

Los Angeles Southwest College

Program Review

2010

Program: Nursing

Initiator: Catherine Azubuike

Reviewer 1: Glenn Yoshida

Reviewer 2: Angela Jenks

Date first draft of review was completed by initiator: 10/15/2010

Instructions:

- Please answer all relevant areas as thoroughly as possible. Click on hyperlinks (indicated with an underline) to access additional information and instructions.
- **IF A PARTICULAR MODULE OR QUESTION DOES NOT APPLY, PLEASE INDICATE BY WRITING IN LARGE CAPITAL LETTERS: "NA"**
- The initiator should collaborate with as many department/program members as possible while completing the review.
- Reviewers should give as much feedback as necessary.

WE THE UNDERSIGNED CERTIFY WE HAVE READ THIS PROGRAM REVIEW AND ACCEPT IT AS ADEQUATE AND COMPLETE.

Department Chair

Date

Dean

Date

Vice-President

Date

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Overview of Program Mission

Describe the program's mission as it relates to the [college's mission](#).

The mission of the Associate Degree nursing Program is congruent with the mission of the Los Angeles Southwest College. It affirms that individuals should have the opportunity to develop to their full potential through high quality, accessible, and affordable educational opportunities. The program strives to offer a comprehensive curriculum and resources that address multiculturalism and increase learning potential for students with varied learning skills.

The overall goal of the program is to prepare the graduate who passes the National Council Licensing Exam (NCLEX-RN), is able to assume the role of entry-level registered nurse and functions effectively and safely with a degree of independence in a structured health-care setting.

Module One: Enrollment Trends

Enrollment

	2007-2008	2008-2009	2009-2010
Day	780	873	871
Evening	0	0	
Total	780	873	871

Average Class Size

	2007-2008	2008-2009	2009-2010
Day	N/A	N/A	N/A
Evening	N/A	N/A	N/A
Total	N/A	N/A	N/A

1.0 Describe the trends in **enrollment and average class size**.

There has been a steady increase in the number of applicants seeking admission to the nursing program, but we lose one-third of these candidates after the TEAS-test. Each semester the department has been able to fill thirty to forty admission slots; we still have not met the goal of enrolling 48 students, per Chancellor's office mandate. This has been true for the past two semesters as a result of a lack of nursing faculty and clinical sites. However, we just hired four full time tenure-track nursing faculty between spring 2010 and fall 2010. We are working very hard to secure more clinical sites to serve the number of students we have during clinical rotations.

1.1 Given the data, what are the implications of these trends for your program? What must be done differently or kept the same given these trends?

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At this point the nursing department has been hard pressed by inadequate staffing and a lack of clinical sites. We were able to hire four new full time faculty members since the 2009 – 2010 academic school year. Three were hired during the spring semester 2010 and one was just hired this fall 2010 semester. As long as we have the grant we must increase our enrollment to a minimum of 48 students, so as to justify our enrollment grant from the Chancellor’s office
 Multiple admission criteria are used to fill available admission slots (GPA=2.5, 67% score on TEAS-test). This is the new state requirement for admission process. We have day and evening clinical to the hospitals, but the lectures are combined, during the day only.

Objective for Module One

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Expand enrollment capacity to at least 10 enrollment slots over and above our regular enrollment per semester, beginning no later than Spring 2011.
Planned Activities	<ol style="list-style-type: none"> 1. Remediate low scorers of TEAS-test and determine readiness for community college associate degree nursing program. 2. Response to demand is to increase enrollment to a minimum of 48 candidates. This is necessary to justify our grant from the Chancellor’s office.
Individual Responsible	Department chairperson/ Nursing Director in collaboration with other departments (English, Math & Science Department)
Start Date	As soon as after TEAS-test for spring and fall semester
Method of Evaluation	Retest TEAS-test after remediation to maintain the standard benchmark of 67.3% or better.

Module Two: Demographics and Student Success

Ethnicity

Ethnicity (%)	2007-2008	2008-2009	2009-2010
Asian	20.0%	21.2%	24.8%
Black/African American	51.2%	47.7%	46.3%
Hispanic	17.4%	15.6%	15.6%
Native American	0.4%	0.5%	0.5%
Pacific Islander	0.9%	0.5%	0.5%
Caucasian/White	6.5%	5.0%	4.5%
Other	2.3%	3.2%	2.4%
Unknown/Decline To State	1.3%	6.4%	5.5%

2.0 Given the data, describe the trend in **ethnicity**. What are the implications for your program?

Using the data provided above, it indicates a significant change in the demographic population of Los Angeles Southwest College Nursing Department service areas as follows:

There has been a steady increase in the Asian population.

Black/African American and Hispanic population is slightly decreasing.

Age

Age Group	2007-2008	2008-2009	2009-2010
19 and under	1.8%	1.3%	3.3%
20-24	21.3%	22.6%	27.9%
25-29	25.8%	26.7%	28.4%
30-34	21.5%	15.7%	13.9%
35-39	14.5%	14.2%	13.2%
40-49	14.5%	18.8%	12.5%
50+	0.6%	0.8%	0.8%

Gender

Gender	2007-2008	2008-2009	2009-2010
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Female	76.2%	76.3%	79.1%
Male	23.8%	23.7%	20.9%

2.1 Given the data, describe the trends in **age and gender**. To what do you attribute the age and gender patterns?

The majority of the students remain in the age group of **25-29** years. The data provided for 2009-2010 indicate a big jump in the age group of 20-24 years compared to the previous years. This is a good sign for the next generation of nursing profession.

The age factor reflects what studies of today's youth have found. Example: David Foot, University of Toronto, studies factors contributing to generational conflicts. Youth usually have not fully determined their career choices until the ages of 24-30. This mostly accounts for the high enrollment of this age group in this department. The rigor of the nursing program and the physical demands of the profession are most likely the cause for the drop in the older population entering into the program.

