversity.

Maximum word count: 300

The Moorpark College nursing faculty offer great depth/variety of experience: medical-surgical, obstetric, pediatric, critical care, psychiatric, geriatric, ambulatory care nursing, and nursing leadership. The program is led by the Nursing Coordinator who holds an M.S. in nursing, is an experienced nurse and educator. All full-time faculty members hold M.S. in nursing, one earned a Ph.D. in Nursing, and two are in doctoral programs. Nine of the twelve part-time faculty members with teaching assignments hold M.S. in nursing, and three possess doctorate degrees in nursing. Three part-time faculty members have B.S. in nursing with two currently in master's degree programs.

Similar to the ethnic distribution of the nursing students and the college population, the nursing faculty is ethnically diverse: 54% white, 23% Hispanic, and 7.5% each Asian, Asian-Indian, and African American.

Hiring Process: HR forwards qualified applicants for full-time positions to a paper pool for the hiring team (Dean, Nursing Coordinator, nursing faculty member and three/four faculty members from similar and dissimilar disciplines), who select candidates for on-campus interviews and a teaching demonstration. Based on an HR-approved scoring rubric and discussion, the best candidates are selected for Presidential interview and then the best for final hiring.

Professional Development: Nursing faculty pursue professional development in teaching technology (e.g., simulation, web-enhancement). They continue to refine the online resources available to their students through the current Learning Management System called Canvas. The faculty embraced the Quality and Safety Education for Nurses (QSEN) and the Nurse of the Future Nursing Core competencies, and refined the curriculum through evidence-based practice, and quality improvement approaches.

Faculty/Staff Retention: Full-time nursing program faculty experience a tenure review process for four years upon hire, which includes orientation/mentoring to teaching at Moorpark College with monthly sessions for the first semester and a Faculty Handbook developed by the college and (<https://www.moorparkcollege.edu/faculty-and-staff>; <https://www.moorparkcollege.edu/faculty-and-staff/professional-development/new-faculty-orientation>).



Section 2: Program Narrative - Advising and Supports

Program Narrative

Advising and Supports

12. Explain how your program supports students as they explore, define, and pursue their career and employment goals. In your response, consider:

- Advising of students (program-specific and/or institutional practice). If available, note the percentage of students in the program who actually receive these services.
- Academic or non-academic supports aimed specifically at promoting equitable outcomes for students from groups historically underrepresented in STEM occupations and industries.
- Job placement assistance offered through your program and/or throughout the college.
- *For all of the above, please note how you ensure that students leverage these services (e.g., are they mandatory, integrated into courses, advertised, etc.).*

Maximum word count: 400

The Moorpark College Associate Degree of Nursing (ADN) program collaborates closely with nearby California State University, Channel Islands (CSUCI) and encourages graduates to continue to pursue further degrees in nursing. CSUCI offers an ADN to Bachelor of Science in Nursing (BSN) option and RN to BSN option. Moorpark College nursing students are encouraged to participate in collaborative enrollment programs (ADN to BSN) which allows them to concurrently enroll in CSUCI; California State University, Northridge; Grand Canyon University, University of Texas at Arlington, Azusa Pacific University, or University of Phoenix BSN-level nursing courses while completing ADN nursing courses at Moorpark College. The ADN-BSN Collaborative programs enables the ADN student to earn a BSN in approximately three years from beginning nursing courses at Moorpark College to graduation with a BSN.

The college encourages nursing program graduates to pursue higher degrees in nursing with the goal of 30% of each graduating class doing so within one year post-graduation. In the past two years, 45% of each graduating class was enrolled in a BSN program or higher. This accomplishment was aided by the collaboration between Moorpark College and CSUCI, which offers the ADN to BSN Fast Track as one of several options. Additionally, the increased availability of distance and on-line learning programs makes returning to school a viable option for working new graduates. A major incentive of graduates to pursue their BSN is that many employers now require or prefer to hire BSNs. The Moorpark College ADN program

will continue to explore additional pathways leading to articulation with BSN programs within the CSU system, including CSUCI. The new goal (implemented in fall 2019) is to increase the pursuit of higher degrees in nursing to 40% of graduates being engaged in a pathway to BSN or MSN upon graduation. An additional refined goal is to have 50% or greater of graduates engaged in a pathway to BSN or MSN within 12 months of graduation starting December 2019 with the fall 2018 graduating class.

