



## Program Review

Merced College

2015-16

Faculty/Program Manager View

### I. Program Summary

1. Name of Program

Registered Nursing, Licensed Vocational Nursing Certified Nursing Assistant

2. Degrees, Certificates or Services Associated with the Program

AS - Registered Nursing

3. How does the program contribute to the mission of the college? [Merced College Mission Statement](#)

In the mission of the college it states we serve students toward relevant education and workforce training. all of the nursing programs lead to qualifications to take the licensing exam toward becoming a CNA, LVN, RN. The mission states programs also lead to transfer, associate degrees and certifications. The CNA and LVN program lead to certifications and the RN and LVN program lead to AA/AS degrees. Students in the RN and LVN program can transfer to other schools for advance training. ie: LVN-RN, RN-BSN, LVN-BSN, RN-MSN. All these programs are Career Technical Education Programs

4. Faculty/Staff Involvement

The dialogue that occurred while planning assessments, evaluating data results, and determining action plans took place

- with others in my program/department during meetings (i.e. cohort, area, department meetings, small groups etc.)
- during on-campus workshops (i.e. flex workshops)
- over email
- with colleagues from outside the district
- with my dean and/or colleagues in my division

Other

No dialogue occurred

List Faculty/Staff involved in the assessment in the table below. To add rows select **Insert Item**.

<b>Name</b>	<b>Participation</b>
Caren Col-Hamm	<input checked="" type="checkbox"/> Program Review Author <input checked="" type="checkbox"/> Discussion Participant <input checked="" type="checkbox"/> Data Contributor
Kitty Cazares	<input checked="" type="checkbox"/> Program Review Author <input checked="" type="checkbox"/> Discussion Participant <input checked="" type="checkbox"/> Data Contributor
all the CNA, LVN and RN faculty	<input type="checkbox"/> Program Review Author <input checked="" type="checkbox"/> Discussion Participant <input type="checkbox"/> Data Contributor

## II. Assessment Summary

4. Please provide a status update of all course SLO assessments.

List the dates of the last two assessment reports, starting with the most recent. (Dates must be within the last five years.)

<b>Course Number</b>	<b>Previous Assessment</b>	<b>Next Planned Assessment</b>	<b>Contact Faculty</b>
ALLH 60	Fall 2014	Spring 2017	Kitty Cazares
REGN01	Fall 2014	Spring 2017	Kitty Cazares
REGN 02	Fall 2013	Fall 2016	Gloria Provencio
REGN15	Fall 2013	Fall 2016	Wanda Schindler
REGN18	Spring 2014	fall 2017	Wanda Schindler/Rochelle Grise
REGN 24	Fall 2014	Fall 2016	Kitty Cazares
REGN 34	Fall 2013	Fall 2017	Gloria Provencio
REGN 44	Fall 2013	Fall 2017	Janice Stearns/ Rochelle Grise
VOCN 40	Spring2016	Fall 2017	Caren col-Hamm

VOCN42	Fall 2013	Fall 2016	Caren col-Hamm
VOCN44	Fall 2013	Spring 2017	Caren col-Hamm
VOCN 46A	Spring 2016	Spring 2018	Sharon Brown/ Caren Col-Hamm
VOCN 46B	Spring 2016	Spring 2018	Claire Alvarez
VOCN 47A	Fall 2014	Fall 2018	Caren Col-Hamm
VOCN47B	Fall 2014	Fall 2016	Caren Col-Hamm
VOCN 47C	Fall 2013	Spring 2017	Caren Col-Hamm
VOCN48	Soring 2016	Fall 2017	Claire Alvarez

## 5. Means of Assessment

List the program SLO/SAO in the space below.

