

Associate Degree Nursing

**Self-Study for Reaffirmation of the Accreditation
Commission for Education in Nursing**



Moorpark College
Associate Degree Nursing
February 2020



Submitted By
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Moorpark College
Associate Degree Nursing Program

Self-Study Report
For Continuing Accreditation
By the Accreditation Commission
For Education in Nursing

February 2020



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The completion of this document is the work of the entire faculty, staff and students at Moorpark College. This document is the culmination of many committee meetings and work by faculty, staff and students using the Accreditation Commission for Education in Nursing standards and criteria to carefully examine both the quality of education and various processes involving students at Moorpark College. The self study process has provided a constructive vehicle for self evaluation and continuing improvement of a well established program. This project has made it evident the collegial relationships that exist between students, faculty and staff at Moorpark College.

The following individuals need to be recognized for their special contributions to the creation of this document which represents the Moorpark College Associate Degree Nursing Program:

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SECTION

ONE:

EXECUTIVE

SUMMARY

Section One: Executive Summary

General Information

Program Type	Associate Degree Nursing
Purpose of Visit	Continuation of Accreditation
Dates of Visit	February 11 – 13, 2020
Name and Address of Governing Organization	Moorpark College 7075 Campus Road Moorpark, CA 93021 www.moorparkcollege.edu
Name and Credentials of Chief Executive Officer of Governing Organization	Julius Sokenu, Ed.D. Interim President
Name of Regional/Institutional Accrediting Body and Accreditation Status	Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges (WASC) Reaffirmed accreditation awarded in June 2018 Midterm report due October 2020
Name and Address of Nursing Education Unit	Associate Degree Nursing Program Moorpark College 7075 Campus Road Moorpark, CA 93021
Name, Credentials, and Title of Nurse Administrator of the Nursing Education Unit	Christina Lee MSN, RN Nursing Coordinator Phone (805) 553-4772 Fax (805) 378-1548 clee@vcccd.edu
Name of State Board of Nursing and Approval Status	California Board of Registered Nursing Continued approval awarded September 2017
Year Nursing Program was Established	1981
ACEN accreditation history	Initial Accreditation: June 1990 Date of Most Recent Commission Action: March 2015 Current Accreditation Status: Accredited Accreditation Stipulations: None Date of Last Visit: January 31 - February 2, 2012 Next Site Visit: February 2020
Nursing program type(s) offered	Associate Degree Nursing
Length of program(s) in credits and number of academic terms	36 credits for program completion 4 semester terms in program
Number of general education credits and/or nursing credits that may be transferred into the program/program option(s)	36-46 credits for licensure, including general education credits
Student totals by program type, and disaggregated by program option(s)	As of August 2019, 162 students enrolled in program

Faculty cohort	As of the beginning of Fall 2019: Active full-time nursing faculty- 6 Active part-time nursing faculty- 12
The method of delivery and percentage of nursing credits delivered by distance education for all program options	No distance education nursing credits
All program locations delineated by location classification (branch campus or off-campus instructional site) and number of credit hours for program of study taught at each location	No satellite campuses
The ACEN Accreditation Standards and Criteria used to prepare the Self-Study Report	ACEN Guidelines for the Preparation of the Self-Study Report – 2017 Standards and Criteria

Introduction

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. Moorpark College is in eastern Ventura County nestled between Thousand Oaks and Simi Valley. Due its proximity to Los Angeles County, Moorpark College attracts students from both Ventura County and the San Fernando Valley. The beautifully landscaped 150-acre campus includes 15 buildings, a football stadium, track, an exotic animal teaching zoo, and observatory.

Ventura County includes four main health care facilities which are utilized by Moorpark College nursing students. These facilities include Adventist Health Simi Valley Hospital, Los Robles Hospital and Medical Center, St. John’s Regional Medical Center, and Ventura County Medical Center and Mental Health. Moorpark College shares St. John’s Regional Medical Center and Ventura County Medical Center with Ventura College. Moorpark College also has the privilege of utilizing medical facilities in the San Fernando Valley, including West Hills Hospital and Medical Center, Providence Tarzana Medical Center, and Northridge Hospital Medical Center. Moorpark College also has a clinical placement at Children’s Hospital of Los Angeles for the second semester’s pediatric rotation.

Ventura County residents seeking an education in nursing can select from two community colleges, as Ventura College also offers an Associate Degree of Nursing (ADN). Moorpark College 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 also encouraged to participate in collaborative enrollment programs (ADN to BSN) which allows them to concurrently enroll in California State University Channel Islands, California State University Northridge, Grand Canyon University, University of Texas at Arlington, Azusa Pacific University, or University of Phoenix, and take BSN-level nursing courses while completing their ADN nursing courses at Moorpark College. The ADN-BSN Collaborative programs enable the ADN student to earn a BSN in approximately three years from beginning nursing courses at Moorpark College to graduation with a BSN.

As of Spring 2019, there were a total of 163 students in the Associate Degree Nursing program; 44 in first semester, 42 in second semester, 39 in third semester, and 38 in fourth semester. The number of students admitted in each semester is 40-44 depending on grant funding and pediatric clinical placement availability. The base enrollment funded by the college is 33 students each semester.

In spring of 2019, Moorpark College received 8.97% of students from Moorpark, 25.91% of students from Simi Valley, 12.11% of students from Thousand Oaks, 20.02% from Los Angeles County, and 33% from other cities in Ventura County (VCCCD- X11 Area of Residence). As of Spring 2019, 58% of nursing students lived in Moorpark and the immediate adjacent cities. Of these locations, 8% of nursing students were from Moorpark, 10% from Thousand Oaks, and 21% from Simi Valley. Most of the nursing students are local county residents: 69% of the current students are from Ventura County and 31% from Los Angeles County. The ethnic and gender distribution of Moorpark College students and nursing students is compared in Table ES1. Further student demographics area located in Exhibit LV.

Table ES1:

Ethnic and Gender Distribution of Moorpark College Students and Nursing Program Students

Ethnic Distribution	Moorpark College Fall 2018 (N=14,553)	Nursing Program Fall 2018 (N=156)
African- American/Black	2%	1%
American Indian	0.23%	0.06%
Asian Indian	No data	0.06%
Asian/ Non- Filipino	8.4%	5%
Filipino/Pacific Islander	0.19%	8%
Hispanic	34.43%	23.3%
White	47.63%	56%
Two or more races/ Mixed race	5.26%	2%
Other	No data	2.5%
Unreported	0.69%	No data
Gender		
Male	46.5%	14%
Female	52.2%	86%
Unreported	0.013%	0%

Source: 2017-18 BRN Annual School Survey, and VCCCD- X05 Ethnicity and Gender available at <https://www.vcccd.edu/sites/default/files/files/departments/institutional-research/2018fall/4th-vcccd-x05-ethnicity-and-gender.pdf>

Most students are taking 8.5 – 9.5 units of nursing science classes per semester since they have already completed their general education courses prior to admission into the nursing program, or they plan to complete them in the summer sessions. The nursing program’s response to the required annual survey of the California Board of Registered Nursing (BRN) indicates that on October 15, 2018, there were seven full-time and five part-time faculty actively teaching in the program. The nursing faculty exhibits ethnic diversity and reflects similarly to the ethnic distribution of the nursing students and the general population of the college. The faculty with an active teaching assignment as of the BRN’s census date was: 54% (6) White, 7.5% (1) Asian 7.5% (1) Asian-Indian, 23% (3) Hispanic, and 7.5% (1) African American.

History of the Nursing Education Unit

Moorpark College opened its doors on September 11, 1967 to 2,500 students. Enrollment doubled within the first few years as the college added vocational education in addition to preparing students for transfer to four-year institutions. The current student body of approximately 14,000 students benefit from excellent instruction from a qualified faculty base. Through innovation and an ability to meet the dynamic needs of the student population, Moorpark College has frequently ranked as first in the state for transfer rate to the University of California and California State University systems.

The Associate Degree Nursing Program began in 1981 as a satellite of Ventura College while in the process of obtaining approval as an independent program. The BRN granted approval in 1983. In June 1990, the Associate Degree Nursing Program was granted initial accreditation by the National League for Nursing Accrediting Commission, now titled the Accreditation Commission for Education in Nursing (ACEN). Accreditation with the ACEN has been maintained since then, with the last site visit occurring in February 2012. The nursing program has kept pace with current technology by offering web-enhanced courses through the district learning management system Canvas. Required core nursing courses are not offered via distance education, however supplemental courses are offered online such as Healthcare Ethics, Medical Terminology, and Basic Pathophysiology. The Moorpark College nursing program does not maintain any satellite campuses.

Analysis and Summary of Strengths

Graduates of the Moorpark College Associate Degree Nursing Program are well prepared for practice as Registered Nurses. They are competent, compassionate providers and managers of care, and active members of the nursing profession. Five critical competencies are incorporated throughout the nursing program; (a) safety and technical skills, (b) critical thinking and clinical reasoning, (c) communication, (d) responsibility and accountability, and (e) organization and prioritization. Students are evaluated on their performance in each of these competencies; upon graduation, each student has become a competent or proficient practitioner of the art and science of nursing.

The success of the nursing program at Moorpark College is due to multiple areas of strength. These include: (a) a supportive administration, (b) dedicated faculty members, (c) a current and rigorous curriculum, (d) access to excellent clinical facilities, and (e) the participation of engaged students. Each of these program strengths is discussed in greater detail below.

Area of Strength: Administration

Support from Administration provides a solid foundation for the Nursing Program at Moorpark College. 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 the 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 is led by the Nursing Coordinator who holds a master's degree in nursing. This individual is an experienced nurse and educator who provides the department with strong leadership and support.

The college administration has provided continued support for the nursing program by the addition of much-needed support staff. In Fall 2014 a part-time Office Assistant position was created; this replaced the part-time Clerical II position that had been eliminated during district-wide cutbacks in 2012. This position is now full-time with support from grant funding. In fall 2015, a part-time Instructional Laboratory Technician II/Nursing position was added to support the operation of the skills lab and promote student success; this position is grant funded. In addition, the college continues to provide the nursing department with access to current digital records that contain key information. This allows for accurate data reporting, access to curriculum information, and improved communication between faculty, staff, and students.

Area of Strength: Faculty

The nursing faculty at Moorpark College embodies great depth and variety of experience. This includes medical-surgical, obstetric, pediatric, critical care, psychiatric, geriatric, and ambulatory care nursing, as well as health care management and nursing leadership. Each faculty member is committed to their profession and to maintaining the excellence of the nursing program that they serve. Since the previous ACEN report, the

full-time nursing faculty had grown to eight but as of fall 2019 has decreased to six due to one promotion and one retirement. Both positions are in the process of being filled as of October 2019. The entire full-time faculty members are master's prepared in nursing, with one having earned a Ph.D. in Nursing, and two currently in doctoral programs. As of the end of spring 2019, nine of the twelve part-time faculty members with teaching assignments had master's degrees in nursing, with three of them also possessing a doctorate degree in nursing. The three remaining part-time faculty had a baccalaureate degree in nursing with two of them with a master's degree in nursing in progress.

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 strives to provide each student with a strong education in nursing. They teach by example through caring professional behavior and by maintaining positive relationships with administrators, other faculty members, and students. Most importantly, each faculty member consistently models knowledgeable and compassionate patient care.

Area of Strength: Curriculum

The philosophy, organizing framework, program objectives, and curriculum content serve as a strong and comprehensive foundation to produce a proficient clinician with a clear understanding of the role and practice of the nurse. The curriculum is rigorous, current, and emphasizes the need for a partnership between nursing and service to lead the nursing profession. The new graduate is expected to effectively function in a multifaceted acute care environment. In response to this need, the medical-surgical clinical courses continue to combine two levels of students. This unique arrangement provides students with learning experiences in teamwork, prioritization, delegation, and management. In addition, students experience the many benefits of a collaborative atmosphere. 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. In Fall 2013 the Institute of Medicine (IOM) Quality and Safety Education for Nurses (QSEN) competencies were integrated as a thread throughout the curriculum. In addition, clinical simulations are included in each semester, enriching the curriculum and providing an alternative learning experience for students. 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 and fourth semesters, the simulations present complex clinical situations and high risk, low volume scenarios. The use of high-fidelity manikins enables these simulations to achieve a higher level of credibility.

The Benner philosophy of Novice to Beginning Practitioner is the philosophical theory base for the nursing program at Moorpark College; as such it is a thread throughout the curriculum. Benner's theory also enhances and enriches the program's conceptual framework by encouraging faculty to use developmental processes in the education of the student. 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.

Since 1986, clinical preceptorship has been each student's final clinical experience while in the nursing program. 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. The preceptorship experience has been praised by employers and students alike who state it provides the student with the opportunity to strengthen skills and knowledge while enhancing confidence and competence. Clinical preceptorship is an invaluable experience and prepares the new graduate for managing dynamic healthcare environments.

Area of Strength: Clinical Facilities

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, with each being assigned a faculty liaison. This individual is responsible for communicating the needs of the program to the facility management and coordinating 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. Specialty units such as pediatrics, maternity, labor and delivery, surgery, and psychiatric are used by students as well. Hospice, home health agencies, skilled nursing, and acute rehabilitation facilities are a smaller, but no less important part of the clinical facilities used by students in the nursing program. 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 students from Moorpark College have done so for many years, and the relationship between the school and these hospitals is one of mutual respect. The high standards established by the faculty members result in local facilities appreciating our students and often extending employment opportunities upon 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.

Area of Strength: Student Participation

The students who are enrolled in the nursing program at Moorpark College are a diverse group of individuals. However, they are unified in at least two areas; they are dedicated to the nursing profession and they are actively involved in their education. It is no coincidence that the nursing program reflects the commitment of the faculty to student empowerment. Students are encouraged to participate 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. This gives the nursing students a voice in the development of curriculum as well as policies and procedures that directly affect them.

Students new to the nursing program are highly encouraged to 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 comprise a day-long introduction to the program. Participation is optional; however, attendance is nearly 95% every semester. Participation by students from all three continuing semesters exemplifies their enthusiasm for the program and commitment to the success of their peers. These volunteer students act as presenters in the workshops, assist with providing lunch for the attendees, and answer their many questions. The workshops consist of presentations where students share tips for studying, mastering theory and clinical, and managing the demands of school, family, friends, and work. The students provide information on the Peer Tutoring program and other support systems available both within the nursing program and throughout the college community. A math skills session reviews concepts in relation to dosage calculation with tips for success provided as well. 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.

Summary of Areas Needing Improvement

The process of writing the self-study has provided an opportunity to isolate specific areas that would benefit from increased attention and focus. While improvement has been noted in the following categories, every nursing faculty member desires to strive for increased success of our students. Analysis of each student’s success or failure provides additional information which is then used to devise strategies to further support student success. There are two areas identified for improvement: the retention and attrition rate, and the transfer rate to Baccalaureate or higher degrees in nursing.

Retention and attrition rate

Retention and attrition rates are tracked each semester for theory and clinical classes. During the past three academic years (2016-2017 through 2018-2019), there were 69 students who withdrew from the program. 41 (64%) withdrew due to a failing grade in theory and 10 (16%) failed clinical. An additional 18 students (28%) withdrew from the program with a passing grade in both theory and clinical. The two most frequently cited reasons were changes to personal career choice and, unfortunately, health issues.

The most frequently identified cause for attrition is academic difficulty associated with weak foundational knowledge. This is often compounded by anxiety. Other contributing factors are financial difficulties that require the student to work full time or nearly so while in the nursing program, and personal/family issues that the student is unable to resolve. Faculty members work together, with student input when appropriate, to develop strategies to improve student success at all levels of the nursing program.

Strategies to improve retention are initiated with application to the nursing program. This begins with the State Chancellor-approved multi-criteria and random selection process, which was fully implemented when the waitlist was exhausted in Fall 2013. This has resulted in an academically stronger cohort of students being admitted into the program, which in turn has led to improved student retention. Two additional measurements used to identify students statistically less likely to be successful (risk-prone) in the nursing program are the Success Score and the ATI TEAS assessment. Based on the Success Score and the ATI TEAS score and sub-scores, a semi-customized remediation plan is developed for each student.

Remediation for risk-prone students may include informal online self-paced programs such as Student Lingo, or it may require completion of formal classes prior to potential admission to the nursing program. The remediation is tailored to each student's specific academic needs. 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 skills, and test-taking strategies.

Retention strategies that have been implemented for students who are 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 the workshops offered through the skills lab which 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 that are available to them. One successful resource is the peer tutoring program. Students who provide this service must meet certain academic criteria and receive specific training in the tutoring process. They are uniquely qualified to help struggling students, since they have had recent success in the subjects in which they tutor. Peer tutors meet with students individually or in groups and provide insight into the content.

In the classroom, the faculty has incorporated an array of teaching modalities to stimulate and enhance active learning. Strategies include the “flipped classroom” that was initiated in fall 2015. Flipped classroom activities include providing students with reading guides to facilitate effective study on a certain concept or subject. These study guides are then utilized in the classroom during group activities where students must analyze unfolding case studies to determine the best avenue of treatment for a given scenario. Student survey results regarding these activities has been overwhelmingly positive in which students stated their learning and knowledge retention was greatly enhanced.

Transfer Rate to Baccalaureate and Higher Degrees in Nursing

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 entering the program, students are counseled to take general education course requirements that transfer to BSN programs within the CSU and UC systems. Once admitted to the nursing program, students are encouraged by their instructors to continue their education, and emphasis is placed on the importance of being a life-long learner.

Graduates of the nursing program at Moorpark College are encouraged to pursue higher degrees in nursing; the goal has been that 30% of each graduating class will do so within one year of graduation. Over the past five academic years there has been significant improvement in this particular statistic. The lowest measurement was 15%

enrolled in 2012-2013, while in the past two years, 45% of each graduating class was enrolled in a BSN program or higher. Contributing at least in part to this timespan's increase is the established collaboration between Moorpark College and California State University Channel Islands (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 make returning to school a viable option for employed new graduates. A major incentive for graduates to pursue their BSN is that many employers now require or prefer to hire nurses with BSNs. The Moorpark College ADN program will continue to explore additional pathways leading to articulation with BSN programs within the CSU system, and pathways such as ADN-BSN collaborative or concurrent enrollment. The goal is to have 40% of nursing graduates engaged in a pathway to BSN or MSN upon graduation, with implementation of this benchmark being fall 2019. 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, beginning with the fall 2018 graduating class, whose data collection is due in December 2019.

Five Year Plan

It is always exciting to look to the future, and especially so in the field of nursing education. A five-year plan has been developed for the nursing program at Moorpark College. It is based on the program outcomes, the evolving needs and opportunities of the healthcare industry, and the learning needs of the students. Very briefly, as a department and as individuals, we plan to:

- Continue curriculum innovation to provide leadership in nursing
- Continue to refine curriculum and resources in order to meet retention goals
- Increase the articulation process with advanced degree programs to ease the student's transfer into baccalaureate programs or higher
- Continue to develop new and maintain existing relationships with industry agencies for clinical placement and mentorship

The nursing program at Moorpark College is successful, and this is in part due to a commitment to meeting student needs. We will continue to do so through innovation, adaptation, dedication, and collaboration.

SECTION

TWO:

STANDARDS 1 - 5

STANDARD I: MISSION AND ADMINISTRATIVE CAPACITY

The mission of the nursing education unit reflects the governing organization’s core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.

1.1 The mission and philosophy of the nursing education unit are congruent with the core values, mission, and goals of the governing organization.

Moorpark College presents its mission statement as follows: “With a ‘students first’ philosophy, Moorpark College empowers its diverse community of learners to complete their goals for academic transfer, basic skills, and career technical education. Moorpark College integrates instruction and student services, collaborates with industry and educational partners, and promotes a global perspective.” The mission of the Moorpark College Nursing Program is to provide graduates with the knowledge, skills, and attitudes essential to the function of Registered Nurses in common and emerging healthcare settings.

These mission statements are congruent in emphasizing a career technical education that provides graduates with the knowledge, skills, and attitudes necessary to success as a Registered Nurse. The college and nursing program share vision and goals in promoting communication skills, evidence-based decision making, accountability, and lifelong learning (Moorpark College Catalog, 2019-2020, p. 9 and Moorpark College A.D.N. Program Student Handbook, Fall 2019, p. 5).

Table 1.1 1

Comparison of Mission and Values: Moorpark College and ADN Program

Moorpark College	Moorpark College Associate Degree Nursing Program
Mission: With a "students first" philosophy, Moorpark College empowers its diverse community of learners to complete their goals for academic transfer, basic skills, and <u>career technical education</u> . Moorpark College integrates instruction and student services, collaborates with industry and educational partners, and promotes a global perspective.	Mission: The mission of the Moorpark College Nursing Program is to prepare graduates with the knowledge, skills, and attitudes essential to the function of <u>Registered Nurses</u> in common and emerging healthcare settings.

<p>Values: Integrity, Collegiality, Equity & Success, Excellence, Creativity & Innovation</p>	<p>Organizing Framework, Member within Nursing Discipline: Integrity, Ethical Practices, Diversity, Service, Quality, Ethical/Legal Considerations, Nursing Standards of Practice, Professional Behavior, Practice in Diverse Settings, Life-long Learning.</p> <p>Organizing Framework, Manager of Care: Collaboration, Collegiality.</p>
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1.2 The governing organization and nursing education unit ensure representation of the nurse administrator and nursing faculty in governance activities; opportunities exist for student representation in governance activities.

The students, faculty, and administrators participate in college committees, governance of the nursing education unit, and in advisory meetings outside the governing institution.

Student Governance Activities

The students participate in the Curriculum/Admissions Committee (Exhibit IV Curriculum/Admissions Committee Meeting Minutes), Moorpark College Student Nurse Association, and Nursing Advisory meetings. Informal “Brown Bag” sessions are also held at least once each semester by the Nursing Coordinator; these serve as a venue for students to share concerns and to provide input into governance activities.

In addition to the above governance opportunities, students in the nursing program are eligible to run for one of the college offices through the Moorpark College Associated Students. Each of the college’s standing committees has at least one student officer serving on it. No nursing student has chosen to run for a college office since the last ACEN site visit. However, student representatives for the Moorpark College Student Nurse Association Intercultural Club Council assist in the work of the Associated Students officers by attending informational meetings and providing opinions from the perspective of the nursing program.

Faculty and Administrator Governance Activities

The faculty and nurse administrator enthusiastically participate in governance activities, both at the department and college levels. These individuals have a reputation for hard work and commitment to students and the college, and because of this faculty

members are regularly recruited for college committees. In addition, faculty are involved in the community and are active on several local advisory boards. This exposure increases their collective knowledge of practice standards and health care trends in the surrounding community. Part-time faculty are actively involved in Curriculum/Admissions, Faculty, and Team meetings, and they are financially compensated for their time. The Nursing Coordinator and the Dean of Student Learning/Life & Health Sciences are members of two of the eight standing college committees; Education-Committee on Accreditation and Planning (EdCAP) and Fiscal Planning. Additionally, the Nursing Coordinator is a member of the Student Learning Outcomes standing committee. Finally, the Dean also serves on Dean's Council and Student Services Council and other college committees. Please refer to Appendix 1B for the list of College Committee Membership by nursing program faculty and staff.

1.3 The assessment of end-of-program student learning outcomes and program outcomes are shared with communities of interest, and the communities of interest have input into program processes and decision-making.

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 Ventura College and California State University Channel Islands, a Health Workforce Initiative representative, students from each educational institution, and clinical affiliates (Exhibit IX Advisory Meeting Minutes). Additionally, there are annual summation meetings with each clinical agency. The focus of these meetings is to share 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 (Exhibit VIII Clinical Agency Summation Minutes). Program improvements from these communities of interest include scheduling of clinical rotations at outpatient locations such as a wound care center (Faculty Meeting Minutes, 5/17/19), 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 (Faculty Meeting Minutes, 8/14/17, 11/6/17, and further meetings).

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 (Exhibit LIII Moorpark College Nursing BRN Re-approval Self-Study, 2017). The BRN's recommendations influence program processes and decision making. Specifically, the simulation infrastructure has been in the process of being updated (End of Year Retreat Minutes 2018 and 2019), and the workload of non-nursing programs for the Coordinator has been reduced (Faculty Meeting Minutes 8/19/19). Program outcomes are shared with the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and College (ACCJC/WASC) through the college's re-accreditation process, with the most recent ACCJC accreditation re-approval being in 2018 (https://www.moorparkcollege.edu/sites/default/files/files/Accreditation/moorpark_college_2018_06_13_reaffirm_accreditation.pdf). Program outcomes are also published on the public nursing program website (<https://www.moorparkcollege.edu/departments/academic/nursing-science/program-effectiveness-data>).

1.4 Partnerships that exist promote excellence in nursing education, enhance the profession, and benefit the community.

The partnerships described in section 1.3 promote excellence in nursing education and enhance the profession through the provision of feedback and sharing of evidence. The Moorpark College nursing program has partnerships with several clinical agencies within Ventura and Los Angeles Counties for student clinical placements. Each clinical agency has a faculty liaison assigned. As much as possible, the liaison is a full-time faculty member. The Faculty Liaison serves as the channel of communication, problem solving when appropriate, and referring issues to the Nursing Coordinator and/or hospital educator. The Moorpark College nursing program expands upon these clinical placement partnerships to benefit the community through health promotion activities, such as assisting at flu vaccination clinics with Los Robles Hospital, Simi Valley Hospital, and Ventura County Medical Center.

In addition, the nursing program has formed agreements and partnerships with multiple universities. This has resulted in an increase in the number of ADN students who pursue their BSN while still in the nursing program, or immediately after graduation. By partnering with universities, the nursing program has provided students the opportunity to participate in articulation agreements and partnerships for collaborative/concurrent enrollment. Current collaborative or concurrent enrollment partners are California State University, Channel Islands (CSUCI); California State University, Northridge (CSUN); University of Phoenix; Grand Canyon University; and University of Texas at Arlington. Through these partnerships, students can take BSN-level coursework during school breaks from the Moorpark ADN program. The partnering students often have only two or three semesters of BSN-level coursework remaining after they graduate from the ADN program. (Exhibit XXII Clinical Facilities Contracts-Educational Affiliation Agreements)

Nursing faculty at Moorpark College are dedicated to the nursing education community. They are often sought out as preceptors for students enrolled in masters of nursing programs within and outside the region. Recent schools that have had graduate students precept with Moorpark College faculty are Capella University, California State University Dominguez Hills, and Grand Canyon University. (Exhibit XXII Clinical Facilities Contracts - Graduate/Professional Student Agreements)

1.5 The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.

Since the last NLNAC/ACEN continuing accreditation in 2012 the nursing program has been administered by two individuals. The Health Science Coordinator/Nurse Administrator (Dr. C. Higashida) held the position from 2012 to August of 2017. During this time period, Dr. C. Higashida held a Master's Degree in Nursing, and was in the process of completing her doctorate. She was followed by the current Nursing Coordinator/Nurse Administrator (Ms. C. Lee), whose initial interim status was converted to permanent in August of 2019. Ms. C. Lee holds a Master's Degree in Nursing with a specialization in Nursing Education (Appendix 1C Nursing Program Director Resume). The BRN's approval form acknowledging Ms. C. Lee's

educational and experiential preparation for the role is available in the personnel file in the Ms. C. Lee's office.

1.6 The nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.

Ms. C. Lee holds a Master of Science Degree in Nursing, and has five years of direct patient care experience, one year of part-time teaching experience, and seven years of full-time teaching experience at Moorpark College. She also has seven years of experience as the Instructional Skills Lab Technician II/Nursing at Moorpark College, referred to as the Skills Lab RN. Ms. C. Lee's experience exceeds the BRN's requirements for a Nursing Director. Her education and experience also exceed the minimum qualifications for the VCCCD Nursing Coordinator job description, as well as the minimum qualifications for faculty from the California Community College Chancellor's Office; documentation is available in Ms. C. Lee's personnel file which is kept in her office, and Appendix 1C.

Each fall semester Ms. C. Lee and Ms. O. Myshina attend the BRN's annual New Director's Orientation. There they have access to a Nurse Education Consultant provided by the BRN. Since the last NLNAC/ACEN continuing accreditation visit, Dr. C. Higashida was oriented to the role of Coordinator by her predecessor, Dr. K. Hoffmans (who is currently the president of Ventura College). In turn, Ms. C. Lee was oriented to the role by Dr. Higashida. Each new Coordinator had the benefit of the most recent Coordinator having been promoted to a Dean position at Moorpark College. Despite the fact that both Deans were initially assigned to divisions other than that of the Health Sciences Department, they were allowed time by the college to provide close mentoring for the new Coordinator. In fall 2016 Dr. C. Higashida and Ms. C. Lee attended an ACEN Self-Study Forum, and again in spring 2019 Ms. C. Lee attended an ACEN Self-Study Forum.

1.7 When present, nursing program coordinators and/or faculty who assist with program administration are academically and experientially qualified.

Ms. C. Lee holds a Master of Science Degree in Nursing, five years of direct patient care experience, and seven years' experience teaching nursing full-time at Moorpark College. The BRN approval form for Ms. Lee is available in her personnel file, which is kept in her office. An Assistant to the Coordinator of Health Sciences (Ms. O. Myshina) assists with program administration and receives 30% release time to do so (Appendix 2B1 Assistant Director Job Description). Ms. Myshina's position is termed the Assistant Director by the BRN, and the approval form from the BRN is available in her personnel file in Ms. Lee's office. The other 70% of Ms. Myshina's workload is assigned to teaching. Ms. Myshina holds a Master's Degree in Nursing with a concentration in Leadership and Administration, and has sixteen years of direct patient-care experience as a staff nurse, and eight years' experience teaching nursing full-time at Moorpark College.

1.8 The nurse administrator has authority and responsibility for the development and administration of the program and has sufficient time and resources to fulfill the role and responsibilities.

Until the projected hire of an Allied Health Coordinator, the Nursing Coordinator is responsible for a portion of the Health Sciences Department, which includes the Associate Degree Nursing Program, the Associate Degree Radiologic Technology Program, Nuclear Medicine Certificate Program, Emergency Medical Technician Proficiency Award Program, Optical Technology Associate Degree Program, and other Nutritional Science and Health Sciences courses. The Nursing Coordinator was previously called the Health Sciences Coordinator and oversaw all programs in the Health Sciences Department. To allow sufficient time for administering the nursing program and to allow growth of non-nursing programs in the Health Sciences Department, the Health Sciences Coordinator role was split into a Nursing Coordinator and Allied Health Coordinator role. With the hire of an Allied Health Coordinator projected to begin January 2020, the Nursing Coordinator will have 100% release time to oversee only the Nursing, Radiologic Technology, and Nuclear Medicine programs. The radiologic technology and nuclear medicine programs also have a full-time faculty member that has 30% release time to direct those programs.

The Nursing Coordinator has an 11-month contract rather than the 10-month contract of instructional faculty (Agreement Between VCCCD and Ventura County Federation of College Teachers AFT Local 1828, AFL-CIO, July 1, 2016 – June 30, 2019, section 3.6.A Extra Contract Assignments). With the projected hire of the Allied Health Coordinator, approximately 90% of the release time will be dedicated to manage the nursing program which will be sufficient time. The Nursing Coordinator has authority and responsibility for the development and administration of the program as provided for in the VCCCD Nursing Coordinator job description (Appendix 2A1 Nursing Coordinator Program Job Description and Appendix 2A2 Nursing Coordinator District Job Description).

1.9 The nurse administrator has the authority to prepare and administer the program budget with faculty input.

Annually, a total Nursing Program Plan is developed with faculty and staff input. The Program Plan process includes advisement on the program budget. In consultation with the Life and Health Sciences Dean, the Nursing Coordinator determines how to administer the allocated nursing budget which includes the college's general fund, college-wide categorical or grant funding, or nursing grant funding such as from the California Community College Chancellor's Office. Examples of faculty input into budgeting may be found in Exhibit IV, V, and XVII. Specific examples include Exhibit IV's Nursing Curriculum Meeting Minutes 2/5/18 and 9/10/18, Exhibit XVII End of Year Retreat Minutes 5/17/17, and Exhibit V Nursing Faculty Meeting Minutes 10/3/19.

1.10 Policies for nursing faculty and staff are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the purpose and outcomes of the nursing program.

The policies of the nursing program are consistent with those of Moorpark College and the Ventura County Community College District, and respect the welfare of faculty and staff. Hiring is conducted according to the American Federation of Teacher's contract, which is available in the evidence room. Faculty requirements for teaching the core nursing course are also influenced by contracts with clinical agencies, where the

requirements are mandated by the agencies for the protection and safety of students, patients, agency staff, and faculty. Certain policies and procedures for nursing faculty differ from those of the College. These include: required nursing licensure, BRN approval of faculty to teach, criminal background check, drug screen, health appraisal and immunization clearance, a current CPR BLS Provider card, a Los Angeles City Hospital Fire and Life Safety Card, possession of professional liability insurance, and possession of health insurance. Additionally, course hour durations for clinical courses exceed that of the governing organization's preferred laboratory courses durations but are justified by the purpose of the program to provide students with the knowledge, skills, and attitudes to be a proficient registered nurse. For students to develop their skills in the five critical elements of the program, particularly in the critical thinking/clinical reasoning and organization/prioritization competencies, clinical rotation hour durations are either half (6.5-7 hour) or full (13 hour) nursing shifts. Faculty performance is evaluated following the district-wide American Federation of Teachers contracted process (Article 12).

1.11 Distance education, when utilized, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

Distance education is not utilized to deliver Moorpark College nursing program courses.

STANDARD 2: FACULTY AND STAFF

Qualified and credentialed faculty are sufficient in number to ensure the achievement of the end-of-program student learning outcomes and program outcomes. Sufficient and qualified staff are available to support the nursing program.

Full- and part-time faculty include those individuals teaching and/or evaluating students in didactic, clinical, and/or laboratory settings.

2.1 Full-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

Moorpark College is part of a three-college district governed by the Ventura County Community College District (VCCCD) Trustee Board. In Board Policy 7211, Minimum Qualifications and Equivalences, the VCCCD Board requires:

“individuals applying for academic positions within the District to demonstrate their qualifications as presented in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* or through an equivalency process should the individuals not possess a valid California Community College Teaching Credential appropriate to the discipline....Minimum qualifications are established by the Legislature and the Board of Governors in consultation with the Academic Senate of the California Community Colleges. A current list of the Board of Governors' approved Minimum Qualifications for Faculty and Administrators in California Community Colleges is available on the District's website (<http://jobs.vcccd.edu>).”

(<http://go.boarddocs.com/ca/vcccd/Board.nsf/goto?open&id=83LDBP0DD9E5>)

According to the Board of Governors of the California Community Colleges, the minimum qualifications for full-time nursing faculty is a Master's in Nursing, or Bachelor's in Nursing and Master's in Health Education or Health Science, or the minimum qualifications as set by the California Board of Registered Nursing (BRN), whichever is higher. All full-time faculty members teaching in the Nursing Program at Moorpark College hold a master's degree with a major in nursing. One of the full-time faculty holds a Ph.D. in Nursing, and two of the full-time faculty are currently enrolled in

an Education Doctorate (EdD) or Doctor of Nursing Practice program (DNP). Each faculty member has a valid and active license issued by the BRN and has been approved by the BRN to teach in her area of expertise. In addition, as of spring 2019 three of the six (50%) full-time faculty maintains their area of expertise through clinical practice (Appendix 2H: Nursing Faculty Profile Table).

All nursing program full-time faculty members are licensed as registered nurses and approved by the BRN to teach nursing at the Instructor level. The BRN requires faculty at the Instructor level to have a minimum of a Master's degree in Nursing and one years' experience as a registered nurse providing direct patient care within the past five years. This can be met with either full-time direct patient care, or one academic year of registered nurse level clinical teaching experience or its equivalent, or completion of at least one year's experience teaching courses related to registered nursing, or completion of a post-baccalaureate course which includes practice in teaching registered nursing (California Code of Regulations Title 16 Section 1425(c) in [https://govt.westlaw.com/calregs/Document/I534D99B02AE811E2BB92ECE756727BE6?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I534D99B02AE811E2BB92ECE756727BE6?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))). All Moorpark College nursing program full-time faculty meet the BRN requirements (Appendices 2C1, 2C2: Job Descriptions; Exhibit XLIII Faculty Requirements). All faculty members meet or exceed the minimum California State licensure requirement of earning 30 continuing education hours every two years as evidenced by current RN licensure (Appendix 2H: Faculty Profile Table, and Exhibit XLIII Faculty Requirements).

2.2 Part-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

According to the Board of Governors of the California Community Colleges, the minimum qualifications for part-time clinical practice faculty are any bachelor's degree or higher and two years of professional experience, or any associate degree and six years of professional experience (Appendix 2D2.1). The Ventura County Community College District additionally requires current licensure as a registered nurse, in order to meet the requirements of the BRN. All part-time nursing faculty teaching in the nursing program

meet or exceed the qualifications set by the State Chancellor's Office and governing organization (Appendix 2H: Faculty Profile Table).

All faculty members are licensed as registered nurses and approved by the BRN to teach nursing at either the Instructor or Assistant Instructor level. The Instructor level requires a minimum of a Master's in Nursing degree and one year experience as a registered nurse providing direct patient care within the past five years. This can be met with either full-time direct patient care, or one academic year of registered nurse level clinical teaching experience or its equivalent, or completion of at least one year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing. The Assistant Instructor level requires a baccalaureate degree in nursing, or natural, behavioral or social science relevant to nursing practice and one years' full-time experience in direct patient care as a registered nurse within the past five years (California Code of Regulations, Title 16, Section 1425(d) located in [https://govt.westlaw.com/calregs/Document/I534D99B02AE811E2BB92ECE756727BE6?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I534D99B02AE811E2BB92ECE756727BE6?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))). All Moorpark College part-time nursing faculty meet the BRN requirements (Appendices 2D1, & 2D2: Job Descriptions; Appendix 2I; Appendix 2H Faculty Profile Table; Exhibit XLIII).

2.3 Non-nurse faculty teaching nursing courses hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

Moorpark College has not utilized non-nurse faculty for nursing program courses.

2.4 Preceptors, when utilized, are academically and experientially qualified, oriented, mentored, and monitored, and have clearly documented roles and responsibilities.

Since 1986, clinical preceptorship has been each student's final clinical experience while in the nursing program. During the last six weeks of the fourth semester, each student has the opportunity to transition into the role of the registered

nurse under the supervision of a registered nurse preceptor. The preceptorship experience is in compliance with the requirements for preceptorships stated in the BRN regulations (California Code of Regulations, Section 1426.1

<https://govt.westlaw.com/calregs/Document/IECCA53E0CCD411DF9C2DE816E9BE2880?originContext=document&transitionType=StatuteNavigator&needToInjectTerms=False&viewType=FullText&contextData=%28sc.Default%29>).

Preceptor Selection and Preparation

Preceptors are chosen by their hospital administrators and educators, with input from the Preceptorship coordinator and nursing faculty as needed. Preceptor selection is also influenced by evaluation of previous preceptorship performance. The Preceptorship guidelines in Appendix 2L describe the preceptor selection criteria.

The Faculty Liaison meets with each preceptor at the beginning of the preceptorship experience to review the expectations and answer any questions the preceptor may have. Preceptors begin their orientation with a preceptorship course, which utilizes the Preceptor Workbook (Exhibit XXXIII). A course such as this is required by the BRN and by the nursing program, and may be hospital-based or independent study. To complete the course, qualify as a preceptor, and earn the associated CEUs, preceptors must score 90% or better on the post-test that is included in the Preceptor Workbook.

Roles and Responsibilities of Each Member of the Preceptorship Team

The roles and responsibilities of the preceptorship Faculty Liaisons and the student are also located in Exhibit XXXIII Preceptorship Workbook. The roles and responsibilities for the preceptor address preparation, supervision and guidance, communication, and clinical skills. The preceptorship Faculty Liaison mentors the preceptor, specifically acting as a resource and support person and assisting in problem solving. The Liaison provides guidance to the preceptor in his or her role, evaluates the experience of the preceptorship, and assists with the preceptee's evaluation process as needed. The Liaison helps the preceptor identify learning experiences needed by the preceptee, and is available to the preceptor and preceptee during the entire time the student is involved in the preceptorship learning activity. The Liaison typically visits the preceptor and preceptee during each shift of the preceptorship.

The preceptorship experience has been praised by employers and students alike who state it provides the student with the opportunity to strengthen skills and knowledge while enhancing confidence, time management, and competence. Clinical preceptorship is considered to be an invaluable experience, and is a major strength of the nursing program at Moorpark College.

2.5 The number and utilization of full-time faculty is sufficient to ensure that the end-of-program student learning outcomes and program outcomes are achieved.

As of fall 2019 there are six full-time faculty teaching the nursing program courses, though the program is funded for eight.

Changes in Nursing Coordinator and Faculty Personnel

At the beginning of the fall 2017 semester, the Health Sciences Coordinator (Dr. C. Higashida) was hired as an Interim Dean of Student Learning and eventually as a permanent Dean of Student Learning in Fall 2018. During that time, one full-time nursing faculty was appointed the Interim Health Sciences Coordinator (Ms. C. Lee), and her teaching load was distributed, with the receiving faculty members' permission, to full-time faculty overload and part-time clinical faculty. This full-time teaching position was not filled between fall 2017 and Spring 2019 because the search for a permanent Health Sciences Coordinator was twice unsuccessful. In spring 2019 the role of the Health Sciences Coordinator was split into two positions, with the Nursing Coordinator being responsible for the nursing program. Ms. C. Lee applied for and was hired as the permanent Nursing Coordinator in time for the fall 2019 semester. Additionally, one full-time faculty went on leave during spring 2019 and then retired immediately prior to fall 2019; her teaching load was assigned to part-time faculty.

The program continues to be approved by the college and district for eight full-time instructional nursing faculty plus one Nursing Coordinator. The filling of the two open positions was approved by the college and the Ventura County Community College District in early fall 2019, with the hiring for both positions underway as of October 2019. It is hoped that the hiring will allow the two new full-time nursing faculty to begin teaching in spring 2020. There have been no significant negative end-of-program student learning outcomes or program outcomes linked to this temporary two-year decrease in

number of full-time teaching faculty at this time (Systematic Plan for Program Evaluation, Spring 2019).

Responsibilities and Workload of Faculty

Full-time faculty members teach the theory component of the course as well as a clinical assignment. They serve as lead faculty, and are team leaders and resources for the part-time faculty. Nursing faculty have an equitable workload in terms of teaching, supervision, and evaluation in compliance with the American Federation of Teachers (AFT) contract. Faculty with sustained overload have the assignments by their own request. Identification of faculty with overload may be found in Appendix 2J: Full-Time Faculty Workload. Teaching hours of faculty members are calculated on the basis of a contract classroom teaching assignment of 30 lecture equivalent hours for an academic year (two semesters). Lecture equivalent hours for laboratory teaching assignments are in a ratio of three hours of lecture teaching to four hours laboratory teaching (3/4 hour) (Article 5.2.A.(1) and 5.2.B, Ventura county Federation of College Teachers AFT Local 1828, AFL-CIO). All full-time faculty members are expected to carry a weekly instructional load of four to five class hours for lecture and fourteen to fifteen class hours for laboratory classes for a 1.0 Full Time Equivalent (FTE) workload per semester (Appendix 2J: Full-time Faculty Workload). The contractually allowable part-time faculty teaching load is equal to or less than 0.67 FTE per semester. In addition, each part-time clinical instructor who teaches the entire eight-week section is reimbursed ten additional hours for attending Faculty Committee and Curriculum & Admission Committee meetings and conducting student evaluation conferences (Exhibit XLV: Teaching Assignment).

Determination of Ratios: Faculty to Student and Student to Patient

In didactic courses, the ratio of faculty to student ranges from 1:33 (33 is baseline enrollment) up to 1:44 if additional students are admitted when grant funding is available. In the clinical setting, the faculty to student ratio is 1:10 or 1:11 with increases to 1:12 in gerontology and psychiatric nursing clinical courses when out-rotations are available. The out-rotations maintain an inpatient faculty to student ratio of 1:10 or 1:11. This ratio assures adequate supervision of students, instruction of individual students, and maintenance of patient/client safety. The faculty to student clinical ratios also support the

program’s philosophy and objectives, hospital protocol, and BRN guidelines, while maintaining a reasonably cost effective budget structure and maximizing utilization of clinical facilities.

Table 2.5 1

Ratio of full-time faculty to total number of students

	Total number of full-time faculty	Total number of students	Resulting ratio
Fall 2019*	6	162	1 : 27
Spring 2019	7	163	1 : 23.3
Fall 2018	7	155	1 : 22.1
Spring 2018	7	140	1 : 20
Fall 2017**	7	152	1 : 21.7
Spring 2017	8	157	1 : 19.6
Fall 2016	8	149	1 : 18.6

*One faculty member retired immediately prior to the start of the fall 2019 semester

**One faculty member appointed to Interim Health Sciences Coordinator

The faculty determines the student to patient ratio for all facility clinical assignments utilizing client safety, BRN protocol, and facility requirements as guidelines. The student to patient ratio increases as students successfully progress through the program. The plan for determining the clinically based student to teacher ratio is outlined in the Faculty to Student Ratio Determinates document (Appendix 2K: Faculty to Student Ratio Determinates). Minutes of Summation Meetings with clinical facilities demonstrate that faculty to student ratio determinations are discussed and mutually agreed upon (Exhibit VIII).

Split Clinical Lab Sections

The medical-surgical curriculum includes split lab sections in which approximately half of the students are from one class level and the other half is from the semester immediately before or after. Combinations are of first and second semester students (NS M01L/2L) or of third and fourth semester students (NS M03L/4L). This provides excellent opportunities for the more advanced students to utilize their leadership skills during the clinical rotation by serving as a resource for less experienced students. Additionally, this format provides the instructor with the opportunity to consider each students’ skill level when assigning patients, while keeping the students in one or two floors of a clinical facility (Exhibit XXIII, Clinical Rotation Schedules). This also allows

opportunities for less experienced students to find and observe peer mentors.

2.6 Faculty (full- and part-time) maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices.

The Moorpark College nursing faculty reflects scholarship through their efforts to ensure academia is a partner with service, in order to produce a graduate who is able to effectively function in the current nursing environment. Their dedication to this partnership is evidenced in their active role in the nursing profession, service, and the community. As of fall 2019, 69% of the nursing faculty are employed in health care clinical agencies to maintain their clinical expertise. All nursing faculty complete the BRN's required thirty hours of continuing education in order to renew their nursing licensure every two years. Faculty have chosen to complete their continuing education on both teaching and clinical practices (Appendix 2H: Faculty Profile Table and Addendums).

Faculty Scholarship and Service Activities

The nursing faculty 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). Scholarship covers 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 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.

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.

Scholarship is also defined by the Ventura County Federation of College Teachers AFT Local 1828 agreement Article 9.3

(<https://www.vcccd.edu/sites/default/files/files/departments/human-resources/contracts/AFT/2016-2019-aftagmt-07.10.18-finalfooterindexed.pdf>, pages 61-65) as the completion of flex activities. Flex activities include but are not limited to staff development, in-service training and instructional improvement, curriculum development and evaluation, participation in departmental and division meetings/retreats, college committee meetings, and student and learning resource services.

Faculty Development Activities

There is college support for faculty development. In addition to a Professional Development Committee that arranges for workshops, guest speakers, and other professional development opportunities addressing teaching and the needs of college students, the college has budgeted \$1000 from the general fund for nursing faculty travel/professional development. The college district additionally provides a \$100 a year stipend for each full-time faculty for professional development activities, which is pooled per section 8.7D of the AFT-1828-VCCCD Contract. Faculty need to apply to the Professional Development Committee for those faculty development-travel funds, with funding of up to \$500 available until the funds run out. Faculty are able to opt-out of the pooling of funds and keep their \$100 stipend to use. Additional support for faculty development is provided through grant funding.

Faculty have pursued professional development in the area of technology in teaching, including simulation. They have embraced the technological advances in nursing education and have implemented these innovations into the curriculum. Since 2000, the faculty have web-enhanced their courses and continue to refine the online resources available to their students through the current Learning Management System called Canvas. In fall 2018, two faculty members and a Skills Lab RN attended a

simulation intensive offered by the California Simulation Alliance. The faculty continue to actively develop and participate in clinical simulations in the skills lab. The faculty have embraced the Quality and Safety Education for Nurses (QSEN) and the Nurse of the Future Nursing Core competencies, and have refined the curriculum by having further emphasis on evidence-based practice, quality improvement approaches, and informatics.

2.7 The number and qualifications of staff within the nursing education unit are sufficient to support the nursing program.

Program outcomes have been consistently met or nearly met with the number and qualifications of the office and skills lab staff. There are two office staff plus a student worker, and there are two skills lab staff.

Office Staff Responsibilities and Qualifications

The Health Sciences Department office staff includes one full-time Administrative Assistant and one full-time Office Assistant to support faculty members, students, the Nursing Coordinator, Allied Health Coordinator, Radiologic Technology program director, and community inquiries. The Administrative Assistant is a twelve-month-permanent position funded through the college general fund. The Office Assistant is a twelve-month position funded through two grants; 20% from California's Strong Workforce grant, and 80% from the California Community College Chancellor's Office Nursing Program Support Grant. The Health Sciences office staff are responsible for application procedures, recordkeeping, data entry, maintenance of current health records/contact information for all health sciences students, answering the telephone, distributing mail, ordering supplies, and other daily operations. The staff is assisted with these duties by a student worker paid for through the college general fund.

The current Administrative Assistant was hired in August 2011 as an Administrative Assistant I, for which the minimum qualifications are any combination equivalent to: graduation from high school, including or supplemented by courses in secretarial skills and three years of increasingly responsible secretarial and clerical experience (Appendix 2E: Administrative Assistant I Job Description) which the individual exceeded. The Administrative Assistant is highly skilled in office technologies and far exceeds the three years of experience. Her skills are sufficient for supporting the nursing program.

The Office Assistant minimum qualifications are high school graduate with one year of responsible clerical experience involving public contact and the use of a computer or office applications or two years of customer service experience that required the use of computer applications to enter and retrieve information (Appendix 2F: Office Assistant Job Description). The current Office Assistant exceeds these minimum qualifications and her skills are sufficient for supporting the nursing program.

Nursing Skills Lab Staff Responsibilities and Qualifications

The nursing skills lab is funded for one full-time Instructional Laboratory Technician II/Nursing (ILT II/Nursing) and one part-time ILT II/Nursing. These positions are classified staff, and within the nursing program are referred to as the Skills Lab RNs. The full-time Skills Lab RN is a 100%, 11-month position. Ten months are funded through the college's general fund, and the 11th month is funded by the California Community College Chancellor's Office (CCCCO) Nursing Program Support grant. The part-time Skills Lab RN position is a 60%, 10-month position funded through the CCCCCO Nursing Program Support grant. The minimum qualifications for an ILT II/Nursing classified position is any combination equivalent to an associate degree in nursing and one year of experience as a registered nurse providing direct patient care in a clinical setting within the past three years (Appendix 2G). These minimum qualifications reflect the BRN's requirements to qualify as a Clinical Teaching Assistant. The current part-time Skills Lab RN and the past two full-time Skills Lab RN's have greatly exceeded these minimum qualifications. The full-time Skills Lab RN position is currently vacant from a resignation, but remains funded through the college's general fund and as of October 2019 a hiring is in process.

The ILT II/Nursing works with faculty to assist in development of clinical simulation for students in planning of care, drug calculations, physical assessment, and critical thinking. The main purpose of the ILT II/Nursing positions are to increase nursing program retention by offering specialized assistance to students with academic needs (Exhibit XXIX Skills Lab Workshop Data). In addition to fostering student success, the Skills Lab RNs are responsible for the maintenance and operation of the skills lab and simulation technology. The Skills Lab RNs also assist with remediation in the clinical setting as necessary. The Skills Lab RNs are consistently been utilized by

students and are significant contributors to student success.

2.8 Faculty (full-and part-time) are oriented and mentored in their areas of responsibilities.

All new faculty hires initially meet with the Nursing Coordinator (nurse administrator) to discuss their orientation needs and to learn the structure of the Health Sciences Department and Moorpark College Nursing Program. They also meet with the assistant to the coordinator to continue their general orientation as well as a review of the requirements and expectations for teaching. Then each new faculty member is paired with an experienced lead faculty to review the specific content and requirements of the course assignments. The nursing program has developed a Faculty Handbook and a Nursing Faculty website as a resource for all faculty (Exhibit I: Faculty Handbook; Canvas “MC Nursing Resources” page). There is a checklist included with the Faculty Handbook that is completed as the new faculty member progresses through the orientation process. Opportunities are also provided to shadow the lead faculty in the classroom and clinical setting. Faculty members who were new to teaching have completed either the California Institute for Nursing and Healthcare (CINHC) Clinical Faculty Development Program or the Health Workforce Initiative (HWI) Clinical Faculty Academy. The model of orientation is a team approach, allowing for continuous mentoring of the faculty by the lead instructors. In addition, the college provides on-going continuing education opportunities for all full- and part-time faculty at the beginning of each fall semester and throughout the year (<https://www.moorparkcollege.edu/faculty-and-staff/professional-development/professional-development-activities>).

Faculty Tenure Process

Full-time nursing program faculty experience a tenure review process for four years upon hire. The tenure review process includes orientation and mentoring to teaching at Moorpark College (Ventura County Federation of College Teachers AFT Local 1828 AFL-CIO Agreement, 2016-2019, Article 11). The Moorpark College Professional Development Committee offers a faculty orientation program for new full-time faculty hires which includes monthly sessions for one semester. Written resources for faculty are included in a Faculty Handbook developed by the college and on the

college’s Professional Development webpage (New Faculty Orientation handbook <https://www.moorparkcollege.edu/faculty-and-staff> & <https://www.moorparkcollege.edu/faculty-and-staff/professional-development/new-faculty-orientation>).

2.9 Faculty (full and part-time) performance is regularly evaluated in accordance with the governing organization’s policy/procedures, and demonstrates effectiveness in assigned area(s) of responsibility.

Faculty are evaluated according to the AFT Local 1828 Article 12 evaluation criteria either as classroom or non-classroom teachers (Ventura County Federation of College Teachers AFT Local 1828 AFL-CIO Agreement, 2016-2019, Article 12). Faculty evaluations include components of committee appraisal, student appraisal, self-appraisal, and site visitation. New full-time tenure track faculty are evaluated for tenure on an annual basis for four years. After tenure is granted, faculty are evaluated every three years. Newly hired part-time faculty are evaluated the first three consecutive semesters with a fourth consecutive semester being optional, and then once every six semesters (Ventura County Federation of College Teachers AFT Local 1828 AFL-CIO Agreement, 2016-2019, Article 12). The Dean, Nursing Coordinator (as department chair), and a faculty peer selected by the individual being evaluated complete a minimum of a 50-minute evaluation visit. Evaluation forms are found in AFT Local 1828 Contract Appendix D (Exhibit LI).

Table 2.9 1

Evaluation of faculty members according to district policy

SEMESTER	# FT EVALUATIONS	# PT EVALUATIONS
Spring 2019	0	7
Fall 2018	1	8
Spring 2018	1	4
Fall 2017	3	2
Spring 2017	4	5
Fall 2016	5	1
Spring 2016	0	3
Fall 2015	2	3
Spring 2015	1	5
Fall 2014	1	9
Spring 2014	1	8

To evaluate educational effectiveness, faculty teaching in the classroom and clinical setting are evaluated by students at the end of every eight weeks. The nursing program review surveys are provided through a private online link. The surveys are updated for semester dates and changes in survey questions. The data collected from the surveys are summarized by the college Institutional Researcher and the results are shared with the faculty. One example is presented below in Table 2.9 2.

Table 2.9 2

Student Survey Responses Indicating clinical faculty (full- and part-time) “meets standards” or “excels in all areas”

SEMESTER (ALL CLASSES)	PERCENT AGREEMENT	NUMBER AGREE/NUMBER TOTAL
Fall 2018	97%	240/248
Spring 2018	98%	304/311
Fall 2017	97%	267/276
Spring 2017	99%	335/339
Fall 2016	98%	258/264
Spring 2016	96%	312/326
Fall 2015	94%	295/315
Spring 2015	95%	304/319
Fall 2014	99%	239/242
Spring 2014	96%	333/346

2.10 Faculty (full- and part-time) engage in ongoing development and receive support for instructional and distance technologies.

All faculty who plan to engage in providing course materials online using Canvas are expected at a minimum to complete the self-paced online Canvas orientation. This resource is provided by the college’s Instructional Technologist and the Professional Development Committee. Some faculty have chosen to take the full online pedagogy course provided by the college district, though no nursing program courses are taught through distance education. Nursing students submit their clinical assignments via Canvas; the assignments are graded and feedback is provided by faculty within the Canvas system. All clinical faculty are able to skillfully and quickly use the Canvas system to communicate with their students, post grades, and provide feedback, due to the training and mentoring by their nursing faculty peers.

A Faculty Distance Education website is available which includes a variety of online resources for the faculty such as instructional technology training, webinars, online courses, help resources, media resources, and plagiarism prevention services <https://www.moorparkcollege.edu/faculty-and-staff/professional-development/online-development>. For faculty who teach online, Moorpark College has an instructional technology website <https://www.moorparkcollege.edu/faculty-and-staff/instructional-technology> that includes a calendar for distance education faculty training, online educational and media resources, and other valuable resources. Faculty also have the benefit of an Instructional Technologist to assist them with issues involving Canvas. The nursing program has two faculty that teach nursing elective courses fully online or in hybrid format; these individuals offer technical support to the faculty.

As mentioned in Standard 2.6, the nursing faculty have received professional development in technological advances in nursing education. They continuously refine the resources available to their students. They have embraced technological advances in nursing education and have implemented these innovations into the curriculum. Recently, faculty have been engaged in on-boarding and training on the use of the newest offerings of Assessment Technologies Incorporated (ATI) (Nursing Curriculum Meeting Minutes, 11/5/18; Nursing Faculty Meeting Minutes, 12/3/18). The nursing students pay for a comprehensive assessment and review package from ATI, and beginning fall 2019 the faculty are implementing a more robust ATI on-boarding program and integrating ATI's resources further into the curriculum. Support for this project has come from ATI's faculty development offerings, including on-campus review of ATI's resources from the ATI sales representative and the ATI educational consultants.

As also mentioned in Standard 2.6, the faculty and skills lab staff have been supported in simulation technologies. In addition to the two faculty and one Skills Lab RN that attending a simulation intensive from the California Simulation Alliance, in fall 2018 and spring 2019 training was purchased for training on the new high-fidelity human patient simulator. The simulator vendor, Laerdal, provided hands on training on use of the simulator and a full-day training on simulation pedagogy (CEU Records binder, and Faculty Meeting Minutes 12/3/18).

STANDARD 3: STUDENTS

Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

3.1 Policies for nursing students are congruent with those of the governing organization as well as the state, when applicable, and are publicly accessible, non-discriminatory, and consistently applied; differences are justified by the end-of-program student learning outcomes and program outcomes.

The Ventura County Community College District (VCCCD) is governed by a five-member locally elected Board of Trustees and a student Board Member. The five trustees are elected in even number years to 4-year terms by the voters of Ventura County. The Board of Trustees is responsible for adopting policies that direct all activities that relate to the conduct of business by the district and its colleges. The Chancellor, the district's chief executive officer, is responsible for carrying out policies approved by the Board of Trustees. Moorpark is one of three colleges governed by the VCCCD Board of Trustees.

Student policies set by the nursing program are congruent with those of Moorpark College, and are publicly accessible, non-discriminatory, and consistently applied. The differences are justified by the nature of the profession the students will be entering, and are in compliance with the clinical agencies' policies. The general student policies are contained in the Moorpark College Catalog 2019-2020 available online <https://www.moorparkcollege.edu/apply-and-enroll/college-catalog> and in print (Exhibit XXI). Information concerning policies and procedures specific to nursing students is published in the Nursing Student Handbook (Exhibit II) which is required for every student and is available for at-cost purchase in the Moorpark College Bookstore.

Admission Criteria – VCCCD Colleges

Admission to the colleges of the VCCCD is open to any California resident who is a high school graduate, or who possesses a high school certificate of proficiency or GED, or who is 18 years of age or older and capable of benefitting from instruction offered. Admission is also open to any California resident who is an apprentice as defined in Section 3077 of the Labor Code. Special admission provisions apply to minors.

Eligibility for admission of international students is determined by the type and current status of a visa. The determination of legal California residence is a complex matter. The right of a student to attend any public community college in California is conditioned by certain residency qualifications set forth in the California Education Code. Residence determination is based on state and federal law.

Admission Criteria – Moorpark College Nursing Program

Admission policies for the nursing program differ from those for the general student population. They are detailed in the application process description that is available at the nursing program website (<https://www.moorparkcollege.edu/departments/academic/nursing-science/application-process>) and with the program application itself (https://www.moorparkcollege.edu/sites/default/files/files/departments/academic/nursing/blankapp_nsg1_final_2.06.19.pdf).

Since 2006 the nursing program has used prerequisite coursework and an assessment/readiness test recommended by the California Chancellor's Office to determine program remediation needs and eligibility for admission. The prerequisite system takes into consideration the overall GPA and the core biological sciences (Anatomy, Physiology, and Microbiology) GPA, and the number of repeats in the core biological sciences. Students who have met the minimum requirements of an overall GPA of 2.5, a letter grade of "C" or better in prerequisite courses, and an Assessment Technologies Incorporated (ATI) Test of Essential Academic Skills (TEAS) score of $\geq 62\%$ are eligible for but not guaranteed program admission. The process for admission selection will be described in sections below. Before fall 2010, these students were placed on a waiting list, with a wait time ranging between 2.5 and 3 years before they actually entered the nursing program. Students who do not meet the minimum scores on either the prerequisite system or the ATI TEAS exam are required to complete remediation and achieve specific outcomes on the remediation prior to admission to the program, should they be selected for admission.

The Multi-criteria Selection Process for Admission

California's nursing programs have been consistently impacted for years, and attrition rates were typically quite high, sometimes up to 50%. Because of this, the

California State Legislature and California Chancellor's Office approved the use of a multi-criteria selection process in 2008. Applicants are evaluated on multiple criteria and scored on a scale of 0-100 points. The goal of this policy is to reduce attrition from nursing programs by selecting the most academically qualified candidates for admission. Beginning in the fall of 2010, new applicants to the Moorpark College Nursing Program were screened using the multi-criteria process, while earlier applicants continued to wait their turn for admission to the nursing program according to the previous policy. Currently, the nursing program at Moorpark College utilizes the multi-criteria selection process for admission, combined with a random selection process (Appendix 3A: AP 4106 Nursing Program). Information on the multi-criteria selection process is available to the public on the nursing program website:

<https://www.moorparkcollege.edu/departments/academic/nursing-science/admission-criteria>.

Random Selection for Admission

Some applicants qualify for admission to the nursing program by meeting the minimum requirements based on the prerequisite system and ATI TEAS exam, but not for multi-criteria status. These individuals can be admitted into the class from the random selection pool. Students not admitted to the program may wait in the random selection pool for two years. After two years, the application is shredded and the student must reapply if still interested. For each class, eighty five percent (85%) of the students admitted are selected based on a rank order of points obtained with the multi-criteria process. Fifteen percent (15%) of the students admitted are selected from the random selection pool base.

Additional Requirements for Applicants to the Nursing Program

Unlike general Moorpark College students, students in the nursing program must undergo criminal background checks and drug screening, meet health and CPR requirements, be fingerprinted, and must be physically cleared prior to the start of a clinical rotation. These requirements ensure the safety and protection of patients, staff, and student nurses, and meet the mandates of the clinical agencies utilized by the nursing program. Applicants are informed of these program requirements via the college catalog

(Exhibit XXI, pp. 230 - 233), the program website www.moorparkcollege.edu/nursing, nursing science counselors, and the pre-nursing workshop that the nursing science counselor offers. Upon acceptance into the nursing program, students sign a contract during the mandatory New Student Open House/Tea and the New Nursing Student Mandatory Orientation acknowledging receipt and understanding of program policies and expectations. (Exhibit II-Student Handbook, Exhibit XXXIX-Agendas).

Grading Policy Differences, Nursing Program and College

In the nursing program a “C” grade is defined as 75-79%, and below 75% is considered failing. This differs from the college, where a score of 70% equates to a C grade and below that percentage is considered failing. Despite this difference, nursing program course-to-course retention is greater than that of the college. The rationale for more stringent admission requirements and grades in the nursing program is based on (a) the level of knowledge and skill needed to succeed in both the classroom and clinical setting; (b) the difficulty of the nurse licensure exam; and (c) the challenge of meeting the health and safety needs of patients on a daily basis. The nursing program’s grading policies that are in addition to those of the college, are described in the Nursing Student Handbook (Exhibit II, “Grades,” page 31). The college’s grading system and practices are located in the college catalog (Exhibit XXI, pp. 25 – 28).

Policies and Procedures, Nursing Program and College

The nursing program procedures are developed within the framework of the college’s policies and the BRN’s regulations to ensure equity, promote successful completion of the nursing program, and preparation for the demands of the nursing profession. Procedures are changed by faculty consensus. Program procedures address admissions (including transfer), retention, probation, academic progression, readmission, and graduation (Exhibit II Student Handbook Fall 2019, pp. 13 – 23, 29). College policies and services apply to all students, including nursing students. The policies are non-discriminatory and follow federal guidelines regarding race, gender, disability, sexual orientation, language, marital status, parenteral status, and religion.

3.2 Public information is accurate, clear, consistent, and accessible, including the program’s accreditation status and the ACEN contact information.

General College Information

General information about Moorpark College is available to the public at www.moorparkcollege.edu, which also contains the college catalog. Examples of specific information that is available in the 2019-2020 Moorpark College catalog (Exhibit XXI and <https://www.moorparkcollege.edu/apply-and-enroll/college-catalog>) include:

- Transfer of credits
 - Pages 72-73 under “Course Identification Numbering System (C-ID)”
 - Pages 19-20 under “Transcript Requirements”, “Acceptance of Transfer Coursework”, and “Credit for Military Service”
- Grading system, page 26
- Refund policy, pages 22-23

The academic calendar for Moorpark College can be found on the website as well, at: (<https://www.moorparkcollege.edu/apply-and-enroll/academic-calendar>). The website also contains information on registration, final exams, and instruction schedules.

Nursing program information

Information specific to the Moorpark College Associate Degree Nursing Program is available to the public on the nursing website, www.moorparkcollege.edu/nursing. Included on the home page is the nursing program’s accreditation status with the ACEN and BRN and contact information for both accrediting and approval bodies. Current outcomes data includes graduation rate, NCLEX-RN pass rate, employment rate, program satisfaction, and the rate of graduates pursuing higher degrees in nursing. These data can be found on the Program Effectiveness Data page of the nursing website.

The nursing website is currently the primary method of student recruitment. The website accurately represents the program’s admission practices and policies. Program costs are periodically updated when costs are discovered to have changed. Post-graduation employment is not assured, and the job placement rate for graduates is accurate. There are no comparisons made to other secondary or postsecondary institutions, and the program does not offer students financial incentives to apply or enroll in the college or program. The Nursing Student Handbook is available to the public

by purchase through the Moorpark College Bookstore. The program’s accreditation status as well as the ACEN contact information is present on the nursing website’s homepage. The Nursing Student Handbook (Exhibit II) refers the reader to the college catalog regarding the college’s refund policy.

3.3 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.

Changes to the Clinical Schedule

There are two major types of changes that affect students, and it is vital that they are informed of any change in a timely manner. First, there are changes to the clinical schedule, which can adversely impact students who are working or have childcare to arrange. To this end, just prior to the start of each semester the nursing department posts a document titled “Tentative Important Dates for (Semester) (Year)” for each of the four classes. This alerts students of times throughout the semester when their regular schedule may be altered. Alterations are made due to clinical agency time and space constraints, or scheduling of educational activities on campus. A copy of the fall 2019 version for the second semester class is included below.

Table 3.3 1

Tentative Important Dates for Fall 2019

Tentative Important Dates for Fall 2019	
<i>NS2 * Subject to change due to facility constraints and other factors out of faculty control. You will receive a detailed schedule from your clinical instructor. Thank you for your flexibility!</i>	
Part 1 Skills Lab and Hospital Orientation Day (all clinicals)	Tuesday August 20, 13h, either all @ hospital or split between hospital and the college
Part 1 Skills Lab Day (all clinicals)	Wed. August 21, 6h, likely 0630 - 1230
Part 1 Med Proficiency Exam (all clinicals)	0800 Thursday August 22 (1h). Tue. CHLA, SJRMC clinical continues on with Skills Lab Day from 09 – 1230 (3.5 hr).
Part 1 Clinical make-up day to get adequate clinical hours Wed. VCMC 13h clinical only	Thursday September 12 (7 h only)
Part 1 1 st 4 wks Clinical Evals, Tues. 13h group only	Friday September 13, time TBA
Part 1 2 nd 4 weeks Skills Lab Day Tues. 13h group only	Skills lab Wednesday September 18, 0830 – 1200 (3.5 hr)

Part 1 Clinical make-up day to get adequate clinical hours Sat. VCMC 13h clinical only	Sunday October 6 (7h only)
Part 1 Clinical Evals, all clinical groups	Tuesday October 15, time TBA
Part 2 Skills Lab Days	T/W groups: Th. October 17 and Tue. October 22, 10h, 0630 – 1630 Th/Fri groups: Wed. October 16 and Fri. October 18, 10h, 0630 - 1630
Part 2 Med. Proficiency Exam	Mon. October 21, in classroom before lecture begins
Part 2 Hospital Orientation Day (all clinicals)	Wednesday October 23, 9h. times TBA
Part 2 Clinical Evaluation Day (all clinicals)	Friday December 13, time TBA

As each semester progresses, clinical schedules can vary due to multiple reasons. These include a surprise inspection at a clinical site by The Joint Commission, adverse weather, loss of power, and (rarely) illness of an instructor. The students are informed of sudden changes to their schedule through a posting on their class Canvas page, text messaging from instructor to students, and/or phone calls as needed.

Changes to Nursing Program Policy

The second type of change which may affect students is that of department policy. The nursing department's policies/procedures and program information are clearly identified and made available to the students as handouts distributed at the Nursing Program Open House/Tea. This occurs a semester prior to admission. Policies are again discussed during the New Nursing Student Mandatory Orientation sessions conducted by the Nursing Coordinator, faculty, and staff.

Changes in the policies, procedures, and program information are occasionally necessary, and are initially discussed by faculty at the Faculty meetings. If student input is identified as critical to a change, then it is discussed with student representatives (two students per class) at the Curriculum meetings. Each pair of student representatives is then responsible for informing their respective classes of the proposed change. Feedback from each class is then relayed back to the faculty. The proposed change is presented at the next faculty meeting for a vote; a simple majority is necessary for a change to be implemented or discarded. Information regarding adoption or rejection of a change is disseminated to students most often by the posting of announcements to the learning

management system, which is currently Canvas. Changes made to the program involving student input are in the Curriculum meeting minutes (Exhibit IV).

Example of a Recent Policy Change

In the spring of 2018, midway through the semester, the Skills Lab Code of Conduct and Confidentiality Statement was introduced to all classes as a new policy. This change was disseminated to students through the Canvas page, followed by the distribution of a copy of the Code of Conduct and Confidentiality Statement to each student. All students acknowledged receipt and confirmed that they would adhere to the tenets of the Statement by signing it and turning it in to the Health Sciences Department. These documents are then filed in each student's respective folder.

3.4 Student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery.

Moorpark College offers a multitude of services to students in the general population. These same services are available to nursing students. Specific information on services is available in the nursing student handbook and the Moorpark College website http://www.moorparkcollege.edu/services_for_students. Qualified staff manages all of the student services.

College Services Frequently Used by Nursing Students

Services most utilized by the Moorpark College nursing students include (a) Accessibility Coordination Center and Educational Support Services (ACCESS), which is located on the first floor of the LMC building; (b) Student Health Services, in the Administration building; (c) Academic Counseling, Financial Aid (discussed in a separate section), and Scholarships, all of which are in Fountain Hall; and (d) the Library/Learning Resource Center, housed in the LLR building

ACCESS. ACCESS, traditionally referred to Disabled Student Programs and Services, 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. Frequently, nursing students are diagnosed with test anxiety and/or learning disabilities; they may utilize alternative test taking through ACCESS. During the first week of each new class, the

student is reminded to give the instructor the ACCESS form that identifies the accommodations (but not the diagnosis) that will be provided to the student; the instructor acknowledges this with their signature. The accommodations may include extended time, a private room, a reader, or other individualized accommodations.

Student Health Center. Prior to entering the program, nursing students are required to have a physical exam that medically clears them for the activities of their clinicals. Students are also checked for current immunizations; any that are not up-to-date are administered during the visit. This is a mandate of the health care agencies utilized for the clinical portion of the curriculum. Students are encouraged to have their physicals and immunizations through the Moorpark College Student Health Center; however, they are free to go to any provider.

The staff at the Student Health Center consists of a Coordinator of Student Health Services, nurse practitioners, a physician, a college nurse, a health educator, a clinical psychologist, multiple clinical psychologist interns from California Lutheran University's post-doctoral training program, and a nutrition counselor. All of these individuals are available to meet students to assist with their individual health needs. The health fee is \$21 in Fall 2019. This fee covers many of the services available through the health center, with the exception of laboratory tests, vaccinations (\$20-\$130), physicals (\$20) and prescription costs. The Student Health Center Webpage is at http://www.moorparkcollege.edu/services_for_students/health_center.

Academic Counselor. A full-time Health Sciences Counselor is available to students 30 to 35 hours/week. This individual attends all nursing meetings, and is responsible for twice-monthly group workshops with pre-nursing/radiologic technology students. She provides student advisement on required courses for the various programs within the Health Sciences Department, and meets individually with students throughout the program to ensure they are on track for graduation. The 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. The Health Sciences Counselor has an office in the Health Science Center and is available by email at lbasmajian@vcccd.edu, The

counseling webpage is:

http://www.moorparkcollege.edu/services_for_students/counseling/index.shtml.