Gender:

The male population shows a slight decrease.

Nursing programs have always had a small percentage of males applying to enter nursing. However, the data provided above for 2007-2008 indicate a gradual increase in the enrollment of male students, who are mainly foreign born. One major factor that has to do with the difference in ratio of male to female nursing students has to do with the stereotyping that nursing was thought to be "women's work".

The implications for the nursing department are:

- To showcase male nursing students in the department's recruitment brochures
- To encourage male students at Los Angeles Southwest College to consider nursing profession as an option.
- The library could consider subscribing to the magazine, so that campus male students may read about males in nursing.
- Develop plan to get feedback from male students as to possible systemic, cultural, organizational factors that may contribute to the low enrollment for male nursing students.
- Ask students for suggestions on how to develop more "male friendly" environment, to encourage more male students' enrollment.

Retention

To access retention data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day	96.5%	97.1%	95.2%
% Evening			
% Total	96.5%	97.1%	95.2%

2.2 Given the data, describe the trend in **retention** that can be identified. What are the implications for your program?

The Nursing program has maintained a steady increase in our retention rate and a drastic decrease in attrition rate. Our Success rates can be attributed to combination of things, such as: implementation of the new admission criteria as stipulated from the Chancellors office, which includes minimum of 2.5 GPA in all the sciences and 2.5 in the overall GPA, no more than one repeat in all the sciences; use of TEAS (Test of Essential Academic Skills) as an assessment tool for admission into the Nursing program, with a minimum passing score of 67.3%; hiring of a full time Nursing skills lab assistant; implementation of Nursing Boot Camp; upgrading of the Nursing skills lab in LL410; purchase of six computers, specifically for nursing students in the skills lab, purchase of series of scenarios from NLN, and other vendors and installed in the computers in the skills lab. Nursing students can now go to the skills lab and use the installed scenarios for remediation and tutorial. We have purchased lots of new technological equipments including both high and low fidelity manikins (SIM-MAN, SIM-BABY, and VITAL SIMS) and lots of other supplies to assist our students in their learning. We also have smart carts fully equipped with laptops, document reader, VCR, etc, for the instructors use to download information, use images and other available resources to bring their instructions current and up to standard.

Success Rates

To access success rate data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day	82.8%	86.3%	83.7%
% Evening			
% Total	82.8%	86.3%	83.7%

2.3 Given the data, describe the trend in **successful course completion** rates.

There has been a steady increase in the successful course completion rate in the nursing program. Part of the reason is due to the new admission criteria that help to admit better prepared candidates. After completion of the program, our graduates are now more successful in passing their National Council Licensure Examination (NCLEX-RN). Our pass rate (for first attempts) has been maintained in the 80th and 90th percentile. The new state law (S. 1431), stated that “the nursing program shall maintain a minimum pass rate of seventy-five (75%) for first time candidates in an academic year.” Los Angeles Southwest College’s Nursing Program has consistently maintained above the minimum pass rate requirement.

2.3.1 To what do you attribute this trend in successful course completion? Include any observations from the classroom, school, or community environments.

The increase in the successful course completion can be attributed to the multiple changes that have been implemented in the nursing program as articulated here. The Nursing program has maintained a steady increase in our retention rate and a drastic decrease in attrition rate. Our Success rates can be attributed to combination of things, such as: implementation of the new admission criteria as stipulated from the Chancellors office, which includes minimum of 2.5 GPA in all the sciences and 2.5 in the overall GPA, no more than one repeat in all the sciences; use of TEAS (Test of Essential Academic Skills) as an assessment tool for admission into the Nursing program, with a minimum passing score of 67.3%; hiring of a full time Nursing skills lab assistant; implementation of Nursing Boot Camp; upgrading of the Nursing skills lab in LL410; purchase of six computers, specifically for nursing students in the skills lab, purchase of series of scenarios from NLN,

and other vendors and installed in the computers in the skills lab. Nursing students can now go to the skills lab and use the installed scenarios for remediation and tutorial. We have purchased lots of new technological equipments including high fidelity manikins (SIM-MAN, SIM-BABY, and VITAL SIMS) and lots of other supplies to assist our students in their learning. We also have smart carts fully equipped with laptops, document reader, VCR, etc, to the instructors use download information, use images and other available resources to bring their instructions current and up to standard.

The observation I have seen so far is that the Nursing Program here at Los Angeles Southwest College has taken a different image in the community. Especially seeing a steady increase in our NCLEX-RN pass rate. Better prepared candidates are being attracted to come here now. The trend has changed so much; we now receive candidates with GPAs of 3.0, and above. This is a good thing. Prior to this time, we used to get majority of 2.0s, but not anymore! I remembered in the past, during new students orientation, one of the questionnaires we give the candidates says “why did you choose LASC-Nursing.?”, couple of students actually wrote in the questionnaire, and said “I choose LASC-Nursing program because, we were told that they accept **“rejects”** Those days are over, we are now as competitive as any other nursing program out there. We use the same admission criteria; we can provide adequate learning assistance like any other Nursing program out there. It’s a new day!

2.3.2 What are the implications of this trend in successful course completion for your program?

The implications are as succinctly stated above:

- We admit better prepared candidates
- We use the Chancellors admission criteria
- We implemented Nursing Boot Camp as a preparatory course
- Our skills lab is up and running very efficiently.
- We use the scenarios to enhance students learning

We hired a full time Lab assistant who works 40 hour per week. Skills lab is covered.

Degrees and Certificates Awarded

	2007-2008	2008-2009	2009-2010
Degrees	80	90	86
Certificates	0	0	0
Skills Certificates	0	0	0

2.4 Given the data, describe the trend in **degrees and certificates** awarded.

The nursing department will continue to increase the number of degrees awarded.

