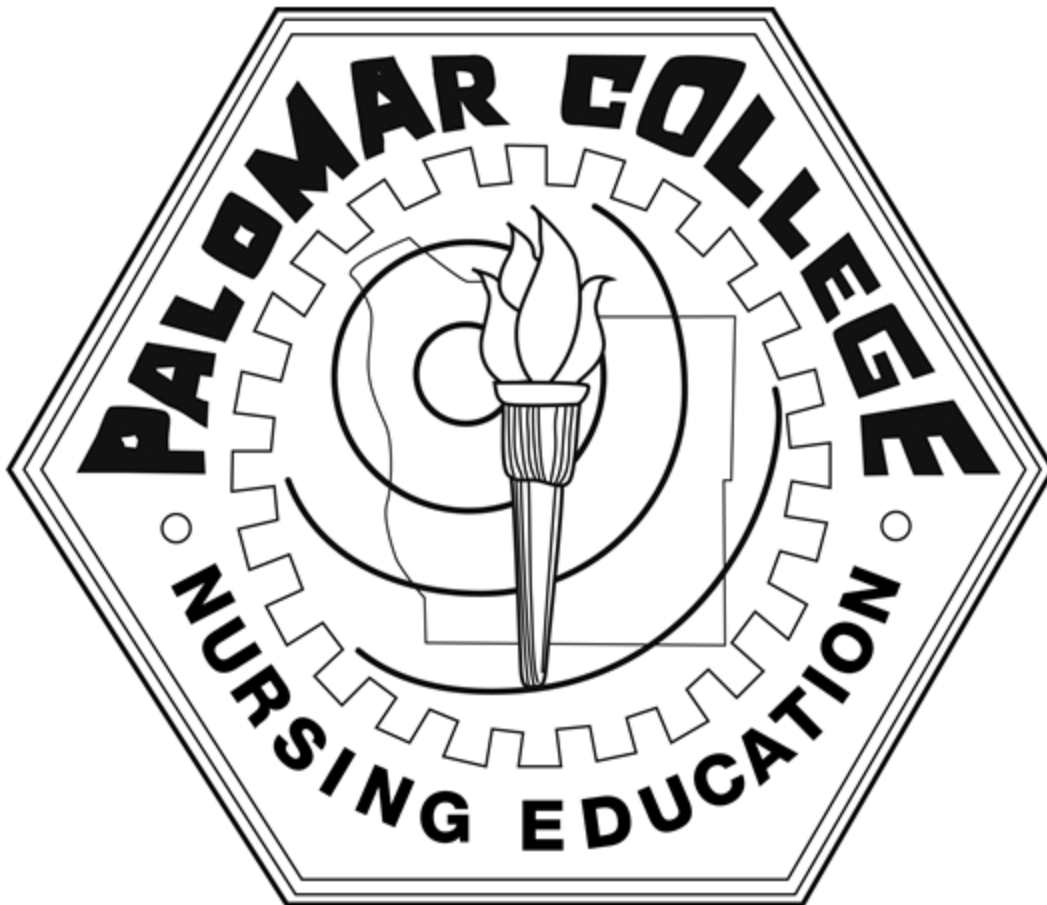


# **Self-Study Report**

**Palomar College**

**Nursing Education Department**



**Submitted to**

Accreditation Commission for Education in Nursing

3343 Peachtree Road, NE Suite 850

Atlanta, Georgia 30326

**September 2015**



Palomar College  
San Marcos, California  
Nursing Education Department

**Self-Study Report for Reaccreditation  
of the  
Associate Degree in Nursing Program**

**Based on  
ACEN 2013 Standards and Criteria**

Submitted to  
Accreditation Commission for Education in Nursing  
3343 Peachtree Road, NE Suite 850  
Atlanta, Georgia 30326

September 2015



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## **Executive Summary**

### **General Information**

**Nursing Program Type:** Associate Degree Nursing

**ACEN Purpose and Dates of Visit:** Continuing Accreditation Visit – September 22-24, 2015

**Name and Address of Governing Organization:**

Palomar College  
1140 West Mission Road  
San Marcos, CA 92069

**Name and Title of Chief Administration Officer:** Adrian Gonzales, MA, Palomar College  
Interim Superintendent/President

**Governing Board Members:**

Nancy Chadwick, M.S.W., M.P.A.  
Mark Evilsizer, M.A.  
John Halcón, Ph.D.  
Nancy Ann Hensch, B.A.  
Paul McNamara, B.A.  
Malik Spence, Student Trustee

**Name of Regional Institutional Accrediting Body and Accreditation Status:**

Accrediting Commission for Community and Junior Colleges (ACCJC) and the Western  
Association of Schools and Colleges  
Most recent accreditation: May 2015 Approval Reaffirmed June 29, 2015

**Name and Contact Information of the Nursing Education Unit:**

Palomar College Nursing Education Department  
1140 West Mission Road  
San, Marcos, CA 92069

**Name and Title of Administrator of the Nursing Education Unit:**

Hope Farquharson, PhD, RN  
Department Chair  
Phone: 760-744-1150 Ext. 3725  
Fax: 760-761-3581  
[hfarquharson@palomar.edu](mailto:hfarquharson@palomar.edu)

**State Board Information and Status:**

California Board of Registered Nursing  
Most recent Visit: Spring 2011  
Action: Continuing Accreditation  
Action: Full Approval and next visit scheduled for March 2016.

ACEN Accreditation Standards and Criteria used to prepare the Self-Study Report  
ACEN Standards 2013 for Associate Degree Program

## **Introduction**

### **History of Palomar College**

The history of Palomar College (PC) is rich in tradition and educational achievements. On January 15, 1946, registered voters in the Vista Unified School District, the Fallbrook Union School District, and the Escondido Union High School District voted 714 to 417 in favor of establishing a “junior college” in the North San Diego County area. Under state law, the San Diego County Superintendent of Schools appointed five persons as members of the first Governing Board of the new college. The Governing Board hired the first College Superintendent/President, Dr. Daniel C. McNaughton, in 1946; he was supported by a director, a dean of students, and nine faculty members. Located on the Vista High School campus, Palomar College opened its classroom doors on September 23, 1946, with exactly 100 students enrolled in classes in science, mathematics, music, art, social sciences, commerce, English, physical education, and foreign languages.

The District supports a single college, Palomar College, at multiple sites. Palomar College is a public, two-year community college in North San Diego County with its San Marcos campus located approximately 30 miles north of San Diego at 1140 West Mission Road, San Marcos, CA 92069. The 200-acre campus, the education center in Escondido, and four sites serve a district covering 2,555 square miles. The Escondido Center, which was completely renovated in 2013, is located on eight acres owned by the District. The four education sites are located on Camp Pendleton and in Fallbrook, San Diego (community of Rancho Peñasquitos), and Pauma Valley. Palomar College constitutes a single-college district, and is the largest community college in San Diego County.