Scholarship Office. The college has a full-time scholarship officer, and this individual appears at the 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.

Library and Learning Resources. The Moorpark College Library is a centrally located learning resource center available to all students at Moorpark College. Services available to nursing students include resource support and tutoring/instruction support for courses throughout the nursing curriculum. Full-time and adjunct librarians are available to assist students with research projects and provide instruction in the use of library resources. An introduction to the library is provided to new nursing students each semester through a Library Orientation. In addition to the offerings of the library itself is The Learning Center, found on the third floor of the library. This resource is available to all students at Moorpark College, and has been invaluable for many nursing students. It is comprised of the Learning Center, the Writing Center, and the Math Center. The Writing Center and Math Center are each staffed with a full-time faculty member with student tutor support. The Learning Center faculty works closely with nursing faculty to develop tutoring and remediation to provide assistance to nursing students (Exhibit XV). The Learning Center faculty regularly holds workshops to provide additional assistance in writing care plans and research papers.

Nursing Student Access to On-Campus Services.

All nursing students are on campus every Monday for theory lecture, barring holidays; during breaks they have access to all on-campus student services. Many student services have online components for ease of access. For example, the Library/Learning Resource

Center has their library catalog and databases available online

http://www.moorparkcollege.edu/services_for_students/library/index.shtml.

Nursing Department Features Helpful to Students

Web-Enhanced Courses. The core nursing courses of NS M01, NS M02, NS M03, and NS M04 are web-enhanced, with the online portions of the courses including discussion boards, announcements, documents for the course, reference materials, and links to internet resources. This has shown to be beneficial to students as the course information and assistance is readily available to them. The online learning management system utilized at the college is Canvas and technological support is available to students and faculty at

http://www.moorparkcollege.edu/services_for_students/distance_education/students/index.shtml.

Nursing Program Open House/Tea. A semester prior to scheduled program admission, nursing students must attend the Nursing Program Open House/Tea, during which they are encouraged to secure their financial resources and other support systems. The Financial Aid Officer presents during the open house and provides students with information on the services available. He or she refers the students to their website:

http://www.moorparkcollege.edu/services_for_students/financial_aid/index.shtml.

Further information about the Financial Aid Office is located in Standard 3.6.

Faculty-Developed Services for Nursing Students

Nursing program-specific services have been developed by the faculty, and are available to nursing students throughout the week. Included are peer mentoring, faculty tutoring, student success coaching for at-risk students, and the support of the Skills Lab RNs. Peer mentors are upperclassmen in the nursing program that meet specific criteria that allows them to serve as mentors, tutors, and peer support for underclassmen in both lecture and clinical.

Part-time faculty are available as tutors in their areas of expertise, and they are funded through a grant from the California Community College Chancellor's Office; their goal is to help students succeed in the lecture setting. Student success coaching is provided by a nursing faculty member (Student Success Advisor) who meets with academically at-risk students. This individual monitors each student's progress, connects

the student to resources, and promotes their success. The Skills Lab RNs, (Instructional Lab Technician II/Nursing), provide remediation services for students, in both clinical skills and didactic content. The role was described in Standard 2, and the job description may be found in Appendix 2G.

3.5 Student educational records are in compliance with the policies of the governing organization and state and federal guidelines.

According to the VCCCD Board policy, the district Chancellor must assure that student records are maintained in compliance with applicable federal and state laws relating to the privacy of student records (Appendix 3B: BP 5040 Student Records and Directory Information).

All nursing student educational records are kept in locked file cabinets in the Health Sciences Department in accordance with the VCCCD policy on student records. Only faculty and staff have access to these records. The Moorpark College learning management system, Canvas, allows students to see only their own personal grades. Financial records are confidential and kept in cabinets in the financial aid office or in the office's computer-based information management system where only financial aid staff has access to these records. All students' records are in compliance with the policies of the governing organization and state and national guidelines.

Students' clinical clearance requirements are stored using CastleBranch, an online records storage service specifically for healthcare students. The student's subscription to this service provides them an online location to store their clinical clearance requirements such as immunizations, titers, CPR card, Los Angeles City Hospital Fire & Life Safety card, physical exam upon entry to the nursing program, and nursing program attestations. The students' background checks and drug screening results are also conducted and stored through CastleBranch. Each student has access only to their own results and the documents that he or she uploads; the Health Sciences Department office staff and Nursing Coordinator are the only staff or faculty with access to CastleBranch. CastleBranch assures that the data is secure and compliant with security practices.

3.6 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including default rates and the results of financial or compliance audits.

3.6.1 A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.

The Financial Aid Office at Moorpark College assists all students with their financial aid needs for education. A Financial Aid Officer addresses the nursing students during the Nursing Program Open House/Tea, introducing the Financial Aid Office and its resources available for students. Students may meet with one of the financial aid staff to receive further information about student loans and grants. Staff in the Financial Aid Office can also assist students with their questions about the Free Application for Federal Student Aid (FAFSA), available at <http://www.fafsa.ed.gov/>. The financial aid website is http://www.moorparkcollege.edu/services_for_students/financial_aid/index.shtml.

Students applying for loans must understand their rights and responsibilities as a borrower; therefore, before a loan may be originated, students are required to complete an online Loan Entrance Counseling at www.studentloans.gov. The financial aid office is also available to assist students with information about fee waivers and grants. Information on the Financial Aid Office's program addressing student loan information, counseling, monitoring and cooperation with lenders is located in the college catalog (https://www.moorparkcollege.edu/sites/default/files/files/apply-and-enroll/catalog/mc_19-20_catalog.pdf, pages 307-312). Information may also be found through the Financial Aid Offices website, <https://www.moorparkcollege.edu/departments/student-services/financial-aid-office>.

3.6.2 Students are informed of their ethical responsibilities regarding financial assistance.

Students are required to complete Loan Entrance Counseling from www.studentloans.gov prior to a loan being originated. The counseling explains the student's responsibilities regarding repayment of student loans. There is also exit counseling for students who have a student loan and are preparing to exit Moorpark College by graduating, withdrawing, or ceasing to attend. The instructions for the online exit loan workshop is located at <https://www.moorparkcollege.edu/departments/student-services/financial-aid/loans-workshops>. The loan default rate for Moorpark College is publicly available on the website of the U.S. Department of Education's Office of Federal

Student Aid (<https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>). Table 3.6.2 1 reports the three available years of loan default data from the website. The default rate is noted to be improving since 2014.

Table 3.6.2

Moorpark College Loan Default Rate

Fiscal Year	Loan Default Rate
2016	10.3%
2015	13.3%
2014	14.6%

3.6 3 Financial aid records are in compliance with the policies of the governing organization, state, and federal guidelines.

The Ventura County Community College District (VCCCD) maintains written policies pertaining to compliance with the Higher Education Reauthorization Act Title IV. In accordance with the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPPA), and the California Education Code (Section 76230), the Moorpark College Financial Aid Office keeps and stores all student financial records for three years. All student documents and records are stored in the OnBASE document system. Moorpark College adheres to regulations that stipulate student access to their financial records during business hours, along with assistance as needed.

The Financial Aid Office files a yearly Fiscal Operations Report and Application to Participate (FISAP) report, and prepares yearly close-out of Common Origination and Disbursement (COD), Pell, and Direct Loans, along with monthly reconciliations for these programs. Annually, the VCCCD contracts for an independent external audit of all funds and financial records that is conducted by Vavrinek, Trine, Day & Co., LLP. As part of the preparation for the audit, the District reviews, reconciles, and internally audits financial aid transactions and other financial reports related to Title IV funding. The district has historically received exceptionally “clean” audit reports. Any findings and recommendations cited have been minor and are addressed in a timely manner. As of 2018, current audits and financial program reviews indicate no significant findings or recommendations (VCCCD Administrative Services Committee Meeting Minutes, November 19, 2018).

3.7 Records reflect that program complaints and grievances receive due process and include evidence of resolution.

Complaint Forums Available to Nursing Students

Formal and informal forums are in place for complaints and concerns about the Moorpark College ADN Program. Informal “Brown Bag” sessions are held with each nursing level at least once a semester by the Nursing Coordinator. These sessions serve as an informal venue for conveying concerns. The Coordinator shares these student issues and concerns with the faculty and staff at the Faculty Meeting while protecting student confidentiality (Exhibit V, Faculty Meeting Minutes). Formally, student class representatives express concerns and complaints of their respective classes during the collaborative Curriculum/Admissions Meetings (Exhibit IV, Curriculum/Admissions Meeting Minutes).

Grievance Procedures

Moorpark College has a formal grievance procedure as described in the Moorpark College Catalog (Exhibit XXI, Appendix V Student Rights and Grievances). The procedure for resolution of nursing student grievances is consistent with the policies established for all students at Moorpark College. The nursing program-level grievance procedure is considered informal and called a Due Process Review, which distinguishes it as being prior to the formal college-level grievance process. Any student who believes that an Unsafe Practice Act resulting in a percentage deduction, clinical failure or dismissal is not justified can request a Due Process Review in writing to the Nursing Coordinator within one week of the student being informed of his or her status. A review committee is composed of two faculty members, two students, and one hospital staff RN not directly involved in the incident. The committee will review the students written submission and supporting documents, discuss the situation with the parties involved, and render a recommendation. The Due Process Review to resolve student issues prior to instituting the formal college grievance process is outlined in the Associate Degree Nursing Student Handbook (Exhibit II). The grievance procedure is introduced during the new student orientation, at which time students sign a form that acknowledges their understanding of the Student Handbook, which includes the grievance process.

There were no informal student grievances between spring 2010 and fall 2017. Since fall 2017, there have been four informal grievances filed and a fifth that was filed and then withdrawn by the student. One of the four grievances filed was referred to the college's Title IX Coordinator as it pertained to sexual harassment between students. Two of the remaining informal grievances were resolved at the nursing program level and did not move forward to the formal College Grievance Committee. The final informal grievance was found in favor of the faculty and the student escalated the grievance to the formal College Grievance Committee. The formal college grievance resulted in a resolution in favor of the faculty and the program. There were two additional grievances that bypassed the informal process and were filed directly by the individual students with the College Grievance Committee. One of these formal grievances was resolved in favor of the student. The other of these formal grievances was dismissed by the College Grievance committee upon preliminary review. (Exhibit XLIV).

3.8 Orientation to technology is provided, and technological support is available to students.

Orientation to Canvas

It is important to note that nursing classes are not online, but are web-enhanced using Canvas, the learning management system for the college. Students are oriented to Canvas on the first day of class. If students have difficulty with Canvas, they can get help from many sources. There is a tutorial on Canvas on the Moorpark College webpage: <https://www.moorparkcollege.edu/online-services/distance-education/students>; students can utilize this tutorial to become familiar with Canvas. Additionally, a District Help Desk is available for students having difficulty with Canvas. This resource can be reached by phone (805) 652-7777, and email at DistrictHelpDesk@vcccd.edu. The website can be found at: <https://www.vcccd.edu/departments/information-technology/distance-education>. On the Moorpark College campus is a student help desk on the ground floor of the library to assist students. Faculty and the Skills Lab RNs are also available to assist.

Orientation to ATI and the Skills Lab

Students are oriented to utilizing the ATI online materials that they are required to purchase by completing the ATI On-Boarding process. Technological support for use of

ATI, including technical requirements, is available through the ATI website www.ATItesting.com. Students are oriented to nursing skills lab equipment such as the simulation mannequins prior to their simulation experiences. The students first encounter the low and mid-fidelity mannequins during their first nursing laboratory course as they learn and practice their fundamental nursing skills. The students are oriented to the high-fidelity mannequin on an introductory basis during the first semester. They are re-introduced to the capabilities of the mannequin prior to their second semester simulation experiences, and again at a higher level prior to their fourth semester Acute Cardiac Event simulation. The faculty and skills lab staff lead the orientation to the simulation technology.

Orientation to Hospital-Based EHRs

The method of orientation to the use of the Electronic Health Record (EHR) system at each clinical agency varies based on each agency's policies. At some hospitals, the students are trained on the EHR by the hospital's education staff. At others, the faculty are formally trained by the hospital staff prior to their first rotation teaching at that agency and then the faculty are responsible for training the students on use of the EHR. At still other hospitals, there is an online training module hosted by the clinical agency that students complete prior to hands-on training by the faculty on-site.

3.9 Information related to technology requirements and policies specific to distance education are accurate clear, consistent, and accessible.

There are no nursing program courses taught through distance education, though the courses are web-enhanced. The learning management system for web-enhanced courses (Canvas) is the same as for distance education courses, so the campus and college district have combined the support for the learning management system all within "Distance Education." Students are informed of the need to have access to a computer and the internet for using Canvas in the Nursing Student Handbook and in the syllabi. Technology requirements for Canvas are included in the webpage where program support can be found at both the campus level (<https://www.moorparkcollege.edu/online-services/distance-education/students>) and District level (<https://www.vcccd.edu/departments/information-technology/distance-education>).

STANDARD 4: CURRICULUM

The curriculum supports the achievement of the end-of-the program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.

4.1 Consistent with contemporary practice, the curriculum incorporates established professional nursing standards, guidelines, and competencies and has clearly articulated end-of-program student learning outcomes.

The California Board of Registered Nursing (BRN) has approved the current curriculum. The last approval was spring 2017 (Appendices 4C & 4D). The curriculum is reviewed utilizing the Nurse Practice Act guidelines, the Nursing Program Plan (Appendix 6A), the Curriculum Committees of the nursing program, and college to assure compliance with the above criteria. The end-of-program student learning outcomes (EPSLO) described in Standard 6 are based on the organizing framework that is derived from the required curriculum of the BRN and the National League of Nurses roles of the Associate Degree nurse. The curriculum and thus EPSLO are consistent with the Massachusetts Nurse of the Future Nursing Core Competencies.

Curriculum and Student Learning Objectives

The curriculum is designed so that a graduate completing the program will have the knowledge and skills necessary to function in accordance with minimum standards for competency set forth in Section 1443.5 of the California Nurse Practice Act. By comparing the Nurse Practice Act competencies with the program design and curriculum, it is evident that the curriculum design and objectives prepare the graduate for the minimum standards of competent performance outlined in Nurse Practice Act, Section 1443.5 (Appendix 4E: Interrelatedness Between Scope of Nursing and Required Curriculum).

Instructors integrate multiple concepts required by the BRN throughout the curriculum. These concepts are identified as program threads (Table 4.1.1). These threads include; nutrition, pharmacology, legal and ethical considerations, socio-cultural needs of the client, client advocacy, nursing process, caring, and cultural diversity.

Course Student Learning Outcomes (CSLOs) are established through the Moorpark College Program Plan process, and each course's CSLO achievement is recorded and reviewed annually to guide adjustments to curriculum.

Table 4.1.1:

BRN Required Content and Curriculum Location

Content	Location within the Curriculum	Program Outcomes, Course Objectives, and/or Module Objectives
Alcohol & Chemical Dependency	NS 3: Psychiatric Nursing	<ul style="list-style-type: none"> ● <u>NS3 Course objective</u>: “...to identify self-care deficits of individuals in the elder and mentally ill population” Course Outline of Record (COR). ● <u>Course Content NS3 part 2t</u>: Module 6. <ul style="list-style-type: none"> ○ <i>Identifies the principles for maintaining the client’s <u>universal requisites, comfort and safety</u> (Exhibit XIII: NS 3 Syllabus)</i> ○ <i>Recalls the principles for providing caring, safe nursing care to 1-2 adult/elder clients; with common and chronic:</i> <ul style="list-style-type: none"> ○ <i>health care needs related to alterations in body systems of integumentary, musculoskeletal, respiratory, cardiovascular, gastrointestinal, genitourinary and neurological (NS 3 Syllabus)</i> ○ <i>Recalls the <u>principles for the nursing and medical interventions needed</u></i>
Legal Aspects	<p>NS 1: Introduction to legalities of nursing practice and ethical issues.</p> <p>NS4: Application and advocacy of legal aspects of nursing.</p>	<ul style="list-style-type: none"> ● <u>NS1 Course objectives</u>: “recall the ethical and legal framework which affects nursing care in the United States” (COR). <ul style="list-style-type: none"> ○ <i>Recalls the <u>ethical and legal framework for the practice of nursing and identifies these values as central to nursing</u>: caring, integrity, ethical practice, diversity, education, service and quality</i> ○ <i>Recalls the parameters of confidentiality and Health Insurance Portability and Accountability Act (HIPAA)</i> ● <u>NS4 Course objectives</u>: “Discuss the nurse's responsibility in preventing liability, negligence, and malpractice,” “Describe the key regulations and relate the Nursing Practice Act to your nursing practice,” “Discuss how ethics relate to commitment to the client, personal excellence, and nursing as a profession.” (COR).
Nutrition Pharmacology, Ethical Considerations, Socio-Cultural aspects, Client Advocacy, Nursing Process, and Caring	Program Threads	<p>Terminal objectives</p> <ul style="list-style-type: none"> ○ <i>Maintain client’s <u>universal self-care requisites</u></i> ○ <i>Accurately prepare and <u>administer medications and intravenous therapy</u></i> ○ <i>Use effective communication skills with clients of all <u>developmental ages, support system, and groups</u></i> ○ <i>Demonstrate these values: caring, integrity, ethical practices, diversity, education, service, quality</i> ○ <i>Practice within the <u>legal and ethical framework of nursing</u></i>

Table 4.1.1 *continued from previous page*

Content	Location within the Curriculum	Program and Course Objectives
Personal Hygiene	NS1L and included in all levels of clinical courses based on client's actual or potential self-care hygiene deficit	<p>Critical Competency #1: All course levels</p> <ul style="list-style-type: none"> ○ <i>Comprehend (NS1) /Examine and explain (NS2) /Predict and relate(NS3) /Evaluate and critique(NS4) client’s universal requisites, safety and comfort</i>
Cultural Diversity	Program Thread	<ul style="list-style-type: none"> ● Students are required to perform a Cultural Assessment in the clinical setting and include as part of the nursing care plan. <p>Critical Competency #2.4: All course levels</p> <ul style="list-style-type: none"> ○ <i>Provide (NS1) /Continue to provide (NS2-4) patient-centered care with sensitivity and respect for the diversity of human experience.</i>
Human Sexuality	<p>NS1 Health History & Physical Assessment</p> <p>NS2 Growth and Development Issues</p> <p>NS3 Normal vs. Dysfunctional</p>	<ul style="list-style-type: none"> ● NS1 Course objective: “identify the components of nursing assessment including objective and subjective data in gathering the nursing history, including the physical, cultural, emotional, and spiritual health status of the client.” (COR). “Identify the various nursing roles in maternity nursing and the medical advances and ethical issues affecting maternity care.” (COR). ● NS2 Course objective: “Identify etiology, assessment findings, nursing actions, developmental and health deviations for children in the following systems:...sexuality...” (COR), “Recall the nursing actions involved in the care of clients with sexually transmitted diseases” (COR). ● NS3 Course objective: “...Relate the nursing process as a systematic approach: to identify self-care deficits of individuals in the elder and mentally ill population, all sociocultural, and all spiritual backgrounds,” (COR). Course Content: Module 4. <ul style="list-style-type: none"> ○ <i>Demonstrate caring and implement the nursing process by providing competent nursing care to... individual...s across the life span and across a variety of clinical settings...</i>

Table 4.1.1 *continued from previous page*

Content	Location within the Curriculum	Program and Course Objectives
Client Abuse	NS1: Client NS2: Children NS3: Spousal, Geriatric	<ul style="list-style-type: none"> ● <u>NS1 Course objective</u>: “recall the ethical and legal framework which affects nursing care in the United States.” (COR). Course Content: Module 1. ● <u>NS2 Course objective</u>: “Apply concepts of the nursing process to the care of the gynecological, maternity and pediatric patients.” (COR). Course Content: Module 12. ● <u>NS3 Course objective</u>: “to identify problem areas of support systems and groups...” (COR). Course Content: Module 7. <ul style="list-style-type: none"> ○ <i>Maintain client’s universal requisites, safety</i> ○ <i>Promote psychological safety in interpersonal relationships</i> ○ <i>...implement ...process...competent nursing care...<u>across the life span and across a variety of clinical settings</u></i>
Nursing Leadership/ Management	NS4: Management/ Delegate Leadership NS4L: Clinical Preceptorship	<ul style="list-style-type: none"> ● NS4 Course objectives: “Explain the differences between nursing management and nursing leadership,” “Classify and describe types of conflict and describe how personal beliefs, values and biases might contribute to conflict and techniques used to resolve conflict.” (COR). ● NS4: perform as team leader in 4L (4L students have a leadership/ managerial role in the clinical setting overseeing the 3L students) <ul style="list-style-type: none"> ○ <i>Demonstrate <u>leadership and management in providing care to multiple clients</u></i> ○ <i><u>Delegates</u> aspects of care to team members commensurate with their preparation</i> ○ <i>Demonstrates <u>accountability</u> for nursing care</i>

(Exhibits XI, XII, XIII, XIV)

Comparison of Competencies: The Moorpark College Nursing Program and the National League of Nurses

The faculty support the competencies developed by the National League for Nursing for graduates of Associate degree pre-licensure programs and believe that the Associate Degree Nursing (ADN) graduate of Moorpark College fulfills the roles of provider of care, manager of care, and member within the nursing discipline. The roles have been incorporated into the terminal objectives of the program, encompassing five critical competencies. The graduate demonstrates proficiency in:

- Safety/technical skills
- Critical Thinking and Clinical Reasoning
- Communication
- Responsibility and Accountability
- Organization and Prioritization

The terminal objectives are leveled to allow for progression of the student towards the proficiency required of a graduate. The detailed terminal objectives of the nursing program are articulated in the Faculty Handbook, Student Handbook, Clinical Portfolio, and course syllabi (Exhibits I, II, III, XI, XII, XIII, & XIV). The nursing program combines professional standards and governing body requirements within our curriculum model and philosophy, to develop the program's themes and threads with the goal of meeting the student learning outcomes (Appendices 4F & 4G: Required Curriculum Criteria; and Competency and the Curriculum Unifying Theme and Design).

Comparison of Competencies: The Moorpark College Nursing Program and the Massachusetts Nurse of the Future Nursing Core Competencies

The Moorpark College Associate Degree Nursing program is based upon an organizing framework. The Massachusetts Nurse of the Future Nursing Core Competencies: Registered Nurse (NOF-NCC) March 2016 revision is considered current practice, having been developed with input from nurse leaders from a variety of practice settings, educators from a variety of academic settings, and representatives from the Department of Higher Education, the Board of Registration in Nursing, the MA Center for Nursing, the MA Association of Colleges of Nursing, the MA/RI League for Nursing, and other national accrediting agencies including the National League for Nursing Accrediting Commission and the Commission on Collegiate Nursing Education (2016, pg. 2). The NOF-NCC utilized standards from the Accreditation Council for Graduate Medical Education, American Association of Colleges of Nursing, Commission on Collegiate Nursing Education, Institute of Medicine, International Council of Nurses, National Council of State Boards of Nursing, National League for Nursing, Quality and Safety Education for Nurses (QSEN), among others.

The table below compares the organizing framework of the Moorpark College nursing program to the MA Nurse of the Future Nursing Core Competencies (NOF-

NCC). Each of the nursing program’s critical competencies matches with multiple of the NOF-NCC. Each of the three roles of the associate degree nurse in the organizing framework is also able to be matched to multiple of the NOF-NCC. The table demonstrates the nursing faculty’s analysis that the Moorpark College organizing framework and thus curriculum framework is current (Faculty Retreat minutes, 5/15/19).

Table 4.1.2:

Comparison between the Massachusetts Nurse of the Future Nursing Core Competencies and Moorpark College A.D.N. Organizing Framework

Nurse of the Future Nursing Core Competencies: Registered Nurse	Moorpark College Associate Degree Nursing Program
<p><u>Patient-Centered Care:</u> The Nurse of the Future will provide holistic care that recognizes and individual’s preferences, values, and needs and respects the patient or designee as a full partner in providing compassionate, coordinated, age and culturally appropriate, safe and effective care.</p>	<p><u>Critical Competencies:</u> Safety & Technical Skills, Critical Thinking & Clinical Reasoning, Responsibility & Accountability, Organization & Prioritization</p> <p><u>Provider of Care:</u> Patient-Centered Care, Patient Advocacy</p> <p><u>Member within Nursing Discipline:</u> Values, Ethical/Legal Considerations, Practice in Diverse Settings</p>
<p><u>Professionalism:</u> The Nurse of the Future will demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.</p>	<p><u>Critical Competency:</u> Responsibility and Accountability</p> <p><u>Provider of Care:</u> Caring, Confidentiality</p> <p><u>Member within Nursing Discipline:</u> Professional Behavior, Lifelong Learning Values, Ethical/Legal Considerations, Nursing Standards of Practice</p>
<p><u>Leadership:</u> The Nurse of the Future will influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition/achievement of shared goals.</p>	<p><u>Critical Competency:</u> Critical Thinking & Clinical Reasoning, Organization & Prioritization</p> <p><u>Manager of Care:</u> Management/Leadership</p>

<i>Table 4.1.2 continued from previous page</i>	
<p><u>Systems-Based Practice:</u> The Nurse of the Future will demonstrate an awareness of and responsiveness to the larger context of the health care system, and will demonstrate the ability to effectively call on work unit resources to provide care that is of optimal quality and value.</p>	<p><u>Critical Competencies:</u> Communication, Responsibility & Accountability, Organization & Prioritization.</p> <p><u>Manager of Care:</u> Continuity of Care, Collaboration, Collegiality</p> <p><u>Member within Nursing Discipline:</u> Practice in Diverse Systems</p>
<p><u>Informatics and Technology:</u> The Nurse of the Future will be able to use advanced technology and to analyze as well as synthesize information and collaborate in order to make critical decisions that optimize patient outcomes.</p>	<p><u>Critical Competencies:</u> Communication, Critical Thinking & Clinical Reasoning</p> <p><u>Manager of Care:</u> Informatics</p>
<p><u>Communication:</u> The Nurse of the Future will interact effectively with patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.</p>	<p><u>Critical Competencies:</u> Communication</p> <p><u>Provider of Care:</u> Caring, Patient-Centered Care, Confidentiality,</p> <p><u>Manager of Care:</u> Delegation, Collaboration, Collegiality, Continuity of Care</p> <p><u>Member within Nursing Discipline:</u> Professional Behavior</p>
<p><u>Teamwork and Collaboration:</u> The Nurse of the Future will function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning, and development.</p>	<p><u>Critical Competencies:</u> Communication, Responsibility & Accountability</p> <p><u>Manager of Care:</u> Delegation, Collaboration, Management/Leadership, Collegiality</p> <p><u>Member within Nursing Discipline:</u> Professional Behavior</p>
<p><u>Safety:</u> The Nurse of the Future will minimize risk of harm to patients and providers through both system effectiveness and individual performance.</p>	<p><u>Critical Competencies:</u> Safety & Technical Skills, Responsibility & Accountability</p> <p><u>Provider of Care:</u> Critical Thinking/Clinical Reasoning, Self-Care Concepts, Patient Advocacy</p> <p><u>Member within Nursing Discipline:</u> Values, Ethical/Legal Considerations, Nursing Standards of Practice, Self-Evaluation, Professional Behavior, Practice in Diverse Settings, Teaching/Life-long Learning</p>

Table 4.1.2 <i>continued from previous page</i>	
<p>Quality Improvement: The Nurse of the Future uses data to monitor the outcomes of care processes, and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems.</p>	<p><u>Critical Competences:</u> Responsibility & Accountability</p> <p><u>Provider of Care:</u> Evidence-Based Practice, Critical Thinking/Clinical Reasoning</p> <p><u>Manager of Care:</u> Informatics</p> <p><u>Member within Nursing Discipline:</u> Ethical/Legal Considerations, Nursing Standards of Practice, Education/Service/Quality</p>
<p>Evidence-Based Practice: The Nurse of the Future will identify, evaluate, and use the best current evidence coupled with clinical expertise and consideration of patients' preferences, experience and values to make practice decisions.</p>	<p><u>Critical Competencies:</u> Critical Thinking & Clinical Reasoning</p> <p><u>Provider of Care:</u> Caring, Evidence-Based Practice</p> <p><u>Member within Nursing Discipline:</u> Education/Service/Quality, Nursing Standards of Practice, Teaching/Lifelong Learning</p>

4.2 The end-of-program student learning outcomes are used to organize the curriculum, guide the delivery of instruction, and direct learning activities.

The organizing framework of the nursing program guides the curriculum in which the five critical competencies of Safety and Technical Skills, Critical Thinking and Clinical Reasoning, Communication Skills, Responsibility and Accountability, and Organization and Prioritization Skills are the student learning outcomes. These outcomes prepare the student for the registered nurse roles of provider of care, manager of care, and member within the nursing discipline. These student learning outcomes (SLOs) ensure consistency and demonstrate progressive development in the knowledge, skills, and attitudes within the range of these five critical competencies. Student learning outcomes are determined by the faculty in accordance to established professional standards, guidelines, and competencies as described in Section 4.1.

Incorporating Program and Student Learning Outcomes into the Curriculum

The end-of-the-program student learning outcomes (EPSLOs) encompass five critical competencies as well as additional outcomes. Program outcomes, as they were defined at the time, were refined in fall 2013. They are clearly stated in the Student Handbook and on the program website. The program outcomes are evaluated on an

annual basis through the Systemic Plan for Program Evaluation (Exhibit XLIX: Moorpark College Decision-Making Handbook 2017 – 2020, pg. 26). Conducting and reviewing the program plan allows for continual evaluation of program effectiveness (Appendix 6A: Nursing Program Plan).

Program outcomes are the structure upon which program curriculum, course design, delivery methods, and learning activities are conducted. Substantial revision to all course outcomes occurred in spring 2013. Objectives for each clinical level were revised using Bloom's Taxonomy language to differentiate the expected outcomes for each course. Changes to course learning outcomes were implemented in fall 2013. The Course Outlines of Record (CORs) were updated to incorporate QSEN competencies and to reflect the five critical competencies of Safety/Technical Skills, Critical Thinking/Clinical Reasoning, Communication, Responsibility/Accountability, and Organization/Prioritization. Course Outlines of Record (CORs) describe and link course objectives with student learning outcomes and take into account programmatic outcomes.

Learning activities described in the COR and each course's syllabus promote the attainment of the student learning outcomes (Exhibits XI, XII, XIII, & XIV: Course Syllabi). The latest COR update in fall 2017 involved minor changes only. Each lecture course has Web Enhanced status, meaning all regular class meeting times are on campus. Web enhancement delivery method promotes communication and connection between instructor and students through the online course management system, through which the instructor may post materials or use online communication tools outside of regular class hours. In fall 2017 the college changed the online course management system from Desire 2 Learn to Canvas. For online activities the program utilizes Canvas, ConferZoom, and Assessment Technologies Institute (ATI) online resources.

Adaptive Changes Made in the Classroom

Starting in fall 2017, faculty eliminated conducting the "group exams" or 1:1 review in the theory courses (Exhibit XVII: End of Year Retreat Minutes, 5/17/2017). The change in practice was guided by desire to promote academic integrity. As a replacement, the focus review of the content missed by significant percentage of the students is conducted by the instructor in a different manner, per instructor's choice. It may be implemented in the form of the case studies, practice questions, or additional

content review in the classroom or online setting. Analysis of final exams in five critical competencies was implemented starting fall 2015 (with retroactive analysis to fall 2014) to monitor students' achievement of course outcomes across the program's lecture courses (Exhibit V: Faculty Meeting Minutes, 11/24/2014, 1/12/2015, and 9/28/2015).

"Flipped classroom" strategies were implemented across the program starting in fall 2015 (Exhibit V: Faculty Meeting Minutes, 8/17/2015), to assist students in focusing on key reading concepts and to provide practice in applying them in lecture. Data was collected in an effort to evaluate the effectiveness of the strategy. The students reported that the strategy was satisfactory and should continue (Exhibit XVII: End of Year Retreat Minutes, 5/18/2016).

Faculty has updating the ATI Assessment Plan since spring 2018. ATI augments student learning with interactive online offerings in the forms of the skills and module review as well as practice assessments. A faculty work group was formed to develop an ATI Policy Development Plan to enhance usage of the ATI resources among faculty and students (Exhibit XVII: End of Year Retreat Minutes, 5/16/2018).

Structure of the Clinical Experience

In the clinical setting, Level I (Nursing Science 1 and Nursing Science 2) and Level II (Nursing Science 3 and Nursing Science 4) objectives (Exhibit XXVI: Level I, II, and Terminal Objectives) frame the student's performance and expected outcomes. The objectives are progressive in nature across the all levels and include the program's five critical competencies. They assist in providing consistency in evaluating the student performance as well as guide the learning activities.

The progressive nature of the expected outcomes and their relationship to the learning activities are well demonstrated with the different types of the clinical journals used throughout the program. Daily Journals are utilized in NS1 and NS2 medical-surgical courses, the Critical Thinking and Clinical Reasoning Journal is utilized during NS3 Part 1, and, finally, the Team Leader journal is utilized during NS4 Part 1 (Exhibit VII: Clinical Journals). The daily journal (last updated spring 2017) and Team Leader journal (last updated fall 2014) have been used in the program for several years, while Critical Thinking and Clinical Reasoning journal (CTCRJ) was recently developed with an effort to enhance critical thinking competency and address the corresponding program

outcome among Level II students. It was first piloted and currently fully utilized among level II students in medical-surgical courses. CTCRJ was last updated in spring 2018.

During the first year of the nursing program, students are led in the practice of skills, expected to further practice the learned skills in the lab, and then care for patients in the hospital setting. Students are expected to independently hone their skills through practice during the third and fourth semesters of the program. Starting in Nursing Science 1 Part 1, beginning students learn the systematic assessment process using subjective and objective data integrated into time spent in the skills lab on a weekly basis. Nursing Science 1 Part 2 begins with a two-day intensive skills lab that includes instruction in medication administration. Simulation in the form of medication administration role play is integrated to reinforce the five basic and extended rights, correct patient identification according to National Patient Safety Goals, and documentation. In fall 2014, the medication administration documentation using a simulated the electronic health record was implemented using the training software developed by the nursing program.

Supplementing the Clinical Experience with Simulation

Simulation has been integrated into each semester with beginning to complex scenarios for pediatrics, obstetrics, psychiatric, and medical-surgical patients. Case scenario clinical simulations are used as supplements to clinical experiences at agencies. Third semester students have hepatic and renal failure case scenario simulations, while fourth semester students have an advanced cardiac event simulation. These complex scenarios primarily strengthen the critical competency of critical thinking/clinical reasoning. In spring 2014, the faculty agreed to revise all case scenario clinical simulations that are offered throughout the program to encompass all five critical competencies as a basis for evaluating student performance. The clinical simulation clinical judgement rubric was updated in spring 2018 to increase weight in debriefing based on simulation best practices and match the program's five critical competencies (Exhibit V: Faculty Meeting Minutes, 1/8/2018). Starting fall 2014, data have been collected in five competencies for clinical simulations, as well as on theory final exams in order to assess and evaluate student performance.

To address the critical competency of communication and prepare the students to use an EHR in the clinical agencies, a mock EHR is utilized during the fundamentals

portion of NS1, as well as for remediation purposes at all levels (Exhibit XXVII: EHR). The currently used mock EHR was developed in-house after two different commercially developed mock EHRs were purchased and utilized with some challenges. The in-house mock EHR is not a program, but instead is a series of Word documents that are linked to each other. It allows for charting by system, and has a Kardex, education assessment and record, and a page for interdisciplinary notes.

The Changing Clinical; New Options

While the program clinical rotation sites have expanded/changed over the last few years, faculty has been developing appropriate learning activities that fit those new clinical experiences and address program outcomes. Starting in fall 2017, the NS2 Part 2 clinical course includes out-rotation to a wound care center. Starting in fall 2018, the NS2 Part 2 pediatric portion of the course includes out-rotations to the college's child development center and school nurse observation experience. As a result, Wound Care Center, School Nurse Experience, and Child Development Center Experience journals have been developed to outline the objectives and guide those out-rotations (Exhibit VII: Clinical Journals). Further analysis of the end-of-program outcomes are located in Standard 6 as well as in the ACEN Systematic Plan for Program Evaluation.

4.3 The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.

The nursing faculty at Moorpark College strive to partner with service in developing curriculum that include outcomes to support and enhance the nursing profession. The new graduate is expected to effectively function in a complex acute care environment with a management of care theory base, and perform effectively as a leader in the health care environment.

Keeping the Curriculum Current, Rigorous, and Compliant

Utilizing the Nurse Practice Act approval guidelines and the Moorpark College Program Plan, the curriculum is reviewed yearly to assure compliance, rigor, and currency. Full-time and part-time faculty members, along with students, participate in curriculum development and implementation on an ongoing basis at the college, collaborating with external county and regional policy and standards. As a result of the program review, the Curriculum/Admissions Committee, composed of nursing faculty,

staff, and student representatives, initiates the proposals for curriculum and/or policy/procedure revisions. The proposals for changes are forwarded to the Faculty for approval during formal meetings. When curriculum changes occur, they require a tiered approval process; (1) Moorpark College Curriculum Committee, (2) District Curriculum Committee, and (3) Board of Trustees.

On an annual basis, the faculty and the Coordinator meet with managers and staff of each of the clinical facilities for a formalized summation meeting. These summation meetings allow for a review of the clinical educational experience of the academic year, provide information to the program on the current trends and needs of industry, and stimulate planning for the upcoming academic year. The summation meeting serves as another opportunity for data collection as well as a venue to share and discuss the program, faculty, and student survey results with the agency representatives (Exhibit VIII: Clinical Agency Summation Minutes).

Additionally, at the end of the academic year the nursing department conducts their own summation meeting for strategic planning, curriculum review, and program development. Faculty have a shared responsibility for complete and ongoing program development, which includes developing guidelines and procedures, planning, organizing, implementing, and evaluating all aspects of the program. This is articulated in the charge of the Moorpark College Academic Senate, whose scope is derived from the California Education Code section 53200. All faculty are represented and charged by the Academic Senate with making recommendations to the college administration and Board of Trustees on academic and professional matters. The matters specific to curriculum include:

- curriculum, including establishing prerequisites and placing courses within disciplines
- degree and certificate requirements
- grading policies
- educational program development
- standards or policies regarding student preparation and success
- faculty roles and involvement in accreditation processes, including self-study and annual reports

- policies for faculty professional development activities
- processes for program review

(Exhibit XLIX: Making Decisions at Moorpark College 2017 – 2020, Moorpark College Academic Senate webpage <https://www.moorparkcollege.edu/faculty-and-staff/academic-senate>).

Using Input from Meetings to Inform Program and Curriculum Changes

All nursing faculty have a shared responsibility for ongoing program and curriculum management, which includes developing and refining guidelines, processes and procedures, and planning, implementing, and evaluating all aspects of the program. All full-time faculty are required by contract to perform an average of five hours per week of service for instructional related activities, which includes program, department, division, and curriculum development meetings. Part-time faculty are required and compensated to attend and participate in these activities directly related to program development. Part-time faculty are compensated up to six hours per eight weeks for committee participation, and four hours for final evaluation of students. Since there are no clinical rotations scheduled on Mondays, all program meetings are held on Mondays to facilitate attendance by all faculty members. Faculty Meetings are held monthly, and are chaired by the Coordinator in order to facilitate discussion and faculty decision making. All full-time and current part-time faculty members are expected to attend the meetings from 3:15 – 4:30 pm. Curriculum and Admissions Committee meetings are held twice a semester, and are chaired by either the Coordinator or assistant to the Coordinator. The meetings are attended by the faculty as mentioned above and student representatives from each current semester. The objectives of both meetings are to:

- Provide continuity in the ADN curriculum through student and faculty evaluation.
- Ensure that the curriculum reflects current nursing practice.
- Solicit information and suggestions from faculty and students regarding correlation of theory and clinical practice.
- Review syllabi to assure essential content is covered and examine overall curriculum for overlap and consistency from course to course with respect to departmental policies.

- Facilitate student input into the decision-making process.
- Ensure that the curriculum meets graduation requirements for the Associate Degree in Nursing, the eligibility criteria for the Registered Nursing examination and the requirements of the BRN for continued accreditation.
- Receive recommendations from faculty and students concerning content changes and new ideas for pattern and sequence of instruction.
- Provide faculty and students with information on content covered in the total curriculum (conceptual framework, course revisions, evaluation policy, math proficiency testing, etc.)

(Exhibit LIII: Moorpark College Nursing BRN Re-approval Self-Study, 2017).

The meetings inform faculty and students regarding pertinent college and healthcare community information and changes. The Curriculum and Admissions Committee meetings are a venue for college committee reports by faculty and student input, which informs recommendations or updates to the Faculty Meeting. The Faculty meeting acts as the decision-making body. Minutes of these meetings are available for review (Exhibit IV & V).

Team Meetings occur every three to four weeks, and are chaired by the lead instructors. The meetings follow the Faculty or Curriculum and Admissions Committee meetings. The lead instructor is a faculty member who is responsible for the nursing science didactic content as identified in the nursing course syllabus. For a detailed description of the lead instructor's responsibilities refer to Appendix 2C1. The objectives of the meeting are to enhance communication between team members, provide instructional consistency in teaching, determine teaching strategies, review student progress and need for remediation, identify problems and discuss corresponding solutions. Team Meeting minutes are available for review (Exhibit VI).

The Faculty Program Review Retreat, also called the Faculty Summation Retreat, is a one-day meeting held at the end of each academic year. Attendance is required for full-time faculty and optional for part-time faculty. The meeting focuses on feedback from students through course evaluations, from the community through Advisory Meetings, from clinical agencies through Summation Meetings, recommendations from the BRN and ACEN standards, attrition as well as NCLEX pass rate statistics, curriculum

review and initiate appropriate revisions. The recommendations for curriculum revision are then submitted to the College Curriculum Committee, the Board of Registered Nursing and the ACEN as appropriate for approval. There have been no major curriculum revisions per the definition of the BRN nor a substantial change to curriculum per the definition of the ACEN since the last ACEN re-approval. Goals for the coming year are identified as well. Meeting minutes are available for review (Exhibit XVII).

Course Outline of Record (COR) Review and Modification Schedule

The Course Outline of Record (COR) for each course at the college has a review cycle of every five years. The CORs for the nursing courses were reviewed in September 2017. Course revisions are submitted to the Moorpark College Curriculum Committee for review, recommendation, and eventual approval. . The college Curriculum Committee is a standing committee that reviews all modifications to existing courses and programs, and graduation requirements (Exhibit XLIX: Making Decisions at Moorpark College 2017-2020). Faculty and representatives from across the college's programs are identified as members of the Curriculum Committee. For their minimum 2-year commitment to the committee, they are trained in curricular requirements and the review process. The committee's charge includes matters as identified in Education Code 53200(c):

- curriculum, including establishing prerequisites and placing courses within disciplines
- degree, certificate requirements, proficiency awards
- educational program development

A flow chart describing the curricular review process may be found on page 16 of the document, Making Decisions at Moorpark College 2017 – 2020 (Exhibit XLIX).

Enriching the Curriculum: Case Studies, Simulation, QSEN

The curriculum is enriched through the implementation of a variety of clinical case simulations for each semester that present high risk, low volume, and complex clinical situations. Faculty utilize high fidelity and low fidelity manikins to assist with this process. Skills Lab simulation scenarios specific for each semester have been developed by content experts and fully integrated (Exhibit XLII: Clinical Case Scenarios Notebooks). Content experts review simulation effectiveness on an annual basis.

The Nursing Coordinator and assistant to the Nursing Coordinator attend

meetings and conferences of regulatory and professional organization bodies, and return with updates to standards prompting curricular shift. These updates are disseminated to and discussed amongst faculty and student representatives during the Curriculum & Admissions meetings. In addition to the QSEN competency implementation described above, in fall 2017 NS 4 began utilizing computer testing to administer module exams to ease the transition from paper/pencil testing to computer testing keeping in alignment with NCLEX examination processes.

As stated previously, BRN approved content experts are faculty who meet the criteria as specified in BRN standard 1425(f). Their role is to make recommendations for implementation of curriculum changes for their areas of expertise based on current clinical trends, evidence based best practice reported in the scientific literature, and data from student and agency evaluations. These environmental scans are utilized in the annual Program Plan for program revisions and recommendations (Appendix 6A: Nursing Program Plan).

4.4 The curriculum includes general education courses that enhance professional nursing knowledge and practice.

The Moorpark College general education course requirements enhance and enrich the specific subject area of nursing by providing knowledge in and experience with other disciplines. This enables nursing students to use their knowledge to better evaluate and appreciate the physical environment, culture, and society in which they live. It supplements the nursing courses in developing critical competencies, such as communication; and promotes the program’s values of caring, ethical practices, integrity, and diversity. In addition, general education promotes students’ self-awareness and capacity to adapt to an ever-changing and global environment (Exhibit XXI: College Catalog, pg. 231).

Table 4.4.1

General Education Requirements for Nursing Students

Course	Course Name	Units
PSY M01	Introduction to Psychology	3
COMM M01	Introduction to Speech	3
SOC M01 or ANTH M02	Introduction to Sociology or Cultural Anthropology	3

MATH M03	Intermediate Algebra Math M15 Statistics required for transfer to Cal State System	5
Physical Science	Recommend CHEM M11 (5 units)	3
American History/Institutions	Student's choice	3
Humanities		3
KIN or Dance activity		1
Fine/Performing Arts		3

4.5 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.

Cultural, ethnic, and social diversity is integrated into the program's organizational philosophy, framework, and terminal objectives, and is utilized in each nursing course as a program thread. Each clinical course requires students to assess and identify their patients' social diversity, spiritual, ethnic, and cultural needs with each clinical contact (Exhibit VII, Clinical Journal). A detailed evaluation of a patient's cultural assessment is performed by the students with each rotation's Nursing Care Plan assignment. NS M03 students, during the E.R. rotation, identify social classification for each of their clients.

Moorpark College holds an alternative day of instruction called Multicultural Day. All students in NS M01 – NS M03 are required to attend. Depending on semester of entry to the program, students attend Multicultural Day once or twice while they are nursing students. Multicultural Day promotes global understanding through presentations and performances about diverse cultures as well as vendors of ethnic food and arts.

Since 2006, Moorpark College faculty and staff adopted a "Year of" theme, which incorporates a specific social concept into the academic atmosphere. Several guest lectures, activities, and performances are scheduled throughout the academic year for the students and the public to attend. Past "Year of" themes include: Year of Service, Year of Democracy, Year of the Environment, and Year of the Economy. This year's theme has not yet been announced by the college.

4.6 The curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research, and current standards of practice.

The curriculum is based on cognitive, psychomotor, and affective objectives. The

objectives utilize the educational theory of Bloom's Taxonomy as a guide for progressive knowledge acquisition and increased complexity. This theory is incorporated into the faculty approved exam development and evaluation process (Appendix 4I: Exam Procedures). All clinical sections weave the Benner philosophy of Novice to Proficient practitioner into the course performance/evaluation process (Exhibit III: Clinical Portfolio). Since 2003, all courses have used an online course management system (WebCT, Blackboard, Desire 2 Learn, Canvas) to enhance communication, resource, and instructional delivery. All faculty have completed the college course series for online teaching which includes application of the technology and online pedagogy.

Curriculum Incorporation throughout the Program

Students are evaluated on their interdisciplinary collaboration through Critical Competency and Organization and Prioritization (Exhibit III: Clinical Portfolio). Students are guided to be a collaborative care manager working with various disciplines during their clinical experience in order to take responsibility for full management of care during their terminal preceptorship clinical section. Another example of interdisciplinary collaboration is within the group simulation process (semesters 2-4), when students role-play various health care specialties for a given clinical situation, working on collaborative and effective communication in a team environment.

In the skills lab section of the first semester, students start researching current nursing practices and discussing scholarly articles. Every eight weeks, students submit a clinical care study and/or teaching plan which incorporates current research (within five years) into developing client specific care objectives (Exhibit XXVIII: Nursing Care Study). During the gerontology clinical section in NS3 Part 2, the students present a current research/best practice article for the geriatric population each clinical day. In the final semester, the graduating students submit a research paper on various current nursing practice/leadership issues or trends (Exhibit XIV: Nursing Science 4/4L Syllabus). Since fall 2011, QSEN objectives were integrated into all courses.

Faculty content experts maintain their role through current practice and/or continuing education within their content specialty. Faculty content experts review curriculum/exams for content and rigor every year. Faculty liaisons solicit current standards of practice from the assigned clinical agency educators, and information is

shared at the end-of-year faculty retreat to incorporate into the curriculum objectives for the upcoming year (Exhibit VIII: Clinical Agency Summation Minutes).

4.7 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of the end-of-program student learning outcomes.

Peer-Reviewed Exams

The standards and professional best practices of the BRN guide evaluation methodologies. In 2010 faculty agreed to have exams periodically peer-reviewed for grammar, spelling, and appropriateness of content. In spring 2018, faculty agreed on expanding the review process. The decision to cross-review all exams on an annual basis – odd-numbered exams in fall semesters and even-numbered exams in spring semesters was made (Exhibit V: Faculty Meeting Minutes, 1/08/2018). Review of the exams incorporates grammar, spelling, content, percentage of alternative format questions and Bloom’s Taxonomy mix. Percentage of the alternative format questions and Bloom’s Taxonomy mix progress from one course to the next to ensure that there is a logical, sequential, and incremental increase in difficulty and complexity of course content throughout the program (Exhibit XVII: End of Year Retreat Minutes, 5/17/2017; Appendix 4I: Exam Procedures). Regular exam analysis is performed to evaluate congruence of testing to current practices. Final exam analysis is completed by evaluating students’ performance in each critical competency.

Assessment of Students’ Clinical Progress

Assessment of clinical performance has been based on the five critical competencies using Benner’s model of novice to proficient as a rating scale for a number of years. The students receive faculty feedback regarding their performance in these five competencies on a weekly basis (Exhibit III: Clinical Portfolio). Data is compiled by the department on student clinical failures by critical competency on an annual basis and shared at the End-of-the-Year meetings (Exhibit XVII: End-of-the-Year Retreat 5/16/2018). Refinements to theoretical and clinical instruction are made according to analyses of data.

The student’s progression and measurement of achievement of clinical competence is documented and tracked in their clinical portfolios. The clinical portfolio

is a permanent record of the student's clinical performance during the four semesters of the nursing program. The portfolio includes the nursing program outcomes, descriptions of grading criteria, progress reports, and all clinical evaluations with clinical grades (Exhibit III: Clinical Portfolio).

In keeping with a philosophical theory base for the program, the Benner philosophy of Novice to Proficient Practitioner is woven into the philosophy and portfolio. This theory also enhances and enriches the program's conceptual framework by encouraging faculty to use developmental processes in the education of the student (Appendix 4B: Conceptual Framework). This developmental approach can be seen in the clinical portfolio with the clinical grading system that follows the student throughout the two years. This innovative approach places the student in charge of his/her own learning. The student is responsible for self-evaluation which is validated by the faculty (Exhibit III: Clinical Portfolio). This concept of the clinical grade, which is based on measurable student behaviors, reinforces a basic concept concerning professional development. The student is responsible and accountable for his/her actions.

Throughout the four semesters of the nursing program, students learn and practice skills in the skills lab prior to caring for patients in the clinical setting. Simulation has been integrated into each skills lab with beginning to complex scenarios for pediatrics, obstetrics, and medical-surgical patients. They are progressive in nature depending on the subject content and the level of semester. Graded simulations in NS3L Part 1 and NS4L Part 1 courses are utilizing the same simulation grading rubric that was refined in spring 2018 to increase weight on reflecting/debriefing based on simulation best practices (Exhibit V: Faculty Meeting Minutes, 1/08/2018). At the beginning of each clinical course starting with NS1 Part 2, students must master a medication proficiency exam. The policies for passing the medication proficiency exam and procedures for remediation are congruent through the program (Exhibit II: Student Handbook).

Clinical Objectives, Level I and Level II

In the clinical setting, the Level I and Level II objectives frame the student's performance and expected outcomes (Exhibit XXVI: Level I and Level II Objectives). The objectives are progressive in nature across all four semesters. There are midterm and final evaluations of the student's clinical performance in all five critical competencies.

Students who are not performing at the level of the objectives are required to remediate in the skills lab or in the clinical setting.

Every clinical course, the student is assigned to complete a Nursing Care Study/ Care Plan. In this assignment, the student demonstrates the progress of their critical thinking and clinical reasoning skills. Students are encouraged to complete the Care Plan for the client with the disease process that is being covered in the theory course at that time. The guidelines and the rubric for this assignment are consistent throughout the program. They incorporate theoretical knowledge, nursing process and evidence-based practice. The rubric for the Care Plans that is currently used was revised by the faculty in spring 2019 (Exhibit V: Faculty Meeting Minutes, 1/07/2019). In summary, the nursing program uses a variety of evaluation methodologies to measure achievement of the end-of-program student learning outcomes.

4.8 The total number of credit/quarter hours required to complete the defined nursing program of study is congruent with the attainment of the identified end-of-program student learning outcomes and program outcomes, and is consistent with the policies of the governing organization, the state, and the governing organization's accrediting agency.

The Moorpark College nursing program has patterned its curriculum content to be concurrent with clinical rotations for content reinforcement (Appendix 4H: Congruency between Theory and Clinical Courses). All nursing science theory courses are separate from co-requisite/concurrent clinical courses, each with an independent grade (Exhibit XXI: College Catalog, pg. 232 - 235). Appendix 4E (Interrelatedness between scope of nursing and required curriculum) connects the BRN Scope of Practice and Curriculum requirements with the nursing program's philosophy, program/level objectives, and course objectives/content. One hour of instruction in a theory class each week is equal to one unit. For the clinical laboratory classes, three clinical lab hours is equivalent to one unit. The hours and unit value for each course is identified in the Total Curriculum Plan EDP-P-05a (Appendix 4C).

Reduced Degree Requirements

Degree requirements have been adjusted to comply with AB 1295 and SB 1440. Required program units were reduced to 36 from 37 during spring 2013 (Exhibit V:

Faculty Meeting Minutes, 10/1/2012); these program changes were approved by the BRN. The basic nursing skills requirement of HS M16N - Basic Skills for the Nurse was eliminated after fall 2012, and the skills were incorporated into NS M01L clinical beginning fall 2013 (Exhibit XI: Fall 2013 NS M01 and M01L Workbook). Clinical hours were also adjusted based on the unit reduction. To further reduce degree units to 36, in fall 2013 biology was eliminated as a pre-requisite and the Biology Department began allowing Anatomy to be taken concurrently with Physiology.

At this time, the Moorpark College Associate Degree in Nursing Program is 72 – 82 semester units, with the variability dependent on the general education courses the student chooses to take. The core nursing program courses total 36 units. The BRN approved the revised curriculum in June 2013. The Nursing Coordinator continues to work with the Department Chairs of the other disciplines to decrease the prerequisite and general education (GE) course units. The nursing core curriculum is already reduced to the minimum recommended units according to the BRN.

Table 4.8.1

Change in Course Unit Distribution for the Associate Degree in Nursing

	Nursing Core Curriculum	Prerequisites	General Education	Total Units
2012	37 units	27.5 units	22 units	86.5 units
Current	36 units	17 units	26 units	79 units

LVN to RN Options

According to the BRN requirements, an applicant who is licensed in California as a vocational nurse is eligible to apply to the nursing program as an Advanced Placement student for an Associate Degree, or the 30 unit option which is a non-degree pathway. The prerequisites for both of these options are the same with the exception that the non-degree option does not require anatomy as a prerequisite (Exhibit II: Student Handbook).

Objective counseling is offered to LVNs that choose either the degree or non-degree option. The LVNs are presented with both the degree and non-degree options. Each student’s application with transcripts is evaluated by the Health Sciences Counselor, Nursing Coordinator, and the Advance Placement Committee which currently consists of two full-time nursing faculty. The written information is published in the Advance

Placement Guidelines in the Nursing Student Handbook (Exhibit II: Student Handbook).

The student who decides to pursue the LVN 30-unit option coursework for Registered Nurse licensure must have a current LVN license in the State of California, and must have successfully completed the following coursework with a minimum grade of C. The required courses are published in the College Catalog, Nursing Student Handbook and reapproved by the BRN in spring 2017 (Appendix 4D, BRN Required Curriculum: Content Required for Licensure EDP-P-06).

LVN 30 Unit Option Course Units - Total 27 units

- PHSO M01 Human Physiology 4 units
- MICR M01 Microbiology 5 units
- NS 3 and NS 3L 9.5 units
- NS4 and NS 4L 8.5 units

These classes are a portion of the required courses for licensure as a Registered Nurse and may be counted for the fulfillment of additional educational requirements. The Nursing courses of NS3, NS3L, NS4, and NS4L are the second-year courses in the Associated Degree Nursing Program. These intermediate and advanced courses offer content beyond the LVN Program. The courses include medical/surgical nursing, psychiatric mental health, geriatric nursing, and leadership.

The candidate must have either a high school diploma or a GED Certificate, as both of these are required for eligibility to take the California Licensure Exam. The LVN is also advised that admission to the 30-unit option does not lead to an Associate Degree.

Military Challenge

To comply with a Title 16, CCR Sections 1418, 1423.1 (a)(1-3) and (b), 1424.(b)(3), 1426(d)(1) and 14430, a Military Challenge was developed (Exhibit XVII: End of Year Meeting Minutes, 5/18/2016; Exhibit V: Faculty Meeting Minutes, 8/22/16 & 10/17/2016). Military Challenge applicants, if successful in the Challenge, will be placed in to the second semester of the nursing program based on space available and the applicant meeting all other program requirements.

4.9 Student clinical experiences and practice learning environments are evidence-based; reflect contemporary practice and nationally established patient health and safety goals; and support the achievement of the end-of-program student learning

outcomes.

All facilities that function as clinical sites are Joint Commission accredited. The nursing faculty is responsible for determining if clinical facilities are appropriate for student learning. Nursing faculty members collaborate with agencies and facilities to select preceptors and mentors who can best facilitate student learning. All learning experiences for students are selected on the basis of course objectives and learning needs of the students. Faculty members evaluate the clinical facilities at least every year via an online survey (Exhibit XIX: Program Review Surveys). The faculty regularly determines if established patient health and safety goals are highlighted in the students' clinical experiences.

Integrating Best Practice, Accountability Measures, and National Patient Safety Goals into the Clinical Setting

Accountability (Core) Measures and National Patient Safety Goals established by the Joint Commission are integrated into each theory course and hospital orientation each rotation (Exhibits XI-XIV: Course Syllabi). During skills laboratory clinical, students learn best practices of nursing which correlates with theory content. Current editions of nursing skills textbooks are used for the NS M01 Part 1 fundamentals nursing course, where the majority of psychomotor nursing skills are introduced. Nationally established safety goals, such as the Joint Commission's National Patient Safety Goals, are incorporated into each theory and clinical skills content. For example, concepts of the National Patient Safety Goals "Prevent mistakes for surgery" for safety of patients in surgery is emphasized in the NS1 theory perioperative nursing module, and incorporated into observational practice with the NS1 surgical services experience (Exhibit XI: Nursing Science 1/1L Part 2 Syllabus). Another National Patient Safety Goal example is the suicide risk assessment which is introduced in the fundamentals course and emphasized in NS 3 during the Psychiatric Nursing portion of the course (Exhibit XI: Nursing Science 1/1L Part 1 Syllabus, Exhibit XIII: Nursing Science 3/3L Part 2 Syllabus).

An example of best practice occurs during immunization clinics. For all immunization administration opportunities, students are provided with the instructional content for immunizations following the California OSHA Standards and CDC

guidelines. They then are given the opportunity to participate in immunization clinics utilizing these best practices under supervision of nursing faculty.

The Nursing Skills Lab

The skills lab has a central study and learning area, a single bed lab, and a ten-bed ward. The ten-bed ward can be further divided into two smaller labs, one with four beds and the other with six. The single bed lab is equipped for clinical simulation experiences and utilizes Nursing Anne Simulator, a high-fidelity mannequin. High-fidelity simulation experiences can be recorded for debriefing purposes if desired. The skills lab is utilized during all semesters for skills instruction/demonstration and for simulation scenarios. Upon recommendation by the BRN, the single bed simulation room is being updated to include space modulation for external simulation control and observation. Each faculty led simulation is reviewed annually for rigor and best practices based on researched simulation standards of delivery. In spring of 2019 the program updated the simulation equipment to include multiple high-fidelity units, such as Nursing Anne Simulator and Sim Pads. This new equipment was added to the skills lab and simulation courses that same semester (spring 2019).

The skills lab is well-equipped with a wide variety of equipment that is representative of what is currently in use at the clinical sites. This includes the basics such as standard hospital beds, nightstands, and over bed tables, track curtains between each patient care area, and headwalls with suction, compressed air, and mock oxygen. Current patient care equipment is available in the form of IV pumps, computerized medication carts, a feeding pump, and vital sign machines. Additional equipment includes scales (standing, chair, and lift), a wheelchair, a linen cart with an ample supply of linens, a pediatric crib, three bassinets, and four specialized patient care carts. These carts include:

- A crash cart fully stocked with standard code equipment, a defibrillator, and simulated medications
- A wound and ostomy cart stocked with a variety of supplies
- A central line cart that contains supplies for dressing changes and examples of different types of commonly encountered central lines.

- A tracheostomy cart holding supplies for trach care, suctioning, and oxygenation.

In addition to the above equipment, the skills lab has various fidelity levels of adult Laerdal manikins. The high-fidelity manikins are used for the more complex simulations in which a more realistic “patient” is needed; the Vital Sim manikins are used by students at all levels, as are static task trainers. Two additional mid-fidelity manikins are available for the pediatric/obstetric portion of the program: SimKid and SimBaby.

4.10 Written agreements for clinical practice agencies are current, specify expectations for all parties, and ensure the protection of students

Approval for the placement of nursing students at clinical facilities and agencies is granted by the California Board of Registered Nursing (BRN). This approval is received by the Nursing Coordinator prior to the placement of nursing students at any clinical site. A current contract is maintained for each clinical facility and agency that is affiliated with the nursing program. The original contracts are kept at the Ventura County Community College District (VCCCD), with copies in the Health Sciences Department office (Exhibit XXII: Clinical facilities’ Contracts). The contracts between the nursing program and the clinical facilities and agencies ensure the ongoing availability and appropriateness of each clinical learning environment. Appropriateness of the clinical learning environment is evaluated based on the ability of each facility to meet the clinical objectives of the program, provide for orientation of faculty and students, and ensure an adequate number of staff and health care services to provide safe patient care (Exhibit XXII: Clinical Facility Approvals & Contracts).

Responsibilities of the College and the Clinical Facilities

Each contractual agreement delineates separate and joint responsibilities of the college and facility or agency staff (Exhibit XXII: Clinical Facility Approvals & Contracts). Responsibilities of the clinical faculty are addressed in the formal contractual agreement between the VCCCD and each clinical agency (Exhibit XXII: Clinical Facility Approvals & Contracts). These contractual agreements include the following:

- A. Clearance of physical examination, immunizations, background check, and

drug screen

- B. Current CPR Certification from the American Heart Association
- C. Student Uniform
- D. Schedules and assignments
- E. Instructor certification, licensure, and competence
- F. Instruction and clinical supervision
- G. Liability insurance

With regard to staffing, the contract with each clinical facility and agency states, “[Hospital] shall provide qualified nursing personnel, adequate in number, in each area.” It is important to note that the presence of students in a facility such as an acute care hospital has no effect on staffing; students are present to further their learning in an appropriate environment (BRN Self-Study 2017, Exhibit LIII). All hospitals used as clinical sites by the Nursing Program at Moorpark College follow California Title 22 guidelines for state staffing standards, which have been in place since 2004.

Selection of Clinical Facilities, Scheduling Clinical Time

Clinical facilities and agencies are selected by the nursing faculty based upon the appropriateness of available learning experiences for students. Patient census, acuity, and range of learning experiences are taken into consideration during the selection process. Assessment of continuing appropriateness of the facility or agency as a clinical site is a responsibility of the faculty, and it is done at least annually by online survey (Exhibit XIX). Communication between clinical instructors at faculty and team meetings is an additional means of evaluating the appropriateness of the clinical sites.

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.

The placement of students in Los Angeles County hospitals is achieved through the Centralized Clinical Placement System (CCPS). This is 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. Beginning in fall 2016, 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.

Clinical Objectives for Students

Clinical objectives for students are provided to each clinical facility and agency. The clinical objectives are communicated to the staff through two primary methods, the first of which is the annual summation meeting. Additionally, copies of the clinical objectives are provided to the staff at each unit or department to which students have been assigned. The clinical objectives are posted in a central location in each unit on days when the students are engaged in patient care. Finally, the course workbook (syllabus) is made available to each agency and facility upon request. Learning experiences for students are selected on the basis of course objectives and learning needs of the students. Additional influencing factors include patient census, topics being covered in theory, and individual patient diagnosis. When preceptors for nursing students are needed in the clinical setting, nursing faculty members collaborate with contracted agencies and facilities to identify those individuals who can best facilitate student learning (Exhibit II: Student Handbook; Exhibit XXXV: Nursing Student Assignment Sheet).

Orientation to the Clinical Site

Student orientation to the clinical facility is the responsibility of each full-time and part-time faculty member. Orientation is conducted at each clinical site according to the facility's protocol. Information and equipment demonstration may be presented by facility staff and/or faculty, and written clinical facility orientation material is provided to

each student. Guidelines for orientation to the clinical facility can be found in the *Faculty Handbook* as well as the *Student Handbook*. Self-guided orientation to clinical facilities has been utilized by clinical faculty, as well as formal classroom-based orientation with the facilities' new hires (Exhibit XXXVI: Clinical Orientation Manual). To ensure that orientation is up to date, representatives from the clinical facilities are in communication with the lead instructors and facility liaisons, and provide the latest orientation information to their facilities. This allows the information to be disseminated to faculty and students in an accurate and timely manner.

Clinical Summation Meetings

Annual summation and planning meetings are held with all contracted agencies and facilities (Exhibit VIII: Clinical Agency Summation Minutes). These meetings are attended by faculty members that teach clinical at the facility, the Nursing Coordinator or designee, and representatives of the facility. This typically includes managers from the units to which students are assigned, a representative from the facility's education department, and selected staff nurses. Clinical objectives are reviewed at this time, and it is determined whether students can meet their clinical objectives at each facility. Roles and responsibilities of clinical facilities, staff, and faculty are also reviewed at the summation meetings (Exhibit VIII: Clinical Agency Summation Minutes, Exhibit XVII: Faculty End of Year Retreat Minutes).

4.11 Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the end-of-program student learning outcomes.

Each member of the nursing faculty utilizes a variety of technological advances to enhance student learning. All courses continue to be web-enhanced with multiple online resources available to the students. These include archives of lectures PowerPoints, some with audio embedded, which are available through the online learning management system Canvas; instructor-led online chat discussion, and utilization of the program-specific electronic health record simulation in the Skills Lab. Less online content delivery is utilized in the fundamentals nursing course in order to nurture the beginning student on a more personal level in the classroom environment. Some of the lecture for NS2 Part 1,

Maternal Child Nursing, is presented utilizing a “flipped classroom” concept with online recorded lectures being available to students. The lectures speak to the content delineated by the course objectives, and in the on-ground portion of the course material is reinforced through instructor-led case studies and discussion (Exhibit XII: Nursing Science 2/2L Part 1 Syllabus).

All nursing courses undergo curriculum review through curriculum committee at least every five years. The online supplemental offerings of the courses may include lectures with audio, discussions, electronic copies of course documents, and internet resources. Online learning activities are utilized similarly to on-ground assignments, in that they support the course’s objectives and student learning outcomes. For example, students are required to complete multiple online skills modules through ATI for clinical courses and practice exams for theory course support (Exhibits XI-XIV: Courses Syllabi).

Since 2007, online ATI practice testing has been utilized in all four semesters to assess individual strengths and weaknesses in content covered and in preparation for the NCLEX exam. Along with a proctored online assessment for third semester, there is a proctored comprehensive online assessment in the fourth semester. In spring 2018, the program started the process of reviewing ATI policy and integrating a comprehensive implementation plan of the ATI resources within the program (Exhibit V: Faculty Meeting Minutes, 4/30/2018). The ATI on-boarding process was developed and approved by faculty to be implemented during NS1 P1 course starting fall 2019 (Exhibit XVII: End of Year Retreat Minutes, 5/15/2019).

Starting fall 2017, theory exams in NS4 P1 have been administered through an online proctored testing site to simulate the environment students will be testing for national licensure examination (Exhibit V: Faculty Meeting Minutes, 8/14/17). In spring 2019, the program expanded computer-based course exams to NS4 P2. One of the classrooms in the health sciences department has been converted into an internet-capable computer lab, and faculty have planned for expansion of computer-based course exams through the rest of the medical-surgical courses (Exhibit XVII: End of Year Retreat Minutes, 5/15/2019).

STANDARD 5: RESOURCES

Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

5.1 Fiscal resources are sustainable, sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.

Moorpark College has sufficient financial resources to support the nursing program's achievement of learning and program outcomes. The Nursing Program budget, excluding salaries/benefits for fiscal year 2018-2019, was \$183,000 and supplemented with \$2,925 lottery funds which were for instructional supplies. The nursing program further supplements the college program budget with the Nursing Program Support Grant from the California Community College Chancellor's office for \$ 204,000 each year for two years. The 2018-2019 combined resources paid for the salaries of eight full-time faculty (one of which is now the nurse administrator), 12 part-time faculty, 1 full-time and 1 part-time Instructional Laboratory Technician II/Nursing (Skills Lab RNs), and two full-time administrative support staff. The number of part-time faculty fluctuates with the number of students in the program. One full-time faculty, Ms. C. Lee, was re-assigned from instruction to the Interim Health Sciences Coordinator role in 2017. This decreased the number of full-time instructional faculty from eight to seven. One additional full-time nursing faculty had been on leave since February 2019 and retired immediately prior to fall 2019, which has caused a temporary increase in the number of part-time faculty from eight to twelve as of the end of spring 2019. The number of part-time faculty is expected to return back to eight with the replacement of the retired full-time faculty as well as the filling of the faculty position vacated by the promotion of Ms. Lee from instructional faculty to what is now referred to as the Nursing Coordinator.

The sufficiency of sustainable funds that are available to the nursing program is demonstrated by the following examples: In 2018, two faculty and the part-time Skills Lab RN received grant funds to attend a simulation intensive. This was in response to the California Board of Registered Nursing's (BRN's) recommendation that faculty and laboratory support staff undergo professional development in the simulation modality

(Exhibit LIII). Federal Perkins funds were also granted for a modern high-fidelity human patient simulator. Part-time faculty salaries are paid for by the college district in response to the number of course sections needed to register all nursing students. And finally, grant funding was approved to be used for the creation of an Allied Health Coordinator position so that the Health Sciences Coordinator position could become a Nursing Coordinator and increase the workload apportionment to the nursing program from 70% to approximately 90%. The Nursing Coordinator retains oversight of Radiologic Technology and Nuclear Medicine programs, and there is a Program Director faculty who oversees the daily operations of both of those programs.

The resources budgeted for the Moorpark College Associate Degree Nursing Program are commensurate with the resources of Moorpark College and similar programs at Moorpark College. Moorpark College provides the salaries and benefits for the low student to faculty ratio requirements of clinical courses.

Table 5.1.1 <i>Three years of budgets for the nursing program and comparable programs</i>						
RADIOLOGIC TECHNOLOGY				NURSING		
Academic Year	Number of FT Faculty	Number of Students	Total Budget	Number of FT Instructional Faculty	Number of Students	Total Budget
2018-2019	2	41	\$389,818	7	200	\$1,694,896
2017-2018	2	43	\$349,928	7	195	\$1,604,751
2016-2017	2	45	\$371,655	8	196	\$1,463,305

Table 5.1.2 <i>Three Years of Budgets for the Institution and the Nursing Program</i>					
Academic Year	Institutional Budget	Rad Tech	% Rad Tech	Nursing	% Nursing
2018-2019	\$59,755,026	\$389,818	0.65%	\$1,694,896	2.8%
2017-2018	\$55,907,004	\$349,928	0.63%	\$1,604,751	2.9%
2016-2017	\$54,203,937	\$371,655	0.69%	\$1,463,305	2.7%

5.2. Physical resources are sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and meet the needs of the faculty, staff, and students.

The Moorpark College Nursing Program has sufficient physical resources to support the achievement of nursing education outcomes of the students. The available resources are sufficient to meet the needs of students, faculty, and staff. All full-time faculty are prepared with a Master’s in Nursing, with one having a Doctorate degree in Nursing and two enrolled in doctoral programs. Clinical part-time faculty are prepared with at least a Bachelor’s Science in Nursing with most having a Master’s in Nursing. Please refer to the Faculty Profile table, Appendix 2H. The modern Health Science Center is bright, spacious, and well equipped with smart classrooms and simulation laboratories, which are conducive to learning and practicing nursing theory and skills. The capacity of each of the four classrooms is more than adequate for the needs of the nursing program, with capacities ranging from 48 to 61. The skills lab desk area can seat a maximum of 28 students (Exhibit XIX, Program Review Surveys).

Table 5.2.1 <i>Classroom Capacities</i>	
Classroom	Capacity
HSC 101 A&B	51
HSC 102 A&B	64
HSC 103 A&B	48
HSC 104 A&B	52
HSC 107 (Skills Lab desk area)	51, but at maximum seats 28.

The Health Sciences Department moved into the new Health Science Complex in June 2011. The design of the space was undertaken with input from the faculty, Coordinator, skills lab staff, and office staff. Each nursing faculty member has a private office, with easy access to the department’s office staff, counselor, and Coordinator.

The Skills Lab has a large study area, a single bed lab, and two larger labs, one with four beds and the other with six beds. These two larger labs are separated by a folding wall, and can be combined to form a ten-bed lab which can be used for larger

groups of students. The single bed lab is equipped for immersive clinical simulation and holds one high-fidelity mannequin. A simulated ambulance is located in the study area, and is used by Emergency Medical Technician (EMT) classes. The presence and proximity of the ambulance will allow for collaborative simulation exercises with both EMT and nursing students. There are four computer stations with computers used early in the semester by first semester students who are working with the mock EHR for their clinical. The remainder of the time, the computer stations are open for completion of assignments and research by all nursing students. Further, video cameras, digital audio recorders, an overhead projector, televisions, and VCR/DVD players are available. Extra resource materials, such as books, DVDs, and study guides are also present.

