

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2019

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Math, Nursing, Biological and Physical Sciences, Kinesiology/Health Sciences & Athletics

Program: Registered Nursing (NRAD)

Current Academic Year: 2018-2019 for 2020

Last Academic Year CPPR Completed: 2014-2015 for 2015-2016

Current Date: 2019

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

A. Program mission (optional)

The mission of the Cuesta College Associate Degree Nursing Program is to provide for the educational preparation of registered nursing students. The student will be prepared as a generalist to practice at an entry level with the ability to apply critical thinking skills and the nursing process in a caring and individualized manner to help others maintain or regain optimal health, or a peaceful death.

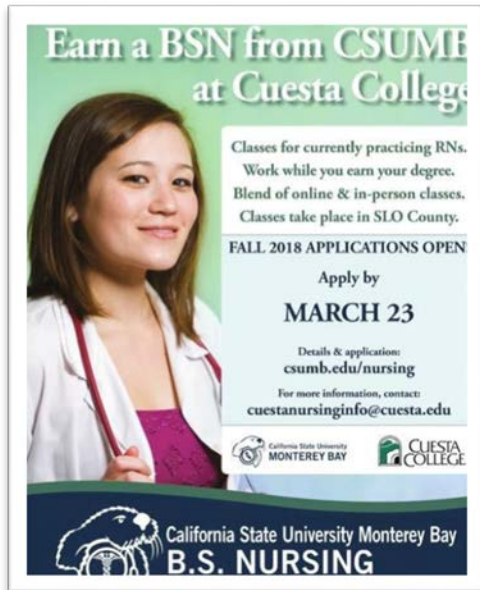
B. Brief history of the program

Conception: The Associate Degree Nursing Program was approved by the California State Board of Registered Nurses in 1967. The 51st class will graduate in May 2019. The program was put into place to meet a significant community need by placing well-educated RN graduates into the local workforce. The program continues to meet this need. The majority of our graduates remain in the community and become seasoned nurses who work side by side current nursing students. Since its inception, the Cuesta College RN Program has produced over 1,800 nurses.

Curriculum: RN faculty are working on a revision to the program curriculum that incorporates student feedback, program review outcomes, student learning outcomes and state alignment to reduce overall units for the program to the 36 – 38 range. The program will also need to become nationally accredited in the near future.

New Facility: In Spring 2018, program faculty moved into the new instructional building build from the Measure M bond. Students have study rooms, meeting locations and testing rooms available.

RN Program Successes:



1. ADN to BSN Educational Pathway

Cuesta College has partnered with California State University Monterey Bay (CSUMB) in 2016 to offer a collaborative Associate Degree to Bachelor of Science in Nursing Degree (ADN to BSN degree) to currently enrolled Cuesta RN Students. The first class of 18 BSN students educated locally through this partnership completed in May of 2018. Seventeen students are on target to complete their BSN degree through his pathway in May of 2019.

School	2013/2014		2014/2015		2015/2016		2016/2017		2017/2018	
	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass
Allan Hancock College	34	79.41%	36	80.56%	32	84.38%	33	78.79%	39	97.44%
American Career College	N/A	N/A	N/A	N/A	N/A	N/A	43	79.07%	67	74.63%
American River College	49	85.71%	67	94.03%	62	93.55%	101	98.02%	67	94.03%
Copper Mountain College	22	86.36%	22	81.82%	30	83.33%	21	90.48%	39	87.18%
Cuesta College	30	93.33%	30	100%	45	100%	43	100%	32	100%

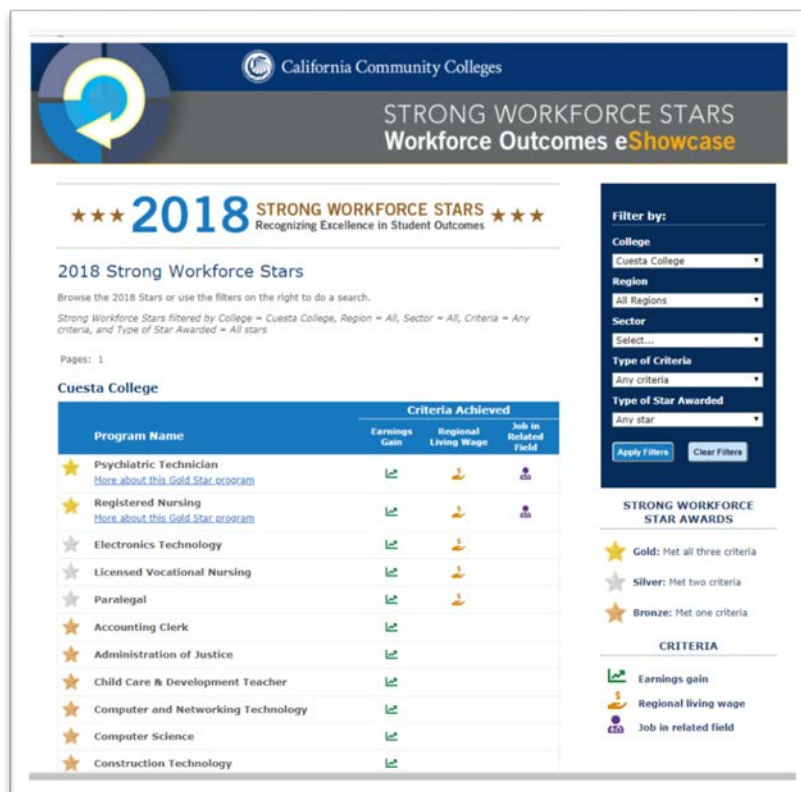
2. 100% RN licensure first-test consecutive pass rate

The chart above is from the California Board of Registered Nursing (BRN) website, and demonstrates that Cuesta's College graduation classes of 2014, 2015, 2016, and 2017 achieved

a 100 percent first-test pass rate.

The Cuesta College's Associate Degree Nursing Program (ADN) is named in the 2018 *Nursing Educational Programs Report* from the CCCC as one of the five community colleges in the state to obtain a consistent pass rate of 100% on the NCLEX.

The program credits its success to consistent and dedicated faculty and director, a rigorous curriculum that teaches clinical judgments, an aggressive retention policy, qualified students selected using a merit-based application process,



3. Gold Star Recognition

The chart above shows the Cuesta College ADN (RN) program earned Gold Star recognition under the Strong Workforce Stars program. Our students boost their earnings by 136%, 84% attain the regional living wage, and 100% report securing a job in the nursing field.



4. Team Nursing

The photo above is from TEAM NURSING, a combination of RN and LVN students and faculty who walk each year in fundraisers to promote wellness, the spirit of giving, and a sense of bonding outside of the academic setting.

Organizational Changes:

The structure of the division has again changed over the last four years with the Director of Allied Health resigning in 2014, and the Director of Nursing in the interim absorbed the additional programs of the division. An Associate Director of Allied Health was once again hired in Fall 2018 to oversee the Allied Health programs including emergency medical technician, paramedic, phlebotomy, medical-assistant, and psychiatric technician. The Director of Nursing is once again overseeing the RN, LVN and CNA program.

Two tenured faculty retired when the college offered an early retirement incentive, and one tenure track faculty member resigned for a higher salary in a staff nurse role. Advertising occurred to fill all three full-time positions, but we were only able to fill two full-time RN faculty members from the applicant pool. The assignments were filled with part-time faculty with the intent to advertise in spring 2019. However, with current college budget, administration has made a decision that this long-standing, full-time RN faculty position has been denied.

A clinical coordinator was added to oversee the onboarding of students to meet clinical agency requirements.

C. List current faculty, including part-time faculty

Full-Time RN Faculty:

Marcia Scott – Director

Monica Millard – Division Chair

Beth Johnson – Assistant Director

Ann Miller
Richard Staley
Michalyn Maddelein

Part-Time RN Faculty:
Karen Sheppard
Sammye Anne Davis
Mitch Brimage
Cyndi Allan
Mary (Betsy) Miller
Michelle Torres
Robyn Matterson
Stacy Tidd
Linda Harris

D. Describe how the Program Review was conducted and who was involved

The sections of this Program Review document were split between the full-time faculty members of the RN program, and each contributed to its completion. The entire document was then reviewed by the Director of Nursing and Division Chair. The document was reviewed, with final revisions made, at a meeting to attain mutual agreement amongst all faculty.

PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

A. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

District's Mission Statement

Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.

We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.

Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

We inspire a diverse population to achieve their educational goals by informing a wide net of future student in our county and region through the following means:

- *Information Sessions offered each semester*
- *attending local grade school, middle school, and high school career days*
- *allowing high school students to observe in the nursing skills lab (examples: Successful Launch Program, Lopez High School)*
- *participation at college events (examples: Promise Day, Grizzly Academy, Cuesta Connect, Latina Leadership Network)*

We promote on-time completion of the Associate Degree in Registered Nursing with an aggressive retention program, and provide resources within the program that allows students to pass their RN licensure exam and obtain prompt employment as a nurse.

We offer an efficient Associate Degree to Bachelor's Degree in Nursing (BSN) pathway for our students through a collaborative partnership with CSU-Monterey Bay that allows our students to take advanced nursing courses in San Luis Obispo and earn their BSN in two semesters after completion of their ADN degree. The BSN degree is rapidly becoming the entry level nursing expectation.

The nursing program curriculum incorporates innovative and challenging learning in theory, skills lab, simulation, the flipped classroom, quiz platforms, and the clinical patient care setting. The learning process to become a nurse necessarily enhances cultural, intellectual, personal, and professional growth to achieve essential caring and competent nursing behaviors. Nursing students learn integrated content of diversity, advocacy, and lifespan issues which progresses them from novice to expert nurses, and eventually leaders in our healthcare community.

- B. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

Institutional Goal 1: Completion

Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

Institutional Objective 1.2

Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued.

- The program director provides an incoming student orientation is held annually to help students prepare for the RN program. Time management and financial resources to be successful in the two year program are presented. Students enrolled in the program present tips and suggestions, and nuggets on how they survived the first year of the program.
- Faculty –led clinical orientations are provided at the beginning of each new clinical setting to familiarize students with the facility, equipment, staff and policies.
- Faculty provide high-quality instruction to that reflects current industry standards to support and enhance student success and enter the health care workforce prepared.

- d. An aggressive retention policy is in place to promote completion of the program (within 4 semesters). This policy requires on-time students to meet with faculty and a success specialist any time test scores drop below 75%, or clinical performance is not meeting course objectives.
- e. Volunteer opportunities are announced, and organized to the extent possible, for students to participate in community service events such as Public Health Department flu clinics, Neonatal Patient Annual Reunions, American Heart Association Heart annual heart walk, and Camp Reach for the Stars.
- f. Students feedback on the program in a variety of ways through:
 - monthly meetings with the program director
 - student representatives to RN faculty meetings
 - course, program completion, and alumni surveys

Institutional Goal 2: Access

Increase student access to higher education.

Institutional Objective 2.3

Expand financial support opportunities for students

- The nursing program has been awarded a \$125,000 grant annually, for the past ten years, from the COOO that funds a success specialist and an RN licensure exam preparation program. Students are referred to the success specialist for quiz and test scores below 75% and for poor clinical performance to help determine deficiencies and provide resources to remain successful in the program.
- Scholarship information and application support is aggressively given to students before the program begins, and within the program.
- Donor funds in the nursing foundation purchase Skyscape applications, a series of clinical resources that students download to handheld devices and use in clinical for efficient resources to understand, plan, and implement patient care.
- Donor funds in the nursing foundation have been used to provide emergency loans to students who are at risk of dropping out of the program due to financial hardships.
- Donor funds in the nursing foundation have provided faculty determined Nurse Excellence Awards for students pursuing their Bachelor's Degree in Nursing in the Cuesta collaborative ADN to BSN partnership with CSU-Monterey Bay.
- Provide scholarship information

Institutional Goal 3: Partnerships

Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.

Institutional Objective 3.1

Increase the number of partnerships with four-year institutions to strengthen and Streamline students' transfer opportunities.

- We offer an efficient Associate Degree to Bachelor's Degree in Nursing (BSN) pathway for our students through a collaborative partnership with CSU-Monterey Bay that allows our students to take advanced nursing courses in San Luis Obispo and earn their BSN in two semesters after completion of their ADN degree. One of our community healthcare partners, Dignity Health, provides a classroom and AV support for the BSN classes in San Luis Obispo.
- We offer an ADN to BSN Education Fair each spring at which 12 – 14 schools bring information on their programs available to our students and nurses in the community.

Institutional Goal 4: Facilities and Technology

Integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.

Institutional Objective 4.1

Improve facilities and technology in accordance with the District's Facilities Master Plan and Technology Plan

- The nursing faculty and offices moved to the new instructional building in spring 2019.
- The Simulation Lab was remodeled to create two patient bed suites and offer multiple patient care scenarios for students. Two high fidelity manikins were purchased with donor funds. Simulations have been developed that represents patients throughout the life span. Manikins can be dressed to simulate a birthing mother/baby, pediatric patient, adult, and geriatric scenarios.
- The skills lab has electronic medical record software to mimic what students will use for patient documentation in the clinical settings.
- The nursing classroom and skills lab instructional technology equipment were upgraded with a new podium, dual projectors, and visual presenter.
- Faculty and staff offices have lap tops, docking stations, two monitors. Faculty have easy access to printers, scanners, and copiers.

Institutional Goal 5: Fiscal

Build a sustainable and stable fiscal base.

Institutional Objective 5.1

Build a sustainable base of enrollment by effectively responding to the needs of the District as identified in the Educational Master Plan

Institutional Objective 5.2

Identify and develop sources of revenue beyond annual state allocations to support institutional effectiveness.

The nursing program is able to contribute significantly to the operational costs.

- To the extent possible, nursing courses taught with faculty to student ratios that are efficient. Theory courses are taught by 1 instructor to 46 students. Clinical courses are necessarily reduced to a smaller faculty to student ratio to provide adequate supervision for safe patient care.
 - The nursing foundation pays for the full-time division chair salary and stipend.
 - The nursing foundation pays for the full-time nursing and allied health division Clinical Coordinator salary and benefits.
 - Grant funding pays for the full-time nursing success specialist salary and benefits.
 - Local hospitals donate a clinical assistant for each clinical group to support nursing faculty member.
 - o A local hospital partner donated 6 Workstations on Wheels (WOWs) and the training software so students are able to learn and practice in the skills lab prior to using the equipment in the clinical setting.
 - Donations are sought to pay for expensive equipment rather than deplete college funds:
 - o Donor funding has provided funds for the simulation manikins and high cost equipment in the skills lab.
 - o A local hospital donated 6 Workstations on Wheels (WOWs) for students to learn and practice with before using the equipment in the clinical setting.
- C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

ILO 1. Personal, Academic, and Professional Development

Students achieving this outcome will be able to:

- **Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development**
- **Demonstrate the professional skills necessary for successful employment**
 - a. Students are taught the importance of choosing a lifestyle that promotes personal health and mental well-being through the nursing program's Caring Philosophy and Framework.
 - b. Students are taught to demonstrate the professional skills necessary for successful employment as an entry level nurse in a variety of healthcare settings during weekly lecture, skills lab practice and clinical patient care practicum throughout the four semesters of the nursing program.

ILO 2. Critical Thinking and Communication

Students achieving this outcome will be able to:

- ***Analyze and evaluate their own thinking processes and those of others***
- ***Communicate and interpret complex information in a clear, ethical, and logical manner***

- a. Students are taught to critically think through patient care scenarios in the skill lab and simulation lab. Debriefings occur in small, confidential group setting to reflect and strengthen one's own thinking.
- b. Students perform patient care in the clinical setting weekly. Patient care expectations progress from simple to complex throughout the four semesters. Students research patient care the evening prior to attending clinical and submit forms to faculty for review, and faculty question students in the clinical setting to assure students have adequately prepared prior to implementing care that incorporates physical and emotional patient assessment, medical orders, lab and diagnostic test results.
- c. Students are taught the ethical and legal elements of patient confidentiality.

ILO 3. Scientific and Environmental Understanding

Students achieving this outcome will be able to:

- **Draw conclusions based on the scientific method, computations or experimental and observational evidence**
 - **Analyze the relationship between people's actions and the physical world**
 - **Make decisions regarding environmental issues based on scientific evidence and reasoning**
- a. Students are taught to use evidence-based research throughout the nursing program to meet the complex needs of patients.
 - b. The importance of lifelong learning is emphasized to keep pace with an ever changing healthcare world.
 - c. Nursing process is the scientific method that forms the foundation of nursing practice and is at the core of our curriculum.