Palomar College has five academic divisions: (1) Arts, Media, Business, and Computer Science; (2) Career, Technical and Extended Education; (3) Languages and Literature; (4) Mathematics and the Natural and Health Sciences; and (5) Social and Behavioral Sciences. The College offers more than 300 credit degree and certificate programs within those five divisions. In addition, the Counseling Division resides within Student Services. Student Services also encompasses the Transfer Center, Career Center, Health Center, Disability Resource Center, Veterans Services, and other programs that help students achieve their educational goals.

In November 2006, voters in the District approved an educational facilities improvement measure (Proposition M), which provides the majority of funding for the College’s \$1 billion construction and remodel plan. The first major step in the implementation of this plan was the completion of the Natural Sciences Building in Fall 2007, followed by the completion of the Health Sciences building which houses the Nursing Education Department (NED)—a program

within the Instructional Division of Mathematics & the Natural and Health Sciences (MNHS)

(Appendix B - 2: Nursing Education Department Organizational Chart)

Over the course of the past few years, the College has added seven facilities funded by Proposition M, including Health Sciences, Multidisciplinary, Industrial Technology Center, Palomar Planetarium, Performing Arts Complex, Teaching & Learning Center, and Humanities. In addition to the San Marcos campus, the District purchased 82 acres in Fallbrook in 2007 and a 27-acre site in Rancho Bernardo in 2012, which houses a 110,000-square-foot building and a three-story parking structure. These properties are identified as the future locations of the North and South Education Centers respectively. The College campus major infrastructure replacement project continues with plans to build a new library and student center this coming school year.

This is an exciting time for students, faculty, staff, and administration at Palomar College. The vision in Master Plan 2022 is being realized as the planning, design, and construction of several instructional and support facilities move forward. Master Plan 2022 is transitioning Palomar College into its next generation as an outstanding institution in higher education, committed to the learning success of its students and responsive to the changing needs of its diverse community.

## **Governing Board**

A five-member Board governs the Palomar Community College (PCC) District. The community-elected Trustees represent the entire College and are elected for four-year staggered terms. The Board also seats an elected student Trustee as a non-voting member (Appendix B - 1: Palomar College Governance Structure). The function of the Board is to establish policies, assure fiscal stability, and monitor institutional performance and educational quality consistent with the Mission and goals of the College. The Board adheres to its conflict of interest policy, and Board members have no personal financial interests of any kind in the College. The Board provides final approval for all courses and certificate and degree programs. These approvals include the recognition of the methods of delivery for instruction through face-to-face, distance education, or a hybrid format.

## **College Accreditation**

The Accrediting Commissions for Community and Junior Colleges, Western Association of Schools and Colleges accredits Palomar College. The most recent accreditation Self Evaluation and site visit was completed in March, 2015. Reaffirmation of accreditation was awarded on June 29, 2015 with a follow-up report due in October, 2016.

## **Degrees and Nursing Program**

Palomar College offers a wide variety of associate degrees and certificates of achievement in both academic and career/technical disciplines. Associate degree programs and certificate and career programs are clearly identified in the College catalog. The NED offers three California Board of Registered Nursing (BRN) approved pathways to be eligible to take the NCLEX-RN. The generic RN, the LVN to RN and the 30 Unit Option LVN to RN programs with the generic students being the largest in number. The LVN to RN bridge program allows the LVNs to complete a transition course NUR 110 prior to entering the program in the third semester of the nursing program. This course is offered one time a year, last offered in fall 2015 and next offering will be spring 2016. Both of these programs lead to an Associate Degree in Art and Associate Degree in Science in Nursing.

The “30 Unit Option” is required by the California BRN to be available for LVNs who wish to explore this option. The students must take the transition course and enter in the third semester of the generic nursing program. At the end of this course of study, the students are eligible to take the NCLEX-RN. However, no degree is earned and students complete the program with a status of “non-graduate RN.” In the last five or more years, no students have elected this pathway, as most clinical facilities prefer and hire RNs with a degree.

For 2014-2015, there were 125 full-time students enrolled in the four core nursing courses. An evening program (Option 2) was dissolved in 2010 due to the lack of availability of qualified faculty to teach evening courses. There is no program available for part-time study at this time. The course of study maybe completed in 4-5 semesters if full-time status.

## **Educational Programs**

The degree and certificate programs offered at Palomar College are aligned with its Mission of GE/transfer-readiness education, career/technical education, and basic skills development and meet the California Education Code of Regulations, Title 5 curriculum requirements. The College offers 162 associate degrees (including AS, AA, AS-T, and AA-T degrees) and 155 certificates of achievement and proficiency. All Course Outlines of Record and degrees have been carefully reviewed through the College Curriculum Committee’s review and approval process, and Student Learning Outcomes (SLOs) have been developed and assessed for active courses and programs. All curriculum, including courses with a designation to be offered through face-to-face or distance education modes, undergo approval by the Governing Board.

## **Academic Credit**

The Curriculum Committee and Faculty Senate hold primary responsibility for ensuring the College follows generally accepted practices for determining academic credit requirements. Credit for all coursework is awarded based on the Carnegie unit, a standard generally accepted in degree-granting institutions of higher education. All Palomar College credit courses are in compliance with Title 5 regulations. The official Course Outline of Record for each approved credit course identifies the academic credit to be awarded and is the same for each course regardless of the method of delivery.

## **Student Learning and Achievement**

The College has defined and identified student learning and achievement outcomes at the course, program, and institutional level. These outcomes are the same regardless of the method of instructional delivery. The Learning Outcomes Council website includes a list of all course, program, and General Education/Institutional Learning Outcomes (GE/ILOs). Specific GE/ILOs are assessed across the institution annually, and a report of the assessment is presented on the Council's website.

Courses, programs, and support services are engaged in Student Learning Outcome Assessment Cycles or Service Area Outcome Assessment Cycles. Results of these assessments, including plans for improvements, are maintained in TracDat. Institutional and program level student achievement data are readily accessible on the College's website through links to the Chancellor's Office accountability report, the College Fact Book, and the Gainful Employment Index. Program achievement data, including course success rates for distance education courses, are included in all instructional Program Review and Planning documents. Annually, the College assesses progress on meeting the accountability metrics and institutionally set standards (per ACCJC definitions). Additionally, the College conducts follow-up surveys of students of career and technical education programs and their employers. The NED participates in annual surveys through the ACEN and the California Board of Registered Nursing (BRN).

## **General Education**

The College catalog lists the General Education (GE) requirements for the associate degree. The GE curriculum includes courses in the subject areas of Language and Rationality, Natural Sciences, Humanities, Social and Behavioral Sciences, and Lifelong Learning and Self-Development. The quality and rigor of these courses are consistent with the academic standards appropriate to higher education. The College identifies GE outcomes and assesses them on a regular basis. Keeping in line with the college's course updates, the NED recently updated the GE courses requirements for the nursing program.