The college nursing program now coordinates with several universities that allow concurrent enrollment so that a student can work towards a Bachelor's of Science in Nursing (BSN) or Masters of Science in Nursing (MSN) degree while enrolled in the Moorpark College nursing program. After completing the Moorpark College nursing program and successfully passing the NCLEX licensing exam, the BSN could be completed in as little as one year.

13. Describe what supports your program or the broader institution offer to help students be successful and reduce barriers to success (including ensuring program affordability, transportation, etc.), including how you assess and respond to unique needs of underrepresented student populations. Note the scale of these supports in terms of numbers of students impacted.

Maximum word count: 300

The nursing program faculty work intensely with nursing students and become aware of their breadth of needs. Students are referred to the Basic Needs Center for food, housing assistance, clothing, emergency grants, financial aid, etc. Offers

College services frequently used by nursing students include:

ACCESS offers services such as note-taking, assistive equipment, and test-taking accommodations for students with diagnosed disabilities http://www.moorparkcollege.edu/services_for_students/access.

Nursing students diagnosed with test anxiety and/or learning disabilities and utilize alternative test taking (e.g., extended time, private room, reader).

Student Health Center can provide physical examinations and immunizations required for nursing students to medically clear them for clinical activities, then support their physical and mental health needs during the program.

Scholarship Office. The college has a full-time scholarship officer, and this individual attends the Nursing Program Open House to provide the most current information on nursing scholarships. New information about scholarships is posted frequently, and can be found on the office's website:

http://www.moorparkcollege.edu/services_for_students/scholarships/index.shtml. Nursing students have a minimum of six nursing scholarships available to them, each ranging from \$250 - \$1,500 in award.

Nursing students are also eligible for scholarships for continuing Moorpark College students that are not specific to a major.

Health Science Counselor: A full-time Health Sciences Counselor is available to students 30 to 35 hours/week in her Health Science Center office. The counselor attends all nursing meetings, and is responsible for twice-monthly group workshops with pre-nursing technology students. Nursing students are encouraged to meet with the Health Sciences Counselor before or at the beginning of the nursing program to review the general education course requirements for the associate degree. They are required to meet with her early in their third semester to check completion of graduation requirements.



Section 2: Program Narrative - Partnerships

Program Narrative

Partnerships

14. Identify the most significant employer(s) of graduates from your program.

Maximum word count: 100

The most significant employers also provide preceptorships for Moorpark College nursing students: Adventist Health Simi Valley Hospital, Los Robles Hospital/Medical Center, St. John's Regional Medical Center, Ventura County Medical Center, Ventura County Behavioral Health (e.g., mental health and substance abuse services)., Moorpark College also has the privilege of utilizing medical facilities in the San Fernando Valley which include West Hills Hospital and Medical Center, Providence Tarzana Medical Center, and Northridge Hospital Medical Center as well as a pediatric rotation at Children's Hospital of Los Angeles and mental health rotation at Horizon View and hospice rotations at Buena Vista.

15. Describe your approach to engaging and partnering with employers, particularly those listed above. In your response, please consider:

- How employers contribute to program and course design, delivery, and evaluation
- Methods of gathering and implementing feedback from employers
- Significant forms of employer support (i.e., equipment donations, shared facilities, scholarships, instructors, etc.)
- The mechanisms and structures for sustaining the employer-college relationship at the program and institutional level (e.g., advisory board structure, participation and meeting frequency, etc.)