### Program SLO or SAO

A. Evaluate the responsibilities of a nursing assistant ( CNA program)

### Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

### Select means of assessment, or select Other and type in the means of assessment.

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
- Assignments based on checklists
- Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)
- Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.
- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

Other

This program SLO is evaluated by the use of checklists in Allh 60

Benchmark Met

### Program SLO or SAO

B. distinguish safety hazards in described simulated clinical situations ( CNA program)

### Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

### Select means of assessment, or select Other and type in the means of assessment.

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
- Assignments based on checklists
- Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)
- Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.
- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

Other

This program SLO is evaluated by the use of the checklists in Allh 60

Benchmark Met

### Program SLO or SAO

C. Explain the need for good hand washing techniques (CNA program)

### Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

**Select means of assessment, or select Other and type in the means of assessment.**

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
- Assignments based on checklists
- Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)
- Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.
- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

Other

This SLO is evaluated by the use of the checklists in Allh 60

Benchmark Met

**Program SLO or SAO**

D. Choose good body mechanics used by self and others ( CNA program)

**Links to Institutional Learning Outcomes**

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

**Select means of assessment, or select Other and type in the means of assessment.**

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
- Assignments based on checklists
- Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)
- Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.
- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

Other

Benchmark Met

### Program SLO or SAO

E. Plan techniques needed to assist clients with activities of daily living ( CNA program)

### Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

### Select means of assessment, or select Other and type in the means of assessment.

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
- Assignments based on checklists
- Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)
- Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.
- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

Other

The program SLO is evaluated through the checklist in the Allh 60 course

Benchmark Met

### Program SLO or SAO

A. Collaborate with the health care team in providing care in the LVN program

### Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

### Select means of assessment, or select Other and type in the means of assessment.

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
- Assignments based on checklists
- Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)
- Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.
- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

Other

Benchmark for all the 3 programs is 100% as evidenced by skill checkoffs and clinical rubrics

Benchmark Met

### Program SLO or SAO

B. Incorporate knowledge of nursing curriculum to pass the NCLEX exam. ( LVN)

### Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

### Select means of assessment, or select Other and type in the means of assessment.

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
- Assignments based on checklists
- Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)
- Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.
- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

Other

This Program SLO is assessed through every course SLO in the LVN program through care plans, rubrics, check offs as were as the nursing theory curriculum( theory grades - 75% benchmarks to pass each course)

Benchmark Met

### Program SLO or SAO

C. Utilize the nursing process to establish a plan of care, recognizing value and commitment to the practice of nursing standards. (LVN)

### Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

### Select means of assessment, or select Other and type in the means of assessment.



- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
- Assignments based on checklists
- Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)
- Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.
- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

Other

This Program SLO is linked to the RN program through assessments in our courses using care plans and nursing tools.

**Benchmark Met**

### Program SLO or SAO

D. Apply a code of ethics in solving ethical dilemmas while providing patient/family care. (LVN)

### Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

### Select means of assessment, or select Other and type in the means of assessment.

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
- Assignments based on checklists
- Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)
- Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.
- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

Other

This Program SLOs is evaluated through the course SLOS through the use of care plans.

Benchmark Met

### Program SLO or SAO

E. Utilize therapeutic communication to obtain positive outcomes in planning and goal setting for patient care. (LVN)

### Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

### Select means of assessment, or select Other and type in the means of assessment.

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
- Assignments based on checklists
- Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)
- Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.
- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

Other

This Program SLO is linked to the other 3 nursing discipline course SLOS through use of care-plans, skill check offs, nursing tools and software.

Benchmark Met

### Program SLO or SAO

F. Demonstrate effective knowledge, skills, and abilities to a nursing career that is constantly evolving and to focus intently on innovative approaches to patient care. (LVN)

## Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

## Select means of assessment, or select Other and type in the means of assessment.

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
- Assignments based on checklists
- Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)
- Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.
- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

- Other

This Program SLO is evaluated through the LVN course SLOS through care plans, checklist, and use of ATI( software programs)

- Benchmark Met

## Program SLO or SAO

A. Provide quality, safe, patient-centered nursing care through evidence-based practice. (RN)

## Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

## Select means of assessment, or select Other and type in the means of assessment.

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
- Assignments based on checklists
- Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)
- Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.
- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

Other

All 3 nursing programs are linked through this Program SLO and are assessed at the course level through the nursing tools, checklists and care-plans.