The Skills Lab is available for open-lab practice for students who are enrolled in the elective Nursing Skills Laboratory courses of NS M11, NS M12, NS M13, NS M14. NS M18 is the Summer Nursing Skills Laboratory course that allows for open-lab practice during the summer when the nursing program is not in session. Students that are not enrolled in the courses for open-lab practice are allowed to utilize the lab to remediate their skills with a referral from their instructor(s).

The Skills Lab is staffed through funding from the college's general fund and the Nursing Program Support grant from the California Community College Chancellor's Office. The full-time and part-time Instructional Lab Technician II/Nursing staff (Skills Lab RNs) care for the physical space and operations of the lab. They keep the lab organized, stocked, and functioning. Further descriptions of their roles may be found in Appendix 2G. When fully staffed the skills lab is available with a Skills Lab RN for retrieval of equipment and supplies for practice, or reinforcement of previously-learned skills, from 0800 – 1700, Mondays through Fridays.

Career Technical Education (CTE) funds, bond funds, donations, instructional equipment, state funding, and the Moorpark College budget are currently adequate to keep the program well-maintained and supplied with equipment. All faculty participate in planning the yearly budget and expenditures. Faculty members are requested to submit suggestions and requests regarding equipment, supplies, space, and service to the Nursing Coordinator as desired. Thus far, adequate equipment and supplies requested have been obtained to meet the students' learning outcomes.

5.3 Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.

The Nursing Program incorporates learning resources and technology into class time to facilitate student learning outcomes. The program courses are web-enhanced utilizing the online learning management system, CANVAS.

Learning Resources Available to Students in the Nursing Department

Technological devices such as ConferZoom and archived lectures are utilized to increase student participation and increase accessibility of lecture content. New laptops with wireless capacity and/or desktop computers are provided to full-time faculty; they can be replaced every 5 years. Three department color printers, a scanner, and a Copy Center serve the faculty’s needs. Office space is adequate for the work requirements. The Skills Lab is furnished with Hill-Rom beds, automatic blood pressure machines, low to high fidelity mannequins, IV and syringe pumps, feeding pumps, DVD’s, practice AEDs /emergency cart, and other skills equipment to support learning experiences for the students. In Fall, 2018 a high fidelity Laerdal Nursing Anne Simulator was purchased for the simulation lab along with four SimPad LEAP systems for simulations. New monitor displays and updated software were also purchased. During summer of 2019, the college converted one of the Health Sciences Complex lecture classrooms into a 48-station computer lab. The room will continue to be used for nursing lecture, but now nursing courses have a dedicated computer lab where computerized exams can be administered over computers with a hard-wire internet connection. This internet connection fulfills the requirements of the exam application used to administer exams (ATI).

<p>Table 5.3.1</p> <p><i>Selected Skills Lab Simulation Equipment</i></p>
<p>High-fidelity mannequins Laerdal Nursing Anne (1), with associated monitors/accessories.</p>
<p>Mid-fidelity mannequins Laerdal Vital Sim Anne, Vital Sim Kelly (9) Laerdal ALS Man - shared with EMT (1)</p>
<p>Laerdal SimPad LEAP devices (4)</p>
<p>EKG simulator</p>
<p>Television, DVD player, overhead projector, desktop computer for instructor.</p>

Desktop computer with internet, for student use (4)
Desktop computer with scanner attached, for student use (1)
Vital Sign machines
Variety of IV pumps in use at clinical facilities
Task trainers for urinary catheter insertion, wound care, IV cannulation, central line care, etc.
Anatomical models
Workstations-on-wheels, internet capable, with scanner (2)
Defibrillator with Laerdal Shock-Link device
Hill-Rom beds (11)
Hydraulic Hoyer lift (1)
Enteral feeding pumps (2)

Learning Resources Available to Students on Campus

Additional learning support services available to students include the Learning Center, located on the third floor of the Library Learning Resources (LLR) building. Included in this resource center are the Learning Center itself, the Math Center, and the Writing Center. Tutoring and periodic workshops are available for writing and math skills. The Library also provides access to electronic journal databases, which can be accessed from campus and online. The library's hours are Mondays through Thursdays, 0800 – 2000 and Fridays 0800 – 1200. The Library has created subject guide pages for various programs (<http://moorparkcollege.libguides.com/c.php?g=130473&p=852253>). This guide includes nursing journals available to students online through the library, and a curated list of nursing and health websites. The guide also has links to the EBSCO CINAHL, EBSCO Health Source and Medline, and InfoTrac databases. The library has included helpful hints and ways to contact a librarian, to guide students. Students can access the Library's online resources by clicking on the available resources and logging in with their college username and ID; or by going to the my.vcccd.edu college district portal, logging in, and clicking on the "Library & Learning Resources" tab.

Clinical Facilities Provide Learning Recourses for Students

At the clinical facilities, students have access to resources that the hospital provides to their own employees. Depending on the clinical site, this can include MicroMedex for formulary information, Lippincott's Nursing Procedures & Skills as the nursing procedure guide, and Krames-On-Demand for patient education materials.

Several of the hospitals also provide access to Up-to-Date. These resources are only available to the students when they are on-site at the facility.

Supplements to the Required Texts

There are multiple supplements to the required texts and materials that are available to students. These include online resources associated with their textbooks, which include tutorials and skills videos; the skills video portion of their Assessment Technologies Institute (ATI) products; Elsevier's EVOLVE, and Lippincott's skills textbook supplemental resources. The need for additional learning resources is identified through periodic review of current resources; requests from faculty, staff or student; or through contact from current vendors. In 2017 the BRN conducted the site review portion of the nursing program during its spring 2017 program re-approval process. It was then that the need for a new high-fidelity mannequin was identified. Coincidentally, the skills lab received notification from Laerdal, Inc. that SimMan Classic would no longer be supported as it had reached the end of its technology lifetime.

Upgrading the Simulation Equipment

The BRN had also recommended that simulation equipment be upgraded to provide a more realistic environment, namely removing the simulator operator from the bedside. Laerdal began promoting a new wireless simulator specifically designed for nursing programs. The simulation work group reviewed the simulator, attended a demo, and recommended the purchase of the Nursing Anne Simulator. The funds from the college were identified as insufficient to purchase the simulator and associated accessories, so the program director applied for Perkins funding. The Perkins grant funding was awarded, and the Nursing Anne Simulator now resides in the skills lab and is being used for simulations (Exhibit IV Curriculum/Admissions Meeting Minutes 2/4/2019, Exhibit V Faculty Meeting Minutes 3/11/19). As of fall 2019 audio-visual equipment is on order, again through Perkins grant funding to allow for remote viewing and therefore fewer people in the patient care area.

A second example regarding identification of resources and their purchase is the upgrade of the ATI comprehensive assessment package. Students have been purchasing the basic ATI comprehensive assessment package and completing practice assessments and utilizing the Online Skills Modules for supplemental or required use dependent on

the course. Students have been recommending further integration of ATI into the curriculum, as they anecdotally have noted both how helpful the resources are to their success and yet how lightly it is integrated in the program. ATI approached the program with a new tiered series of packages that included new resources such as Civility Mentor and dosage calculation resources. Civility and dosage calculations had previously been identified as areas for improvement, based on point deductions collected over time (Exhibit XVII End of Year Retreat Meeting Minutes 5/16/18, and Appendix 6C UPA Analysis). The faculty took part in demonstrations of the additional ATI resources, and noted that ATI was developing resources for the Next Generation NCLEX as well. The faculty decided to upgrade the package that students were required to purchase, starting with the fall 2018 incoming cohort (Exhibit V Faculty Meeting Minutes 4/30/2018). The faculty and staff ATI Workgroup are in the process of implementing a more robust ATI on-boarding process and integration of ATI resources into the program as required assignments in all courses (examples: Exhibit IV Curriculum/Admissions Meeting Minutes 4/15/2019 and Exhibit XVII End of year Retreat Meeting Minutes 5/15/2019).

Support Service Resources

There are a wide variety of support services available to the students to facilitate success in the program. A brief description includes:

Counseling and Guidance Services

Counselor, Currently there is one full-time Health Sciences Counselor to provide academic advising for pre-nursing, pre-radiologic technology, nursing, optical technology, nutrition, and radiologic technology students. This counselor also reviews all applicants for fulfillment of academic admission and graduation requirements (Appendix 5A: Moorpark College Nursing Application Process). The counselor is aided by counseling assistants and other counselors on an as-needed and availability basis.

Personal Counseling. Personal and confidential counseling is available to students through the Student Health Center.

Assessment, Testing, and Tutoring Services

The Learning Center. Students experiencing academic difficulties can utilize the services of the Learning Center for assistance. The Learning Center is comprised of the Learning Center itself, the Writing Center, and the Math Center. The Writing and Math

Centers are each staffed with a full-time faculty member who is supported by student tutors. The Learning Center faculty work closely with nursing faculty to develop supplemental workshops and provide assistance to nursing students. The Learning Center faculty regularly holds workshops to provide additional assistance in writing care studies, mastering dosage calculation exams, and writing research papers. Instructional formats include individual and group tutoring both at the Learning Center and online, workshops, supervised and tutor-facilitated supplemental instruction groups, learning software, directed learning modules, instructional videos, and DVDs. The Learning Center offers assistance in three categories:

- Basic Skills assistance on topics such as reading, writing, and math
- Academic Skills, such as study skills, time managements, and college strategies
- Tutoring by student tutor

Peer Tutoring, Implemented in 2006, peer tutoring is encouraged in all classroom nursing science courses; a student tutor can be identified beginning NS2 or above and can receive extra credit points from their theory instructor for voluntarily tutoring at least ten hours a semester. Peer tutors are trained and approved by the faculty member managing the Peer Tutoring program. A student serving as a peer tutor must have a grade of at least 85% or better in both clinical and didactic nursing classes.

Clinical Peer Mentors. Students serving as Clinical Peer Mentors are second, third, or fourth semester students who have demonstrated competency in theory and clinical with grades of $\geq 83\%$ in lecture and $\geq 85\%$ in clinical. The function of a Clinical Peer Mentor is to offer support and serve as mentors in the clinical setting for the first and second semester students. They assist students with their organization and prioritization skills under the supervision of the clinical instructor. Benefits have been realized for the Clinical Peer Mentors and student mentees in terms of increased confidence, critical thinking, and time management ability.

Nursing Boot Camp

Students new to the nursing program are encouraged to 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 comprise a day-long introduction to the program. Participation is optional; however, attendance is nearly 95% every semester. Participation by students from all three continuing semesters exemplifies their enthusiasm for the program and commitment to the success of their peers. These volunteer students are presenters in the workshops, assist with providing lunch for the attendees, and answer their many questions. Presentations during the workshops are where the volunteer students share tips for studying, mastering theory and clinical, and managing the demands of school, family, friends, and work. The students provide information on the Peer Tutoring program and other support systems available both within the nursing program and throughout the college community. A math skills session reviews concepts in relation to dosage calculation with tips for success provided as well. Feedback from attendees is 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 new students.

Accessibility Coordination Center & Educational Support Services (ACCESS).

Also known as Disabled Students Program and Services (DSPS), ACCESS provides support services to all eligible students with disabilities. Such needs include learning disabilities, attention deficit/hyperactive disorder, psychological disabilities, vision, health, or other documented disabilities.

Financial Support Services

The Financial Aid Office is available for all students. Workshops and online resources are available through the Office.

Other Services: This listing is not intended to be all-inclusive, as there are many resources available to the student nurses: other instructors, the Associated Student Body, campus clubs, and the Child Development Center are just a few. Standard 3 describes additional student services.

5.4 Fiscal, physical, technological, and learning resources are sufficient to meet the needs of the faculty and students engaged in alternative methods of delivery.

There are no courses in the nursing program taught through distance education.

SECTION

THREE:

STANDARD 6

STANDARD 6: OUTCOMES

Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome.

The nursing program has a current systematic plan of evaluation. The systematic plan of evaluation contains:

- a. Specific, measurable expected levels of achievement for each end-of-program student learning outcome and each program outcome.**
- b. Appropriate assessment method(s) for each end-of-program student learning outcome and each program outcome.**
- c. Regular intervals for the assessment of each end-of-program student learning outcome and each program outcome.**
- d. Sufficient data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.**
- e. Analysis of assessment data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.**
- f. Documentation demonstrating the use of assessment data in program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.**

6.1 The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.

There is ongoing assessment of the extent to which students attain each end-of-program student learning outcome.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program student learning outcome.

Assessment Method and Schedule

The ADN program has an inclusive, ongoing, and systematic written evaluation plan (Appendix 6A). The plan includes each of the end-of-program student learning outcomes and the overall program outcomes which are located on page 3 of the Systematic Plan for Program Evaluation. Assessment of the data occurs in multiple ways, as summarized in the table below.

Table 6.1.1:

End-of-Program Student Learning Outcome and Program Outcome Measurement

Expected Levels of Achievement	Method/Criteria	Time Frame
80% Graduate Satisfaction on measures indicating attainment of end-of-program student learning outcomes	Alumni Survey	Once per semester at time of program completion (for graduating cohort only)
Defined percentile of achievement on specified NCLEX* sections	NCLEX results from Mountain Measurements	Annually
80% Retention	Attrition/Retention Monitoring	Each semester
90% NCLEX Pass Rate	BRN** and NCSBN*** Report	Quarterly
80% Employment as RN	Alumni Survey	6-months post-graduation per cohort
80% Employer Satisfaction on measures indicating attainment of end-of-program student learning outcomes	Employer Survey	6-months to 1 year post-graduation, assessed annually.
50% engaged in pursuing higher degrees in nursing	Nursing database report, and Alumni Survey	Nursing database report: each semester upon graduation. Alumni Survey: 6-months post-graduation per cohort

*NCLEX: National Council Licensure Examination

**BRN: California Board of Registered Nursing

***NCSBN: National Council of State Boards of Nursing

The Administrative Calendar for each semester guides all administrative activities including data collection dates (Exhibit XXV). The program evaluation survey tools are located in the Program Review Survey binders (Exhibit XIX). The appropriate surveys are distributed by weblink to students, graduates, and employers. Employers also receive a copy of the survey, as response rates have been noted to be higher with distribution of hard copies and self-addressed, stamped envelopes. Alumni are also followed up with by phone, and encouraged to complete the online survey if they have not already.

Evaluation and the Process of Change

The Curriculum/Admissions Committee, composed of nursing faculty, staff, and student representatives, is the body that initiates the proposal for curriculum and/or policy and procedure revisions as a result of program review. The proposal may be approved at the Curriculum/Admissions Committee level; if it is not or if further discussion is needed, the proposal is forwarded to the Faculty Meeting for faculty approval.

The faculty and Nursing Coordinator meet with managers and staff of each of the clinical facilities annually. These Summation Meetings allow for a review of the clinical educational experience of the academic year, and initiate planning for the coming year. This meeting serves as another avenue for data collection as well as a venue to share and discuss survey results with the agency representatives.

The program shares the responsibility of hosting an annual Joint Nursing Advisory Committee with Ventura College and California State University, Channel Islands. This advisory committee consists of health care industry nursing leaders, administrators, and students. The advisory committee discusses topics of the employment market, industry needs with curriculum response, and joint ventures between industry and academia. Program outcomes are distributed at this meeting, and attendees are invited to provide input for program improvement.

The nursing program evaluation process is inherent in the formal Program Plan, an annual plan for Moorpark College that defines the direction of the program and addresses current and foreseeable challenges. The Program Plan is developed by the faculty under the direction of the Nursing Coordinator and approved by the Dean, Executive Vice President and Vice President of Business Services. It identifies required resources, student learning outcomes of attrition and remediation, and employment for nursing graduates (Appendix 6A). National Council Licensure Examination (NCLEX) pass rates are reviewed as well. Other forms of program evaluation include the use of data gathered for the California Board of Registered Nursing (BRN) approval and Accreditation Commission for Education in Nursing national accreditation processes, and the college accreditation process by the Western Association of Schools and Colleges.

At the end of the academic year, the faculty and coordinator participate in an annual one-day meeting/retreat to focus on the effectiveness of the program, review curriculum, and strategies to assist in student success according to the written plan for evaluation of the program. In addition, data can be analyzed by faculty throughout the academic year at Faculty or Curriculum meetings if the data is available and analysis is immediately necessary.

The evaluation findings from such sources as the annual nursing program planning process, the National Council for State Boards of Nursing (NCSBN) NCSBN-

NCLEX Program (or Mountain Measurement) Reports, survey tools, internal and external committee meetings, and advisory meetings, are used to maintain and/or improve student learning outcomes. By reviewing the minutes of the Curriculum/Admission Committee (Exhibit IV), the Faculty Meetings (Exhibit V), and the End of Year Retreat Meetings (Exhibit XVII) it is evident that the program and curriculum have undergone significant review and evaluation.

Putting the Evaluation Findings to Work

One example of the program review, analysis, and decision-making process for end-of-program student learning outcomes can be seen in documentation of the April 15, 2019 Curriculum & Admissions Meeting minutes. The program's nurse administrator was assembling data on program outcomes and noted that for Program Outcome 8: "The graduate will embrace lifelong learning and pursue higher degrees in nursing," the Expected Level of Achievement (ELA) had been exceeded by at least 15% for the past five years. The nurse administrator identified a need to consider increasing the ELA, and desired student input on setting the new ELA in addition to faculty analysis. The matter was placed on the agenda of the April 15, 2019 Curriculum & Admissions Meeting (Exhibit IV). Discussion of causative factors positively influencing the ELA ensued, with identification of further measures being taken by the program that would continue to positively influence the ELA. The resulting action by the faculty was to increase the ELA to $\geq 50\%$ beginning with analysis of data from the 2018-2019 academic year.

Another example of program review, analysis, and decision-making for end-of-program outcomes is with an end of program student learning outcome that was not achieved by graduates of 2017-2018. Outcome 4 states that the Moorpark College graduate will exhibit critical thinking and clinical reasoning skills that lead to safe, high quality patient-centered care. Specifically, for program outcome 4.1, the graduates will maintain at least a rank of 60th percentile on the "Management of Care" section of the NCLEX exam. The report from Mountain Measurements from September 2018 showed that the graduates achieved the 53rd percentile, thereby not meeting the ELA for the second time in five years. The previous year that the ELA was not achieved was by graduates of 2014-2015. The percentile achievement was noted to be at the ELA at the 2017 end of the year Faculty Retreat. Assessment Technologies Incorporated (ATI) had

encouraged the faculty to upgrade the comprehensive review package that students were required to purchase, to provide supplemental resources and a standardized assessment package. The ATI comprehensive review package had initially been implemented in the nursing program over a decade ago to improve critical thinking and thus retention and preparedness for the NCLEX and the practice of nursing. After discussing and reviewing the package upgrade and in the presence of the program outcomes at the 05/16/2018 end of the year Faculty Retreat meeting (Exhibit XVII), the faculty decided to upgrade the ATI package to better promote critical thinking, retention, and NCLEX preparedness (including in “Management of Care”). An ATI workgroup was formed to develop a new ATI policy for the nursing program and improve the on-boarding of students to the ATI offerings and expectations.

Other examples of the program review, analysis, and decision-making for end-of-program outcomes are described with Standards 6.2 for licensure, 6.3 for retention, and 6.4 for job placement.

6.2 The program demonstrates evidence of graduates’ achievement on the licensure examination.

The program’s most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period. There is ongoing assessment of the extent to which graduates succeed on the licensure examination.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates’ success on the licensure examination.

There is a minimum of the three (3) most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.

The Systematic Plan for Program Evaluation shows graduates’ achievement on the licensure examination in Outcome 1: The student will complete the program within four consecutive semesters, and upon graduation will be prepared to pass the NCLEX examination, resulting in licensure as a registered nurse. The program’s annual licensure examination pass rate is published by the BRN per academic year. The past three years

of data demonstrates that Moorpark College nursing graduates consistently achieve an NCLEX pass rate of greater than 80% both in annual aggregate and by date of program completion. The pass rate also exceeds the program-defined expected level of achievement of 90% and the California average NCLEX pass rate each year.

Measures taken to maintain the high NCLEX performance of Moorpark graduates include reviewing information from the NCSBN and making program improvements in identified weak subject areas. For example, the area of Growth and Development has been identified as an area of underperformance on the NCLEX. Since 2012, the program has been emphasizing growth and development as a thread through case scenarios and extra points have been offered for preparation for and satisfactory achievement on the ATI Nursing Care of Children practice assessment (Exhibit V, 10/09/17 Faculty Meeting Minutes).

Continued review and revision of course exams has resulted in exams that are more closely aligned with the NCLEX format and test plan. This in turn has maintained graduates' continued success on the NCLEX. As noted in the Nursing Faculty Handbook (Exhibit I, pgs. 70-71), the faculty have agreed on and periodically update the Exam Procedures that addresses the distribution of alternative format exam questions and distribution of exam questions according to Bloom's Taxonomy. Additionally, the emphasis on perioperative nursing content was shifted to focus on pre-op and post-op nursing care as the NCLEX test plan had removed intraoperative nursing care (Exhibit V, 09/19/16 Curriculum & Admissions Meeting Minutes).

6.3 The program demonstrates evidence of students' achievement in completing the nursing program. The expected level of achievement for program completion is determined by the faculty and reflects student demographics.

There is ongoing assessment of the extent to which students complete the nursing program.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program.

There is a minimum of the three (3) most recent years of annual program completion data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion or entering cohort.

The ACEN defines on-time completion as completion within 150% of the stated program length beginning with the first day of the first nursing course. Therefore, the Systematic Plan for Evaluation (SPE) exhibits data in Program Outcome 1 and Standard 6.3 for completion of the program within six semesters. For analysis purposes, retention data for at least the past five years is currently included in the SPE. Data on retention is calculated each semester by the program administrator. The data is shared with the college through the Program Planning process, published to stakeholders at the annual Joint Nursing Advisory Committee Meeting, and published publicly on both the BRN website (<https://www.rn.ca.gov/education/attrition.shtml>) and on the Moorpark College nursing program website (<https://www.moorparkcollege.edu/departments/academic/nursing-science/program-effectiveness-data>).

The expected level of achievement (ELA) for program completion is 80%. The ELA takes into consideration the historical Moorpark College ADN program completion rate as shown in Standard 6.3 the SPE; the Moorpark College course success rate (https://www.moorparkcollege.edu/sites/default/files/files/departments/administrative/institutional-research/reports/2018_institutional_effectiveness_report_final_aug222018.pdf, p. 17); the California average ADN completion rate, published annually in the in the Board of Registered Nursing’s Annual School Report (<https://www.rn.ca.gov/forms/reports.shtml#school>); and the on-time completion rates of local community college ADN programs (<https://www.rn.ca.gov/education/attrition.shtml>).

Table 6.3.1

Data comparison for establishment of the Moorpark College ADN program completion Expected Level of Achievement: Five Year percentage average

ADN Program	Completion data
Moorpark College ADN On-Time Completion Rate (6 semesters)	78.2%
Moorpark College Course Success Rate	75%
California ADN Program On-Time Completion Rate (4 semesters)	85.9%
Ventura College ADN On-Time Completion Rate (4 semesters)	69.6%
College of the Canyons ADN On-Time Completion Rate (4 semesters)	88.4%
Los Angeles Pierce College ADN On-Time Completion Rate (4 semesters)	73.8%

Santa Barbara City College ADN On-Time Completion Rate (4 semesters)	84.6%
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The data for local community college programs and California ADN Programs is available publically as completion in four semesters rather than six semesters. Given the data above, the current ELA for Moorpark College ADN program completion of 80% is realistically aspirational.

Analysis of the data is performed by faculty throughout the academic year, but primarily during the End of Year Nursing Faculty Retreat. The most recent documentation of analysis of completion data is noted with the May 15, 2019 Faculty Retreat/End of the Year Retreat Minutes. At that meeting, overall program attrition due to failure as well as clinical failures by critical competency was analyzed. A connection between poor performance on the ATI Critical Thinking Entrance Exam and low theory course grades potentially or actually leading to program attrition was identified. Decisions made to improve the program completion rate based on this data included continuing the work of the ATI Workgroup to better on-board students to ATI resources and more thoroughly implement ATI resources throughout the curriculum; and creating a remediation plan for students that score <68% on the ATI Critical Thinking Entrance Exam, including faculty and skills lab staff mentorship. Previous actions taken in response to the program completion rate being less than the ELA include implementation of grant-funded Faculty Tutors in fall 2015. Also, in fall 2015, modifications were made to the required remediation assigned to program applicants that scored less than program-defined benchmarks of the ATI TEAS test. The benchmarks were chosen based on exam percentiles published by ATI, Inc.

The most significant action taken in response to program completion rates not meeting the ELA was the implementation of the multicriteria selection process. The multicriteria selection criteria (https://www.moorparkcollege.edu/sites/default/files/files/departments/academic/nursing/multicriteria_selection_6-21-16_07.16.18_01.28.19revised.pdf) are allowed by state legislation for any community college nursing program with a number of applicants that exceeds capacity to design and implement (https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78261.5.1). The criteria take into consideration academic aptitude markers such

as Overall GPA, core science GPA, and ATI TEAS test scores; and factors such as life experiences or special circumstances, work or volunteer experience in healthcare, and proficiency in languages other than English. Before being allowed to implement the multicriteria selection process, the nursing program placed all applicants that met the minimum requirements for admission on a waitlist. In fall 2012, after approval by the California Community College Chancellor's Office and the Ventura County Community College District, a grant-funded augmentation to the base nursing program enrollment was admitted using the multicriteria selection process. In spring 2014, with the pre-existing admissions waitlist finally exhausted, 85% of the incoming cohort was selected based on multicriteria ranking and 15% was selected through random selection. Since the implementation of this admission process, completion rates have increased from a low of 59% in academic year 2013 to a high of 85% in academic year 2015. Multicriteria selection is not the only factor that has improved the completion rate, but the faculty consider it a significant component.

6.4 The program demonstrates evidence of graduates' achievement of job placement.

The expected level of achievement for job placement is determined by the faculty and reflects program demographics.

There is ongoing assessment of the extent to which graduates are employed. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed. There is a minimum of the three (3) most recent years of available job placement data, and data are aggregated for the nursing program as a whole.

The expected level of achievement (ELA) for job placement for the Moorpark College nursing program is that 80% of graduates will be employed as an RN within six months of graduation. The ELA is based on the nursing program's historical job placement rate as shown in Standard 6.4 of the SPE and the California employment rate of recent nursing program graduates within one year of graduation, published annually in the BRN's Annual School Report (<https://www.rn.ca.gov/forms/reports.shtml#school>, pg. 12). In 2012, data on unemployment by choice at six months post-graduation also began to be collected for analysis. The three-year percentage average of available data is shown

in Table 6.3.1. Data disaggregated by date of completion is located in the Systematic Plan for Program Evaluation (SPE), Standard 6.4.

Table 6.4.1

Data comparison for establishment of the Moorpark College ADN job placement Expected Level of Achievement: Three Year percentage average

Expected Level of Achievement = 80% of graduates employed as RNs within 6 months of graduation.	Job Placement rate
Moorpark College ADN Graduates Employed as RNs within 6 months	71.3%
Moorpark College ADN Graduates Employed as RNs within 6 months or Unemployed by Choice	82.7%
California Annual Schools' Percentage of the Previous Academic Year's Graduates Employed as RNs (survey administered annually in October)	80%

While the faculty desire that all graduates are employed as RNs as soon as possible, an ELA of 80% graduate employment six-months post-graduation was previously considered realistically aspirational. Data from prior to the minimum of three years of data, before fall 2015, was excluded due to a period when job placement was negatively impacted by the California Board of Registered Nursing (BRN) implementing an online system called BreEZe to process applications. Initial implementation of BreEZe by the BRN began in October 2013. Unfortunately, the system instead greatly increased the time required for processing of licensure application (California State Auditor, *California Department of Consumer Affairs' BreEZe system: Inadequate planning and oversight led to implementation at far fewer regulatory entities at a significantly higher cost*, <https://www.auditor.ca.gov/pdfs/reports/2014-116.pdf>, pg. 6). Delays in application processing then delayed the time to taking the NCLEX and thus to licensure. Graduates were unable to apply for RN positions until more than six months after graduation, which negatively impacted the job placement rate for that academic year. The BreEZe system improved in efficiency after two years, and the BRN has increased staffing to process applications in a timely manner. While delays in job placement due to BreEZe implementation are diminished, the ELA is still not consistently met.

Repeated, extended analysis of the Moorpark nursing program's job placement data has revealed that the Expected Level of Achievement may be unrealistic. From 2015 – 2019, the California ADN employment rate averages 80%. The data for that survey's results, however, are for the prior academic year; some of the data includes individuals that graduated one year ago. The Moorpark nursing program's job placement rate has met the ELA only once over the past six semesters, even with considering unemployment by choice. However, employment is significantly increased after even nine months. For example, for the Spring 2017 graduating class the job placement rate after nine months was over 87%. Factors delaying employment such as time to licensure and local hospitals' cyclical nature of new grad hiring have been identified; having the ELA set at 80% job placement after 6 months may be unrealistic based on these factors. Intervention techniques, described below, have had little noticeable effect achieving the ELA. The ELA for job placement either needs to be reconsidered, with either the job placement rate being lowered or the timeline extended to 1 year to align with the CA ADN employment data collection timeline. Further discussion of the job placement ELA has been placed on the agenda of the August 19, 2019 nursing faculty meeting.

Graduates receive the Alumni Survey via personal email six-months after graduation (Exhibit XIX). Some of the questions on the survey are for collecting data on job placement. Each graduate also receives a phone call from health sciences office staff, specifically asking about their job placement status, employer, and pursuit of higher degrees in nursing. The phone call is placed because the Alumni Survey responses are anonymous. The phone calls enable the nursing program to determine who was hired at what agencies, so that the Agency Survey can be sent to that employer for data for assessment of other program outcomes. The phone calls also improve the response rate to the questions about job placement and pursuit of higher degrees in nursing. Response rates have ranged from 61% to 89%, with an average response percentage rate of 78% (SPE Spring 2019, Standard 6.4).

Assessment data is organized by the nurse administrator and analyzed by faculty annually with the end of the year Nursing Faculty Retreat (Exhibit XVII) and disseminated to stakeholders at the annual Joint Nursing Advisory Committee Meeting and agency summation meetings. Analysis has included reflecting upon reasons for

unemployment by choice or not by choice, and decisions on strategies for improving the job placement rate to meet or exceed the ELA. The job placement rate is noted to be trending upwards since the lowest semester outcome of Spring 2017.

Graduates that are unemployed have reported a variety of reasons for not being employed as RNs. One reason is that new graduate programs held by local hospitals hire on a biannual or quarterly schedule that did not coincide with graduation dates. One example of new graduate program hiring schedules affecting job placement rates can be seen with the graduates of Spring 2017. Within six months of graduation, 55% had been employed as RN's. Within nine months, however, 87% of the respondents were employed as RNs. Some reasons for being unemployed by choice included waiting for job opportunities in specific nursing specialties, not being licensed as an RN at six months post-graduation due to either licensure delay or not passing the licensure exam on the first attempt, personal or family health reasons, being engaged in full-time education, or delay in job search due to moving out of the area.

Strategies implemented to address not meeting the ELA include communicating graduation dates and estimated times to licensure to area agencies. Some agencies have recently adjusted their new grad hiring schedule and practices based on this information. Fortunately for the graduates from this nursing program, the hospital that hosts the most numerous Moorpark College nursing clinical rotations allowed spring 2019 graduates to apply for new graduate positions as long as they had an Authorization to Test from the BRN, instead of expecting full licensure at the time of application. Another strategy has been to maintain a closed Facebook group page for Moorpark College nursing alumni. Job announcements are posted to the webpage, and graduates have reported that they have earned employment by following up on those announcements. A third strategy has been to encourage students to enroll in ADN-BSN collaborative programs so that they have some BSN coursework completed which could make them more attractive applicants for agencies that prefer to hire nurses with BSN degrees. The ADN-BSN collaborative partnerships began with the 2017-2018 academic year. Students not participating in a collaborative program are encouraged to have a plan for attaining a BSN degree that they can communicate to employers during the hiring process.

SECTION

FOUR:

APPENDICES

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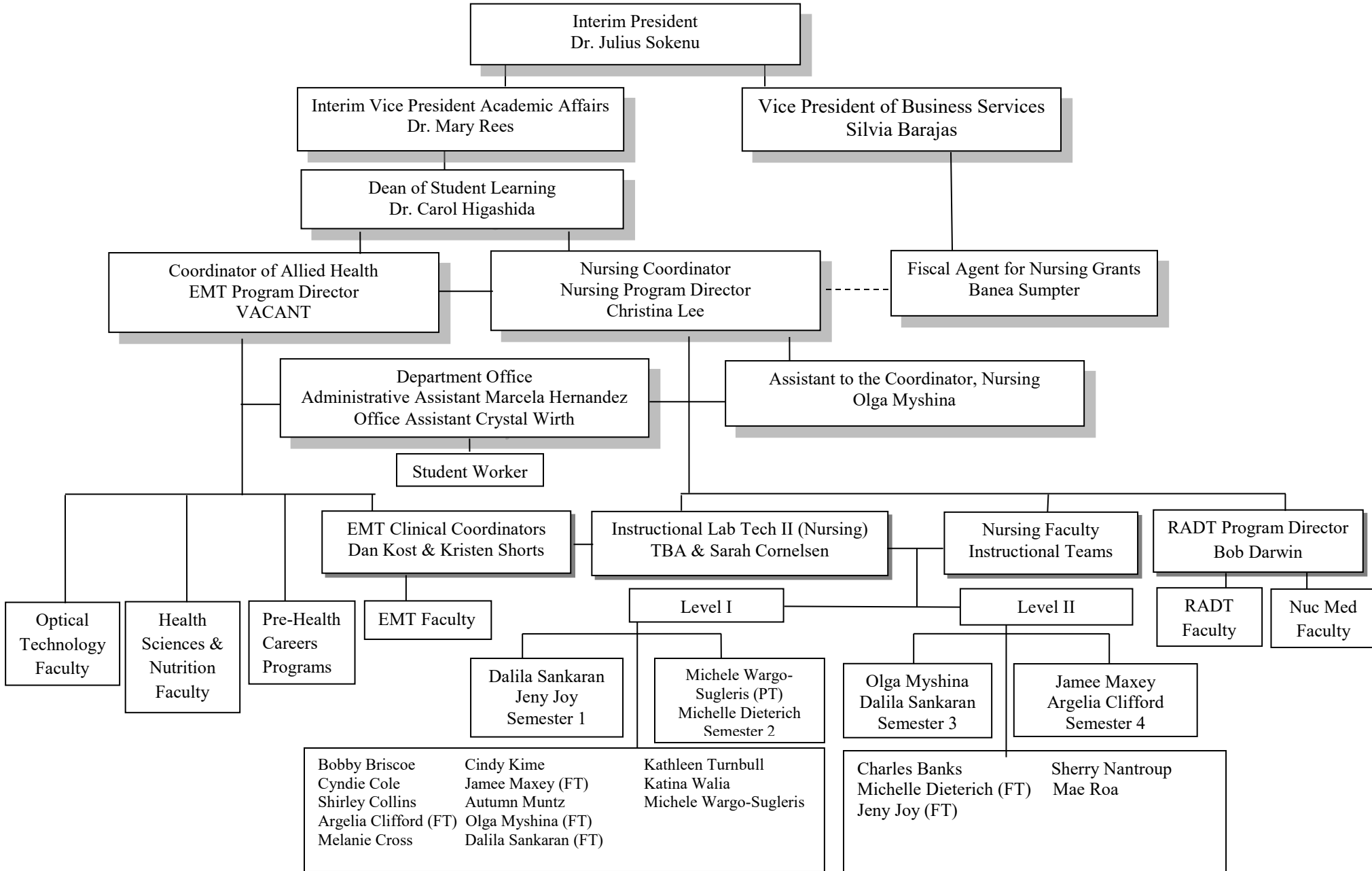
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Appendix 7 ACEN Systematic Plan of Evaluation, Spring 2019

Health Sciences Department Organizational Chart

Lines of Authority and Channels of Communication between the Institution and ADN Program



Appendix 1B Division Committee Representatives, 2019-2020

Division:

EATM, Life & Health Sciences

Carol Higashida

Standing Committees	Meeting Schedule	Times	# Reps Needed	Representative(s) Chosen	Alternate
Academic Senate	1st, 3rd, & 5th Tue	2:30-4pm	1 per Dept: Animal Sci/EATM	Gary Wilson	Cindy Wilson
			1 per Dept: Health Sci	Michelle Dieterich	Dalila Sankaran
			1 per Dept: Life Sciences	Jazmir Hernandez	Audrey Chen
Curriculum	1st & 3rd Tue	1:00-2:20pm	1 per Dept: Animal Sci/EATM	-	-
			1 per Dept: Health Sci	Olga Myshina	-
			1 per Dept: Life Science	Beth Miller	-
Professional Development	3rd Wed	2:30-4pm	2 per division	-	-
Facilities/Technology CAP	1st Wed	1:15-2:30pm	3 per division	Norman Marten	Mary Swenson
				Brenda Woodhouse	Lan Nguyen
				-	Armine Torabyan
Fiscal Planning	4th Tue	1:00-2:20pm	1 per Dept: Animal Sci/EATM	-	-
			1 per Dept: Health Sci	Christina Lee	-
			1 per Dept: Life Science	Melia Tabbakhian	-
EdCAP	4th Tue	2:30-4pm	1 per Dept.: Animal Sci/EATM	Gary Wilson	-
			1 per Dept: Health Sci	Christina Lee	-
			1 per Dept: Life Science	Audrey Chen	-
Student Learning Outcomes	2nd Tue	1:00-2:30pm	1 per Dept.: Animal Sci/EATM	Brenda Woodhouse	-
			1 per Dept: Health Sci	Christina Lee	-
			1 per Dept: Life Science	-	-
Student Equity & Achievement	4th Wed	1:00-2:30pm	2 per division	Carrie Geisbauer	-
				Jeny Joy	-
Distance Education	4th Wed	2:30-4pm	2 per division	Rachel Messinger	Janna Johnson
				Ashley Vaughan	-

Advisory Committees

Representatives

Alternates

Campus Environment	3rd Tue	1:00-2pm			
CTE	last Thurs	9:00-10am		Brend Woodhouse/ Christina Lee/Sarah Cornelsen /Subhash Karkare/Andrew Kinkella	
Safety & Wellness	4th Wed	2:30-4pm		Jamee Maxey /Jennifer Ellsworth	

Appendix 1B, continued: Committee Participation

Committee	Description
Governance Groups: Authority is derived from law and regulation, either as written expressly in the law/regulation or as delegated by another group that possesses said authority.	
Academic Senate	For purposes of college and district governance, the Academic Senate elects representatives to the Academic Senate Council, which represents the full-time faculty in making recommendations to the college administration and the Board of Trustees on academic and professional matters (Making Decisions, 2010).
Governance Groups - Standing Committees: Execute their responsibilities on academic and professional matters identified in law and regulation (Education code 53200 ©and Assembly Bill 1725).	
Curriculum	Reviews and recommends new courses, new programs, and modifications to existing courses and programs and graduation requirements.
Ed CAP	Makes recommendations on college-wide planning and accreditation issues, related to education programs and student services.
Professional Development	Makes recommendations to the College President on the direction and evaluation of professional development activities for full-time and part-time faculty.
Fiscal Planning CAP	Makes recommendations to the college President on the planning, monitoring, and evaluating the college-wide fiscal processes.
Technology CAP	Makes recommendations on college-wide planning and accreditation issues, related to campus instructional and administrative digital technology.
Student Equity and Achievement Committee	Makes recommendations on college-wide planning related to student success activities.
Advisory Committees: A venue for college-wide conversations on topics chosen by the college as important and worthy of concentrated college-wide participation.	
Safety	Monitors campus-wide issues relating to safety issues affecting college faculty, staff, and students.

Nursing Program Committees and Workgroups	Description	Participation
Faculty	Facilitate discussion and decision-making.	Nursing Coordinator - Chair Full-time faculty Part-time faculty Health Science Counselor Skills Lab RN
Curriculum/Admissions	Report discussions and recommendation from college committees, receive feedback and concerns from students, staff and faculty, discuss issues, and develop plans and recommendations to present to Faculty Meeting.	Nursing Coordinator/Designee - Chair Full-time faculty Part-time faculty Health Science Counselor Skills Lab RN Students: 2 from each semester
Team	Allow communication between team members, provide instructional consistency in teaching, determine teaching strategies, review student progress and need for remediation, and identify problems with corresponding solutions.	Lead Faculty - Chair Full-time faculty Part-time faculty
Multi-criteria Admissions	Reviews nursing program applications based on the multi-criteria and random selection process and identify students for admission.	Christina Lee - Chair All Full-time faculty Part-time faculty as funded by grant
Advanced Placement	Reviews nursing program applications for advanced placement and identifies students for admission based on the advanced placement ranking criteria.	Christina Lee Olga Myshina - Chair Lydia Basmajian Jamee Maxey Dalila Sankaran
Moorpark College Student Nurse Association (MCSNA)	Plans activities such as fundraising, volunteer opportunities, educational and leadership development through workshops and conferences.	Argie Clifford Faculty Advisor Michelle Dieterich Faculty Advisor Class officers from each semester: Co-Presidents (2) Treasurer Secretary Volunteer Liaison Inter-Club Council Representative
ATI Policy Development and	Develop plan for effective integration of ATI Supreme Package into the curriculum to	Olga Myshina (chair) Argie Clifford Sarah Cornelsen

Nursing Program Committees and Workgroups	Description	Participation
Integration Workgroup (temporary)	promote critical thinking and clinical reasoning and promote student success in didactic courses.	Michelle Dieterich Jeny Joy Dalila Sankaran
Exam Procedures Workgroup (temporary)	Develop exam blueprinting in response to exam best practices learned through professional development. Propose refinements to the program's Exam Procedures.	Olga Myshina (chair) Argie Clifford Sarah Cornelsen Michelle Dieterich Jeny Joy Dalila Sankaran
Internal Due Process Revision Workgroup (temporary)	Examine and refine the nursing program's informal grievance process	Jamee Maxey (chair) Jeny Joy Olga Myshina Dalila Sankaran

**Appendix 1C: Nursing Program
Director Curriculum Vitae**

Christina Lee RN, MSN

Licenses

California Registered Nurse, 601904
California Public Health Nurse, 65383

Education

MSN, December 2008 **Mount St. Mary's College, Los Angeles, CA**

- Specialization: Nursing education.
- Thesis project: Development of a Competence Evaluation Instrument for the Nursing Simulation Setting.
 - May 2008 – Grant awarded by Sonoma State University's Lambda Gamma Chapter of Sigma Theta Tau to implement the project.

BSN, May 2002 **Sonoma State University, Rohnert Park, CA**

- Cum laude with departmental distinction honors

Work Experience

Moorpark College, September 2003 – present

- 8/19 – present: *Full-time Faculty, Nursing Coordinator*
 - Program oversight: Registered nursing, radiologic technology, nuclear medicine.
 - Administrative, fiscal, curricular, faculty facilitative, and community liaison responsibilities.
 - Facilitator for ACEN accreditation self-study and preparation.
 - Nursing Program Director per the California Board of Registered Nursing, California Code of Regulations Section 1424 and 1425.
 - Campus Committees: Ed-CAP, Fiscal-CAP, SLO Committee, VP Advisory Committee, CTE Workgroup.

- 8/17 – 7/19: *Full-time Faculty, Interim Coordinator of Health Sciences*,
 - Program oversight: Registered nursing, radiologic technology, nuclear medicine, emergency medical technician, optical technology (optician), nutrition, health sciences.
 - Administrative, fiscal, curricular, faculty facilitative, and community liaison responsibilities.
 - EMT Program Director per the California Code of Regulations Section 100070
 - Nursing Program Director per the California Board of Registered Nursing, California Code of Regulations Section 1424 and 1425.
 - Campus Committees: Ed-CAP, Fiscal-CAP, SLO Committee, VP Advisory Committee, CTE Workgroup.

- 1/14 – 8/17: *Assistant to the Coordinator of Health Sciences*
 - Nursing Program Assistant Director per the California Board of Registered Nursing, California Code of Regulations Section 1424 and 1425
 - Responsibilities under the supervision of the director of the nursing program included:
 - Assist in administration of the nursing program: budget, funding sources, grant development, approval of the program by the BRN, accreditation by ACEN.
 - Chair the nursing program's Curriculum & Admissions Committee and Advanced Placement Admissions Committee.
 - Participate in faculty hiring, orientation, professional development, and evaluation.
 - Collaborate with other colleges and universities and contracted clinical agencies.

- Serve as advocate and advisor to students.
 - Conduct student orientation and maintain the Student Handbook and other documents used throughout the nursing program.
 - Participate in or lead student recruitment and community service activities.
- 8/10 – 8/17: *Full-time Faculty, Nursing Instructor*
 - Nursing Science M01/M01L
 - Fundamental nursing concepts and nursing assessment. Previously lectured on beginning medical-surgical nursing concepts.
 - Clinical assignment: Fundamentals and beginning/intermediate med-surg levels.
 - Team leader of the NS1 fundamentals clinical level.
 - NS M11, M12, and M14: Nursing Skills Laboratory
 - Coach and mentor at-risk nursing students.
 - Facilitate and evaluate students in clinical simulation learning experiences.
 - Facilitate open-access lab usage with classified staff assistance.
 - Nursing Science M16: Study Skills for Nursing Students
 - Course description: "... designed to assist pre-nursing students with skills in studying, time management, communication, test-taking, reading, writing, and math that are needed to be successful when admitted into the Moorpark College nursing program."
 - A hybrid course utilizing Desire 2 Learn, transitioned to Canvas in Summer 2017.
 - Member, Facilities & Technology Committee on Accreditation and Planning (F/T - CAP)
 - Committee's purpose: "Plans, monitors, and evaluates institutional technology" and facilities development and use per the Master Plan and Accreditation self-study.
 - 8/13 – 8/17: Volunteer Activities Coordinator, Moorpark College Student Nurses Association
 - Liaison between local health agency events and the volunteer student nurses.
 - Facilitate completion of the college's required liability release processes.
 - Promote compliance with standards and scope of practice for student volunteers.
 - Develop competencies for and supervise students at events including flu clinics.
 - Arrange recognition of student volunteers at their nursing pinning ceremonies.
 - 8/09 – 5/10: *Part-time Faculty*
 - Nursing Science M16: Study Skills for Nursing Students
 - Developed the partially constructed hybrid online course to full implementation.
 - Implemented the course within Blackboard WebCT and transitioned to the Desire 2 Learn learning management system one semester later.
 - Spring 2010: Taught ½ rotation (4 weeks) of NS M01L/NS M02L, med-surg nursing clinical.
 - 9/03 – 6/10: *Instructional Laboratory Technician II/Nursing*
 - Skills Lab resource nurse for the Associate Degree Nursing Program.
 - Coach at-risk and/or underachieving students towards academic and clinical success.
 - Develop and lead workshops and online activities to augment the curriculum.
 - Collect and analyze data to connect learning needs with resources.
 - Create and maintain a safe, optimal learning environment in the skills lab.
 - Develop and facilitate use of clinical simulation within the nursing curriculum.

- Assembled and implemented an evidence-based simulation scenario template.
- Trained faculty on the simulation modality.
- Member, Safety committee (2009 – 2010).
 - Advise on issues pertaining to physical safety of students, staff, faculty and visitors.

Maxim Staffing Solutions, April 2009 – April 2010, Registered Nurse, per diem

- Coordinate and implement care for medical-surgical patients at various local acute care facilities.

Los Robles Hospital, January 2000 –2006

- 9/03 – 1/06: *Staff RN, Per-Diem, Float Pool*
 - Coordinate and implement patient care for oncology, telemetry, medical-surgical, transitional care, and special procedures units.
 - Participated in transition to bar-code enabled electronic medication administration records.
- 7/02 – 8/03: *Staff RN, Full Time*
 - Coordinate and implement patient care on an orthopedic and medical-surgical specialty floor, and floated to all med-surg areas.
 - Relief charge nurse: facilitated communication among interdisciplinary team members, served as resource for other nurses, mediated conflict.
- 1/00 – 6/02: *Certified Nursing Assistant, part-time*

Professional Membership

Sigma Theta Tau, Lambda Gamma Chapter, inducted 2001
National League for Nursing

Professional Presentations and Awards

- November 2018: Moorpark College Full-Time Faculty of the Month
- November, 2009: “Development of an Evaluation Instrument for the Nursing Simulation Setting.” Poster presented at the Southern California Chapters’ Sigma Theta Tau International Nursing Odyssey Conference.
 - Awarded First Place in the Innovative Project Poster category.
- April, 2009: “Development of an Evaluation Instrument for the Nursing Simulation Setting.” Poster presented at the CSU Fullerton’s Sigma Theta Tau, Upsilon Beta Chapter’s induction ceremony and poster session.

Volunteer

2004 – 2012, 2016 – present: Conejo Valley Community Band

January 2004 – August 2013: Volunteers 4 You!, Activities Coordinator

- Liaison between local health agency events and the volunteer student nurses.
- Emphasize the spirit of volunteerism and the parameters of professional liability.
- Develop competencies for, orient, train, and supervise students at events including flu immunization clinics and senior health screenings.

DIRECTOR OR ASSISTANT DIRECTOR APPROVAL

INSTRUCTIONS:

Submit forms electronically or if mailed in **DUPLICATE**
Approval should be obtained prior to employment.

Please print or type.
Complete the sections as follows.
Parts I, III & IV for either director or assistant director.
Part II for RN director.

Provide appointee with a photocopy of this form after it has been approved by a BRN consultant.

FOR OFFICE USE ONLY

Regulation <u>1425</u>	
Classification: <input checked="" type="checkbox"/> Director	<input type="checkbox"/> Asst Director
Approved by: Wayne Boyer, NEC	<small>Digitally signed by Wayne Boyer, NEC DN: cn=Wayne Boyer, NEC, o=DCA, ou=BRN, email=wayne.boyer@dca.ca.gov, c=US Date: 2017.08.15 11:30:58 -0700</small>
	Date <u>8/15/17</u>

SECTION I

Appointee's Name: Christina Lee

Program Name: Moorpark College			
CA RN License #: 601904	Expiration Date: 6/30/18	Verified By: Carol Higashida	
Position Title: Director	Appointment Date: 8/21/17	Person Previously in Position: Carol Higashida	

Section 1425: "...Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications" listed in Sections II and III.

SECTION II

Administration: Section 1425(a)(2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with section 1420(h). Refer to the Directors Handbook Section 3, pg.3.3.2 Section 1425 (a)(2) Explanation for detailed requirements for completing this section of the form.

UNIVERSITY, COLLEGE, OR SCHOOL	POSITION TITLE	FROM MO/YR	TO MO/YR
Moorpark College	Assistant Director	1/6/14	Present

For Board Use Only

Date: _____ NEC _____

Does not qualify for Director Assistant Director Please resubmit with **COMPETENCY EVIDENCE**.

lacks required administrative experience
 lacks required minimum of two (2) years teaching experience
 other

SECTION III

Education: Section 1425(a) "The director or assistant director of the program shall meet the following minimum qualifications: (1) A master's or higher degree from an accredited college or university which includes course work in nursing, education or administration."

COLLEGE/UNIVERSITY/CITY/STATE	DEGREE & YEAR COMPLETED	AREA OF PREPARATION
Mt. St. Mary's College	MSN 12/2008	Nursing Education
Sonoma State University	BSN 5/2002	Nursing

Teaching: Section 1425(a)(3) requires "Two (2) years' experience teaching in pre- or post-licensure registered nursing programs."

1. COLLEGE/UNIVERSITY/CITY/STATE (Teaching in Pre-Post RN program)	POSITION TITLE	FROM MONTH/YR	TO MONTH/YR
Moorpark College/Moorpark/CA	NS M01 Beginning Nursing Science	8/2010	Present
Moorpark College/Moorpark/CA	NS M01L Part 1 Beginning Nursing Science (Fundamentals Clinical Lab) – patient population is geriatrics	8/2010	Present

RN Experience: Section 1425(a)(4) requires "One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse."

AGENCY AND CLINICAL AREA	POSITION TITLE	FROM MO/YR	TO MO/YR
Maxim Staffing Solutions	RN-MS	4/2009	4/2010
Los Robles Hospital & Medical Center	Staff RN – Ortho/MS	7/2002	1/2006

The following school official has verified the information on this form.

Name: Carol Higashida	Title: Health Sciences Coordinator/Nursing Director
Signature: Carol Higashida <small>Digitally signed by Carol Higashida DN: cn=Carol Higashida, o=Moorpark College, ou, email=chigashida@vcccd.edu, c=US Date: 2017.08.15 09:24:18 -07'00'</small>	Date: 8/15/17

DIRECTOR OR ASSISTANT DIRECTOR APPROVAL

INSTRUCTIONS:

Submit forms electronically or if mailed in **DUPLICATE**
Approval should be obtained prior to employment.

Please print or type.
Complete the sections as follows.
Parts I, III & IV for either director or assistant director.
Part II for RN director.

Provide appointee with a photocopy of this form after it has been approved by a BRN consultant.

FOR OFFICE USE ONLY

Regulation <u>1425</u>	
Classification: <input type="checkbox"/> Director	<input checked="" type="checkbox"/> Asst Director
Approved by: Wayne Boyer, NEC	<small>Digitally signed by Wayne Boyer, NEC DN: cn=Wayne Boyer, NEC, o=DCA, ou=BRN, email=wayne.boyer@dca.ca.gov, c=US Date: 2017.08.15 11:33:53 -0700</small>
	Date <u>8/15/17</u>

SECTION I

Appointee's Name: Olga Myshina

Program Name: <u>Moorpark College</u>		
CA RN License #: <u>622765</u>	Expiration Date: <u>1/31/19</u>	Verified By: <u>Carol Higashida</u>
Position Title: <u>Assistant Director</u>	Appointment Date: <u>8/21/17</u>	Person Previously in Position: <u>Christina Lee</u>

Section 1425: "...Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications" listed in Sections II and III.

SECTION II

Administration: Section 1425(a)(2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with section 1420(h). Refer to the Directors Handbook Section 3, pg.3.3.2 Section 1425 (a)(2) Explanation for detailed requirements for completing this section of the form.

UNIVERSITY, COLLEGE, OR SCHOOL	POSITION TITLE	FROM MO/YR	TO MO/YR

For Board Use Only

Date: _____ NEC _____

Does not qualify for Director Assistant Director Please resubmit with **COMPETENCY EVIDENCE**.

lacks required administrative experience
 lacks required minimum of two (2) years teaching experience
 other

SECTION III

Education: Section 1425(a) "The director or assistant director of the program shall meet the following minimum qualifications: (1) A master's or higher degree from an accredited college or university which includes course work in nursing, education or administration."

COLLEGE/UNIVERSITY/CITY/STATE	DEGREE & YEAR COMPLETED	AREA OF PREPARATION
University of California, Los Angeles/Los Angeles/CA	MSN 6/2010	Nursing Administration
California State University, Northridge/Northridge/CA	BSN 6/2008	Nursing
Los Angeles Pierce College/Woodland Hills/CA	ADN 12/2004	Nursing

Teaching: Section 1425(a)(3) requires "Two (2) years' experience teaching in pre- or post-licensure registered nursing programs."

1. COLLEGE/UNIVERSITY/CITY/STATE (Teaching in Pre-Post RN program)	POSITION TITLE	FROM MONTH/YR	TO MONTH/YR
Moorpark College/Moorpark/CA	NS M03 Intermediate Nursing Science II (Theory)	8/2011	Present
Moorpark College/Moorpark/CA	NS M01L/2L Part 2 Beginning & Intermediate I Nursing Science, NS M-03L/4L Part 1 Intermediate II & Advanced Nursing Science, and NS M03L Part 2 (geriatrics) (Clinical Lab)	8/2011	Present

RN Experience: Section 1425(a)(4) requires "One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse."

AGENCY AND CLINICAL AREA	POSITION TITLE	FROM MO/YR	TO MO/YR
Kaiser Permanente Woodland Hills Medical Center	Staff RN & Relief Charge – MS geriatric and end-of-life care	12/2004	Present

The following school official has verified the information on this form.

Name: Carol Higashida	Title: Health Sciences Coordinator/Nursing Director
Signature: Carol Higashida Digitally signed by Carol Higashida DN: cn=Carol Higashida, o=Moorpark College, ou, email=chigashida@vcccd.edu, c=US Date: 2017.08.15 09:44:24 -07'00'	Date: 8/15/17

Moorpark College
Contract Tracking Sheet
Revised 11/25/2019

Nursing Contracts:

Hospital	Address/Contact Info	Program	Date of renewal	Certificate of Insurance	Status
Children's Hospital LA (CHLA)	4650 Sunset Blvd. Los Angeles, CA 90027 Contact: Leslie Neuman Lneuman@chla.usc.edu 323-660-2450	ADN	9/30/2021	07/01/2020	
Kaiser Permanente (KPWH)	5601 De Soto Avenue Woodland Hills, CA 91367 Contact: Jacqueline Lewis Jacquelinem.lewis@kp.org 626-405-7948	ADN	Automatic Renewals	07/01/2020	
Los Robles Hospital & Medical Center & Los Robles Acute Rehab Unit (LRARU)	215 West Janss Rd. Thousand Oaks, CA 91360 Contact: Olivia Craig 805-370-4696	ADN	08/24/2021	07/01/2020	
Northridge Hospital Medical Center (CHW)	18300 Roscoe Blvd. Northridge, CA 91328 Contact: Jaime Eisenberg Director of Education 818-885-8500 jaime.eisenberg@dignityhealth.org	ADN	08/31/2021	07/01/2020	<<Under Dignity contract>>
Providence Tarzana Medical Center	18321 Clark St. Tarzana, CA 91356 501 S. Buena Vista St. Suite 404, East Tower Burbank, CA 91505 Contact: (All Contracts): Marcela Brenes 310-793-8163 marcela.brenes@providence.org	ADN	07/31/20	07/01/2020	
The Samaritan Center	280 Royal Ave. Simi Valley, CA 93065 Executive Director: Toni Freeland director@samcentersv.org	ADN	08/31/2024	07/01/2020	
Simi Valley Hospital (SVH) (Adventist Health Simi Valley)	2975 N. Sycamore Dr. Simi Valley, CA 93065 Contact: Jan Gecolea Contract and Licensing 805 955-6210 Gecolejr@ah.org	ADN	06/2020	07/01/2020	
St. John's Regional Medical Center & St. John's Pleasant Valley Hospital	1600 N. Rose Ave. Oxnard, CA 93030 Contact (For Nursing): Belinda Valdez 805-988-2500 x 1856 Belinda.Valdez@CHW.edu Contact (All Contracts): Lawson Stuart Lawson.stuart@dignityhealth.org 916-733-6332	ADN	08/31/2021	07/01/2020	<<Under Dignity contract>>

Hospital	Address/Contact Info	Program	Date of renewal	Certificate of Insurance	Status
Thousand Oaks Surgical Hospital (T.O.S.H.)	401 East Rolling Oaks Dr. Thousand Oaks, CA 91361 Contact: Connie Spykerman 805-418-1325, 805-338-3797 (cell) 805-418-1381 (fax) cspykerman@TOSHospital.com	ADN	8/24/21	07/01/2020	<<See Los Robles contract>>
Ventura County Medical Center (VCMC)	3291 Loma Vista Rd. Ventura, CA 93003 Contact: Rebecca Macias 805-652-6092	ADN	6/30/2021	07/01/2020	
West Hills Hospital & Medical Center	7300 Medical Ctr. Dr. West Hills, CA 91307 Contact: Olivia Craig 805-370-4696	ADN	09/01/2021	07/01/2020	
Westminster Free Clinic	2673 San Miguel Ave. Thousand Oaks, Ca 91360 805-241-8366	ADN	09/30/2024	07/01/2020	

Psych/Gero/Ambulatory	Address/Contact Info	Program	Date for renewal	Certificate of Insurance	Status
Adventist Health Care	1850 Heywood St Simi Valley, CA 93065 Contact: Melody Stopher 805-526-4663	ADN	06/2020	07/01/2020	<<See SVH contract>>
Assisted Home Care, Inc.	72 Moody Ct. #100 Thousand Oaks, CA 91360 Contact: Terri DeJarnette Elaine Phinney tdejarnette@assisted1.com 805-371-9988	ADN	07/30/2023	07/01/2020	
Aurora Vista Del Mar	801 Seneca St. Ventura, CA 93003 Contact: Debra English 805-653-6434	ADN	6/2020	07/01/2020	
Camarillo Health Care District	3639 E. Las Posas Rd., Ste.E117 Camarillo, CA 93010-1429 Contact: Mary Anne Ratto 805-388-1952 maryannr@camhealth.com	ADN	8/1/2021	07/01/2020	
Conejo Valley Senior Concerns	401 Hodencamp Rd. Thousand Oaks, CA 91362 Contact: Denise Stonecipher denise@seniorconcerns.org 805-497-0189	ADN	07/31/2023	07/01/2020	
Horizon view – Telecare	33 Skyway Drive Woodland Hills, Ca 91367	ADN	6/30/2023	07/01/2020	

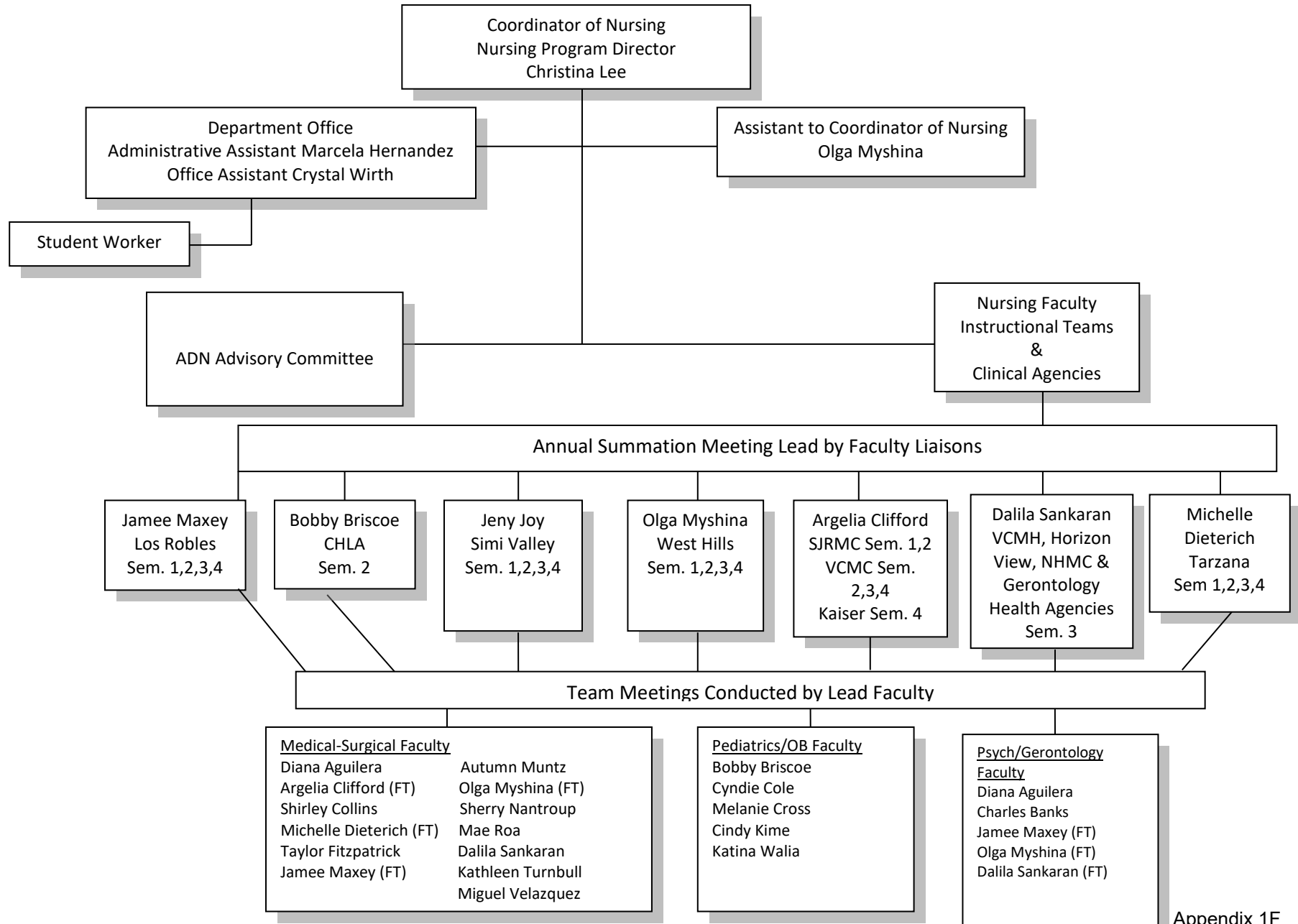
Psych/Gero/Ambulatory	Address/Contact Info	Program	Date for renewal	Certificate of Insurance	Status
Infinite Home Health, Inc.	875 S. Westlake Blvd., Ste. 205 Westlake Village, CA 91361	ADN	06/30/2021	07/01/2020	
Kaiser Home Health and Hospice Agency	10605 Balboa Blvd, Suite 330, Granada Hills, CA Contact: Sherrilyn Jefferson-Bradford 818-375-4376	ADN	See Kaiser contract (Automatic Renewals)	07/01/2020	
Los Robles Home Health	68 Long Ct. Ste. 2C Thousand Oaks, CA 91360 Contact: Joan Plassmeyer 805-777-7234 losroblesc@aol.com	ADN	08/31/2023	07/01/2020	
Simi Valley Senior Center	3900 Avenida Simi Simi Valley, CA 93062 Contact: Lori Dickenson 805-583-6366	ADN	Automatic Renewals	07/01/2020	
TLC Hospice and Home Health	4762 Maureen Lane Moorpark, CA 93021 Contact: Shelley Chilton shelley@tlchomehospice.com 805-517-1618	ADN	08/01/2021	07/01/2020	
VC Mental Health	300 N. Hillmont Ave. Ventura, CA 93003 Contact: Rebecca Macias 805-652-6092	ADN	06/30/2021	07/01/2020	<<See VCMC contract>>

Universities	Address/Contact Info	Program	Date of Renewal	Certificate of Insurance	Status
Azusa Pacific University	701 E. Foothill Blvd. P.O. Box 7000 Azusa, CA 91702-7000	ADN	08/31/2024	07/01/2020	
Capella University	Capella Tower 225 South Sixth Street, Ninth Floor Minneapolis, MN 55402	ADN	01/01/2020- 05/31/2020	07/01/2020	
Channel Islands CSUCI	One University Drive Camarillo, Ca 93012-8599	ADN	01/31/2022	07/01/2020	
Grand Canyon University	3300 West Camelback Road Phoenix, AZ 85017 Yolanda.taylor@gcu.edu	ADN	01/09/2022	07/01/2020	
University of Phoenix	Attn: College of Health Sciences and Nursing 1625 West fountainhead Pkwy Mail Stop CF-SX07 Tempe, AZ 85282 Contact: Betty Nelson 602- 557-2556	ADN	Indefinite	07/01/2020	
University of Texas Arlington Online		ADN	12/31/2023	07/01/2020	

Schools	Address/Contact Info	Program	Date of Renewal	Certificate of Insurance	Status
Oaks Christian School	31749 La Tienda Drive Westlake Village, CA 91362	ADN	06/30/2023	07/01/2020	
Simi Valley Unified School District	101 West Cochran Street Simi Valley, CA 93065	ADN	06/30/23	07/01/2020	

Health Sciences Department Organizational Chart

Lines of Authority and Channels of Communication between the ADN Program and the Clinical Agencies



Moorpark College Associate Degree Nursing Director Job Description

The Director of the Registered Nursing Program is full time equivalent FTE faculty with 100% release time for the supervision of the nursing, radiologic technology, nuclear medicine, and EMT programs and participants in all matters concerning instruction, curriculum, staff and students. The Nursing Director possesses the qualifications specified by the Board of Registered Nurses (BRN) according to the California Code of Regulations Section 1424 & 1425. The Director of the program is directly responsible to the Dean of Student Learning. The Director is responsible for the areas listed below

ADMINISTRATION

- Develop and administers the budget
- Seeks additional funding sources, grant development, etc.
- Supervise ordering maintaining supplies and equipment
- Screen and participate in the recommending of candidates for faculty appointment
- Provide required reports for program accreditation and Moorpark College
- Coordinate the faculty efforts in maintaining program accreditation
 - BRN approval/ visit preparation/ documentation
 - ACEN affiliation/ approval visit/ documentation
- Initiate and maintain contractual agreements with service agencies used for student clinical placements
- Chair ADN faculty committee meetings which determine departmental policies and administers such policies
- Interpret program requirements and objectives to other College departments
- Liaison with Moorpark College services such as financial aid, tutoring, counseling and other programs and services for students
- Conduct research; participate in Moorpark College research
- Supervision of certified and classified personnel and student employees.
- Coordinate and analyze departmental surveys

CURRICULUM

- Maintain continual review of curriculum and faculty assignments
- Facilitate curriculum changes in keeping with societal, community, technological, demographic and Moorpark College changes
- Schedule classes
- Review and revise Moorpark College Catalog information relevant to programs
- Plan new course offerings based on community/student needs assessment
- Participate with faculty in the review and selection of textbooks
- Assure compliance with BRN rules and regulations
- Schedule and conduct curriculum committee meeting to coordinate activities for the achievement of departmental goals

FACULTY

- Schedule faculty assignments
- Oversee workload, to assure compliance with Education Code, Union contract, BRN rules and regulations
- Participate in the evaluation of teaching performance of faculty
- Promote and provide opportunities for staff development
- Oversee use of substitute faculty

COMMUNITY

- Liaison with clinical agencies
- Represent program an Moorpark College as a member of local and regional health committees and boards
- Chair or coordinate advisory committee meetings of community members
- Participates in professional organizations in health care and education
- Act as a resource to the community regarding nursing education and health related programs and issues

COLLEGE

- Advocate for the assigned programs
- Represent health related issues to campus community
- Represent assigned programs on various committees; i.e. Career Education Workgroup, Curriculum

STUDENTS

- Serve as liaison between students, faculty and administration
- Overseen applications, admission packets and enrollment of new students
- Advertise program by assistance in preparation of application and brochures describing program
- Serve as counselor and advisor to students
- Assure faculty compliance with nursing program and Moorpark College policies affecting students
- Oversee the preparation of students for application to licensure examination
- Develop outcome studies with regard to follow-up data on graduates of program

PROGRAMS

- Oversee curriculum, staffing and operation of all programs under one's jurisdiction

COMMUNICATION

- Provide faculty with ongoing information related to college activities
- Facilitate communications between faculty, students and staff

Performs other duties as assigned



VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
invites applications for the position of:

Nursing Coordinator

SALARY: Not Displayed
OPENING DATE: 04/03/19
CLOSING DATE: 04/28/19 11:59 PM

DESCRIPTION:

There is currently **one tenure-track** position with the initial assignment being located at **Moorpark College**. All academic employees are subject to assignment in any college of the District depending upon staffing needs as defined within the terms of the VCCCD/AFT Agreement. Nontraditional assignments such as evening, weekend, or off-site assignments may be made with consent of faculty member, management or when special conditions exist on a campus as defined within the terms of the VCCCD/AFT agreement.

SALARY AND BENEFITS:

Salary is commensurate with academic preparation and experience in placement on the salary schedule. Contract is based on an 11 month year to begin with the **Fall 2019** semester. Fringe benefits include family medical, dental and vision insurance plans. Maximum credit for prior experience is 7 years.

REPRESENTATIVE DUTIES:

Coordinate and provide daily oversight for the instructional programs and services of the Health Sciences Department including Associate Degree Nursing, Associate Degree Radiologic Technology, and Nuclear Medicine certificate programs. Provide required reports for program accreditations for Nursing (BRN & ACEN), and Radiologic Technology (JCERT).

Participate in resource, program and curriculum evaluation and development.

Establish and maintain effective relationships with local, regional, state and national representatives in the Health Sciences including leading appropriate advisory groups.

Maintain accreditation status of accredited programs.

Provide leadership in new program development and industry partnerships based on the needs of the community and the Health Care industry.

Serve as an advocate for the representative of the Health Sciences Programs within the college and District.

Participate in departmental and college activities providing leadership that facilitates student access and student learning.

Complete related duties associated with full-time faculty employment, such as maintaining office hours and participating in college governance through committee assignments.

Administration:

Provide leadership for program development, set priorities for resource needs, provide program analysis and multi-year instructional plans and participate in strategic and long-range instructional planning.

Assist with the development and administration of the budget.

Seek additional funding sources, such as grant development.

Provide required reports for program accreditations for Nursing (BRN & ACEN), Radiologic Technology (JCERT), and Emergency Medical Technician.

Initiate and maintain contractual agreements with service agencies for student clinical placements.

Chair Departmental faculty and curriculum meetings.

Create a positive working environment for all levels of the Health Science Department staff and work cooperatively with other campus personnel to integrate and coordinate programs and services across the curriculum.

Curriculum:

Maintain continual review of curriculum and faculty assignments.

Update curriculum in keeping with societal, community, technological, demographic and Moorpark College changes.

Develop the schedule of classes.

Review and revise college catalog information relevant to programs.

Participate with faculty in the review and selection of textbooks.

Participate in the development of web-enhanced curriculum.

Faculty:

Participate in orientating new full-time and part-time faculty.

Make faculty assignments.

Oversee workload, compliance with Education Code, Union contract, BRN, ACEN, JRCERT

Participate in the evaluation of teaching performance.

Community:

Represent the program and the college as a member of local and regional health committees and boards.

Chair or oversee advisory committee meetings.

Participates in professional organizations in health care and education.