Maximum word count: 500

The Moorpark College nursing program holds clinical classes at facilities in Ventura and Los Angeles Counties. Each has been selected by the faculty because the hospital or agency is able to consistently provide appropriate learning experiences for students. Through the efforts of the faculty and the program director, excellent relationships have been developed and maintained with these facilities. Each student is assigned a faculty liaison, who communicates the needs of the program to the facility management

and coordinates the clinical learning experience for students.

Acute care hospitals comprise the largest portion of clinical facilities. Students are typically assigned to medical-surgical floors, telemetry and step-down units, critical care, and the emergency department. Some students experience specialty units (e.g., pediatrics, maternity, labor and delivery, surgery, psychiatric, hospice, home health agencies, skilled nursing, and acute rehabilitation) Each provides nursing students with the opportunity to care for patients at an appropriate level, act as part of an interdisciplinary team, practice the many technical skills that they have learned in the skills lab, and develop critical thinking abilities.

Many of the hospitals that host Moorpark College students have done so for many years, and the relationship between the school and these hospitals is one of mutual respect. The faculty members' high-standards result in local facilities' appreciation of the students and extension of employment opportunities post-graduation. The success of the nursing program at Moorpark College is dependent on the fact that the clinical facilities utilized are high quality, offer appropriate patient populations, and are welcoming to students and faculty members alike.

Moorpark College is one of several schools that hold clinical learning experiences at agencies in Ventura and Los Angeles Counties. Avoiding scheduling conflicts between schools can be challenging. Moorpark College uses two different methods depending on the agency's location. Clinical agencies and schools in Ventura County participate in the Regional Planning Meeting for Clinical Placements. This meeting is held once each semester, and affects student placement for nursing programs, as well as Emergency Medical Technician (EMT), Radiologic Technology, and Nuclear Medicine programs. The collegial collaboration and cooperation that takes place at these meetings leads to a deeper understanding of the unique needs of each school and the teaching opportunities available at each clinical site. Most importantly, students receive their clinical instruction at sites that are not overly impacted by other schools, and hospital staff is not overwhelmed by excessive numbers of students at any one time.

Student placement in Los Angeles County hospitals is achieved through the Centralized Clinical Placement System (CCPS), an online service coordinated by HealthImpact that allows schools to select placement for their students at participating area hospitals. While not all hospitals in Los Angeles County utilize the services of CCPS, two that Moorpark College uses as clinical sites do. Clinical placements at West Hills Hospital and Northridge Hospital are arranged using CCPS. Each semester, placements are requested by the Assistant to the Coordinator; the hospitals then approve those requests. This is an organized method for equitable sharing of limited clinical sites.

16. Describe your approach to engaging and partnering with external groups in your region (i.e., K-12, community-based organizations, and workforce organizations) to support equitable student success in and beyond the program. In your response, please consider how these engagements are utilized throughout the student life cycle, including for student outreach, career advising and support, and job placement.

Maximum word count: 500

The Ventura County Community College District is a partner in the 114 campus California Community College system. The Ventura College Community College District fulfills the educational needs of 854,223 residents and consists of three community colleges conveniently located in Moorpark, Oxnard, and Ventura.

Student learning and program outcomes are shared with multiple communities of interest. The Nursing Advisory Meeting is conducted annually and is comprised of the educational partners of Moorpark College, Ventura College, California State University Channel Islands, a Health Workforce Initiative representative, students from each educational institution, and clinical affiliates. There are annual summation meetings with each clinical agency. Meeting focus on end-of-program outcomes and program outcome statistics, discuss current community needs related to nursing programs, confirm updates in clinical best practice, and ensure alignment of the curriculum with current practice. Program improvements from these communities of interest include scheduling of clinical rotations at outpatient locations such as a wound care center, refinement of mock interviews held during the final semester of the program, and affiliation with universities to offer collaborative or concurrent BSN enrollment to increase the number of BSN-educated nurses in the county. Program outcomes are shared with the California Board of Registered Nursing (BRN) through that agency's annual survey and its continuing approval process. The most recent BRN continuing approval visit was in spring of 2017. The BRN's recommendations influence program processes and decision making.