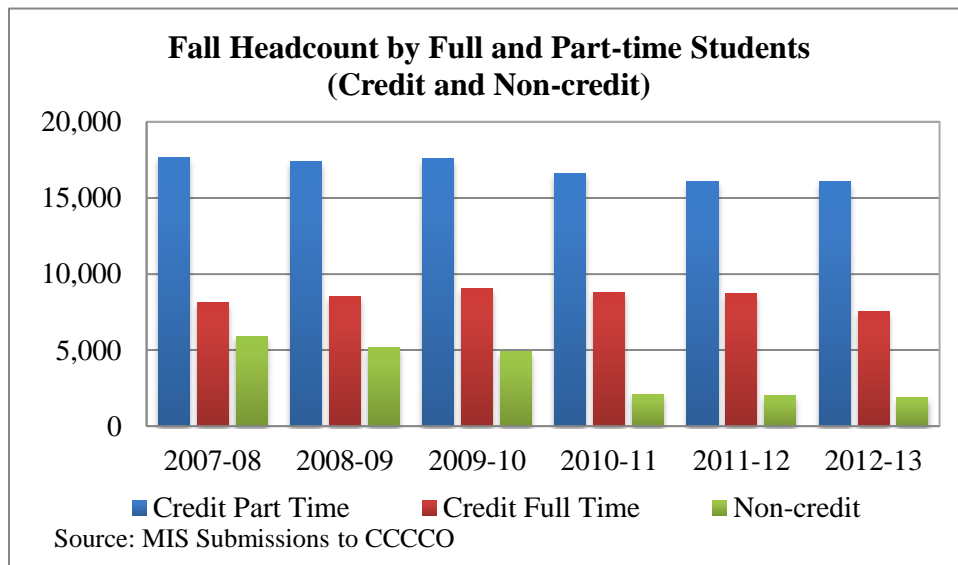
## PC Demographic Description of Students and/or Learning Characteristics

The traditional students at Palomar College range in age from 18 to 20. Forty-four percent of students enrolled in the Palomar College Nursing Program are between 26 and 35 years of age. All nursing students are enrolled full-time and commute to the college. In addition to a full-time academic commitment, many Nursing students balance family and professional responsibilities. Due to the diversity of age, individual goals, educational and life experiences, and cultural background of nursing students, learning styles vary greatly, which, necessitates a multidimensional approach to learning. Opportunities are provided for intellectual and personal development that accommodates the diverse learning needs of students.

### Students

The student headcount shown in Figure #1 covers six years of fall term student enrollment. Beginning in Fall 2010, the enrollment figures began to decrease, with a significant decrease in noncredit enrollments. This data reflects the state's budgetary crisis, which impacted the College's budget. The College scaled back older adult noncredit offerings. Decreases in credit student headcount were not as significant during this period as the College continued to focus on its mission of providing transfer, career-technical, and basic skills education.

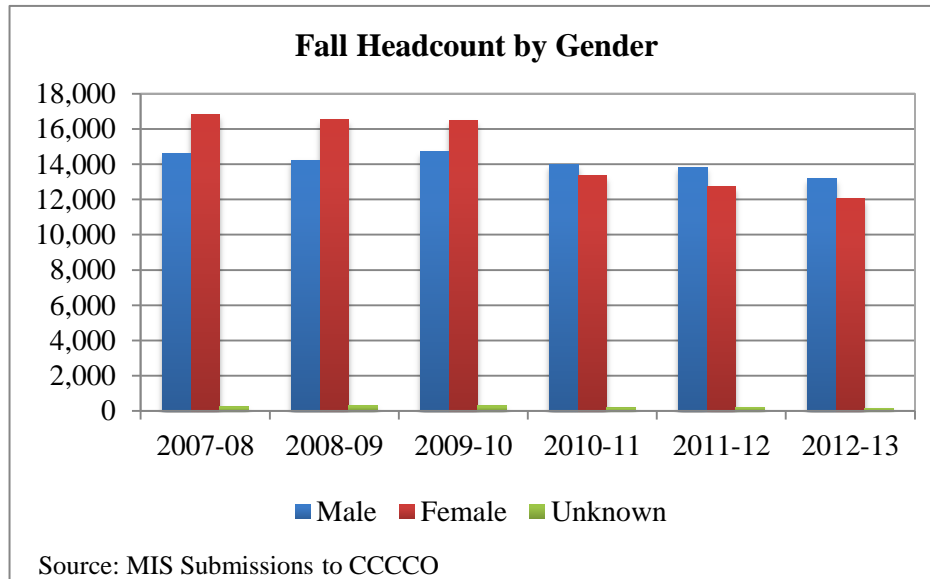
Figure #1—Fall Headcount by Full and Part-Time Students



## Gender

Figure #2 provides the distribution of student enrollment by gender. Over time the number of females enrolled at the College has decreased. This corresponds to the decrease in the noncredit older adult offerings. Historically, more women than men enrolled in these classes. The NED has seen a significant increase in the number of male students enrolled in the nursing program. This change is congruent with figure 2.

*Figure #2—Fall Headcount by Gender*

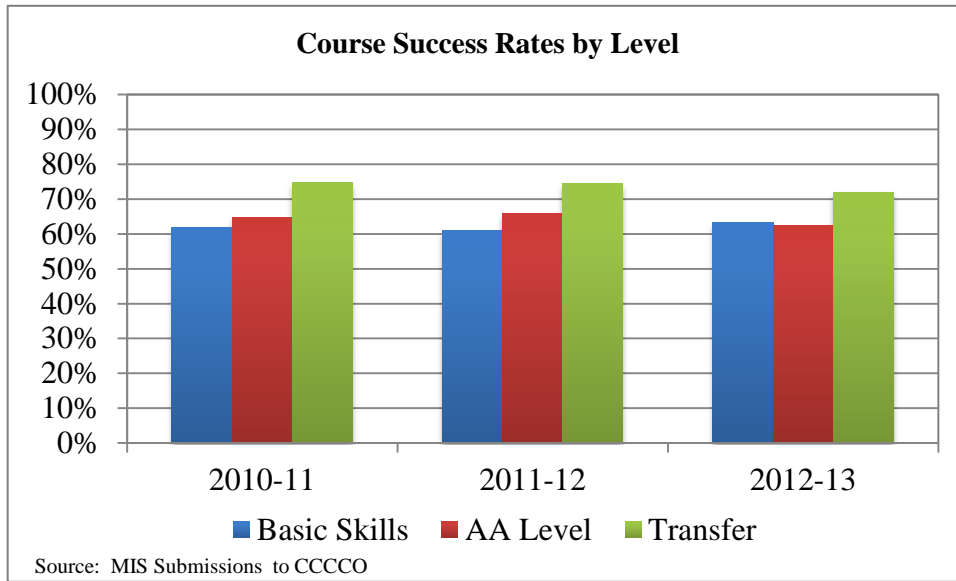


## Student Progress and Achievement

### Course Success Rates

Once students enroll in courses at the College, Palomar monitors their progress in several ways. First, as part of Program Review and Planning, faculty and administrators evaluate and assess course success rates. Course success rates are examined using various factors. For example, Figure #3 below shows the College course success rates for curriculum level. Review of the figure shows that the success rates of students in basic skills and AA level courses trails behind the success rates of transfer level courses.