2.4.1 To what do you attribute this trend in degrees and certificates awarded? Include any observations from the classroom, school, or community environments.

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As stated in module 2.3.1, the new admission criteria, from the Chancellor's office, have been very helpful to streamline better prepared candidates who are capable of handling the rigor of the Nursing program.

2.4.2 What are the implications of this trend in degrees and certificates awarded for your program?

There will be more degrees awarded as we retain and graduate more students.

Objective for Module Two

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	1. To hire a Simulation coordinator who will be running the simulation lab. 2. Hire two more Nursing instructors, to teach Medical Surgical Nursing. Two of our major Medical/Surgical Nursing courses are being taught by an adjunct. This is not really good for any program. Medical/Surgical Nursing is the bulk of the NCLEX-RN exam content, and it will be more appropriate to be taught by a full time faculty member who will be more devoted and committed to teach the class than an adjunct who gives the class a second-class attention. This will have a big impact in our State Board exam (NCLEX-RN).
Planned Activities	To hire two Medical/ Surgical instructors, and one Simulation Coordinator for spring 2011.
Individual Responsible	Department Chairperson, Nursing faculty, Dean, VP and President.
Start Date	There is an ongoing ad, till position is filled
Method of Evaluation	Department chairperson to validate candidates' eligibility initiates the hiring process per protocol. Candidates to go through hiring process and meet the minimum quals.

Module Three: Program Resources

3.0 Discuss any needs in facilities, equipment, and/or supplies to support program goals. If requesting additional support, develop an objective.

The Nursing Department has a big need for the following:

- Space to accommodate the students in the skills lab.
- Classrooms to accommodate the nursing students
- At least twenty more computers specifically for nursing students and a space to accommodate it.
- Plan to pick up the sharp container in the skills lab
- Linen services

WSCH per FTEF

Discipline	2007	2008	2009
Nursing	180	194	244

3.1 Given the data, describe the trend in [WSCH per FTEF](#).

There is a steady increase in WSCH per FTEF.

3.1.1 Describe how this trend will impact your program. Does the program make effective use of its personnel? Include any need for increasing or reducing your program faculty.

We have made great progress in the hiring of new faculty. Between spring 2010 and fall 2010, the nursing department has hired four full time faculty members. We still need to hire two more Medical/Surgical Nursing instructors to meet the BRN requirement. The current number of full-time faculty does not cover the instructional needs of the program. When clinical enrollment exceeds the full-time instructors’ clinical limits (1:10 ratio), additional clinical faculty are needed.

3.2 List each faculty member in your program. Mark all professional development activities engaged in by each faculty member in your program since Fall 2005. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Name	Activities (Mark all that apply)	Comments (Optional)
Catherine Azubuike	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	<p>Critical Care RN Bedside –Neurosurgical ICU nurse.</p> <p><i>Magic in Teaching: Presented by BRN 3/11& 12/2008=11 unites. Nursing care of client and family during death , dying and bereavement 5/7/2008=30 units.</i></p> <p><i>Connecting the curriculum to the community by El Camino College, March 2008=7units,Council of black nurses May, 28, 2008=1 contact hour,2008 COADN Conference by BRN March 6-7, 2008=9.5 units, COADN Conference March 11&12, 2009@ San Francisco=9.5 unites, Enhancing Learning Through Critical Thinking by Donna Ignatavicius June 29, 2006=6 units, Chemotherapy certification by Torrance Memorial Hospital, 5/22/2006=7 units, Moving forward with curriculum changes, 5/12/2006 by LASC. =5 CEUs,ACLS certification by FlexEd 5/31/2007=8 CEUs,Wound care management by Western College, 5/08/2006=30 units, Med/Surg workshop by Harbor College 5/6/2005, COADN-conference March 2010=9.5 units, Magic in teaching November 2009=11 units, COADN conference COADN conference10/7-9/2009 9.5 units.10/6-8/2010= 9.5 units.</i></p>
N. Ezeobah Associate Professor	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	<p>8/27/09- Mandatory on-campus Professional Development activities 6.7 hrs, 7/9/09-7/12/09 - Seminar on Mental Health and Drug Addiction - 12.5 ceu Sk. Kitts, Carebean; 9/12/09-9/13/09 - Gynecological Update / workshop- Harbor-UCLA-12 ceu; 2/01/10 - Online Teaching - LASC - 4hrs; 2/04/10 - Flex Activity on campus on how to best help our students succeed - LASC 5 hrs; 12/04/09 - SLO Marathon, Dept. of Nursing LASC - 8 hrs; 10/15/09 - 10/16/09- Nursing Simulation Training, Leordel Company, LASC, 15 hrs; 08/30/07 - Mandatory on-campus Professional Dev activities - 6.7 hrs, LASC; 10/07 CPR Instructor/Provider, Los Angeles, 10 hrs; 03/11/08 - 03/12/08 - Magic in Teaching 11 / SIMS, BRN, Los Angeles, 16 hrs; 06/08 Substance Abuse in Adolescence, Los Angeles, 4 hrs; 06/08</p>