ILO 4. Social, Historical, and Global Knowledge and Engagement

Students achieving this outcome will be able to:

- **Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world**
 - **Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures**
- a. Students engage in patient care scenarios that involve patients throughout the lifespan and of a multitude of cultural backgrounds.

ILO 6. Technical and Informational Fluency`

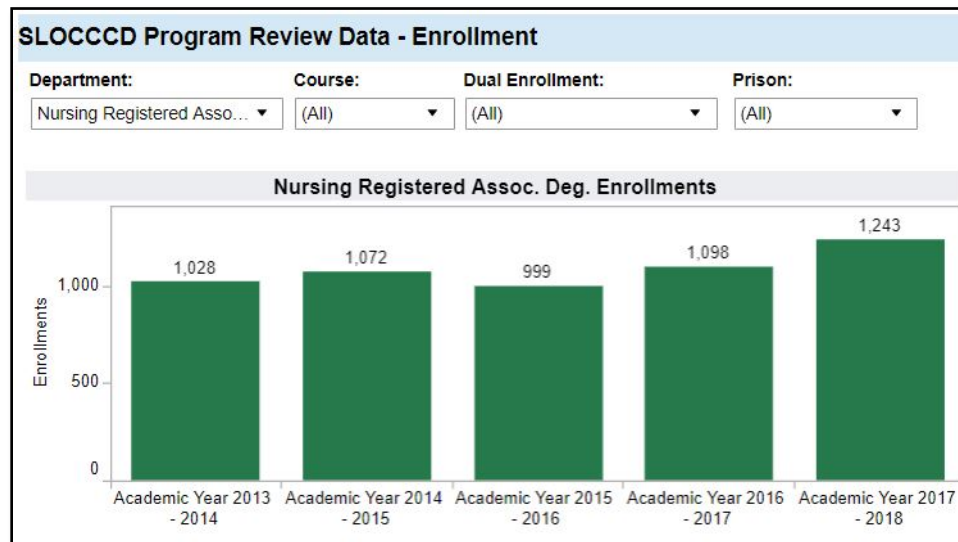
Students achieving this outcome will be able to:

- ***Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically***
- ***Produce and share electronic documents, images, and projects using modern software and technology***
 - a. Information is an overriding concept in the curriculum as students use computer and internet resources to perform classroom assignments and research patient care.
 - b. Confidentiality of patient personal information is taught throughout the program and required to remain in the program.

II. Healthcare informatics are introduced in the first semester and students participate in the use of informatics systems throughout the program. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

The data components are hyperlinked below.

[Enrollment](#)

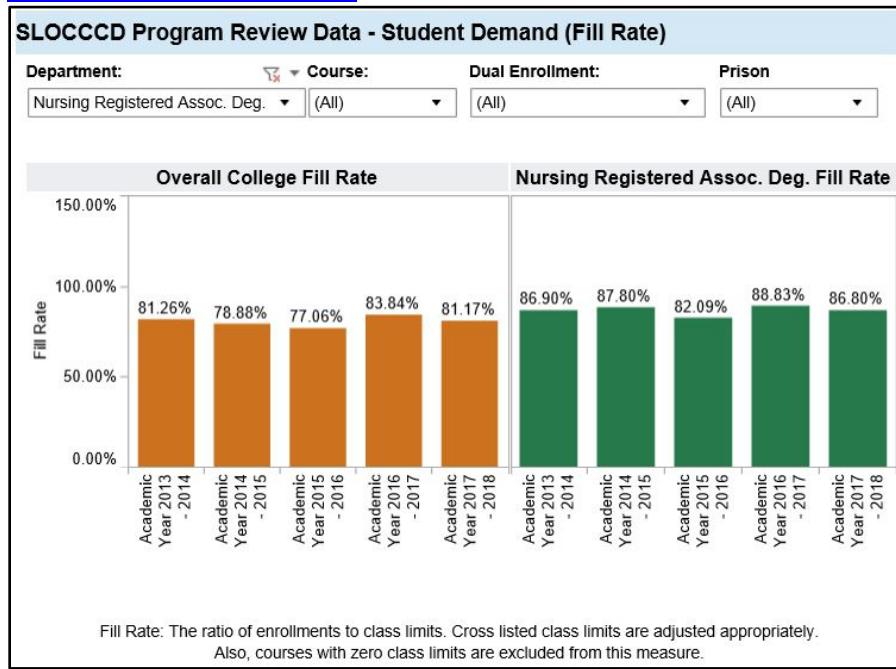


The number of enrollments reflects the number of pre-nursing students enrolled in prerequisite courses as well as the nursing program. This high number demonstrates the demand and interest for our program.

Eligible applicants are admitted into the Registered Nursing Program through a multi-criteria screening process. The two year program starts once a year in the fall. RN program enrolls 46 students per year. Every year the number the qualified application pool increases (176 in 2016, 262 in 2017 and 283 in 2018) and over 150 eligible applicants are turned away each year. Our applicant pool has remained steady despite California having a stable workforce of registered

nurses (Forecast of the Registered Nurse Workforce in California). Forecasting indicates an approximately 15% employment growth rate from 2016 to 2026 due an increase in chronic conditions, emphasis in preventive care, and an increasing baby-boom population who are expected to have longer lifespans (Bureau of Labor Statistics).

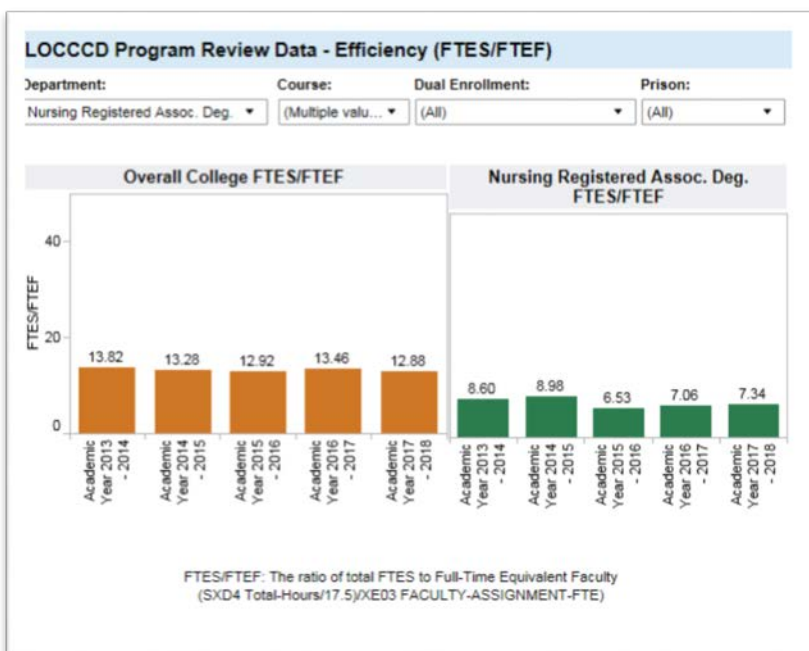
Student Demand (Fill Rate)