Act as a resource to the community regarding nursing educational and health related programs and issues.

Students:

Serve as advocate for students.

Oversee the application, admission, and enrollment of new students.

Advertise the program including oversight of the program applications and brochures.

Serve as counselor and advisor to students.

Assure faculty compliance with programs within the Health Sciences and Moorpark College policies affecting students.

Oversee the preparation of students for application to license examination.

MINIMUM QUALIFICATIONS:

Candidates must possess the minimum qualifications for the discipline as approved by the California Community Colleges Board of Governors and defined in the Minimum Qualifications for Faculty and Administrators in California Community Colleges handbook.

Master's in nursing **AND** currently licensed as a registered nurse; **OR** Bachelor's in nursing **AND** Master's in health education or health science **AND** currently licensed as a registered nurse; **OR** the minimum qualifications as set by the Board of Registered Nursing, whichever is higher; **OR** the equivalent*; **OR** possession of an appropriate California Community College Credential **AND** currently licensed as a registered nurse.

All coursework must be from a recognized accredited college or university.

*APPLICANTS WHO DO NOT MEET THE ABOVE-STATED MINIMUM QUALIFICATIONS MUST COMPLETE THE SUPPLEMENTAL QUESTIONNAIRE FOR EQUIVALENCY IN ORDER TO BE CONSIDERED ON THE BASIS OF POSSESSING EQUIVALENT QUALIFICATIONS (EQUIVALENCY). The Supplemental Questionnaire for Equivalency is available on our website at http://www.vccd.edu/sites/default/files/files/departments/human-resources/supplemental_questionnaire_for_equivalency_03.05.15. When completing the form, be sure to explain in detail how your qualifications are equivalent to the required minimum qualifications.

If the title of your degree as stated on your transcripts does not exactly match one of the degree titles listed in the minimum qualifications, you must complete the Supplemental Questionnaire for Equivalency. Do not assume that you do not need to submit a Supplemental Questionnaire for

Equivalency because your degree is similar to a degree stated in the minimum qualifications. DEGREE TITLES THAT ARE NOT AN EXACT MATCH WILL NOT BE CONSIDERED OUTSIDE OF THE EQUIVALENCY PROCESS.

For further details regarding equivalency and the criteria by which equivalency may be granted, please click on the following link: <http://www.boarddocs.com/ca/vcccd/Board.nsf/goto?open&id=83LDBP0DD9E5>.

SUPPLEMENTAL INFORMATION:

SALARY RANGE:

\$53,626.10 - \$112,609.20
(11 month salary)

STARTING SALARY:

\$53,626.10 - \$93,842.10
(11 month salary)

APPLICATION PROCEDURE:

All applicants, including previous and current VCCCD employees, must submit the following materials in order for their application to be considered. Failure to submit these materials will result in disqualification.

ONCE YOU HAVE SUBMITTED YOUR APPLICATION YOU WILL NOT BE ABLE TO MAKE REVISIONS TO YOUR APPLICATION MATERIALS.

- * Letter of Application: The letter of application must contain the following pieces of information: A) include the date, your name, and the position and locations for which you are applying, B) address your sensitivity to and understanding of the diverse academic, social, economic, cultural, disability, and ethnic backgrounds of community college students, and C) provide the screening committee with an understanding of how you will contribute as a fully participating member of the VCCCD community.
- * Completed Application for Academic Employment
- * Resume
- * Letters of recommendation (recommended but not required)
- * Supplemental Questionnaire for Equivalency, if applicable (see minimum qualifications above)
- * Complete official or unofficial college/university transcripts demonstrating attainment of minimum qualifications. Transcripts must show the degree title and the date the degree was conferred or the degree will not be considered for the purpose of determining if you meet minimum qualifications. Diplomas will not be accepted in lieu of transcripts. If the qualifying degree has yet to be conferred and you expect to have the degree before you begin employment, you must submit transcripts that state the title of the degree you are working toward obtaining and indicate the anticipated completion date in your response to the associated supplemental question provided during the application process. An official copy of your transcripts will be required upon being hired. Instructors will not be allowed to start working until official transcripts have been received.

In the event that multiple applications are received from a candidate, the District will only give consideration to the first application that was submitted.

NOTE: If you have completed coursework at a foreign institution that is not recognized as accredited by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, you must include a full evaluation of the foreign transcript with your application materials if you wish for us to consider the coursework. To search for institutions that are recognized as accredited by CHEA or the U.S. Department of Education, visit <http://www.chea.org/4dcqi/chea/search/index.html?MenuKey=main> or <http://ope.ed.gov/accreditation/search.aspx>. For a list of VCCCD-recognized organizations providing transcript evaluation services, visit <http://www.naces.org/members.htm>.

SELECTION PROCESS:

A screening committee will review and screen all applications and associated materials. Those candidates deemed by the committee to be most qualified for the position will be invited to an interview. When completing the application and the supplemental questions, it is important to outline in detail your education, training (classes, seminars, workshops), and experience. You will be evaluated based upon the information provided.

Moorpark College Associate Degree Nursing Assistant Director Job Description

The position of the Assistant Director of the Registered Nursing Program is held by an ADN Faculty member who possesses the qualification specified by the Board of Registered Nursing (BRN) California Code of Regulations Section 1424 and 1425. The Assistant Director works under the supervision of the Director of the program. The Assistant Director receives 0.3 FTE release time to accomplish the duties and responsibilities as the Assistant Director as outlined below.

Assistant to the Director of the Associate Degree Nursing Program in the following areas:

Administrative

- Assist in the development and administration of the budget
- Seek additional funding sources, grant development, etc.
- Screen and participate in the recommendation of candidates for faculty appointment
- Provide required reports for program accreditation and Moorpark College
 - BRN approval/visit preparation
 - ACEN affiliation/approval/visit/documentation
- Act as the Director of the program during his/her absence due to illness, attendance at meetings, etc.
- Represent the nursing department on various college committees or at college meetings
- Assume responsibilities for organization of ADN Advisory Committee meetings with Ventura College

Curriculum/Admissions

- Chair the Curriculum & Admissions Committee
- Chair the Advanced Placement Committee
- Assist with the review, revision and proofing of the Moorpark College Catalog and Schedule of Classes

Faculty

- Participate with appropriate faculty in orienting new full and part time faculty
- Maintain and update faculty and student handbooks
- Assist with faculty review and evaluation including assistance in development of professional development plans
- Participate with faculty in hospital annual and individual summation meetings
- Coordinate of on-line courses through Desire2Learn
- Promote and provide opportunities for staff development

Students

- Organize registration for clinical sites
- Serve as an advocate and advisor to students
- Conduct student orientation meetings
- Maintain and update student handbook

Community

- Assist with recruitment and community services activities
- Represent the program and Moorpark College as a member of the department and Moorpark College as a member of local and regional health committees and boards
- Participate in professional organization in health care and education
- Facilitates nursing student volunteerism and volunteer recognition as the MCSNA faculty volunteer liaison.

Moorpark College Associate Degree Nursing Full Time Faculty Role

The Faculty of the Registered Nursing Program is committed to student success and is responsible and accountable for instruction, evaluation, planning and implementing the nursing science curriculum in a caring environment.

The Nursing Science Faculty participates in the shared governance regulations of AB 1725, adheres to the College Faculty policies and procedures in the Moorpark College Faculty Handbook, and adheres to the AFT agreement between the Ventura County Community College District and Ventura County Federation of College Teachers, AFT Local 1828, AFL-CIO.

Students

- Serve as an advocate for students
- Review and revise the admission process as needed
- Serve as counselor and advisor to students
- Comply with policies affecting students
- Participate in student orientation meetings
- Support the Student Nurse Organization

Instruction

- Teach classroom and clinical laboratory assignments
- Serve as liaison with clinical facilities
- Collaborate with colleagues
- Participate in program articulation activities
- Serve as a member or leader of the instructional team and attends or leads all meetings scheduled
- Integrate the philosophy, framework and classroom content into clinical setting
- Demonstrate clinical competence in the clinical area assigned
- Select and supervise learning activities that allow the student to implement and fulfill the course objectives
- Orient students to the clinical setting, provide personnel with clinical objectives and coordinate learning experiences with the administrative staff at the clinical site
- Evaluate the clinical performance and grade all assignments, and maintain records
- Lead or participate in clinical site annual summation meetings
- As part of the teaching team, plan, develop, coordinate, assess and evaluate educational objectives in the clinical setting
- Collaborate with colleagues

Curriculum

- Participate in research and evaluation of program outcomes and utilize in curriculum and program development
- Participate in the continual review, development and revision of curriculum
- Review, revise and develop policies, program philosophy, framework and methods of evaluation and grading
- Assist with the review and revision of the Moorpark College Catalog
- Participate in the review and selection of textbooks

Faculty Team Member

- Provide input in the development of the nursing program budget
- Assist the Skills Lab RN's in maintaining instructional equipment inventories and submit request for instructional equipment and/or supplies as needed
- Serve on Department, and College Committees and Teaching Teams
- Participate in Program Accreditation activities
 - BRN approval/visit/preparation/documentation
 - ACEN affiliation/approval visit/documentation
- Participate in the review and development of department standards and policies regarding students preparation and success
- Interpret program requirements and objectives to other College departments and the Community
- Participates in orientating and mentoring new full-time and part-time faculty
- Continue professional development, maintain CE requirements, licensure, and all other clinical requirements including but not limited to liability insurance, immunization requirements, mental and physical standards, and health insurance.

Community

- Assist with recruitment, student volunteer and community services activities
- Represent program and Moorpark College in community service activities
- Participates in professional organizations in health care education
- Assist with promotion of the Nursing Program and the Health Sciences to the community

Miscellaneous

Faculty are required to submit certain reports to various entities on campus throughout the semester. These reports include, but are not limited to, the following:

- Clinical rotation schedule for each facility, to the HS Admin. Asst.
- Office hours, to the HS admin. Asst. and Division Office
- Electronic copy of course syllabus, to the HS Admin. Asst. and Division Office
- Team meeting minutes, to the HS Admin. Asst.
- Textbook orders, online through the Bookstore textbook adoption process
- Student positive attendance rosters (if applicable), online through the grade portal
- Student course evaluations, distributed by and returned to the HS Admin Asst.
- Instructor evaluation of Clinical Setting, online through www.moorparkcollege.edu/departments/administrative/institutional-research-and-planning/health-science-surveys
- Flex activities form, to the Coordinator of HS
- End of semester Service Hours report for Full-time faculty, to the Coordinator of HS



VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
invites applications for the position of:

Nursing Instructor

SALARY: Not Displayed

OPENING DATE: 04/30/19

CLOSING DATE: Continuous

DESCRIPTION:

Under the general direction of a dean, an Instructor provides comprehensive classroom instruction to students from diverse backgrounds for the purpose of facilitating the attainment of their academic or vocational objectives.

There are currently four tenure-track positions available with the initial assignments being located at **Ventura College** starting in the **Fall 2019** semester. All academic employees are subject to assignment in any college of the District depending upon staffing needs as defined within the terms of the VCCCD/AFT Agreement. Nontraditional assignments such as evening, weekend, or off-site assignments may be made with consent of faculty member, management or when special conditions exist on a campus as defined within the terms of the VCCCD/AFT agreement.

SALARY AND BENEFITS:

The annual salary is based on a ten month contract. Salary is commensurate with academic preparation and experience for placement on the salary schedule. Maximum advanced salary placement credit for prior experience is 7 steps.

Fringe benefits include family medical, dental and vision insurance plans.

REPRESENTATIVE DUTIES:

Provide academic instruction to students through lecture, lab, or performance courses; assess and develop cognitive abilities, communication skills, and higher order thinking skills among students through appropriate assignments and activities in one-on-one, classroom, and distance mediated instructional settings. **E**

Advise and instruct students regarding programs of study, other institutions of higher education, lifelong learning resources, and effective study skills; refer students to support services, programs, resources, and other professionals as appropriate. **E**

Observe and evaluate student performance in meeting course objectives and student learning outcomes through assignments, projects, discussions, and examinations; provide feedback in a timely manner to student inquiries in class, online, or during established consultation office hours. **E**

Plan and organize instruction according to approved course outlines and student learning outcomes to maximize student learning in alignment with department, college, and district goals; implement the student performance objectives as listed on the official course outline of record. **E**

Maintain current, accurate records of course enrollment, attendance, student academic progress, course curriculum, and student learning outcomes; prepare and submit data and reports related to course and student progress in a timely manner. **E**

Evaluate and select instructional materials such as textbooks, manuals, software, and tools in collaboration, as appropriate, with discipline faculty; order instructional materials according to campus

bookstore procedure to ensure timely delivery. **E**

Participate in curriculum and program development; update syllabi; collaborate with discipline faculty on a regular basis to assess and revise measurable student performance indicators for each course; may provide input into the development of student learning outcomes. **E**

Revise and update course content and materials of instruction in accordance with new theory, application, and industry developments within the discipline or area of specialization. **E**

Attend and participate on committees and in department, division, campus, and district meetings; may participate in articulation and matriculation related activities.

May provide work direction to others.

Perform related duties as assigned.

E = Essential duties.

MINIMUM QUALIFICATIONS:

Candidates must possess the minimum qualifications for the discipline as approved by the California Community Colleges Board of Governors and defined in the Minimum Qualifications for Faculty and Administrators in California Community Colleges handbook.

Master's in Nursing

Current California RN License required

Please download your licensure information from the California BRN website and attach to your electronic application.

All coursework must be from a recognized accredited college or university.

SUPPLEMENTAL INFORMATION:

Preferred qualifications:

Prior experience teaching medical/surgical nursing, critical care, pediatric, and/or psychiatric nursing in a nursing program preferred.

SALARY RANGE:

\$48,751 - \$102,372

STARTING SALARY:

\$48,751 - \$85,311

APPLICATION PROCEDURE:

Applications will be accepted on a continuous basis until the positions are filled. To ensure initial consideration you must apply by Sunday, June 9, 2019.

All applicants, including previous and current VCCCD employees, must submit the following materials in order for their application to be considered. Failure to submit these materials will result in disqualification.

ONCE YOU HAVE SUBMITTED YOUR APPLICATION YOU WILL NOT BE ABLE TO MAKE REVISIONS TO YOUR APPLICATION MATERIALS.

* Letter of Application: The letter of application must include date, your name, position and location for which you are applying. Your sensitivity to and understanding of the diverse academic, social, economic, cultural, disability, and ethnic backgrounds of community college students must also be included. The letter should give the screening committee a better understanding of how you will contribute as a fully participating member of the VCCCD

* Completed Application for Academic Employment

* Resume

* Current California RN License required (Please download your licensure information from the California BRN website and attach to your electronic application.)

* Letters of recommendation (Recommended, not required. If you choose to submit letters of

recommendation, they should be uploaded with your application materials.)

* Complete official or unofficial college/university transcripts demonstrating attainment of minimum qualifications. Transcripts must show the degree title and the date the degree was conferred or the degree will not be considered for the purpose of determining if you meet minimum qualifications. If the qualifying degree has yet to be conferred and you expect to have the degree before you begin employment, you must submit transcripts that state the title of the degree you are working toward obtaining and indicate the anticipated completion date in your response to the associated supplemental question provided during the application process. Diplomas will not be accepted in lieu of transcripts. An official copy of your transcripts will be required upon being hired. Instructors will not be allowed to start working until official transcripts have been received.

In the event that multiple applications are received from a candidate, the District will only give consideration to the first application that was submitted.

NOTE: If you have completed coursework at a foreign institution that is not recognized as accredited by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, you must include a full evaluation of the foreign transcript with your application materials if you wish for us to consider the coursework. To search for institutions that are recognized as accredited by CHEA or the U.S. Department of Education, visit <http://www.chea.org/4dcgi/chea/search/index.html?MenuKey=main> or <http://ope.ed.gov/accreditation/search.aspx>. For a list of VCCCD-recognized organizations providing transcript evaluation services, visit <http://www.naces.org/members.htm>.

SELECTION PROCESS:

A screening committee will review and screen all applications and associated materials. Those candidates deemed by the committee to be most qualified for the position will be invited to an interview. When completing the application and the supplemental questions, it is important to outline in detail your education, training (classes, seminars, workshops), and experience. You will be evaluated based upon the information provided.

Individuals with disabilities requiring reasonable accommodation in the selection process must inform the Ventura County Community College District Human Resources Department in writing no later than the filing date stated on the announcement. Those applicants needing such accommodations should document this request including an explanation as to the type and extent of accommodation needed to participate in the selection process.

APPLICATIONS MAY BE FILED ONLINE AT:
<http://www.vccd.edu>

Position #2019-01262
NURSING INSTRUCTOR
AC

761 East Daily Drive, Suite 200
Camarillo, CA 93010
805 652 5500

hmail@vccd.edu

Nursing Instructor Supplemental Questionnaire

- * 1. What are your areas of specialization within the discipline?

- 2. If you do not currently possess a qualifying degree but you are enrolled in a qualifying degree program, please provide the date by which you anticipate such a degree will be conferred.

- * 3. Are you currently a Part Time Faculty member with Ventura County Community College District?
 Yes No

- 4. Please list your part-time faculty employment history with Ventura County Community College District.

Associate Degree Nursing Part Time Faculty Role

The Part Time Faculty of the Registered Nursing Program is committed to student success and is responsible and accountable for instruction, planning and implementing the nursing science curriculum in a caring environment.

Students

- Serve as an advocate for students
- Serve as counselor and advisor to students
- Comply with policies affecting students
- Support the Student Nurse Organization

Instruction

- Teach classroom and/or clinical laboratory assignments on hourly basis
- Serve as a member of the instructional team and attends all meetings scheduled during the eight (8) week course
- Integrate the philosophy, framework and classroom content into clinical setting
- Demonstrate clinical competence in the clinical area assigned
- Select and supervise learning activities that allow the student to implement and fulfill the course objectives
- Orient students to the clinical setting, provide personnel with clinical objectives and coordinate learning experiences with the administrative staff at the clinical site
- Evaluate the clinical performance and grade all assignments, and maintain records
- Participate in clinical site annual meetings
- As part of the teaching team, plan, develop, coordinate, assess and evaluate educational objectives in the clinical setting
- Collaborate with colleagues

Curriculum

- Serve as a member of the Curriculum Committee and attends all meeting during the eight (8) week course
- Participate in research and evaluation of program outcomes and utilize in curriculum and program development
- Participate in the continual review, development and revision of curriculum
- Participate in the review, revision and development of policies, program philosophy, framework and methods of evaluation and grading
- Participate in the review and selection of textbooks

Faculty Team Member

- Serve as a member of the Faculty Committee and attends all meetings scheduled during the eight (8) week course
- Participate in Program Accreditation activities
 - BRN approval/visit/preparation/document
 - NLN affiliation/approval visit/documentation
- Participate in the review and development of department standards and policies regarding students preparation and success
- Interpret program requirements and objectives to the Community

Community

- Assist with promotion of the Nursing Program and the Health Sciences to the community
- Continue professional development activities
- The Nursing Science Faculty participates in the shared governance regulations of AB 1725 and adheres to the College Faculty policies and procedures in the Moorpark College Faculty Handbook.



VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
invites applications for the position of:

Instructor in Nursing Part-Time Pool

SALARY: Not Displayed

OPENING DATE: 01/24/19

DESCRIPTION:

This is a continuous open pool to fill part-time instructor positions at any of our three colleges (Oxnard, Moorpark, and Ventura) for the **Summer 2019, Fall 2019, and Spring 2020** semesters. If you have applied to previous pools in this discipline, you will need to apply to this pool to continue to be considered.

Under the general direction of a dean, an Instructor (Non-Contract/Temporary) provides comprehensive classroom instruction to students from diverse backgrounds for the purpose of facilitating the attainment of their academic or vocational objectives. In accordance with the provisions of Education Code sections 87482.5, Instructors (Non-Contract/Temporary) may be employed up to 67% of a full-time assignment.

REPRESENTATIVE DUTIES:

Provide academic instruction to students through lecture, lab, or performance courses; assess and develop cognitive abilities, communication skills, and higher order thinking skills among students through appropriate assignments and activities in one-on-one, classroom, and distance mediated instructional settings. **E**

Advise and instruct students regarding programs of study, other institutions of higher education, lifelong learning resources, and effective study skills; refer students to support services, programs, resources, and other professionals as appropriate. **E**

Observe and evaluate student performance in meeting course objectives and student learning outcomes through assignments, projects, discussions, and examinations; provide feedback in a timely manner to student inquiries in class, online, or during established consultation office hours. **E**

Plan and organize instruction according to approved course outlines and student learning outcomes to maximize student learning in alignment with department, college, and district goals; implement the student performance objectives as listed on the official course outline of record. **E**

Maintain current, accurate records of course enrollment, attendance, student academic progress, course curriculum, and student learning outcomes; prepare and submit data and reports related to course and student progress in a timely manner. **E**

Evaluate and select instructional materials such as textbooks, manuals, software, and tools in collaboration, as appropriate, with discipline faculty; order instructional materials according to campus bookstore procedure to ensure timely delivery. **E**

Revise and update course content and materials of instruction in accordance with new theory, application, and industry developments within the discipline or area of specialization. **E**

Update syllabi; collaborate with discipline faculty on a regular basis to assess and revise measurable student performance indicators for each course. **E**

May participate in curriculum and program development; may provide input into the development of student learning outcomes.

May attend and participate on committees and in department, division, campus, and district meetings.

May participate in articulation and matriculation related activities.

May provide work direction to others.

Perform related duties as assigned.

E = Essential duties

MINIMUM QUALIFICATIONS:

Candidates must possess the minimum qualifications for the discipline as approved by the California Community Colleges Board of Governors and defined in the Minimum Qualifications for Faculty and Administrators in California Community Colleges handbook. The minimum qualifications for this discipline are as follows:

Master's in nursing

OR

Bachelor's in nursing **AND** Master's in health education or health science

OR

*the equivalent**

OR

possession of an appropriate California Community College Credential.

All coursework must be from a recognized accredited college or university.

**APPLICANTS WHO DO NOT MEET THE ABOVE-STATED MINIMUM QUALIFICATIONS MUST COMPLETE THE SUPPLEMENTAL QUESTIONNAIRE FOR EQUIVALENCY IN ORDER TO BE CONSIDERED ON THE BASIS OF POSSESSING EQUIVALENT QUALIFICATIONS (EQUIVALENCY). The Supplemental Questionnaire for Equivalency is available on our website at http://www.vcccd.edu/sites/default/files/files/departments/human-resources/supplemental_questionnaire_for_equivalency_03.05.15. When completing the form, be sure to explain in detail how your qualifications are equivalent to the required minimum qualifications.*

If the title of your degree as stated on your transcripts does not exactly match one of the degree titles listed in the minimum qualifications, you must complete the Supplemental Questionnaire for Equivalency. Do not assume that you do not need to submit a Supplemental Questionnaire for Equivalency because your degree is similar to a degree stated in the minimum qualifications. DEGREE TITLES THAT ARE NOT AN EXACT MATCH WILL NOT BE CONSIDERED OUTSIDE OF THE EQUIVALENCY PROCESS.

For further details regarding equivalency and the criteria by which equivalency may be granted, please click on the following link: <http://www.boarddocs.com/ca/vcccd/Board.nsf/goto?open&id=83LDBP0DD9E5>.

SUPPLEMENTAL INFORMATION:

SALARY RANGE:

Part-time classroom faculty are paid between \$**1,589** and \$**2,700** per semester per .1 load. Placement on the salary schedule is based on education and experience. Faculty may be assigned any combination of lecture, lab or lecture/lab classes. Following is an example of a 3 unit class:

3 hour per week lecture = .2 load

3 hour per week lecture/lab = .15 load

3 hour per week lab = .1333 load (Except for those listed on Appendix F of the VCCCD/AFT Contract calculated at 75% of regular load.)

STARTING SALARY:

Part-time classroom faculty receive between \$**1,589** and \$**2,302** starting pay per semester per 10% load. Part-time faculty salaries are governed by the collective bargaining agreement between the

VENTURA COUNTY FEDERATION OF COLLEGE TEACHERS, AFT, LOCAL 1828, AFL-CIO and the VENTURA COUNTY COMMUNITY COLLEGE DISTRICT. To review the contract, go to:

http://www.vcccd.edu/departments/human_resources/contracts.shtml.

Please be aware that we will require verification of all part-time teaching experience for which you wish to receive credit toward placement on the salary schedule. You will have 30 days to provide verification upon receipt of the offer of employment. Verification must come from the human resources department and state the percentage of full-time-equivalent assignment you worked during the specified time period.

For more information about how salaries are determined for part-time faculty assignments, please click on the following link: http://www.vcccd.edu/sites/default/files/files/departments/human-resources/part-time_faculty_salary_explanation_version_7.pdf.

APPLICATION PROCEDURE:

All applicants, including previous and current VCCCD employees, must submit the following materials in order for their application to be considered. Failure to submit all required materials will result in disqualification.

Please be sure to upload all materials, including all transcripts, that you wish for the committee to consider. The hiring committee will NOT have access to materials kept in personnel files, and such materials will not be considered unless they are included with your application packet.

* Letter of Application: The letter of application must contain the following pieces of information: A) include the date, your name, and the position and locations for which you are applying, B) address your sensitivity to and understanding of the diverse academic, social, economic, cultural, disability, and ethnic backgrounds of community college students, and C) provide the screening committee with an understanding of how you will contribute as a fully participating member of the VCCCD community.

* Completed Application for Academic Employment

* Resume

* Letters of recommendation (recommended but not required)

* Supplemental Questionnaire for Equivalency, if applicable (see minimum qualifications above)

* Complete official or unofficial college/university transcripts demonstrating attainment of minimum qualifications. **Transcripts must show the degree title and the date the degree was conferred or the degree will not be considered for the purpose of determining if you meet minimum qualifications.** Diplomas will not be accepted in lieu of transcripts. If the qualifying degree has yet to be conferred and you expect to have the degree before you begin employment, you must submit transcripts that state the title of the degree you are working toward obtaining and indicate the anticipated completion date in your response to the associated supplemental question provided during the application process. An official copy of your transcripts will be required upon being hired. Instructors will not be allowed to start working until official transcripts have been received.

NOTE: If you have completed coursework at a foreign institution that is not recognized as accredited by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, you must include a full evaluation of the foreign transcript with your application materials if you wish for us to consider the coursework. To search for institutions that are recognized as accredited by CHEA or the U.S. Department of Education, visit <http://www.chea.org/4dcgj/chea/search/index.html?MenuKey=main> or <http://ope.ed.gov/accreditation/search.aspx>. For a list of VCCCD-recognized organizations providing transcript evaluation services, visit <http://www.naces.org/members.htm>.

SELECTION PROCESS:

A screening committee will review and screen all applications and associated materials. The candidates deemed most qualified for the position will be invited to an interview. When completing the application and the supplemental questions, it is important to outline in detail your education, training (classes, seminars, workshops), and experience. You will be evaluated based upon the information provided.

Individuals with disabilities requiring reasonable accommodation in the selection process must inform the Ventura County Community College District Human Resources Department in writing no later than the filing date stated on the announcement. Those applicants needing such accommodations should document this request including an explanation as to the type and extent of accommodation needed to participate in the selection process.



VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
invites applications for the position of:

Instructor in Nursing Science/Clinical Practice Part-time Pool

SALARY: Not Displayed

OPENING DATE: 01/24/19

DESCRIPTION:

This is a continuous open pool to fill part-time instructor positions at any of our three colleges (Oxnard, Moorpark, and Ventura) for the **Summer 2019, Fall 2019, and Spring 2020** semesters. If you have applied to previous pools in this discipline, you will need to apply to this pool to continue to be considered.

Under the general direction of a dean, an Instructor (Non-Contract/Temporary) provides comprehensive classroom instruction to students from diverse backgrounds for the purpose of facilitating the attainment of their academic or vocational objectives. In accordance with the provisions of Education Code sections 87482.5, Instructors (Non-Contract/Temporary) may be employed up to 67% of a full-time assignment.

REPRESENTATIVE DUTIES:

Provide academic instruction to students through lecture, lab, or performance courses; assess and develop cognitive abilities, communication skills, and higher order thinking skills among students through appropriate assignments and activities in one-on-one, classroom, and distance mediated instructional settings. **E**

Advise and instruct students regarding programs of study, other institutions of higher education, lifelong learning resources, and effective study skills; refer students to support services, programs, resources, and other professionals as appropriate. **E**

Observe and evaluate student performance in meeting course objectives and student learning outcomes through assignments, projects, discussions, and examinations; provide feedback in a timely manner to student inquiries in class, online, or during established consultation office hours. **E**

Plan and organize instruction according to approved course outlines and student learning outcomes to maximize student learning in alignment with department, college, and district goals; implement the student performance objectives as listed on the official course outline of record. **E**

Maintain current, accurate records of course enrollment, attendance, student academic progress, course curriculum, and student learning outcomes; prepare and submit data and reports related to course and student progress in a timely manner. **E**

Evaluate and select instructional materials such as textbooks, manuals, software, and tools in collaboration, as appropriate, with discipline faculty; order instructional materials according to campus bookstore procedure to ensure timely delivery. **E**

Revise and update course content and materials of instruction in accordance with new theory, application, and industry developments within the discipline or area of specialization. **E**

Update syllabi; collaborate with discipline faculty on a regular basis to assess and revise measurable student performance indicators for each course. **E**

May participate in curriculum and program development; may provide input into the development of student learning outcomes.

May attend and participate on committees and in department, division, campus, and district meetings.

May participate in articulation and matriculation related activities.

May provide work direction to others.

Perform related duties as assigned.

E = Essential duties

MINIMUM QUALIFICATIONS:

Candidates must possess the minimum qualifications for the discipline as approved by the California Community Colleges Board of Governors and defined in the Minimum Qualifications for Faculty and Administrators in California Community Colleges handbook. The minimum qualifications for this discipline are as follows:

Any bachelor's degree or higher and two years of professional experience **AND** currently licensed as a registered nurse; **OR** any associate degree and six years of professional experience **AND** currently licensed as a registered nurse; **OR** the equivalent*;

OR possession of an appropriate California Community College Credential **AND** currently licensed as a registered nurse.

Professional experience is required when the applicant possesses a master's degree. The professional experience required must be directly related to the faculty member's teaching assignment.

All coursework must be from a recognized accredited college or university.

**APPLICANTS WHO DO NOT MEET THE ABOVE-STATED MINIMUM QUALIFICATIONS MUST COMPLETE THE SUPPLEMENTAL QUESTIONNAIRE FOR EQUIVALENCY IN ORDER TO BE CONSIDERED ON THE BASIS OF POSSESSING EQUIVALENT QUALIFICATIONS (EQUIVALENCY). The Supplemental Questionnaire for Equivalency is available on our website at http://www.vcccd.edu/sites/default/files/files/departments/human-resources/supplemental_questionnaire_for_equivalency_03.05.15. When completing the form, be sure to explain in detail how your qualifications are equivalent to the required minimum qualifications.*

If the title of your degree as stated on your transcripts does not exactly match one of the degree titles listed in the minimum qualifications, you must complete the Supplemental Questionnaire for Equivalency. Do not assume that you do not need to submit a Supplemental Questionnaire for Equivalency because your degree is similar to a degree stated in the minimum qualifications. DEGREE TITLES THAT ARE NOT AN EXACT MATCH WILL NOT BE CONSIDERED OUTSIDE OF THE EQUIVALENCY PROCESS.

For further details regarding equivalency and the criteria by which equivalency may be granted, please click on the following link: <http://www.boarddocs.com/ca/vcccd/Board.nsf/goto?open&id=83LDBP0DD9E5>.

SUPPLEMENTAL INFORMATION:

SALARY RANGE:

Part-time classroom faculty are paid between \$**1,589** and \$**2,700** per semester per .1 load. Placement on the salary schedule is based on education and experience. Faculty may be assigned any combination of lecture, lab or lecture/lab classes. Following is an example of a 3 unit class:

3 hour per week lecture = .2 load

3 hour per week lecture/lab = .15 load

3 hour per week lab = .1333 load (Except for those listed on Appendix F of the VCCCD/AFT Contract calculated at 75% of regular load.)

STARTING SALARY:

Part-time classroom faculty receive between \$**1,589** and \$**2,302** starting pay per semester per 10%

load. Part-time faculty salaries are governed by the collective bargaining agreement between the VENTURA COUNTY FEDERATION OF COLLEGE TEACHERS, AFT, LOCAL 1828, AFL-CIO and the VENTURA COUNTY COMMUNITY COLLEGE DISTRICT. To review the contract, go to:
http://www.vcccd.edu/departments/human_resources/contracts.shtml.

Please be aware that we will require verification of all part-time teaching experience for which you wish to receive credit toward placement on the salary schedule. You will have 30 days to provide verification upon receipt of the offer of employment. Verification must come from the human resources department and state the percentage of full-time-equivalent assignment you worked during the specified time period.

For more information about how salaries are determined for part-time faculty assignments, please click on the following link: http://www.vcccd.edu/sites/default/files/files/departments/human_resources/part-time_faculty_salary_explanation_version_7.pdf.

APPLICATION PROCEDURE:

All applicants, including previous and current VCCCD employees, must submit the following materials in order for their application to be considered. Failure to submit all required materials will result in disqualification.

Please be sure to upload all materials, including all transcripts, that you wish for the committee to consider. The hiring committee will NOT have access to materials kept in personnel files, and such materials will not be considered unless they are included with your application packet.

- * Letter of Application: The letter of application must contain the following pieces of information: A) include the date, your name, and the position and locations for which you are applying, B) address your sensitivity to and understanding of the diverse academic, social, economic, cultural, disability, and ethnic backgrounds of community college students, and C) provide the screening committee with an understanding of how you will contribute as a fully participating member of the VCCCD community.
- * Completed Application for Academic Employment
- * Resume
- * Letters of recommendation (recommended but not required)
- * Supplemental Questionnaire for Equivalency, if applicable (see minimum qualifications above)
- * Complete official or unofficial college/university transcripts demonstrating attainment of minimum qualifications. **Transcripts must show the degree title and the date the degree was conferred or the degree will not be considered for the purpose of determining if you meet minimum qualifications.** Diplomas will not be accepted in lieu of transcripts. If the qualifying degree has yet to be conferred and you expect to have the degree before you begin employment, you must submit transcripts that state the title of the degree you are working toward obtaining and indicate the anticipated completion date in your response to the associated supplemental question provided during the application process. An official copy of your transcripts will be required upon being hired. Instructors will not be allowed to start working until official transcripts have been received.

NOTE: If you have completed coursework at a foreign institution that is not recognized as accredited by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education, you must include a full evaluation of the foreign transcript with your application materials if you wish for us to consider the coursework. To search for institutions that are recognized as accredited by CHEA or the U.S. Department of Education, visit <http://www.chea.org/4dcgi/chea/search/index.html?MenuKey=main> or <http://ope.ed.gov/accreditation/search.aspx>. For a list of VCCCD-recognized organizations providing transcript evaluation services, visit <http://www.naces.org/members.htm>.

SELECTION PROCESS:

A screening committee will review and screen all applications and associated materials. The candidates deemed most qualified for the position will be invited to an interview. When completing the application and the supplemental questions, it is important to outline in detail your education, training (classes, seminars, workshops), and experience. You will be evaluated based upon the information provided.

Individuals with disabilities requiring reasonable accommodation in the selection process must inform the Ventura County Community College District Human Resources Department in writing no later than the filing date stated on the announcement. Those applicants needing such accommodations should document this request including an explanation as to the type and extent of accommodation needed to participate in the selection process.

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT

CLASS TITLE: ADMINISTRATIVE ASSISTANT I

BASIC FUNCTION:

Under the direction of a Director or assigned supervisor, perform a wide variety of secretarial and clerical duties; relieve the supervisor of a variety of administrative details.

DISTINGUISHING CHARACTERISTICS:

The Administrative Assistant I performs a wide variety of secretarial, clerical and administrative assistant type duties for a Director at the College or District or an assigned supervisor. Incumbents in the Administrative Assistant II classification perform responsible secretarial and administrative assistant type duties for a Dean or Dean-level manager. Administrative Assistant III is the classification in the series assigned to incumbents who report to a Vice President and perform secretarial and administrative duties requiring judgment, initiative and discretion. Administrative Assistant III/Confidential is the classification in the series assigned to incumbents who report to an Assistant Vice Chancellor who is responsible for or has direct involvement with collective bargaining matters; the incumbent performs responsible secretarial and administrative functions, relieving the administrator of a variety of administrative details. Administrative Assistant IV is the classification in the Administrative Assistant series assigned to incumbents who report to an Executive Vice President and perform a wide variety of complex and technical secretarial and administrative duties requiring constant use of independent action, judgment, initiative and discretion. Administrative Assistant IV/Confidential is the classification in the series assigned to incumbents who report to an Associate Vice Chancellor who is responsible for or has direct involvement with collective bargaining matters; the incumbent performs complex, technical and responsible secretarial and administrative duties, relieving the administrator of a variety of administrative details, coordinating information and communications

REPRESENTATIVE DUTIES:

Perform secretarial and clerical duties for assigned supervisor and other staff who report to the supervisor, relieving them of a variety of clerical and routine administrative duties. *E*

Prepare and type from rough drafts or dictating machine, letters, reports, memoranda or other correspondence. *E*

Arrange and schedule a variety of meetings and conferences; prepare agendas, take minutes of meetings; prepare and distribute copies of minutes as appropriate. *E*

Serve as liaison between the supervisor and staff, students, the public or other District or campus officials. *E*

Maintain budget balances; monitor expenditures of funds; make reservations and travel arrangements; process a variety of travel and expense forms. *E*

Take notes for letters and prepare letters and other material of a confidential or sensitive nature as

ADMINISTRATIVE ASSISTANT I (continued)

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needed. *E*

Review and proof documents, records and forms for accuracy, completeness and conformance to applicable rules and regulations. *E*

Compose correspondence; report information in person or by telephone where judgment, knowledge and interpretation of policies may be necessary. *E*

Collect and compile statistical and financial data and other information for inclusion into special and periodic reports; revise schedules, reports, records, and other information as necessary. *E*

Provide information and assistance in person or on the telephone on a variety of department matters; answer routine requests for information in person or by enclosing materials or sending form letters. *E*

Receive, open and distribute mail; identify and refer matters to the assigned supervisor or staff member in order of priority. *E*

Receive visitors, schedule appointments, screen visitors and phone calls and refer to appropriate staff members. *E*

Order and maintain office supplies; prepare and process purchase requisitions according to approved procedures; schedule maintenance and repair of equipment. *E*

Provide training, work direction, and guidance to others as assigned. *E*

Operate a variety of office machines and equipment including typewriters, computers and copy Machines. *E*

Coordinate the duplication and distribution of a variety of materials; establish and maintain files. *E*

Operate a computer to enter and retrieve data, maintain records and generate reports; utilize word processing, spreadsheet, database and other software required by position. *E*

Establish and maintain positive staff and public relations image. *E*

Disseminate information and schedules to staff as necessary to assure effective coordination of department or program functions. *E*

Maintain billing system of assigned program as required; prepare and send statements to participants; review accounts and follow up on discrepancies; implement established procedures to assure payments are made in a timely manner. *E*

Perform other related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Organization, policies and rules of assigned department or program.

Modern office practices, procedures and equipment.

Record-keeping techniques

Appendix 2E

ADMINISTRATIVE ASSISTANT I (continued)

Page 191

Correct English usage, grammar, spelling, punctuation and vocabulary.
District organization, operations, policies and objectives.
Oral and written communications skills.
Applicable sections of State Education Code.
Technical aspects of assigned department or program.

ABILITY TO:

Perform responsible secretarial and clerical work of average difficulty with speed and accuracy.
Learn and apply the rules and regulations of the department or program to which assigned.
Learn and apply District policies, rules and regulations.
Keyboard/type at 50 net words per minute from clear copy.
Operate a variety of office equipment such as typewriter, computer terminals, calculators and copiers.
Make arithmetic calculations quickly and accurately.
Understand and follow oral and written directions.
Work cooperatively with others.
Establish and maintain effective working relationships with others.
Meet schedules and time lines.
Plan and organize work.
Train and provide work direction to others.
Maintain records and prepare reports.
Work confidentially with discretion.
Communicate effectively both orally and in writing.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school, including or supplemented by courses in secretarial skills and three years of increasingly responsible secretarial and clerical experience.

LICENSES AND OTHER REQUIREMENTS:

A designated second language may be required for some positions in this classification.

WORKING CONDITIONS:

ENVIRONMENT:

College or District Office environment.
Constant interruptions.

PHYSICAL ABILITIES:

Dexterity of hands and fingers to take and transcribe dictation and to operate a computer keyboard and other office equipment.
Sitting for extended periods of time.
Hearing and speaking to exchange information on the telephone or in person.
Seeing to read and review documents.
Reaching to retrieve and file records.

Revised August 2000

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT**CLASS TITLE: OFFICE ASSISTANT****BASIC FUNCTION:**

Under the general supervision of an assigned supervisor, perform a variety of office support, clerical, and routine secretarial duties of a general or specialized nature.

REPRESENTATIVE DUTIES:

Serve as receptionist for assigned area; receive office and telephone callers; provide general and technical information in accordance with established guidelines. *E*

Verify and review materials such as applications, records, files, and reports for completeness and conformance with established regulations and procedures; apply applicable policies and procedures in determining completeness of applications, records, files, and reports; collect and process appropriate information. *E*

Prepare, review, edit, and proofread a variety of documents and forms including general correspondence, agendas, requisitions, purchase orders, reports, minutes, and memoranda from rough draft, recordings, or verbal instruction; disseminate information as appropriate. *E*

Maintain accurate and up-to-date files and records for assigned areas; develop and monitor various logs, accounts, and files for current and accurate information; maintain and generate reports from a database or network system; verify accuracy of information and research discrepancies. *E*

Perform a variety of routine clerical accounting duties and responsibilities pertaining to financial record keeping and reporting; compile information and data for statistical and financial reports; check and tabulate data; maintain a variety of accounting records, logs, and files. *E*

Produce newsletters, brochures, technical handouts, and other specialized documents using desktop publishing software and other computer applications. *E*

Receive, sort, and distribute incoming and outgoing correspondence. *E*

Maintain office supplies and inventories; order, receive, and maintain office supplies and equipment; prepare requisitions, purchase orders, and work order forms. *E*

Maintain calendar of activities, meetings, and various events; schedule appointments; reserve facilities for specific uses. *E*

Assist in the preparation and distribution of meeting agendas and associated material; take and prepare minutes. *E*

Make reservations and travel arrangements; process a variety of travel and expense forms. *E*

CLERICAL ASSISTANT II (continued)

Assist in training and providing work direction to student workers. *E*

Perform related duties as required.

E = Essential duties

MINIMUM QUALIFICATION

Any combination equivalent to:

Education: Graduation from high school or evidence of equivalent educational proficiency.

Experience: One year of responsible clerical experience involving public contact and the use of a computer and office applications OR two years of customer service experience that required the use of computer applications to enter and retrieve information.

KNOWLEDGE, SKILLS, AND ABILITIES

KNOWLEDGE OF:

Office procedures, methods, and equipment including computers
Office productivity computer applications including word processing, spreadsheet, email, and database
Principles and procedures of records management, including those related to maintaining filing systems
Methods and techniques of proper phone etiquette
Mathematical principles
Basic principles of business letter writing and report preparation
Fundamentals of English grammar, spelling, and composition
Principles and practices of sound business communication
Customer service and public relations methods and techniques

ABILITY TO:

Interpret and apply general administrative and departmental policies and procedures
Apply applicable federal, state, and local laws, codes, and regulations
Operate office equipment including computers and supporting word processing, spreadsheet, and publishing applications
Learn and apply new information and skills
Type, keyboard, and/or enter data at a speed necessary for successful job performance
Establish and maintain a variety of files and records
Prepare routine correspondence and memoranda
Accurately count, record, and balance assigned transactions
Make arithmetic calculations quickly and accurately
Work under steady pressure with frequent interruptions and a high degree of public contact by phone or in person
Plan and organize work to meet changing priorities and deadlines
Understand and carry out oral and written directions
Communicate clearly and concisely, both orally and in writing
Establish and maintain effective working relationships with those contacted in the course

CLERICAL ASSISTANT II (continued)

of work

Exercise good judgment and maintain confidentiality in maintaining critical and sensitive information, records, and reports

Exercise initiative and independence of judgment and action

Prepare reports by gathering and organizing data from a variety of sources

WORKING CONDITIONS:

ENVIRONMENT:

College or District Office environment

Constant interruptions

PHYSICAL ACTIVITIES:

Dexterity of hands and fingers to take and transcribe dictation and to operate a computer keyboard and other office equipment

Sitting for extended periods of time

Hearing and speaking to exchange information on the telephone or in person

Seeing to read and review documents

Reaching to retrieve and file records

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT

CLASS TITLE: INSTRUCTIONAL LAB TECHNICIAN II / NURSING

BASIC FUNCTION:

Under general supervision, provide instructional support to students in the Health Sciences Program and monitor and maintain the skills lab.

REPRESENTATIVE DUTIES:

Assist students individually or in small groups by reinforcing or following-up on instructions provided by the instructor, including explaining concepts, principles, and terminologies to students; provide technical assistance with clinical case scenarios and simulations in the lab. *E*

Prepare and maintain the skills lab for student training, ensuring that equipment is clean, organized, and in operating order; set up instructional media equipment, including smart carts and audiovisual equipment, for use in the lab; coordinate the overall maintenance, cleaning, and repair of the lab; maintain inventory of all lab supplies and equipment and reorder supplies as needed; maintain safety standards in the lab. *E*

Develop and implement remedial instruction for students in collaboration with faculty. *E*

Track, document, and report student progress in remediation plans. *E*

Advise students in the proper operation of instructional equipment, including low to high fidelity manikins and medical equipment. *E*

Assist the course instructor with proctoring tests. *E*

Prepare and duplicate instructional materials and perform a variety of general clerical duties such as typing, sorting, and filing documents. *E*

Meet regularly with faculty to plan student learning activities in the lab. *E*

Accompany students to community agencies for clinical remediation, including monthly senior screening, flu clinics, etc. *E*

Perform other duties as assigned.

E = Essential duties

KNOWLEDGE, SKILLS, AND ABILITIES:

KNOWLEDGE OF:

Clinical nursing concepts and procedures

The Nurse Practice Act

Medical and instructional supplies, equipment, and terminology

INSTRUCTIONAL LAB TECHNICIAN II/NURSING (continued)

Office procedures, methods, and equipment including computers
Instructional media equipment, including smart carts and audiovisual equipment
Basic mathematical principles
Instructional methods and techniques
Office productivity computer applications including word processing, spreadsheets, email, database, and presentation software
Principles and procedures of records management, including those pertaining to filing
Fundamentals of English grammar, spelling, and composition

ABILITY TO:

Assist students in the application of clinical nursing principles
Assist students in the proper operation and use of assigned instructional equipment
Apply nursing process and critical thinking skills to clinical situations
Communicate clearly and concisely, both orally and in writing
Understand and follow oral and written directions
Type, keyboard, and/or enter data at a speed necessary for successful job performance
Establish and maintain files and records
Operate office equipment, including copiers, printers, and computers
Operate instructional media equipment, including smart carts and audiovisual equipment
Operate instructional equipment, including low to high fidelity manikins and medical equipment
Plan and organize work to meet changing priorities and deadlines
Make mathematical calculations quickly and accurately
Learn and apply new information and skills pertaining to specific rules, policies, and procedures of the Health Sciences Program
Establish and maintain cooperative and effective working relationships with those encountered in the course of work

EDUCATION AND EXPERIENCE:

Any combination equivalent to: An associate degree in nursing and one year of experience as a registered nurse providing direct patient care in a clinical setting within the past three years.

Experience teaching in a clinical setting, community, or educational system and experience working with students in an organized setting is preferred.

WORKING CONDITIONS:

ENVIRONMENT:

Instructional skills lab environment, and health care agency

PHYSICAL ABILITIES:

Dexterity of hands and fingers to operate a variety of office equipment
Reaching to retrieve and file records
Hearing and speaking to communicate with students and staff
Seeing to read and review assignments and to observe student behavior
Sitting and standing for extended periods of time
Bending, stretching, and kneeling to provide student instruction
Lifting equipment weighing up to 50 pounds

FACULTY PROFILE TABLE

Agency Information

Directions: Instructions for completing the Faculty Profile Table can be found at http://www.acenursing.net/resources/FacultyProfile_Instructions.pdf

Name of Institution: Moorpark College

Date Form Completed: November 22, 2019

Name of Nursing Education Unit: Moorpark College Associate Degree Nursing Program

Agency	Name of Agency	<p align="center">Full- and Part-Time Faculty Requirements</p> <p><i>Directions: List the specific academic, licensure, practice/teaching, and/or other requirements (as applicable) for full and part-time faculty by agency and include the reference (link or location) where information can be verified. If requirements are not applicable for an agency, provide a brief explanation why.</i></p>
<p>The program's state regulatory agency for nursing</p>	<p>California Board of Registered Nursing</p>	<p>Reference: California Code of Regulations, Title 16, Div 14, Article 3 § 1425. https://www.rm.ca.gov/practice/npa.shtml https://tinyurl.com/sccqq59</p> <p>Requirements: Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications: (c) An instructor shall meet the following minimum qualifications: (1) The education requirements set forth in subsection (a)(1); and (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency; and (3) Completion of at least one (1) year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing. (d) An assistant instructor shall meet the following minimum qualifications: (1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;</p>

		<p>(2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by:</p> <p>(A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or</p> <p>(B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.</p>
<p>Other state agency (e.g., state department of education, state system, etc.)</p>	<p>California Community College Chancellor's Office</p>	<p>Reference: California Community College Chancellor's Office 2018 Handbook: Minimum Qualifications for Faculty and Administrators in California Community Colleges, pages 45, 58, and 64 https://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2019/CCCCO_Report_Min_Qualifications-ADA-Final.pdf</p> <p>Requirements: For full-time faculty or part-time non-clinical faculty - Master's in nursing OR Bachelor's in nursing AND Master's in health education or health science OR the equivalent OR the minimum qualifications as set by the Board of Registered Nursing, whichever is higher.</p> <p>Part-time clinical faculty – The minimum qualifications for disciplines on this list are any bachelor's degree or higher and two years of professional experience, or any associate degree and six years of professional experience. Professional experience is required when the applicant possesses a master's degree. The professional experience required must be directly related to the faculty member's teaching assignment.</p>
<p>The program's governing organization</p>	<p>Ventura County Community College District - Moorpark College</p>	<p>Reference: Ventura County Community College District's Faculty Job Description [Self-Study Appendix 2C2]</p> <p>Requirements: Full-time faculty: Master's in nursing OR Bachelor's in nursing AND Master's in health education or health science OR the equivalent OR the minimum qualifications as set by the Board of Registered Nursing, whichever is higher.</p> <p>Part-time faculty: Any bachelor's degree or higher and two years of professional experience AND currently licensed as a registered nurse; OR any associate degree and six years of professional experience AND currently licensed as a registered nurse; OR the equivalent*; OR possession of an appropriate California Community College Credential AND currently licensed as a registered nurse.</p>
<p>The governing organization's accrediting agency</p>	<p>Western Association of Schools and Colleges -</p>	<p>Reference: ACCJC-WASCH Accreditation Standards, adopted June 2014, pages 9 and 10. https://accjc.org/wp-content/uploads/Accreditation-Standards-Adopted-June-2014.pdf</p> <p>Requirements: Standard III.A.7 and III.A.2: The institution has a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to achieve the institutional mission</p>

	<p>Accrediting Commission for Community and Junior College (WASC-ACCJC)</p>	<p>and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.)</p> <p>Standard III.A.2: Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14) (p. 9).</p> <p>Standard III.A.7: The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes (p. 10).</p>
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FACULTY

Faculty Profile Table

Qualifications of **Full-Time Faculty Exclusive** to [Moorpark College Associate Degree] Nursing Program

Directions: Complete requested information below for each full-time exclusive faculty member teaching **at the time of the site visit**. Insert additional rows as needed. Each person listed here should also be included in the Qualification and Professional Development Addendum.

1	2	3	4	5
LAST NAME, FIRST NAME	DATE OF INITIAL APPOINTMENT	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
<ul style="list-style-type: none"> Alphabetical Order by Last Name 	<ul style="list-style-type: none"> Month/Year 	<ul style="list-style-type: none"> Undergraduate Degree(s): name of degree/date of completion Graduate Degree(s): name of degree/specialty/date of completion Waiver/exception (if applicable) for credential/experience requirements: (explain) Currently enrolled: name of degree/projected date of completion 	<ul style="list-style-type: none"> Current licensure: state/license number/expiration date Current certifications: type/date acquired/expiration date 	<ul style="list-style-type: none"> Course: Prefix, Number, Role/Responsibilities Committees; Course, Clinical, Laboratory Coordination, etc. <p>All full-time faculty are members of the faculty meeting committee, Curriculum & Admissions committee, multicriteria admissions screening committee, and the teaching team of the courses they teach.</p>
Clifford, Argelia	January 2007, FT August 2003, PT	ADN, 1972 BSN, 1975 MHA, 1993 MSN, no specialty noted, 2005	CA RN 225640, Exp. 10/31/2021 CA PHN 21113, Exp. 10/31/2021	NS4p2 leadership lecturer, preceptorship coordinator, faculty liaison, faculty team leader NS3p1/NS4p1, NS1p2/NS2p2, NS1p1 med-surg clinical instructor Moorpark College Student Nurse Association (MCSNA) faculty advisor ATI Policy Development & Integration Workgroup Exam Procedures Workgroup
Dieterich, Michelle	August 2013	ADN, 2006 BSN, 2010	CA RN 661923, 8/2019 CA PHN 80376, 8/2019	NS2p2 med-surg lecturer and faculty team leader

		MSN, Nursing Education Currently enrolled: DNP, proj. date of completion 2021	Certified Nurse Educator, 2016, exp. 2021	NS3p1/NS4p1, NS1p2/NS2p2, NS1p1 med- surg clinical instructor NS3p2 gerontology clinical instructor MCSNA faculty advisor Academic Senate dept. representative (shared) ATI Policy Development & Integration Workgroup Exam Procedures Workgroup
Joy, Jeny	August 2015	BSN, 2001 MSN, Nursing Education, 2013 Ph.D., Nursing, 2018	CA RN 728805, Exp. 04/30/2020	NS1p2 med-surg lecturer and faculty team leader NS3p1/NS4p1, NS1p2/NS2p2, NS1p1 med- surg clinical instructor NS3p2 gerontology clinical instructor College Student Success and Equity committee member ATI Policy Development & Integration Workgroup Exam Procedures Worgroup Internal Due Process Revision Workgroup
Maxey, Jamee	January 2007, FT October 1997 PT	ADN, 1990 BS Business, 1993 MSN, Nursing Education, 2007 Currently enrolled: DNP, proj. date of completion 2022.	CA RN 497279, Exp. 10/31/2021	NS4p1 med-surg lecturer and faculty team leader NS4p2 preceptorship faculty liaison NS3p1/NS4p1, NS1p2/NS2p2 med-surg clinical instructor College Safety & Wellness Committee member College Professional Development Committee member Advanced Placement committee Internal Due Process Revision Workgroup chair

Myshina, Olga	August 2011	ADN, 2004 BSN, 2008 MSN, Nursing Administration, 2010	CA RN 622765, 1/2021 CA PHN 73562, 1/2021 Certified Nurse Educator NLN 507231, 6/2006, exp. 12/31/2021	NS3p1 med surg lecturer and faculty team leader NS3p1/NS4p1, NS1p2/NS2p2 med-surg clinical instructor NS3p2 gerontology clinical instructor NS11-14 nursing skills lab facilitation Assistant to the Coordinator of Health Sci. College Curriculum Committee representative Advanced Placement committee chair ATI Policy Development & Integration Workgroup chair <u>Exam Procedures Workgroup chair</u> <u>Internal Due Process Revision Workgroup</u>
Sankaran, Dalila	August 2004 FT Sept. 1994 PT	AND, 1986 BSN, 1992 MSN, Nursing Education, 1996	CA RN 395585, 4/30/2020	NS1p1 fundamentals lecturer and faculty team leader NS3p2 psych & gerontology lecturer and faculty team leader NS3p2 psych & gerontology clinical instructor NS1p1 fundamentals clinical instructor Academic Senate department representative (shared) ATI Policy Development & Integration Workgroup <u>Exam Procedures Workgroup</u> <u>Internal Due Process Revision Workgroup</u>

Faculty Profile Table

Qualifications of **Part-Time Faculty Exclusive** to [Moorpark College Associate Degree] Nursing Program

Directions: Complete requested information below for each part-time exclusive faculty member teaching **at the time of the site visit**. Insert additional rows as needed. Each person listed here should also be included in the Qualification and Professional Development Addendum.

1	2	3	4	5
<p>LAST NAME, FIRST NAME</p> <ul style="list-style-type: none"> Alphabetical Order by Last Name 	<p>DATE OF INITIAL APPOINTMENT</p> <ul style="list-style-type: none"> Month/Year 	<p>ACADEMIC DEGREES</p> <ul style="list-style-type: none"> Undergraduate Degree(s): name of degree/date of completion Graduate Degree(s): name of degree/specialty/date of completion Waiver/exception (if applicable) for credential/experience requirements: (explain) Currently enrolled: name of degree/projected date of completion 	<p>LICENSURE/ CERTIFICATION</p> <ul style="list-style-type: none"> Current licensure: state/license number/ expiration date Current certifications: type/date acquired/ expiration date 	<p>TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY</p> <ul style="list-style-type: none"> Course: Prefix, Number, Role/Responsibilities Committees; Course, Clinical, Laboratory Coordination, etc. <p>All faculty are members of the faculty meeting committee, Curriculum & Admissions committee, and the teaching team of the courses they teach.</p>
Aguilera, Diana	August 2010	ADN 1994 BSN 2000 MSN, Acute Care Nurse Practitioner; currently enrolled, proj. date of completion 01/2022.	CA RN 511412, Exp. 07/31/20	NS1p1 fundamentals clinical instructor NS3p2 gerontology clinical instructor
Banks, Charles	October 2018	ADN, 2006 MSN, Education, November 2015 DNP, August 2018	CA RN 687759, Exp. 12/31/21	NS3p2 psych clinical instructor Multicriteria nursing application reviewer
Briscoe, Robert	August 2014	AS Early Childhood Ed., May 2005 BSN, May 2009	CA RN 757431, Exp. 10/31/20	NS2p1 peds clinical instructor

Collins, Shirley	January 2002	ADN, 1997 BS Health Sci. May 1985 MSN, Nursing Education, October 2015	CA RN 541080, Exp. 10/31/21 MICN M0551, 06/2014, Exp. 06/30/20	NS1p2/NS2p2 med-surg clinical instructor
Cross, Melanie	January 2009	BSN, 2000 MSN, Nursing Education, December 2008 DNP, June 2019	CA RN 517560, exp. 11/30/21 CA PHN 64544, exp. 11/30/21	NS2p1 peds clinical instructor NS4p2 Preceptorship Liaison
Ira, Valentina	August 2014	ADN, 2009 BSN, 2013 MSN, Nursing Education, December 2015	CA RN 759164, exp. 10/31/2020	NS1p1 fundamentals clinical instructor NS3p1 gerontology clinical instructor
Muntz, Autumn	August 2005	BSN, 2001 MSN, FNP, 2004	CA RN 582866, exp. 12/20 CA NP 15636, exp. 12/20	NS1p2/NS2p2 med-surg clinical instructor NS11-14 Nursing Skills Laboratory as Faculty Tutor
Nantroup, Sherry	August 1999	ADN, 1989 BSN, December 1994 MSN, FNP, 2000	CA RN 444930, 4/21 CA PHN 53896, 1991, exp. 4/2021. CA FNP-C, 2000, exp. 4/21	NS3p1/NS4p1 med-surg clinical instructor
Roa, Mae	January 2014	BA Math ADN, 1995 MSN, Nursing/Healthcare Education, 2009	CA RN 520854, exp. 5/2021	NS3p1/NS4p1 med-surg clinical instructor
Wargo-Sugleris, Michele	January 2014	ADN, 1993 BSN, 2009 Ph.D., Nursing, 2014	CA RN 49613, exp. 3/21 CA PHN 75630, exp. 3/21	NS2p1 OB lecturer and co-team leader NS2p1 OB clinical instructor NS11-14 Nursing Skills Laboratory as Faculty Tutor
Turnbull, Kathleen	March 2019	BSN, August 1986 MSN, Nursing Education, November 2017	CA RN 376110, exp. 07/31/20	NS1p2/NS2p2 med-surg clinical instructor
Velazquez, Miguel	October 2019	BSN, May 2015	CA RN 95065807, exp. 11/31/2021	NS1p2/NS2p2 med-surg clinical instructor

Walia, Katina	August 2019	ADN, December 1996 BSN, October 2011 MSN, Nursing Education, August 2013	CA RN 533329, exp 12/30/20	NS2p1 Pediatrics clinical instructor
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FACULTY

Faculty Profile Table

Qualifications of **Full-Time Faculty Shared Teaching Responsibilities in More than One Nursing Program**

Directions: Complete requested information below for each full-time shared faculty member teaching **at the time of the site visit**. Insert additional rows as needed. Each person listed here should also be included in the Qualification and Professional Development Addendum.

1	2	3	4	5
LAST NAME, FIRST NAME	DATE OF INITIAL APPOINTMENT	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
<ul style="list-style-type: none"> • Alphabetical Order by Last Name 	<ul style="list-style-type: none"> • Month/Year 	<ul style="list-style-type: none"> • Undergraduate Degree(s): name of degree/date of completion • Graduate Degree(s): name of degree/specialty/date of completion • Waiver/exception (if applicable) for credential/experience requirements: (explain) • Currently enrolled: name of degree/projected date of completion 	<ul style="list-style-type: none"> • Current licensure: state/license number/expiration date • Current certifications: type/date acquired/expiration date 	<ul style="list-style-type: none"> • Course: Prefix, Number, Role/Responsibilities • Committees; Course, Clinical, Laboratory Coordination, etc.
n/a				

Faculty Profile Table

Qualifications of **Part-Time Faculty Shared** Teaching Responsibilities in More than One Nursing Program

Directions: Complete requested information below for each part-time shared faculty member teaching **at the time of the site visit**. Insert additional rows as needed. Each person listed here should also be included in the Qualification and Professional Development Addendum.

1	2	3	4	5
LAST NAME, FIRST NAME	DATE OF INITIAL APPOINTMENT	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
<ul style="list-style-type: none"> Alphabetical Order by Last Name 	<ul style="list-style-type: none"> Month/Year 	<ul style="list-style-type: none"> Undergraduate Degree(s): name of degree/date of completion Graduate Degree(s): name of degree/specialty/date of completion Waiver/exception (if applicable) for credential/experience requirements: (explain) Currently enrolled: name of degree/projected date of completion 	<ul style="list-style-type: none"> Current licensure: state/license number/expiration date Current certifications: type/date acquired/expiration date 	<ul style="list-style-type: none"> Course: Prefix, Number, Role/Responsibilities Committees; Course, Clinical, Laboratory Coordination, etc.
n/a				

Faculty Profile Table

Qualifications of **Non-Nurse Faculty**

Directions: Complete requested information below for all exclusive or shared non-nursing faculty and all full-time and part-time non-nurse faculty members teaching **at the time of the site visit**. Insert additional rows as needed. Each person listed here should also be included in the Qualification and Professional Development Addendum.

1	2	3	4	5
LAST NAME, FIRST NAME	DATE OF INITIAL APPOINTMENT	ACADEMIC DEGREES	AREA OF EXPERTISE/ EXPERIENCE	ASSIGNED NURSING COURSES
<ul style="list-style-type: none"> • Alphabetical Order by Last Name 	<ul style="list-style-type: none"> • Month/Year • Full-time or Part-time • Exclusive or Shared 	<ul style="list-style-type: none"> • Undergraduate Degree(s): name of degree/date of completion • Graduate Degree(s): name of degree/specialty/date of completion • Waiver/exception (if applicable) for credential/experience requirements: (explain) • Currently enrolled: name of degree/projected date of completion 	<ul style="list-style-type: none"> • Area of expertise/experience • Licensure/Certification (if applicable): type/number/date acquired/expiration date 	<ul style="list-style-type: none"> • Course: Prefix, Number, Role/Responsibilities
n/a				

For ACEN Faculty Profile Table and for ACEN Qualifications and Professional Development Addendum

Your Name: Aguilera, Diana

1. Licenses/Certifications:

Type	License or Cert. Number	Date Acquired	Expiration Date
CA Registered Nurse	511412	1994	7/31/2020

2. Education if currently enrolled:

Name of Degree: MSN, Acute Care Nurse Practitioner

Projected date of completion: 1/2022

3. Areas of expertise and experience (see example below):

ICU Trauma Neuro (med-surg)

4. Clinical practice and/or teaching experience (see example below): (Job title/place of employment/start data/ending date/very brief summary of role responsibilities)

Start date – end date	Job title	Place of employment	Very brief summary of role responsibilities
01/01/09 - present	Clinical Instructor	Moorpark College	Clinical instructor: fundamentals, med-surg, gerontology
3/01/01 - present	Staff RN	Los Robles Hospital	Staff Nurse and Charge Nurse, med-surg and recently ICU
1/1/00 – 03/2001	Staff RN	Community Memorial Hospital	Staff RN, telemetry
1/1/94 - 1999	Staff RN	Olsten Home Health	Home Health RN

5. Professional development and/or Scholarly work (see example below): (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)

Master's degree coursework And NIH Stroke Training and Certification (3 CE, 2018) Neuroscience Symposium (8.5 CE, 2018) Stroke Nursing Symposium (7 CE, 2018) Excellence Series: Current Concepts in Wound Care (6 CE, 2018) Trauma Care after Resuscitation (14 CE, 2018) Chronic Pain: How do we Treat it in an Era of Increasing Prescription Medication Misuse and Abuse (1 CE, 2018) Gearing up for Gerontology (1CE, 2018) Current Clinical Drug Interactions - Polypharmacy (2CE, 2016) Critical Decisions in the ICU (1 CE, 2017) Malignant Hypertension (1 CE, 2017) Antimicrobial Management (1CE 2017)

For ACEN Faculty Profile Table and for ACEN Qualifications and Professional Development Addendum

Your Name: Charles A. Banks

1. Licenses/Certifications:

Type	License or Cert. Number	Date Acquired	Expiration Date
CA Registered Nurse	687769	December 31, 2006	December 31, 2019

2. Education if currently enrolled:

Name of Degree: _____

Projected date of completion: _____

3. Areas of expertise and experience (see example below):

Psychiatric

4. Clinical practice and/or teaching experience (see example below): (Job title/place of employment/start data/ending date/very brief summary of role responsibilities)

Start date – end date	Job title	Place of employment	Very brief summary of role responsibilities
April 2017 – Present	Assistant Lecture, Clinical Instructor	Santa Monica College	Assist the primary lecture in providing mental health and psychiatric knowledge to students.
April 2016 – Present	Skills Lab Instructor, Clinical Instructor	Los Angeles Valley College	Instructing students how to function and provide therapy in a class setting for mental health patients.
October 2011 – Retired March 2018	ANI Lead Nurse	UCLA Medical Center	Responsible for assisting with the clinical management, the supervision of patient care and administrative coordination of the unit
August 2006 - 2011	Forensic Psychiatric Registered Nurse	Atascadero State Hospital	Performed nursing procedures such as administering medications including oral medications and Inter-muscular injections

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5. Professional development and/or Scholarly work (see example below): (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)

August 12, 2018 / Eliminating or decreasing the use of restraints and seclusion in an adult population ages 18-55 in an inpatient psychiatric setting / Publish thesis with ProQuest

May 29, 2018 – August 12, 2018 / DNP Project Completion / Classes for DNP Degree

May 29, 2018 – August 12, 2018 / DNP Field Experience / Classes for DNP Degree

February 26, 2018 – May 13, 2018 / DNP Project Mentoring / Classes for DNP Degree

February 26, 2018 – May 13, 2018 / Evidence Based Practice III / Classes for DNP Degree

November 27, 2017 – February 11, 2018 / DNP Project Mentoring / Classes for DNP Degree

November 27, 2017 – February 11, 2018 / Evidence Based Practice II / Classes for DNP Degree

August 28, 2017 – November 12, 2017 / DNP Project Mentoring / Classes for DNP Degree

August 28, 2017 – November 12, 2017 / Evidence Based Practice I / Classes for DNP Degree

May 30, 2017 – August 13, 2017 / DNP Project Mentoring / Classes for DNP Degree

May 30, 2017 – August 13, 2017 / Best Practices in Nursing / Classes for DNP Degree

February 27, 2017 – May 14, 2017 / Epidemiology & Population Health / Classes for DNP Degree

February 27, 2017 – May 14, 2017 / Healthcare Policy and Advocacy / Classes for DNP Degree

November 28, 2016 – February 12, 2017 / Organizational & System Leadership / Classes for DNP Degree

November 28, 2016 – February 12, 2017 / Transforming Nursing / Classes for DNP Degree

August 29, 2016 – November 13, 2016 / Methods for Evidence-Based / Classes for DNP Degree

August 29, 2016 – November 13, 2016 / Scientific Foundations for Nursing / Classes for DNP Degree

July 11, 2016 – August 21, 2016 / Foundation & Essential in Nursing / Classes for DNP Degree

For ACEN Faculty Profile Table

Professional development and/or Scholarly work: (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)

Date	Title of professional development or scholarly work	Very brief summary
July 11, 2016 – August 21, 2016	Foundation & Essential in Nursing	Classes for DNP Degree
August 29, 2016 – November 13, 2016	Scientific Foundations for Nursing	Classes for DNP Degree
August 29, 2016 – November 13, 2016	Methods for Evidence-Based	Classes for DNP Degree
November 28, 2016 – February 12, 2017	Transforming Nursing	Classes for DNP Degree
November 28, 2016 – February 12, 2017	Organizational & System Leadership	Classes for DNP Degree
February 27, 2017 – May 14, 2017	Healthcare Policy and Advocacy	Classes for DNP Degree
February 27, 2017 – May 14, 2017	Epidemiology & Population Health	Classes for DNP Degree
May 30, 2017 – August 13, 2017	Best Practices in Nursing	Classes for DNP Degree
May 30, 2017 – August 13, 2017	DNP Project Mentoring	Classes for DNP Degree
August 28, 2017 – November 12, 2017	Evidence Based Practice I	Classes for DNP Degree
August 28, 2017 – November 12, 2017	DNP Project Mentoring	Classes for DNP Degree
November 27, 2017 – February 11, 2018	Evidence Based Practice II	Classes for DNP Degree
November 27, 2017 – February 11, 2018	DNP Project Mentoring	Classes for DNP Degree
February 26, 2018 – May 13, 2018	Evidence Based Practice III	Classes for DNP Degree
February 26, 2018 – May 13, 2018	DNP Project Mentoring	Classes for DNP Degree
May 29, 2018 – August 12, 2018	DNP Field Experience	Classes for DNP Degree
May 29, 2018 – August 12, 2018	DNP Project Completion	Classes for DNP Degree

August 12, 2018	Eliminating or decreasing the use of restraints and seclusion in an adult population ages 18-55 in an inpatient psychiatric setting	Publish thesis with ProQuest
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For ACEN Faculty Profile Table and for ACEN Qualifications and Professional Development Addendum

Your Name: Robert C. Briscoe IV RN, BSN, CPN

1. Licenses/Certifications:

Type	License or Cert. Number	Date Acquired	Expiration Date
CA Registered Nurse	757431	08/2009	10/31/2020

2. Education if currently enrolled:

Name of Degree: _____

Projected date of completion: _____

3. Areas of expertise and experience (see example below):

<ul style="list-style-type: none"> -Pediatric medical surgical bedside nursing -Hospital wide and unit committee work including the Magnet department -Relief charge nursing -Frequent preceptor for on-boarding new nurses in the RN Residency -Pediatric clinical instructing
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4. Clinical practice and/or teaching experience (see example below): (Job title/place of employment/start data/ending date/very brief summary of role responsibilities)

Start date – end date	Job title	Place of employment	Very brief summary of role responsibilities
9/2009- current	RN	Children’s Hospital Los Angeles	Bedside Pediatric nurse
8/2014-current	Part-time faculty	Moorpark College	Pediatrics clinical instructor.