<p>N. Ezeobah</p> <p>Associate Professor</p> <p>Continues</p>		<p>Nutrition in Pregnancy, Los Angeles, 4 hrs; 05/21/07 Substance Abuse Research Consortium Treatment issues, trends, and practices for women and children, Pasedena, 8 h ceu; 03/15/07 Advances in Maternal and Child Nursing , Good Samaritan Hospital Los Angeles, 8 ceu; 02/05 - 02/08/07 Parenting skills, North High School, Torrance, 8 hrs; 01/17/07 Nursing Dept. Flex activity, LASC, 8 hrs; 09/06 Mandatory on-campus Flex Day, LASC, 12 hrs; 12/11 -12/22/06 Domestic Violence Facilitator certification, Torrance, CA, 40 hrs; 09/06 - 12/06 Chemical Dependency Counselor Certification, Santa Fe, CA, 150 hrs; 07/01/06 - 07/07/06 Innovative Strategies in Psychotherapy and Addiction Treatment, St Kitts, Carebean Island, 40 hrs; 08/29/06 Mandatory on-campus Flex Activities, LASC, 6.7 hrs; 06/06 Enhancing Learning Through Critical Thinking by Donna Ignatavicius, LASC, June 29, 2006, 8 hrs; 06/06 Domestic Violence, Torrance, 10 hrs; 05/12/06 Moving Forward with Curriculum Change, LASC, 5 hrs; 05/06 Anger Management, Los Angeles, 8 hrs; 03/06 First Aid Instructor , Downwey, CA, 6 hrs; 02/06 HIV/AIDS, Norwalk, CA, 8 hrs; 11/05 CPR Instructor, Downey, CA, 6 hrs; 09/09/05 Orems Theory In Test Construction, Los Angeles, 3 ceu; 02/10/05 Management of Aggressive Behavior: Application of Restraints, LA County Dept of Health, 3 ceu.</p>
<p>Indiana, McClellan</p>	<p><input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other</p>	<p>Magic in Teaching: Presented by BRN 3/11& 12/2008=11 unites Connecting the curriculum to the community by El Camino College, March 2008=7units Simulation training by laderal July 2008 5/5/08 Health nursing practice conference CEU 7 12/10/07 Speaking skills CEU 4 Management of Assaultive behaviors 4 hour 1/7/09COADN Conference by BRN March 3-5th, 2010 =9.5 units, 4th Annual Service Academia February 2010=5units. COADN Conference by BRN October6-8th, 2010 =9 units,</p>

		<p><i>Connecting the curriculum to the community by El Camino College, March 2008=7units</i></p>
<p>Rosa Song Nursing Faculty (full-time)</p>	<p><input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other</p>	<p>Laerdal SimMan and Baby Simulation Training, LASC 2010 The Associate Program for Adjunct Instructors, College of the Canyons, Santa Clarita, CA. The program promotes excellence in teaching. 2008-2009. Medical Education Technologies, Inc. 2007-2009. Simulation / Debriefing Conference, Kaiser Permanente, Pasadena, CA. 2008. The National Conference of Neonatal Nursing, Contemporary Forums, Las Vegas, NV. 2005. 2009-MSMC NUR202 Current Health Care Issues and Nursing-3 units NUR208 Curriculum Development and Evaluations-3 units NUR206 Educational Theories, Principles, and Methods-3 units NUR290 Nursing Research Methodology-3units 2008-MSMC NUR200 Advanced Health Assessment-4units NUR201 Theory/Concept of Nursing-3 units .NUR243 Leadership/Community Nursing-1 unit .</p>
<p>Jane Kimball, Full time faculty Member</p>	<p><input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other</p>	<p>2009-2010 Hospice and Palliative Care – 1 hour A Nurse’s Guide to Pain Management – 6 hours Radiation Incidents and Emergency Preparedness – 1 hour Biological Weapons and Emergency Preparedness – 1 hour Biological Weapons and Emergency Preparedness – 1 hour Annual Hospice Conference, sponsored by Veteran’s Administration, Fort McArthur – 8 hours</p>

<p>Jane Kimball. Full time faculty Member - continues</p>		<p>Infectious Microbes and Diseases – 1.4 hours Adverse Drug Events – 1 hour 2008 Clinical Simulation Conference 6.25 hours Magic in Teaching – 6.25 hours Safe Patient Handling – 3.5 hours The Unstable Med-Surg Patient, Med-Ed – 7 hours 2007 Curriculum Design for Nursing, 3 semester units, Canyon College Recertified by national exam as Hospice and Palliative Care Nurse</p> <p>2006 Certified Trainer, End of Life Education Consortium, City of Hope Adjunct Faculty Workshop, L.A. Harbor College SIM Man Training and Scenario Writing – 16.5 hours Summer, Palliative Care Consultant, Barlow Hospital, Los Angeles</p> <p>2004: 30 hours of psychiatric continuing education, Nursing Spectrum Education consultant, Barlow Hospital, Los Angeles</p>
<p>L. Thompson</p>	<p><input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other</p>	<p>Medical Surgical RN Bedside –Telemetry Unit Legalities of Charting April 2010 =4 units. Centinela Hospital. Wound Assessment, Updated Wound Vac Therapy. July 2009 =3 units. ACLS Renewal November 2009 = 8units Flex-Ed. California Preparedness Network Program March 2008 = 4 units. ACLS =16 units November 2007 Centinela Freeman Medical Center Dysrhythmia Interpretation October 2007 =16 units Pain Management June 2006 =4 units Vitas Innovative Hospice Care. Diabetes Symposium =4 units August 2006 Centinela Regional Medical Center. Wound Care Symposium =3 units November 2006 Daniel Freeman Memorial Hospital.</p>

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<p>L. Thompson Continues</p>		<p>Preceptor Workshop March 2005 =7 units Centinela Freeman Health System. Leadership and Management June 2006 = 8 units Centinela Freeman Health System. Cancer Chemotherapy Course January 2005 = 16.2 units Oncology Nursing Society.</p>
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Objective for Module Three