Benchmark Met

### **Program SLO or SAO**

B. Participate in collaborative relationships with members of the interdisciplinary team to provide and improve patient care. (RN)

### **Links to Institutional Learning Outcomes**

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

**Select means of assessment, or select Other and type in the means of assessment.**

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
- Assignments based on checklists
- Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)
- Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.
- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

Other

All 3 Nursing Programs link together with this program SLO. This is assessed with course SLOS.

Benchmark Met

### Program SLO or SAO

C. engage in critical thinking skills and strategies and clinical reasoning necessary to provide quality patient care. (RN)

### Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

### Select means of assessment, or select Other and type in the means of assessment.

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
- Assignments based on checklists
- Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)
- Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.
- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

Other

This Program SLO is assessed through the course SLOS where the careplans/ nursing tools are used.

Benchmark Met

### Program SLO or SAO

D. Provide leadership in a variety of healthcare settings for diverse patient populations. (RN)

### Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

### Select means of assessment, or select Other and type in the means of assessment.

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
- Assignments based on checklists
- Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)
- Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.
- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

Other

This Program SLO is evaluated through the course SLOs through rubrics and care-plans

Benchmark Met

### Program SLO or SAO

E. Use information technology to communicate, manage knowledge, mitigate error, and support decision-making. (RN)

### Links to Institutional Learning Outcomes

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

**Select means of assessment, or select Other and type in the means of assessment.**

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
- Assignments based on checklists
- Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)
- Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.
- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

Other

This program SLO is assessed though the courses in the RN program where SLOs reflect the use of technology( ATI software)

Benchmark Met

**Program SLO or SAO**

F. function as a competent nurse assimilating all professional, ethical, and legal principles(RN)

**Links to Institutional Learning Outcomes**

- Communication
- Computation
- Cognition
- Global and Community Consciousness and Responsibility
- Personal Development and Life-Long Learning

**Select means of assessment, or select Other and type in the means of assessment.**

- Assessment results of course SLOs linked to each program SLO
- Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)
- Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)
- Assignments based on checklists
- Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)
- Direct observation of performances, structured practice or drills, "practical" exams, small group work, etc.
- Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)
- Direct assessment of service activities

Other

The Program SLOs is evaluated through rubrics and checklist in the Course SLOS

**Benchmark Met**

#### 6. **Assessment Data and Results for each PLO/SAO**

The program SLOs are summaries of the course SLOs. Most of our course SLOs have been assessed 2X over the last 5 years reflecting our retention/ attrition rates and course SLOs. The nursing programs SLOs have some that are the same( reflecting continuity of care) and some different. Benchmarks reflect both theory and skills/ clinical successes. Our assessment results in increased retention in the nursing programs.

#### 7. **Analysis and Interpretation of Results for each PLO/SAO (include benchmarks)**

The benchmarks in the nursing programs reflect retention/ attrition. In all courses the benchmarks were met on the SLO assessments for each course in each program. In some courses there were a few SLOs that on exam questions that need to be changed for a greater success rate. The above program success rates reflect success rates on our courses. It also reflects improvement between faculty and Directors and grant funding for software programs that continue to assist in student successes.

#### 8. **Do your program outcomes represent learning appropriate to the standards of your discipline or profession? (*This may not apply to all service areas.*)**

At our annual nursing advisory committee meeting ( CNA,RN,LVN) all partners/ facilities are invited. Feedback is that our graduates



are being employed and are prepared as new graduates. Allied Health students are prepared for licensure by the pass rates on the licensing exams in comparison to the state and national rates. Nursing programs are licensed from their prospective boards: BVNPT, BRN, Dept. of Public Health. If the overall program outcomes for each student are met, then the students have successfully completed the CNA, LVN, and RN program. They are then eligible to test for the licensure exams. The outcomes of the nursing programs correlate to the Merced College mission in that students are being prepared for employment. These programs lead to degrees, certificates and relevant education for the workforce. The pass rates in the Nursing Programs at Merced College are way above the state and national levels.