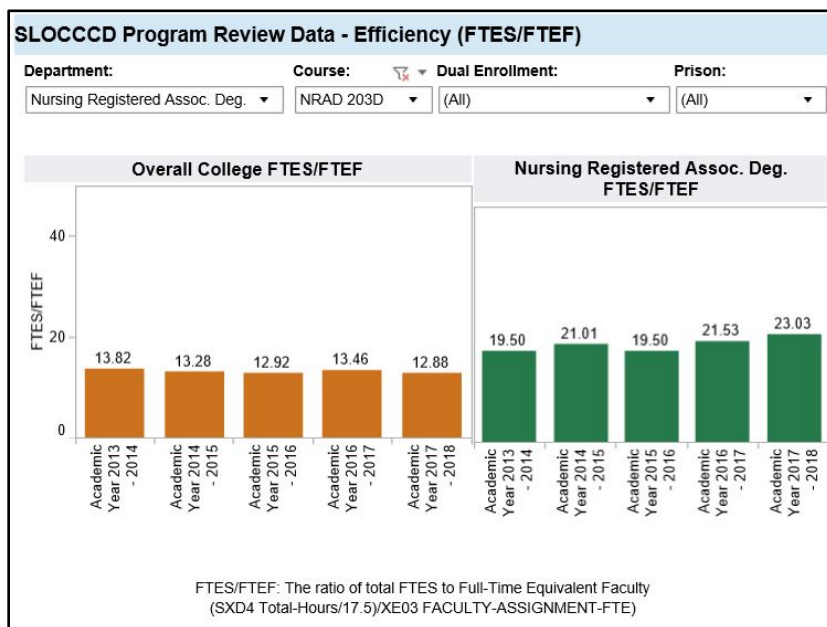
Fill rates for the beginning of the RN program are always 100%. The program turns away over 200 applicants per admission cycle. The data reflects our fill rates to be between 82% and 89%. In August, the program admits 43 out of the 46 students providing three slots for the Spring semester. These slots allow LVN to RN advanced placement students to enter the program and fill our program to 46. Any other variance in fill rate is related to a student drops during the semester and the inability to fill vacancies due to hospital requirements and the amount of clinical content covered during the first week of school. Attrition at the end of each semester (academic or personal issues) will decrease fill rates for the subsequent semester. However, any spaces gained from student attrition have been filled with LVN to RN advanced placement students.

Distance education courses continue to show high fill rates. NRAD 201 Nursing Foundations had been previously offered in both the hybrid and face-to-face (FTF) formats. However, a decreased pattern in FTF enrollment was noticed in Fall 2017 and the decision was made to cancel the FTF class for Fall 2018. The hybrid course had a capacity of 32 students and 36 enrolled. This course is an elective course for Pre-Nursing and a required course for the Nursing program. Other stand-alone distance education courses such as NRAD 222 Medical Terminology continue to have a 100% fill rate. Two sections of this course have been in offered in Fall 2018 and Spring 2019. In Summer 2018, one section of this course was offered. However due to the high demand of this course, a second section will be offered Summer 2019.

Efficiency (FTES/FTEF)



The RN program has both lecture and clinical courses that affect efficiency. The table above reflects combined efficiency numbers for both lecture and clinical courses. The efficiency of the clinical patient care courses are lower in respect to the college to ensure adequate supervision of students in patient care areas and ensure patient safety.

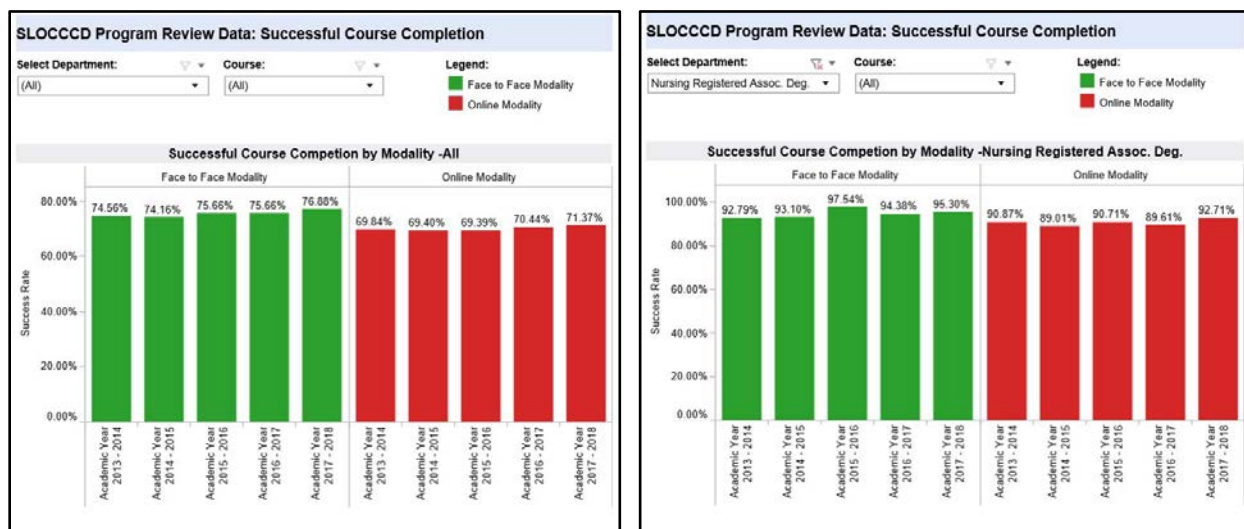


The table above reflects the efficiency of the nursing theory courses, without the clinical component of the courses. Efficiency of lectures is significantly above the college's efficiency rates.

The RN program admits 46 students annually and generates around 141 FTES. We are unable to add more mandated credits into the four semesters of the nursing program due to BRN regulations. We are also unable to admit more students due to the number and size of healthcare agencies availability for clinical placement of students. Healthcare facilities are also shared with other nursing and allied health programs within our division. The addition of students also requires more faculty to teach the clinical component of the courses.

To augment FTES, more sections of the Medical Terminology course (NRAD 222) has been increased for Summer 2019 to address the high-student demand. This course is recommended for all nursing and allied health programs and certifications.

Student Success—Course Modality

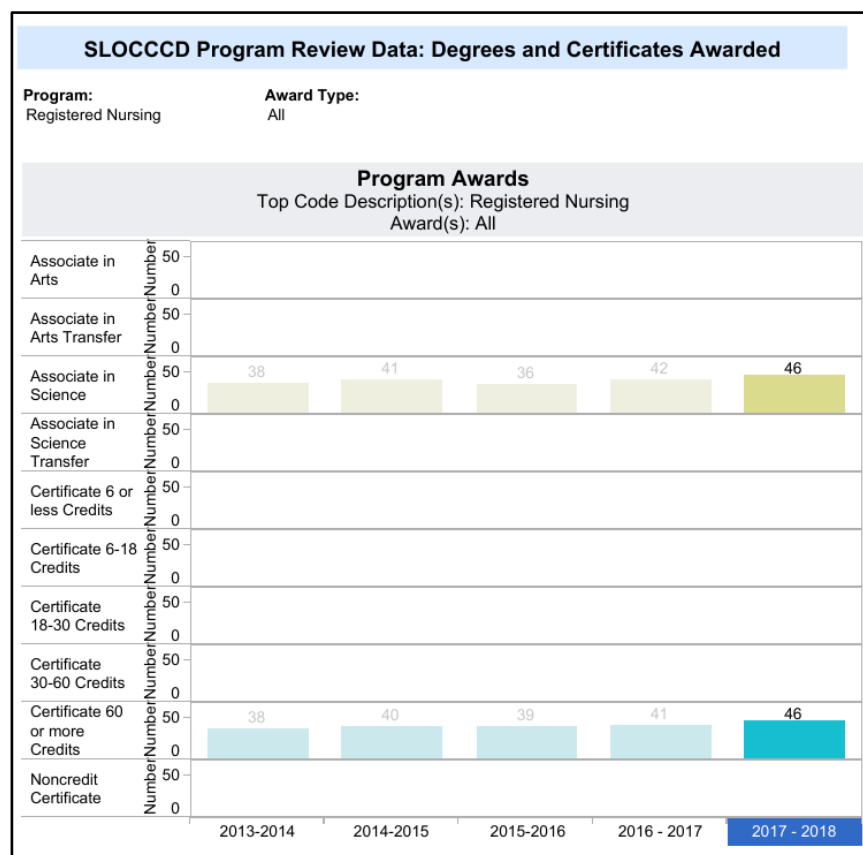


The tables above represent both the overall college (left) and nursing program (right) completion rates. The nursing program successful completion rates for the FTF courses are all above 90% for the past five years of this review. The nursing program exceeds the overall college successful completion rate by approximately 20% each year for FTF courses. Possible factors contributing to this data include, but not limited to, the selection process of our applicants, students' strong desire to become nurses, strong and committed faculty.

In 2011, we began using a multi-criteria selection process to admit students to the nursing program with the first class graduating in 2013. Although the application process is rigorous, applications continue to exceed the capacity for the program. Applications received in 2018 for entry into Fall 2019 exceeded the previous record with 283 applications. Since the use of this process, the number of students who dropped for academic or clinical failure has significantly decreased (10 students dropped from 2013-2018 compared to 31 students who dropped from 2006-2012 for the same reasons). Vacancies left by students who drop due to personal reasons are backfilled each semester with re-entry or licensed vocational nursing students.