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	<p>1.To hire two medical- Surgical Nursing Instructors, to cover the Med/Surg content areas 2. More space for classroom instructions and nursing skills lab.3. Twenty more computers to serve the Nursing students, with Electronic Medical Record documentation (EMR) and for remediation and ATI testing</p>
Planned Activities	<p>Ad for hiring two Med/Surg instructors is on going until position is filled. Request has been presented to the Administration, regarding the need to expand the Nursing space, Twenty more computers has been requested. Arrangement has been made for Elsevier to demonstrate the EMR to the faculty before we can adopt it, our Dean has been notified of the possibility of purchasing the EMR software.</p>
Individual Responsible	<p>Nursing Department Chairperson, Nursing faculty, the Dean , VP, and President and the College</p>
Start Date	<p>October 15, 2010</p>
Method of Evaluation	<p>When the requests are granted.</p>

Module Four: Educational Programs

4.0 Identify all program courses listed in the [catalog](#) that are due to be updated (i.e., course outlines were last updated in 2006 or earlier). Describe plans for updating these outlines. Click [here](#) to access the most recent course outline summary that lists LASC courses and their update status. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Outdated Course	Last Updated	Plan for Updating	Update completion deadline
Nursing 518 (For transfer students)	2005	Will be updated this fall semester 2010	December 17, 2010
Nursing 285 (Directed study)	2006	Will be updated this fall 2010	December 17, 2010
Nursing 385(Directed study)	2006	Will be updated this fall 2010	December 17, 2010

4.1 For courses that have not been offered in over three years, identify your plans for the upcoming year. Provide justification or extenuating circumstances to keep these inactive courses listed. (Note: All course changes, additions, and removals must be approved by the Curriculum Committee.) Click [here](#) for a list of courses that have not been offered since Fall 2007. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Inactive Course	Action	Comments
NA	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (please detail):	All Nursing courses that have not been offered for years have all been archived.

4.2 Enter new courses that are planned. (Note: All course changes, additions, and removals must be approved by the Curriculum Committee.) (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

New Course	Justification (check all that apply)
There are no new courses in the Nursing program	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology

	<input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):
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4.3 Vocational Programs (if applicable; if not, skip to Objective for Module Four)

4.3.1 How does your program meet **labor market demand**? Cite specific examples and sources.

Despite a slow period, due mostly to a sluggish economy, RN employment is expected to grow by 22% from 2008 to 2018, “much of faster than the average for all occupations” according to the 2010-2011 edition of Bureau of Labor Statistics Occupational Outlook Handbook.

The fastest growing RN jobs will be in physicians’ offices (48% growth rate), home health (33% growth rate), and Nursing care facilities (25% growth rate), according to the Federal projections. Hospital jobs continue to increase as nurses get older and start to retire. The intensity of nursing care is likely to increase, requiring more nurses per patient (AACN, 2010).

4.3.2. Do your program have an **advisory board**? How often does your advisory board meet? When was the last meeting? List outcome(s) of your advisory board meetings.

The Nursing Department has Advisory Board Meetings in the spring and fall semester every year. This is a BRN requirement.

4.3.3 What **employment data** do you have that demonstrates the effectiveness of your program?

Despite a slow period, due mostly to a sluggish economy, RN employment is expected to grow by 22% from 2008 to 2018, “much of faster than the average for all occupations” according to the 2010-2011 edition of Bureau of Labor Statistics Occupational Outlook Handbook.

The fastest growing RN jobs will be in physicians’ offices (48% growth rate), home health (33% growth rate), and Nursing care facilities (25% growth rate), according to the Federal projections. Hospital jobs continue to increase as nurses get older and start to retire. The intensity of nursing care is likely to increase, requiring more nurses per patient (AACN, 2010).

The Nursing Department at Los Angeles Southwest College must seek to increase enrollment of students from the service areas by :

- Actively recruiting in high schools, hospitals, media, and social agencies that service this population
- Keep in touch with our students who have completed the program and include their testimonies in the department’s recruitment literature
- Providing information to the members within the service area regarding the employment opportunities within the health care field.
- According to the latest employment demand projections from the U.S. Bureau of Labor Statistics published in the November 2005 Monthly Labor Review, more than 1.2 million new and replacement nurses will be needed by 2014. Registered Nursing is identified as the top professional occupation in terms of job growth through the year 2014.

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Objective for Module Four

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	The Nursing Department at Los Angeles Southwest College must seek to increase enrollment of students from the service areas
Planned Activities	<ul style="list-style-type: none"> • Actively recruiting in high schools, hospitals, media, and social agencies that service this population • Keep in touch with our students who have completed the program and include their testimonies in the department’s recruitment literature • Providing information to the members within the service area regarding the employment opportunities within the health care field. According to the latest employment demand projections from the U.S. Bureau of Labor Statistics published in the November 2005 Monthly Labor Review, more than 1.2 million new and replacement nurses will be needed by 2014. Registered Nursing is identified as the top professional occupation in terms of job growth through the year 2014 (AACN, 2010). • The population age 65 and older is expected to reach more than 70 million by the year 2030. It is estimated that almost 20% of the United States population will be in this age range by that time, there is a concern about workforce needs for nurses to care for older adults in the future (Houde, S. C., Melillo, K. D, 2009). <p>Reference: American Association of College Nursing (2010). A new Era In Nursing: Community Health And Aging Population Shift Houde, S. C., & Millo, K. D. (2009). Caring for Aging Population. Journal of Gerontological Nursing, 35(12).</p>
Individual Responsible	Nursing faculty, the College as a whole
Start Date	Now
Method of Evaluation	Increase in enrolment

Module Five: Student Learning Outcomes (SLOs)

- 5.0 Identify 2-5 [student learning outcomes](#) for each of the **degree programs** you offer and provide an [assessment strategy](#) for each outcome. In the following chart,
- Indicate the assessment strategy and when assessment will occur (Fall 2010/Spring 2011)
 - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meetings as evidence of this dialog).
 - If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to.