Figure #3—Course Success Rates by Level



### Student Follow-up and Wages

In addition to tracking student progress through Palomar, the College conducts follow-up studies with career technical education (CTE) students, examines wage gains of graduates, and evaluates performance at four-year institutions. As reported in the College's most recent follow-up study of completers and leavers, three-quarters of the completers were working either full-time or part-time. The average annual salary of respondents working full-time was about \$54,000. As shown in the Table #1, in 2013, 81% of completers and 65% of leavers indicated that the skills they developed at Palomar were "Directly Related" or "Somewhat Related" to those used on the job. Finally, both completers and leavers reported that they were quite satisfied with their experiences at Palomar.

*Table #1 - Relation between Skills Developed at Palomar to those Used on the Job*

<b>Relation between Skills Developed at Palomar to those Used on the Job</b>					
Year	Relation between Skills Developed at Palomar	Completer		Leaver	
		Count	Percent	Count	Percent
2009	Not At All Related	29	13%	96	39%
	Somewhat Related	48	21%	55	22%
	Directly Related	148	66%	96	39%
	Total	225	100%	247	100%
2011	Not At All Related	35	17%	88	35%
	Somewhat Related	50	24%	75	30%
	Directly Related	122	59%	88	35%
	Total	207	100%	251	100%
2013	Not At All Related	44	19%	78	35%
	Somewhat Related	51	22%	69	31%
	Directly Related	137	59%	77	34%
	Total	232	100%	224	100%

Source: Palomar College Office of Institutional Research and Planning

For CTE programs such as nursing, dental assisting, and Emergency Medical Education, the College has established standards for licensure pass rates and job placement.

The College annually examines performance on the metrics. If necessary, standards are adjusted using the same review and collaborative process that was followed to initially establish them. For example, the Faculty Senate increased the institution’s standard for course success rates from 69% to 70% after discussing the state average and performance of students over time. Refer to Table #2.

*Table #2 - Palomar College Institution-Set Standards*

<b>Palomar College Institution-Set Standards</b>			
<b>Institution-Set Standard</b>	<b>Standard</b>	<b>Actual 2014</b>	<b>Met</b>
Course Success Rate	70%	71%	✓
Count of Degrees	1,100	1,170	✓
Count of Certificates	1,745	2,060	✓
Transfer Rate	40%	41%	✓

Source: Palomar College Office of Institutional Research and Planning

## **Admissions**

The College's admission policies are consistent with its Mission Statement and conform to California state law and College policies. The qualifications for admission are clearly stated in the College catalog and are available on the College's website.

## **Information and Learning Resources**

Palomar College provides access to information and learning resources, and services electronically and in print to all students through Information Services, the Academic Technology Resource Center (ATRC), and the Library. The College's technology infrastructure provides stable and reliable access to wireless and on-campus computer needs. The ATRC provides HelpDesk services Monday-Saturday, utilizing a "ticketing" process to expedite response to student needs. The Library's approach of "libraries without walls" offers extensive support and access to students to e-books and periodicals, videos, online databases, and online reference services through "Ask Us Now."

## **Student Services**

Palomar College offers a comprehensive array of student services for all of its students, including those enrolled in distance education courses. Student support programs meet the needs of the College's diverse student population, supporting student learning and development within the context of the institutional Mission. The College provides services in the following areas:

- Admissions and Records
- Articulation
- Bookstore
- Campus Police
- Child Development Center
- Counseling
- Disability Resource Center
- ESL Tutoring
- Extended Opportunity Programs and Services
- Financial Aid and Scholarships
- Scholarships
- Inter-Collegiate Athletics
- International Student Services
- Learning Communities
- Math Learning Center
- Open Access Computer Labs
- STEM Center
- Student Affairs
- Student Employment
- Student Health and Mental Services
- Teaching & Learning Centers
- The Pride Center
- Transfer and Career Center
- Tutoring Services
- Veterans Affairs
- Reading and Writing Center

## **Academic Freedom**

Faculty and students are free to examine and test knowledge appropriate to the academic discipline or major area of study while keeping within the objectives. Board Policy 4030 Academic Freedom, adopted in June of 2009 and revised in June of 2013, encourages freedom of

expression and the free flow and exchange of information and ideas. These policies are applicable to all methods of instructional delivery and ensure that the same rights of academic freedom are afforded to face-to-face and to distance education classes.

## **Faculty**

Palomar College has 266 full-time and 860 part-time faculty. All faculty meet or exceed the minimum requirements for their disciplines based on regulations for the minimum qualifications for California Community College faculty and Nursing faculty meet the minimum qualification set by the BRN. The college offered a Supplemental Retirement Program (SRP) during the last school year 2014-2015 and lost 28 faculty members. The College is currently in the process of hiring twelve additional full-time instructors for 2015-16.

The NED lost two long time full-time faculty and the Academic Department Assistant (ADA) resulting from the SRP. The NED is planning to replace one of the two retired faculty to start in fall 2015 and the second to be replaced in fall 2016. There are currently eight full-time nursing faculty—six are tenured, two are on probationary tenure-track—and two additional will be hired for fall 2015 (replacements for one resignation and one retirement). Open nursing faculty positions are filled as soon as possible and Nursing positions are not part of the usual ranking process for faculty hiring approval. The College has also made an exception to the SRP agreement, with regards to the NED, allowing replacement of nursing faculty prior to the negotiated one-year wait period for rehire. The approval by administration to replace one full-time faculty and the ADA shows the College's continued commitment to ensuring adequate nursing faculty and staff to successfully administer the program.

All Palomar College Nursing faculty meet the California BRN qualifications for the position and they maintain currency in the specific content area in which they teach. There are 12 part-time faculty to assist in clinical instruction as needed. The number of clinical faculty varies each semester depending on course enrollment. The NED has two full-time classified staff (ADA and Health Program Specialist) and a part-time RN laboratory Assistant/Student Success Advisor, which is a grant funded position.

The College is highly regarded for academic excellence and innovation. PCC is an open access institution and all students are admissible. Based on legislation in 2008, California Community College nursing programs are allowed to admit students into the nursing program based on a multi-criteria admission points system.

The College provides a safe and secure location and ensures a multicultural environment with an active student body. Public transportation is nearby, as the Coaster train and the Sprinter bus have stops directly in front of the College.