The nursing program's successful completion rates for the online modality courses are also all above 90% for the past five years of this review. The nursing program once again exceeds the overall college successful completion rate by approximately 20% each year. NRAD 204 (Nursing Leadership and Management) is a required course within the nursing program and has a 100% success and completion rate. NRAD 201 (Nursing Foundations) is also a required course for the program however this is the only course that also allows Pre-Nursing students to enroll and have the ability to drop or withdraw from the course. Due to the cancellation of the FTF modality for the course however, the course is now only available to nursing students and achieved a 100% completion rate in Fall 2018. For the stand alone course, NRAD 222 (Medical Terminology), the attrition rate is slightly higher in comparison to other required or FTF courses. However this course exceeds the overall college completion rate and has seen an increase in its successful course completion rate with data showing a 90.8% completion rate in 2017-2018, the highest in this 5-year review.

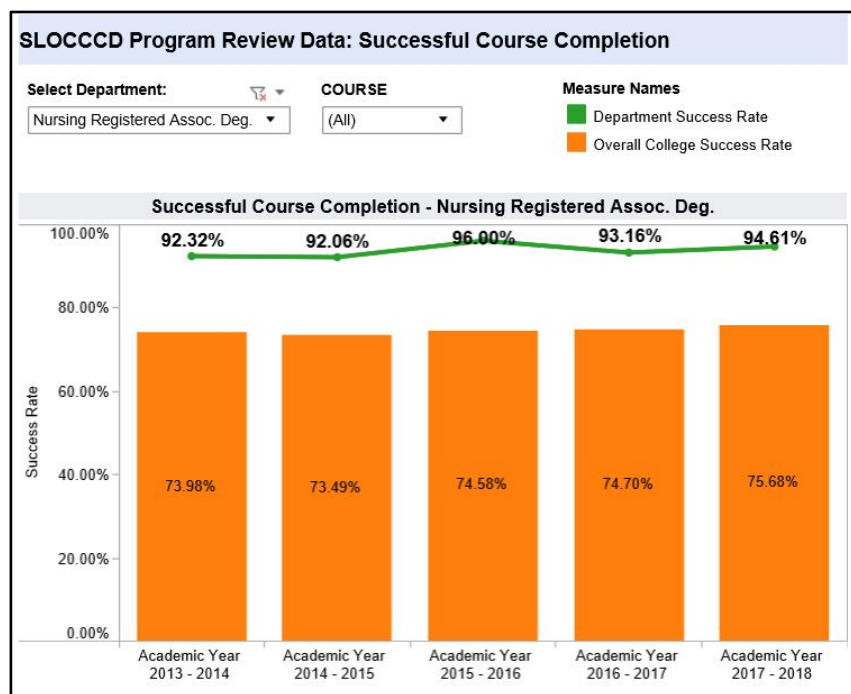
Degrees and Certificates Awarded



The Registered Nursing Associate in Science Degree is earned by completing all required coursework in the nursing program, Board of Registered Nursing content coursework and college associate degree requirements. The Registered Nursing Associate in Science Degree is also earned by advanced placement LVN to RN pathway. Currently Licensed Vocational Nurses enter into the 2nd semester of the RN program. All associate degree requirements and Board of Registered Nursing content must be met and only currently Licensed Vocational Nurses are

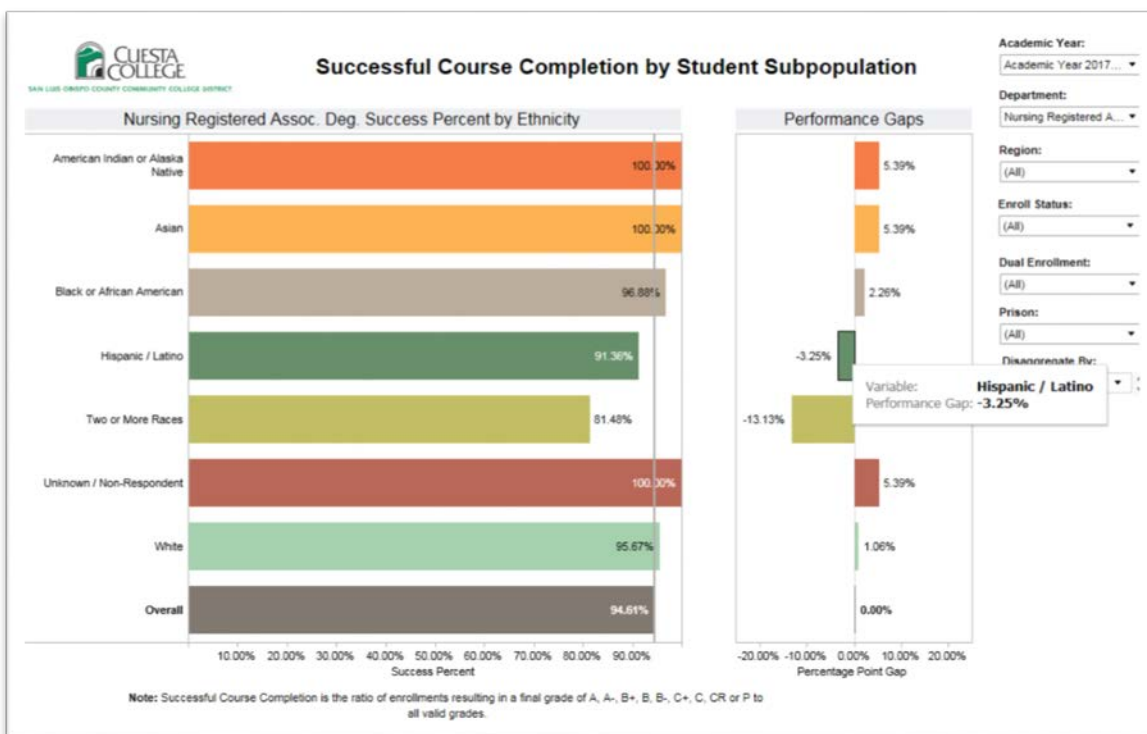
eligible for admission. 100% of nursing students who completed the program in 2017-2018 received their Associate Degree.

General Student Success – Course Completion

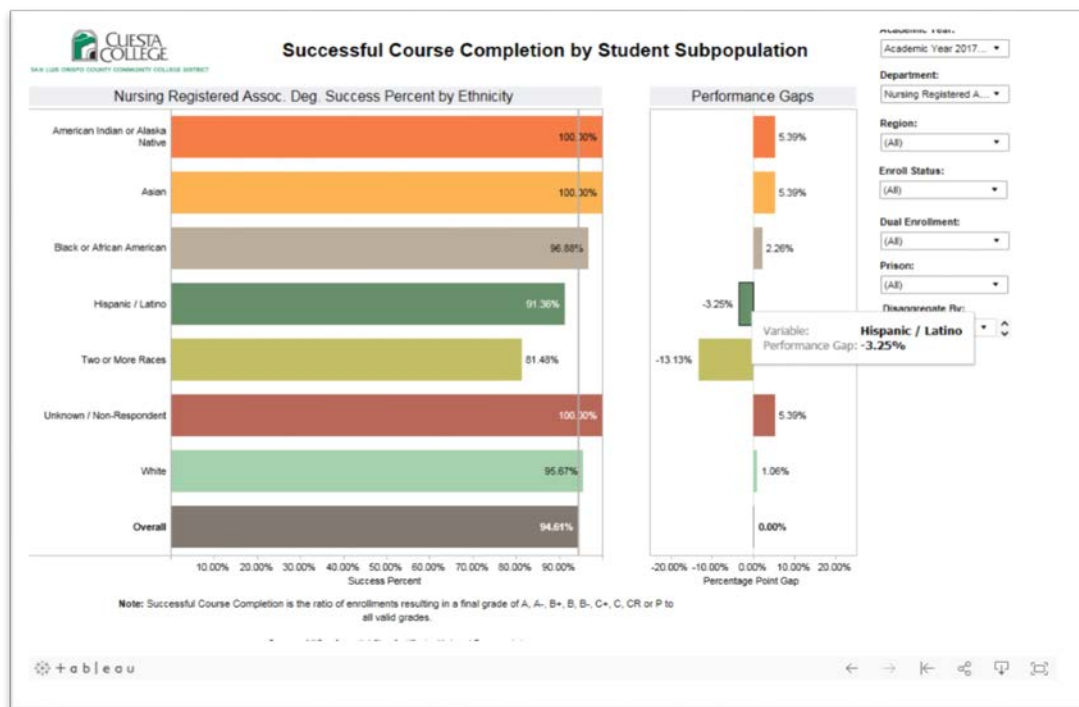


This table represents successful completion of all required courses in the four semesters of the nursing program. The nursing program success rate has been above 92% for the past five years of this review, and in comparison to the previous CPPR, the course completion average rate is higher. This exceeds the overall college rate by approximately 20% per year. Factors contributing to this increase in course completion include the multi-criteria selection process of our applicants, committed students and faculty, rigorous curriculum and an aggressive retention program that includes referrals to Success Specialist.