As of fall 2019, 69% of the nursing faculty are employed in health care clinical agencies to maintain their clinical expertise. All of the nursing faculty complete the BRN's requiring 30 hours of continuing education in order to renew their nursing licensure every two years. Faculty have chosen to complete their continuing education in both teaching and clinical practices.

Faculty Scholarship and Service Activities: The Moorpark nursing faculty members are involved in scholarship activities as defined in the Ventura County Federation of College Teachers AFT Local 1828 Article 5.2.A (<https://www.vcccd.edu/sites/default/files/files/departments/human-resources/contracts/AFT/2016-2019-aftagmt-07.10.18-finalfooterindexed.pdf>, pages 24-25). Scholarships cover areas such as instruction, student advisement, curricular development, activities of faculty

governance, and support of student activities.

The faculty serve on advisory boards and committees, are members of professional organizations, and participate in volunteer activities. The college Nursing Coordinator serves on the Ventura County Workforce Development Board Health Care Committee. Nursing faculty members are active contributors to the college community and the nursing profession. At Moorpark College they serve on the participatory governance committees and maintain a visible presence on campus. In addition, faculty members provide services that promote wellness in the community, serving on advisory boards and committees, maintaining membership in professional organizations, and volunteering their time in a wide variety of activities, both on and off campus. Many faculty members give back to the nursing education community, serving as preceptors for masters nursing programs within and outside the region. The faculty's participation in supervising volunteer activities through the Moorpark College Student Nurse Association is an excellent example of role modeling both professionalism and service values to students in the program.



Section 2: Program Narrative - Conclusion

Completed - Dec 5 2019

Section 2: Program Narrative - Conclusion

Program Narrative

Conclusion

17. If there is anything else you would like to add about your program that has not been captured, please include this information in the space below.

Maximum word count: 150

The nursing faculty are valued members of the college community, serving on the participatory governance committees and maintaining a very visible presence on campus. They participate on college committees such as Academic Senate, Education Committee on Accreditation and Planning (EdCAP), Fiscal and Technical Committee on Accreditation and Planning (F/T-CAP), Multicultural Day, Student Equity, and Safety & Wellness to name a few (Appendix 1B: College Committee Membership). Nursing faculty are also valued members of the nursing education community as they are sought after as preceptors for master's nursing programs within and outside of the region. There are three master's program students scheduled to precept with nursing faculty during fall 2019 and spring 2020.



Section 3: Program Data - Enrollment and Graduation

Completed - Dec 4 2019

Section 3: Program Data - Enrollment and Graduation

Enrollment and Graduation

Enrollment and Graduation

Keep in mind that each program must enroll at least 20 students per cohort.

Please reference this [document](#) for data definitions.

1. List the 1-3 most significant credentials (defined as those with the highest enrollment or at the highest educational level) offered in your program, including your highest-level credential. Describe if credentials are designed to be “stackable” (i.e., building on one another in a sequence) or terminal in the “Notes” column. *Please be aware that each credential must still fit the eligibility criteria noted above.*

	Credential Type	Credits Required	Notes (If N/A, type "none")	Enrollment (all three must add up to at least 20)
1	Associate Degree in Nursing	36 + GE	none	44
2				
3				
Total				44.0

2. How many students are enrolled in this program (across all of the credentials listed in #1)? What are their retention and graduation rates?

Note on CTE program-level cohort data: We recognize that it may be challenging to define cohorts at the program-level and to calculate program-level retention and graduation rates. One option is to define cohorts based on enrollments in entry/foundational courses specific to the program of study (i.e., not general education courses) within a given academic year. However, other strategies may also be used. Please describe in the notes section following the data template how you defined the cohorts and any limitations/considerations for your approach.