<u>LASC Institutional SLOs</u>	
1. Communication (Oral and Written Skills)	<ul style="list-style-type: none"> ○ use language (oral and written) and non-verbal modes of communication appropriate to the audience and purpose.
2. Cognition (Reading Comprehension, Computational Skills, and Critical Thinking)	<ul style="list-style-type: none"> ○ use critical thinking and computational skills to analyze, synthesize, and evaluate ideas and information.
3. Information Competency (Information Competency and Technological Literacy)	<ul style="list-style-type: none"> ○ utilize research skills necessary to achieve educational, professional, and personal objectives.
4. Social Responsibility (Responsible Citizenship and Valuing Diversity)	<ul style="list-style-type: none"> ○ demonstrate sensitivity to and respect for others and participate actively in group and civic decision making.
5. Personal and Professional Development (Employability and Confidence Building)	<ul style="list-style-type: none"> ○ demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.

Click [here](#) for a link to all of the degree/certificate programs that should have at least 2 SLOs.
 Click [here](#) to see a sample entry for this form.

If your program offers more than one degree, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

Program Title: Nursing				
Program SLO	Target Courses to be Assessed	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
1. The graduate will be prepared to pass the National Council Licensure Examination	Nursing 503-A & Nursing 502-B	<input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5. Personal and Professional

<p>for licensed registered nursing (NCLEX-RN).</p>				<p>Development (Employability and Confidence Building) demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.</p>
<p>2. The graduate will be prepared for employment as an entry level licensed registered nurse.</p>	<p>Nursing 502-B</p>	<p><input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011</p>		<p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5</p> <p>Personal and Professional Development (Employability and Confidence Building) demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.</p>
<p>3. The graduate will use critical thinking, and nursing standards to plan and deliver effective nursing care to clients with stable health conditions within structured health</p>	<p>Nursing 503-A</p>	<p><input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011</p>		<p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> <p>Cognition (Reading Comprehension, Computational Skills, and Critical</p>

care settings				Thinking) use critical thinking and computational skills to analyze, synthesize, and evaluate ideas and information.
4. The graduate will use effective written and oral communications with clients, family members and the health care team	Nursing 527 Communication in Nursing	<input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Communication (Oral and Written Skills) use language (oral and written) and non-verbal modes of communication appropriate to the audience and purpose
5. The graduate will provide culturally centered care that respects the clients' health beliefs, values and practices	Nursing 501-A & Nursing 506-B	<input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 Social Responsibility (Responsible Citizenship and Valuing Diversity) demonstrate sensitivity to and respect for others and participate actively in group and civic

			decision making.
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5.1 List each course in your program as well as each course’s SLOs according to the most recent course outline of record. (Click [here](#) to access a master list of all courses and recorded SLOs.) Indicate whether the course SLO ties directly to a program SLO. Indicate whether the course SLO ties directly to an institutional SLO.

If the course ties in to multiple degree programs with separate SLOs, use the text box to describe the relationship between the course SLO, program SLOs, and Institutional SLOs.

To add additional rows for more courses: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the rows above (for the course, three SLOs and check boxes) and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.

Course Name, Number, and SLOs	Related Program SLO (mark all that apply)	Related Institutional SLO (mark all that apply)
<p>Example:</p> <p>Course name: Chemistry 51</p>	<p>SLO 1: demonstrate proficiency in performing conversions within the metric or English systems, or between the English and metric systems. (70% meets expectation)</p>	<p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3</p>
	<p>SLO 2: demonstrate proficiency in naming a compound given its chemical formula or vice versa (70% meets expectation)</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3</p>
<p>Course name: Nursing 501-A Fundamental of Nursing A</p>	<p>SLO 1: Maintain medical asepsis to prevent contamination and spread of Infection. x7</p>	<p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3</p>
	<p>SLO 2: Accurately take vital signs, and differentiate the normal values from the abnormal values, and record them accurately.</p>	<p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3</p>

	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Nursing 501-B Fundamentals of Nursing B	SLO 1: Will demonstrate appropriate care of client with medical surgical problems: Pre-/Intra-/ & Postoperative care, Fluid / Electrolytes Imbalance, Diabetes Mellitus and Musculoskeletal problems.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 2: The students will be able to: Utilize the nursing process in: assessment ;planner of care;provider of safe skilled care; communicator and member of profession in	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Nursing 526 Nursing Process	SLO 1: Identify and discuss the components, and process of therapeutic teaching plans.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2 Explain how cultural diversity affects communication with clients.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Nursing 527 Nursing Communication	SLO 1: Utilize the nursing process and Orem's self-care deficit theory in assessment, planner of care, provider of self-care, communicator and member of profession, in both clinical and theory.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2:	<input type="checkbox"/> 1 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 4

<p>Course name: Nursing 502-A Beginning Med/Surg.</p>	<p>SLO 2:</p>	<p><input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3</p>	<p><input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3</p>
	<p>SLO 1: 1. Employ the body of knowledge from nursing, medical, biological, physical, and behavioral sciences in planning care for client with health deviation in: Hematology/Oncology, Sensory, Intravenous therapy, Renal disorder, and Home care need.</p> <p>SLO 2:</p> <p><u>CLINICAL SECTION</u></p> <p>2. Incorporate critical thinking skills and the nursing process to provide safe and effective nursing care to the culturally diverse clients.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3</p>
<p>Course name: Nursing 503-B Mental Health Nursing</p>	<p>SLO 1: Demonstrate effective therapeutic communication</p> <p>SLO 2: Employ the nursing process and Orem's Self-Care Deficit Theory of Nursing to develop a care plan and provide care to client with disorders in : schizophrenia, mood disorder, alzheimer's, bipolar, suicidal assessment, and the client in crisis</p> <p>SLO 3:</p> <p><u>Clinical Section:</u> 3. The students will be able to incorporate critical thinking skills and nursing process in: assessment; planner of care ;provider of safe skilled care; communicator and member of</p>	<p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3</p>	<p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3</p>