President Robert Deegan was the President for 10 years and retired at the end of school year 2014-2015. During his tenure, he was a strong supporter of the nursing program. The College is currently conducting a search for a new superintendent/president. Adrian Gonzales (Palomar College Assistant Superintendent/Vice President of Student Services) is serving as the interim Superintendent/President until the position is filled. The Assistant

Superintendent/Vice President for Instruction (VPI) also retired. Dan Sourbeer, the Dean of Mathematics and Natural Health Sciences, was appointed to the Interim VPI position. Prior to his appointment, he was the NED's Dean for nearly five and therefore has a good understanding of the everyday operations of the NED. He will continue as the MNHS Dean until an Interim Dean is hired. Overall, the NED has always had the strong support of all the administrators and feels this will continue long into the future.

## **History and Overview of the Nursing Education Unit**

The Nursing program- the Nursing Education Department (NED) began in 1967 and graduated the first class of nursing students in 1969. The program is primarily taught at the San Marcos campus. However, at the beginning of each semester, some classes are conducted at the Palomar College Escondido Center.

The National League for Nursing first accredited the Palomar Nursing Program in October 1974 and has continuously accredited the program since that time. The last accreditation visit was in October 2007. The ACEN (not the NLN) is now the national agency that accredits the NED. The California Board of Registered Nursing (BRN) also accredits the NED. The last full accreditation was in spring 2007 with interim visits during fall 2011 when the NED moved into the new Health Science (HS) building.

The Associate Degree in Nursing (ADN) program is a two-year program requiring 75 units in the Associate in Art Degree and 73 units in the Associate in Science Degree, down from a previous 85 units. The NED has worked with the College Curriculum Committee on ways to reduce the number of units required for graduation from the nursing program. The NED is in the process of redesigning the curriculum and the Department has significantly increased the number and types of clinical sites that are being utilized for student learning experiences. In addition, an increase in outside funding sources has allowed the program to purchase videos, software, state-of-the-art equipment, and to increase student scholarships. The College provides financial support for the everyday operations of the NED to include all full-time salaries and a majority of the part-time faculty salaries. The Department has also benefited from campus-wide technological expansion.

### **Description of the Nursing Education Faculty**

The NED has two full-time faculty members with doctoral degrees and six full-time faculty members with master's degrees in nursing. One of the full-time faculty members recently completed a Doctoral program and another full-time faculty member is working on her doctor of nursing practice (DNP) degree. The department has at least two full-time faculty members in each clinical course. Adjunct faculty members are hired to teach clinical laboratories and the majority are MSN prepared, with one currently enrolled in a MSN program. Various faculty members have served on the Faculty Senate or subcommittees of the Senate. Please refer to Tables #2.1 – Full-time Faculty Profiles and 2.2 – Part-time Faculty Profiles in Standard Two.

### **Information about the Current Academic Term**

The NED is in the process of developing a new curriculum. The faculty have decided to embrace a modified concept-based curriculum. In addition, the program is anticipating two new full-time tenured faculty members who will fill the two recent vacancies due to the SRP. The College has made an exception to the SRP agreement, allowing replacement of one faculty in Fall 2015 and a second replacement following in Fall 2016. The current simulation faculty took the spot of one of the retirees so the college will not replace the simulation position until fall 2016. Therefore a combination of full-time and adjunct faculty will be used for one year. A psych Nursing instructor has also recently resigned and a faculty member will be hired for Fall 2015 to take her

place. A faculty who was scheduled to go on sabbatical for one year to finish up her DNP has elected not to take the leave in order to ensure that an adequate number of faculty are available for the 2015-16 academic year.

The current Chairperson is in her second year of a two-year term after having served as the assistant chair for the previous two years. She also has experience as an interim director of nursing at another educational institution. A new assistant chairperson will begin a new two-year term of office.

Up until Fall 2001, the program traditionally admitted 30 full-time students each semester for a total of 60 a year. Since Spring 2002, grant funding has been used to admit an additional 20%, or 6 students, each semester.

*Table #3 - Total Number of Faculty/Students for Fall 2015*

<b>Total number of nurse faculty members for Fall 2015</b>				
Tenure	Full-time	6	Part-time	0
Tenure Track	Full-time	2 then 2 by fall	Part-time	0
Non-Tenure Track	Full-time	0	Part-time	12
<b>Total current student enrollment in educational units in Nursing as of Fall 2015</b>				
1 <sup>st</sup> Semester	Full-time	35	Part-time	n/a
2 <sup>nd</sup> Semester	Full-time	31	Part-time	n/a
3 <sup>rd</sup> Semester	Full-time	42	Part-time	n/a
4 <sup>th</sup> Semester	Full-time	27	Part-time	n/a
<b>Total Student Enrollment</b>				
	Full-time	135	Part-time	n/a

## Summary of Standards and Criteria

The Palomar College NED utilizes guidelines written and developed in the Master Plan for Evaluation (MPE) in order to maintain a quality program. The MPE has served as a blueprint for each of the NED Committees. Information from each departmental committee is shared on a regular basis and faculty and student input is incorporated. The Educational Effectiveness Committee closely monitors the standards that have been defined as student outcomes.

The faculty is actively involved in the governing organization and students participate in several of the NED committees. Several new faculty members have been hired during the past seven years and each new faculty has been mentored and tutored to facilitate their transition into the department.

With the addition of several new faculty, it was determined that the NED philosophy and conceptual framework needed to be revised. During annual Community Advisory meetings and from interactions with nurses in the clinical settings, it was determined that students needed to have more exposure to leadership concepts. The review and discussion of the NED philosophy and conceptual framework resulted in the faculty revising the curriculum to better prepare students for the work force.

The College continually supports the NED by providing additional resources for student success. In Fall 2006, student resources were expanded. The Skills Laboratory Assistant, a Registered Nurse, is now available for tutoring and assisting with clinical skills, four days a week in open campus laboratory instead of only two days. In addition, the workload for the Health Program Specialist (HPS) was reorganized. Traditionally, the HPS position was shared by dental (20%), medical assisting (10%), and nursing (70%). With the expansion of the NED and the inquiries of many potential students, the HPS position is now designated as 100% for nursing. The college just went through a classification study to reclassify jobs as recommended by an independent company with results of the study pending.

## **Analysis and Summary of Strengths and Areas Needing Improvement**

The Nursing Education Department of Palomar College has multiple strengths: the faculty, the students, and the College. The faculty work as a cohesive team demonstrating high standards and a strong commitment to student success. Faculty are easily accessible, encourage students to ask questions and seek guidance when necessary, and act as positive role models for students. Students are encouraged to further their education and are provided information and encouragement by the faculty.