5. Professional development and/or Scholarly work (see example below): (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)

<p>Relevant Continuing Education:</p> <p>CHLA 6East Nursing Education and Skills Day, 9/27/2018</p>

Mindfulness, Meditation, and Coping with Death: A One-Day Retreat for Professional health Caregivers, 6/5/2018

12th Annual Neonatal Conference, 4/12/2018

Charge Nurse Class 12/1/2017

Extracorporeal Membrane Oxygenation (ECMO), 9/12/2017

Decontamination training, 6/15/2017

For ACEN Faculty Profile Table and for ACEN Qualifications and Professional Development Addendum

Your Name: ___ Argelia C. Morales Clifford

1. Licenses/Certifications:

Type	License or Cert. Number	Date Acquired	Expiration Date
CA Registered Nurse	225640	6/1972	10/31/2021
CA Public Health Nurse	21113	5/1975	10/31/2021

2. Education if currently enrolled:

Name of Degree: _____

Projected date of completion: _____

3. Areas of expertise and experience (see example below):

<p>Masters in Health Care Administration, worked as Director of Infusion Centers, Nurse Clinics and Geriatric Assessment Clinics at Kaiser Permanente from 1994 to 2003. Geriatric Nurse worked in HH for over 20 years.</p> <p>38 years at Kaiser Permanente Hospitals and clinics, Med-Surg, CCU, NICU, Peds.</p> <p>Instructor- Geriatric Assessment Interdisciplinary team</p> <p style="padding-left: 40px;">Kaiser Permanente So. California and University of California, Los Angeles</p> <ul style="list-style-type: none"> • Train the Trainers Program on Geriatric Assessment and Team Dynamics, trained multiple teams across Southern and Northern California • Worked at Livingston Home Health part time care for Pediatric patients with cancer and those in need of IV therapy in the home, assisted with palliative care nursing for patients of all ages. • Taught C.N.A program at Moorpark college from 2003-2006. (part-time) Have taught Clinical fundamentals of nursing since 2006 <p>Masters in Nursing Education. Director of Kaiser/Concorde LVN program 2000-2003</p> <p>Areas of Expertise Areas of Expertise and Experience</p> <p>Fundamentals of Nursing</p> <p>Medical Surgical Nursing, Home Health, Infusion Therapy, Case Management, Wound Care</p> <p>Gerontology</p> <p>Nursing Leadership</p>

4. Clinical practice and/or teaching experience (see example below): (Job title/place of employment/start data/ending date/very brief summary of role responsibilities)

Start date – end date	Job title	Place of employment	Very brief summary of role responsibilities

2003-Present	Nursing Professor	Moorpark College	Clinical – Med Surg, Fundamentals, Med Surg all levels. Lecture: Gerontology 2007-2009 Leadership 2009-present Part time from 2003-2007, full time 2007-present.
2017 to present-	RN-Center for Wound Healing,	Los Robles Reg. Medical Center/Healogics	Wound Care Nurse and Hyperbaric Chamber operator.
2012-2017	NCLEX Prep Instructor	Kaplan	Taught NCLEX review program to graduate Nursing students in Southern California
S-2007-F2009	Lead Part time faculty	California State University, Northridge, Ca	Lead part-time instructor for New BSN program Taught Fundamentals of Nursing both theory and Clinical, Med Surg. Lecture: Pharmacology, Pathophysiology for Rad techs.
2003-2016	Public Health Nurse	Livingston Home Care and Hospice	Visiting nurse both adult and pediatric clients, large geriatric population, assisted with palliative care. IV therapy, care management
Spring 2003	Part-time	Pierce College, Ca	Lecture: Fundamentals of Nursing, Gerontology, Pharmacology
1972-2007	RN, PHN. Director of Infusion Centers, NC, Geriatrics	Kaiser Permanente Los Angeles Woodland Hills Panorama City	Multiple positions, medical surgical, CCU, ED, Ortho, Neuro. Home Health nurse and director Opened 3 Infusion Centers and Nurse clinics, director of those. Opened and managed three Geriatric Assessment clinics.

5. Professional development and/or Scholarly work (see example below (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)

5/31/19- Ethics of patient care- 3 CEU, Ventura College
5/16/18- CVA Update- Los Robles Med Center, 3 CEU
12/19/2018 -Use of Patient Simulators for Teaching in Nursing Education- 7 CEU
11/9-11/10 /2018 -Men In Nursing/Women in EMS and Public Service “Redefining Roles” Health Workforce Initiative -12.5 CEU
10/5-10/7/2018 California Student Nurses Convention , Visalia, California.- Faculty Advisor
8/2-8/4/18 Simulation Intensive/CSU Channel Islands 19.5 CEUs- Health Impact
4/14/2017 Annual nursing Advisory Committee Meeting, 2 CEU. CSCI
4/2017, 4/2018 Presented at Multicultural Day at Moorpark College: Religion Influences and their impact on a person’s health.
8/2017 Nursing Care of the hyperbaric Patient and Wound Healing, 40 hours, Jacksonville, Florida. The primary purpose of this course is to educate nurses on the principles and practices of caring for the patient with wounds and/or patients receiving hyperbaric oxygen therapy. Emphasis is placed on the multidisciplinary approach in the application of clinical practice guidelines in wound care and hyperbaric medicine.
2016 Conducted workshops for Livingston Home Health staff on Legal aspects of Home Care Nursing.

For ACEN Faculty Profile Table and for ACEN Qualifications and Professional Development Addendum

Your Name: Shirley Collins, MSN, RN

1. Licenses/Certifications:

Type	License or Cert. Number	Date Acquired	Expiration Date
CA Registered Nurse	541080	2/24/1998	10/31/2021
Mobile Intensive Care Nurse	M0551	6/30/2014	6/30/2020

2. Education if currently enrolled:

Name of Degree: _____

Projected date of completion: _____

3. Areas of expertise and experience (see example below):

Medical-surgical nursing
 Emergency Room Nursing
 Board member of Shared Governance for ADVENTIST HEALTH Simi Valley Hosp.

4. Clinical practice and/or teaching experience (see example below): (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

Start date – end date	Job title	Place of employment	Very brief summary of role responsibilities
2/1998 – present	RN	AH Simi Valley Hospital	- med surg floor nurse x 15 yrs - ED nurse x 6 yrs - MICU x 5 yrs.
1/2002 – present	Clinical instructor	Moorepark College	- Beginnings and advanced medical surgical, critical care, clinical skills lab

5. Professional development and/or Scholarly work (see example below): (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)

Relevant Continuing Education:
 Leadership and Management for every nurse Fall 2019
 Coaching: An Essential Skill for Nurses, Spring 2019
 nonviolent crisis intervention, Fall 2018

relevant continuing education (continue)

- Hemispheres Stroke competency Series scale training + certification, Summer 2019
- Sepsis prevention, Spring 2019
- pressure injury and skin wound conditions, Fall 2018
- Basic EKG / cardiac analysis, Fall 2019
- CLABSI prevention, Spring 2018
- anticoagulant therapy, Fall 2018
- medication Safety, Fall 2018
- Hand hygiene, Fall 2018

ACEN Faculty Profile Table Qualifications and Professional Development

Name: Melanie S. Cross, DNP, RN, PHN

1. Licenses/Certifications:

Type	License Number	Date Acquired	Expiration Date
CA-Registered Nurse	517560	Nov. 9, 1995	Nov. 30, 2021
CA- Public Health Nurse	64544	Dec. 19, 2001	Nov. 30, 2021
Basic Life Support (BLS)	BLS Certificate	Jan. 5, 2018	Jan. 2020
Advanced Cardiac Life Support (ACLS)	ACLS Certificate	Jan.5, 2018	Jan. 2020
Pediatric Advanced Life Support (PALS)	PALS Certificate	Jan.8, 2018	Jan.2020

2. Education if currently enrolled:

Name of Degree: n/a

3. Areas of expertise and experience:

Pediatrics Geriatrics Medical-surgical nursing Nursing Leadership/preceptorship
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4. Clinical practice and/or teaching experience:

Start/end date	Job title	Place of employment	Very brief summary of role responsibilities
2008 - present	Clinical Instructor	<i>Moorpark Community College</i> , Moorpark, California	Clinical Instructor for preceptorship and pediatric clinical courses and associated skills lab
2007-2016	Nursing Faculty	<i>Mount Saint Mary's University</i> , Los Angeles, California	Lecture and clinical instructor for Associate Degree Nursing Program, traditional Baccalaureate and accelerated Bachelor of Science Nursing Program Sophomore level lecturer of fundamentals, health assessment, body mechanics, vital signs and medication administration
2011-2016	Nursing Faculty	<i>West Coast University</i> , North Hollywood, California	Theory, simulation, and Clinical Instructor for Bachelor of Science of Nursing program Courses taught include, fundamentals, pediatrics, public health, disaster management, issues and trends, and preceptorship
2012-present	Nursing Faculty	<i>California State University –Channel Islands</i> , Camarillo, California	Courses taught include, pediatrics, fundamentals, intermediate medical-surgical, professional role transitions, leadership practicum and medical terminology, health promotion and patient education

5. Professional development and/or Scholarly work:

◆ Relevant Continuing Education

- 01-24-17 Basics of High-Fidelity Simulation Workshop
- 03-03-17 Ensure Justice: 2-day conference - Build a Strong Child
- 03-23-17 Public Health Approach to Preventing Human Trafficking
- 08-22-17 The Medical Evaluation of Victims of Child Sex Trafficking
- 08-27-17 Completion of 90-units of Geriatric Care
- 09-07-17 Conducting Community Resource Interventions to Serve Victims of Human Trafficking
- 09-17-17 EDU: FERPA
- 01-05-18 Basic Life Support -recertification
- 01-05-18 Advanced Cardiac Life Support -recertification
- 01-08-18 Pediatric Advanced Life Support -recertification
- 02-12-18 EDU: Eliminate Campus Sexual Misconduct
- 03-02-18 Ensure Justice: 2-day conference -What Happens to Children with Addicted Parents?
- 03-13-18 Speaking the Unspeakable
- 03-01-19 Ensure Justice: 2-day conference – When Home Isn't Safe
- 03-26-19 Voice Thread for Nurse Educators
- 04-23-19 What is Civility and Why Does it Matter in Nursing Education and Practice?
- 04-23-19 School Nurses + Pediatricians = Powerful Partners
- 05-05-19 When Children Can Tell
- 08-17-19 Simulation Intensive
- 11-01-19 Society of Pediatric Nursing -LA Chapter Symposium
- 11-16-19 Reducing Maternal Morbidity: Postpartum Hemorrhage Risk Assessment
- 11-17-19 Improving Neonatal Abstinence Syndrome by Creating a Culture of Recovery
- 11-17-19 Improving Neonatal Outcomes: Multidisciplinary Treatment for Pregnant Persons-Opioid
- 11-22-19 Initiation of Term Newborn Skin to Skin Contact in the OR Following Scheduled C-Section

◆ Presentations

- 2019 *“An Educational Intervention to Increase Awareness and Identification of Human Trafficking for Health Care Providers”* Developed and presented at UCLA's School of Nursing
- 2019 *“The Intersection of Human Trafficking & Healthcare Providers”* Developed and presented for the emergency room providers, Chaplin's, hospital nurses, paramedics and firefighters for Providence Holy Cross
- 2019 *“The Intersection of Youth and Human Trafficking and Disabilities”* Subject expert at a roundtable hosted by the Department of Justice, Washington D. C.
- 2019 *“The Intersection of Human Trafficking & Nursing”* Developed and presented at the UCLA School of Nursing, public health Master of Nursing Students and faculty
- 2019 *“An Educational Intervention to Increase Awareness and Identification of Human Trafficking for Emergency Health Care Providers”* Developed for the emergency room physicians and nurse practitioners at USC Verdugo Hills Hospital

- 2019 *“Human Trafficking & What You Can Do”* Presentation detailing the clinical hours and research for Doctor Nursing Practice dissertation and resources for UCLA’s Graduate College of Nursing providers
- 2019 Intersect Summit Los Angeles/Steering Committee and panelist: Provided the public health perspective for attendees regarding providers response to human trafficking
- 2018 *“Human Trafficking & What You Can Do”* Educational intervention study with vignettes developed for the emergency room providers at USC+VHH emergency department for providers and victim/survivors of human trafficking
- 2018 *“Human Trafficking & What You Can Do”* Presentation, education, training and providers response for Graduate College of Nursing at Western University of Health Sciences
- 2018 *“An Educational Intervention to Increase Awareness and Identification of Human Trafficking for Emergency Health Care Providers”* Interdisciplinary seminar provided explanation of my research
- 2018 *“Trafficking in Persons and What You Can Do”* Presentation for attendees at CSU-Channel Islands Global Symposium education, assessment and resources for providers and victim/survivors of human trafficking
- 2018 *“Human Trafficking: Youth Challenges in the 21st Century”* Key Note Speaker for Children’s Medical Services, focused on the public health response to the epidemic of human trafficking among children and teens, invited and joined by Detective Ray Bercini from the Los Angeles Human Trafficking Task Force to focus attention on internet vulnerabilities for our youth
- 2018 *“Human Trafficking in Youth”* Education, training and responding to students who are victims of human trafficking for health staff of Compton Union School District
- 2018 *“Nurses Engaged: Addressing Health of the Population at Home and Abroad”* Presented at the annual California Association of Nurse Practitioners, education, assessment findings and resources for prescribers and victims
- 2017 *“Human Trafficking & What You Can Do”* Presentation, education, training -complete with vignettes for the public health nurses of Los Angeles County Spa’s five and six
- 2017 *“Human Trafficking & What You Can Do”* Co-presentation with a survivor of human trafficking, Wendy Barns providing education, assessment findings, resources and the survivors lived-experience for the nursing faculty and students at California State University -Channel Islands
- 2017 *“Human Trafficking & What You Can Do”* Presentation, education, training and resources to comply with SB 1193 for Cottage Health Care System – human trafficking task force
- 2017 *“Human Trafficking & What You Can Do”* Co-presentation with a survivor of human trafficking, Wendy Barns providing education, assessment findings, resources and the survivors lived experience for the staff at the Los Angeles Country Violence intervention Program

2017 “Human Trafficking & What You Can Do” Co-presentation with survivors of human trafficking, including Wendy Barns providing education, assessment findings, resources and the survivors lived-experience for the nursing faculty and students at California State University – Northridge

2017 “Human Trafficking & What You Can Do” Presented to a collaboration of service providers who serve the vulnerable youth in Los Angeles – C2PLA

2017 “Trafficking in Persons and What You Can Do” Co-presentation for Los Angeles County Department of Public Health, Nurse Family Program, focusing on responses for in-home nurses whose patients who are also victims of human trafficking -with human trafficking survivors, including Wendy Barns providing education, assessment findings, resources and the survivors lived-experience

◆ **Publications/Media**

Open to the public *Human Trafficking Awareness* bit.ly/HTawareness

2018 Human Trafficking Resource Guide for Los Angeles County Providers

2017 Cross, M. (October 2017) Vulnerabilities within Los Angeles; a Practicum at the Violence Intervention Program Clinic. *Unpublished manuscript*

◆ **Service/Scholarship**

2019 -present Ambassador for HEAL Trafficking/International Organization For Adolescents

2019 Planning Committee member and presenter for LA Intersection Summit

2018 Fellow - Research Fellowship at Western University of Health Sciences

2017-present Sigma -Gamma Tau At-Large -Vice President

2016 -present Member in Research Committee in HEAL Trafficking

2016 -present Member in Training and Outreach in HEAL Trafficking

2016 -present Member of Training and Outreach in LA Human Trafficking Task Force

2016 -2018 Volunteer with INSAN for Humanity to feeding neighbors who are homeless

2016 -2018 Activities Coordinator for Doctor of Nursing Practice Association

2005 -present Clinical Director of Health Promotion for Special Olympics

For ACEN Faculty Profile Table and for ACEN Qualifications and Professional Development Addendum

Your Name: Michelle Dieterich RN, MSN, PHN, CNE

1. Licenses/Certifications:

Type	License or Cert. Number	Date Acquired	Expiration Date
CA Registered Nurse	661923	8/2005	8/2021
Certified Nurse Educator		2016	2021
Certified Public Health Nurse	80376	8/2011	8/2021

2. Education if currently enrolled:

Name of Degree: Doctorate of Nursing Practice

Projected date of completion: 2021

3. Areas of expertise and experience (see example below):

Medical-Surgical, Telemetry, Step-Down, and Critical Care Geriatrics

4. Clinical practice and/or teaching experience (see example below): (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

Start date – end date	Job title	Place of employment	Very brief summary of role responsibilities
8/2013- present	Professor of Nursing	Moorpark College	Pedagogical and clinical instruction of associate degree students on various subject matter within intermediate medical surgical nursing
6/2016- 1/2019	Home Health Nurse	Assisted Home Health	Safely and effectively manages care with home-bound patients including medication safety, functional safety assessments, wound treatment, etc. Coordinates interdisciplinary services as needed
6/2017-present	Registered nursing expert practice consultant	CA BRN	Objectively reviews BRN report, determines possible unprofessional conduct, incompetence, negligence, or gross negligence. Writes reports indicating deviation from standard of care and possible patient harm

11/2007- 8/2013	Registered Nurse	Ventura County Medical Center	ICU/DOU experience- Effectively organized and coordinated care for one to three patients based on acuity
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5. Professional development and/or Scholarly work (see example below): (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)

Relevant Continuing Education:
 Completed the following course work in doctoral program:
 Clinical Scholarship, Research, and Evidence-Based Practice (Fall 2018)
 Biostatistics and Epidemiology (Fall 2018)
 Philosophy and Science for Nursing Practice (Spring 2019)
 Quality and Leadership in the 21st Century Healthcare System (Summer 2019)
 Outcome Based Collaboration and Collaborative Models (Fall 2019- in progress)

Practice Improvement Project in Progress:
 Leading a Catheter-Associated Urinary Catheter Infection (CAUTI) reduction interventional program at Los Robles Hospital

For ACEN Faculty Profile Table and for ACEN Qualifications and Professional Development Addendum

Your Name: VALENTINA IRA

1. Licenses/Certifications:

Type	License or Cert. Number	Date Acquired	Expiration Date
CA Registered Nurse	759164	9/2009	10/2020

2. Education if currently enrolled:

Name of Degree: _____

Projected date of completion: _____

3. Areas of expertise and experience (see example below):

Medical-surgical nursing, oncology, hospice, geriatrics, telemetry, cardiology

4. Clinical practice and/or teaching experience (see example below): (Job title/place of employment/start data/ending date/very brief summary of role responsibilities)

Start date – end date	Job title	Place of employment	Very brief summary of role responsibilities
<i>9/2009-present</i>	<i>RN</i>	<i>West Hills Hospital</i>	<i>Floor staff nurse Medical-Surgical/Oncology for 4 years; Floor staff nurse Telemetry/DOU/COU for 6 years</i>
<i>8/2014-present</i>	<i>Nursing Instructor</i>	<i>Moorpark College</i>	<i>Teaching medical-surgical clinical and skills laboratory for associate degree students</i>

5. Professional development and/or Scholarly work (see example below): (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)

Continuing Education:

Alzheimer's Disease: Biological Processes and Behavioral Management, 8/2018

Diabetes in Children, 8/2018

Advanced Cardiac Life Support Recertification, 8/2019

For ACEN Faculty Profile Table and for ACEN Qualifications and Professional Development Addendum

Your Name: Jeny Joy

1. Licenses/Certifications:

Type	License or Cert. Number	Date Acquired	Expiration Date
CA Registered Nurse	728805	June 2008	April 30, 2020

2. Education if currently enrolled:

Name of Degree: _____

Projected date of completion: _____

3. Areas of expertise and experience (see example below):

<p>Medical-surgical nursing gerontology</p>

4. Clinical practice and/or teaching experience (see example below): (Job title/place of employment/start data/ending date/very brief summary of role responsibilities)

Start date – end date	Job title	Place of employment	Very brief summary of role responsibilities
Teaching Experience			
8/2015 – present	Full-time Faculty	Moorpark College	Fundamentals clinical, medical surgical clinical, beginning medical surgical lecture, gerontology clinical
1/2014 – present	Adjunct faculty	College of the Canyons	Medical-surgical nursing clinical, and pharmacology lecture instructor
4/2013 – present	Instructor	West Coast University	Theory and clinical teaching, med-surg and fundamentals of nursing
7/2001 – 4/2004	Nursing Instructor	Little Lourdes School of Nursing, India	Pediatrics, public health, and obstetric nursing didactic and clinical instruction for an associate degree nursing program (called diploma nursing in India).
Clinical Practice			
7/2012 – 5/2014	Assistant Nurse Manager	Providence St. Joseph Hospital, Burbank, CA	Med-surg unit. Provided patient care and assisted in managing the unit. Unit management included: implement and maintain established department, unit, administrative, and clinical

			policies/procedures for patient care, safety, and infection control.
10/2009 – 6/2012	Clinical Nurse II	Providence St. Joseph Hospital, Burbank, CA	Med-surg, hospice, rehab, and geriatrics; Clinical Nurse II
6/2008 – 6/2010	Staff RN	Valley Presbyterian Hospital, Van Nuys, CA	Telemetry unit staff RN
2/2006 – 12/2007	Staff RN	HCCA International Medical City Hospital, Dallas, TX	Oncology unit staff RN

5. Professional development and/or Scholarly work (see example below): (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)

<p>6/2018 – Acute Cardiovascular Conditions (10h) 11/2017 – Ph.D. in Nursing Defense 5-6/2017 – Online Teacher Training Course in Canvas 4/2017 – Exploring Pathways (Guided Pathways curriculum vision) 1/6/17 – Web-enhancing your online course with Canvas 2016-2017 – Ph.D. in Nursing coursework</p>

For ACEN Faculty Profile Table and for ACEN Qualifications and Professional Development Addendum

Name: Jamee Maxey-D'Angelo, MSN, RN

1. Licenses/Certifications:

Type	License or Cert. Number	Date Acquired	Expiration Date
CA Registered Nurse	497349	June, 1993	October 31, 2021
ACLS	NA	1990	September, 2021
BLS	NA	1982	May, 2021
PALS	NA	2001	October, 2021

2. Education if currently enrolled:

Name of Degree: Doctorate of Education, Nursing (EdD)

Projected date of completion: University of Alabama, 2022

3. Areas of expertise and experience (see example below):

<p>Adult Medical Surgical (29 years) Geriatrics (29 years) Education (22 years) Critical Care (20 years) Peri-operative services (18 years) Leadership (10 years) Oncology/Hospice (7 years) Home Health/Community Health (7 years)</p>

4. Clinical practice and/or teaching experience (see example below): (Job title/place of employment/start data/ending date/very brief summary of role responsibilities)

Start date – end date	Job title	Place of employment	Very brief summary of role responsibilities
1990-1991	RN staff	Pioneer Valley Hospital, West Valley, UT	<u>ICU RN staff</u> 15 bed Trauma 1 ICU Unit
1991-1992	RN staff Charge RN	Milford Valley Hospital, Milford, UT	<u>Staff RN</u> <u>Charge RN</u> 22 bed LTC and 10 bed acute care hospital
1991-1993	RN staff	Valley View Medical Center, Cedar City, UT	<u>Home Health/Hospice RN</u> (specialized in IV therapy and wound/ostomy care) Critical Care RN
1993-1998	RN staff Case Manager RN Director of Nursing	Olsten Kimberly Quality Care, Gentiva Home	<u>Staff RN</u> (field visits, IV therapy, and hospice).

	Quality Assurance/Quality Improvement Manager	Health, Genesis Home Health, Olsten Health Care, Van Nuys, CA Tarzana, CA Thousand Oaks, CA	<u>Case Manager</u> (certifications and recertifications, supervision of all ancillary/support services, scheduling) <u>Director of Nursing</u> (fiscal and regulatory management of company including provided educational needs of staff). <u>Quality Assurance/Improvement Manager</u> (documentation review, identified assurance/risk action plans, provided education on procedures and safety)
1997-1998	Home Health Care Consultant	Independent Contractor, California	<u>Consultant</u> (Provided consulting services to home health agencies on regulatory compliance requirements in addition to company policy/procedure review/development.)
1998-present	RN staff House Supervisor Clinical Educator Manager of Medical/Surgical/Oncology Services RN Staff	Adventist Health, Simi Valley Simi Valley, CA	<u>Staff RN: Super float</u> (cross trained to all clinical units) <u>House Supervisor</u> (administrative oversight of nursing services, bed management, customer service, and staffing) <u>Clinical Educator</u> (clinical orientation and continuing education of all clinical staff, developed new-graduate residency program) <u>Manager Medical/Surgical/Oncology Services</u> (fiscal and regulatory management/oversight of 65 licensed and non-licensed FTE's) <u>Staff RN</u> (peri-operative services including special procedures)
1997-2006	Clinical Nursing Instructor	Moorpark College, Moorpark, CA	<u>Clinical instructor</u> (all levels medical surgical nursing, community health, and behavior health. Developed and implemented certified nurse assistant course)
2007-present	Professor Nursing/Health Sciences	Moorpark College, CA	<u>Professor</u> (Responsible for the theory instruction of first and second year associate-degree nursing students in the area of Beginning Medical/Surgical, and Advanced Medical/Surgical and Critical Care. Responsible for the clinical instruction of first and second year nursing students in the areas of fundamental nursing, beginning, intermediate, and advanced medical/surgical care, community health, critical care, and

			preceptorship. Re-designed and implemented an on-line Health Care Ethics course as part of the general education and pre-requisite offerings for Health Science majors).
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5. Professional development and/or Scholarly work (see example below): (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)

- Canvas Teacher Training 2016 (40 hours) VCCCD
- Online Teaching Institute Intensive 2018 (24 hours)
- Laerdal Medical Simulation (8 CEU) Teaching with Simpads, 2018
- 30+ hours (CEU's) for RN renewal California in addition to 24 semester unit hours of graduate level coursework (University of Alabama, EdD, Nursing). Topics included philosophy of learning, instructional technology in nursing education, multicultural and social education in leadership, statistical methodology in nursing, health care ethics, advances in critical care, HIV/AIDS update, and numerous nursing topics related to direct nursing skills. 2016-2019
- ACLS (8 hours) renewal
- BLS (4 hours) renewal
- PALS (8 hours) renewal
- ACLS Instructor training (16 hours)
- Hospital Fire and Safety (8 hours)
- Clinical Instructor for graduate degree program nursing students (over 120 hours in last 3 years affiliated with Cal State University, Grand Canyon University, and Baylor University)

For ACEN Faculty Profile Table and for ACEN Qualifications and Professional Development Addendum

Faculty Name: Autumn Muntz, RN, MSN, FNP

1. Licenses/Certifications:

Type	License or Cert. Number	Date Acquired	Expiration Date
CA Registered Nurse	582866	2001	2020
CA Nurse Practitioner	15636	2004	2020

2. Education if currently enrolled: N/A

Name of Degree: _____

Projected date of completion: _____

3. Areas of expertise and experience (see example below):

Medical-Surgical Nursing

4. Clinical practice and/or teaching experience (see example below): (Job title/place of employment/start data/ending date/very brief summary of role responsibilities)

Start date – end date	Job title	Place of employment	Very brief summary of role responsibilities
2005- Present	Instructor	Moorpark College	Clinical Instructor, all levels of medical-surgical nursing Lecturer, Basic Pathophysiology Faculty Tutor, intermediate and advanced medical-surgical nursing students Substitute lecturer for Nursing Science II part 2 and III part 1 for one semester each. Distance Education certified
2005-2011	Instructor	Ventura College	Clinical Instructor, beginning and intermediate medical-surgical nursing and pediatric nursing Skills Lab Faculty, medical-surgical and pediatric nursing
2001-2006	RN II	Henry Mayo Newhall Memorial Hospital	Charge RN, medical-surgical unit Preceptor, medical-surgical unit Staff RN, oncology, telemetry, and medical-surgical units

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5. Professional development and/or Scholarly work (see example below): (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)

<p>Relevant Professional Development:</p> <p>Online Teaching Conference (2019) Digital Learning Day: Scaffolding Information Literacy in Canvas (2019) Heads Up to Clinicians: Addressing Concussions in Sports Among Kids and Teens (2018) Pathophysiology: The Respiratory System (2018) Hidden dangers: Non-Lyme tick-borne diseases (2018) Effective Skin Cancer Prevention Methods for Young Adults (2018) Parkinson Disease (2018) Responsible and Effective Opioid Prescribing (2018) Diabetes and Stroke: Making the Connection (2018) Online Teacher Training Course in Canvas (OTTCC) (2017) Clinical Excellence Series: Wound Care in Detail (2017)</p>
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For ACEN Faculty Profile Table and for ACEN Qualifications and Professional Development Addendum

Your Name: ___ Olga Myshina _____

1. Licenses/Certifications:

Type	License or Cert. Number	Date Acquired	Expiration Date
CA Registered Nurse	622765	7/2003	1/31/2021
Certified Nurse Educator	NLN507231	6/2016	12/31/2021

2. Education if currently enrolled:

Name of Degree: _____

Projected date of completion: _____

3. Areas of expertise and experience (see example below):

Medical-surgical nursing Geriatric nursing

4. Clinical practice and/or teaching experience (see example below): (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

Start date – end date	Job title	Place of employment	Very brief summary of role responsibilities
8/2003 - present	Staff RN	Kaiser Permanente Hospital, Woodland Hills	Staff RN
8/2011 - present	instructor	Moorpark College	Taught NS M03 Intermediate Nursing Science II Part 1 theory course, NS3L/4L Part 1 Intermediate II/Advanced Medical-Surgical Clinical, NS1L/2L Part 2 Beginning/Intermediate I Medical-Surgical Clinical
8/2014 - present	Instructor	Moorpark College	Taught NS3L Part 2 Gerontology Clinical, NS M13 Skills Laboratory
8/2017 - present	Instructor	Moorpark College	Taught NS 11-14 Skills Laboratory
7/2018	Instructor	Moorpark College	Taught NS M18 Nursing Summer Skills Laboratory

8/2017 - present	Assistant to the Health Sciences Coordinator	Moorpark College	Assisting the Coordinator of Health Sciences.

5. Professional development and/or Scholarly work (see example below): (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)

Relevant Continuing Education

- Academia/Service Annual Nursing Advisory Committee Meeting, 2016
- Debriefing Concepts in Nursing and Allied Health Simulation, 2016
- Saving Neurons – How Can Nurses Improve Stroke Outcomes, 2016
- Simulation Instructor Skills, 2016
- Purposeful Hourly Rounding for Nursing Staff, 2016
- Mental Health Series, 2016
- 2017 Elsevier Nursing Education Conference, 2017
- Blueprinting and Test Item Writing, 2017
- Everyday Ethics for Nurses, 2017
- Innovations and Partnerships: Building Our Future Together, 2017
- Riding the Wave of Change, 2018
- Excellence in Partnerships, 2018
- Simulation Intensive, 2018
- Introduction to Use of Patient Simulators for Teaching in Nursing education, 2018
- The Transformation of Nursing in California, 2018
- Teaching with Sim Pad, 2019
- Nurse Educators: Inspired to Lead, 2019
- What is Civility and Why Does it Matter in Nursing Education and Practice? 2019
- Civility Matters! Best Practices to Create and Sustain Healthy Academic Work Environments. 2019
- Kaiser Permanente Continuing Education, 2019
- Civility Matters! Best Practices to Create and Sustain Healthy Academic Work Environments, 2019
- Civility Matters! Evidence-Based Strategies to Foster Civility and Engaged Learning Environments, 2019
- MAY THE FORCE BE WITH YOU! COADN/CACN Fall 2019 Joint Conference, 2019

For ACEN Faculty Profile Table and for ACEN Qualifications and Professional Development Addendum

Your Name: Sherry Nantroup

1. Licenses/Certifications:

Type	License or Cert. Number	Date Acquired	Expiration Date
CA Registered Nurse	RN444930	8/31/89	4/30/21
PHN	53896	1991	4/30/21
FNP-C	FNP #12424	2000	4/30/21

2. Education if currently enrolled:

Name of Degree: _____

Projected date of completion: _____

3. Areas of expertise and experience (see example below):

<p>Medical Surgical/Tele Nursing Family Nurse Practitioner</p>

4. Clinical practice and/or teaching experience (see example below): (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

Start date – end date	Job title	Place of employment	Very brief summary of role responsibilities
2000- present	<u>Professor Lead</u> <u>3rd Semester</u> <u>Adult Care III</u>	Pierce College	Teaching clinical skills and nursing theory/didactic to students in lab, lecture, long-term and acute care settings. Offer dedicated leadership in the clinical areas such as medical surgical nursing, ambulatory nursing care and critical care. Monitor students in off-campus clinical experiences on clinical care, surgical, medical, and ambulatory units of local hospitals. Work directly with students in and out of the classroom. Applying and supporting the principals of collaboration, creativity in interaction, and critical thinking with students and colleagues.
1998- present	<u>Clinical Instructor</u>	Moorpark College	Duties include taking responsibility and accountability for instruction, instructional counseling, academic advising, evaluation of student and course outcomes, and planning, implementing, and evaluating curriculum content.

5. Professional development and/or Scholarly work (see example below): (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)

Relevant Cont. Education:

10/22/17 Ethical Decision Making

CEU 15

11/15/17 Teaching Healthcare Professionals Using Simulation CEU 5

11/15/17 Pathophysiology: The Respiratory System CEU 15

11/18/17 Anemia in the Elderly CEU 1

11/18/17 Thyroid Dysfunction CEU 4

Jan. 2, 2019

AnIntroductionToMechanicalVent 2.0 CEU

Tramadol Information 2.0 CEU

Atrial-Fibrillation 3.0 CEU

1/12/19

Barrett's Esophagus 2.5 CEU

Feb 2, 2019

Trauma Care: Chest Injuries 4.5 CEU

Health Screening 4.0 CEU

MRSA 2.5 CEU

3/16/19

Crystalloids and Colloids. 2.5 CEU

Traumatic Extremity Injuries 3.5 CEU

Scholarly work

12/18 -2/19 Transition Program Coordinator for the Pierce College Externship Program at Holy Cross Hospital. The externship is a transition program for new graduate nurses. It assists them with transition into practice as they await to take their state board exams. It is a 6-8 week program for which they work with a registered nurse preceptor in one of our affiliated hospitals.

Mae Roa, MSNEd, RN

1. Licenses/Certifications:

Type	License or Cert. Number	Date Acquired	Expiration Date
CA Registered Nurse	520854	02/1996	05/31/2021

2. Education

Master of Science in Nursing with specialization in Health Care Education (MSNEd) bridge program - University of Phoenix, August 2009

Associate Degree in Nursing – Mount St. Mary’s University, August 1995

Bachelor of Science in Mathematics – University of Santo Tomas, April 1981

3. Areas of expertise and experience

Nursing Leadership
 Emergency Room
 Critical Care
 Infectious Disease

4. Clinical practice

Start date – end date	Job title	Place of employment	Very brief summary of role responsibilities
May 2015 - present	Supervising Staff Nurse (SSN1)	Dept of Emergency Medicine (DEM) Olive View-UCLA Medical Center	Supervise all nursing activities in a given shift, attend leadership meetings, spearhead nursing committees relevant to ER, evaluate staff performance, counsel staff for noncompliance, create daily staffing for the unit, monitor staff performance through performance improvement audits, set goals for the unit, coordinate with ancillary depts., monitor patient flow and throughput, create reports relevant to nursing leadership decision making, perform pilot projects for performance improvement, conduct staff trainings with educators, interview candidates for positions available,
May 2013-2016	Nurse Informatics	Olive View-UCLA Medical Center	Subject Matter Expert for Cerner Power Chart and Provider Order Sets; involved in creation, testing, validating and production run of Electronic Health Record (EHR) for all county facilities – Harbor-UCLA Medical Center, LAC-USC Medical Center, MLK Jr. Outpatient Center, Rancho Los Amigos National Rehabilitation Center, High Desert Regional Health Center
Jan 2007 – May 2015	Charge Nurse, RN III	TB Unit (2011-2015)	Supervise all nursing activities in a given shift, give recommendations to SSNI relevant to

	Olive View – UCLA Medical Center	Step Down Unit (2007-2011)	staff performance for evaluation purposes, perform patient care as needed, create staffing for the shift, act as the resource clinical person, assume leadership position in code situations, or any unit emergencies.
Jan 2001-Jan 2007	Staff Nurse	Step Down Unit	Provided independent, direct professional nursing care to a diverse and increasingly complex patient population with complex medical diagnoses reporting to a Unit Manager.

5. Teaching Experience

Fall 2015 - present	Moorpark College (Adjunct Clinical Instructor) 3 rd and 4 th semester nursing students	Conduct the delivery of nursing course instruction in a formal learning situation, evaluating the effectiveness of training from its preset objectives. Supervise nursing students in the application of knowledge in clinical settings.
Spring 2011- present	College of the Canyons (Adjunct Clinical Instructor and Skills Lab Instructor) 1 st semester nursing students	Same duties as above

6. Professional development

Coaching for Performance Improvement	04/02/19
NIHSS	05/2019
Working with Multiple Generations	04/2019
Implicit Bias and Cultural Competency	04/2019
Palliative Care	04/2019
BLS and ACLS American Heart yearly update	03/2019
CEN Review	04/2019
Just Culture Training	03/2019
Alaris Pump Proficiency	09/2018
Disaster Service Worker Awareness	09/2018
Mandated Reporter Training of Abuse	04/2018
Mock code	09/2018
ED Approved for Pediatrics Course	08/2017
Wound Documentation	07/2017
Focused Management for Supervisory Staff Nurse	06/2017
Introductory Course in Team STEPPS Training	05/2017
EKG Interpretation	02/2017
NRP	02/2017
PALS	02/2017
American Nursing Informatics Annual Educ Conf	01/2017

7. Presentations

Psychiatric Department Throughput – Quarterly

Registered Nurse II and III Meetings – Quarterly

Defensive Documentation – OVMC Emergency Dept New Grad Program

For ACEN Faculty Profile Table and for ACEN Qualifications and Professional Development Addendum

Your Name: Dalila Sankaran

1. Licenses/Certifications:

Type	License or Cert. Number	Date Acquired	Expiration Date
CA Registered Nurse	395585	4/30/2018	4/30/2020

2. Education if currently enrolled:

Name of Degree: _____

Projected date of completion: _____

3. Areas of expertise and experience (see example below):

Psychiatric Nursing, Gerontology Nursing, Medical-Surgical Nursing
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4. Clinical practice and/or teaching experience (see example below): (Job title/place of employment/start data/ending date/very brief summary of role responsibilities)

Start date – end date	Job title	Place of employment	Very brief summary of role responsibilities
1994-2000	Instructor Part-Time	Moorpark College	Clinical Instructor Psychiatric Nursing
2004-Present	Professor, Full-Time	Moorpark College	Full time lead instructor Beginning Nursing, Psychiatric and Gerontology Nursing, Theory and Clinical. Develop and train nursing students to be Peer Tutor and Clinical Student Mentors.
2000-2004	Youth Correctional Counselor/Peace Officer. F/T	Ventura Youth Correctional Facility	Counsel individual and groups, supervise, and write board reports for male and female juvenile wards that experience mental illness.
1992-2000	Registered Nurse-Correctional Facility. F/T	Ventura Youth Correctional Facility	Admission screening, immunizations, treats wards during Sick Call, refer to physician, psychiatrist, dentist. Patient teaching. Emergency and routine nursing care. Developed Policy and Procedures manual, train staff, and collect data for Health Clinic which pass the American Correctional Association Accreditation.

1985-2004	Registered Nurse P/T	Star Registry, Livingston Memorial Visiting Nurse	Work as a Registry Nurse for various hospitals in Los Angeles and Ventura County: variety of units, including Medical-Surgical, Critical Care, Recovery Room. Work as a Home Health and Hospice RN.
1988-1990	Psychiatric Registered Nurse F/T	Camarillo State Hospital	Cares for severely chronically mentally ill. Develop treatment plans. Helps with Quality Improvement department by developing standardized Nursing Care Plan.
1984-1990	Registered Nurse F/T	Midway Hospital Medical Center	Work as a Critical Care Nurse in Telemetry and Intensive Care Units
1983-1984	Registered Nurse F/T	Valley Hospital Medical Center	Work as a staff nurse and charge nurse in a Medical-Surgical unit.

5. Professional development and/or Scholarly work (see example below): (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)

<p>Presenter at Annual Moorpark College Multi-Cultural Day on Vietnamese Folk Medicine x 8 years.</p> <p><u>Relevant Continuing Education:</u> 2016 National Alliance of Mental Illness training for Helpline volunteer 2016: Emergency Management Institute (FEMA) Incident Command System for Healthcare/Hospitals 2016-2017: Ventura County Medical Reserve: Violence Prevention, Mass Casualty Incident, Homeless Interventions 2016 California Great Teachers Seminar 2017-18 COPD update. Ventura County Emergency Health Care training 2016-2018 Psych Congress: Updates on Schizophrenia, Bipolar Disorder, Psychotropic Medications. 2019: The benefit of exercise in cancer survival, Can we predict Depression Severity and Suicide risk, UTI in the elderly: Antibiotics is Key, Top 10 Patient Safety Concerns, Benefit of Statins in Elderly Revisited. 2019: Mental Health, Inflammation, and the Aging Brain</p>

For ACEN Faculty Profile Table and for ACEN Qualifications and Professional Development Addendum

Your Name: __ Kathleen Turnbull

1. Licenses/Certifications:

Type	License or Cert. Number	Date Acquired	Expiration Date
CA Registered Nurse	36711	9/1984	7/2021
CEN	474868	11/2011	11/2020
TCRN	474868	5/2016	5/2020

2. Education if currently enrolled:

Name of Degree: _____

Projected date of completion: _____

3. Areas of expertise and experience (see example below):

Critical Care, Emergency Nursing, Home Care, Pediatrics

4. Clinical practice and/or teaching experience (see example below): (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

date – end date	le	of employment	rief summary of role responsibilities
3/2019 - present	Clinical Instructor	Moorpark College	instructing nursing students in a clinical setting

Community Memorial Hospital June 2007 - Date Emergency room nursing with direct patient care

Ventura College, Jan 2010- present Instructing nursing students in a clinical setting

Ventura County Medical Center Feb 2013 -Oct 2019 Emergency Room and ICU nursing with direct patient care

5. Professional development and/or Scholarly work (see example below): (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)

Completed MSN ed from Grand Canyon University 2017 with plans to start DNP program in spring 2020

For ACEN Faculty Profile Table and for ACEN Qualifications and Professional Development Addendum

Your Name: ___ Miguel Velazquez _____

1. Licenses/Certifications:

Type	License or Cert. Number	Date Acquired	Expiration Date
CA Registered Nurse	95065807	July 2015	May 2021

2. Education if currently enrolled:

Name of Degree: _____

Projected date of completion: _____

3. Areas of expertise and experience (see example below):

Intensive Care Unit / Coronary Care Unit
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4. Clinical practice and/or teaching experience (see example below): (Job title/place of employment/start data/ending date/very brief summary of role responsibilities)

Start date – end date	Job title	Place of employment	Very brief summary of role responsibilities
2015 – present	Staff RN / Charge Nurse	Los Robles Hospital	Acute & chronic patient care in CCU. Included overseeing, mentoring staff while promoting excellence in customer service and patient satisfaction.
October 2019 – present	Part-time faculty	Moorpark College	Med-surg clinical instructor.

5. Professional development and/or Scholarly work (see example below): (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)

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For ACEN Faculty Profile Table and for ACEN Qualifications and Professional Development Addendum

Your Name: _____ Katina Walia _____

1. Licenses/Certifications:

Type	License or Cert. Number	Date Acquired	Expiration Date
CA Registered Nurse	533329	July 1, 1997	December 31, 2020

2. Education if currently enrolled:

Name of Degree: _____ N/A _____

Projected date of completion: _____ N/A _____

3. Areas of expertise and experience (see example below):

Pediatrics Obstetrics (post partum and labor delivery) Medical Surgical Leadership

4. Clinical practice and/or teaching experience (see example below): (Job title/place of employment/start data/ending date/very brief summary of role responsibilities)

Start date – end date	Job title	Place of employment	Very brief summary of role responsibilities
8/2019 – Present	Part Time Clinical Instructor	Moorpark College	Clinical instructor for pediatric rotation with availability for pediatric/maternal health
10/2003 – Present	Adjunct Clinical Instructor	College of the Canyons	Clinical instructor for pediatric/maternal health and medical surgical rotations
7/2015- Present	Clinical Instructor	California State University Northridge	Clinical instructor for pediatric/maternal health
8/2017- Present	Clinical Instructor	Pierce College	Clinical instructor for pediatric/maternal health and medical/surgical
9/1999- 10/2003	Registered Nurse-	Valley Presbyterian Hospital	House supervisor, SWAT Nurse and pediatric/NICU intensive care nurse

	various positions		<p>Responsible for working and supporting pediatric intensive care unit and neonatal intensive care unit, pediatrics and postpartum</p> <p>SWAT Nurse responsible for serving as a resource nurse for 11 hospital units.</p> <p>House supervisor responsible for staffing, bed control, booking emergency procedures, pronouncing deaths, and attending all code blues</p> <p>Pediatric Critical Care – Medication administration, IV infusion, central and arterial lines, ventilators, catheter insertion, patient education and transport team.</p>
7/1999-12/1999	Registered Nurse-Variable Staffing Pool	West Hills Hospital	Responsible for medication administration, IV infusion, daily patient care for mother/baby unit, outpatient surgery, pediatrics and neonatal intensive care.
10/1997-05/1999	Clinical Nurse I	Children’s Hospital Los Angeles	<p>Working in a level 3 Neonatal Intensive Care Unit. responsible for the care of critically ill neonates.</p> <p>Responsible for infants needing conventional ventilators, High Frequency Ventilators, nitric oxide and many other advanced techniques.</p> <p>Floated to other units in the hospital such as Pediatric Intensive Care Unit and the Emergency Room.</p>
8/1997-11/1997	Registered Nurse	Citrus Valley Partners	Responsible for daily care in the telemetry unit varied to include pre and post angio catheterization, angioplasty, stent placement, chemotherapy treatments, cardiac observation and post operative recovery and care.

			Emergency room nursing care for critical and non critical patients. Provided emergency care and stabilization. Education and discharge planning activities.
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5. Professional development and/or Scholarly work (see example below): (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)

1. 9/14/16- Pace 2 units
Nursing Ethics, Part 4: Hospital and Healthcare Ethics Committees
2. 9/14/16- PACE 2 units
Nursing Ethics, Part 2: The Language of Bioethics
3. 9/14/16- PACE 2 units
Clinical Management of Adults With HIV Opportunistic Infections
4. 9/14/16- PACE 2 units
Treating Tobacco Use and Dependence
5. 9/14/16- Pace 1 unit
Pain Management and Ethics
6. 9/14/16- PACE 2 units
Pediatric Abusive Head Trauma
7. 9/14/16- PACE 2 units
Transitions of Care: A Path to Quality Outcomes
8. 9/14/16 PACE 2 units
Nursing Ethics, Part 3: Ethics in Nursing
9. 9/14/16 PACE 2 units
Zika: The Pandemic Threat
10. 10/18/16 3 units
Ethical Standards for Case Management Practice Part II: Practice Considerations for the CCMC Standards for Professional Conduct
11. 10/19/16 5 units
Case Management Concepts: Transitions of Care

12. 9/8/17 PACE 2 units
Using Teach-Back in Patient Education
13. 9/8/17 PACE 2 units
Medication Reconciliation: Avoiding Dangerous Errors
14. 9/8/17 PACE 6 units
Interprofessional Guide to Pain Management
15. 9/8/17 2 units
Evidence-Based Care for Your Patient With Acute Heart Failure
16. 9/8/17 PACE 2 units
Ethical Standards for Case Management Practice Part I: Review of the CCMC Code of Professional Conduct for Case Managers
17. 9/29/17 PACE 2 units
Rehabilitation
18. 9/29/17 2 units
Case Management Concepts: Communication Skills of the Case Manager
19. 9/29/17 2 units
Psychosocial Aspects of Care: Social Determinants of Health
20. 9/29/17 2 units
Professional Development & Advancement
21. 9/29/17 PACE 1 unit
Healthcare Reimbursement
22. 9/29/17 PACE 2 units
Healthcare Reimbursement Domain: Utilization Management

For ACEN Faculty Profile Table and for ACEN Qualifications and Professional Development Addendum

Your Name: **Dr. Michele Wargo-Sugleris**

1. Licenses/Certifications:

Type	License or Cert. Number	Date Acquired	Expiration Date
CA Registered Nurse	CA-49613	8/31/1993	3/31/2021
CA Public Health Nurse	CA-75630	7/02/2009	3/31/2021

2. Education if currently enrolled:

Name of Degree: N/A

Projected date of completion:

3. Areas of expertise and experience (see example below):

Maternal Child Health/Obstetrics/NICU

4. Clinical practice and/or teaching experience (see example below): (Job title/place of employment/start data/ending date/very brief summary of role responsibilities)

Start date – end date	Job title	Place of employment	Very brief summary of role responsibilities
See attached CV			

5. Professional development and/or Scholarly work (see example below): (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)

Publication in the Journal of Advanced Nursing- Job satisfaction, work environment and successful ageing: Determinants of delaying retirement among acute care nurses DOI: 10.1111/jan.13504 October 2017

CEUs

2017 Disability Training Refresher 1/29/2019

Management of EMTALA Regulations for Obstetric Patients 2/23/2019

Annual Ethics and Compliance Training 2019 5/8/2019

Safe Patient Handling - Hospital ANNUAL for California Only 2019 2/1/2019

Annual OSHA Safety Training for California (Hospitals and MOBs) 2019 5/17/2019

2019-2020 Preventing Harassment in the Workplace for Employees 5/5/2019

**Fetal Monitoring: GE Centricity Perinatal (CPN) and KP HealthConnect Integration
10/20/2018**

Active Shooter Training for Healthcare Professionals: What You Need to Know 12/7/2018

Breastfeeding 7/11/2017

Women's Hormones Across the Life Span 12/6/2017

The Women's Health CE Anthology, 2017 Edition 12/7/2017

Michele Wargo-Sugleris

5927 St Laurent Drive
Agoura Hills, California 91301
mwargosugleris@vcccd.edu
818-889-7289

EDUCATION

Ph.D. in Nursing (Geriatric Nursing), 2015 - University of California Los Angeles. Dissertation: *Job Satisfaction, Work Environment, and Successful Aging: Determinants to Remain in Older Acute Care Nurses*. Linda Phillips, Chair

MSN, 2015- University of California Los Angeles

BSN, 2009- State University Northridge California

ASN, 1993 - Moorpark Community College

Appointments

Professor: Moorpark Community College, Department of Nursing, January 2010 to Present.

Publications

Peer-reviewed Journals

Wargo-Sugleris, Michele, Robbins, Wendie, Lane, Christianne Joy, Phillips, Linda R. "Job Satisfaction, Work Environment, and Successful Aging: Determinants to Remain in Older Acute Care Nurses," *Journal of Advanced Nursing*, DOI: 10.1111/jan.13504.

Conference Presentations

2014. Wargo-Sugleris, Michele. "Job Satisfaction, Work Environment, and Successful Aging: Determinants to Remain in Older Acute Care Nurses," Southern California Education and Research Center Fall Interdisciplinary Workshop, Los Angeles, California.

2013. Wargo-Sugleris, Michele. "Successful Aging and Older Nurses in America," Gerontological Society of America Symposium, New Orleans, Louisiana.

2012. Wargo-Sugleris, Michele. "Older Nurses Facing Retirement in America," Gerontological Society of America Symposium, New Orleans, Louisiana.

WORK HISTORY

Oct 1996 - Present

Registered Nurse

**Kaiser Permanente
Woodland Hills, California**

Labor and Delivery Unit

Patient care of laboring patients from admit to delivery including C-section circulating and scrubbing. Back up Charge Nurse-handling scheduling, staffing and patient flow when needed. Breast feeding Educator.

- Jan 2010 – Present **Professor**
Moopark College
Moorpark, California
 Work as didactic/clinical educator with first year students in ASN program in Labor and Delivery, Post-Partum, and NICU to develop elementary skills within patient care, medication administration and documentation.
- Feb 1994 – July 2013 **Charge Nurse**
Simi Valley Hospital
Simi Valley, California
 Oversaw functioning of the unit day to day including staffing, scheduling, patient flow and new grad precepting for labor/delivery, post-partum, newborn nursery and pediatrics. Breastfeeding educator.
- Jun 2010 **Clinical Instructor**
University of California Northridge
Northridge, California
 Worked as clinical educator with students in Labor and Delivery, Post-Partum, and NICU to develop skills both with patients and staff. Liaison between the hospital and students.
- Jul 1999 - Jul 2003 **Home Health Care Nurse**
Matria
Los Angeles, California
 Provided home health care support to high risk OB patients including-NSTs on location, IV education and support, diabetes education and setup, pre-term education and monitoring.
- Jul 1999 - Jul 2000 **Registered Nurse**
Cedars Sinai Hospital
Los Angeles, California
 Registered Nurse-performed all duties of labor and delivery nurse from admission to delivery including C-section circulation and scrub-tech.
- Nov 1992 - Apr 1996 **Registered Nurse**
Olive View Medical Center
Sylmar, California
 Registered Nurse in the Labor/Delivery unit-triaging and observation of all patients admitted to the Unit.

Affiliations

- Member of Gerontological Society of America
- Member of Association of Women's Health, Obstetric and Neonatal Nurses
- Member of American Nursing Association

LABORATORY PERSONNEL PROFILE TABLE

Agency Information

Instructions to completing the Laboratory Profile Table can be found at
http://www.acenursing.net/resources/LabPersonnelProfile_Instructions.pdf.

Name of Institution: Moorpark College

Date Form Completed: November 22, 2019

Name of Nursing Education Unit: Moorpark College Associate Degree Nursing Program

Agency	Name of Agency	Requirement
		<i>Directions: If requirements are not applicable for an agency, indicate N/A. Include requirements for Full-time and Part-time personnel (if applicable)</i>
The program's state regulatory agency for nursing	California Board of Registered Nursing	Reference: Reference: California Code of Regulations, Title 16, Div 14, Article 3 § 1425. https://www.rn.ca.gov/practice/npa.shtml Requirements: (e) A clinical teaching assistant shall have at least one (1) year continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years as a registered nurse providing direct patient care.
Other state agency (e.g., state department of education, state system, etc.)	California Community College Chancellor's Office	Reference: N/A Requirements: N/A
The program's governing organization	Ventura County Community College District - Moorpark College	Reference: Ventura County Community College District's Instructional Lab Technician II/Nursing Job Description. Link to job description repository: https://www.vccd.edu/departments/human-resources/personnel-commission/job-descriptions-for-classified-employees Requirements: Any combination equivalent to: An associate degree in nursing and one year of experience as a registered nurse providing direct patient care in a clinical setting with the past three years. Experience teaching in a clinical setting, community, or educational system and experience working with students in an organized setting is preferred.
The governing organization's accrediting agency	Western Association of Schools and Colleges -	Reference: ACCJC-WASC Accreditation Standards, adopted June 2014, pg. 19 https://accjc.org/wp-content/uploads/Accreditation-Standards_-_Adopted-June-2014.pdf

	Accrediting Commission for Community and Junior College (WASC-ACCJC)	Requirements: The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.
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LABORATORY

Laboratory Personnel Profile Table

*Directions: Complete requested information below for each laboratory personnel member **at the time of the visit**. Insert additional rows as needed.*

1	2	3	4	5	6
LAST NAME, FIRST NAME	STATUS	RESPONSIBILITY IN LABORATORY	NON- LABORATORY RESPONSIBILITY	ACADEMIC DEGREES	AREA OF EXPERTISE/ EXPERIENCE
<ul style="list-style-type: none"> (Alphabetical Order by Last Name) 	<ul style="list-style-type: none"> Title Month/Year of initial appointment Full-time or Part-time 			<ul style="list-style-type: none"> Undergraduate Degree(s): name of degree/ date of completion Graduate Degree(s): name of degree/ date of completion Waiver/exception (explain) Currently enrolled: name of degree/projected date of completion 	<ul style="list-style-type: none"> Area of expertise/ experience Licensure/Certification (if applicable): type/number/date acquired/expiration date
Barbee, Jessica	Instructional Lab Technician II/Nursing, August 2019 provisionally part-time	Skills Lab operations and logistics, data tracking and reporting, nursing student remediation, collaborating with faculty on teaching plans and curriculum.		BSN 2017 MSN in-progress, projected date of completion May 2020.	ICU, medical-surgical nursing. Hospice. CA RN 95116567, January 2017, exp. 05/2020.
Cornelsen, Sarah	Instructional Lab Technician II/Nursing January 2017 Part-time	Skills Lab operations and logistics, data tracking and reporting, nursing student remediation, collaborating		BSN May 1994 MSN December 2000	Hospital-based adult medical-surgical, leadership, geriatrics. CA RN 95079055, September 2015, exp. 09/2121

		with faculty on teaching plans and curriculum.			CO RN.0110241, December 1995, exp. 09/2019

LABORATORY

For ACEN Faculty Profile Table and for ACEN Qualifications and Professional Development Addendum

Your Name: Jessica Barbee, BSN, RN

1. Licenses/Certifications:

Type	License or Cert. Number	Date Acquired	Expiration Date
CA Registered Nurse	95116567	01/31/2017	05/31/2020
BLS	N/A	02/2018	02/2020
ACLS	N/A	05/2018	05/2020
NIHSS	N/A	09/2018	08/2021

2. Education if currently enrolled:

Name of Degree: Masters of Science Nursing (MSN), Nurse Educator

Projected date of completion: May 2021

3. Areas of expertise and experience (see example below):

<ul style="list-style-type: none"> • ICU • Medical-Surgical • Hospice
--

4. Clinical practice and/or teaching experience (see example below): (Job title/place of employment/start data/ending date/very brief summary of role responsibilities)

Start–end date	Job title	Place of employment	Very brief summary of role responsibilities
05/2018–Present	Charge Nurse, Registered Nurse	Adventist Health Simi Valley	<ul style="list-style-type: none"> • 07/19- Present Charge Nurse: Rapid response nurse for hospital, patient rounding, audits, assisting nurses, patients, and physicians with care needs. • 05/18-07/19 Registered Nurse (RN): Multidisciplinary rounding, assess and care for critical patients.
04/2017-07/2019	Registered Nurse, CNA	Los Robles Hospital	<ul style="list-style-type: none"> • 06/17-07/19 RN: Coordinate care with physicians, PT, OT, ST, and other members of the care team. Assess patients, administer medications, educate, and evaluate labs. • 04/17-06/17 CNA: Assist RN and patients with care needs such as vital signs and ADLs. • Educate on intravenous insertion at skills fair. • Precept new graduate students and employees. • Secretary of the Unit Based Council
02/2017-10/2018	Charge Nurse	Moorpark Health Care Center	<ul style="list-style-type: none"> • 02/2017-10/2018 Charge Nurse: Make staff assignments, audit charting, administer medications, assess patients. Provide emotional support to patients and family.

5. Professional development and/or Scholarly work (see example below): (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)

- Presentation: “Accelerating the Discharge Process”, Presented at Los Robles Hospital, Spring 2018 (Nationally Recognized at HCA)
- Continuing Education: “ICP Monitoring and Management”, Presented by Dr.Gill at Adventist Health Simi Valley, Summer 2019

For ACEN Faculty Profile Table and for ACEN Qualifications and Professional Development Addendum

Your Name: _____ Sarah Cornelsen, MSN,
RN _____

1. Licenses/Certifications:

Type	License or Cert. Number	Date Acquired	Expiration Date
CA Registered Nurse	95079055	Sept 15, 2015	2021
Co Registered Nurse			

2. Education if currently enrolled:

Name of Degree: _____

Projected date of completion: _____

3. Areas of expertise and experience (see example below):

Adult, Medical Surgical, Leadership, Geriatrics

4. Clinical practice and/or teaching experience (see example below): (Job title/place of employment/start data/ending date/very brief summary of role responsibilities)

Start date – end date	Job title	Place of employment	Very brief summary of role responsibilities
1994-1996	RN	St Peters Hospital Albany NY	ICU/Progressive Care RN staff
1996-1999	RN, Charge RN, PRN House Supervisor	Avista Adventist Hospital , Denver CO	Telemetry RN Staff, Charge RN, House Supervisor PRN
1999-2015	RN Staff, Charge RN, Unit Manager, House Supervisor	HCA Hospital Presbyterian St. Luke’s Medical Center	Staff RN telemetry, Charge RN, Nursing Recruitment x 1 year, Telemetry Unit Manager x 4 years, Administrative House Supervisor x 8 years part time and prn Cardiac rehab prn and patient outcomes data work x 2 years. PRN unit manager for units that were without staffing in the leadership position.
2004-2015	Affiliate clinical faculty and skills lab	Regis University	Clinical and skills lab instruction for medical surgical rotations, fundamentals, long term care, preceptorship, Skills lab instruction and

			simulation teaching and course support.
2015- Present	Skills Lab RN and Part time faculty	Moorpark College	Skills Lab Rn, classroom instruction NS 16, NS 19, per diem skills lab instructor and clinical

5. Professional development and/or Scholarly work (see example below): (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)

<p>Canvas Teacher Training 2018 40 hours VCCCD Simulation Intensive 2018 19.5 CEU California Simulation Alliance/Health Impact Laerdal Medical Simulation 8 CEU Teaching with Simpads, Laerdal Medical Use of Simulation in Education 8 CEU 30 hours CEU for RN renewal California ongoing CEU hours for wound care, civility in nursing, numerous nursing topics related to direct nursing skills. ACLS x 8 hours renewal BLS X 4 hours renewal Hospital Fire and Safety 8 hours</p>
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SECTION 4: PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS:

Provide figures for the total number of faculty teaching in pre-licensure RN program in the school term at the time **this**

report is written. Attach a list of teaching faculty, noting full-time and part-time status, faculty assignments, noting theory and clinical responsibilities, and BRN approved category.

Benchmark: There must be identified content experts for the five required content areas. Document how content expert role is implemented.

A. Program and Faculty Data [CCR 1424(h)]:

The list of all Moorpark College ADN Program faculty members with their teaching qualifications and assignments is found in the Faculty Profile (Appendix 6). A more detailed description of faculty qualifications and responsibilities are found on the EDP-P10 form for each faculty (Appendix 7).

The teaching staff of the Moorpark College ADN Program is comprised of eight full-time faculty members who possess a MSN and eight part-time faculty with degrees that range from a BSN to PhD in nursing. Each faculty member has a valid and active license issued by the BRN in California and has BRN approval to teach in their area of expertise (Faculty Profile, EDP-P-P10 form). All faculty members exceed the minimum California state licensure requirement of earning 30 continuing education units every two years (Exhibit XLIII: BRN EDP-P-10/10a, Faculty Flex Hours). They all maintain clinical competency by continuously having a clinical teaching assignment at the RN level (Exhibit XLV: Teaching Assignment). Additionally, 50% of full-time faculty and 75% of part-time faculty also maintain their area of expertise through clinical practice.

The full-time faculty members serve as lead faculty and teach both theory and clinical courses of the program. They work as a team leader and resource for the part-time faculty. In theory course, the ratio of faculty to students is 1:33 (33 baseline enrollment) or 1:44 if additional students are admitted based on the availability of grant funding. In the clinical setting, the faculty to student ratio is 1:11. This ratio assures adequate supervision of students, individual student instruction, and maintenance of patient safety. This clinical ratio supports the program's philosophy and objectives, hospital protocol, and BRN criteria, while sustaining a reasonable cost effective budget structure and maximizing utilization of clinical facilities. The type and number of faculty members is adequate to develop and implement the program approved by the board.

Seven of the faculty members are content experts who serve as a resource to faculty and provide guidance in curricular development and refinement. The role and responsibilities of the program content expert are to:

- a. serve as a resource to faculty on an ongoing basis
- b. inform faculty of changes in nursing practice related to their area of expertise through the program's meeting structure
- c. provide information to initiate discussion and guide any curricular revisions during the Faculty Summation Meeting/End-of-Year Retreat
- d. develop a remediation plan and verify competency of faculty requiring remediation in their area of expertise
- e. review course workbooks/syllabi related to their area of expertise annually (prior to each academic year)
- f. review Course Outline of Record (COR) for nursing courses within their area of expertise every three to five years (next review is 2016)
- g. teach theory content in the area of their expertise

Appendix 2I – BRN Self-Study 2017 Addendum for Content Experts

Total number of Faculty	16	Total number of Full-Time Faculty	8	Total number of Part-Time Faculty	8
Number of Instructors	10	Number of Asst. Instructors	6	Number of Clinical Teaching Asst.	0
Content Experts:	Medical-Surgical	Obstetrics	Pediatrics	Mental Health/ Psych	Geriatrics
	Jamee Maxey, MSN Olga Myshina, MSN	Michele Wargo-Sugleris, PhD Nursing	Linda Loiselle, MSN (Melanie Cross as of Fall 2019)	Dalila Sankaran, MSN	Argie Clifford, MSN Dalila Sankaran, MSN
Use of non-faculty [CCR 1424(i)]	List courses in which non-faculty are used, i.e., preceptors. NS M04L Part 2 Preceptorship				

06-2019 Addendum to Self-Study: Content experts approved by the BRN

Fall 2018/Spring 2019 FTE Full Time
v.13, 1-14-19

Christina Lee Load	Fall	Spring	Annual Total
NS1 part 1 Lecture	0.0000	0	
NS1 part 1 Lab	0.0000	0.0000	
NS M11, M12, M14	0.0000	0.0000	
NS3 Part 2 Lab (60h Gero)	0.0000	0.0000	
H.S. Coordinator Release	1.0000	1.0000	
Assistant Coordinator Release	0.0000	0.0000	
H.S. Coordinator Stipend	0.1632	0.1632	
Semester Totals	1.1632	1.1632	2.3264
H.S. Coordinator Stipend	0.16	0.16	2.0000
FE			
*extra hrly FE Totals			
Total Semester FTE	1.1632	1.1632	

Olga Myshina Load	Fall	Spring	Annual Total
NS3 Part 1 Theory	0.1667	0.1667	
NS3&4 Part 1 Lab	0.3380	0.3380	
NS3 Part 2 Lab (60h Gero)	0.0000	0.1690	
NS1&2 Part 2 Lab	0.2816	0.0000	
NS M11, M12, M13, M14	0.1500	0.1500	
Assistant Coord. Release	0.3000	0.3000	
Semester NS Totals	1.2363	1.1237	2.3600
NS3&4 Part 1 Lab (5/8 sec)		0.2112	1.9988
NS M11, M12, M13, M14	0.1500		
FE			
*extra hrly FETotals			
Total Semester FTE	1.2363	1.1237	

Linda Loiselle Load	Fall	Spring	Annual Total
NS2 Part 1 Theory (Peds)	0.0990	0.0990	
NS2 Part 1 Lab	0.3375	0.3375	
NS2 Part 1 Lab	0.3203	0.3203	
NS3 Part 2 Lab (60h Gero)	0.1690	0.0000	
NS4 Part 2 IV + Liaison	0.1696	0.1696	IV, 14std, 2hos
	1.0954	0.9264	2.0218
NS4 Part 2 IV + Liaison (1/8sec)		0.0212	2.0006
*extra hrly FE TOTAL			
Total Semester FTE	1.0954	0.9264	

Michelle Dieterich Load	Fall	Spring	Annual Total
NS1 Part 1 Lab (usually 1/2 in S	0.1688	0.1688	
NS3 & 4 Part 1 Lab	0.3380	0.3380	
NS2 Part 2 Theory	0.1667	0.1667	
NS1&2 Part 2 Lab	0.3375	0.3375	
NS3 Part 2 Lab (1/2 of 60h Gero)	0.0000	0.0000	
NS3 & 4 Part 1 Lab (Sp 19 only)		0.039	
Semester NS FTE	1.0110	1.0496	2.0606
NS2 Part 2 Theory (35% sec)		0.0583	2.0023
FE			
*extra hrly FE Totals			
Total Semester FTE	1.0110	1.0496	

Dalila Sankaran Load	Fall	Spring	Annual Total
NS1 Part 1 Theory	0.1333	0.1333	
NS1 Part 1 Lab	0.3375	0.3375	
NS1 Part 1 Lab (1/2 sec)	0.1688	0.1688	
NS3 Part 2 Theory	0.1667	0.1667	
NS3 Part 2 (Psych)	0.1690	0.1690	
NS3 Part 2 (Psych)	0.1690	0.1690	
NS3 Part 2 (Psych)	0.0000	0.0000	
NS3 part 2 Lab (Gero)	0.1690	0.0000	
Semester NS Totals	1.3133	1.1443	2.4576
NS1 Part 1 Lab (1 sec)		0.3375	2.0074
NS3 part 2 Psych (2/3 of sec)	0.1127		
FE			
*extra hrly FETotals			
Total Semester FTE	1.3133	1.1443	

Jamee Maxey Load	Fall	Spring	Annual Total
NS4 Part1 Theory	0.1386	0.1386	
NS3&4 Part 1 Lab	0.3380	0.3380	
NS1 & 2 Part 2 Lab	0.3375	0.3375	
NS4 Part 2 Liaison	0.1406	0.1406	13 std, 2 hos
NS17	0.2000	0.2000	
Semester NS Total	1.1547	1.1547	2.3094
NS3&4 Part 1 Lab (8/9 sec)		0.3000	2.0094
FE			
*extra hrly FE Totals			
Total Semester FTE	1.1547	1.1547	

Argie Clifford	Fall	Spring	Annual Total
NS1 Part 1 Lab	0.3375	0.3375	
NS3 & 4 Part 1 Lab	0.3380	0.3380	
NS4 Part 2 Theory	0.1280	0.1280	
NS1 & 2 Part 2 Lab	0.3375	0.0000	
NS3 part 2 Lab (Gero)	0.0000	0.0000	
NS4 Part 2 Lab Coord, IV, Liaison	0.2227	0.2227	IV, 13std, 2hos
Semester NS Totals	1.3637	1.0262	2.3899
NS4 Part 2 Theory	0.1280		1.9994
NS1&2 Part 2 Lab (7/9 sec)		0.2625	
FE			
*extra hrly FTE Totals			
Total Semester FTE	1.3637	1.0262	

Jeny Joy	Fall	Spring	Annual Total
NS1 Part 1 Lab (1/2 sec)	0.1688	0.2171	
NS3&4 Part 1 Lab	0.3380	0.3380	
NS1 Part 2 Theory	0.1333	0.1333	
NS1&2 Part 2 Lab	0.3375	0.3375	
NS3 Part 2 Lab (1/2 of 60h Gero)	0.0000	0.0000	
Semester NS Totals	0.9776	1.0259	2.0035
		0.0000	2.0035
FE			
*extra hrly FTE Totals			
Total Semester FTE	0.9776	1.0259	

Faculty/Student Ratio Determinants

Criteria	Faculty/Student Ratio
Acuity of Patient Need	The acuity levels established by the clinical agency are used as a guide for student assignment. The usual complement of students assigned to each medical/surgical unit ranges from 4 to 6. In high acuity and more specialized areas such as ICU, CCU, DOU, TELE, Nursery, RR, ER, etc. this number ranges from 1 to 2.
Clinical Objectives	The clinical objectives are taken into consideration in determining unit placement, type of assignments, and degree of individualization of instruction as opposed to student/faculty ratio. Student assignment sheets with Level I and Level II objectives are placed on each clinical unit where students are assigned.
Level I: Courses 1L, and 2L	The NS1L student will begin clinical with a combination of first day skills lab and the second day in an extended care facility. The NS1L, during the second 8 weeks of the curriculum, and NS2L are a combined Level I clinical lab in an acute care facility. By using this format, there is a better utilization of clinical learning experiences shared by two courses. Assignments are structured by the instructor, progressing from 1 to 2 clients.
Level II: Courses 3L and 4L	The Level II students are in a combined clinical lab composed of NS3L and NS4L for the first eight weeks. In this format, there is a better use of clinical learning experiences being shared by 2 courses. Assignments will be complex or specialized, progressing from 2 to a maximum of 4 patients. Students are encouraged to select their patient assignments promoting increasing student autonomy. In NS4L, students are beginning their leadership practice and also assigned to the Critical Care Units. The NS4L students also team lead the NS3L students when assigned to the medical/surgical units. Student in NS3L's gerontology rotation are on a 1:1 ratio on a geriatric nursing unit or with the non-faculty Home Health Nurse Preceptor.
NS4 2 nd 8 weeks	Because of the teaching method utilized, the faculty ratio of student to teacher is reduced to 1:1. The Preceptor is a non-faculty member whose responsibility is clearly defined and who is supervised by a Faculty Liaison. Student is given the opportunity to experience patient care assignments of a new graduate with the close supervision and support of a qualified Preceptor. The student may be involved in a primary assignment of responsible or managing the care of a group of patients. The program faculty serve as liaisons for groups of students.
Geographic Placement	Unit placement for the Level 1 students will be limited to two to three clinical areas dependent on the facility's policies, whereas the Level II student will be placed in multiple clinical areas. This format does provide for close instructor contact and supervision with the less experienced student. The more advanced student requires direct

Criteria	Faculty/Student Ratio
	supervision only during invasive procedures. Students are allowed to choose clinical sites, the semester before the placement, based on a procedure developed by the Moorpark College Student Nurse Association and approved by the nursing faculty.
Teaching Methods	<p>While some teaching methods are appropriate for larger numbers, others such as medication administration and the mentorship in the clinical preceptorship may require a 1:1 student ratio. A variety of teaching methodologies may be utilized in both the lecture and clinical setting (lecture, discussion, demonstration, observation, skills practice, problem solving, nursing process, care planning, etc.) and although the overall teacher to student ratios will not vary with each methodology, adjustments to the supervisory process are both expected and necessary for effective learning</p> <p>The skills lab instructional technician is an RN who is knowledgeable of the curriculum and is able to assist both in the Skills Lab and in the clinical setting, if a knowledge deficit is noted in the student.</p>
Clinical Facility Contracts	Written affiliation contracts are in effect with all assigned clinical agencies and these require strict adherence to all institutional safety requirements. (Exhibit XXII)

Moorpark College Associate Degree in Nursing Preceptorship Workbook: Guidelines

Preceptor Selection Criteria

Preceptors are chosen by their administrators and educators of the hospitals with input from faculty/Preceptorship Coordinator as needed. Preceptor selection is influenced by evaluation of previous preceptorship performance.

Preceptors must meet the following criteria:

- Active, current, clear California Registered Nurse license.
- Two years' experience as a Registered Nurse in the setting of the preceptorship, with at least one year employment at the current facility [meets CA BRN regulation 1425(e)].
- Must read the preceptorship workbook (orientation) provided by the Moorpark College Nursing Program. If CEU's desired, must take the post-test and earn 90% or better.
- Must have taken a preceptorship course, hospital-based is acceptable.
- Qualities:
 - Demonstrates clinical competence and applies theory to practice as reflected on employee performance evaluations.
 - Communicates and relates effectively with patients, peers, students, and other members of the health care team.
 - Demonstrates self-confidence and realistic perception of his or her own nursing ability.
 - Shows interest an ability in facilitating learning by students and/or staff.
 - Demonstrates leadership by initiating efforts to improve patient care.
 - Demonstrates realistic expectations of student/s performance, and guides them toward their role as Registered Nurses.

Roles and Responsibilities

The Preceptor

Preparation

- Completes preceptor preparation and familiarizes self with the clinical objectives of the Moorpark College ADN program.
- Completes the MC Associate Degree Nursing Non-Paid Faculty Member form.
- Provides copy of work schedule to preceptee and assists her/him in making out the work assignment to ensure 120 hours.
- Reviews preceptee's daily and weekly objectives/goals.