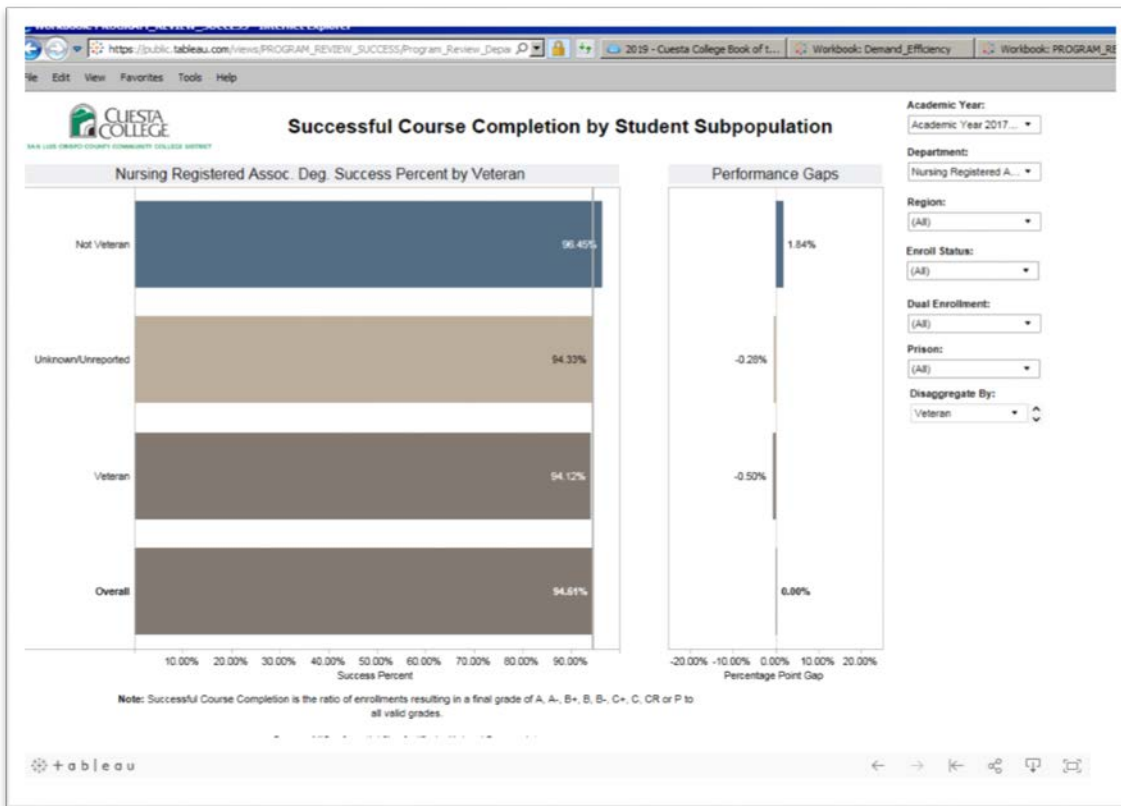
Disaggregated Student Success



The above chart shows associate degree completion success percent by ethnicity.



The above chart shows associate degree completion success percent by age group. Student success is high in all age categories, but students over 50 and under 20 dip slightly in their success.



The above chart shows associate degree completion success percent of Veteran status. Veterans in the Registered Nursing program had a 94.12% success rate.

III. CURRICULUM REVIEW

- A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR. Complete the [Curriculum Review Template](#) and submit the form within your CPPR.

1. Course Review

- Please review the current CurricUNET CORs for all active courses in your program for currency and accuracy and annotate the items below.
- If you find any mistakes in the CORs (e.g. non-content related items such as typos), contact the Curriculum Chair or Curriculum Specialist for correction.
- All other changes require either a minor or major modification. Your curriculum representative will assist you.
- Some modifications need to be processed in the current term (see annotations # 2 and #3 below).
- Some modifications can be done over the period of the next five years (see annotation #1 below).
- Indicate on the Five-Year Cycle Calendar below when a minor or major modification will be submitted.

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR Notified impacted program(s)*
NRAD 004E	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
NRAD 103H	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
NRAD 120	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
NRAD 201	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
NRAD 201A	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
NRAD 201B	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
NRAD 201D	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
NRAD 202A	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
NRAD 202B	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
NRAD 202D	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
NRAD 203A	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
NRAD 203B	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
NRAD 203D	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
NRAD 204	yes / no	no / yes: date	no / yes: date	no / yes: F17	no / yes: date
NRAD 204A	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
NRAD 204B	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
NRAD 204D	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
NRAD 219	yes / no	no / yes: date	no / yes: date	no / yes: F16	no / yes: date
NRAD 222	yes / no	no / yes: date	no / yes: date	no / yes: F17	no / yes: date

Deactivated Course	Impacted Program (s)	Date affected program was notified
NRAD 203 is no longer required by the Board of Registered Nursing and should be removed from CurricUNET.	NRAD	2017

B. Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete

- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives

Course Number	201	201A	201B	201D
1. Effective term listed on COR	Date: Fall 2017	Date: Fall 2013	Date: Fall 2013	Date: Fall 2013
2. Catalog / schedule description is appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes / no ⁴	yes / no ⁴ N/A	yes / no ⁴ N/A	yes / no ⁴ N/A
5. Grading Method is accurate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
6. Repeatability is zero	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
7. Class Size is accurate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
8. Objectives are aligned with methods of evaluation	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
9. Topics / scope are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
10. Assignments are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
11. Methods of evaluation are appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
12. Texts, readings, materials are dated within last 5 years	yes / no ³	yes / no ³	yes / no ³	yes / no ³
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
14. Degree / Certificate information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
15. Course Student Learning Outcomes are accurate	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
16. Library materials are adequate and current *	yes / no ¹	yes / no ¹ N/A	yes / no ¹ N/A	yes / no ¹ N/A

¹ If no, a major modification is needed within the next 5 years (see five-year cycle calendar).

² If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)

³ If no, a minor modification is needed in the current term.

⁴ If no, contact the Curriculum Chair or Curriculum Specialist

Course Number	202A	202B	202D	103H
1. Effective term listed on COR	Date: Fall 2013	Date: Fall 2013	Date: Fall 2013	Date: Summer 2004
2. Catalog / schedule description is appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes / no ⁴ N/A	yes / no ⁴ N/A	yes / no ⁴ N/A	yes / no ⁴ N/A
5. Grading Method is accurate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
6. Repeatability is zero	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
7. Class Size is accurate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
8. Objectives are aligned with methods of evaluation	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
9. Topics / scope are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
10. Assignments are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
11. Methods of evaluation are appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
12. Texts, readings, materials are dated within last 5 years	yes / no ³	yes / no ³	yes / no ³	yes / no ³
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴ N/A
14. Degree / Certificate information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴ N/A
15. Course Student Learning Outcomes are accurate	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
16. Library materials are adequate and current *	yes / no ¹ N/A	yes / no ¹ N/A	yes / no ¹ N/A	yes / no ¹ N/A

¹ If no, a major modification is needed within the next 5 years (see five-year cycle calendar).

² If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)

³ If no, a minor modification is needed in the current term.

⁴ If no, contact the Curriculum Chair or Curriculum Specialist.