Faculty continually update the program to reflect current evidence-based nursing practices. The latest research is incorporated into clinical practices and educational methodologies. In addition, faculty maintain clinical competence. A significant number of the faculty work per diem as a staff nurse in the clinical setting. Department meetings are held each month to promptly address pertinent issues. Semester team leads hold regular meeting and disseminate the information to their part-time faculty if they are unable to attend the meetings. New faculty members are not only mentored by the full-time course faculty and the department Chairperson to ease transition into the department, but also by tenured faculty of other College disciplines to acclimate them to Palomar College.

Since the last accreditation visit, the NED has moved to the new HS building with greater space and advances in technology. Larger laboratory rooms, a new Simulation suite with three simulation rooms, two control viewing rooms and a room for debriefing have been added. Upgraded equipment such as LCD monitors, computers, video monitors, and simulators are accessible to faculty in the classroom and laboratories. The simulation laboratory will undergo additional upgrades in the next year to include live feeds. Equipment has been purchased and a work order is in place for Information Services (IS) to oversee the project. Faculty utilize web-based technologies for student communication and content presentation. The department website is updated promptly by the HPS and ADA in collaboration with the IS department, remains current, and is available to the public. Faculty review the website periodically and provide feedback to the chair.

The Student Nurse Association at Palomar (SNAP) is very involved in student success. SNAP students support their peers and have developed a mentor program where advanced nursing students provide guidance for novices. Nursing students also form study groups and SNAP organizes Math and Back to School Workshops for the entire nursing student body. Students on the Retention and Recruitment Committee have been actively involved in providing faculty with input in efforts to improve retention and enhance the nursing program. The faculty have taken some of their suggestions and implemented them, such as providing one-on-one meetings with student and faculty at the beginning of the semester, and the development of the Student Exit Questionnaire Form. LVNs are welcomed by the generic students who help them adjust to the nursing program during the third semester. Participation in department meetings facilitates student involvement in the program. In the clinical setting, students strive to be assertive patient advocates and quickly identify clinical and ethical issues, which are communicated to the clinical instructor and members of the health care team. The Palomar College NED students exhibit strength in diversity, motivation, and enthusiasm and are held in high regard by clinical and community agencies.

NED students' hard work and dedication are demonstrated by consistently high pass rates on the NCLEX-RN. For each of the past seven years, more than 85% of the Palomar College graduates have passed NLCEX-RN on their first attempt. Pass rates range from 85% -100%. Community agencies report they prefer to hire Palomar College nursing graduates.

The College also has strengths that directly impact the NED. The Governing Board, President, Vice President for Instruction, and the Dean of MNHS have all demonstrated their support for the nursing program by availing themselves to students and faculty concerns, attending meetings and lectures, and participating in the nursing pinning ceremony. The College advocates development of resources necessary for student success. Nursing students enroll at Palomar College based on the nursing program's exceptional reputation.

The Palomar College NED has identified areas for improvement including to continue to maintain accurate records of the Master Plan of Evaluation and the Educational Effectiveness Spreadsheet and identify areas for changes and revisions. The goal is to ensure the NED continued success and maintain the high regard of community members and future students. The NED continues to experience challenges in obtaining surveys from employers who hire nursing graduates and continues to explore various options to ensure an adequate number of surveys are obtained.

The NED continues to work on improving student retention rates, and increase the number of full-time faculty members. Additional full-time faculty are needed to facilitate student success and promote consistency within the program. Student retention is a concern for the faculty and methods to improve retention and completion rates continue to be explored. In the last school year, there was a significant increase in retention. The NED is hopeful this trend will continue based on recent changes implemented including the admission criteria points system dictated by the Community College Chancellor's Office, the increase in faculty support provided to students, the availability of campus-wide resources. The NED faculty and chair meet with other departments to expand support provided to students and to encourage ongoing inter-department communication.

## **Future Plans**

The NED recognizes the need for sustained and continuous quality improvement within the Nursing program. Future plans for the NED include:

- Development of new modified concept-based curriculum, which would decrease the number of units required for graduation while still maintaining compliance with BRN requirements;
- Employment of new full time faculty to replace the simulation faculty; and
- Improvement of student retention rates.

Several new full-time faculty positions are currently being advertised to fill two recent vacancies. The NED continues to collaborate with California State University, San Marcos Nursing Program and Point Loma Nazarene University Nursing Program to facilitate the seamless transition to a RN to BSN program for NED graduates in efforts to advance their education.

There are plans to work with interdisciplinary members of the healthcare team such as EMT, paramedics, MDs, and physical therapists in the simulation laboratory to enrich the nursing students' experience.

## **Standard 1 – Mission and Administrative Capacity**

The mission of the nursing education department is congruent with the governing organization's core values and the mission of the College. The governing organization and program have administrative capacity to effectively deliver the nursing program and achieve the identified goals of the program.

### **Mission and Administrative Capacity**

The mission of the Nursing Education Department (NED) is reflective of the governing organization's core values and is congruent with its Mission and goals. The governing organization and program have administrative capacity to effectively administer the Nursing program and achieve the identified program outcomes.

*1.1 The mission/philosophy and program outcomes of the nursing education unit are congruent with the core values and mission/goals of the governing organization.*

### **Palomar College Mission Statement**

The Mission Statement of Palomar College expresses the philosophy, purposes, ethics, and practices of the institution. This Mission Statement focuses the College's efforts to create conditions by which students and the institution thrive.

The College's Mission Statement consists of three elements: the Vision, Mission, and Values.

The Vision "Learning for Success" projects the College's commitment to advancing student learning and student achievement.

The Mission defines the College's educational purposes, intended student population, and concentration on student learning:

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to promoting the learning outcomes necessary for our students to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and changing world.

The Values name the principles and qualities the College considers essential to fulfilling its Vision and Mission:

- Excellence in teaching, learning, and service;
- Integrity as the foundation of all we do;
- Access to our programs and services;
- Equity and fair treatment of all in our daily interactions;
- Diversity in learning environments, philosophies, cultures, beliefs, and people;
- Inclusiveness of individual and collective viewpoints;
- Mutual respect and trust through transparency, civility, and open communications;
- Creativity and innovation in engaging students, faculty, staff, and administrators; and
- Physical presence and participation in the community.

Palomar's Mission Statement—its Vision, Mission, and Values—expresses the College's commitment to engaging, supporting, and encouraging students from a diversity of backgrounds and experiences, at various levels of readiness, and with a wide range of future endeavors. Appropriate to a California community college, the Mission focuses on students preparing to transfer to four-year institutions, students developing a foundation in general education, students seeking the fundamental skills they need for success in school and life, and students preparing for the workplace and careers.

The Mission focuses also on students pursuing aesthetic and cultural enrichment and lifelong education as the College believes that these pursuits can expand knowledge, skills, and abilities and make more meaningful both individual lives and collective life. The current mission statement of the College is located in the Palomar College 2015-2016 Catalog (on the College website <http://www.palomar.edu/catalog/2014/contents.htm>) (Exhibit 1.A: Palomar College Catalog 2015-16).