#### 9. **Plans for Improvement**

We currently continue to troubleshoot use of different facilities for nursing clinical experiences as well as continuing to increase our nursing pool for adjuncts. We are looking to the future where we are looking to increase our simulation center and we currently have a grant in the RN program that partners with the drama department.

### **Program Review Data:**

To view the relevant data for the following questions select the link below, log into the MC4MePortal, then choose your area.

#### **Instructional Program Review Data**

#### 10. What trends, if any did you identify in

##### a. student demographics for your program compared to the district?

In all three of the nursing programs the age trend is between the ages of 20-29 where there are the most amount of applicants. In the RN and LVN program most students are 25-29 (due to the many years of pre-requisites after high school) and 20-24 in the CNA programs as there are not any pre-requisites. In all 3 programs the gender for the most part is female although in the RN program there is a 15-18% enrollment of males. In both programs there are a greater # of Hispanic students. This does seem to align with the demographics of Merced College.

##### b. instructional demographics for your program compared to the district?

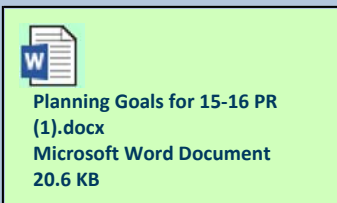
In all nursing programs the CCR and CSR are above district averages. The class fill rates are also above the districts.

#### 11. Are there any factors influencing the student access to services/programs?

The factors that influence student access in the CNA program is that the class can only be taught by LVNs who are DSD( Director of Staff Development). this has limited the amount of teachers who qualify. Kitty has found another qualified LVN and will hope to have her in the pipeline by the summer 2016. At this point all classes fill up and fill up quickly. Factors for the LVN program is the waitlist. the waitlist is 2-3 years llong at this point. Student waiting leads to a longer time between pre-requisites and getting into the program. In the RN program there alot of students that want to get into the RN program. The new admission requirements of a lottery system makes access for some students 1-2 years of waiting.

### III. Planning Summary

Remember to attach your goals sheet(s) in the Attachments section below. Please click here: [An example of a template](#) for an example of a template to use for recording your program goals.



Or for **the LRC, AV, or ITS** click on the link below to add your goals:

12. Have there been any internal/external changes to this program/department which have had a significant impact on the program's goals and/or effectiveness? If so, please explain.

There have been some changes at the Chancellors office for the RN program which has been updated in curricunet. We also have heard that at both licensing boards for the LVN( BVNPT) and RN(BRN) that the licensing exam will be changing in the spring of 2017. All faculty have access to the test plan and will plan their curriculum accordingly. We will continue our partnerships/ outreach with local high schools thorough career pathways; specifically the Grant for the CNA program with the Delhi and Le grand School Districts.

### Resource Allocation

- Complete the table for each resource request. Please rank in order of priority according to your program assessment results.