Supervision and Guidance

- Guides the preceptee's learning through selection of increasingly complex assignments in order to meet the preceptorship objectives.
- Reviews preceptee's daily assignments and confers with the Faculty Liaison regarding complexity and progression of nursing tasks assigned.
- Supervises and teaches the preceptee in the clinical area.

- Is present and available on the patient care unit the entire time the preceptee is rendering nursing services during the preceptorship.

Communication

- Gives preceptee daily feedback on performance.
- Discusses performance evaluation with the preceptee and Faculty Liaison.
- Utilizes the Faculty Liaison for consultation as needed or desired.
- Completes required paperwork and notifies Faculty Liaison of any injury, incident, or unusual occurrence.
- Keeps Faculty Liaison apprised of preceptee's progress.
- Evaluates the preceptee in writing at the mid-rotation and end of the experience.

Clinical Skills

- Reviews skills checklist with the preceptee and facilitates the performance of needed skills.
- Supervise skills for competency.
- Supervises preceptee in starting IVs if the appropriate prerequisite criteria have been met by the preceptee.
- Supervises the preceptee's administration of IVs bags, IVPBs, and all IV push medications (the preceptee may only give the IV push meds that may be given by a Medical-Surgical Nurse at the facility).
- Supervises hanging of blood.

The Faculty Liaison

Preparation

- Assists with recruitment of preceptors.
- Plans and implements preceptor preparation.
- Initiates meetings with preceptors or facility representatives prior to the preceptorship for the purpose of information giving and clarification.
- Identify relief preceptors that meet the preceptorship criteria.
- Assists the Health Sciences Department in maintaining the records documenting that the preceptor meets the selection criteria.
- Identify appropriateness of the faculty to preceptee ratio based on ability to effectively supervise.
- Identifies facility limits on preceptees in the assignable nursing areas.
- Determines appropriateness of the setting for preceptorship placement based on preceptee/preceptor needs.

Supervision, Guidance, and Evaluation

- Acts as a resource and support person and assists in problem solving.
- Provides guidance to preceptor in his/her role.
- Evaluates the experience of the preceptorship
- Assists with the preceptee's evaluation process as needed.
- Helps to identify learning experiences needed by the preceptee.
- Is available to the preceptor and preceptee during the entire time the student is involved in the preceptorship learning activity.

- With the preceptor's input, completes and conducts the final evaluation of the student and issues the college grade.
- Evaluates the performance of the preceptor in the role.

Communication

- Aids in informing other unit staff about the goals of the preceptorship and roles of the participants.
- Meets with preceptor and preceptee on-site on a regular basis to discuss preceptee's progress; ideally each preceptorship shift.
- Available by phone for consultation with preceptor.

The Student/Preceptee

Preparation

- Reviews the appropriate literature in preparation for clinical practice
- Does not initiate changes in preceptors for any reason, even for just one shift.
- Recalls the role limitations and clinical objectives of the preceptorship experience.

Performance

- Achieves clinical objectives at a satisfactory level.
- Completes 120 clinical hours and receives a final evaluation of "Satisfactory."
- Completes the required learning and documentation activities for the college course.
- Actively seeks learning experiences to meet objectives and goals.
- Develops daily plans with the preceptor to meet specific clinical objectives and goals.
- Does not perform any procedure that they have not been taught in nursing school.
- Adheres to the professional and ethical standards as outlined in the Moorpark College Associate Degree Nursing Student Handbook.

Communication

- Works under the supervision of the preceptor or designee and is able to use other persons in the setting appropriately for supervision/consultation, i.e. charge nurse, supervisor, Faculty Liaison.
- Identifies specific clinical objectives and goals in writing daily; shares and discusses with the preceptor.
- Provides the preceptor with the Preceptorship Evaluation Form at the beginning of the experience.
- Determines schedule with the preceptor and provides a copy to the preceptor and Faculty Liaison.
- Notifies the preceptor and Faculty Liaison of any absence or tardiness.
- Maintains and effective communication with preceptor and Faculty Liaison.
- Actively participates in clinical conference discussions and activities
- Asks that the preceptor provide notification if he/she is calling in sick, called off, assigned as charge nurse with no patients, going on any extended time off during the preceptorship, etc. and then contacting the Faculty Liaison as soon as possible.
- Contacts the Faculty Liaison immediately if an injury occurs or any event necessitating an Unusual Occurrence or Incident Report.
- Completes the "Student Evaluation of Preceptor" survey.



Appendix 3A

Book	VCCCD Administrative Procedure Manual
Section	Chapter 4 Academic Affairs
Title	AP 4106 NURSING PROGRAM
Code	AP 4106
Status	Active
Legal	<p>California Health and Safety Code, Section 128050</p> <p>Title 5, Section 55521</p> <p>Title 5, Sections 55060 et seq.</p> <p>California Education Code, Section 66055.8</p> <p>California Education Code, Section 66055.9</p> <p>California Education Code, Sections 70101-70106</p> <p>California Education Code, Section 70120</p> <p>California Education Code, Section 70124</p> <p>California Education Code, Section 70125</p> <p>California Education Code, Section 70128.5</p> <p>California Education Code, Section 78260</p> <p>California Education Code, Sections 78261, 78261.3, 78261.5</p> <p>California Education Code, Section 87482</p> <p>California Education Code, Section 89267, 89267.3</p> <p>California Education Code, Section 92645</p>
Adopted	December 14, 2010
Last Revised	September 12, 2017

The District Colleges shall utilize state approved published criteria when screening nursing students for program admission. Criteria may include, but are not limited to the following multiple measures, :

- Academic degrees or diplomas, or relevant certificates, held by the applicant;
- Grade point average in relevant coursework;
- Life experiences or special circumstances of an applicant; and
- Proficiency or advanced level coursework in languages other than English.

Nursing students who have already earned a baccalaureate or higher degree from a regionally accredited institution of higher learning are not required to complete any general education requirements. These students only need to complete the coursework necessary for licensing as a registered nurse.



Appendix 3B

Book	VCCCD Board Policy Manual
Section	Chapter 5 Student Services
Title	BP 5040 STUDENT RECORDS, DIRECTORY INFORMATION, AND PRIVACY
Code	BP 5040
Status	Active
Legal	California Education Code, Sections 76200 et seq. Title 5, Sections 54600 et seq.
Adopted	November 3, 2009
Last Revised	June 18, 2013

The Chancellor shall establish administrative procedures and safeguards in compliance with applicable federal and state laws relating to the privacy and release of student records which ensure that:

- Student records are maintained and released in compliance with applicable state and federal laws regardless of students' age.
- Any currently enrolled or former student of the District has a right of access to any and all student records relating to him or her maintained by the District.
- No District representative shall release the contents of a student record to any member of the public without the prior written consent of the student, other than directory information as defined in this policy and information sought pursuant to a court order or lawfully issued subpoena, or as otherwise authorized by applicable federal and state laws.
- Students shall be notified annually in the colleges' catalogs and/or through other means of their rights with respect to student records, including the definition of directory information contained here, and that they may limit the information.
- Directory information may include: student's name; address; telephone number; date of birth; major field of study; participation in officially recognized activities and sports; dates of attendance; degrees and awards received; the most recent educational institution attended by the student; and weight and height of members of athletic teams.
- Student records cannot be accessed or modified by any person not authorized to do so.

See [Administrative Procedure 5040](#).

Nursing Program Mission

The mission of the Moorpark College Nursing Program is to prepare graduates with the knowledge, skills, and attitudes essential to the function of Registered Nurses in common and emerging healthcare settings.

Nursing Philosophy

The philosophy, curriculum, and objectives of the program are designed to develop the intellectual, social, and cultural potential of each student in accordance with Moorpark College's stated beliefs and purposes. The purpose of the program is to provide a learning environment so students are able to complete the critical competencies of safety/technical skills, critical thinking/clinical reasoning, communication skills, responsibility/accountability, and organization/prioritization skills that are essential to the function of registered nurses in the direct care of patients.

Nursing Practice

Nursing:

1. Is a scientific, community-based dynamic profession which is an integral part of health care services values caring, integrity, ethical practice, diversity, education, service and quality
2. Gives assistance to the individual unable to meet self-care requirements to maintain, attain and/or regain health or a peaceful death
3. Goals are: to empower individuals toward self-care and to increase the health, healing and well-being of individuals, families and communities
4. Utilizes the nursing process for knowledgeable decision making and judgment based on critical thinking, clinical competence, collaboration and accountability
5. Provides relationship-centered care characterized by caring and inclusive communications
6. Roles are: provider of care, manager of care and contributor to the nursing profession

The Individual is:

1. A bio-psycho-socio-cultural-spiritual being with dignity, unconditional worth and rational powers
2. Viewed within the context of their environment

Health is:

1. A changing state on the wellness-illness continuum

2. The structural and functional soundness and wholeness of the individual
3. Determined by the individual's values, beliefs and ability to meet self care requisites or health deviations

Caring for Self and Others is:

1. A basic way of being which is central to nursing
2. Enhanced through self-awareness and personal empowerment
3. A major theme in becoming a knowledgeable, compassionate individual able to respond to human needs
4. Learned by experiencing caring practices between: students and teachers, students and students, nurses and patients and health care team members

Nursing Process is:

A five step systematic method for giving patient-centered care; involving assessing, diagnosing, planning, implementing and evaluating

1. Assessment/nursing diagnosis; identification of patient's universal and development self-care demands and health deviations
2. Establishment of patient outcomes to prevent illness, meet the patient's self care demand, restore health, move the patient toward independent self-care or adaptation to self-care interruptions/decline, and transfer responsibility to family or significant others within the community setting
3. Identification and implementation of nursing measures: preventive (educative/supportive) or restorative (wholly/partially compensatory) and evaluation of outcomes

Nursing Education

Learning:

1. Is a continuous, lifelong, growth process
2. Occurs in the cognitive, affective, and psychomotor domains
3. Proceeds from the simple to the complex and from parts to whole, in which repetition and reinforcement are important aspects
4. Transfer from theory to practice is accomplished through: exercises that promote critical thinking, independent learning, clinical simulation, clinical experience and nursing care plan development

Students:

1. Have diverse learning styles and times, cultural and ethnic backgrounds, objectives and support systems
2. With the assistance of the faculty, assume the responsibility to fulfill the learning objectives utilizing resources and evaluating self realistically

Faculty:

1. Assume responsibility for individualizing approaches to the teaching/learning process by providing measurable learning objectives and a variety of learning experiences
2. Facilitate problem-solving, critical thinking and caring practices
3. Guide and maintain expertise in nursing practice
4. Promote faculty to faculty and faculty to student relationships that are egalitarian and characterized by cooperation and community building

Associate Degree Nursing Graduate

The *Associate Degree Nursing Graduate*: is prepared as a beginning level professional nurse able to provide safe, direct, relationship centered patient care, across the life span to a diverse population in a multitude of practice settings.

Program Threads:

The following concepts are integrated throughout the curriculum:

1. Caring
2. Critical Thinking and Clinical Reasoning
3. Nutrition
4. Patient Advocacy
5. Pharmacology
6. Legal/Ethical Considerations
7. Bio-psycho-socio-cultural-spiritual Patient Needs throughout the Life Cycle
8. Evidence-based Practice
9. Community-based Practice

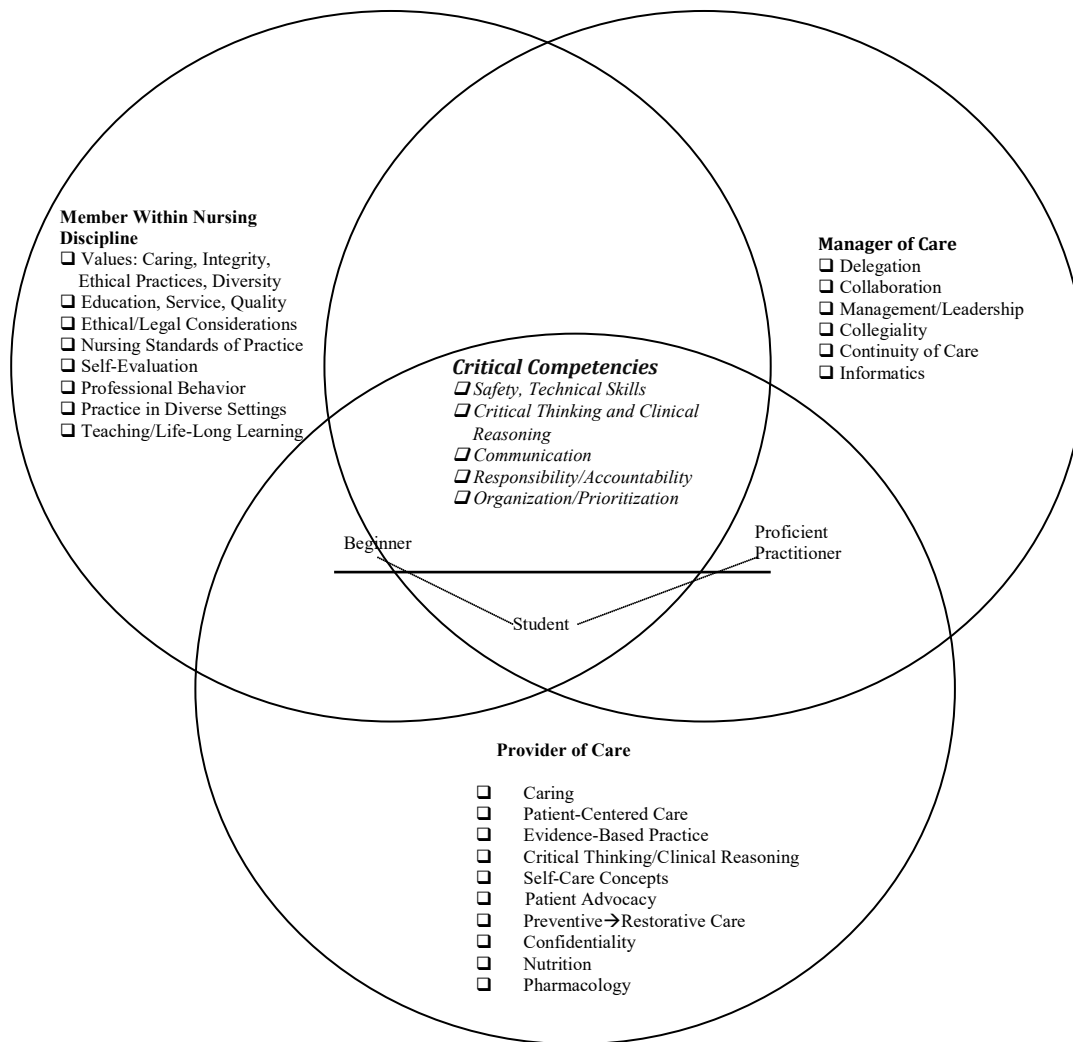
Dorothea Orem's self-care concept of nursing is consistent with the faculty's beliefs and serves as the unifying framework. Theoretical guidelines for student progression and evaluation are modeled after Benner's concepts of novice practitioner to expert. Faculty reason that the nursing student cannot progress to the "expert" practitioner level during their nursing curriculum; therefore, expectations for student progression within the program are to become a proficient practitioner.

Dorothea Orem's Theory of Self Care

- Theory of Self-Care
- Theory of Self-Care Deficit
- Theory of Nursing System (wholly compensatory, partially compensatory, supportive-educative)

Moorpark College Associate Degree Nursing

Organizing Framework



TOTAL CURRICULUM PLAN

EDP-P-05a (Rev. 07/09)

(916) 322-3350

Submit in duplicate

Name of School: Moorpark College											Date Submitted: 4/25/2017				
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree											For BRN Office Use Only <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: <i>Badrieh Caraway, RN, NE-C</i> Date: <i>4/25/2017</i>				
Revision: <input type="checkbox"/> Major <input checked="" type="checkbox"/> Minor					Effective Date: Fall 2017										
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.															
Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4							Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter *Wk: <i>updated</i>								
							Total		Lecture		Lab		Total Hours		
Quarter/Semester							Total	Units	Hr/Wk	Units	Hr/Wk	Lec	Lab		
Prerequisites															
	M	S	O	C	P	G	**Wk:								
ANAT M01	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.5	4	2	2	2	6	35	105	
PHSO M01	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.5	4	3	3	1	3	52.5	52.5	
MICR M01	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.5	5	3	3	2	6	52.5	105	
ENGL M01A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.5	4	4	4		0	70	0	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
MATH M03*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.5	5	5	5		0	87.5	0	
(waived if completed 2yrs high school algebra)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
CHEM M11*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.5	5		4		3	70	52.5	
(waived if completed high school chemistry)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		27	17	21	5	18	367.5	315	
Quarter/Semester 1															
	M	S	O	C	P	G	**Wk:							Total Hours	
NSM01/1LP1 Beg Nrsg Sci	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	17.5	8.5	4	4	4.5	13.5	70	236.25	
NSM01/1LP2 Beg Nrsg Sci	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.5								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
COMM M01	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.5	3	3	3			52.5	0	
PE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.5	1	1	1			17.5	0	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Total								12.5	8	8	4.5	14	128	224	
Quarter/Semester 2															
	M	S	O	C	P	G	**Wk:							Total Hours	
NSM02/2LP1 Inter Nrsg Sci I	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.5	9.5	5	5	4.5	13.5	87.5	236.25	
NSM02/2LP2 Inter Nrsg Sci I	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
PSY M01	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.5	3	3	3			52.5	0	
GE Math*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.5	5	5	5			87.5	0	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Total								17.5	13	13	4.5	13.5	227.5	236.25	

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank

Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

4.3a

TOTAL CURRICULUM PLAN

EDP-P-05a (Rev. 07/09)

(916) 322-3350

Submit in duplicate

Name of School: Moorpark College											Date Submitted: 4/25/2017							
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree											For BRN Office Use Only <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not-Approved By: <i>Badrieh, Caraway, NEC</i> Date: <i>04/25/2017</i>							
Revision: <input type="checkbox"/> Major <input checked="" type="checkbox"/> Minor <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Effective Date: _____																		
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.																		
Check appropriate year: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4											Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter *Wk: <i>Updated</i>							
Quarter/Semester 3											Total		Lecture		Lab		Total Hours	
	M	S	O	C	P	G	**Wk:	Units	Units	Hr/Wk	Units	Hr/Wk	Lec	Lab				
NSM03/3LP1 Inte Nrsng Sci II	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.5	9.5	5	5	4.5	13.5	87.5	236.25				
NSM03/3LP2 Inte Nrsng Sci II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>												
SOC M01 or ANTH M02	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.5	3	3	3		0	52.5	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
Total								12.5	8	8	4.5	13.5	140	236.25				
Quarter/Semester (Summer)											Total		Lecture		Lab		Total Hours	
	M	S	O	C	P	G	**Wk:	Units	Units	Hr/Wk	Units	Hr/Wk	Lec	Lab				
GE Physical Science*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.5	5	4	4	1	3	70	52.5				
GE Humanities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.5	3	3	3		0	52.5	0				
GE Fine Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.5	3	3	3		0	52.5	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
Total								11	10	10	1	3	175	52.5				
Quarter/Semester 4											Total		Lecture		Lab		Total Hours	
	M	S	O	C	P	G	**Wk:	Units	Units	Hr/Wk	Units	Hr/Wk	Lec	Lab				
NSM04/4LP1 Adv Nrsng Sci	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.5	8.5	4	4	4.5	13.5	70	236.25				
NSM04/4LP2 Preceptorship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
GE History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.5	3	3	3		0	52.5	0				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
Total								11.5	7	7	4.5	13.5	122.5	236.25				

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

EDP-P-06 (Rev. 08/09)

(916) 322-3350

Submit in **DUPLICATE**.

Program Name: Moorpark College	For Board Use Only Approved by: <u>Budrieh Caraway, NEC</u> Date: <u>04/25/2017</u> <input checked="" type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy <u>Updated.</u>
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input type="checkbox"/> Major <input checked="" type="checkbox"/> Minor	
Date of Implementation: Fall 2017	
Academic System: <input checked="" type="checkbox"/> Semester <u>17.5</u> weeks/semester <input type="checkbox"/> Quarter _____ weeks/quarter	

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	36	54	36	
Theory	(18)	(27)	18	
Clinical	(18)	(27)	18	
Communication Units	6	9	7	
Science Units	16	24	19	
TOTAL UNITS LICENSURE	58	87	62	
Other Degree Requirements *GE in physical science is not needed if CHEM M11 is taken. *GE in math is not needed if MATH M15 is taken.			10-20	
TOTAL UNITS FOR GRADUATION			72-82	

List the course number(s) and titles(s) in which content may be found for the following required content areas:

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	NS M03 & M03L	Intermediate Nursing Science II
Personal Hygiene	NS M01 & M01L	Beginning Nursing Science
Human Sexuality	NS M02 & M02L	Intermediate Nursing Science I
Client Abuse	NS M02 & M03, M02L & M03L	Intermediate Nursing Science I, Intermediate Nursing Science II
Cultural Diversity	Integrated	
Nutrition	Integrated	
Pharmacology	Integrated	
Legal Aspects	NS M01 & M04	Beginning Nursing Science, Advanced Nursing Science
Social/Ethical Aspects	Integrated	
Management/Leadership	NS M04 & M04L	Advanced Nursing Science

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Total			36
Medical-Surgical	NS M01/M01L NS M02/M02L NS M03/M03L NS M04/M04L	Beginning Nursing Science I Part 1 & 2 Theory/Clinical (catalog p.232) Intermediate Nursing Science I Part 2 Theory/Clinical (catalog p.232) Intermediate Nursing Science II Part 1 Theory/Clinical (catalog p.232) Advanced Nursing Science Part 1 & 2 Theory/Clinical (catalog p.233)	4/4.5 2.5/2.25 2.5/2.25 4/4.5
Obstetrical	NS M02/M02L	Intermediate Nursing Science I Part 1 Theory/Clinical	2.5/2.25
Pediatric	NS M02/M02L	Intermediate Nursing Science I Part 1 Theory/Clinical (Integrated with Obstetrics)	0
Psych/Mental Health	NS M03/M03L	Intermediate Nursing Science II Part 2 Theory/Clinical	2.5/2.25
Geriatrics	NS M01/M01L, NS M03/M03L	Beginning Nursing Science I Part 1 Intermediate Nursing Science II Part 2 (Integrated in medical-surgical and psych/mental health)	0
BASIC SCIENCES			
Anatomy	ANAT M01	Human Anatomy	4
Physiology	PHSO M01	Human Physiology	4
Microbiology	MICR M01	General Microbiology	5
Societal/Cultural Pattern	SOC M01 or ANTH M02	Introduction to Sociology or Cultural Anthropology	3
Psychology	PSY M01	Introduction to Psychology	3
COMMUNICATION			
Group	COMM M01	Introduction to Speech	3
Verbal	ENGL M01A	English Composition	4
Written	ENGL M01A	English Composition	
* TOTAL UNITS			62

* The "TOTAL UNITS" should match "TOTAL UNITS FOR LICENSURE" on page 1.
LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Advanced Medical-Surg	NS M04 & M04L	Advanced Nursing Science and Lab	4/4.5
Psych/Mental Health	NS M03 & M03L	Intermediate Nursing Science II and Lab	5/4.5
Geriatrics	NS M03 & M03L	Intermediate Nursing Science II and Lab	5/4.5
Management/Leadership	NS M04 & M04L	Advanced Nursing Science and Lab	4/4.5
BASIC SCIENCES			
Physiology	PHSO M01	Human Physiology	4
Microbiology	MICR M01	General Microbiology	5
TOTAL UNITS			27

Signature Program Director/Designee:

Christy J. Ashby

Date:

4/25/17

Inter-relatedness between the Scope of Nursing and the Required Curriculum

Scope Of Practice Section 2725	Curriculum Section 1426	Philosophy/ Framework	Program/Level Objectives	Course Description/Objectives/ Content
Nurse Practice Act: nursing is a dynamic field, evolving	Section 1426	Nursing is a...dynamic profession (Exhibit II, Student Handbook, Pg. 5)	T-5. Practices within the legal and ethical framework of nursing (Exhibit II, Student Handbook, Pg. 44)	Introduced in the 1 st semester, reinforced each semester with exam in NS 4. (Exhibit XI, NS1 syllabus in workbook and Exhibit XIV, NS4 syllabus in workbook)
Collaboration	1426c(2) Communication skills	Utilizes nursing process for...decision-making based on...collaboration (Exhibit II, Student Handbook, Pg. 5)	T-2.3 Collaborate with other health care workers (Exhibit II, Student Handbook, Pg. 40)	NS 3 and NS 4 focus on care management and collaboration with health team members. NS1L and 2L (second eight weeks) are combined clinical labs to encourage collaboration. (Exhibit XIII and XIV, NS3 and 4 objectives in syllabus in workbook and Exhibit XI and XII, NS1 and 2 syllabus in workbook).
Health Care System: Health facilities, Clinics, Home Health Agencies, Physician's Offices, Public/Community Health	1426(d) Theory and Clinical practices will be in M/S/Maternal/C/Psy/G	Nursing is a...community based profession... integral to the Health Care System... function safely across practice settings (Exhibit II, Student Handbook, Pg. 5)	A. Demonstrate caring, implement the nursing process... across a variety of settings (Exhibit II, Student Handbook, Pg. 37)	Clinical focus (Exhibit XXX, Total Curriculum Plan): NS1: Long-term care and acute care NS2: Maternal-child, pediatrics, acute med-surgical NS 3: Acute med-surgical, dialysis, in-patient psych, home health, hospice, community-based gerontology nursing NS4: Acute med-surg.
(b) Nursing Practice: basic health care	1426(b) minimum level of competency	Goals are to empower individuals toward self-care and to increase health, healing and well being of individuals, families, and communities. (Exhibit II, Student Handbook, Pg. 5)	A. assistance to restore and maintain optimum states of health (Exhibit II, Student Handbook, Pg. 37)	Clinical assignments focus on clients with common acute and/or chronic health and self-care needs across the life span and practice settings: preventive, acute, rehab. and ambulatory (Exhibit XXX, Total Curriculum Plan)
(b) Nsg Practice: help people cope with difficulties of daily living		Gives assistance to meet self-care requirements to maintain, attain and/or regain health (Exhibit II, Student Handbook, Pg. 5)	T-1.1.maintain universal self-care requisites (Exhibit II, Student Handbook, Pg. 37)	All levels focus on problems of daily living (Exhibit XI, XII, XIII, & XIV: course syllabi objectives).

Scope Of Practice Section 2725	Curriculum Section 1426	Philosophy/ Framework	Program/Level Objectives	Course Description/Objectives/ Content
(b) Nsg Practice: actual or potential health or illness problems	1426(e) Nsg Process integrated	Identification of client's universal, developmental self-care demands, health deviations... establishment of client outcomes, prevent illness (Exhibit II, Student Handbook, Pg. 6)	T-1.1 maintain universal self-care requisites (Exhibit II, Student Handbook, Pg. 37)	All courses include the assessment of actual and potential health problems documented in the nursing care studies (Exhibit XI, XII, XIII, & XIV: course syllabi objectives).
(b) Based on scientific knowledge or technical skill	1426(c)(3) Related...sciences	Nursing practice is a scientific... profession (Exhibit II, Student Handbook, Pg. 5)	T-2.1 assessment and analysis of data (Exhibit II, Student Handbook, Pg. 39)	Courses require that interventions be based on scientific rationales from concepts of pathophysiology, nursing process, and the biological sciences. (Exhibit XXVIII: Nursing Care Study Guidelines).
(b.1) Direct patient care	1426(d) M/S/OB/C/P sy/G	...roles are provider of care (Exhibit II, Student Handbook, Pg. 5)	A...roles are provider of care (Exhibit II, Student Handbook, Pg. 37)	All clinical courses provide direct client-centered care experiences (Exhibit XI, XII, XIII, & XIV: course syllabi objectives).
(b.2) Indirect patient care	1426(d) Nursing leadership/management	...roles are manager of care (Exhibit II, Student Handbook, Pg. 5)	C...roles are manager of care (Exhibit II, Student Handbook, Pg. 45)	NS 4 provides experiences in managing client-centered plans of care and team-leading involving student peers. (Exhibit XIV: NS4 course syllabi objectives).
(b.1) Safety/comfort	1426(b) minimal level of competency	...prepare a beginning practitioner to function safely (Exhibit II: Student Handbook, pg 7)	Critical competency #1: Safety/Technical Skills: Maintain: Comfort, safety (Exhibit II, Student Handbook, Pg. 37)	All clinical courses objectives require maintaining safety and comfort for the pt (Exhibit XI, XII, XIII, XIV, & XXVI: course syllabi, Terminal Objectives).
(b.1) Personal hygiene	1426(d) personal hygiene,	Establish outcomes...to meet client's self-care demand (Exhibit II, Student Handbook, pg 6)	T-1.1. Maintain clients universal requisites (Exhibit II, Student Handbook, Pg. 37)	All clinical courses integrate patient hygiene skills in all clinical situations. (Exhibit XI, XII, XIII, XIV, & XXVI: course syllabi, Terminal Objectives).
(b.1) Protection of pts	1426(d) client abuse	...gives assistance to individuals unable to meet self-care requisites (Exhibit II, Student Handbook, pg 5)	T-1.1 Maintain clients universal requisites...safety. (Exhibit II, Student Handbook, Pg. 37)	NS 1 Patient Bill of Rights, Elder Abuse NS 2 Child Abuse NS 3 Client and Elder Abuse NS 4 Ethics and Leadership (Exhibit XI, XII, XIII, & XIV: course syllabi)
(b.1) Disease prevention	1426(e) prevention	...establishment of client outcomes to prevent illness... nursing measures:	T-2.5.2 Educative/Supportive nursing actions: teach health care to	All courses include disease prevention in nursing care studies. Clinical courses include health teaching

Scope Of Practice Section 2725	Curriculum Section 1426	Philosophy/ Framework	Program/Level Objectives	Course Description/Objectives/ Content
		preventive (educative/supportive) (Exhibit II, Student Handbook, pg 6)	individuals and groups (Exhibit II, Student Handbook, Pg. 41)	plans and projects. (Exhibit XI, XII, XIII, & XIV: course syllabi)
(b.1) Restorative measures	1426(e) rehabilitative	...establishment of client outcomes...to restore health... nursing measures: restorative (wholly/partially compensatory) (Exhibit II, Student Handbook, pg 6)	T-2.5.2 Wholly/Partially compensatory nursing actions: provide for continuing care to meet client self-care needs and/or deficits (Exhibit II, Student Handbook, Pg. 41)	NS 1L Clinical experience is in the extended care setting. All clinical levels focus on meeting clients' ability to meet self-care requirements (Exhibit XI, XII, XIII, XIV, & XXVI: course syllabi, Terminal Objectives).
(b.1, b.2) Med./Therapeutic Agents Administration	1426(d) pharmacology	...establishment of client outcomes..to restore health (Exhibit II, Student Handbook, pg 6)	T-1.1.2 Correctly administer and monitor prescribed medical regimen and nursing procedures for client undergoing diagnostic tests and/or therapeutic procedures T-1.3 Accurately prepare and administer medications and intravenous therapy (Exhibit II, Student Handbook, Pg. 37)	NS 1L, 2L, 3L, 4L include clinical objectives for medication administration (Exhibit XI, XII, XIII, XIV, & XXVI: course syllabi, Terminal Objectives).
(b.3) Performance of skin tests, immunizations, blood withdrawal	1426(e) basic intervention skills: preventive, remedial, supportive, rehabilitative	...establishment of client outcomes... to prevent illness..to restore health (Exhibit II, Student Handbook, pg 6)	T-1.2 Correctly administer and monitor prescribed medical regimen and nursing procedures for client undergoing diagnostic tests and/or therapeutic procedures T-1.3 Accurately prepare and administer medications and intravenous therapy (Exhibit II, Student Handbook, Pg. 37)	NS 1-performance of skin tests, and capillary blood glucose monitoring, NS 2- Immunizations, NS 4- Blood withdrawal from central venous catheters. (Exhibit XI, XII, XIII, XIV, & XXVI: course syllabi, Terminal Objectives, and Exhibit XLVI: Clinical Skills checklist).
(b.4) Observations: signs/symptoms illness, reactions, behavior, physical condition	1426(e) Nursing Process	Nursing Process... assessment... (Exhibit II, Student Handbook, pg 5)	Critical competency #2.1: Assessment: Systematically collects data, analyzes and contributes data and identifies changes. (Exhibit II, Student Handbook, Pg. 38)	All clinical courses include implementation of client assessment as the basis of the nursing process (Exhibit XI, XII, XIII, XIV, & XXVI: course syllabi, Terminal Objectives).

Scope Of Practice Section 2725	Curriculum Section 1426	Philosophy/ Framework	Program/Level Objectives	Course Description/Objectives/ Content
(b.4A) Determination of abnormal characteristics	1426(e) Nursing Process	Nursing Process – assessment (Exhibit II, Student Handbook, pg 5)	Critical competency #2.1: Assessment: Systematically collects data, analyzes and contributes data and identifies changes. (Exhibit II, Student Handbook, Pg. 38)	All clinical courses include implementation of client assessment utilizing knowledge of the pathophysiology of disease processes. (Exhibit XXVIII, Nursing Care Study Guidelines).
(b.4B) Implementation based on observation	1426(e) Nursing Process	Nursing process...identification and implementation of nursing measures: preventive (educative/supportive) or restorative (wholly/partially) Compensatory (Exhibit II, Student Handbook, pg 6)	Critical competency #2.4: Implementation - Initiate nursing interventions in response to clients' self-care needs and or deficits. (Exhibit II, Student Handbook, Pg. 40)	All clinical courses include implementation of interventions based on assessment (Exhibit XI, XII, XIII, XIV, & XXVI: course syllabi, Terminal Objectives).
(b.4B) Appropriate reporting/referral	1426(e) Nursing Process	Nursing practice: ...utilizing nursing process...critical thinking...collaboration and accountability. (Exhibit II, Student Handbook, pg 5)	Critical competency #3.5 Effectively communicate and document client behaviors and responses (Exhibit II, Student Handbook, Pg. 43) 4.3 interface appropriately with other sources to provide continuity of care (Exhibit II, Student Handbook, Pg. 45)	All clinical courses teach implementation of the nursing process, students document clinical assessment and changes, conduct shift report, and provide continuing care through referral (Exhibit XI, XII, XIII, XIV, & XXVIII: course syllabi, and Nursing Care Study Guidelines).
(b.4B) Standardized procedures	1426(e) basic intervention skills:	...utilize the nursing process based on clinical competence...student progression and evaluation are modeled after Benner's concepts of novice practitioner to expert (Exhibit II, Student Handbook, pg 5)	Critical competency #1 – Provide competent nursing care according to state standards. #1.2 Correctly administer and monitor prescribed medical regimen and nursing procedures... (Exhibit II, Student Handbook, Pg. 37)	Students learn to function as a provider of care (Exhibit XI, XII, XIII, XIV, & XXVI : course syllabi, Terminal Objectives).
(b.4B) Emergency procedures	1426(e) basic intervention skills:	Nursing: Nursing process for knowledgeable decision-making and judgment	Critical competency #2 Implement clinical decision making and judgment utilizing the nursing process.	Level II: provides an experience of participating in a simulated code. (Exhibit XIV, NS4 course syllabus). All students are currently certified in

Scope Of Practice Section 2725	Curriculum Section 1426	Philosophy/ Framework	Program/Level Objectives	Course Description/Objectives/ Content
		based on critical thinking (Exhibit II, Student Handbook, pg 5)	#2.1.2 Assessment: Analyze, contribute data and identify changes. #2.4.3 Adjust priorities as changes occur #2.4 Implement wholly/partially compensatory nursing actions. (Exhibit II, Student Handbook, Pg. 38-39)	basic life support skills (Exhibit II, Student Handbook, pg 45)

Program Objectives: Required Outcomes 1426(d)

Outcomes	Program Objectives	Evidence Examples
Delivery of patient-centered care	<ul style="list-style-type: none"> • A. Provider of Care • Demonstrate caring and implement the nursing process by providing competent nursing care to individuals across the life span and across a variety of clinical settings, who require assistance to maintain or restore their optimum states of health and self-care or support to die with dignity. 	<ul style="list-style-type: none"> • <i>All-level Clinical objectives</i>
Practice evidence-based practice	<p>Critical Competency #5</p> <ul style="list-style-type: none"> • Responsibility and Accountability Foster competent/proficient standards of nursing practice • Demonstrate responsibility and accountability for actions, nursing practice, self-management, self-evaluation and continuing education 	<ul style="list-style-type: none"> • <i>Requirement of using a professional journal article as a reference for Nursing Care Study assignments(Nursing Care Study Guidelines)</i> • <i>Required readings and lecture material from websites and studies pertaining to evidence-based practice. (Course Workbooks, Faculty Meeting Minutes 5/2/11)</i> • <i>NS3 part 2 written assignments</i> • <i>NS4 part 2 Research paper</i>
Work as part of interdisciplinary teams	<p>Critical Competency #4</p> <ul style="list-style-type: none"> • Organization and Prioritization • 4.3 Interact with interdisciplinary health care team members in a collegial manner 	<ul style="list-style-type: none"> • <i>NS3 and NS4 team-leading relationship; NS4 Clinical Objectives</i>
Focus on quality improvement	<p>Critical Competency #5</p> <ul style="list-style-type: none"> • Responsibility and Accountability • Foster competent/proficient standards of nursing practice • Demonstrate responsibility and accountability for actions, nursing practice, self-management, self-evaluation and continuing education 	<ul style="list-style-type: none"> • <i>NS1L part 2 Alarm Safety project</i> • <i>NS2 part 2 Clinical Learning Outcomes</i> • <i>All med-surg clinical courses: 60-second safety assessment assignments</i> • <i>NS4 part 2 Research paper</i>
Using information technology	<p>Critical Competency #2</p> <ul style="list-style-type: none"> • Critical Thinking and Clinical Reasoning • Use current technology to enhance client care 	<ul style="list-style-type: none"> • <i>Use of electronic health records at hospital facilities to retrieve information and document patient care.</i> • <i>Use of databases and online searches for nursing journal articles for Nursing Care Study assignments(Nursing Care Study Guidelines)</i>

Competency and the Curriculum Unifying Theme and Design

1443.5 Standards of Competent Performance	Unifying Theme/Curriculum Design
<p>Nursing Diagnosis (1) Formulates a nursing diagnosis through observation of the client's physical condition, behavior, ...through interpretation of information ...from the client, others, ...health care team</p>	<p>Critical Thinking and Clinical Reasoning is the second critical competency, and includes the Nursing Process. <i>Data collection, nursing diagnosis</i> are process steps, <i>based on assessment</i> of client, family, and environment. Nursing diagnosis <i>identifies universal, developmental self-care demands and health deviations.</i> (Exhibit II, Student Handbook, pg. 38)</p>
<p>Care Plan 2) Formulates a care plan, in collaboration with the client, which ensures that direct and indirect nursing services provide for the client's safety, comfort, hygiene, and protection, and for disease prevention and restorative measures.</p>	<p>Critical Thinking and Clinical Reasoning is the second critical competency, and includes the Nursing Process. Critical Thinking and Clinical Reasoning results in a care plan with <i>establishment of outcomes to: prevent illness, meet the client's self-care demand, and restore health....</i> Safety and technical skills is the first critical competency. (Exhibit II, Student Handbook, pg. 37-39)</p>
<p>Nursing Skills/Health Teaching (3) Performs skills essential to the...nursing action to be taken, explains the health treatment to the client and family and teaches ...how to care for the client's health needs.</p>	<p><i>Nursing measures include preventive (educative and supportive), or restorative which includes technical skills.</i> (Exhibit II, Student Handbook, pg. 37). Client outcomes include: <i>implement an appropriate teaching plan specific to the client's level of development, knowledge, culture, and learning needs.</i> (Exhibit II, Student Handbook, pg. 41)</p>
<p>Delegation (4) Delegates and effectively supervises tasks to subordinates based on the legal scopes of practice..., the preparation and capability needed....</p>	<p>The 4th critical competency is <i>Organization/prioritization and Responsibility and Accountability</i> is the 5th. These aspects incorporate the following: delegation, care management and the supervision of nursing care. (Exhibit II, Student Handbook, pg. 45-46)</p>
<p>Evaluation (5) Evaluates effectiveness...through observation of... physical condition, behavior, signs/ symptoms of illness, reactions to treatments through communication...client, health team, modifies plan...</p>	<p><i>Evaluation</i> is the last step delineated in the nursing process and <i>communication</i> is one of the critical competencies. (Exhibit II, Student Handbook, pg. 42)</p>
<p>Client Advocacy (6) ...Client advocate, ...initiating action to improve health care or change decisions or activities which are in the interests or wishes of the clients,the opportunity to making informed decisions....</p>	<p><i>Client advocacy</i> is clearly delineated in the framework as part of the <i>provider of care</i> role and included in the Safety/Technical skills critical competency. (Exhibit II, Student Handbook, pg. 38)</p>

Congruency between Theory and Clinical Courses

Content	Lecture	Clinical Lab	*Clinical Hours
NS1	1	1L	
First 8 weeks	Fundamentals	Fundamentals	70 hrs fundamentals skills lab
			48 hrs restorative care
Second 8 weeks	Medical/Surgical	Medical/Surgical	20 hrs beginning med/surg skills lab
			98 hrs acute care
NS2	2	2L	
First 8 weeks	Maternal Child	Maternal Child	7 hrs maternal child skills lab
			111 hrs maternal child patient care
Second 8 weeks	Medical/Surgical	Medical/Surgical	20 hrs intermediate med/surg skills lab, includes 2hrs simulation
			98 hrs med-surg acute care
NS3	3	3L	
First 8 weeks	Medical/Surgical	Medical/Surgical	4 hrs intermediate med/surg simulation
			4 hrs dialysis observation
			112 hrs acute care
Second 8 weeks	Psych/gerontology	Psych/gerontology	52.5 hrs psych health facilities
			7.5 hrs psych simulation/role play
			60 hrs gerontology care settings
NS4	4	4L	
First 8 weeks	Medical/Surgical	Medical/Surgical	4 hrs cath lab observation
			4 hrs cardiac event simulation
			112 hrs acute/critical care
Second 8 weeks	Leadership /Preceptorship	Preceptorship	120 hrs acute care preceptorship

For evidence: Syllabi (Exhibit XI, XII, XIII, and XIV), Schedule of Classes (Exhibit XXXVIII), and Teaching Assignments (Exhibit XLV).

Appendix 4I Exam Procedures

Effective: on-going, see decision dates below
Reviewed: 5/17/17
Last Revised: 10/01/18
Contact: Assistant to the Coordinator of Health Sciences

Refer to Student Handbook regarding exams, presence of recording or communication devices, make-up exams, etc.

General Format (Since at least Fall 2010)

Generally, there are 4 exams for each half of the semester. Exams should be 50 questions and 1 hour long. Questions are 2 points each.

See Student Handbook re: quizzes, bonus points, and extra credit points.

The total points that can be attained in one half of the semester should be equal to that of the corresponding other half of the semester.

Recommended # of Alternative Format questions: (Faculty Retreat 5/17/17)

- NS1p1 and p2: maximum of 10%
- NS2p1: maximum of 10%
- NS2p2L maximum of 12%
- NS3p1 and p2: minimum of 10%, maximum of 20%
- NS4p1: minimum of 15%, maximum of 25%

Peer Review

Periodically, faculty should have a peer review his or her exams. At a minimum, grammar, spelling, formatting, and appropriateness of the questions for the content area and level should be reviewed. (Faculty Meeting 5/3/10)

The peer reviewer should also check the Bloom's Taxonomy and alternative format question percentages. (Faculty Meeting 1/8/18)

Odd-numbered exams should be peer-reviewed in the Fall semester. Even-numbered exams should be peer-reviewed in the Spring semester. To document the peer-review, enter a footnote on the master exam copy with "P.R." To represent peer-reviewed, the initials of the peer reviewer(s), and the month and year it was last reviewed. An example for an exam reviewed by "Example Professor": P.R. _EP_ 01-18. (Faculty Meeting 1/8/18).

Exam Analyses (Since at least Fall 2010, most recent rev. Faculty meeting 8/14/17)

During the semester or shortly after the end of the semester, perform a Bloom's Taxonomy item analysis for each exam. Check that the exam composition is congruent with the agreed upon Bloom's Taxonomy percentages and percentage of alternative format questions.

Peer review should spot-check the Bloom's Taxonomy and alternative format question percentages. (Faculty Meeting 1/8/18)

Multiple Choice Testing Table of Specifications (Orig. decision; 12/9/02. Most recent 5/17/17)

Blooms Taxonomy distribution as determined by semester.

Semester	Remembering/Understanding	Applying/Analyzing
1	Part 1 40% Pt 2: 30%	Part 1 60%, 70%
2	Part 1 30% Pt 2: 25%	Part 1 70%, 75%
3	Part 1 15%, Pt 2 25%	Part 1 85%, 75%
4	Part 1 10% Pt 2 10%	Part 1 90%, 90%

An existing template for exam analyses may be used for this purpose.

Utilize the exam analyses to alter and update exams as needed.

Email the analyses to the Coordinator of Health Sciences; the data is used in the systematic plans of evaluation for approval and accrediting bodies.

Final Exams:

- A Final Exam activity (including only an exam) must be administered on the scheduled final exam day of the semester. (College requirement)
- At least a portion of the final exam is to be comprehensive, incorporating content from the entire half of the semester (since at least Fall 2010).
- Perform analysis using the Critical Competency Analysis template and keyword guide to identify if critical competencies are evaluated at end of each course section. All 5 critical competencies must be addressed during the exam (reinforced Faculty meeting minutes 9/28/15). There is no prescribed percentage for each element (Faculty Retreat Minutes, 05/21/2014).

Maintenance of Records:

Keep eight (8) years of exam analyses, for future BRN or accreditation exhibits and audits PRN (Faculty Meeting Minutes, 08/22/2011)

Exam make-ups: See Student Handbook

Review of exam by student: See Student Handbook

Medication Proficiency Exam:

- At least 90% should test dosage calculation knowledge while no more than 10% tests pertinent information knowledge with exception of NS3 P 2 psych (Faculty meeting, 2/27/2012).
- Use generic names of the medications
- No "cascade" problems where each consecutive answer depends on accuracy of the previous answer(s).
- Problems should not include techniques that the students have not learned already.
- Adhere to the rounding rules (agreed during Summer 2010).

(Faculty Meeting Minutes, 10/01/2018)

Currently in discussion (as of July 2017):

No release of exam scores to rest of the class before the make-up exam is complete.

The make-up exam should be the same exam as the rest of the class took.

Moorpark College Associate Degree in Nursing Application Process

STEP 1	STEP 2	STEP 3
<p>Qualifying Requirements: High School graduation or General Education Development (GED) Exam with a score of 45 or successfully pass the California High School Proficiency Exam (CHSPE). NOTE: Need to submit official high school transcripts or the above information if no college degree.</p> <p>Overall minimum 2.5 GPA in ALL attempted college coursework.</p>	<p>Required prerequisite Courses for program Admission and Application (<i>all courses, #1, 2, 3, 4 and 5 must be completed with a "C" or better. #3, #4 & #5 must be completed within 7 years of application</i>):</p> <ol style="list-style-type: none"> 1. ENGL M01A (4 units): English Composition 2. MATH M03 (5 units) or higher or Algebra II from high school with a grade of "B" or better (both semesters): Intermediate Algebra or higher, Math M03B, or Math M04B with a grade of "C" or better (MATH M15 may be required for transfer) 3. ANAT M01 (4 units): Human Anatomy 4. PHSO M01 (4 units): Human Physiology Prerequisite: 1 year of h.s. Chemistry or Chem. M11 or M12 and ANAT M01 (or concurrent enrollment) 5. MICRO 1 (5 units): General Microbiology Prerequisite: 1 year of h.s. Chemistry or Chem. M11 or M12 and Bio. M02a or PHSO M01. 	<p>The remaining required general education courses must be taken prior to completing the Associate Degree Nursing Program:</p> <p>*PSY M01 (3 units): Introduction to Psychology</p> <p>*COMM M01 (3 units): Introduction to Speech</p> <p>*SOC M01 or ANTH M02 (3 units): Introduction to Sociology or Cultural Anthropology</p> <p>Physical Science (3 units): Recommend CHEM M11</p> <p>American History/Institutions(3 units)</p> <p>Fine/Performing Arts (3 units)</p> <p>Humanities (3 units)</p> <p>KIN or DANC activity (1 unit)</p> <p>Refer to Moorpark College Catalog for specific course descriptions and choices.</p> <p>*Courses must be completed with a "C" or better.</p>

APPLICATION PROCEDURE

Upon meeting the qualifying requirements (Step 1 and Step 2 from above) students must **submit or send the following** to the Health Sciences Department in one sealed envelope between either **August 1st-August 31st** OR **January 2nd-January 31st** (Please refer to www.moorparkcollege.edu/nursing for further information):

1. **The Nursing Program Application after all prerequisite course work has been completed.**
2. **ALL official sealed transcripts from each college and high school attended including Advanced Placement (AP Scores) must be turned in with your application.** NOTE: Official transcripts must be turned in for classes taken at Moorpark, Oxnard, and Ventura Colleges.
3. **Course descriptions from college catalog for prerequisite courses not taken at Ventura Community College District.**
4. **Multi-Criteria Admission Supplemental Documentation form and supporting documentation if applicable.**
5. **Take the ATI TEAS. Please refer to the website for potential testing dates and information. ATI TEAS testing will be by invitation to a limited number of applicants after a complete Moorpark College Nursing application is submitted. If not invited by email to take the ATI TEAS test by the first testing date, please make sure you take at another location offered by ATI.**

Due to changes in legislation and the Education Code (Section 78261.5), the Moorpark College Associate Degree Nursing Program has adopted a multi-criteria selection process for admission combined with a random selection process. The multi-criteria selection process will be utilized to select the most qualified candidates for admission. In addition, all applicants meeting the minimum requirements have the opportunity to be randomly selected for admission. There is no waitlist. *If you have not been selected for admission within two years of application you will need to reapply.*

The multi-criteria process is being implemented with applications submitted during Fall 2009 and forward. Applicants are to submit the supporting documentation, if applicable with their application.

The processes consider factors such as: • Academic degree, and professional certification • Work or volunteer experience in healthcare • Life experiences, hardship, and talent • Proficiency or advanced level coursework in languages other than English • Scores on the TEAS test • GPA in prerequisite classes • GPA in overall coursework

Assessment: Program Overview (SWOT)



Annual Program Plan Nursing

CTE Program: Yes

Program Description: The Nursing Science Program is approved by the California Board of Registered Nursing and nationally accredited by the Accreditation Commission for Education in Nursing (ACEN) formerly National League of Nursing Accrediting Commission, and offers an associate science degree. Approximately 35 students graduate each semester. The curriculum is dictated by the state and national standards for associate degree nursing programs. Specialty courses are developed as needed to address industry and community needs.

Program Plan Writer/Editor/Contact Person: Christina Lee

Department Chair / Coordinator / Program Lead: Christina Lee

Dean/Manager: Carol Higashida

2019 - 2020

Strengths: In August 2017 the nursing program was granted continuing approval by the Board of Registered Nursing (BRN) Licensing Committee. The program's national accreditation was reaffirmed for eight years by the Accreditation Commission in Education for Nursing (ACEN) in 2012, with the next site visit in February 2020. Additionally, the nursing program was recognized as one of the top CTE programs for its outcomes by the California State Chancellor's Office with the awarding of a Silver Star in March of 2018. The nursing program's national licensure first-time pass rate exceeds the national and state average; in 2017-2018, Moorpark graduates achieved a first-attempt NCLEX pass rate of 98.81% which is one of the highest for ADN programs in California. 100% of employers of 2017-2018 Moorpark College graduates expressed they are satisfied or very satisfied the new graduate nurses. ADN-BSN collaboratives and concurrent enrollments have been arranged with University of Phoenix, CSUN, CSUCI, University of Texas at Arlington Online, and Grand Canyon University; an informal arrangement exists with CSU Dominguez Hills. These collaboratives shorten the amount of time needed to earn a BSN after graduating with an ADN and attaining RN licensure.

Weaknesses: Weaknesses of the core nursing program includes a program success rate that is currently less than the campuswide course success rate. Comparing the campus's single-course success rates to nursing's program-long success rates may be misguided, but for effectiveness the nursing program strives to meet a program success rate of 80% and for the past two years it has been below 77%. Retention by course, however, is greater than 90% for the core nursing program which exceeds that of the campus.

An additional weakness is that there are two vacant full-time nursing positions due to one retirement and one promotion. The ratio of full-time nursing faculty to part-time nursing faculty has fallen from 8 FT:8 PT to 6 FT:12 PT. This weakness is in the process of being mitigated with hiring to the two vacated positions, but until these positions are filled the full-time faculty are over-taxed with service needs.

A third weakness is limited access of nursing and pre-nursing students to academic counseling. The inadequate capacity of health sciences counseling affects access to the nursing program and completion of the associate degree in nursing.

The amount of FTEF dedicated to health sciences has not kept pace with the growth of the department. Before the previous health sciences counselor retired, 60 - 90 nursing applications were received each semester and there were only the nursing associate degree, rad tech associate degree, and EMT programs. Now there is an all-time high of 375 nursing applications in addition to the nursing degree, rad tech degree, nuclear medicine certificate, EMT proficiency award, nutrition AS-T, and optical technology associate degree programs. Additionally, the Health Sciences Department is looking to expand in the near future; there is a plan to increase enrollment in the optical technology program and collaborate with a local adult school to provide the GE courses for a degree in respiratory therapy and surgical technology. While the students' professional programs will be housed with the adult school, they will need counseling for GE educational plans and graduation applications.

While the full-time health sciences counselor is very efficient, continually there are student complaints of not being able to make an appointment for advising, educational plans, course petitions, or graduation application/checks. Students trying to enter the health sciences programs and those currently in them are being underserved from a capacity standpoint. This is an issue of Access: students find challenges in progressing towards their educational goals without being able to meet with a counselor, and the processing of applications for the nursing, rad tech, and optical technology programs nears being unable to be completed in time for admission of students to the following semester. An increase in counseling capacity with another health sciences counselor is needed to reduce the bottlenecks at attempted program entry and application for graduation.

Opportunities: Develop more ADN to BSN articulations with other university nursing programs, including a true concurrent enrollment model where students that BSN courses during the same semesters as ADN courses. This should remain an option and not a requirement of students, as not all students will be able to adapt to the rigorous schedule of a true concurrent enrollment program. The program's national accreditation with ACEN is due for review in February of 2020; there is the opportunity to renew the accreditation.

Threats: Actual and potential reduction in clinical placements for ADN students. Hospitals seeking or maintaining their Magnet status (excellence in nursing recognition) are considering not having ADN students at their facility for the clinical learning experience. Overburdening of nurses at clinical sites is also decreasing clinical placements for specialties that are already difficult to find clinical placements for, such as pediatrics (Children's Hospital Los Angeles Advisory Minutes, June 2017, June 2018, and June 2019). Already the number of students admitted to the nursing program was decreased in Fall 2019 by 10% (4 seats per semester) due to limited pediatric clinical placements. Some community college nursing programs in the Los Angeles and Orange County region have had to reduce their enrollments by 25% to 50%, though their reductions have also had to do with the hospital facilities choosing to give clinical placements to BSN-level programs only even though ADN programs are more numerous. This will not continue to meet the needs for nurses in the regional community.

2018 - 2019

Strengths: In August 2017 the nursing program was granted continuing approval by the Board of Registered Nursing (BRN) Licensing Committee. The program's national accreditation was reaffirmed for eight years by the Accreditation Commission in Education for Nursing (ACEN) in 2012, with the next site visit in Spring 2020. Additionally, the nursing program was recognized as one of the top CTE programs for its outcomes by the California State Chancellor's Office with the awarding of a Silver Star in March of 2018. The nursing program's national licensure first-time pass rate exceeds the national and state average. Employers express they are satisfied or very satisfied with Moorpark College nursing graduates. ADN-BSN collaboratives and concurrent enrollments have been arranged with University of Phoenix, CSUN, CSUCI, and CSUDH; this shortens the amount of time needed to earn a BSN after graduating with an ADN and attaining RN licensure.

Weaknesses: Weaknesses of the core nursing program includes a program success rate that is currently less than the campuswide course success rate. Comparing single-course success rates to program-long success rates may be misguided, but for effectiveness the nursing program strives to meet a program success rate of 80% and for the past two years it has been below 78%

Opportunities: Develop more ADN to BSN articulations with other university nursing programs. The program's national accreditation with ACEN is due for review in Spring of 2020; there is the opportunity to renew the accreditation.

Threats: Potential reduction in clinical placements for ADN students. Hospitals seeking or maintaining their Magnet status (excellence in nursing recognition) are considering not having ADN students at their facility for the clinical learning experience. Overburdening of nurses at clinical sites is also decreasing clinical placements for specialties that are already difficult to find clinical placements for, such as pediatrics (Children's Hospital Los Angeles Advisory Minutes, June 2017 and June 2018).

A potential threat to the program is the workload on the Health Sciences Coordinator. The Coordinator is the program director for the nursing program, which at other community colleges in California is often position that does not oversee more than one other program. There is a program director for the Radiology Technology degree and Nuclear Medicine certificate programs, but there is none for the rapidly expanding EMT program and the nascent Optical Technology program. The growth and sustainability of the EMT programs and Optical Technology programs requires more and more time needing to be directed away from the nursing program, potentially negatively impacting the nursing program's successes.

2017 - 2018

Strengths: Graduates and employers report greater than 95% - 100% satisfaction with the program (Nursing Alumni & Employer Surveys). The nursing program had a California Board of Registered Nursing (BRN) site visit in April 2017 and it is being recommended for continuing approval at the BRN executive meeting in August 2017. Additionally, the program has reaffirmed accreditation from the national accrediting body Accreditation Commission for Education in Nursing (ACEN), with the next site visit in Spring 2020. Additionally, the nursing program was recognized as one of the top CTE programs for its outcomes by the California State Chancellor's Office.

Opportunities: Strengthen the articulation with CSUCI ADN to BSN program and secure additional articulations with other CSUs

and universities. Additionally, a study conducted on the nursing cohort of Fall 2010- Fall 2013 reviewed to increase the retention of male nursing students.

Threats: There is a potential reduction in clinical placement opportunities in the nursing specialty of pediatrics. Hospitals pursuing or maintaining Magnet status, which is recognition of nursing excellence, are strongly considering not inviting ADN students for clinical learning experiences at their facility. Children's Hospital of Los Angeles is one of these hospitals, which would impact the Moorpark College ADN program because the hospital is utilized for the pediatric clinical rotation.

Related Documents:

[Nursing Program Outcomes.pptx](#)

[Retention by Course FY 16-17.docx](#)

[CNSLTNT APPVL RPT FORCONTIN APPRVL Moorpark 4-2017.pdf](#)

Program Review Surveys

Survey Instrument	Description	Frequency
#1 Entrance Survey	Student Demographic Data on Admission. Designed to provide consistent demographic information on students' matriculation into the program either generic or advanced placement	Once upon entry; link to survey distributed Week 1 of program.
#2 Student Review of Classroom Theory	An internal (program) tool designed to provide feedback on student's views of the effectiveness of instructional activities	At the completion of each theory course
#3 Student Review of Skills Lab	An internal survey instrument designed to provide a review of the quality of the educational experience in the open lab format for the skills lab.	At the completion of each semester
#4 Student Review of Clinical Setting	Internal survey tool is to determine the student's assessment of the clinical opportunity, appropriateness and instruction provided within the clinical facility.	At the completion of each clinical laboratory class.
#5 Clinical Instructor's Evaluation of the Clinical Setting	Designed to assess the adequacy of the clinical facility in providing experiences that meet the clinical objectives	Annually in May.
#6 Agency Evaluation of Student Experience	Designed to assess the clinical agency's staff member's perspective of: program's efficiency in the planning process for student placement and observations about students and the faculty as they perform their respective assignments.	Annually in May.
#7A Student Exit Survey	Designed to assess the student's perception of the educational experience, their employment prospects, their interest and plans to continue their education.	Link distributed 1-2 weeks prior to the end of NS4.
#8A Alumni Survey	Designed to assess the graduate's employment status, satisfaction with their preparation after a period of time as an employee, as well as provide statistical information concerning employment.	Until Fall 2018, 6mos. after graduation. After Fall 2018, 12-months after graduation.
#9 Employer Survey of Graduates	Designed to provide agencies the opportunity to share with educational institutions their perception of the graduates.	Annually in Spring for the prior academic year.

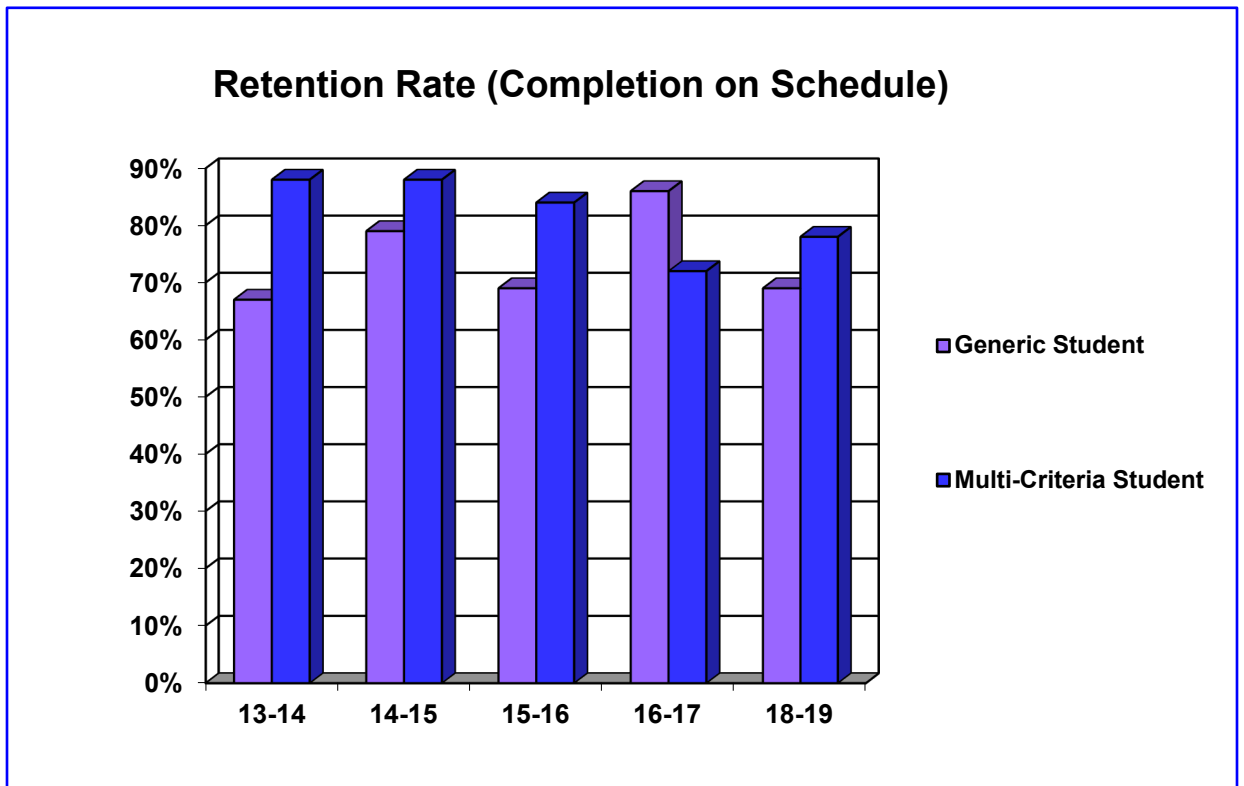
	Fall 2015		Spring 2016		Fall 2016		Spring 2017		Fall 2017		Spring 2018		Fall 2018		Spring 2019		Total	%
Element Key	P1	P2	P1	P2	P1	P2	P1	P2	P1	P2	P1	P2	P1	P2	P1	P2		
C.C. 1: Safety and Technical	11	4	4	3	4	3	17	8	8	3	4	0	19	6	10	1	105	34%
C.C. 2: Critical Thinking & Clinical Reasoning.	0	1	1	1	4	0	0	1	1	1	3	0	0	0	1	0	14	5%
C.C. 3: Communication	6	13	9	5	3	7	4	14	3	10	0	0	1	3	3	1	82	26%
C.C. 4: Responsibility & Accountability	2	11	1	2	6	2	4	1	16	10	6	1	10	7	5	1	85	27%
C.C. 5: Organization & Prioritization	5	0	0	0	2	4	3	3	2	1	0	0	3	0	1	1	25	8%

Attrition Rate

	Spring 2019	Fall 2018	Spring 2018	Fall 2017	Spring 2017	Fall 2016	Spring 2016	Fall Semesters	Spring Semesters
NS1	6 of 44 = 14%	2 of 45 = 4%	4 of 44 = 9%	7 of 44 = 16%	5 of 45 = 11%	1 of 38 = 3%	5 of 43 = 12%	NS1 10/127 = 8%	NS1 20/176 = 11%
NS2	3 of 42 = 7%	1 of 39 = 3%	2 of 37 = 5%	6 of 38 = 16%	2 of 34 = 6%	0 of 40 = 0%	1 of 40 = 3%	NS2 7/117 = 6%	NS2 8/153 = 5%
NS3	1 of 39 = 3%	1 of 38 = 3%	2 of 36 = 6%	4 of 33 = 12%	4 of 40 = 10%	1 of 39 = 3%	1 of 34 = 3%	NS3 6/110 = 5%	NS3 8/149 = 5%
NS4	1 of 38 = 3%	2 of 34 = 6%	2 of 30 = 7%	2 of 37 = 5%	3 of 38 = 8%	0 of 34 = 0%	0 of 35 = 0%	NS 4 4/105 = 4%	NS4 6/141 = 4%

There has not been attrition >25% from a single course since Spring 2016.

For analysis of the attrition rate, please refer to the Systematic Plan for Evaluation Standard 1.1 and 6.3.



Explanation for retention rate < 75% for program:

Generic students were admitted from the wait list who met the prerequisite validation requirements as approved by the State Chancellor’s Office, or completed required remediation after not meeting the prerequisite validation requirements. “Multi-Criteria” admission students were selected based on the multicriteria process, which includes overall and core biology GPA, paid or volunteer health care experience, proficiency in a foreign language, life experiences, and results on the ATI TEAS academic aptitude test. The data demonstrates that students with a stronger academic foundation and health care experience tend to successfully complete the nursing program at a higher rate than those that do not.

Appendix 6F

ATI Assessment Plan

Assessment Technologies Institute (ATI) augments student learning with interactive online offerings. There are also required activities, practice and proctored exams for students to take.

ATI on-boarding process:

- Completed during NS1 Part 1 theory course
- Students will complete specified ATI modules, take tests/assessments/quizzes that facilitate orientation to ATI resources, study, classroom, clinical and test-taking skill.
- Students must submit the reports showing that they completed all required on-boarding activities in order to have their course grade posted.

ATI practice assessments:

- Assigned during various theory courses within the program
- Students will take specified ATI practice assessments during specified time periods of the course.
- Students must submit a report sheet showing that they took the specified practice assessment(s) in order to have their course grade posted.

ATI proctored assessments:

- Students take the proctored assessments on computers in an on-campus computer lab.
- Skills Lab/instructional lab technician, nursing faculty, or trained ACCESS personnel proctors and uses “monitor” function on a computer in room.
- No reference materials are allowed. There is a calculator available on-screen.
- ATI restricts testing time.
- Students qualified for accommodations and/or extended test-taking time will take the proctored assessment in ACCESS or other testing room. Exams will be arranged per the students’ testing accommodation.
- Failure to take proctored assessment will result in *incomplete* status for the course.

Schedule of ATI proctored assessments

Due in:	ATI Assessment	Approx. Time to complete	Maximum Points assigned
Mandatory Orientation	Critical Thinking Assessment: Entrance, <i>proctored</i>	1 hr	none
NS1 Part I	RN Fundamentals, <i>practice</i>	1 hr	none
NS1 Part II	RN Fundamentals, <i>proctored</i>	1 hr	10
NS2 Part I	RN Maternal Newborn, <i>practice</i>	1 hr	Bonus points
	RN Nursing Care of Children, <i>practice</i>	1 hr	
NS2 Part II	none		n/a
NS3 Part I	RN Adult Medical-Surgical, <i>proctored</i>	1.5 hr limit	none
NS3 Part II	RN Gerontology, <i>practice</i>	1 hr	none
	RN Mental Health Nursing, <i>practice</i>	1 hr	
	RN Community Health Nursing, <i>practice</i>	1 hr	
NS4 Part I	none	1 hr	n/a
NS4 Part II	RN Comprehensive Predictor, <i>proctored</i> .	3 hrs limit	70

Remediation

- Reports of completed remediation are to be turned in to the corresponding assignment folder on Canvas of the theory course for the faculty and/or skills lab RN review
- Failure to complete remediation will result in *incomplete* status for the course.
- Remediation to be completed within specified time period (approximately 2-4 weeks)
- Remediation for the *proctored* assessments
 - o Level 3: Level 3: 2 ALT (active learning templates) & 1 hour FR (focused review)
 - o Level 2: 4 ALT & 2 hours FR
 - o Level 1: 6 ALT & 3 hours FR
 - o Below Level 1: 8 ALT & 4 hours FR

Systematic Plan for Program Evaluation Spring 2019

(Data for Fall 2017-Spring 2018)



**Associate Degree Nursing Program
Moorpark College**

Moorpark College Nursing Program

7075 Campus Road, Moorpark CA 93021

www.moorparkcollege.edu

<http://www.moorparkcollege.edu/departments/academic/nursing/index.shtml>

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Lydia Basmajian, Health Sciences Counselor; (805) 553-4604 lbasmajian@vcccd.edu

Sarah Cornelsen, Skills Lab RN; (805) 378-1433 ext. 51183



The program consists of two concurrent components: lecture and clinical lab. The lecture courses are taught on campus and the clinical lab courses are conducted at the affiliated agencies.

Agency Clinical Practicum Sites are:

Children's Hospital Los Angeles
Los Robles Hospital & Medical Center
Los Robles Rehabilitation Hospital
Northridge Hospital Medical Center
Providence Tarzana Medical Center
Adventist Health Simi Valley
St. John's Regional Medical Center
Ventura County Medical Center
Ventura County Mental Health
Vista Del Mar Hospital: Aurora Behavioral Health Care
West Hills Hospital & Medical Center
Community Health Agencies

Nursing Faculty Liaisons to Agency are:

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Nursing Program Mission

The mission of the Moorpark College Nursing Program is to prepare graduates to acquire the knowledge, skills, and attitudes essential to the function of Registered Nurses in common and emerging healthcare settings.

Student Learning Outcomes

Upon completion of each semester, the student will demonstrate progressive development in the following knowledge, skills, and attitudes:

1. The student will ensure safety and perform technical skills that lead to high quality patient-centered care.
2. The student will demonstrate critical thinking and clinical reasoning skills that lead to safe, high quality patient-centered care.
3. The student will demonstrate effective communication skills that lead to safe, high quality patient-centered care.
4. The student will demonstrate responsibility and accountability in providing safe, high quality patient-centered care.
5. The student will demonstrate proficient organization and prioritization skills in providing safe, high quality patient-centered care.

Nursing Program Outcomes

Upon completion of the program, the graduate will have acquired the following knowledge, skills, and attitudes:

1. The student will complete the program within four consecutive semesters and upon graduation be prepared to pass the NCLEX examination, resulting in licensure as a Registered Nurse.
2. The graduate will be prepared for employment as a competent entry-level Registered Nurse.
3. The graduate will demonstrate safety and perform technical skills that lead to safe, high quality patient-centered care.
4. The graduate will exhibit critical thinking and clinical reasoning skills that lead to safe, high quality patient-centered care.
5. The graduate will demonstrate effective communication skills that lead to safe, high quality patient-centered care.
6. The graduate will assume responsibility and accountability in providing safe, high quality patient centered care.
7. The graduate will demonstrate proficient organization and prioritization skills to provide safe, high quality patient-centered care.
8. The graduate will embrace lifelong learning and pursue higher degrees in nursing.

Outcome 1: The student will complete the program within four consecutive semesters, and upon graduation will be prepared to pass the NCLEX examination, resulting in licensure as a Registered Nurse.

84.3 Outcome 1

The Moorpark College Nursing graduate will be prepared to:

- 1.1 graduate within four consecutive semesters and take the NCLEX RN licensure exam.
- 1.2 pass the NCLEX RN licensure examination on the first attempt.
- 1.3 pass rates will be at or above the national mean.