	profession in both sections of the course to the culturally diverse clients.		
Course name: Nursing 506- A Pediatric Nursing	<p>SLO:1 Utilize the nursing process to apply Orem's S-CDTN to provide individualized care for the hospitalized pediatric client with specialized health care needs and the family</p> <p>SLO 2:</p> <p><u>Clinical Section:</u></p> <p>2. Incorporate critical thinking skills and the nursing process to provide safe and effective nursing care to the culturally diverse pediatric clients and their families.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course Name: Nursing 506-B Obstetric Nursing	<p>SLO: 1 1. Utilize the nursing process to apply Orem's S-CDTN to provide care for the specialized needs of the gynecological and maternity client (prenatal mother, laboring mother, postpartum mother), and newborn.</p> <p>SLO 2:</p> <p><u>Clinical Section:</u></p> <p>2. Incorporate critical thinking skills and the nursing process to provide safe and effective nursing care to the culturally diverse gynecological and maternity clients and newborns.</p>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course Name: Nursing 502-B	<p>SLO :1 Utilize the nursing process to apply Orem's S-CDTN to provide care for clients with health deviation in GI</p>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

<p>Nursing 523</p>	<p>system, liver gallbladder, biliary. Pancrease, Endocrine and Peripheral Vascular Diease</p> <p>SLO: 2</p> <p>The students will be able to incorporate critical thinking skills and nursing process in:assessment;planner of care;provider of safe skilled care;communicator and member of profession in both sections of the course to the culturally diverse clients.</p> <p>SLO 1: Identify components of a medication order</p> <p>SLO 2; 2. Demonstrate ability to calculate drug dosages.</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3</p>
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<p>Course Name: Nursing 503-A</p>	<p><u>Theory Section:</u> SLO 1: 1. Utilize the nursing process in: assessment; planner of care; provider of care; communicator and member of both section of the course for clients that have disorders related to the Respiratory, Cardiac, Acute and Chronic Neurological, Acute and chronic renal failure, and leadership role.</p> <p>SLO 2: <u>Clinical Section:</u> Utilize the nursing process in: assessment; planner of care; provider of care; communicator and member of both section of the course for clients that have disorders related to the Respiratory, Cardiac, Acute and Chronic Neurological, Acute and chronic renal failure, and leadership role.</p>	<p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3</p>
<p>Nursing 520</p>	<p>SLO 1: State the history, philosophy and conceptual frame work of Los Angeles Southwest Nursing Department</p>	<p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3</p>	<p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3</p>

- 5.2 Identify 2-5 Student learning Outcomes for any [certificate programs](#) within your area. In the following chart,
- List the certificate program, SLOs, and target courses.
 - Indicate the assessment strategy and when the assessment will occur (**Fall 2010 or Spring 2011**).

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- If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meeting as evidence).
- If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to.

If your program offers more than one certificate, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.” N/A

Certificate Program and SLO	Target Courses	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
Name of Certificate Program:		NA	NA	NA
SLO 1:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 2:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 3:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 4:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 5:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

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5.3 How are course and/or program student learning outcomes communicated to students?

Both course and program SLOs are included in each Nursing syllabi and communicated to the students by each Nursing instructor.

5.3.1 How do you measure whether students understand what the outcomes mean?

Embedded in the test.

5.3.2 If applicable, how can students self-assess using rubrics, etc. in relation to the SLOs.

Both the lecture and clinical evaluations have grading rubric clearly stated in the course syllabi.

5.4 How will the results of assessment be used for planning and decision-making? How the results were discussed both internal and external to your program? Did students participate in the reviews of outcomes, criteria, curriculum design, or related activities? If so, describe.

The results will be used to evaluate students' mastery of the course. Yes, our students participate in the review of outcomes, curricula designs etc. We accomplish this by holding curriculum meeting with students Reps. Representing each cohort. The 8 student Reps communicate between the student body and the Nursing faculty.

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Objective for Module Five

Write an objective, if applicable, to address future plans to develop, assess, and/or improve Student Learning Outcomes. List any objectives resulting from SLO assessment analysis. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Increase enrollment to up to 40 to 48 students by spring 2011
Planned Activities	Remediate candidates who did not meet the TEAS benchmark and re-test them
Individual Responsible	Nursing Department in collaboration with other departments such as English, Math, and Sciences.
Start Date	Soon after TEAS exam
Method of Evaluation	Re- test candidates using the standardize ATI testing.

Module Six: Student Feedback

6.0 Data collection

6.0.1 How many surveys were collected from students?

The Nursing program has survey forms 1-10. These surveys help us to evaluate the nursing program as mandated by BRN. The surveys ranged from; Form #1. Demographic data, #2. Program course evaluation, # 3. Students evaluation of clinical sites, #4. Instructors' evaluation of clinical site, # 5. Students' evaluation of the health occupations skills lab. # 6. Students survey at program completion #7. Alumni form survey, # 9. Employer form survey #10 Graduate survey form. It is mandatory that all nursing students participate in this survey every semester, after completion, they are all sent to La Vonne Hamilton for input into the system and analysis. The Nursing faculty then uses the outcome to modify their instructions course presentations.

6.0.2 How many students participated in focus groups?

It is mandatory for all nursing students. The instructor enforces it and collects the data from each student.

6.0.3 How many students participated in interviews?

All the Nursing students

6.0.4 How many students participated in other activities in which students provided feedback to your program? Describe these activities.