In order to fulfill the Mission, the College completes cycles of evaluation, planning, implementation, and re-evaluation. Evidence the development and implementation planning cycles in the 2009 Institutional Self-Study for Reaffirmation of Accreditation report, the 2011 and 2012 Palomar Community College District Accreditation Follow-up Reports, the 2015 Self-Evaluation Report of Educational Quality and Institutional Effectiveness reports, the Palomar College Governance and Administrative Structure, the Palomar Community College District Budget FY 2014-2015, and the Annual Financial and Budget Report (Exhibits 1.B-1 -7).

### **Nursing Education Department Mission Statement**

The Nursing Education Department at Palomar College offers a quality program of study to individuals from varied backgrounds leading to an associate degree in nursing. The program provides theoretical and clinical learning experiences in nursing, incorporates knowledge from related disciplines, and adapts to the ever-changing world. The goal of the program is to prepare a competent entry-level nurse to provide quality care in diverse health care settings. On completion of the program, the graduate will be prepared to take the National Council Licensing Examination for Registered Nursing (NCLEX-RN).

## **Nursing Education Department Philosophy**

### **Nature of Humanity**

Individuals are holistic in nature. They are unique biopsychosocial, cultural, and spiritual beings who possess dignity, worth, and the right to self-determination. Individuals operate within a unique framework based on inherent factors, values, cultural heritage, ethnic background, and personal life experiences. Each person has the ability to seek personal meaning for their lives, manage their own care, adapt to change, and strive to meet their optimal level of functioning. These fundamental concepts provide the foundation for nursing activities, the environment, and the health-illness continuum.

### **Nursing**

Nursing is the diagnosis and treatment of human responses to actual or potential health problems. Nursing is a dynamic, evolving discipline that involves application of knowledge from the arts and sciences as well as technical skills. The practice of nursing provides an essential service to clients across the lifespan, families, and individuals within a variety of community settings. Evidence based nursing interventions are directed toward disease prevention, wellness promotion, health maintenance, and restoration of health, or the creation of an environment supportive of a dignified death.

Nurses function in a variety of healthcare settings as teachers, communicators, coordinators, and decision makers. Nurses serve as advocates, collaborators, and leaders working toward the provision of appropriate resources and availability of complete basic health care for all individuals. Through nurse-client collaboration, caring, and empathy, the health needs of individuals from diverse cultural backgrounds and lifestyles are addressed in order to promote optimal levels of functioning.

In an ever-changing health care system, nurses make complex decisions, adapt to new situations, utilize technology, and continually update knowledge and skills. Nursing process and critical thinking are the basis for the nurse's application and use of knowledge and experience in making ethical clinical decisions. The ethics of nursing contributes to moral choices based on legal and ethical principles.

### **Nursing Education**

Nursing education is an active process that directs and facilitates the acquisition of knowledge. A broad education in the liberal arts, sciences, and nursing theory provides a foundation for the development of critical thinking in nursing. Learning, an interactive, continuous, life-long process, involves expansion of knowledge from related disciplines and actual or potential changes in attitudes and behaviors. Learning, teaching, and evaluation are shared processes that support personal development and stimulate inquiry. The development of critical thinking skills is a salient process necessary for professional nursing practice.

Faculty members facilitate, direct, and evaluate learning to promote self-direction, creativity, and critical thinking. Ethnic and cultural differences as well as individual differences, learning styles, goals, and support systems are considered when developing an active learning environment. A blend of classroom and applied learning experiences contribute to the development of competencies related to the roles of a professional nurse.

The NED mission statement and philosophy, located in the NED Faculty Manual, reflect the Palomar College mission statement and philosophy (Exhibit 1.C: NED Faculty Manual). The NED philosophy is committed to educating individuals from varied backgrounds that are working towards an Associate Degree in Nursing (ADN). The philosophy addresses three components: the nature of humanity, nursing, and nursing education. The nature of humanity defines individuals as holistic beings operating within a unique framework. Nursing is seen as a dynamic, evolving discipline where client care is provided through nurse-client collaboration. The faculty believes that nursing education involves learning, teaching, and evaluation, which are shared processes that support personal development and stimulate inquiry. Program competencies specify how students who complete the program should function in the role of provider of care, member within the discipline of nursing, and manager of care.

The mission/philosophy and program outcomes of the Nursing Education Department (NED) are congruent with the Palomar College Mission as seen in Table #1.1.1.

*Table #1.1.1 - Alignment of the School of Nursing Philosophy, Mission, and Outcomes with Palomar College's Core Values and Mission/Goals*

<b>Palomar College: Values and Mission/Goals</b>	<b>Nursing Philosophy and Framework</b>	<b>Nursing Mission Statement</b>	<b>Nursing Program Student Learning Outcomes</b>
<b>Core Values:</b>			
Excellence in teaching, learning, service	Broad education in liberal arts, sciences, and nursing theory provide the foundation for critical thinking.  Evidence based nursing interventions are utilized to treat human responses to actual or potential health problems.	Provides theoretical and clinical learning experiences.  Upon completion of the program, graduates are prepared to take the NCLEX.	Utilize critical thinking (all nursing courses)  Safe patient care (all nursing courses)  Serve as a client teacher (NURS 118, 217, 218)  Verbalize impact of education on nurses and health care (NURS 203)
Integrity as the foundation	The ethics of nursing contributes to moral choices based on legal and ethical principles.	Prepare a competent entry-level nurse to provide quality care in diverse healthcare settings.	Basic legal and ethical issues and professional standards are understood (NURS 103)  Explain

			<p>professionalism and scope of practice for RN (NURS 110)</p> <p>Explain how health care and clinical decision making require a holistic view of the patient (NURS 203).</p> <p>Display professional responsibility and accountability (NURS 117, 118, 217, 218)</p> <p>Appropriate resource utilization (NURS 217, 218).</p>
Access to programs and services	Incorporates knowledge from related disciplines, and adapts to the ever changing world.	Offers a quality program of study to individuals from diverse backgrounds.	Provides safes, effective care to culturally diverse clients.
Equity and fair treatment in all policies and procedures	Learning, teaching, and evaluation are shared processes that support personal development and stimulate inquiry.	N/A	Serve as client advocates.
Diversity in learning environments	Each individual has the right to seek personal meaning for their lives, manage their own care, adapt to change, and strive to meet their optimal level of functioning.	Cultural differences as well as individual differences, learning styles, goals, and support systems are considered when developing an active learning environment.	Provide effective care to culturally diverse clients.
Inclusiveness of viewpoints in decision making	A blend of classroom and applied learning experiences contribute to the development of nursing competencies.	Provide a quality program to individuals from varied backgrounds.	<p>Basic Multicultural concepts are understood (NURS 103).</p> <p>Provide competent care for culturally diverse patient population (NURS 110, 117, 118, 217, 218).</p>
Mutual respect	Faculty promote self-direction, creativity, and critical thinking. Individual differences are considered when developing a learning environment.	Incorporate knowledge from related disciplines and adapts to an ever changing world.	Serve as a client advocate (NURS 117, 118, 217, 218).
Creativity and innovation	Nurses serve as advocates, collaborators, and leaders working toward provision of resources and availability of basic health care for all individuals.	Prepare a competent entry level nurse to provide care in diverse health care settings.	Demonstrate the ability to perform a complete patient assessment (NURS 103).