Program Summary Table for Outcome 1 (2017 – 2018)

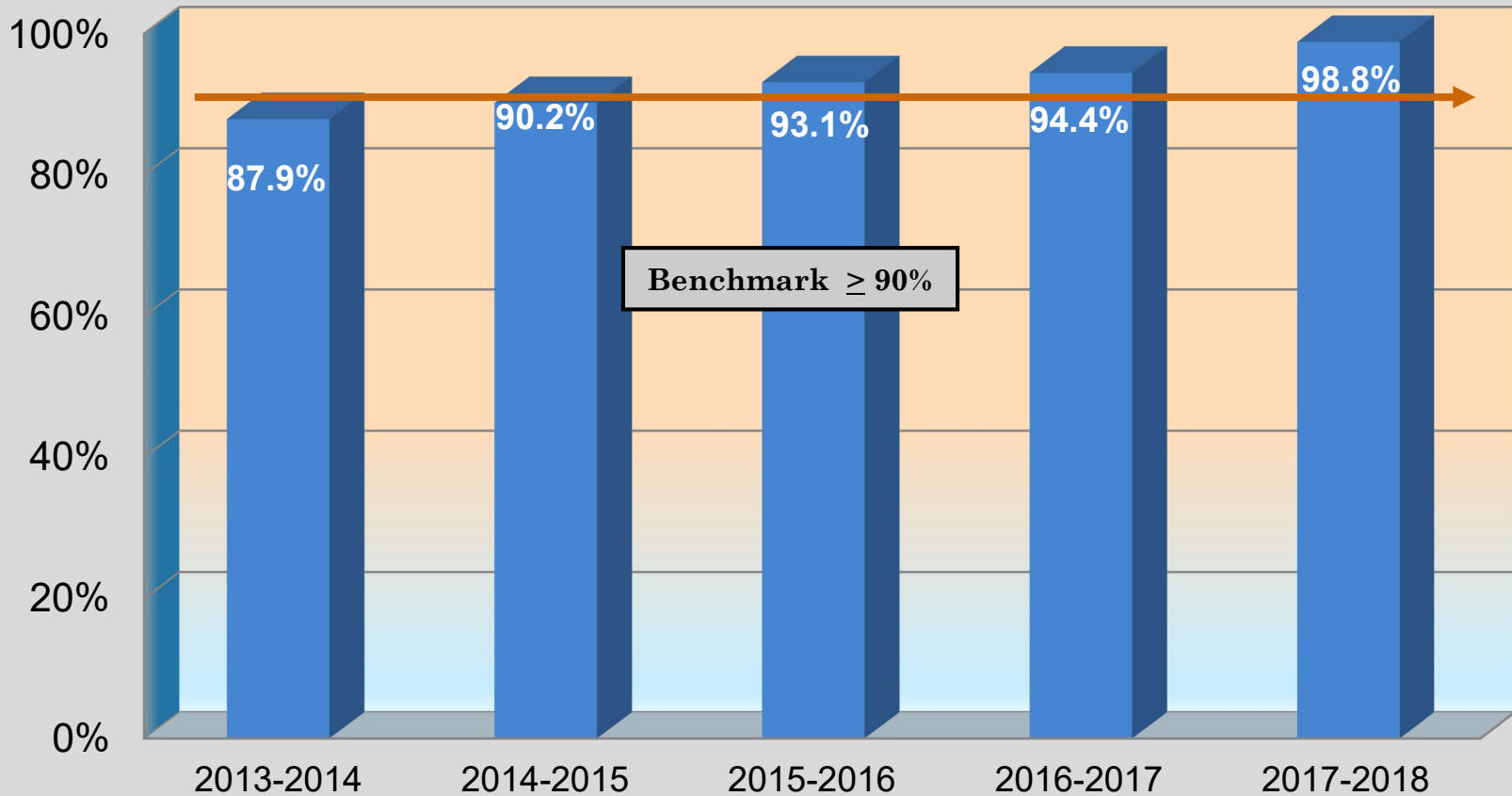
PROGRAM OUTCOME	EXPECTED LEVEL OF ACHIEVEMENT FOR OUTCOME	QUANTITATIVE/QUALITATIVE MEASUREMENT TOOLS TIMELINE, PERSON RESPONSIBLE	DATA REPORTING GUIDELINES	ACTUAL LEVEL OF ACHIEVEMENT FOR OUTCOME, AND ANALYSIS	ACTION PLAN FOR OUTCOME
1.1 Retention rate (graduate in four consecutive semesters)	1.1 Retention Rate will be: > 80% ADN state average > 80% Program Outcome	1.1 Retention rate compiled each semester by the Program Director.	The data will be presented in faculty meetings, annual advisory and clinical summation meetings.	1.1 Overall Program Retention (completion in six semesters) Retention Rate: AY 2018: 75% AY 2017: 76% AY 2016: 84% AY 2015: 85% AY 2014: 71% AY 2013: 59% Retention by Cohort: Spring 2018: 70% Fall 2017: 80% Spring 2017: 71% Fall 2016: 80% Spring 2016: 77% Fall 2015: 95% Spring 2015: 90% Fall 2014: 77% Spring 2014: 80%	1.1 Did not achieve program outcome. - Students are encouraged to take NS M16 Study Skills for Nursing Students prior to enrollment into the nursing program. - Continue to identify students who are “at risk” through the use of the calculated Success Score and the (TEAS) assessment test score. Place these students on learning contracts, and encourage them to meet with faculty success coach and/or Skills Lab RN every one to two weeks, utilizing a case management approach. - Continue to offer peer tutoring and support to students on a weekly basis. - Encourage students to attend the critical thinking, math, test taking, and other workshops offered through the skills lab. - Encourage students to begin their nursing program experience with the “Boot Camp,” which is offered in conjunction with the mandatory orientation.

PROGRAM OUTCOME	EXPECTED LEVEL OF ACHIEVEMENT FOR OUTCOME	QUANTITATIVE/QUALITATIVE MEASUREMENT TOOLS TIMELINE, PERSON RESPONSIBLE	DATA REPORTING GUIDELINES	ACTUAL LEVEL OF ACHIEVEMENT FOR OUTCOME, AND ANALYSIS	ACTION PLAN FOR OUTCOME
				Fall 2013: 60% Spring 2013: 63% Fall 2012: 52% <u>Analysis</u> The retention rate improved from 2012 – 2016, but has begun to decrease since 2016. The 3-year average exceeds the ADN state average, but does not meet the program’s ELA. Implementation of admission of 85% of the incoming cohort utilizing the Multicriteria application screening process is considered a large influence on the improvement from 2012 - 2016, as is the continued work of the faculty and staff in supporting student success.	<ul style="list-style-type: none"> - In Fall 2012, academically stronger students are admitted to the program through grant funding as the result of implementation of the multi-criteria and random selection process, which was approved by the State Chancellor’s Office. - In Spring 2014, multi-criteria selection was implemented with the whole incoming cohort (85% multicriteria, 15% random selection) rather than just the students admitted based on merit with grant funding. - In Fall 2013 students who scored below 70% on the TEAS V reading sub-score are required to complete the PLATO online program in reading by the end of the first 8 weeks of the program. - In Fall 2015 students who scored 60% or below on the TEAS V math sub-score are required to complete the PLATO online program in math by the end of the first 8 weeks of the program. - In Fall 2015 students who scored 50% or below on the TEAS V science sub-score are required to complete the Alison self-paced online program in science by the end of the first 8 weeks of the program. -In Fall 2015, Faculty Tutors were arranged with grant funding for individual tutoring of students on nursing concepts. - In Spring 2018, a workgroup was tasked with developing an ATI Policy for updating the integration of ATI into the curriculum

PROGRAM OUTCOME	EXPECTED LEVEL OF ACHIEVEMENT FOR OUTCOME	QUANTITATIVE/QUALITATIVE MEASUREMENT TOOLS TIMELINE, PERSON RESPONSIBLE	DATA REPORTING GUIDELINES	ACTUAL LEVEL OF ACHIEVEMENT FOR OUTCOME, AND ANALYSIS	ACTION PLAN FOR OUTCOME
					and implementing an upgraded ATI product that the class of Fall 2018 would purchase. Plans for earlier orientation to the ATI products as well as more referral to the ATI resources were initiated in Fall 2018, in an effort to have students use the ATI products more thoroughly to promote their success.
1.2 NCLEX pass rate on first attempt	1.2 Program NCLEX Pass Rate will be \geq 90%	1.2 NCLEX results compiled from California BRN Quarterly Report and California BRN website annually by the Program Director.	The data will be presented in faculty meetings, annual advisory and clinical summation meetings. Annual NCLEX pass rates are posted on the nursing website.	1.2 NCLEX pass rate: 2017/18 98.81% 2016/17 94.44% 2015/16 93.1% 2014/15 90.16% 2013/14 87.88% 2012/13 96.05% NCLEX pass rate by cohort: Spring 2018 (26/28) 92.9% Fall 2017 (35/35) 100% Spring 2017 (34/35) 100% Fall 2016 (31/33) 96.9% Spring 2016 (33/34) 97.1% Fall 2015 (35/37) 94.6% Spring 2015 (36/39) 92.3%	1.2 Achieved outcome. - Continue with the ATI online practice testing for all semesters - Continue proctored medical-surgical online testing for third semester, and proctored comprehensive exam for fourth semester. - Ensure completion of identified ATI remediation for each proctored test. - Continue to review and revise course exams so they align with the NCLEX format. - Continue to utilize grant funding to provide graduates assistance with the NCLEX review course fee. . - Continue to review information from the National Council for State Boards of Nursing (NCSBN) and make curriculum and program improvements in identified weak subject areas.

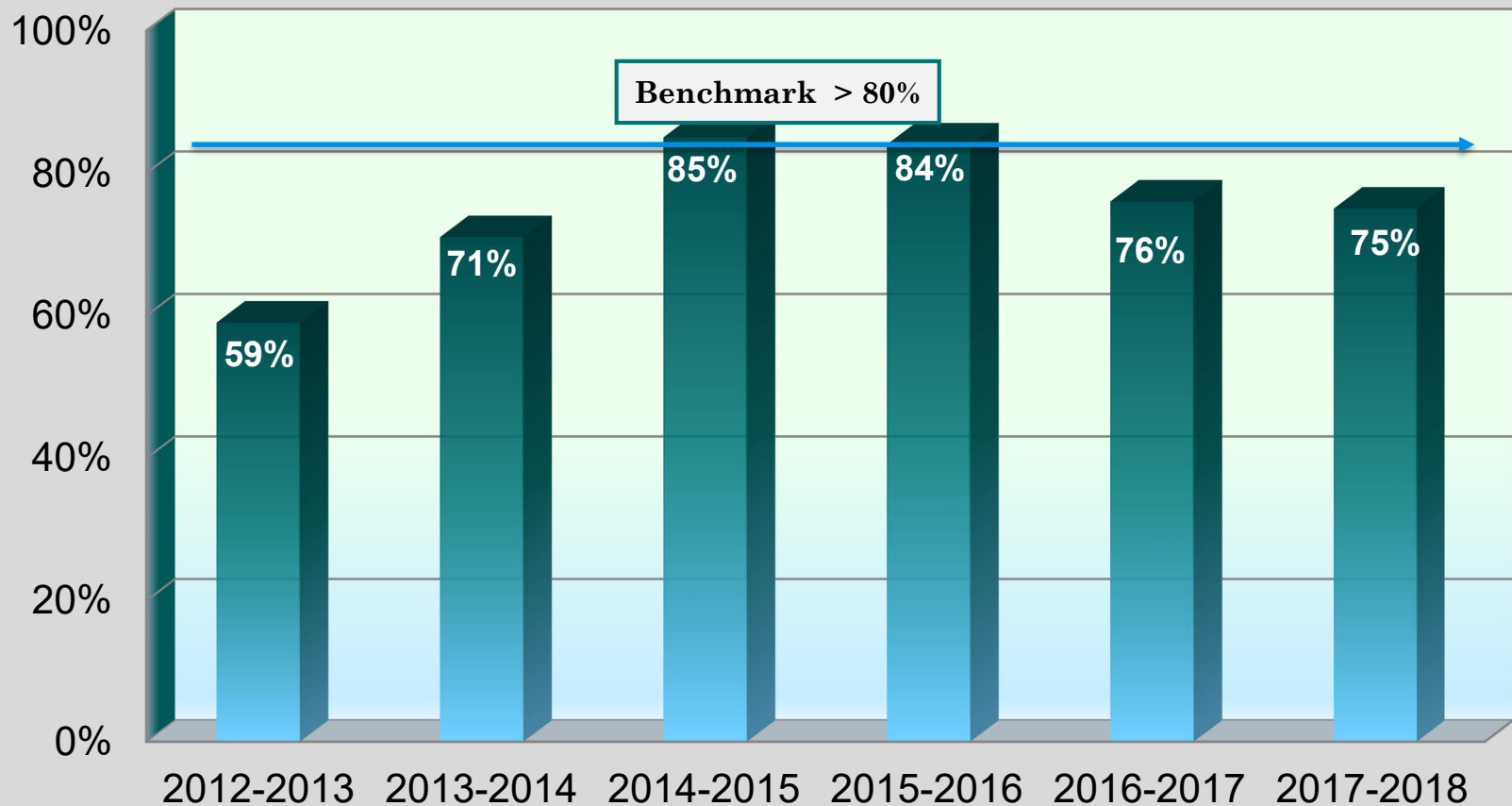
PROGRAM OUTCOME	EXPECTED LEVEL OF ACHIEVEMENT FOR OUTCOME	QUANTITATIVE/QUALITATIVE MEASUREMENT TOOLS TIMELINE, PERSON RESPONSIBLE	DATA REPORTING GUIDELINES	ACTUAL LEVEL OF ACHIEVEMENT FOR OUTCOME, AND ANALYSIS	ACTION PLAN FOR OUTCOME
				Fall 2014 (30/34) 88.2% <u>Analysis</u> Moorpark ADN Program annual NCLEX pass rates are consistently higher than the national average and have, except for 2014, exceeded the program standard of >90%	
1.3 NCLEX pass rates will be at or above the national and state mean	1.3 ≥ ADN National Average NCLEX Pass Rate: 2018 85.11% 2017 84.24% 2016 81.68% 2015 82.00% 2014 79.26% 2013 81.43% ≥ ADN State Average NCLEX Pass Rate: 2018 90% 2017 87.8% 2016 86.0% 2015 84.3% 2014 83.1% 2013 88.8%	1.3 NCLEX results compiled from the NCSBN and CA BRN website annually by the Program Director.	The data will be presented in faculty meetings, annual advisory and clinical summation meetings.	1.3 See data above. <u>Analysis</u> The results show that the Moorpark ADN Program consistently had higher pass rates than the national and state averages.	1.3 Achieved outcome. - Continue with the ATI online practice testing for all semesters - Continue proctored medical-surgical online testing for third semester, and proctored comprehensive exam for fourth semester. - Ensure completion of identified ATI remediation for each proctored test. - Continue to review and revise course exams so they align with the NCLEX format. - Provide graduates assistance with the NCLEX review course fee through grant funding. - Continue to review information from the NCSBN and make curriculum and program improvements in identified weak subject areas.

NCLEX-RN Pass Rate (First Attempt)



Retention Rate

(Completion in Six Semesters)



Outcome 2: The graduate will be prepared for employment as a competent entry-level Registered Nurse.

Outcome 2

The Moorpark College Nursing graduate will be prepared:

2.1 for employment as an RN in common and emerging healthcare settings.

2.2 to function competently as an entry-level RN, as rated by the graduate.

2.3 to function competently as an entry-level RN, as rated by the employer.

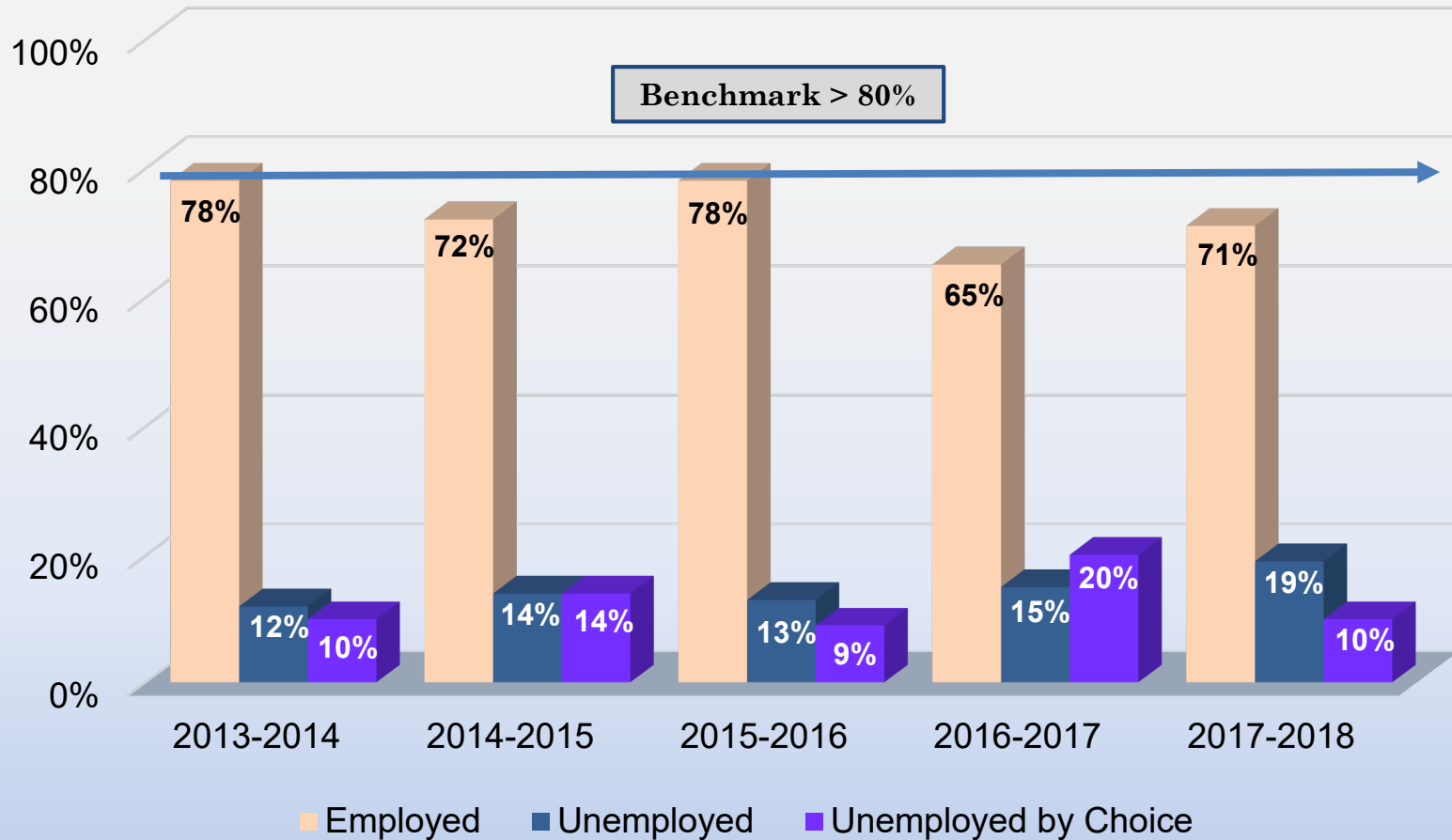
Program Summary Table for Outcome 2 (2017 – 2018)

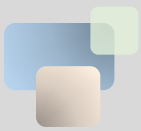
PROGRAM OUTCOME	EXPECTED LEVEL OF ACHIEVEMENT FOR OUTCOME	QUANTITATIVE/QUALITATIVE MEASUREMENT TOOLS TIMELINE, PERSON RESPONSIBLE	DATA REPORTING GUIDELINES	ACTUAL LEVEL OF ACHIEVEMENT FOR OUTCOME, & ANALYSIS	ACTION PLAN FOR OUTCOME
2.1 Job placement rate within six months of graduation	2.1 > 80% of graduates will be employed as an RN within six months of graduation	2.1 Alumni Survey administered six months after graduation each semester and data compiled by Program Director.	The data will be presented in faculty meetings, annual advisory meetings, and clinical summation meetings.	<p>2.1 Graduates who responded to the survey:</p> <p>2017-2018: N=52 71% employed 10% unemployed by choice 19% unemployed CA ADN employment not available</p> <p><u>Analysis</u> Some of those unemployed had not passed NCLEX by 6 months or had licensure difficulties unrelated to testing. Hiring to new grad programs found to be scheduled biannually or quarterly, off-schedule from graduation dates.</p> <p>2016-2017: N = 68 65% employed</p>	<p>2.1 Did not achieve outcome.</p> <ul style="list-style-type: none"> - Continue to provide online survey for students and graduates, and inform graduating students of the upcoming survey and encourage their responses. - Report data for summation meetings at each clinical site. - Utilize Alumni Facebook website to announce job opportunities. - Fall 2018: Communicate graduation dates and possible time to licensure to regional agencies, including at summation meetings and advisory meetings.

PROGRAM OUTCOME	EXPECTED LEVEL OF ACHIEVEMENT FOR OUTCOME	QUANTITATIVE/QUALITATIVE MEASUREMENT TOOLS TIMELINE, PERSON RESPONSIBLE	DATA REPORTING GUIDELINES	ACTUAL LEVEL OF ACHIEVEMENT FOR OUTCOME, & ANALYSIS	ACTION PLAN FOR OUTCOME
				<p>15% unemployed 20% unemployed by choice CA ADN employment 80.9%</p> <p><u>Analysis</u> Many employed shortly after the 6 month post-graduation mark; new grad programs had not yet started, or were waiting for opportunities in specific specialties.</p> <p>2015-2016: N = 46 78% employed 13% unemployed 9% unemployed by choice</p> <p>2014-2015: N = 29 72% employed 14% unemployed 14% unemployed by choice</p> <p>2013-2014: N = 49 78% employed 12% unemployed 10% unemployed by choice</p>	
2.2 Graduate satisfaction with the program in	2.2 > 80% of students will agree that the program in	2.2 Alumni Survey administered six months after graduation each	The data will be presented in faculty meetings, annual advisory	2.2 Graduates who responded to the survey agreed that the program	2.2 Achieved outcome. - Continue to survey students and graduates.

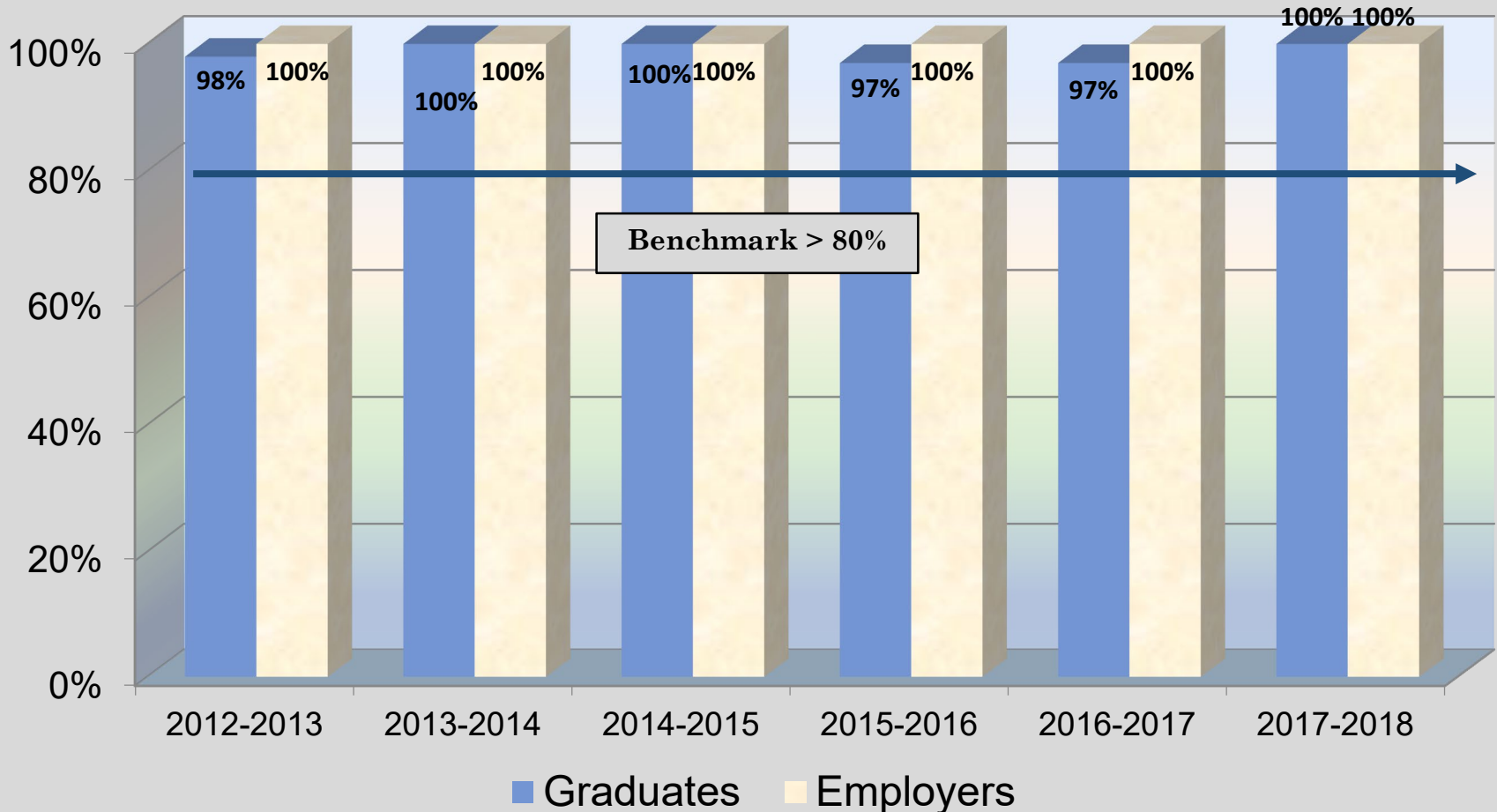
PROGRAM OUTCOME	EXPECTED LEVEL OF ACHIEVEMENT FOR OUTCOME	QUANTITATIVE/QUALITATIVE MEASUREMENT TOOLS TIMELINE, PERSON RESPONSIBLE	DATA REPORTING GUIDELINES	ACTUAL LEVEL OF ACHIEVEMENT FOR OUTCOME, & ANALYSIS	ACTION PLAN FOR OUTCOME
preparation for entry-level RN practice	prepared them to function as entry-level RNs	semester and data compiled by Program Director.	meetings, and clinical summation meetings.	prepared them to function as entry-level RNs. 2017-2018: N = 40 100% 2016-2017: N = 38 97% 2015-2016: N = 38 97% 2014-2015: N = 29 100% 2013-2014: N = 36 100% 2012-2013: N = 42 98%	<ul style="list-style-type: none"> - Continue to collect and analyze results and refine curriculum to meet student and employer needs in preparing graduates for practice. - Continue to elicit student feedback regarding curricular issues from the Curriculum/Admissions Committee meetings and Brown Bag sessions. - Utilize Alumni Facebook website to increase response rate for the Alumni Survey and to announce job opportunities.
2.3 Employer satisfaction of graduates as entry-level RNs	2.3 >80% of employers will agree that the graduates were prepared to function as entry-level RNs	2.3 Employer Survey administered annually in November and data compiled by Program Director.	The data will be presented in faculty meetings, annual advisory and clinical summation meetings.	2.3 3 Employers who responded to the survey reported they agreed that our graduates were prepared to function as entry-level RNs. 2017-2018: N = 9, 100% 2016-2017: N = 11, 100% 2015-2016: N = 4, 100% 2014-2015: N = 5, 100% 2013-2014: N = 17, 100% 2012-2013: N = 9, 100%	2.3 Achieved outcome. <ul style="list-style-type: none"> - Continue to survey employers. - Continue to collect and analyze results and refine curriculum to meet employer needs in preparing graduates for practice. - Continue to elicit employer feedback regarding changes in practice to update the curriculum. - Maintain ongoing communication with agencies, hospitals, and professional organizations in order to identify potential and real employment opportunities for graduates.

Graduate Employment at Six Months Post Graduation





Employment Outcome: Agree that Graduates Prepared for Entry-Level Practice



Outcome 3: The graduate will demonstrate safety and perform technical skills that lead to safe, high quality patient-centered care.

Outcome 3

The Moorpark College Nursing graduate will demonstrate safety and perform technical skills:

- 3.1 in the Safety and Infection Control section of the NCLEX (NCSBN NCLEX-RN Test Plan Report).
- 3.2 in the Pharmacological and Parenteral Therapies section of the NCLEX (NCSBN NCLEX-RN Test Plan Report).
- 3.3 in his or her role as a beginning nurse, as reported by the graduate.
- 3.4 in his or her role as a beginning nurse, as reported by the employer.

Program Summary Table for Outcome 3 (2017 – 2018)

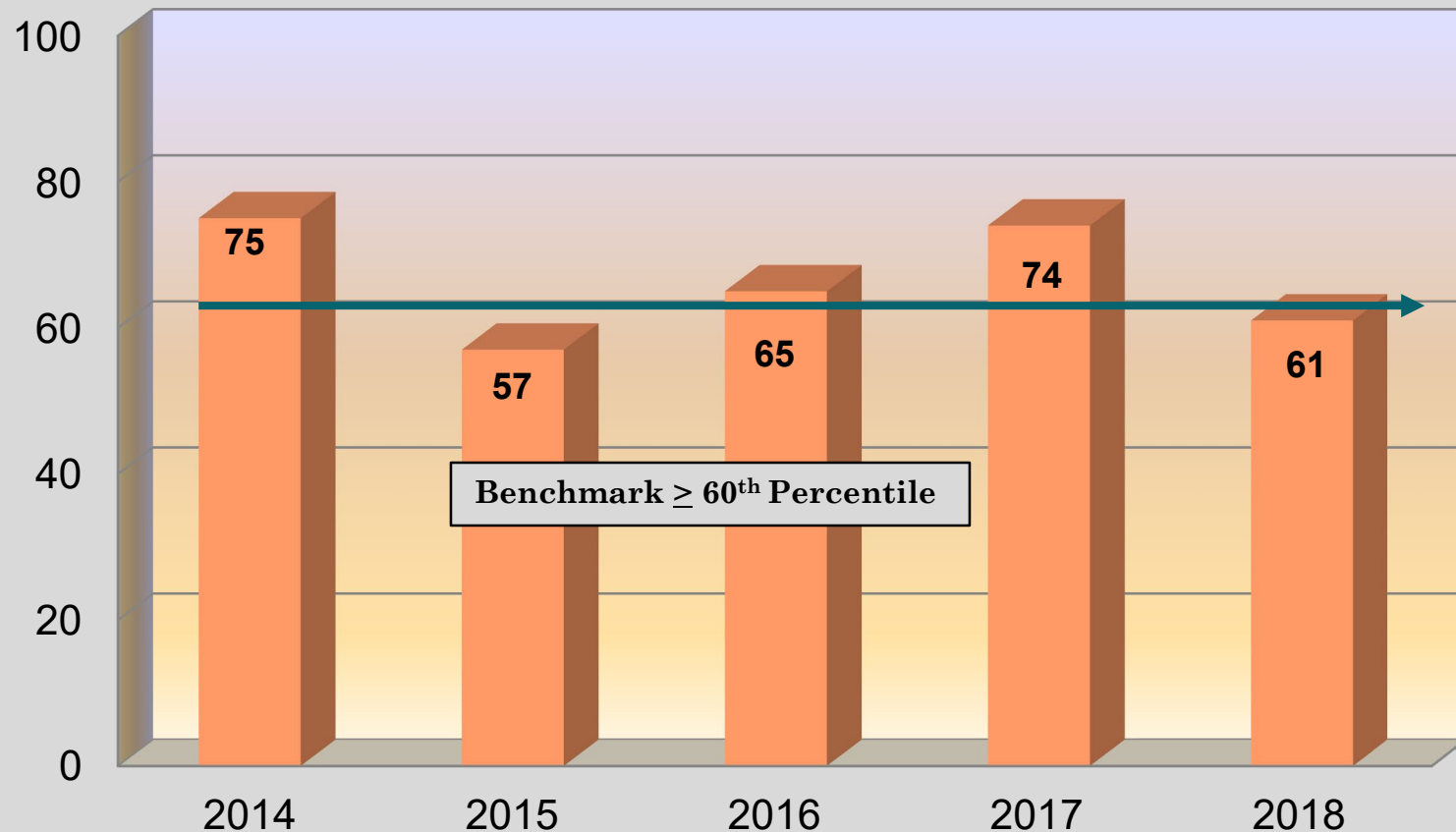
PROGRAM OUTCOME	EXPECTED LEVEL OF ACHIEVEMENT	QUANTITATIVE/QUALITATIVE MEASUREMENT TOOLS TIMELINE, PERSON RESPONSIBLE	DATA REPORTING GUIDELINES	ACTUAL LEVEL OF ACHIEVEMENT	ACTION PLAN FOR OUTCOME
3.1 NCLEX exam scores – Safety and Infection Control section	3.1 Graduates will maintain a rank of $\geq 60^{\text{th}}$ percentile on the "Safety and Infection Control" section of the NCLEX exam.	3.1 NCLEX exam Safety and Infection Control section percentile compiled by Program Director in September.	The data will be presented in faculty, annual advisory, and clinical summation meetings.	3.1 34 Graduates scored in the 63 rd percentile compared to the national population of graduates from similar programs (September 2018). 9/2018: 63 rd percentile 9/2017: 63 rd percentile 9/2016: 58 th percentile 9/2015: 67 th percentile 9/2014: 56 th percentile	3.1 Achieved outcome. -Continue to design course exams based on NCLEX format. -Attend workshops on NCLEX exam question writing (Maxey attended in Fall 2018) -Continue to emphasize safety and infection control in classroom discussions and clinical simulations.
3.2 NCLEX exam scores – Pharmacological and Parenteral Therapies section	3.2 Graduates will maintain a rank of $\geq 60^{\text{th}}$ percentile on the "Pharmacological and Parenteral Therapies" section of the NCLEX exam.	3.2 NCLEX exam Pharmacological and Parenteral Therapies section percentile compiled by Program Director in September.	The data will be presented in faculty meetings, annual advisory and clinical summation meetings.	3.2 34 Graduates scored in the 61 st percentile compared to the national population of graduates from similar programs (September 2018). 9/2018: 61 st percentile 9/2017: 74 th percentile 9/2016: 65 th percentile 9/2015: 57 th percentile 9/2014: 75 th percentile	3.2 Achieved outcome. -Continue to design course exams based on NCLEX format. -Attend workshops on NCLEX exam question writing (Maxey attended in Fall 2018). -Increase emphasis on pharmacologic/parenteral therapies in classroom discussions and clinical simulations.

PROGRAM OUTCOME	EXPECTED LEVEL OF ACHIEVEMENT	QUANTITATIVE/QUALITATIVE MEASUREMENT TOOLS TIMELINE, PERSON RESPONSIBLE	DATA REPORTING GUIDELINES	ACTUAL LEVEL OF ACHIEVEMENT	ACTION PLAN FOR OUTCOME
3.3 Alumni Survey results – Critical Competency #1 Safety/Technical Skills	3.3 ≥80% of sampled graduates will agree that the nursing program prepared them with the safety and technical skills necessary for an entry-level RN.	3.3 Alumni Survey completed each semester by the program director and health sciences staff.	The data will be presented in faculty meetings, annual advisory meetings, and clinical summation meetings.	3.3 Graduates who agreed they were prepared with the safety and technical skills for entry level RN practice. 2017-2018: N = 41, 100% 2016-2017: N = 41, 97% 2015-2016: N = 48, 98% 2014-2015: N= 29, 93% 2013-2014: N = 38, 91%	3.3 Achieved outcome. -Continue to implement strategies to enhance safety and technical skills of the graduates. -Identify strategies to increase graduate response rate.
3.4 Employer Survey results - Critical Competency #1 Safety/Technical Skills	3.4 ≥80% of sampled employers will agree that the nursing program prepared graduates with the safety and technical skills necessary for an entry-level RN.	3.4 Employer Survey completed annually by the program director and health sciences staff.		3.4 Employers who agreed that graduates were prepared with the safety and technical skills for entry level RN practice. 2017-2018: N = 9, 100% 2016-2017: N = 11, 100% 2015-2016: N = 4, 100% 2014-2015: N = 5, 100% 2013-2014: N = 13, 86%	3.4 Achieved outcome. -Continue to implement strategies to enhance safety and technical skills of the graduates.



Pharmacological and Parenteral Therapies

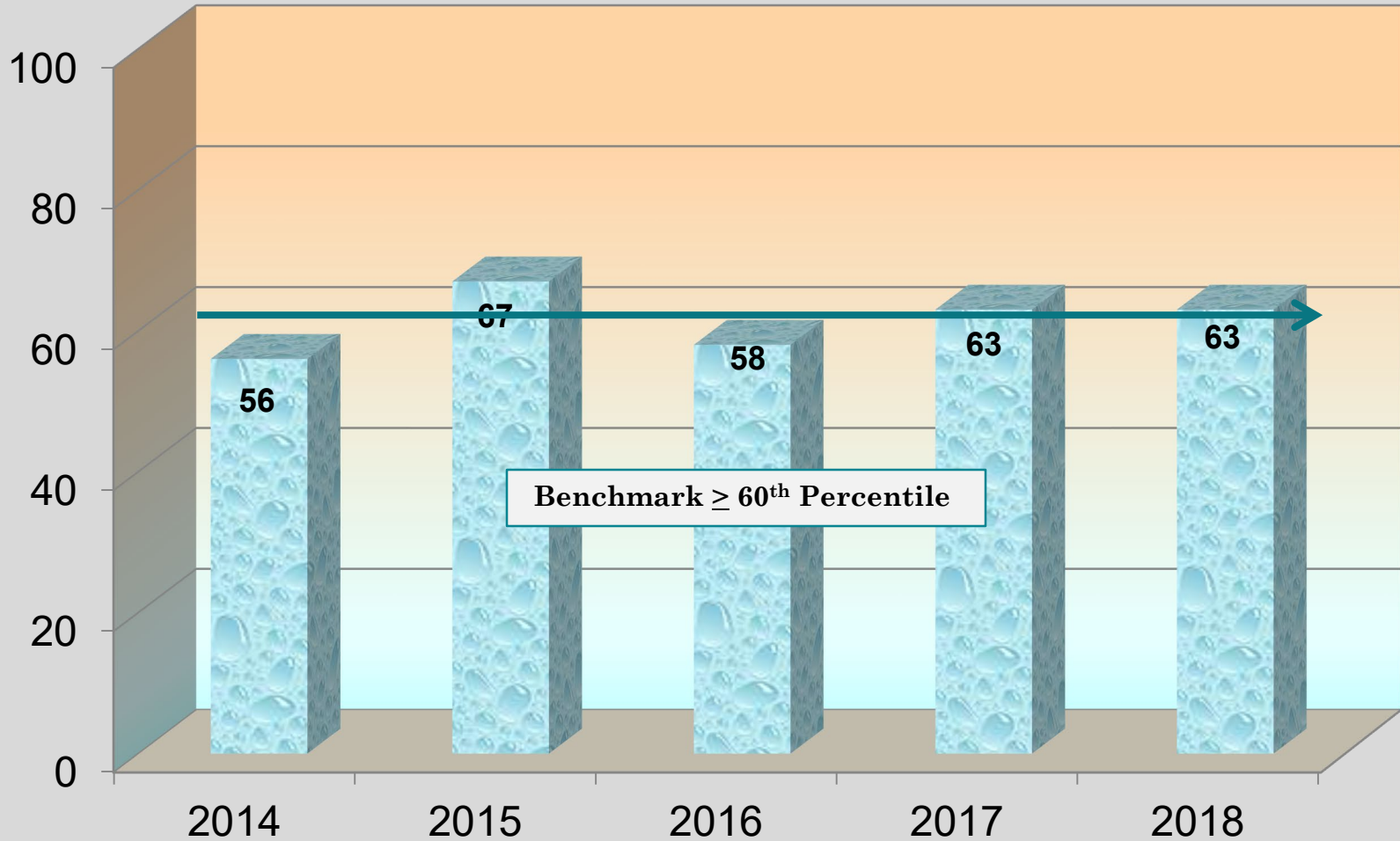
Percentile Ranks of Graduates Compared to National Population (NCLEX Results)

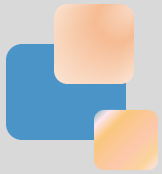




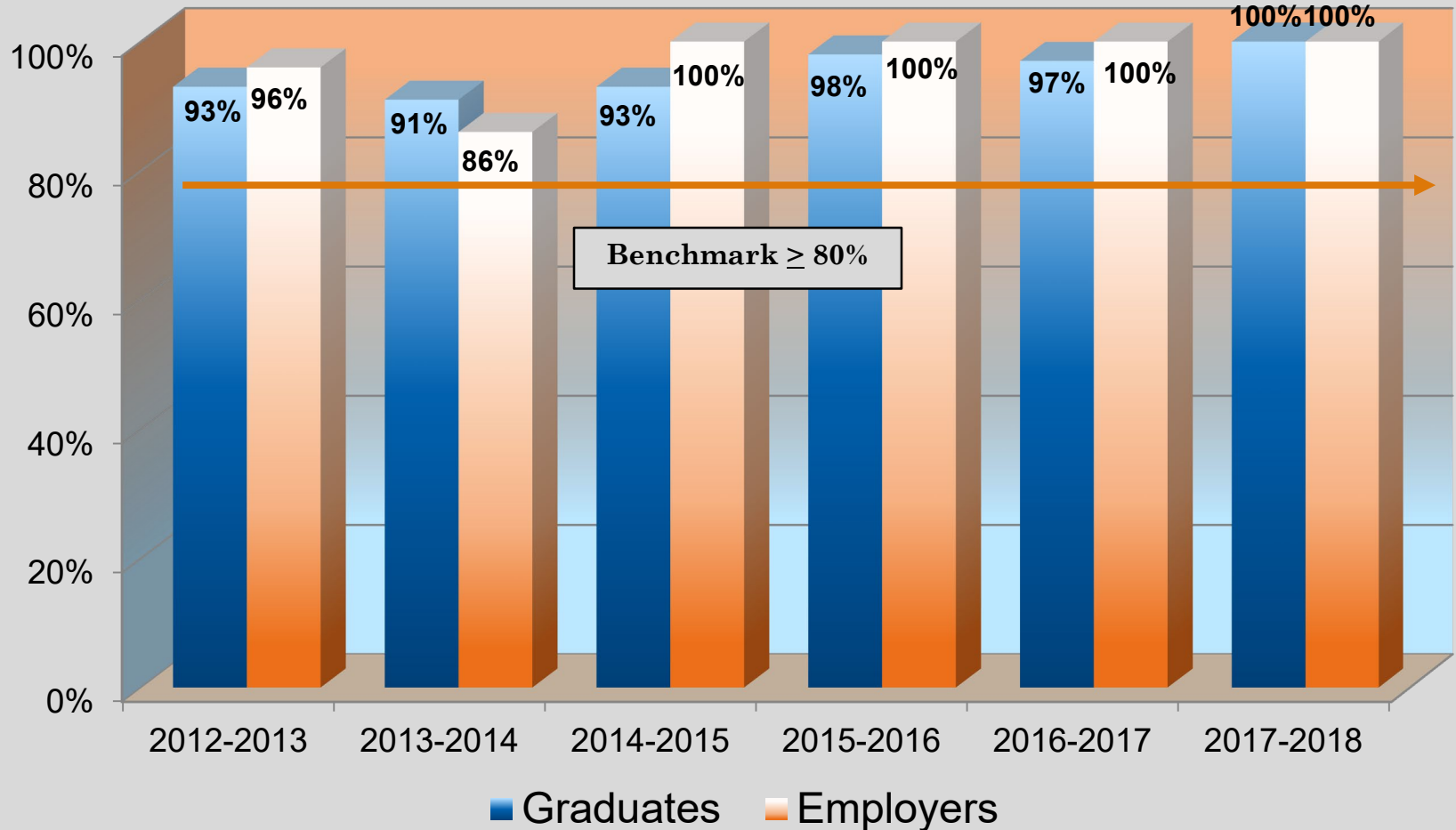
Safety and Infection Control

Percentile Ranks of Graduates Compared to National Population (NCLEX Results)





Agreement with Preparation: Safety and Technical Skills



Outcome 4: The graduate will exhibit critical thinking and clinical reasoning skills that lead to safe, high quality patient-centered care.

Outcome 4

The Moorpark College Nursing graduate will exhibit critical thinking and clinical reasoning skills:

4.1 in the Management of Care section of the NCLEX (NCSBN NCLEX-RN Test Plan Report).

4.2 in his or her role as a beginning nurse, as reported by the graduate.

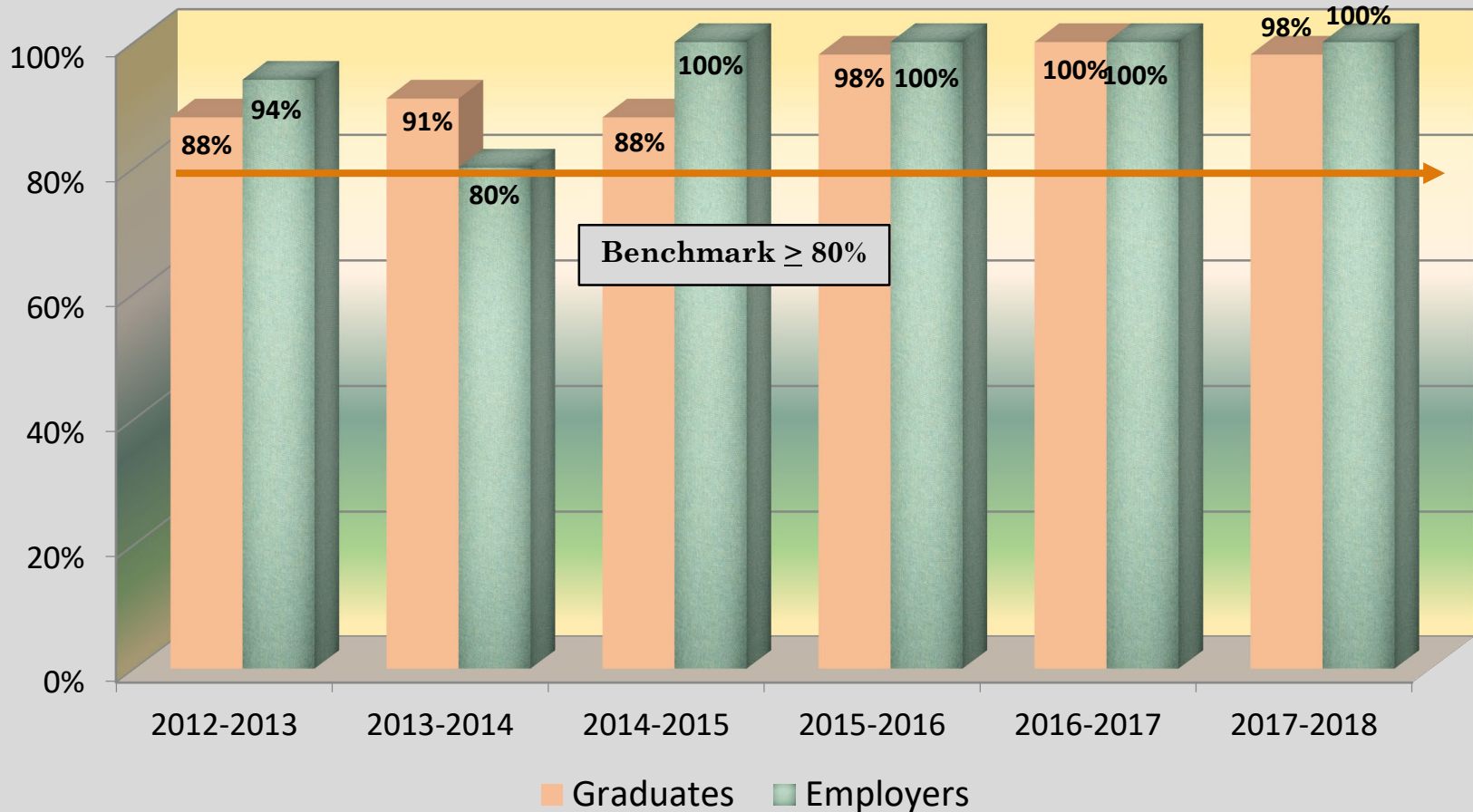
4.3 in his or her role as a beginning nurse, as reported by the employer.

Program Summary Table for Outcome 4 (2017 – 2018)

PROGRAM OUTCOME	EXPECTED LEVEL OF ACHIEVEMENT FOR OUTCOME	QUANTITATIVE/QUALITATIVE MEASUREMENT TOOLS TIMELINE, PERSON RESPONSIBLE	DATA REPORTING GUIDELINES	ACTUAL LEVEL OF ACHIEVEMENT FOR OUTCOME	ACTION PLAN FOR OUTCOME
4.1 NCLEX exam scores – Management of Care section	4.1 Graduates will maintain a rank of $\geq 60^{\text{th}}$ percentile on "Management of Care" section of the NCLEX exam.	4.1 NCLEX exam Management of Care section percentile compiled by Program Director in September.	The data will be presented in faculty meetings, annual advisory and clinical summation meetings.	4.1 34 graduates scored in the 60 th percentile compared to the national population of graduates from similar programs (September 2018). 9/2018: 53 rd percentile 9/2017: 60 th percentile 9/2016: 62 nd percentile 9/2015: 57 th percentile 9/2014: 68 th percentile	4.1 Did not achieved outcome. -Continue to design course exams based on NCLEX format. -Attend workshops on NCLEX exam question writing (Maxey attended in Fall 2018) -Increase emphasis on management of care in classroom discussions and clinical simulations. -Focus on management of care in lecture case scenario presentations. - In Spring 2018, a workgroup was tasked with developing an ATI Policy for updating the integration of ATI into the curriculum and implementing an upgraded ATI product that the class starting Spring 2019 would purchase. Plans for earlier orientation to the ATI products as well as more referral to the ATI resources were initiated in Fall 2018, in an effort to have students use the ATI products more thoroughly to promote their success.
4.2 Alumni Survey results – critical thinking	4.2 $\geq 80\%$ of sampled graduates will agree that the nursing program prepared them for	4.2 Alumni Survey completed each semester by the program director and health sciences staff.	The data will be presented in faculty meetings, annual advisory and clinical	4.2 41 Graduates who agreed they were prepared with the critical thinking and clinical reasoning for entry level RN practice.	4.2 Achieved outcome. -Continue to implement strategies to enhance critical thinking and clinical reasoning skills of the graduates. -Continue strategies to increase graduate response rate.

PROGRAM OUTCOME	EXPECTED LEVEL OF ACHIEVEMENT FOR OUTCOME	QUANTITATIVE/QUALITATIVE MEASUREMENT TOOLS TIMELINE, PERSON RESPONSIBLE	DATA REPORTING GUIDELINES	ACTUAL LEVEL OF ACHIEVEMENT FOR OUTCOME	ACTION PLAN FOR OUTCOME
	the critical thinking and clinical reasoning skills necessary for an entry-level RN.		summation meetings.	2017-2018: N = 41, 98% 2016-2017: N = 40, 100% 2015-2016: N = 4, 98% 2014-2015: N = 29, 88% 2013-2014: N = 38, 91%	
4.3 Employer Survey results – critical thinking	4.3 ≥80% of sampled employers will agree that graduates are prepared with the critical thinking and clinical reasoning skills necessary for an entry-level RN.	4.3 Employer Survey completed annually by the program director and health sciences staff.	The data will be presented in faculty meetings, annual advisory and clinical summation meetings.	4.3 Employers who agreed that graduates had the critical thinking and clinical reasoning skills necessary for entry level RN practice. 2017-2018: N = 9, 100% 2016-2017: N = 11, 100% 2015-2016: N = 4, 100% 2014-2015: N = 5, 100% 2013-2014: N = 13, 80% 2012-2013: N = 9, 94%	4.3 Achieved outcome. -Continue to implement strategies to enhance critical thinking and clinical reasoning skills of the graduates.

Agreement with Preparation: Critical Thinking and Clinical Reasoning Skills

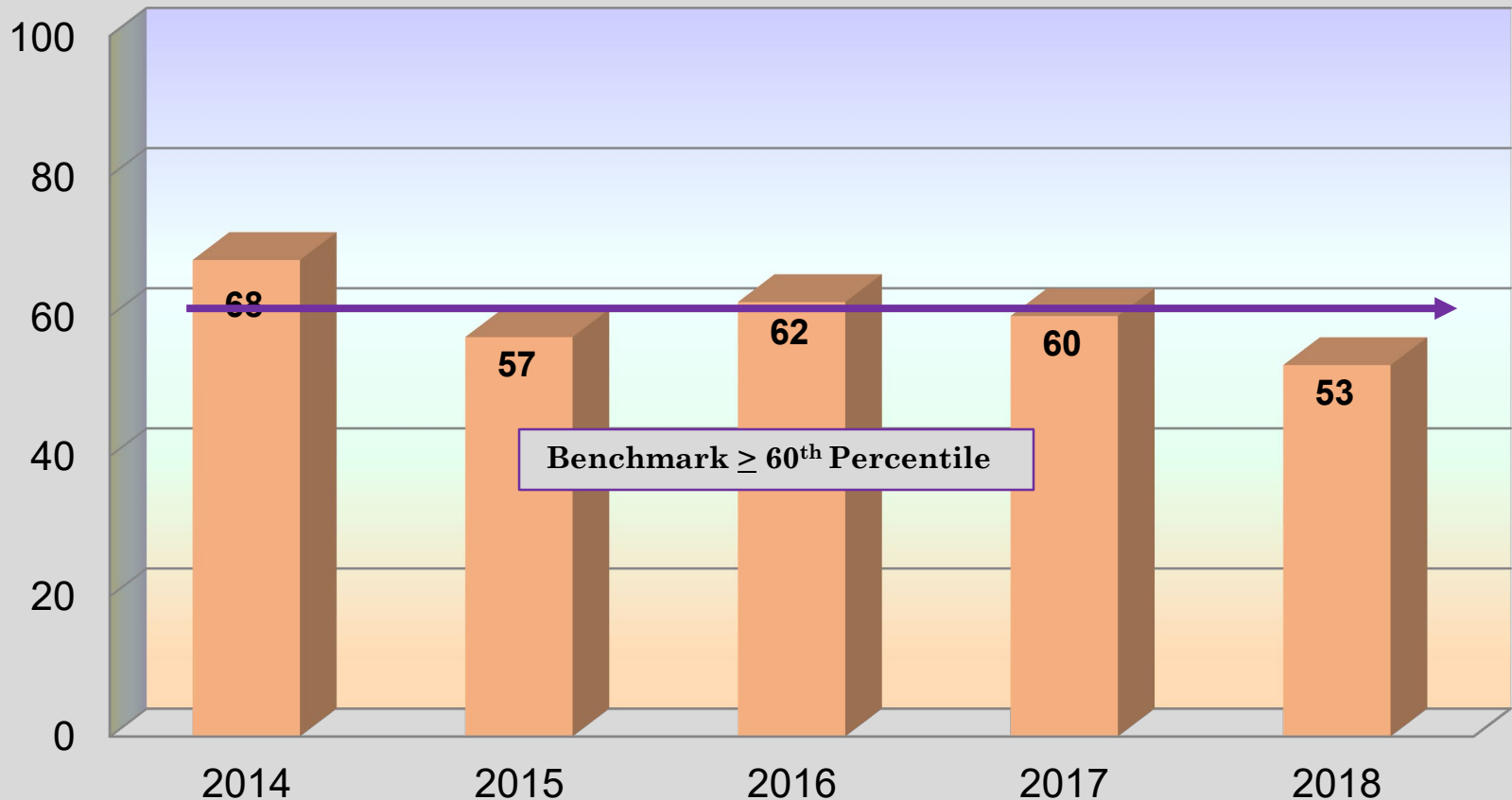




Management of Care

Percentile Ranks of Graduates

Compared to National Population (NCLEX Results)



Outcome 5: The graduate will demonstrate effective communication skills that lead to safe, high quality patient-centered care.

Outcome 5

The Moorpark College Nursing graduate will exhibit proficient communication skills:

5.1 in his or her role as a beginning nurse, as reported by the graduate.

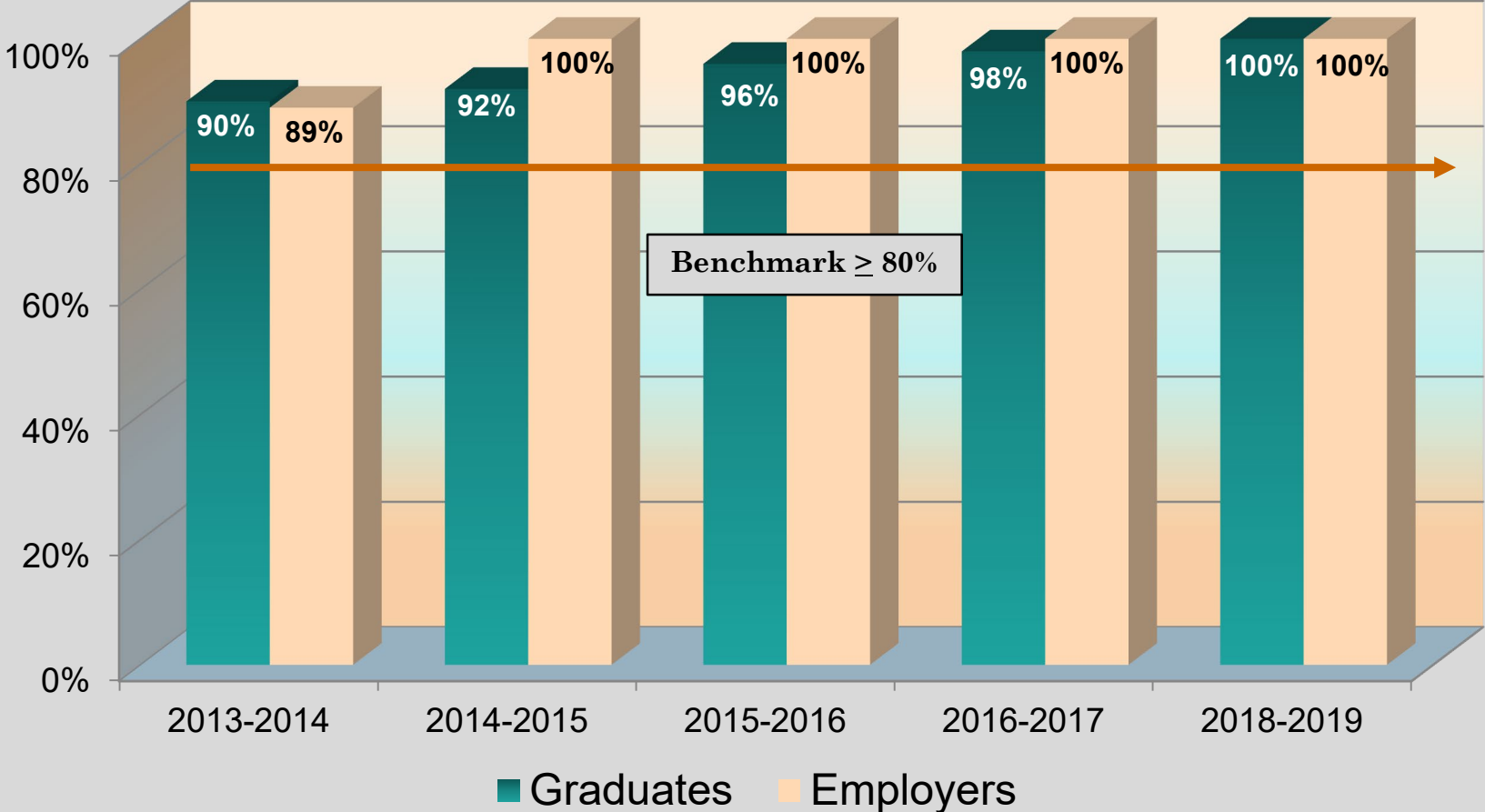
5.2 in his or her role as a beginning nurse, as reported by the employer.

Program Summary Table for Outcome 5 (2017 – 2018)

PROGRAM OUTCOME	EXPECTED LEVEL OF ACHIEVEMENT FOR OUTCOME	QUANTITATIVE/QUALITATIVE MEASUREMENT TOOLS TIMELINE, PERSON RESPONSIBLE	DATA REPORTING GUIDELINES	ACTUAL LEVEL OF ACHIEVEMENT FOR OUTCOME	ACTION PLAN FOR OUTCOME
5.1 Alumni Survey – communication skills	5.1 ≥80% of sampled graduates will agree that the nursing program prepared them with communication skills necessary for entry level RNs.	5.1 Alumni Survey completed each semester by the program director and health sciences staff.	The data will be presented in faculty meetings, annual advisory and clinical summation meetings.	5.1 Graduates who agreed they were prepared to communicate as entry level RNs. 2017-2018: N = 41, 100% 2016-2017: N = 39, 98% 2015-2016: N = 47, 96% 2014-2015: N = 29, 92% 2013-2014: N = 38, 90%	5.1 Achieved outcome. -Continue to implement strategies to enhance communication skills of the graduates. -Continue strategies to increase graduate response rate.
5.2 Employer Survey – communication skills	5.2 100% of sampled employers will agree that graduates were prepared to communicate as entry level RNs.	5.2 Employer Survey completed annually by the program director and health sciences staff.	The data will be presented in faculty meetings, annual advisory and clinical summation meetings.	5.2 Employers agreed graduates were prepared to communicate as entry level RNs. 2017-2018: N = 9, 100% 2016-2017: N = 11, 100% 2015-2016: N = 4, 100% 2014-2015: N = 5, 100% 2013-2014: N = 13, 89%	5.2 Achieved outcome. -Continue to implement strategies to enhance communication skills of the graduates.



Communication Outcome: Agree Graduates are Prepared



Outcome 6: The graduate will demonstrate responsibility and accountability in providing safe and quality patient centered care.

Outcome 6

The Moorpark College Nursing graduate will exhibit responsibility and accountability:

6.1 in his or her role as a beginning nurse as reported by the graduate.

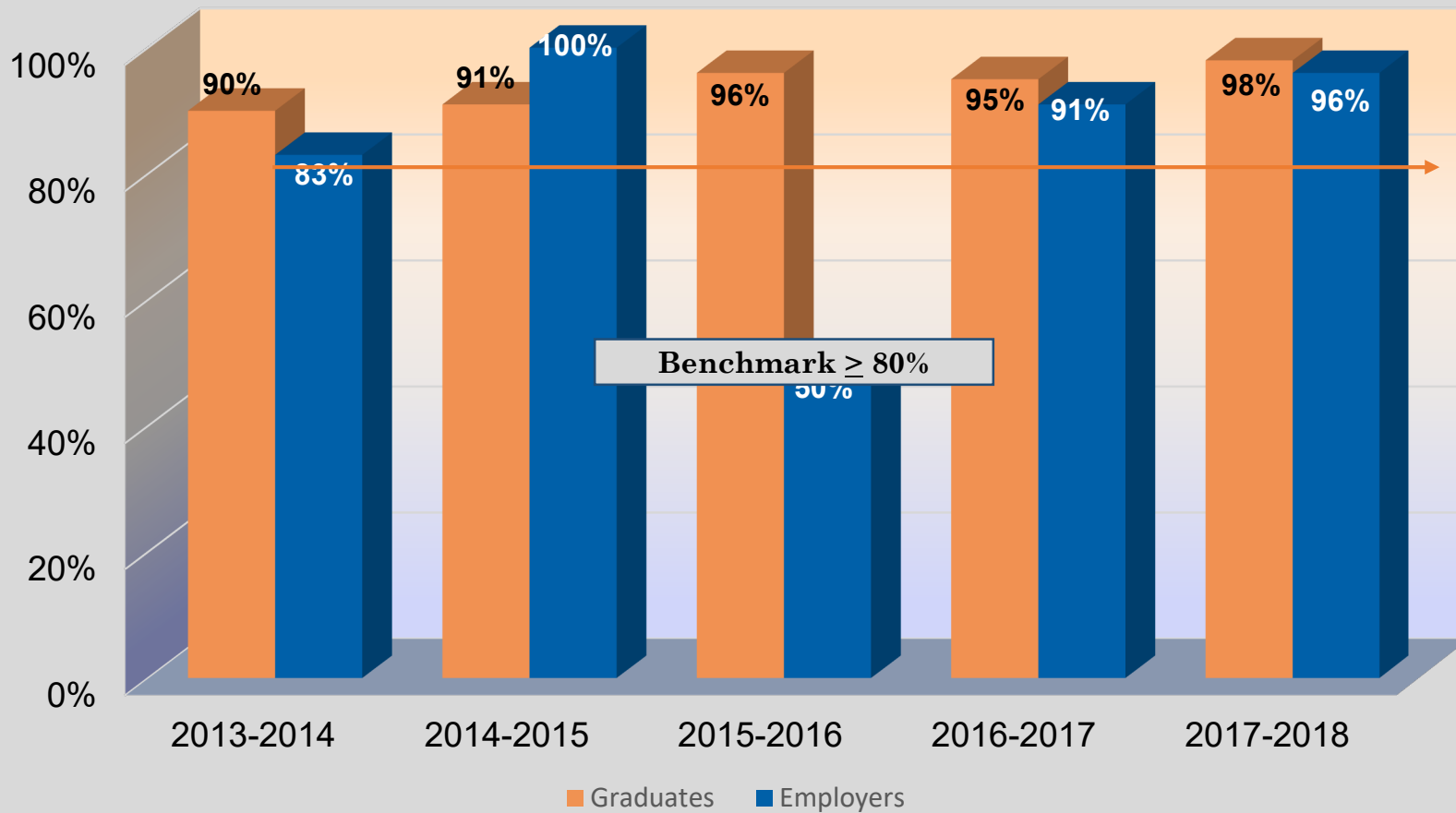
6.2 in his or her role as a beginning nurse as reported by the employer.

Program Summary Table for Outcome 6 (2017 – 2018)

PROGRAM OUTCOME	EXPECTED LEVEL OF ACHIEVEMENT FOR OUTCOME	QUANTITATIVE/QUALITATIVE MEASUREMENT TOOLS TIMELINE, PERSON RESPONSIBLE	DATA REPORTING GUIDELINES	ACTUAL LEVEL OF ACHIEVEMENT FOR OUTCOME	ACTION PLAN FOR OUTCOME
6.3 Alumni Survey results – responsibility and accountability	6.1 ≥80% of sampled graduates will agree that the nursing program prepared them for the responsibility and accountability of the entry level RN role.	6.1 Alumni Survey completed each semester by the program director and health sciences staff.	The data will be presented in faculty meetings, annual advisory and clinical summation meetings.	6.1 Graduates agreed they were prepared for the responsibility and accountability of the entry level RN role. 2017-2018: N = 41, 98% 2016-2017: N = 39, 95% 2015-2016: N = 47, 96% 2014-2015: N = 29, 91% 2013-2014: N = 38, 90%	6.1 Achieved outcome. -Include the assessment measure for responsibility and accountability on the Alumni Survey. -Continue to implement strategies to enhance responsibility and accountability of the graduates. -Identify strategies to increase graduate response rate.
6.4 Employer Survey results - responsibility and accountability	6.2 ≥80% of sampled employers will agree that the graduates are prepared for the responsibility and accountability of the entry level RN role.	6.2 Employer Survey completed annually by the program director and health sciences staff.	The data will be presented in faculty meetings, annual advisory and clinical summation meetings.	6.2 Employers agreed that graduates were prepared for the responsibility and accountability of the entry level RN role. 2017-2018: N = 9, 96% 2016-2017: N = 11, 91% 2015-2016: N = 4, 50% 2014-2015: N = 5, 100% 2013-2014: N = 13, 83% 2012-2013: N = 9, 93%	6.2 Achieved outcome. -Continue to implement strategies to enhance responsibility and accountability of the graduates.



Responsibility and Accountability Outcome: Agree Graduates are Prepared



Outcome 7: The graduate will demonstrate proficient organization and prioritization skills in providing safe, high-quality patient-centered care.

Outcome 7

The Moorpark College Nursing graduate will demonstrate proficient organization and prioritization skills:

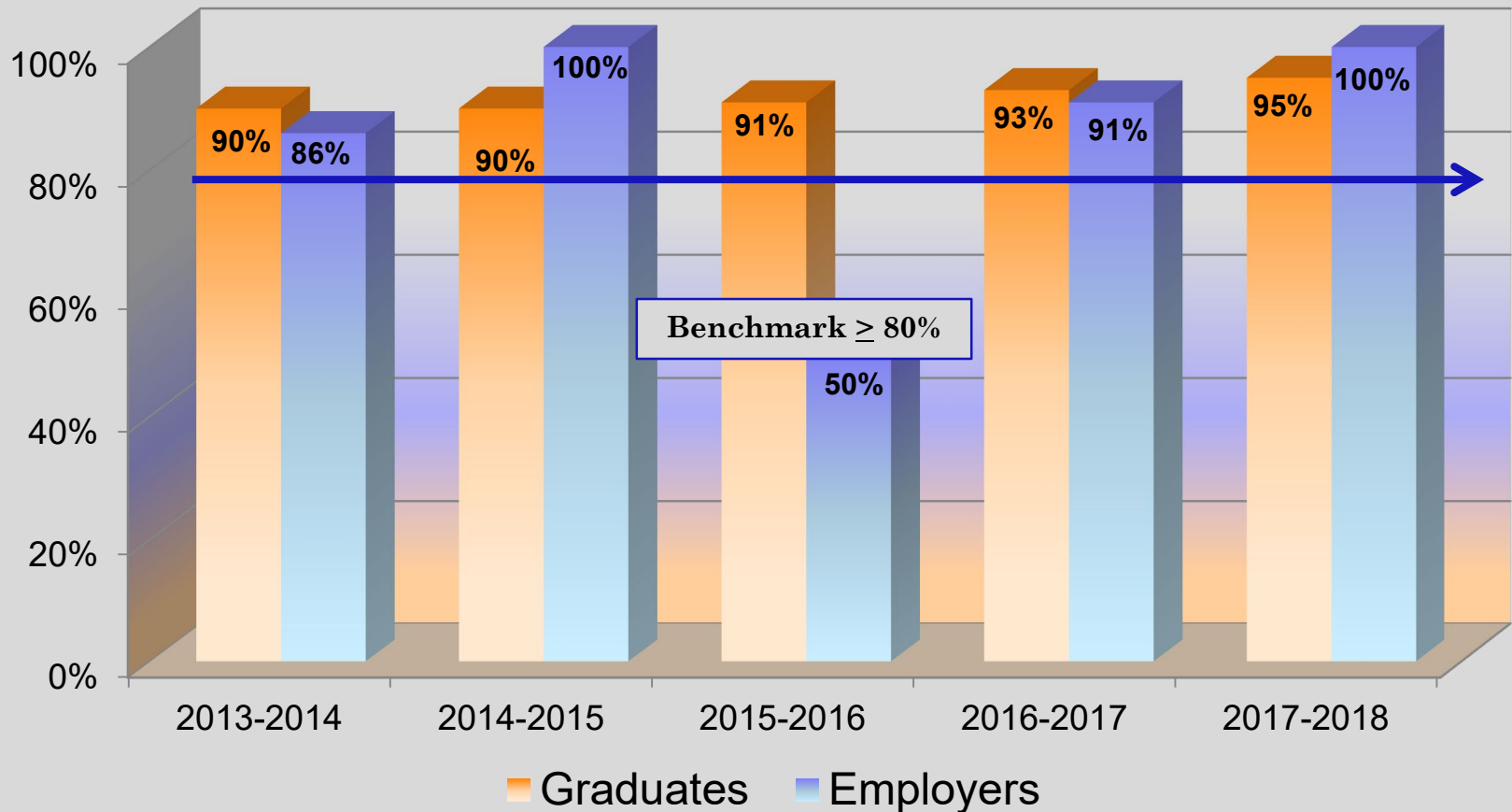
7.1 in his or her role as a beginning nurse, as reported by the graduate.

7.2 in his or her role as a beginning nurse, as reported by the employer.

Program Summary Table for Outcome 7 (2017 – 2018)

PROGRAM OUTCOME	EXPECTED LEVEL OF ACHIEVEMENT FOR OUTCOME	QUANTITATIVE/QUALITATIVE MEASUREMENT TOOLS TIMELINE, PERSON RESPONSIBLE	DATA REPORTING GUIDELINES	ACTUAL LEVEL OF ACHIEVEMENT FOR OUTCOME	ACTION PLAN FOR OUTCOME
7.1 Alumni Survey Results – Organization and Prioritization	7.1 ≥80% of sampled graduates will agree that the nursing program prepared them for the organization and prioritization necessary for an entry-level RN.	7.1 Alumni Survey completed each semester by the program director and health sciences staff.	The data will be presented in faculty meetings, annual advisory and clinical summation meetings.	7.1 Graduates who responded agreed they were prepared for the organization and prioritization necessary for an entry level RN. 2017-2018: N = 41, 95% 2016-2017: N = 39, 93% 2015-2016: N = 47, 91% 2014-2015: N = 29, 90% 2013-2014: N = 37, 90%	7.1 Achieved outcome. -Continue to implement strategies to enhance organization and prioritization skills of the graduates. -Continue to utilize strategies to increase graduate response rate.
7.2 Employer Survey Results – Organization and Prioritization	7.2 ≥80% of sampled employers will agree that graduates are prepared for the organization and prioritization necessary for an entry-level RN.	7.2 Employer Survey completed annually by the program director and health sciences staff.	The data will be presented in faculty meetings, annual advisory and clinical summation meetings.	7.2 Employers agreed that graduates were prepared for the organization and prioritization necessary for an entry level RN. 2017-2018: N = 9, 100% 2016-2017: N = 11, 91% 2015-2016: N = 4, 50% 2014-2015: N = 5, 100% 2013-2014: N = 13, 86%	7.4 Achieved outcome. -Continue to implement strategies to enhance organization and prioritization skills of the graduates.

Organization and Prioritization: Agree Graduates are Prepared



Outcome 8: The graduate will embrace lifelong learning and pursue higher degrees in nursing.

Outcome 8

The Moorpark College Nursing graduate will embrace lifelong learning:

8.1 enroll in prerequisite courses for a baccalaureate or master's in nursing program.