First-to-Second Year Retention

Cohort 1 Entering Term/Year: _____ (Please choose the most recent academic year for which data are available)

Fall 2018

First-Time Undergraduate Students

	Number in Program Cohort: All	Number in Program Cohort: URM	Number in Program Cohort: Pell	Number in Program Cohort: Female	Number Retained in Program of Study from First to Second Year: All	Number Retained in Program of Study from First to Second Year: URM	Number Retained in Program of Study from First to Second Year: Pell	Number Retained in Program of Study from First to Second Year: Female
All students	44	8	11	38	39	8	9	34
Optional part-time/full-time disaggregation (depending on program enrollment)								
Full-time	2	0	0	2	2	0	0	2
Part-time	42	8	11	36	37	8	9	32

Cohort 2 Entering Term/Year: _____ (Please choose the second most recent academic year for which data are available)

Fall 2017

First-Time Undergraduate Students

	Number in Program Cohort: All	Number in Program Cohort: URM	Number in Program Cohort: Pell	Number in Program Cohort: Female	Number Retained in Program of Study from First to Second Year: All	Number Retained in Program of Study from First to Second Year: URM	Number Retained in Program of Study from First to Second Year: Pell	Number Retained in Program of Study from First to Second Year: Female
All students	41	15	11	34	33	12	9	29
Optional part-time/full-time disaggregation (depending on program enrollment)								
Full-time	3	1	2	3	3	1	2	3
Part-time	38	14	9	31	30	11	7	26

Three-Year Graduation Rates

Cohort 3 Entering Term/Year: _____ (Please choose the most recent academic year for which data are available)

Fall 2016

First-Time Undergraduate Students

	Number in Program Cohort: All	Number in Program Cohort: URM	Number in Program Cohort: Pell	Number in Program Cohort: Female	Number Received Certificat e or Diploma in Program of Study Within Three Years: All	Number Received Certificat e or Diploma in Program of Study Within Three Years: URM	Number Received Certificat e or Diploma in Program of Study Within Three Years: Pell	Number Received Certificat e or Diploma in Program of Study Within Three Years: Female
All students	34	13	12	27	30	11	11	23
Optional part- time/full- time disaggre gation (dependi ng on program enrollme nt)								
Full-time	4	2	2	3	4	2	2	3
Part-time	30	11	10	24	26	9	9	20

Cohort 4 Entering Term/Year: _____ (Please choose the second most recent academic year for which data are available)

Fall 2015

First-Time Undergraduate Students

	Number in Program Cohort: All	Number in Program Cohort: URM	Number in Program Cohort: Pell	Number in Program Cohort: Female	Number Received Certificat e, Diploma or Degree in Program of Study Within Three Years: All	Number Received Certificat e, Diploma or Degree in Program of Study Within Three Years: URM	Number Received Certificat e, Diploma or Degree in Program of Study Within Three Years: Pell	Number Received Certificat e, Diploma or Degree in Program of Study Within Three Years: Female
All students	38	12	14	34	34	12	12	30
Optional part- time/full- time disaggre gation (dependi ng on program enrollme nt)								
Full-time	7	1	3	6	6	1	2	5
Part-time	31	11	11	28	28	11	10	30

How were these values calculated? Describe any specific strategies used to define program-level cohorts and any limitations/considerations of your program-level outcome data.

Maximum word count: 100 words

Nursing student cohorts are based on students who take NS M01 and M02 in a fall semester, which they can only begin after completing prerequisite courses consistent with other Nursing programs in California. See link below for a description of prerequisite courses and other application requirements: <https://www.moorparkcollege.edu/departments/academic/nursing-science/application-process>



Section 3: Program Data - Employment and Earnings

Completed - Dec 4 2019

Section 3: Program Data - Employment and Earnings

Employment and Earnings

Employment and Earnings

In the section below, you will be asked to provide data on graduates' earnings and employment for the credentials listed in #1. If data are sparse or unavailable for any of those credentials, provide what you do have, and explain any data limitations in the notes section.