Course Number	203A	203B	203D	204
1. Effective term listed on COR	Date: Fall 2004	Date: Fall 2012	Date: Fall 2004	Date: Fall 2017
2. Catalog / schedule description is appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes / no ⁴ N/A	yes / no ⁴ N/A	yes / no ⁴ N/A	yes / no ⁴
5. Grading Method is accurate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
6. Repeatability is zero	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
7. Class Size is accurate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
8. Objectives are aligned with methods of evaluation	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
9. Topics / scope are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
10. Assignments are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
11. Methods of evaluation are appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
12. Texts, readings, materials are dated within last 5 years	yes / no ³	yes / no ³	yes / no ³	yes / no ³
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
14. Degree / Certificate information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
15. Course Student Learning Outcomes are accurate	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
16. Library materials are adequate and current *	yes / no ¹ N/A	yes / no ¹	yes / no ¹	yes / no ¹

¹ If no, a major modification is needed within the next 5 years (see five-year cycle calendar).

² If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)

³ If no, a minor modification is needed in the current term.

⁴ If no, contact the Curriculum Chair or Curriculum Specialist.

Course Number	204A	204B	204D	004E
1. Effective term listed on COR	Date: Spring 2005	Date: Spring 2005	Date: Fall 2012	Date: Spring 2008
2. Catalog / schedule description is appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes / no ⁴	yes / no ⁴ N/A	yes / no ⁴ N/A	yes / no ⁴ N/A
5. Grading Method is accurate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
6. Repeatability is zero	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
7. Class Size is accurate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
8. Objectives are aligned with methods of evaluation	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
9. Topics / scope are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
10. Assignments are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
11. Methods of evaluation are appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
12. Texts, readings, materials are dated within last 5 years	yes / no ³	yes / no ³	yes / no ³	yes / no ³
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
14. Degree / Certificate information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
15. Course Student Learning Outcomes are accurate	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
16. Library materials are adequate and current *	yes / no ¹ N/A	yes / no ¹	yes / no ¹	yes / no ¹

¹ If no, a major modification is needed within the next 5 years (see five-year cycle calendar).

² If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)

³ If no, a minor modification is needed in the current term.

⁴ If no, contact the Curriculum Chair or Curriculum Specialist.

Course Number	120A	120B	120C	120D
1. Effective term listed on COR	Date: Fall 2017	Date: Fall 2017	Date: Fall 2013	Date: Fall 2013
2. Catalog / schedule description is appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes / no ⁴	yes / no ⁴	yes / no ⁴ N/A	yes / no ⁴ N/A
5. Grading Method is accurate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
6. Repeatability is zero	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
7. Class Size is accurate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
8. Objectives are aligned with methods of evaluation	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
9. Topics / scope are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
10. Assignments are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
11. Methods of evaluation are appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
12. Texts, readings, materials are dated within last 5 years	yes / no ³	yes / no ³	yes / no ³	yes / no ³
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
14. Degree / Certificate information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
15. Course Student Learning Outcomes are accurate	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
16. Library materials are adequate and current *	yes / no ¹ N/A	yes / no ¹ N/A	yes / no ¹	yes / no ¹

¹ If no, a major modification is needed within the next 5 years (see five-year cycle calendar).

² If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)

³ If no, a minor modification is needed in the current term.

⁴ If no, contact the Curriculum Chair or Curriculum Specialist.

Course Number	219A	219B	222	
1. Effective term listed on COR	Date: Fall 2017	Date: Fall 2017	Date: Fall 2017	Date:
2. Catalog / schedule description is appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes / no ⁴ N/A	yes / no ⁴ N/A	yes / no ⁴	yes / no ⁴
5. Grading Method is accurate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
6. Repeatability is zero	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
7. Class Size is accurate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
8. Objectives are aligned with methods of evaluation	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
9. Topics / scope are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
10. Assignments are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
11. Methods of evaluation are appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
12. Texts, readings, materials are dated within last 5 years	yes / no ³ N/A	yes / no ³ N/A	yes / no ³	yes / no ³
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
14. Degree / Certificate information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
15. Course Student Learning Outcomes are accurate	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
16. Library materials are adequate and current *	yes / no ¹ N/A	yes / no ¹ N/A	yes / no ¹ N/A	yes / no ¹

¹ If no, a major modification is needed within the next 5 years (see five-year cycle calendar).

² If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)

³ If no, a minor modification is needed in the current term.

⁴ If no, contact the Curriculum Chair or Curriculum Specialist.

2. Programs

- List all programs/certificates that were active at the time of the last CPPR.
- Review the CurricUNET “Program of Study” outline and indicate yes/no for each program/certificate.
- For each deactivated program provide the effective term posted on CurricUNET.

Program / Certificate Title	Currently active	New program since last CPPR	Program modification since last CPPR	Deactivated since last CPPR
Nursing Registered – A.S. Degree,	yes / no	no / yes: date	no / yes: date	no / yes: date
Nursing Registered - C.A. Certificate	yes / no	no / yes: date	no / yes: date	no / yes: date: 2016
Nursing Registered – (30 unit option) -C.A. Certificate	yes / no	no / yes: date	no / yes: date	no / yes: date

3. Program Review

- Review the CurricUNET “Program of Study” outline for each active program/certificate and indicate yes/no for each column below.

Currently active Program / Certificate: Title	Required courses and electives, incl. course numbers, course titles, and course credits, are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment
Nursing Registered – A.S. Degree	yes / no*	yes / no*	yes / no**
Nursing Registered - C.A. Certificate (Deleted 2016)	yes / no*	yes / no*	yes / no**
Nursing Registered – (30 unit option) -C.A Certificate	yes / no*	yes / no*	yes / no**

* If not, program modification is needed.

** If not, Program Learning Outcomes modification is needed.

4. Five-Year Cycle Calendar

- During the following five-year cycle all aspects of the course outline of record and program curriculum will be reviewed for currency, quality, and appropriate CurricUNET format.
- Indicate if a course needs a major or minor modification based on the current course review. Your curriculum representative will assist you.
- When submitting a major or minor modification, please enter or update the Student Learning Outcomes for each course.

Course Number	Fall 19	Spring 20	Fall 20	Spring 21	Fall 21	Spring 22	Fall 22	Spring 23	Fall 23	Spring 24
NRAD 201	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
NRAD 201A	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
NRAD 201B	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
NRAD 201D	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
NRAD 202A	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
NRAD 202B	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
NRAD 202D	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
NRAD 203A	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
NRAD 203B	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
NRAD 203D	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
NRAD 204	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
NRAD 204A	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
NRAD 204B	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
NRAD 204D	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor

NRAD 004E	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
NRAD 103H	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
NRAD 219A	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
NRAD 219B	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
NRAD 222	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
NRAD 120A	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
NRAD 120B	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
NRAD 120C	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
NRAD 120D	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor

PROGRAMS / CERTIFICATES

Program/Certificate Title	Fall	Spring 19	Fall 19	Spring 20	Fall 20	Spring 21	Fall 21	Spring 22	Fall 22	Spring 23
Nursing Registered – A.S. Degree		modify	modify	modify	modify	modify	modify	modify	modify	modify
		modify	modify	modify	modify	modify	modify	modify	modify	modify
		modify	modify	modify	modify	modify	modify	modify	modify	modify
		modify	modify	modify	modify	modify	modify	modify	modify	modify

The nursing program is currently undergoing a curriculum revision in which all required classes will have major changes to be more aligned with recommendations from the Board of Registered Nursing. The changes to the courses will also be reflected in the Course Outlines. The goal of the program is to submit are

Course Outlines and curriculum changes to the Curriculum committee in Fall 2019 to be effective in Fall 2020.