8.2 enroll in a baccalaureate or master in nursing program

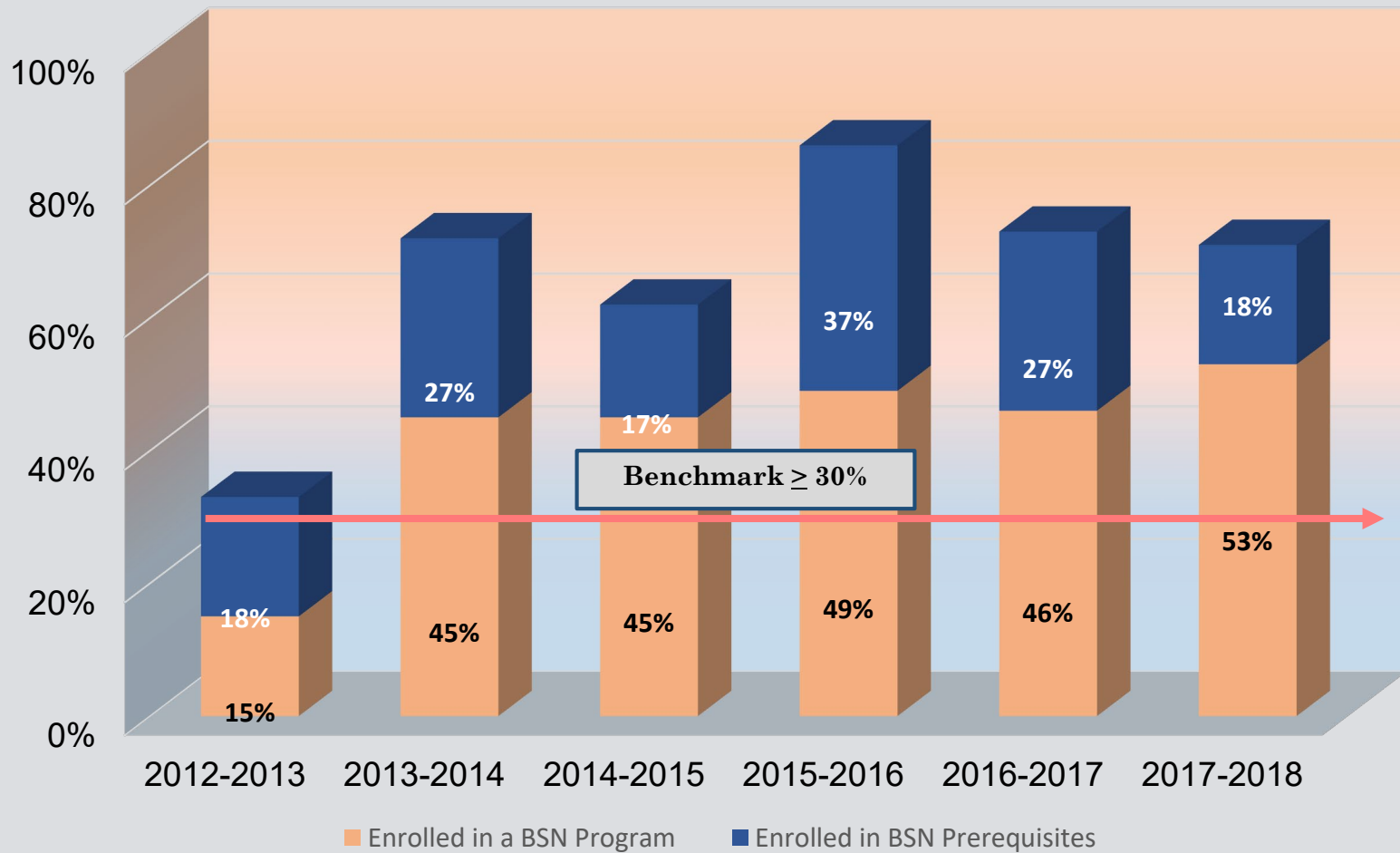
Program Summary Table for Outcome 8 (2017 – 2018)

PROGRAM OUTCOME	EXPECTED LEVEL OF ACHIEVEMENT FOR OUTCOME	QUANTITATIVE/QUALITATIVE MEASUREMENT TOOLS TIMELINE, PERSON RESPONSIBLE	DATA REPORTING GUIDELINES	ACTUAL LEVEL OF ACHIEVEMENT FOR OUTCOME & ANALYSIS	ACTION PLAN FOR OUTCOME
Alumni Survey Results – Enrolled in prerequisite courses for BSN or MSN program	8.2 ≥ 30% of sampled graduates will report they are enrolled in prerequisite courses to apply for a BSN or MSN program within 6 months of graduation.	8.2 Alumni Survey completed each semester by the program director and health sciences staff.	The data will be presented in faculty meetings, annual advisory and clinical summation meetings.	<p>8.2 Graduates who responded to the survey report they are enrolled in prerequisite courses for a BSN program.</p> <p>2017-2018 (9/51) 18% 2016-2017: (10/37) 27% 2015-2016: (16/43) 37% 2014-2015: (5/29) 17% 2013-2014: (9/33) 27%</p> <p><u>Analysis</u> Did not achieve outcome. The decreasing number of graduates may be related to increased preparation and access to BSN or MSN programs at the time of ADN graduation. There are fewer prerequisites, and more numerous BSN and MSN-bridge programs. The data may be more useful if refined to students not already enrolled in a BSN or MSN program. Results</p>	<p>8.2 Curriculum & Admissions Meeting, 4/15/19: Proposed refining ELA to “≥ 40% of sampled graduates not already enrolled in a BSN or MSN program will report they are enrolled in prerequisite courses for a BSN or MSN program within 6 months of graduation.” Due to decreases in prerequisite requirements, the ELA was changed further.</p> <p>ACTION: Outcome and ELA changed to “≥ 40% of sampled graduates will be engaged in a pathway to BSN or MSN upon graduation.”</p> <ul style="list-style-type: none"> - Counsel students to take general education course requirements that transfer to the CSUs to ensure seamless transition to a BSN program. - Explore other pathways to articulate or collaborate with the University BSN programs.

				<p>for the past five academic years, using these sample criteria, are: 2017-2018 (9/24) 38% 2016-2017: (10/20) 50% 2015-2016: (16/22) 73% 2014-2015: (5/16) 31% 2013-2014: (9/18) 50%</p>	<ul style="list-style-type: none"> - Invite local CSU's and private universities to present on their BSN and MSN programs. - Started collecting data on whether students are taking prerequisite courses for higher degrees in nursing in Fall 2012.
<p>Alumni Survey Results – Enrolled in BSN or MSN program</p>	<p>8.1 ≥ 30% of sampled graduates will report they are enrolled in a baccalaureate or master in nursing program within 6 months of graduation.</p>	<p>8.1 Alumni Survey completed each semester by the program director and health sciences staff.</p>	<p>The data will be presented in faculty meetings, annual advisory and clinical summation meetings.</p>	<p>8.1 Graduates who responded to the survey report they are enrolled in a BSN program. 2017-2018: (27/51) 53% 2016-2017: (17/37) 46% 2015-2016: (21/43) 49% 2014-2015: (13/29) 45% 2013-2014: (15/33) 45% 2012-2013: (6/39) 15%</p> <p><u>Analysis</u> Achieved outcome. The ELA has been met for the past 5 academic years. Average for past five academic years is 48.2% (93/193). There are more online BSN programs available, area BSN programs have increased their enrollment, and concurrent enrollment program agreements with universities were entered into beginning 17-18.</p>	<p>8.1 Curriculum & Admissions Meeting, 4/15/19: Proposed increasing the ELA and refining the outcome to include graduates on any pathway to BSN or MSN (prerequisites or enrolled in the programs) at 6 months post-graduation. ACTION: Beginning with 2018-2019 outcomes, outcome and ELA changed to “≥ 50% of sampled graduates will be engaged in a pathway to BSN or MSN within 6 months of graduation.” Re-evaluate in 2019-2020. (Curriculum & Admission Committee Meeting, 4/15/19).</p> <ul style="list-style-type: none"> - Continue to counsel students to take general education course requirements that transfer to the CSUs to ensure seamless transition to a BSN program. - Continue with RN-BSN collaborations.



Graduates Pursuing Higher Degrees in Nursing



ACEN Standard 6: Outcomes

Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome.

Component	Indicators or expected level of achievement	Assessment Methods	Frequency of Assessment	Results of Data Collection and Analysis	Actions
<p>6.1 The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.</p> <p>There is ongoing assessment of the extent to which students attain each end-of-program student learning outcome.</p> <p>There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program student learning outcome.</p>	<p>Students will successfully accomplish SLOs and program outcomes</p>	<p>Review Systematic Plan for Program Evaluation and Formal Nursing Program Plan:</p> <ul style="list-style-type: none"> •Student Learning Outcomes (SLOs) <p>SLOs are consistent with the role-specific graduate competencies of:</p> <ul style="list-style-type: none"> •Safety/Technical skills •Critical Thinking/Clinical Reasoning •Communication skills •Responsibility/Accountability •Organization/Prioritization <p>Program Outcomes related to 5 ACEN required outcomes refer to criteria under 6.4</p>	<p>Annually</p>	<p>SLO: Refer to Systematic Plan for Program Evaluation Spring 2017 and Formal Nursing Program Plan SLO section</p>	<p>Review and update</p>
<p>6.2 The program demonstrates evidence of graduates' achievement on the licensure examination.</p> <p>The program's most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers</p>	<p>> 90% Program NCLEX Pass Rate</p> <p>> State Average NCLEX Pass Rate for ADNs</p> <p>2018 90%</p> <p>2017 87.8%</p> <p>2016 87.8%</p>	<p>Review California BRN Quarterly Report / California BRN website / NCSBN Annual Reports</p>	<p>Quarterly and Annually</p>	<p>Program Annual NCLEX pass rate:</p> <p>2018 98.81%</p> <p>2017 94.44%</p> <p>2016 93.1%</p> <p>2015 90.16%</p> <p>2014 87.88%</p> <p>2013 96.05%</p> <p>By graduation date</p>	<p>Achieved outcome.</p> <ul style="list-style-type: none"> - Continue with the ATI online practice testing for all semesters - Continue proctored medical-surgical online testing for third semester, and proctored comprehensive exam for fourth semester.

Component	Indicators or expected level of achievement	Assessment Methods	Frequency of Assessment	Results of Data Collection and Analysis	Actions
<p>during the same 12-month period.</p> <p>There is ongoing assessment of the extent to which graduates succeed on the licensure examination.</p> <p>There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates' success on the licensure examination.</p> <p>There is a minimum of the three (3) most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.</p>	<p>2015 84.3%</p> <p>2014 83.1%</p> <p>2013 88.8%</p> <p>2012 89.8%</p> <p>> National Average</p> <p>NCLEX Pass Rate:</p> <p>2018 88.3%</p> <p>2017 87.11%</p> <p>2016 87.8%</p> <p>2015 82.0%</p> <p>2014 79.26%</p> <p>2013 81.43%</p> <p>2012 89.32%</p>			<p>Spring 2018 92.9%</p> <p>Fall 2017 100%</p> <p>Spring 2017 100%</p> <p>Fall 2016 93.9%</p> <p>Spring 2016 97.1%</p> <p>Fall 2015 94.6%</p> <p>Spring 2015 92.3%</p> <p>Fall 2014 88.2%</p> <p>Spring 2014 90%</p> <p>Fall 2013 85.2%</p> <p><u>Analysis</u></p> <p>Moorpark ADN Program annual NCLEX pass rates are consistently higher than the national average and have, except for 2014, exceeded the program standard of $\geq 90\%$</p>	<ul style="list-style-type: none"> - Continue to ensure completion of identified ATI remediation for each proctored test. - Continue to review and revise course exams so they align with the NCLEX format. - Continue to provide graduates assistance with the NCLEX review course fee through grant funding. - Continue to review information from the National Council for State Boards of Nursing (NCSBN) and make curriculum and program improvements in identified weak subject areas.
<p>6.3 The program demonstrates evidence of students' achievement in completing the nursing program.</p> <p>The expected level of achievement for program</p>	<p>Retention Rate:</p> <p>ADN state average = >80%</p> <p>Program > 80%</p>	Monitor attrition/ retention	Data collected each semester, analyzed once per year with SPE, ACEN,	<p>Overall Program Retention (completion in six semesters)</p> <p>2018 Retention Rate: 75%</p> <p>2017 Retention Rate: 76%</p> <p>2016 Retention Rate: 84%</p> <p>2015 Retention Rate: 85%</p>	<p>Achieved BRN outcome but not program outcome.</p> <p>- In Spring 2018, a workgroup was tasked with developing an ATI Policy for updating the integration of ATI into the</p>

Component	Indicators or expected level of achievement	Assessment Methods	Frequency of Assessment	Results of Data Collection and Analysis	Actions
<p>completion is determined by the faculty and reflects student demographics.</p> <p>There is ongoing assessment of the extent to which students complete the nursing program.</p> <p>There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program.</p> <p>There is a minimum of the three (3) most recent years of annual program completion data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion or entering cohort.</p>			<p>and BRN program reports.</p>	<p>2014 Retention Rate: 71% 2013 Retention Rate: 59%</p> <p>Graduated Spring 2018: 71% Graduated Fall 2017: 80% Graduated Spring 2017: 71% Graduated Fall 2016: 80% Graduated Spring 2016: 77% Graduated Fall 2015: 95% Graduated Spring 2015: 90% Graduated Fall 2014: 77% Graduated Spring 2014: 80% Graduated Fall 2013: 60% Graduated Spring 2013: 63% Graduated Fall 2012: 52%</p> <p><u>Analysis</u> The retention rate improved from 2012 – 2016, but has begun to decrease since 2016. However, the 3-year average exceeds the ADN state average, but does not meet the program's ELA. Implementation of admission of 85% of the incoming cohort utilizing the Multicriteria application screening process is considered a large influence on the improvement from 2012 - 2016, as is the continued work of the faculty and staff in supporting student success.</p>	<p>curriculum and implementing an upgraded ATI product that the class of Spring 2019 would purchase. Plans were made for earlier orientation to the ATI products as well as more referral to the ATI resources were initiated in Fall 2018, in an effort to have students use the ATI products more thoroughly to promote their success.</p> <ul style="list-style-type: none"> - Students are encouraged to take NS M16 Study Skills for Nursing Students prior to enrollment in the nursing program. - Continue to identify students who are "at risk" through the use of the calculated Success Score and the (TEAS) assessment test score. Place these students on learning contracts, and encourage them to meet with faculty success coach and/or Skills Lab RN every one to two weeks, utilizing a case management approach. - Continue to offer peer tutoring, grant-funded faculty tutoring, and support to students on a weekly basis. - Encourage students to attend the critical thinking, math, test

Component	Indicators or expected level of achievement	Assessment Methods	Frequency of Assessment	Results of Data Collection and Analysis	Actions
					<p>taking, and other workshops offered through the skills lab.</p> <ul style="list-style-type: none"> - Encourage students to begin their nursing program experience with the “Boot Camp,” which is offered in conjunction with the mandatory orientation. - Continue to utilize Multicriteria screening process for admitting 85% of incoming classes (began with Spring 2014 incoming class).
<p>6.4 The program demonstrates evidence of graduates’ achievement in job placement.</p> <p>The expected level of achievement for job placement is determined by the faculty and reflects program demographics.</p> <p>There is ongoing assessment of the extent to which graduates are employed.</p> <p>There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed.</p>	<p>> 80% of graduates will be employed as a RN within six months of graduation</p>	<p>#8 Alumni Survey</p>	<p>Given six months after graduation</p>	<p>Results by semester of completion</p> <p>2017-2018 CA ADN employment for prev. year 83.3%</p> <p>MC 2017-2018: 40 of 53 = 75%</p> <p>Spring 2018 n = 23 / 28 (82% response) 87% employed (20) 13% unemployed by choice (3) 0% unemployed</p> <p>Fall 2017 n = 30 / 35 (86% response) 67% employed (20) 0% unemployed by choice 33% unemployed (10)</p> <p>2016-2017 CA ADN employment for prev. year 80.9%</p> <p>MC 2016-2017: 34 of 54 (63%)</p>	<p>Did not achieve outcome.</p> <ul style="list-style-type: none"> - 8/19/19 Faculty meeting: Change timing of alumni survey to 1-year post-graduation rather than 6-months. Begin with the Fall 2019 graduating class. - Fall 2018: Program administrator to communicate graduation dates and possible time to licensure to regional agencies, including at summation meetings and advisory meetings. - Continue to encourage students to enroll in BSN as soon as possible, including in ADN-BSN collaboratives and concurrent enrollment pathways, to increase strength of job application.

Component	Indicators or expected level of achievement	Assessment Methods	Frequency of Assessment	Results of Data Collection and Analysis	Actions
<p>There is a minimum of the three (3) most recent years of available job placement data, and data are aggregated for the nursing program as a whole.</p>				<p>Spring 2017 n = 31 / 35 (89% response) 55% employed (17) 6% unemployed by choice (2) 39% unemployed (12)</p> <p>Fall 2016 n = 23 / 33 (70% response) 74% employed (17) 4% unemployed by choice (1) 22% unemployed (5)</p> <p>2015-2016 CA ADN employment for prev. year 75.6%</p> <p>2015-2016: 51 of 73 = 70%</p> <p>Spring 2016 n = 28 / 35 (80% response) 61% employed (17) 4% unemployed by choice (1) 35% unemployed (10)</p> <p>Fall 2015 n = 23 / 38 (61% response) 74% employed (17) 4% unemployed by choice (1) 22% unemployed (5)</p> <p><u>Analysis</u> 3-year analysis: 2015 – 2019 The CA ADN employment rate averages 80% over the past 3 years, but the data is for the prior academic year; some of this data includes individuals that</p>	<ul style="list-style-type: none"> - Continue to inform graduating students of the upcoming Alumni Survey and encourage their responses. -Continue to provide online survey for students and graduates, with phone call follow-ups. -Continue to post employment opportunities on the program’s alumni Facebook website.

Component	Indicators or expected level of achievement	Assessment Methods	Frequency of Assessment	Results of Data Collection and Analysis	Actions
				<p>graduated one year ago. The program's job placement rate has only met the ELA once over the past six semesters, even with considering unemployment by choice. Employment after 9 months for Spring 2017 was over 80%. Factors delaying employment such as time to licensure and the cyclical nature of new grad hiring have been identified; having the ELA set at 80% job placement after 6 months may be unrealistic based on these factors. The percentage of job placement either needs to be lowered, or the timeline needs to be extended to 1 year to align with the CA ADN employment data collection timeline. Discussion of the job placement ELA has been placed on the agenda to discuss at the August 19, 2019 faculty meeting.</p> <p>2017-2018 Some of those unemployed had not passed NCLEX by 6 months or had licensure difficulties unrelated to testing. Hiring to new grad programs found to be scheduled biannually or quarterly, off-schedule from graduation dates.</p> <p>2016-2017 Many were employed shortly after the 6 month post-</p>	

Component	Indicators or expected level of achievement	Assessment Methods	Frequency of Assessment	Results of Data Collection and Analysis	Actions
				<p>graduation mark; new grad programs had not yet started, or were waiting for opportunities in specific specialties.</p> <p>For 2014-2015, the BRN had implemented the online BreZE system which significantly delayed processing of applications and licensure, rendering graduates unable to apply for positions until close to or after the six-month timeline. This persisted for 1-2 years.</p>	

College Program Plan

Nursing

Assessment: Program Overview (SWOT)



Annual Program Plan Nursing

Program Description: The Nursing Science Program is approved by the California Board of Registered Nursing and nationally accredited by the Accreditation Commission for Education in Nursing (ACEN) formerly National League of Nursing Accrediting Commission, and offers an associate science degree. Approximately 35 students graduate each semester. The curriculum is dictated by the state and national standards for associate degree nursing programs. Specialty courses are developed as needed to address industry and community needs.

Program Plan Writer/Editor/Contact Person: Carol Higashida, Christina Lee

Department Chair / Coordinator / Program Lead: Carol Higashida, Christina Lee

Dean/Manager: Norman Marten

2017 - 2018

Productivity Analysis: The trend for student census enrollment has increased and from Fall 2015 to Fall 2016 remained stable with Fall 2016 at 647. Tableau data reveals that from 2012-2013 to 2015-2016, census enrollment and productivity for nursing science courses which include core nursing courses and non-core nursing courses (NS M17, NS M19, and NS M25) has steadily increased each year (705 to 1,294).

Student Demand: # of Majors: Tableau indicates the trend is increasing in the number of nursing declared nursing majors until Fall 2016, but slightly decreased in Fall 2016 to 742. According to the nursing program database, the number of nursing applications has increased over the same time period from 280 to 478. These numbers include nursing applications for the generic program and advanced placement.

Student Demand: Enrollment: Nursing student enrollment has trended upward (1177 to 1294 per academic year) despite the college enrollment decreasing slightly between Fall 2013 to Spring 2016 (81,543 - 80,193 per academic year).

Course Success: According to Tableau, overall nursing course success have been trending upward to 95% and greater. Student retention and success in all nursing science courses is consistently equal to or greater than 90%, with the average percentage from 2012-2013 to 2016-2017 as 94% for retention and 92% for success. In the core nursing science courses, individual course success was 94% or above for Fall 2016. The on-schedule completion rates for 2015-2016 and 2014-2015 was 81% and 84%, respectively.

Degree and Certificate Completion: Nursing program database reveals that on schedule program completion in four consecutive semesters for generic students has improved from 55% in 2012-2013 to 76% in 2016-2017.

Curriculum Last Updated: The curriculum was last updated through the Course Outline of Record review process in 2013. The nursing curriculum is due for review and approval Fall 2017.

Strengths: Graduates and employers report greater than 95% - 100% satisfaction with the program (Nursing Alumni & Employer Surveys). The nursing program had a California Board of Registered Nursing (BRN) site visit in April 2017 and it is being recommended for continuing approval at the BRN executive meeting in August 2017. Additionally, the program has reaffirmed accreditation from the national accrediting body Accreditation Commission for Education in Nursing (ACEN), with the next site visit in Spring 2020. Additionally, the nursing program was recognized as one of the top CTE programs for its outcomes by the California State Chancellor's Office.

Opportunities: Strengthen the articulation with CSUCI ADN to BSN program and secure additional articulations with other CSUs and universities. Additionally, a study conducted on the nursing cohort of Fall 2010- Fall 2013 reviewed to increase the retention of male nursing students.

Threats: There is a potential reduction in clinical placement opportunities in the nursing specialty of pediatrics. Hospitals pursuing or maintaining Magnet status, which is recognition of nursing excellence, are strongly considering not inviting ADN students for clinical learning experiences at their facility. Children's Hospital of Los Angeles is one of these hospitals, which would impact the Moorpark College ADN program because the hospital is utilized for the pediatric clinical rotation.

**** What are you doing to support the improvement of student retention and persistence?:** Elective courses are offered during the summer to enhance students' ability to persist and succeed. For pre-nursing students, NS M16 Study Skills for Nursing

Students is offered. For current nursing students, NS M18 Nursing Skills Summer Laboratory provides a way for students to practice their technical nursing skills in a simulated healthcare environment. For both pre- and current nursing students, NS M20 Basic Cardiac Dysrhythmia Interpretation is an elective course to enhance their understanding of the complexities of cardiac electrophysiology. Early basic skills assessment of applicants occurs with the ATI TEAS test, which is an academic skills test taken by all applicants to the nursing program. This allows for early identification of "at risk" students. Remediation is assigned to them prior to possible admission to the nursing program, and an individualized study plan and case management is continued into and throughout the nursing program if the student is admitted. For admitted students, there is a mandatory open house and orientation to introduce the students to the requirements of the nursing program and the many resources that are available to them. There is also an upperclassmen-led "nursing boot camp" that reviews utilization of resources and the life adjustments needed to be successful in the nursing program. It also initiates the peer-to-peer support system that has been highlighted as a strength in fostering success by students to our Board of Registered Nursing. The Skills Lab is staffed by one full-time and one part-time Instructional Lab Technician II/Nursing to allow for practice of nursing skill, assistance with critical thinking. They also facilitate the operations of the skills lab, allowing faculty to concentrate on instructional methods and student support. Faculty tutors are funded through grants as Professional Experts to support students' application of theory concepts.

**** How are you achieving balance between student access and program growth with efficiency?:** The nursing program continues to maintain admissions pre-requisites with minimum allowable GPA's, and it utilizes the multicriteria admissions process for no more than 85% of each admitted class as approved by the California Community College Chancellor's office. This aids in efficiency by giving program seats first to students that are statistically likely to succeed in the program. Efficiency through student retention is also promoted through the methods and services described in the response to the VP Question of the Year #1. Efficiency is also aided through advanced placement admissions, where returning students, LVN's, or transfer students are admitted to the second or third semester of the nursing program based on a space-available basis. Student access is promoted through nursing workshops provided by the counselor assigned to Health Sciences, where students are informed of the rigors of the nursing program, pre-requisite program requirements, and the multicriteria admissions process. The program also participates in career and college outreach activities on campus, often with visiting high school or junior high school students learning about the career of nursing and touring the skills lab facilities.

Related Documents:

[Nursing Program Outcomes.pptx](#)

[Retention by Course FY 16-17.docx](#)

[CNSLTNT APPVL RPT FORCONTIN APPRVL Moorpark 4-2017.pdf](#)

Program Plan w/ Updates

Nursing

Annual Program Plan Nursing

CTE Program: Yes

Program Description: The Nursing Science Program is approved by the California Board of Registered Nursing and nationally accredited by the Accreditation Commission for Education in Nursing (ACEN) formerly National League of Nursing Accrediting Commission, and offers an associate science degree. Approximately 35 students graduate each semester. The curriculum is dictated by the state and national standards for associate degree nursing programs. Specialty courses are developed as needed to address industry and community needs.

Program Plan Writer/Editor/Contact Person: Christina Lee

Department Chair / Coordinator / Program Lead: Christina Lee

Dean/Manager: Carol Higashida

Program Overview (SWOT)

2017 - 2018

Strengths: Graduates and employers report greater than 95% - 100% satisfaction with the program (Nursing Alumni & Employer Surveys). The nursing program had a California Board of Registered Nursing (BRN) site visit in April 2017 and it is being recommended for continuing approval at the BRN executive meeting in August 2017. Additionally, the program has reaffirmed accreditation from the national accrediting body Accreditation Commission for Education in Nursing (ACEN), with the next site visit in Spring 2020. Additionally, the nursing program was recognized as one of the top CTE programs for its outcomes by the California State Chancellor's Office.

Opportunities: Strengthen the articulation with CSUCI ADN to BSN program and secure additional articulations with other CSUs and universities. Additionally, a study conducted on the nursing cohort of Fall 2010- Fall 2013 reviewed to increase the retention of male nursing students.

Threats: There is a potential reduction in clinical placement opportunities in the nursing specialty of pediatrics. Hospitals pursuing or maintaining Magnet status, which is recognition of nursing excellence, are strongly considering not inviting ADN students for clinical learning experiences at their facility. Children's Hospital of Los Angeles is one of these hospitals, which would impact the Moorpark College ADN program because the hospital is utilized for the pediatric clinical rotation.

Related Documents:

[Nursing Program Outcomes.pptx](#)

[Retention by Course FY 16-17.docx](#)

[CNSLTNT APPVL RPT FORCONTIN APPRVL Moorpark 4-2017.pdf](#)

Initiative: Student Success and Equity

Provide opportunities for students to engage with program faculty and instructional technician staff and provide a supportive learning environment.

Initiative Status: Active

Initiative Year(s): 2017 - 2018, 2018 - 2019

Updates on Initiative

Updates

Reporting Year: 2017 - 2018

09/21/2017

Progress: Satisfied with Progress

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Fall 2016: 6 out of 8 (75%) of part-time faculty have a MSN or higher and 1 out of 8 (12.5%) has a BSN.

Reporting Year: 2017 - 2018

09/21/2017

Progress: Satisfied with Progress

Spring 2017: 6 out of 8 (75%) of part-time faculty have a MSN or higher and 1 out of 8 (12.5%) has a BSN.

Resource Requests

(A) Active Request - Instructional Lab Technician II/Nursing Skills Lab RN (Active)

Justification: Increase position from 3 days/week for 10 months to 5 days/week for 10 months (3 days/week nursing and 2 days/week health sciences). Recommendation from the California Board of Registered Nursing (BRN). The BRN gives state approval for the Nursing program in addition to the college's accreditation through ACCJC.

Contact Person for Request: Carol Higashida

NEW Resource Category - Where does this request belong?: (B) Classified Request

Funding Source: General Fund

Priority: High

Overall / Aggregate Cost: 35638

Related Documents:

[CNSLTNT APPVL RPT FORCONTIN APPRVL Moorpark 4-2017.pdf](#)

Work Plan

Monitor effectiveness of current practices in admitting new students into the program.

Details: Admit 85% of students from multicriteria and 15% from random selection for the Fall 2013 cohort. Fall 2013 cohort - benefits will be realized in Spring 2015. Maintain enrollment at 44 students for non-grant funded semesters (Fall 2014).

Fall 2017 Update: Since implementation, multicriteria-selected students have completed the nursing program on-schedule at a higher rate than randomly selected students. The difference ranges from 9% higher to 21% higher.

Status of Action Step: Active

Part-Time Nursing Faculty Credentials

Details: Maintain part-time nursing faculty with a MSN to > 50%.

Hire part-time nursing faculty with preferably a MSN but no less than a BSN.

Create a part-time nursing faculty pool.

Create and maintain a pool of part-time nursing faculty in various specializations.

Status of Action Step: Active

Provide high impact student engagement activities

Details: Continue New Student Tea/Open House (semester prior to admission)

Continue New Student Mandatory Orientation (week prior to start of classes)

Continue Nursing Boot Camp (week prior to start of classes - started Spring 2011)

Continue availability of an Instructional Lab Technician/Skills Lab RN for reinforcement of content and skill development.

Continue availability of a faculty case manager for at-risk students.

Continue Peer Tutoring and Student Clinical Mentor (SCM) Program (since 2007).

Include students who have achieved less than the national average on the TEAS reading and math sub-scores as "at-risk" starting Fall 2014.

Status of Action Step: Active

Mapping to Various College Plans

College Goals (Strategic Plan)

Goal 1.2: Reduce barriers to registration and enrollment for all students.

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Goal 2.1: Increase successful course completion.

Goal 2.2: Increase semester-to-semester retention (persistence).

Goal 2.3: Provide clear pathways for students to complete the requirements for transfer, degree attainment, and certificate of achievement completion.

Goal 2.4: Connect Student Services with Academic Departments

Goal 3.2: Provide clear career pathways for our students.

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Prog Goal 1: Average Course Success Rate for Program - Core Nursing Course Retention Rate

Prog Goal 2: Degree/Certificate Completion - On Schedule Graduation Rate

Initiative: Prepare Students for the Workforce

Stay current with labor market requirements and with recommendations provided by alumni and other advising agencies.

Initiative Status: Active

Initiative Year(s): 2017 - 2018, 2018 - 2019

Item(s) Influencing Initiative: Program Review Data/Metrics, Perception Surveys, Advisory Committee

Work Plan

Continue to provide online Alumni Survey for graduates each semester six months after graduation.

Status of Action Step: Active

Continue to refine the Alumni Facebook website with faculty oversight.

Status of Action Step: Active

Employment of Graduates

Details: Work with colleges, universities, and agencies within the region to develop a residency/internship program for displaced new graduates. Start posting job opportunities on the Nursing Facebook site in Spring 2013.

Status of Action Step: Active

Mapping to Various College Plans

College Goals (Strategic Plan)

Goal 3.1: Link Moorpark College's Career Technical Education(CTE) programs with labor market needs and careers within the local community.

Goal 3.3: Provide work-based learning opportunities to enhance student success and employability.

Annual Program Plan Nursing

Prog Goal 2: Degree/Certificate Completion - On Schedule Graduation Rate

Prog Goal 5 (Optional): Job Placement - Graduate Employment Rate

Prog Goal 6 (Optional): Pass Rates - Certification Exams - Graduate NCLEX-RN First Attempt Pass Rate

Initiative: Safe and Up-to-Date Learning Environments

Provide high-quality, innovative and safe learning environment for our students.

Initiative Status: Active

Initiative Year(s): 2017 - 2018, 2018 - 2019

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(A) Active Request - Audio-visual cameras, microphones, computer to be a server, accessories and installation services for remote viewing of simulations conducted with the soon-to-be received full-body adult wireless patient simulator. (Active)

Justification: The Board of Registered Nursing recommends in the Spring 2017 re-approval report to modify implementation of simulation. With the funded, soon-to-be received wireless full-body patient simulator being implemented, the associated audio-visual accessories such as video cameras, microphones, and installation of the equipment for remote operation and simulation viewing is needed.

Contact Person for Request: Christina Lee, Sarah Cornelsen, Carol Higashida

NEW Resource Category - Where does this request belong?: (D) Technology Need

Funding Source: CTE Funds

What specific grant opportunities could help fund your request?: Perkins

Priority: High

Overall / Aggregate Cost: 24000

Replacement Item: Yes

Building and Room #: HSC 110A

Related Documents:

[CNLSLNT APPVL RPT FORCONTIN APPRVL Moorpark 4-2017.pdf](#)

(A) Active Request - Replace the 5 desktop computers in the Skills Lab (HSC 109) with new desktop computers. (Active)

Justification: The current computer are aging and slowing with the graphics-intensive IV insertion training software used on them.

Contact Person for Request: Christina Lee, Sarah Cornelsen, Carol Higashida

NEW Resource Category - Where does this request belong?: (D) Technology Need

Funding Source: General Fund

Priority: Medium

Replacement Item: Yes

(B) Received - Funds for Centralized Clinical Placement System (CCPS) membership. (Active)

Justification: Two hospitals mandate that clinical placements are requested through CCPS. Without it, clinical rotation placement will be lost.

Contact Person for Request: Christina Lee

NEW Resource Category - Where does this request belong?: (F) Other

Funding Source: Categorical Fund

Priority: High

Overall / Aggregate Cost: 2000

Replacement Item: No

(A) Active Request - Storage cabinets (Active)

Justification: To re-locate items from the closet that needs to be converted in to a simulation control room. Funds exist through a grant.

Contact Person for Request: Christina Lee/Carol Fox

NEW Resource Category - Where does this request belong?: (F) Other

Funding Source: Categorical Fund

Priority: High

Overall / Aggregate Cost: 1640

Replacement Item: No

Building and Room #: HSC

(A) Active Request - Biomedical equipment (Training defibrillator, Vital Signs machine and accessories, IV pumps, etc) (Active)

Justification: Replaces out-dated and wearing-down biomedical equipment used for instruction on and practice of nursing skills in the nursing skills lab.

Contact Person for Request: Christina Lee/Sarah Cornelsen/Carol Higashida

NEW Resource Category - Where does this request belong?: (F) Other

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Funding Source: General Fund
Priority: High
Overall / Aggregate Cost: 10000
Replacement Item: Yes
Building and Room #: HSC

(A) Active Request - Convert HSC 103 to a 48-station computer lab classroom. Internet wiring, electrical work, furniture, computers. (Active)

Justification: There are only a handful of computer labs on campus, which are all in high use with more and more courses wanting to use them for their curricular purposes. The nursing program is attempting to transition to computer-based examinations, which requires an adequate number of computers in a lab. This is in addition to the already-implemented proctored ATI TEAS testing of all nursing applicants, proctored ATI testing to assess for achievement of student learning outcomes, and testing to prepare the nursing students for the state licensing exam which is given by computer.

To be able to continue and expand these activities that promote the use of data for curriculum revision, assessment revision, and analysis of student learning outcomes, a computer lab is needed. HSC 103 has been evaluated by John Sinutko and Dan McMicheal and been found suitable for being a computer lab but needs internet wiring, electrical work, furniture, and computers. John Sinutko's schematic, available by request, shows that 48 student computer stations will fit in the room.

Contact Person for Request: Christina Lee/Carol Higashida

NEW Resource Category - Where does this request belong?: (C) Facilities Need, (D) Technology Need, (E) Review for Space Allocation

Funding Source: General Fund
Priority: High
Overall / Aggregate Cost: 130000
Replacement Item: No
Building and Room #: HSC 103

(A) Active Request - Professional Development funds for faculty and ILT II/Nursing staff to learn best practices for simulation implementation. (Active)

Justification: Training on simulation planning, methods and implementation is needed to promote the most effective usage of the new full-body patient simulator that will arrive during Fall 2018. The nursing program's simulation plan was first developed in 2008, and has lagged behind the rapid development of simulation and a teaching and evaluative method.

Contact Person for Request: Christina Lee/Carol Higashida

NEW Resource Category - Where does this request belong?: (F) Other

Funding Source: CTE Funds
What specific grant opportunities could help fund your request?: Perkins in addition to General fund
Priority: High
Overall / Aggregate Cost: 6000

(C) Pending/Future Need - 15 laptops for computerized testing (Active)

Justification: Increase the number of laptops so that a complete nursing class can take computerized tests. Mimics the NCLEX (state board exam), allows for statistical exam item analysis.

Contact Person for Request: Christina Lee/Carol Fox

NEW Resource Category - Where does this request belong?: (D) Technology Need

Funding Source: Categorical Fund
Priority: Medium
Overall / Aggregate Cost: 10000
Replacement Item: No

(A) Active Request - One-year institutional subscription to the California Simulation Alliance, for support in updating the use of simulation in the nursing program. (Active)

Justification: The use of simulation in the nursing program as a teaching and evaluative method has lagged behind current

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practices. The California Simulation Alliance provides access to validated simulation scenarios, discounts on professional development opportunities, access to simulation experts, access to simulation survey data, an preferred vendor pricing agreements.

Contact Person for Request: Christina Lee/Carol Higashida

NEW Resource Category - Where does this request belong?: (F) Other

Funding Source: General Fund

Priority: High

Overall / Aggregate Cost: 550

Replacement Item: No

(A) Active Request - Subscription to a software suite or service that incorporates a simulated electronic health record, simulation activities, and bar-code scanning for medication administration. (Active)

Justification: The nursing skills lab has a rudimentary, MS Excel-based electronic health record (EHR) that was developed in-house, which allows introduction to use of an EHR. Since it's development, however, hospital-based used of EHRs have expanded to all aspects of patient care and students need to be able to practice with a system that seamlessly integrates data retrieval, assessment entry, and documentation of medication administration

Contact Person for Request: Christina Lee/Carol Higashida

NEW Resource Category - Where does this request belong?: (D) Technology Need

Funding Source: CTE Funds

Priority: Medium

Overall / Aggregate Cost: 8000

Work Plan

Upgrade Skills Lab

Details: Continue to upgrade Skills Lab to focus on clinical simulations to be in line with the new technology in nursing education and meet industry expectations.

Status of Action Step: Active

Mapping to Various College Plans

College Goals (Strategic Plan)

Goal 4.3: Cultivate and support a culture of professional growth to promote excellence in the development of faculty and staff in support of students.

Annual Program Plan Nursing

Prog Goal 1: Average Course Success Rate for Program - Core Nursing Course Retention Rate

Initiative: Maintain efficient operations in Health Sciences department

As our programs continue to grow (in numbers of students as well as in numbers of program offerings) our office must maintain efficient practices with up-to-date technology and processes. This is also critical for maintaining accreditation.

Initiative Status: Active

Initiative Year(s): 2017 - 2018, 2018 - 2019

Resource Requests

(A) Active Request - Move Full-time Office Assistant from being grant funded to general funded to help maintain students records, contracts with agencies, and other documentation needed for maintenance of accreditation. (Active)

Justification: The number of programs within the Health Sciences Department has increased over the past 2 years as both EMT and Optical Technology programs have been added. Both of these programs require background checks and other compliance screening and tracking. Also, the volume and intensity of the office work has increased for the existing programs with additional hospital requirements. Following the Board of Registered Nursing site visit in 04/2017, a

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recommendation is to move the salary/benefits of the Office Assistant fully to the general fund. The position maintain students records, contracts with agencies, and other documentation needed for maintenance of accreditation.

Contact Person for Request: Christina Lee

NEW Resource Category - Where does this request belong?: (B) Classified Request

Funding Source: General Fund

Priority: High

Overall / Aggregate Cost: 60000

Replacement Item: No

Related Documents:

[CNSLTNT APPVL RPT FORCONTIN APPRVL Moorpark 4-2017.pdf](#)

(A) Active Request - Increase Student Worker funds to \$12,000 from \$6000. (Active)

Justification: As of 2018-2019 there are \$6000 allocated from the general fund for a student worker for the Health Sciences Department Office. This allocation has remained the same for at least the past 8 years, while the wage for student workers has increased. As a result, the available hours of a student worker have diminished over the years. Also, the number of programs with approval, accreditation, or other regulatory demands has increased from two (Nursing and Rad Tech) to five (Optical Technology, Nuclear Medicine, EMT). The Administrative Assistant and Office Assistant are flexing their time during peak seasons to try to keep up with the clerical demands of the department; they need more more assistance.

The additional student worker funds are also needed for a student worker for the Nursing Skills Lab, similar to the student worker lab assistance provided for the Chemistry and Biology labs. A student worker would be utilized to assist with non-registered nursing tasks in the nursing skills lab to allow the Instructional Lab Technicians II/Nursing to focus on job duties that require a registered nurse's skills or experience to do, which includes interacting with students and providing a supporting learning environment. Currently, the ILT II/Nursing have not been able to practice to the fullest extent of their minimum qualifications and job description due to being mired down with data entry; data retrieval; general skills lab labeling, sorting, cleaning, and laundry; and straightening up of supplies and equipment that does not require an RN license or healthcare experience to do.

Contact Person for Request: Christina Lee/Carol Higashida

NEW Resource Category - Where does this request belong?: (F) Other

Funding Source: General Fund

Priority: High

Overall / Aggregate Cost: 6000

(A) Active Request - One month of Professional Expert pay to enable data organization, analysis, and reporting for grants and application to new grants. (Active)

Justification: The nursing program has been receiving substantial grant funding from the CCCC for years. The 4th quarter report and the final grant report are due during the month of July, but the person responsible for those duties is the Health Sciences Coordinator and the Health Sciences Coordinator is an 11 month position and therefore not working during July. A professional expert is needed to organize, analyze, and report the required data requested by the grant and provide a written narrative for both the quarterly report and the final report. The preliminary work on the adoption budget for the following year's grant also needs to be worked on during July in preparation for an early August deadline by the district and the CCCC.

Contact Person for Request: Christina Lee/Carol Higashida

NEW Resource Category - Where does this request belong?: (F) Other

Funding Source: General Fund

Priority: High

Overall / Aggregate Cost: 8000

Replacement Item: No

(A) Active Request - Restore release time for the assistant for nursing to the Coordinator of Health Sciences to 40% from 30%. (Active)

Justification: A Spring 2017 California Board of Registered Nursing (BRN) program approval recommendation was to improve the ability for the nursing program director (the Health Sciences Coordinator) and the assistant program director

Annual Program Plan Nursing

(the Assistant to the Coordinator of Health Sciences) to administer the nursing program by restoring the release time for the assistant to 40% from 30%.

The assistant previously had release time of 40%, but with the reduction in programs and economic hardship of 2011-2012 it was reduced to 30%. Since then, the EMT program has returned, the Nuclear Medicine Program was instituted, and recently the Optical Technology program began. The demands of these programs have impacted the ability of the Health Sciences Coordinator to administer the nursing program; more release time for the assistant would support the nursing program so the HS Coordinator could support the growth and stability of the other programs. The stability and growth of these programs is demanded by the labor market, as reflected in LMI and advisory committees.

According to formal survey by the California Board of Registered Nursing the release time for the assistant at Moorpark College is below the norm. Statewide during 2015-2016, the assistant director release time averaged 14.2 hours per week which is approximately 40% release. Additionally, Ventura College's nursing program has had 40% release time for their assistant. Their Health Sciences Coordinator also manages fewer programs with more program directors; there is an emergency medical services program director and a certified nursing assistant program director. At Moorpark College, there is a program director for Radiologic Technology that also administers to the Nuclear Medicine program but there is no program director for the EMT program or the nascent Optical Technology program which impacts the time available for the Health Sciences Coordinator to administer the nursing program. A restoration to the previous 40% release time is needed for the assistant to meet the nursing program's needs.

Contact Person for Request: Christina Lee/Carol Higashida

NEW Resource Category - Where does this request belong?: (F) Other

Funding Source: General Fund

Priority: High

Replacement Item: No

Work Plan

Change Office Assistant position to full-time and move salary/benefits to the general fund.

Details: Work load is currently too extensive for one office staff and will be adding another program that requires compliance to agency and accrediting body regulations.

Status of Action Step: Active

Increase release time for the Assistant to the Coordinator to 40% from 30%.

Details: Allows for the assumption of more administrative duties of the nursing program, allowing for the Health Sciences Coordinator to focus more time on the other HS programs.

Status of Action Step: Active

Mapping to Various College Plans

College Goals (Strategic Plan)

Goal 1.2: Reduce barriers to registration and enrollment for all students.

Initiative: Prepare for Outside Agency Approvals and Accreditation

Accreditation Commission for Education in Nursing (ACEN) Accreditation and California Board of Registered Nursing (BRN) Approval: Prepare for the next ACEN Site Visit in 2020 and the next BRN Site Visit in 2022.

Initiative Status: Active

Initiative Year(s): 2017 - 2018, 2018 - 2019

Updates on Initiative

Updates

Reporting Year: 2017 - 2018

Annual Program Plan Nursing

Progress: Satisfied with Progress

BRN site visit occurred on April 24-25, 2017. NEC team will recommend continuing approval of the program for five years at the BRN executive meeting in August 2017.

Resource Requests

(A) Active Request - An additional, general-funded Office Assistant to assist with maintaining records, agency contracts, and other accreditation and state reporting requirements. This is in addition to the current 100% grant-funded Office Assistant position. (Active)

Justification: Provides support staff to facilitate the requirements that need to be fulfilled to maintain programs, specifically to service the EMT and Optical Technology programs which have started within the past 2 years. This position is in addition to the current request of Office Assistant moving from grant funding to general funding, and is mirrored in each of the program plans' resource requests.

Contact Person for Request: Christina Lee

NEW Resource Category - Where does this request belong?: (B) Classified Request

Funding Source: General Fund

Priority: High

Overall / Aggregate Cost: 75000

(A) Active Request - Funding for re-accreditation review by the Accreditation Commission for Education in Nursing (ACEN), with site visit in Spring 2020. (Active)

Justification: The Accreditation Commission for Education in Nursing (ACEN) will be conducting a site visit in Spring 2020 to consider re-accrediting the nursing program. Fees effective through December 31, 2019 include \$2,875 accreditation fee, \$1000 continuing accreditation review fee, \$2,475 site visit fee (includes the minimum three peer evaluators). These fees will begin to be paid during 2019, and are expected to increase. Other costs include ads and invitations for a required public forum; refreshments; printing, binding, and mailing of the ACEN self-study documents; and transportation for the site visitors to and from the airport and lodging site.

Contact Person for Request: Christina Lee/Carol Higashida

NEW Resource Category - Where does this request belong?: (F) Other

Funding Source: General Fund

Priority: High

Overall / Aggregate Cost: 12000

Replacement Item: No

Mapping to Various College Plans

College Goals (Strategic Plan)

Goal 3.1: Link Moorpark College's Career Technical Education(CTE) programs with labor market needs and careers within the local community.

Annual Program Plan Nursing

Prog Goal 6 (Optional): Pass Rates - Certification Exams - Graduate NCLEX-RN First Attempt Pass Rate

Assessment: Course Four Column

2017-2018



Outcomes - Nursing

Program Purpose: Students who complete the Nursing Science program will acquire the knowledge and five critical competencies of safety/technical skills, critical thinking and clinical reasoning skills, communication skills, responsibility/accountability, and organization/prioritization skills essential to the function of registered nurses in the direct care of patients.

NS M001: Beginning Nursing Science

CLOs	Assessment Methods	Results & Use of Results	Actions
<p>C01 Critical Competencies - Students will acquire the knowledge and theoretical concepts of the five critical competencies of safety/technical skills, critical thinking/clinical reasoning, communication skills, responsibility/accountability, and organization/prioritization skills. These competencies are essential to the function of the registered nurse in the direct care of patients with common, acute, and chronic disorders/conditions in the adult/geriatric population in common and emerging healthcare settings. The focus is on foundations of nursing practice and the nursing process, the legal framework for nursing practice, cultural and spiritual diversity, comprehensive head-to-toe physical assessment and documentation addressing all body systems for the adult and geriatric client, theoretical</p>	<p>80% of 1st semester students identified as At-Risk will successfully complete NS M01 and NS M01L with a remediation plan in place. Target: 80% of students</p>	<p>Semester Reported: 201807 - Fall 2018 Target Met: Yes 100% (3 of 3) students identified at risk (based on their "success score" being below 55% or and TEAS Assessment score below 62% or TEAS Reading score <70% or TEAS Math score <60% or TEAS Science score <50%) successfully complete NS M01 and NS M01L. (01/15/2019) # Enrolled: 45 # Assessed: 3 # Successful: 3</p> <hr/> <p>Semester Reported: 201803 - Spring 2018 Target Met: Yes 100% (3 of 3) students identified at risk (based on their "success score" being below 55% or and TEAS Assessment score below 62% or TEAS Reading score <70% or TEAS Math score <60% or TEAS Science score <50%) successfully complete NS M01 and NS M01L. (09/17/2018) # Enrolled: 44 # Assessed: 3 # Successful: 3</p> <hr/> <p>Semester Reported: 201707 - Fall 2017 Target Met: Yes 85.7% (6 of 7) students identified at risk (based on their</p>	

CLOs	Assessment Methods	Results & Use of Results	Actions
<p>concepts of skills associated with activities of daily living, maintenance of a safe environment, growth and nutrition, concepts of care pertaining to medication administration, the perioperative period, comfort, pain, diabetes mellitus, and care of patients with basic health-deviations of the cardiovascular system and health-deviations of the musculoskeletal system.</p> <p>CLO Status: Active</p>		<p>"success score" being below 55% or and TEAS Assessment score below 62% or TEAS Reading score <70% or TEAS Math score <60% or TEAS Science score <50%) successfully complete NS M01 and NS M01L. (12/20/2017)</p> <p># Enrolled: 44 # Assessed: 7 # Successful: 6</p> <hr/> <p>Semester Reported: 201703 - Spring 2017 Target Met: Yes 87.5% (7 of 8) students identified at risk (based on their "success score" being below 55% or and TEAS Assessment score below 62% or TEAS Reading score <70% or TEAS Math score <60% or TEAS Science score <50%) successfully complete NS M01 and NS M01L. (05/15/2017)</p> <p># Enrolled: 44 # Assessed: 8 # Successful: 7</p> <hr/> <p>Semester Reported: 201607 - Fall 2016 Target Met: Yes 100% (4 of 4) students identified at risk (based on their "success score" being below 55% or and TEAS Assessment score below 62% or TEAS Reading score <70% or TEAS Math score <60% or TEAS Science score <50% successfully complete NS M01 and NS M01L. (12/12/2016)</p> <p># Enrolled: 4 # Assessed: 4 # Successful: 4</p> <hr/> <p>Semester Reported: 201603 - Spring 2016 Target Met: Yes 100% (7 of 7) students identified at risk (based on their "success score" being below 55% or and TEAS Assessment score below 62% or TEAS Reading score <70% or TEAS Math score <60% or TEAS Science score <50% successfully complete NS M01 and NS M01L. (05/18/2016)</p> <hr/> <p>Semester Reported: 201507 - Fall 2015 Target Met: Yes 86% (6 of 7) students identified at risk (based on their "success score" being below 55% or and TEAS Assessment score below 62% or TEAS Reading score <70% or TEAS Math score <56% successfully completed NS M01 and NS M01L.</p>	

<i>CLOs</i>	<i>Assessment Methods</i>	<i>Results & Use of Results</i>	<i>Actions</i>
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(12/18/2015)

NS M001L: Beg Clinical Nurs Lab I

CLOs	Assessment Methods	Results & Use of Results	Actions
<p>C02 Acquire - acquire the knowledge, skills, and attitudes of the five critical competencies of safety/technical skills, critical thinking/clinical reasoning, communication skills, responsibility/accountability, and organization/prioritization skills. These competencies are essential to the function of the registered nurse in the direct care of patients with common, acute, and chronic disorders/conditions of the adult and geriatric client in extended/rehabilitation population and medical-surgical populations in common and emerging healthcare settings.</p> <p>CLO Status: Active</p>	<p>95% of students that complete a clinical rotation in NS M01L will achieve a grade of 75% or higher in each of the five critical competencies.</p> <p>Target: 95% of students</p>	<p>Semester Reported: 201807 - Fall 2018 Target Met: Yes 100% (see comments) students that completed a clinical rotation in NS M01L achieved a grade of 75% or higher in each of the five critical competencies. Comments: Part 1 - 44 of 44 students, Part 2 - 43 of 43 students. (01/15/2019) # Enrolled: 45 # Assessed: 44 # Successful: 44</p> <hr/> <p>Semester Reported: 201803 - Spring 2018 Target Met: Yes 100% (see comments) students that completed a clinical rotation in NS M01L achieved a grade of 75% or higher in each of the five critical competencies. Comments: Part 1 - 42 of 42 students, Part 2 - 41 of 41 students. (09/16/2018) # Enrolled: 44</p> <hr/> <p>Semester Reported: 201707 - Fall 2017 Target Met: Yes 99% (see comments) students that completed a clinical rotation in NS M01L achieved a grade of 75% or higher in each of the five critical competencies. Comments - Part 1 41 completed rotation and 41 passed; Part 2 40 completed rotation and 39 passed. (12/20/2017)</p> <hr/> <p>Semester Reported: 201703 - Spring 2017 Target Met: Yes 95% (41 of 43) of students that completed a clinical rotation in NSM01L achieved a grade of 75% or higher in each of the five critical competencies. (05/17/2017) # Enrolled: 43 # Assessed: 43 # Successful: 41</p> <hr/> <p>Semester Reported: 201607 - Fall 2016 Target Met: Yes 97% (35 of 36) of students that completed a clinical rotation in NS M01L achieved a grade of 75% or higher in each of the five critical competencies. (12/12/2016)</p>	

CLOs	Assessment Methods	Results & Use of Results	Actions
		<p># Enrolled: 36 # Assessed: 36 # Successful: 35</p> <hr/> <p>Semester Reported: 201603 - Spring 2016 Target Met: Yes 95% (40 of 42) of students that completed a clinical rotation in NS M01L achieved a grade of 75% or higher in each of the five critical competencies. (05/16/2016)</p> <hr/> <p>Semester Reported: 201507 - Fall 2015 Target Met: Yes 100% (44 of 44) of students that completed a clinical rotation in NS M01L achieved a grade of 75% or higher in each of the five critical competencies. (12/14/2015)</p>	

NS M002:Intermediate Nursing Science I

CLOs	Assessment Methods	Results & Use of Results	Actions
<p>C01 Acquire - Students will acquire the knowledge and theoretical concepts of the five critical competencies of safety/technical skills, critical thinking/clinical reasoning, communication skills, responsibility/accountability, and organization/prioritization skills. These competencies are essential to the function of the registered nurse in the direct care of maternal, newborn, pediatric, and adult patients with common, acute and chronic health and self-care needs in common and emerging healthcare settings. The focus of the adult patients is on health deviations of basic respiratory, peripheral vascular disease, hematology and oncology, and basic gastrointestinal disease processes.</p> <p>CLO Status: Active</p>	<p>Quiz/Exam/Test - 80% of NS2 students will perform at Level 1 or higher on the ATI Maternal-Newborn content assessment.</p> <p>Target: 80% of students.</p>	<p>Semester Reported: 201807 - Fall 2018 Target Met: Yes 81.1% of NS2 students (30 out of 37) performed at Level 1 or higher on the ATI Maternal-Newborn content assessment. (01/15/2019) # Enrolled: 39 # Assessed: 37 # Successful: 37</p> <hr/> <p>Semester Reported: 201803 - Spring 2018 Target Met: Yes 83.8% of NS2 students (31 out of 37) performed at Level 1 or higher on the ATI Maternal-Newborn content assessment. (09/16/2018) # Enrolled: 37 # Assessed: 37 # Successful: 31</p> <hr/> <p>Semester Reported: 201707 - Fall 2017 Target Met: Yes 84% of NS2 students (32 of 38) performed at Level 1 or higher on the ATI Maternal-Newborn content assessment. (01/03/2018) # Enrolled: 38 # Assessed: 38 # Successful: 32</p> <hr/> <p>Semester Reported: 201703 - Spring 2017 Target Met: No 63% (17 of 27) of students scored at Level 1 or higher (>54.9%) on the first attempt of the ATI RN Maternal-Newborn Practice Assessment 2016. (03/20/2017) # Enrolled: 34 # Assessed: 27 # Successful: 17</p> <hr/> <p>Semester Reported: 201607 - Fall 2016 Target Met: No 56.8% (21/37) of students scored at Level 1 or higher (>54.9%) on the first attempt of the ATI RN Maternal-Newborn Practice Assessment 2016. (12/12/2016) # Enrolled: 40</p>	<p>Action: Initiate rewarding of students with 0.5 points of extra credit for scoring Level 1 or higher on the ATI Maternal-Newborn Assessment as an incentive, starting Spring 2017. (11/21/2016)</p>

CLOs	Assessment Methods	Results & Use of Results	Actions
	<p>Quiz/Exam/Test - 80% of NS2 students will perform at Level 1 proficiency or higher on the ATI Nursing Care of Children content assessment.</p> <p>Target: 80% of NS2 students.</p>	<p># Assessed: 37 # Successful: 21</p> <hr/> <p>Semester Reported: 201603 - Spring 2016 Target Met: No 58% (23/40) of students scored at Level 1 or higher (>54.9%) on the first attempt of the ATI RN Maternal-Newborn Practice Assessment 2013. (03/28/2016)</p> <hr/> <p>Semester Reported: 201507 - Fall 2015 Target Met: No 65% (24/37) of students scored at Level 1 or higher (>54.9%) on the first attempt of the ATI RN Maternal-Newborn Practice Assessment 2013. (10/26/2015)</p> <p>Semester Reported: 201807 - Fall 2018 Target Met: Yes 91.9% of NS2 students (33 out of 36) performed at Level 1 proficiency or higher on the ATI Nursing Care of Children content assessment. (01/15/2019) # Enrolled: 39 # Assessed: 36 # Successful: 36</p> <hr/> <p>Semester Reported: 201803 - Spring 2018 Target Met: Yes 88.9% of NS2 students (32 out of 36) performed at Level 1 proficiency or higher on the ATI Nursing Care of Children content assessment. (09/16/2018) # Enrolled: 37 # Assessed: 36 # Successful: 32</p> <hr/> <p>Semester Reported: 201707 - Fall 2017 Target Met: Yes 87% of NS2 students (33 of 38) performed at Level 1 proficiency or higher on the ATI Nursing Care of Children content assessment. (01/03/2018) # Enrolled: 38 # Assessed: 38 # Successful: 33</p> <hr/> <p>Semester Reported: 201703 - Spring 2017</p>	<p>Action: See Faculty Meeting minutes for discussion. Action: Reward students with 0.5 points of extra credit for scoring Level 1 or higher on the ATI Maternal-Newborn Assessment as an incentive, starting Spring 2017. (11/21/2016)</p>

CLOs	Assessment Methods	Results & Use of Results	Actions
		<p>Target Met: No 71% (24 of 34) students scored at Level 1 or higher (>53.2%) on the first attempt of the ATI RN Nursing Care of Children Practice Assessment 2013. (03/20/2017)</p> <p># Enrolled: 34 # Assessed: 34 # Successful: 24</p>	
		<p>Semester Reported: 201607 - Fall 2016</p> <p>Target Met: No 46% (18 of 39) students scored at Level 1 or higher (>53.2%) on the first attempt of the ATI RN Nursing Care of Children Practice Assessment 2013. (12/12/2016)</p> <p># Enrolled: 40 # Assessed: 39 # Successful: 18</p>	<p>Action: Initiate rewarding of students with 0.5 points of extra credit for scoring Level 1 or higher on the ATI Maternal-Newborn Assessment as an incentive, starting Spring 2017. (11/21/2016)</p>
		<p>Semester Reported: 201603 - Spring 2016</p> <p>Target Met: No 65% (26 of 40) students scored at Level 1 or higher (>53.2%) on the first attempt of the ATI RN Nursing Care of Children Practice Assessment 2013. (03/28/2016)</p>	<p>Action: See Faculty Meeting minutes for discussion. Action: Reward students with 0.5 points of extra credit for scoring Level 1 or higher on the ATI Nursing Care of Children assessment as an incentive, starting Spring 2017. (11/21/2016)</p>
		<p>Semester Reported: 201507 - Fall 2015</p> <p>Target Met: No 38% (14/37) students scored at Level 1 or higher (>53.2%) on the first attempt of the ATI RN Nursing Care of Children Practice Assessment 2013. (10/26/2015)</p>	

NS M002L: Int Clinical Nursg Lab I

CLOs	Assessment Methods	Results & Use of Results	Actions
<p>C01 Acquire - Acquire the knowledge, skills, and attitudes of the five critical competencies of safety/technical skills, critical thinking/clinical reasoning, communication skills, responsibility/accountability, and organization/prioritization skills. These competencies are essential to the function of the registered nurse in the direct care of patients with common, acute, and chronic disorders/conditions of the adult and geriatric client in extended/rehabilitation population and medical-surgical populations in common and emerging healthcare settings.</p> <p>CLO Status: Active</p>	<p>95% of students that complete a clinical rotation in NS M02L will achieve a grade of 75% or higher in each of the five critical competencies.</p> <p>Target: 95% of students</p>	<p>Semester Reported: 201807 - Fall 2018 Target Met: Yes 100% (39 of 39) students that completed a clinical rotation in NS M02L achieved a grade of 75% or higher in each of the five critical competencies. (01/15/2019) # Enrolled: 39 # Assessed: 39 # Successful: 39</p> <hr/> <p>Semester Reported: 201803 - Spring 2018 Target Met: Yes 100% (37 of 37) students that completed a clinical rotation in NS M02L achieved a grade of 75% or higher in each of the five critical competencies. (09/16/2018) # Enrolled: 37 # Assessed: 37 # Successful: 37</p> <hr/> <p>Semester Reported: 201707 - Fall 2017 Target Met: Yes 97% (36 of 37) students that completed a clinical rotation in NS M02L achieved a grade of 75% or higher in each of the five critical competencies. (12/20/2017) # Enrolled: 37 # Assessed: 37 # Successful: 36</p> <hr/> <p>Semester Reported: 201703 - Spring 2017 Target Met: Yes 97% (32 of 33) of students that completed a NS M02L clinical rotation achieved a grade of 75% or higher in each of the five critical competencies. (05/15/2017) # Enrolled: 34 # Assessed: 33 # Successful: 32</p> <hr/> <p>Semester Reported: 201607 - Fall 2016 Target Met: Yes 98% (39 of 40) of students that completed a NS M02L clinical rotation achieved a grade of 75% or higher in each of the five critical competencies. (12/12/2016) # Enrolled: 40</p>	

CLOs	Assessment Methods	Results & Use of Results	Actions
		<p># Assessed: 40 # Successful: 39</p> <hr/> <p>Semester Reported: 201603 - Spring 2016 Target Met: Yes 98% (39 of 40) of students that completed a NS M02L clinical rotation achieved a grade of 75% or higher in each of the five critical competencies. (05/16/2016)</p> <hr/> <p>Semester Reported: 201507 - Fall 2015 Target Met: Yes 97% (37 of 38) of students that completed an NS M02L clinical rotation achieved a grade of 75% or higher in each of the five critical competencies. (12/14/2015)</p>	

NS M003:Intermed. Nursing Science II

CLOs	Assessment Methods	Results & Use of Results	Actions
<p>C01 Acquire - Students will acquire the knowledge and theoretical concepts of the five critical competencies of safety/technical skills, critical thinking/clinical reasoning, communication skills, responsibility/accountability, and organization/prioritization skills. These competencies are essential to the function of the registered nurse in the direct care of adult and geriatric patients with common to complex, acute and chronic health and self-care needs in common and emerging healthcare settings. The focus of the adult patients is on health deviations of the renal/urinary, male reproductive, endocrine, advanced gastrointestinal, and neurologic systems.</p> <p>CLO Status: Active</p>	<p>Quiz/Exam/Test - 50% of 3rd semester students (NS M03) will perform at a Level 2 proficiency or better on the ATI RN Adult Medical-Surgical Nursing proctored assessment test. (Active)</p> <p>Target: 50% of students</p>	<p>Semester Reported: 201807 - Fall 2018 Target Met: No 47% (16 of 34) of 3rd semester students (NS M03) performed at a Level 2 proficiency or better on the ATI RN Adult Medical-Surgical Nursing proctored assessment test. (10/05/2018) # Enrolled: 36 # Assessed: 34 # Successful: 16</p> <hr/> <p>Semester Reported: 201803 - Spring 2018 Target Met: Yes 62.5% (20 out of 32) of 3rd semester students (NS M03) performed at a Level 2 proficiency or better on the ATI RN Adult Medical-Surgical Nursing proctored assessment test. (Active) (09/16/2018) # Enrolled: 32 # Assessed: 32 # Successful: 20</p> <hr/> <p>Semester Reported: 201707 - Fall 2017 Target Met: No 43.8% of 3rd semester students (14 of 32) (NS M03) performed at a Level 2 proficiency or better on the ATI RN Adult Medical-Surgical Nursing proctored assessment test. (01/03/2018) # Enrolled: 32 # Assessed: 32 # Successful: 14</p> <hr/> <p>Semester Reported: 201703 - Spring 2017 Target Met: Yes 68% (26 of 38) of 3rd semester students performed at Level 2 proficiency or better on the ATI RN Adult Medical-Surgical Nursing proctored assessment test. (03/20/2017) # Enrolled: 40 # Assessed: 38 # Successful: 26</p> <hr/> <p>Semester Reported: 201607 - Fall 2016</p>	<p>Action: Goal was met during the previous semester. Will monitor for pattern. (10/05/2018)</p> <hr/> <p>Action: Need to collect more data. Discussed it on faculty meeting 10/15/2018. (10/18/2018) Follow-Up: In Spring 2018, 62.5% (20 out of 32) of 3rd semester students (NS M03) performed at a Level 2 proficiency or better on the ATI RN Adult Medical-Surgical Nursing proctored assessment test. (01/15/2019)</p>

CLOs	Assessment Methods	Results & Use of Results	Actions
		<p>Target Met: No 34% (13/38) of 3rd semester students performed at Level 2 proficiency or better on the ATI RN Adult Medical-Surgical Nursing proctored assessment test. (12/12/2016) # Enrolled: 38 # Assessed: 38 # Successful: 13</p>	
		<p>Semester Reported: 201603 - Spring 2016 Target Met: Yes 50% (17/34) of 3rd semester students performed at Level 2 proficiency or better on the ATI RN Adult Medical-Surgical Nursing proctored assessment test. (03/28/2016)</p>	
		<p>Semester Reported: 201507 - Fall 2015 Target Met: Yes 52.6% (20/38) of 3rd semester students performed at Level 2 proficiency or better on the ATI RN Adult Medical-Surgical Nursing proctored assessment test. (10/26/2015)</p>	

NS M003L: Int Clinical Nurse Lab II

CLOs	Assessment Methods	Results & Use of Results	Actions
<p>C01 Acquire - Acquire the knowledge, skills, and attitudes of the five critical competencies of safety/technical skills, critical thinking/clinical reasoning, communication skills, responsibility/accountability, and organization/prioritization skills. These competencies are essential to the function of the registered nurse in the direct care of patients with common, acute, and chronic disorders/conditions of the adult and geriatric client in extended/rehabilitation population and medical-surgical populations in common and emerging healthcare settings.</p> <p>CLO Status: Active</p>	<p>95% of students that complete a clinical rotation in NS M03L will achieve a grade of 75% or higher in each of the five critical competencies.</p> <p>Target: 95% of students</p>	<p>Semester Reported: 201807 - Fall 2018 Target Met: Yes 100% (36 of 36) students that completed a clinical rotation in NS M03L achieved a grade of 75% or higher in each of the five critical competencies. (01/15/2019) # Enrolled: 36 # Assessed: 36 # Successful: 36</p> <hr/> <p>Semester Reported: 201803 - Spring 2018 Target Met: Yes 100% (36 of 36) students that completed a clinical rotation in NS M03L achieved a grade of 75% or higher in each of the five critical competencies. (09/16/2018) # Enrolled: 36 # Assessed: 36 # Successful: 36</p> <hr/> <p>Semester Reported: 201707 - Fall 2017 Target Met: Yes 97% (31 of 32) students that completed a clinical rotation in NS M03L achieved a grade of 75% or higher in each of the five critical competencies. (12/20/2017) # Enrolled: 32 # Assessed: 32 # Successful: 31</p> <hr/> <p>Semester Reported: 201703 - Spring 2017 Target Met: Yes 95% (37 of 39) of students that completed a NS M02L clinical rotation achieved a grade of 75% or higher in each of the five critical competencies. (05/16/2017) # Enrolled: 40 # Assessed: 39 # Successful: 37</p> <hr/> <p>Semester Reported: 201607 - Fall 2016 Target Met: Yes 100% (38 of 38) of students that completed an NS M03L clinical rotation achieved a grade of 75% in each of the five critical competencies. (12/12/2016) # Enrolled: 38</p>	

CLOs	Assessment Methods	Results & Use of Results	Actions
		<p># Assessed: 38 # Successful: 38</p> <hr/> <p>Semester Reported: 201603 - Spring 2016 Target Met: Yes 100% (33 of 33) of students that completed an NS M03L clinical rotation achieved a grade of 75% in each of the five critical competencies. (05/16/2016) # Assessed: 33 # Successful: 33</p> <hr/> <p>Semester Reported: 201507 - Fall 2015 Target Met: Yes 97% (38 of 39) of students that completed an NS M03L clinical rotation achieved a grade of 75% or higher in each of the five critical competencies. (12/14/2015)</p>	

NS M004:Advanced Nursing Science

CLOs	Assessment Methods	Results & Use of Results	Actions
<p>C01 Acquire - Students will acquire the knowledge and theoretical concepts of the five critical competencies of safety/technical skills, critical thinking/clinical reasoning, communication skills, responsibility/accountability, and organization/prioritization skills. These competencies are essential to the function of the registered nurse in the direct care of patients with common to complex, acute and chronic health and self-care needs in acute medical/surgical healthcare settings. The focus is on patients with advanced respiratory, cardiovascular, and multisystem health deviations.</p> <p>CLO Status: Active</p>	<p>Quiz/Exam/Test - 80% of 4th semester students (NS M04) will achieve a score on the ATI RN Comprehensive Predictor proctored assessment test that indicates at least 80% predicted probability of passing the NCLEX nursing licensure exam.</p> <p>Target: 80%</p> <p>Notes (optional): start with Fall 2017</p>	<p>Semester Reported: 201807 - Fall 2018 Target Met: Yes 81.8% (27 of 33) of 4th semester students (NS M04) achieved a score on the ATI RN Comprehensive Predictor proctored assessment test that indicates at least 80% predicted probability of passing the NCLEX nursing licensure exam. (01/15/2019) # Enrolled: 33 # Assessed: 33 # Successful: 33</p> <hr/> <p>Semester Reported: 201803 - Spring 2018 Target Met: No 71.4% (20 of 28) of 4th semester students (NS M04) achieved a score on the ATI RN Comprehensive Predictor proctored assessment test that indicates at least 80% predicted probability of passing the NCLEX nursing licensure exam. (09/16/2018) # Enrolled: 28 # Assessed: 28 # Successful: 20</p> <hr/> <p>Semester Reported: 201707 - Fall 2017 Target Met: Yes 86% (30 of 35) of 4th semester students (NS M04) achieved a score on the ATI RN Comprehensive Predictor proctored assessment test that indicates at least 80% predicted probability of passing the NCLEX nursing licensure exam. (11/27/2017) # Enrolled: 35 # Assessed: 35 # Successful: 30</p>	<p>Action: Need to collect more data. Discussed it on faculty meeting 10/15/2018. (10/18/2018)</p> <p>Follow-Up: In Fall 2018, 81.8% (27 of 33) of 4th semester students (NS M04) achieved a score on the ATI RN Comprehensive Predictor proctored assessment test that indicates at least 80% predicted probability of passing the NCLEX nursing licensure exam. (01/15/2019)</p>

NS M004L:Adv Clinical Nursng Lab

CLOs	Assessment Methods	Results & Use of Results	Actions
<p>C01 Acquire - acquire the knowledge, skills, and attitudes of the five critical competencies of safety/technical skills, critical thinking/clinical reasoning, communication skills, responsibility/accountability, and organization/prioritization skills. These competencies are essential to the function of the registered nurse in the direct care of patients with common, acute, and chronic disorders/conditions of the adult and geriatric client in extended/rehabilitation population and medical-surgical populations in common and emerging healthcare settings.</p> <p>CLO Status: Active</p>	<p>95% of students that complete a clinical rotation in NS M04L will achieve a grade of 75% or higher in each of the five critical competencies.</p> <p>Target: 95% of students.</p>	<p>Semester Reported: 201807 - Fall 2018 Target Met: Yes 100% (see comments) students that completed a clinical rotation in NS M04L achieved a grade of 75% or higher in each of the five critical competencies. Comments: Part 1 - 34 of 34, Part 2 - 33 of 33. (01/15/2019) # Enrolled: 34 # Assessed: 34 # Successful: 33</p> <hr/> <p>Semester Reported: 201803 - Spring 2018 Target Met: Yes 100% (29 of 29) students that completed a clinical rotation in NS M04L achieved a grade of 75% or higher in each of the five critical competencies. (09/16/2018) # Enrolled: 30 # Assessed: 29 # Successful: 29</p> <hr/> <p>Semester Reported: 201707 - Fall 2017 Target Met: Yes 100% (37 of 37) students that completed a clinical rotation in NS M04L achieved a grade of 75% or higher in each of the five critical competencies. (12/20/2017) # Enrolled: 37 # Assessed: 37 # Successful: 37</p> <hr/> <p>Semester Reported: 201703 - Spring 2017 Target Met: Yes 97% (37 of 38) of students that completed an NS M04L clinical rotation achieved a grade of 75% or higher in each of the five critical competencies. (05/15/2017) # Enrolled: 38 # Assessed: 38 # Successful: 37</p> <hr/> <p>Semester Reported: 201607 - Fall 2016 Target Met: Yes 100% (33 of 33) of students that completed an NS M04L clinical rotation achieved a grade of 75% or higher in each of the five critical competencies (12/12/2016)</p>	

CLOs	Assessment Methods	Results & Use of Results	Actions
		<p># Enrolled: 33 # Assessed: 33 # Successful: 33</p> <hr/> <p>Semester Reported: 201603 - Spring 2016 Target Met: Yes 100% (35 of 35) of students that completed an NS M04L clinical rotation achieved a grade of 75% or higher in each of the five critical competencies. (05/16/2016)</p> <hr/> <p>Semester Reported: 201507 - Fall 2015 Target Met: Yes 100% (38 of 38) of students that completed a clinical rotation in NS M04L achieved a grade of 75% in each of the five critical competencies. (12/14/2015)</p>	