Aspen recognizes that the available sources of employment and earnings data will vary considerably by state and institution. *For this reason, we do not require employment and earnings data from a specific source.* We instead ask that you provide any information you have on employment and earnings outcomes and cite your source(s). Major sources include:

- Unemployment insurance wage record matches
- Employer surveys (*Note: Must specify number of responses and total number of participating employers*)
- Survey of graduates (*Note: Must specify number of responses*)
- Other – please explain

3. Short Term Labor Market Outcomes: For the most recent cohort for which you have data available, please provide labor market employment and earnings for the first year available after students complete a credential from the institution. Please provide this information for all credentials listed in #1.

	Credential Completion Year	Total number of students that completed a credential in this program of study	Data Source (of employment and earnings data)	Notes (If N/A, type "none")
	0	0	0	none

Outcomes for the first available year after completing a credential in this program of study at the institution.

	Credential Type	Outcomes Data Collection Year	Employed (#)	Employed (%)	Notes (If N/A, type "none")
	none	0	0	0	none
	none	0	0	0	none
	none	0	0	0	none
Total				0.0	

4. Long-Term Labor Market Outcomes: Please provide labor market outcomes data for students that graduated approximately five years ago (2013-2014 academic year) with a credential from this program. If reliable employment and earnings data are not available for these students, please provide data for students who graduated more than one year but less than five years ago as available, and indicate the year for which data are gathered. Please provide this information for all credentials listed in #1.

	Credential Completion Year	Total Number of students that completed a credential in this program of study	Data Source (of employment and earnings data)	Notes (If N/A, type "none")
	2015-2016	73 (29 survey respondents)	CTEOS survey by SRJC	Data base on twenty nine survey responses

Outcomes for the first available year after completing a credential in this program of study at the institution.

	Credential Type	Outcomes Data Collection Year	Employed (#)	Employed (%)	Median Annual/Annualized Earnings
	Associate Degree in Nursing	2018	29	100	89190
	none	0	0	0	0
	none	0	0	0	0
Total				100.0	

Outcomes ~5 years after leaving the institution.

	Credential Type	Outcomes Data Collection Year	Employed (#)	Employed (%)	Median Annual/Annualized Earnings
	0	0	0	0	0
	0	0	0	0	0
	0	0	0	0	0
Total				0.0	



Section 4: Award Information and Consent

Completed - Dec 5 2019

Section 4: Award Information and Consent

Award Funding

Winning programs will receive \$50,000 in funding. Of this award, \$25,000 can be allocated at program leader's discretion for further program development. The remaining \$25,000 must be awarded in scholarships ranging from \$3,500 to \$10,000 to students currently enrolled in the program, or to recent graduates of the program who are pursuing further education in the same or a closely related field (i.e., transfers to bachelor's degree programs).

Scholars will be selected by program leaders and should meet the following general criteria:

- Maintain a 3.0 GPA or above
- Have declared an intent to complete a credential within the program
- Displayed tenacity and a passion for their field of study
- Have a background that is typically underrepresented in your program or field
- Possess strong communication skills and a willingness to serve as an ambassador for the program and middle-skill STEM fields more generally

Scholars may use their scholarships toward any of the following:

- Tuition, books, and related course fees
- Required course materials, including technology necessary to complete coursework

- Training certification courses
- Certificate or licensing fees
- Repayment of student loans
- *Under no circumstances can funds be used for lobbying activity. Lobbying includes advocacy for a legislative solution to an issue if a specific legislative proposal is involved, even if no legislation has been introduced.*

Winning programs will be notified of their selection in February – early March 2020. Program contacts will be asked to select and submit information about at least three (3) potential scholars in late March 2020.

Award Logistics

In addition to being recognized for excellent practice and outcomes, program leaders may have the opportunity to collaborate with the Aspen Institute and the Siemens Foundation on communication activities and research/tool development. Please acknowledge your team’s willingness, if selected, to contribute in the following ways:

- Manage scholar selection and scholarship disbursement
- Coordinate with Aspen team for site visits for filming, interviews, and research purposes
- Provide brief explanation for how program funds (\$25,000) will be used
- Participate in best practice research interviews
- Act as an advocate for your program (e.g., provide interviews, speak on panels, etc.)

Responses Selected:

By checking this box, our program team consents to participate in the items listed above.