6.1 Describe the results of the data accumulated in the above methods.

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Objective for Module Six

Write an objective, if applicable, to address student feedback and concerns. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	
Planned Activities	
Individual Responsible	
Start Date	
Method of Evaluation	

Module Seven: SWOC

Based on your program review, summarize:

Program Strengths

Our NCLEX-RN State Board results have steadily increased to the high 80 percentiles in the last three quarters. This improvement in our State Board results has attracted a lot of candidates in our program. The nursing department has been able to offer some courses that the other competing nursing programs offer. Such courses are: (1) Nursing 517, Mathematics of Drug and Solutions; and (2) Nursing 523, Pharmacology. These courses have been identified to enhance students learning tremendously. In addition to the above courses the department also offers some remedial courses for students who are identified as “at risk students”. Such courses are: Nursing 185, 285 and 385. With the help of the.

Program Weaknesses

The department is extremely under staffed, and has found it very difficult to attract qualified candidates for full-time faculty position. We solemnly depended on the District advertisement for new hires. We need to diversify other routs to attract better-qualified candidates. The department is also aware of its high attrition and low retention rates. We have developed and implemented a Nursing Boot Camp (a pre-nursing course) that prepares the students for the rigor of the nursing courses, starting fall semester of 2008. Another weakness is untimely completions of paper work, especially clinical forms. And

Program Opportunities

According to the latest employment demand projections from the U.S. Bureau of Labor Statistics published in the November 2005 Monthly Labor Review, more than 1.2 million new and replacement nurses will be needed by 2014. Registered Nursing is identified as the top professional occupation in terms of job growth through the year 2014.

Program Challenges

The Nursing Department needs two full time Medical Surgical Nursing Instructors and a simulation coordinator

Module Eight: Objectives from 2008-2009 Mini-Review

8.0 List each of the objectives from your program’s 2008-2009 mini-review. (Click [here](#) to access the objectives from the mini-reviews.) Indicate the current status and outcome of each objective. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Objective	Status Completed = C In Progress = IP Not Implemented = NI	Outcome If “C” evaluate the result If “IP” evaluate the status and plans for continuation of the objective If “NI” state whether the objective will be pushed to the next year or dropped entirely and the rationale behind the decision
Hire at least 4 new F/T faculty members and one full-time lab assistant	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	We still need to hire two more Full time Faculty members
The department will continue to meet the enrollment goal of 68 candidates every semester	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	As we hire enough faculty members to serve students, then we can admit more students to meet this goal.
To ensure that program Activities are done and all reports and forms are done in a timely manner. This is needed To promote the department’s relationship with the affiliating agencies	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	

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Skill lab to be up and running by Fall 2009	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	We need a simulation coordinator to run the High Fidelity Technology to enhance students learning.
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Module Nine: 2010 Program Review Objectives

9.0 Rank and list all objectives that have been developed in this program review.

Rank	Objective	Planned Activities	Individual Responsible	Start Date	End Date
1	Hire 2 new F/T faculty members and one full-time simulation coordinator.	In addition to the District advertisement, use an outside agency (head hunters) to assist with attracting more qualified candidates for hire.	Administration, Nursing department	Already in progress	Until filled
2	The department will continue to meet the enrollment goal of 48 candidates every semester	Actively recruit and expose the program through placing brochures throughout the community. Update the nursing website. Have students and faculty participate in community health fair.	Chair and faculty	In progress	Spring 2011

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3	<p>To ensure that program Activities are done and all reports and forms are done in a timely manner. This is needed To promote the department's relationship with the affiliating agencies.</p>	<p>Timely forward all reports to affiliating and regulatory agencies. Prepare class schedules and have them ready before students break off.</p>	<p>Nursing department-chair, clerical staff.</p>	<p>In progress</p>	<p>Continuous</p>
4	<p>Expansion of Nursing buildings and classrooms, skills lab.</p>	<p>Completion of constructions, and installation of equipments. Supplies</p>	<p>Plant facility department and other construction workers as provided by the college and the District.</p>	<p>In planning</p>	<p>Continuous</p>

Module Ten: Resource Priority Requests

Note: All resources requests must be linked to a program objective and to a [strategic plan goal/objective](#).

Rank	Resources Requested	Quantity /Units	Program Objective Number Related to this Request	Strategic Goal/Objective Number Related to this Request	Rationale for the Request	Anticipated Total Cost
1	Hire two Full Time Medical Surgical Instructors	two	Objectives 1-5	2, 3, 5	Two major Med/Surg. Courses are taught by an adjunct.	Standard Faculty salary
2.	Hire one full-time simulation coordinator	one	1-5	3	In order to make the best use of the expensive high Fidelity Technology the Department purchased, we have to have a technician to operate it. The nursing faculty cannot be able to operate the technology.	Standard Salary
3.	Expansion of Nursing buildings classrooms,& skills lab.		1-5	1-6	We do not have enough class room for Instructions	
4.	Computers for Nursing Students	20	1-5	3	WE conduct standardized Test that requires the use of computer. We also going to be implementing Electronic Medical Recording as required for nursing	Approximately \$15,000 to 25,000

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					schools	
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Concluding Comments and Recommendations

- 1. Discuss any special program accomplishments or achievements that have not already been addressed.**

The State Board results have been maintained in the high 80-90th percentile for two consecutive years.

- 2. Discuss anything else you would like to share about your program that has not already been addressed.**

- 3. List a minimum of (3) recommendations for the program.**

1. Use multiple ads or use head-hunters to recruit new faculty (at least two). This is because the nursing Department has loss up to 8 full-time faculty members, either through death or retirements. The department was formally staffed with 12 full-time faculty members, but presently we have only three full-time faculty.
2. Completion of the skills lab. Our skills lab is also under-staffed, currently we have only one part time lab person who works only 20 hours per week. This makes it very difficult to assist our students in terms of clinical remediation
3. Advertise to campus and community target to increase nursing enrollments 10 students each semester and program goals to assist with remediation efforts. Include information on Nursing Website and develop flyers and media package