Resource	Learning Outcomes Select all that apply	Reason for Resource Select all that apply	Comments
Skills/simulation SimJunior Simulator Manikin	<p><b>Outcomes/Goals</b></p> <p>linked to providing quality care in all 3 disciplines</p> <p><b>Institutional SLOs</b></p> <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Computation <input checked="" type="checkbox"/> Cognition <input checked="" type="checkbox"/> Global Consciousness <input type="checkbox"/> Personal Development	<input type="checkbox"/> Safety <input type="checkbox"/> Compliance <input checked="" type="checkbox"/> Maintain Program <input checked="" type="checkbox"/> Grow Program	<p>Simulation Centers in Nursing Programs provides for real world experiences. It provides state of the art education. they provide a life like point of care learning experiences. these systems provide comprehensive clinical scenarios that provide students the opportunity to learn and practice in a realistic and risk-free environment. Students ability to provide quality care will use the software provided with the manikin simulator.</p>
Purchase software programs for the simulator	<p><b>Outcomes/Goals</b></p> <p>linked to providing quality patient care in all 3 disciplines</p> <p><b>Institutional SLOs</b></p> <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Computation <input type="checkbox"/> Cognition <input checked="" type="checkbox"/> Global Consciousness <input checked="" type="checkbox"/> Personal Development	<input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Compliance <input checked="" type="checkbox"/> Maintain Program <input checked="" type="checkbox"/> Grow Program	<p>The simulator needs programs for student learning that provide for clinical scenarios that correlate to the Program SLOs</p>
full-time faculty to run the simulation center	<p><b>Outcomes/Goals</b></p> <p>linked to providing quality patient care in all 3 disciplines</p> <p><b>Institutional SLOs</b></p> <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Computation <input checked="" type="checkbox"/> Cognition <input checked="" type="checkbox"/> Global Consciousness		<p>Most nursing programs are using simulation centers to supplement learning in the lab and clinical setting. to properly utilize the lab we need to hire a full-time faculty member. We currently have a part- time faculty in the center but would like it to be utilized by both the LVN and CNA programs. .</p>

Personal Development

Safety

Compliance

Maintain Program

Grow Program

multipurpose beds with mattress for the skills lab

**Outcomes/Goals**

Linked to our program review for skills checkoffs and safety. by providing quality patient care in all 3 disciplines

**Institutional SLOs**

Communication

Computation

Cognition

Global Consciousness

Personal Development

Safety

Compliance

Maintain Program

Grow Program

The skills lab is utilized all year round by all nursing programs, Monday through Friday 8 -12 hours/day. Skills are practiced with the manikins in the beds. the beds are getting all worn out and some are not safe at this point( won't go up and down for good body mechanics).

13. Were any of your resource allocation requests fulfilled in the last year? YES  NO  N/A

- If yes, explain why the item was needed, how it affected student success and how you measured student success related to the requested resource.

14. How is your program leveraging other resources?

CTE funding, grant funding through the Chancellor's office and OSHPD

15. List any resources your students would benefit from having in the LRC. (i.e. books, journals, media, etc.)

Orientation continue each semester

## IV. Additional Information

16. Is there anything else you would like to be considered in the annual planning document?

### Attachments

Please attach any relevant documents to the program review.

Include items like, current outcomes mapping, rubrics, assessment data, and the previous assessment, if possible.  
To attach multiple files select Insert Item.

 File Attachment

## V. Document Evaluation

### Self - Evaluation of Program Review

Please perform a self-evaluation of the completed annual program review using the criteria for proficiency below. The purpose of the self-evaluation is to improve the quality of program review reports.

Criteria for Proficiency in Program Outcomes Assessment

Reviewers: Select the score from the columns that best reflects the content of the report being reviewed

1. Means of Assessment

2 - Basic assessment procedure is clearly described.

2. Assessment Data and Results

2 - For the most part results are reported in a clear format with benchmarks. Results provide information about student learn on the outcome.

3. Analysis and Interpretation of Results

3 - Succinct analysis and reflection on the results is provided. Conclusions from collaboration and consensus by appropriate stakeholders.

4. Plans for Improvement

2 - Actionable plans for improvement provided, and for the most part appear to be appropriate.

**Process Evaluation**

Please provide feedback to the Office of Institutional Effectiveness regarding the assessment process:

1. What changes to the review process or template would make program assessment more meaningful or useful to you?

It was the first time and it took a lot of time uploading the program SLOs. A work in progress

2. What difficulties (if any) did you experience in completing the program review?

time consuming

3. What resources (if any) would make the review easier to complete?

Edward and Valerie very helpful

4. Do you have further comments or suggestions?

Once complete, submit by choosing one of the options below:

For All other programs:

Select your COHORT from the list below:

**MAKE SURE TO SAVE YOUR COMPLETED FORM BEFORE SUBMITTING FOR REVIEW:**