IV. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

SEMESTER	FALL 2017 CTE year	SPR 2016	FALL 2016	SPR 2017	FALL 2017 CPPR year	SPR 2018	FALL 2018	SPR 2019
ASSESSMENT OR RE-ASSESSMENT	NRAD 201, 201A, 201B, 201D, 203, 203A, 203B, 203D 219 222 refer to Assessment Tools	NRAD 202A, 202B, 202D, 204, 204A, 204B, 204D refer to Assessment Tools	NRAD 201, 201A, 201B, 201D, 203, 203A, 203B, 203D 219 222 refer to Assessment Tools	NRAD 202A, 202B, 202D, 204, 204A, 204B, 204D refer to Assessment Tools	NRAD 201, 201A, 201B, 201D, 203, 203A, 203B, 203D 219 222 refer to Assessment Tools	NRAD 202A, 202B, 202D, 204, 204A, 204B, 204D refer to Assessment Tools	NRAD 201, 201A, 201B, 201D, 203, 203A, 203B, 203D 219 222 refer to Assessment Tools	NRAD 202A, 202B, 202D, 204, 204A, 204B, 204D refer to Assessment Tools
ANALYZE RESULTS & PROGRAM IMPROVEMENT		NRAD 201, 201A, 201B, 201D, 203, 203A, 203B, 203D 219 222	NRAD 202A, 202B, 202D, 204, 204A, 204B, 204D	NRAD 201, 201A, 201B, 201D, 203, 203A, 203B, 203D 219 222	NRAD 202A, 202B, 202D, 204, 204A, 204B, 204D	NRAD 201, 201A, 201B, 201D, 203, 203A, 203B, 203D 219 222	NRAD 202A, 202B, 202D, 204, 204A, 204B, 204D	NRAD 201, 201A, 201B, 201D, 203, 203A, 203B, 203D 219 222
PLAN IMPLEMENTATION <u>Proposed New Curriculum Fall 2019 for all NRAD Courses</u>	Implement change on all Fall courses	Implement change on all Spring courses	Implement change on all Fall courses	Implement change on all Spring courses	Implement change on all Fall courses	Implement change on all Spring courses	Implement change on all Fall courses	Implement change on all Spring courses.

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

Yes, all course have been completed in eLuman.

- C. Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

Cuesta College

ILO/PLO Summary Map by Course/Context

Map Origin: Courses for Nursing Registered Assoc. Deg.

Map Target: AS_REG_NURS

Course	AS_REG_NURS	AS_REG_NURS					Integrate knowledge gained from biological, social, and nursing sciences with clinical practice in meeting the complex needs of diverse groups of patients in multiple settings.	Practice safely and ethically within scope of practice while providing patient care and working with the health care team.
		Apply age appropriate concepts in nursing practice.	Apply cultural sensitivity in nursing practice.	Demonstrate basic leadership in nursing practice.	Demonstrate effective therapeutic communication.	Implement critical thinking effectively when applying the nursing process and caring framework in providing patient care.		
NRAD004E								
NRAD103H								
NRAD120		1						
NRAD120A								
NRAD120B								
NRAD120C								
NRAD120D								
NRAD201						1		3
NRAD201A					1	2		
NRAD201B					1	1	3	1
NRAD201D		1	1			2		1
NRAD202A		3				3		
NRAD202B		3				2		1
NRAD202D						2	1	
NRAD203								
NRAD203A						3		1
NRAD203B				1		1	1	1
NRAD203D							4	
NRAD204		1		4				2
NRAD204A					1	3	1	
NRAD204B				3	1	1		1
NRAD204D				1		2		
NRAD219								
NRAD219A								
NRAD219B								
NRAD222								
		9	1	9	4	23	10	11

- D. Highlight changes made at the course or program level that have resulted from SLO assessment.

The Simulation Lab has been expanded to include multiple patients and scenarios on time management and prioritization skills. Simulations have been created to emphasize:

- mom/baby, pediatric, behavioral health, adult, and geriatric life span issues. medication administration, assessment techniques, psychiatric nursing communication and assessment.
- Workstation on Wheels (WOW) and training domains to help students learn electronic medical record components that will use in the clinical setting.

- E. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#).

1. Professional development for faculty to remain content experts in BRN required areas of geriatrics (all), maternal child health, psychiatric health and medical-surgical nursing (all).
2. Simulation and skills lab technician to support faculty with simulation maintenance.
3. Update equipment to meet what is utilized in the clinical patient care environment Admissions and Evaluation Coordinator to service all nursing and allied health programs. Support from the Evaluations and Counseling departments has diminished as their own requirements have grown, and this position may need to be housed in our division with office space and supplies, and adequate time to do the accurate and detailed work of over 400 applicants annually.
4. Continued purchase of Kaplan NCLEX Success Integrated Program and Live Review to facilitate passing of RN licensure exam, and evaluate student learning to assist in program review each year.
5. Replacement of equipment that is consistently worn and used during the year.
6. Continue to review skills kit content for currency, necessity and cost of supplies. It is important to have students purchase a kit (materials fee) that is usable and supports the course objectives.

V. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

- A. Institutional Goals and Objectives
- B. Institutional Learning Outcomes
- C. Program outcomes

The program supports efforts to achieve program outcomes by constantly evaluating the need for change or improvement in our program. We evaluation course SLOs and program outcomes annually during faculty meetings. This also supports the institutional goals, learning, and program outcomes by ensuring the program is strong and competitive as well as supporting students during the process. Student support and

success is at the heart of our college and though our program is very challenging to students, most succeed and graduate as well as becoming RNs.

Indicate any anticipated changes in the following areas:

A. Curriculum and scheduling

Nursing faculty are in the process of reviewing the nursing program philosophy and curriculum content to make shifts/additions/deletions based the healthcare industry and professional trends, and looking toward the state transfer model as a reference. The model that is being formed has 36 – 40 credits at the ADN level, which is significantly lower than the 45.5 credits in our nursing program. We may need to decrease credits in the future depending where the nursing model curriculum settles.

The curriculum revisions will continue to promote student learning outcomes in congruence with the program Mission Statement, Program Outcomes, Student Learning Outcomes, Institutional Goals, and the Institutional Learning Outcomes described earlier in this document. The revisions will be submitted to the Board of Registered Nursing for approval, as well as follow the college curriculum process.

B. Support services to promote success, persistence and retention

We are currently in the process of hiring a new success specialist to help us support our students in the RN program. This has been a key role in student success in the past, and the lack of filling this position since April 2018 has resulted in negative student feedback and extra duty assignments for the program director, faculty, and office staff.

C. Facilities needs

- Our classroom needs have been met at this point with our classroom and current class size and our skills lab and sim lab to support students.
- More office space for part-time faculty is needed.
- Additional storage for student and faculty files, and department supplies is needed.

D. Staffing needs/projections

- Admissions and Evaluation Coordinator to service all nursing and allied health programs. Support from the Evaluations and Counseling departments has diminished as their own requirements have grown, and this position may need to be housed in our division with office space and supplies, and adequate time to do the accurate and detailed work of over 400 applicants annually.
- RN Full-time faculty replacement to be able to provide the same level of instruction our program has offered in the past. Full time faculty can be given

assignments to teach in both clinical and lecture, participate in department needs (ie BRN reapproval process), and be available for total faculty meetings.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

- Additional support and funds will be necessary to begin the national nursing program accreditation process in the next year.
- The cost of BRN renewal of the RN program is increasing after the 2019 renewal.

VI. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 15, 2018.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

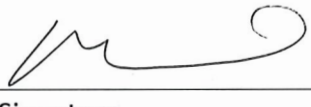
Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

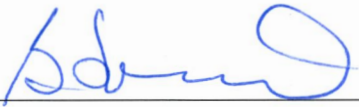
Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Marcia Scott	Marcia Scott	3/1/19
Division Chair/Director Name	Signature	Date

Richard J. Staley		3-1-19
Name	Signature	Date

Sammye ANNE DAVIS	Sammye Anne Davis	3.1.19
Name	Signature	Date

Mitchell Brimagn		3/1/19
Name	Signature	Date

Beth Johnson		3/1/19
Name	Signature	Date

michalyn maddelin	mmaddin	3/1/19
Name	Signature	Date

Monica Millard	Monica Millard	3/1/19
Name	Signature	Date

Ann Miller	Ann Miller	3/1/19
Name	Signature	Date

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here:

<https://cuestacollege.sharepoint.com/Committees/IPPR/Committee%20Documents?viewpath=%2FCommittees%2FIPPR%2FCommittee%20Documents&id=%2FCommittees%2FIPPR%2FCommittee%20Documents%2FPrioritization%20Process%20Handbook%20Sept%5F25%5F2018%2Epdf&parent=%2FCommittees%2FIPPR%2FCommittee%20Documents>

APPLICABLE SIGNATURES:

Vice President/Dean

Date

Division Chair/Director/Designee

Date

Other (when applicable)

Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.