	<p>Learning involves a lifelong process that expands upon knowledge from related disciplines.</p> <p>Faculty facilitate, direct, and evaluate learning to promote self-direction, creativity, and critical thinking.</p>		Analyze managerial concepts and utilization of informatics in health care (NURS 203).
Presence and participation in community	<p>Nursing is a dynamic, evolving discipline that provides essential service to clients in a variety of community settings.</p> <p>Prepare a competent nurse to provide an essential service across the lifespan within a variety of health care settings.</p> <p>Clinical experiences expose students to diverse health care settings within the community.</p>	N/A	All clinical nursing courses.
<p>Mission</p> <p>Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.</p>	N/A	<p>Mission</p> <p>The Nursing Education Department at Palomar College offers a quality program of study to individuals from varied backgrounds leading to an associate degree in nursing. The program provides theoretical and clinical learning experiences in nursing, incorporates knowledge from related disciplines, and adapts to the ever changing world. The goal of the program is to prepare a competent entry level nurse to provide quality care in diverse health care settings. On completion of the program, the graduate will be prepared to take the National Council Licensing Examination for Registered Nursing (NCLEX-RN).</p>	N/A

Palomar College is committed to providing equal educational opportunities for all students. It is the policy of the College that, unless exempted by statute, every course offered and maintained by the College shall have open enrollment. Any individual admitted to the College who meets the stated prerequisites can take a course.

The NED has a selective admission policy that is congruent with the Chancellor’s Office to ensure student success (Exhibit 1.D: NED Admission Process). The NED admission policy requires that students have a high school diploma or equivalent, have completed intermediate algebra or higher, and have a cumulative 2.5 or better GPA in the science prerequisites. Advanced standing students must also complete the Nursing 110 LVN transition course with a C or better. Admission to the nursing program can be found on the NED website <http://www2.palomar.edu/pages/nursing/>.

The Test of Essential Academic Skills (TEAS) is designed to determine the academic readiness of prospective applicants to nursing programs. It consists of four multiple-choice subtests in Math, Science, English, and Reading using only the composite score to determine pass/fail. The California Community Colleges Chancellor’s Office, in coordination with the Nursing Advisory Committee, has set a passing composite score at 62 percent. Students take the pre-admission exam, TEAS V, only once if they achieve a passing score of 62 percent or higher. The exam can be repeated if a composite score of 62 percent is not attained. However, only one retest is allowed. Remediation is offered if a passing score is not achieved.

The NED Programmatic Student Learning Outcomes are reflective of the Palomar College Student Learning Outcomes as seen in Tables #1.1.2 and #1.1.3.

*Table #1.1.2 - Student Learning Outcomes for Each Semester*

<p><b>Student Learning Outcomes (SLOs) NURS 103</b>  <i>At the end of the course the successful student will:</i></p> <ol style="list-style-type: none"> <li>Utilize critical thinking and the nursing process to develop a plan of care for a patient.</li> <li>Demonstrate the ability to complete a patient assessment using appropriate communication skills and functional health patterns.</li> <li>Verbalize an understanding of basic nursing concepts including legal and ethical issues, multicultural concepts, the development and physiological changes in the middle and older adult, and professional standards.</li> </ol>
<p><b>Student Learning Outcomes (SLOs) NURS 110</b>  <i>At the end of the course the successful student will:</i></p> <ol style="list-style-type: none"> <li>Demonstrate critical thinking; evidence based interventions, and nursing process when developing a complete patient assessment and an appropriate patient plan of care.</li> <li>Verbalize the rationale for basic nursing skills and demonstrate safe performance.</li> <li>Explain professionalism and the scope of practice for registered nurses.</li> <li>Identify techniques that can be utilized when caring for culturally diverse patients across the life span.</li> </ol>
<p><b>Student Learning Outcomes (SLOs) NURS 117</b>  <i>At the end of the course the successful student will:</i></p> <ol style="list-style-type: none"> <li>Demonstrate critical thinking; evidence based practice, and nursing process while applying basic medical-surgical theoretical concepts to nursing practice for the adult client.</li> <li>Provide safe, effective care to clients of diverse cultural backgrounds and lifestyles.</li> <li>Display professional responsibility and accountability when working with staff and clients in health care settings.</li> <li>Serve as a client advocate and effectively communicate with the client, the family, and members of the health care team.</li> </ol>
<p><b>Student Learning Outcomes (SLOs) NURS 118</b>  <i>At the end of the course, the successful student will:</i></p> <ol style="list-style-type: none"> <li>Demonstrate critical thinking; evidence based practice, and nursing process while applying theoretical concepts to pediatric, maternal, and medical-surgical clients.</li> <li>Provide prioritized safe, effective care to culturally diverse clients across the life span while promoting family centered care.</li> <li>Demonstrate professional responsibility and accountability when working with staff and clients in health care</li> </ol>

<p>settings.</p> <p>4. Serve as a client advocate and teacher using appropriate interventions and effective communications with the client, the family, and members of the health care team.</p>
<p><b>Student Learning Outcomes (SLOs) NURS 203</b>  <i>At the end of the course the successful student will:</i></p> <ol style="list-style-type: none"> <li>1. Verbalize a comprehensive understanding of how education impacts nurses and health care.</li> <li>2. Utilize critical thinking to explain how health care and clinical decision making require a holistic view of the patient.</li> <li>3. Analytically describe how managerial concepts impact health care.</li> <li>4. Demonstrate how various informatics are utilized in healthcare.</li> </ol>
<p><b>Student Learning Outcomes (SLOs) NURS 217</b>  <i>At the end of the course, the successful student will:</i></p> <ol style="list-style-type: none"> <li>1. Use critical thinking concepts, evidence based practice, and nursing process when applying theoretical concepts to clients of all ages in medical-surgical, geriatric, and psychiatric settings.</li> <li>2. Provide prioritized, safe, effective care with appropriate resource utilization to culturally diverse clients.</li> <li>3. Display professional responsibility and accountability when working with staff and clients in health care settings.</li> <li>4. Serve as a client advocate, role model, and teacher using effective communications while applying legal – ethical principles.</li> </ol>
<p><b>Student Learning Outcomes (SLOs) NURS218</b>  <i>At the end of the course, the successful student will:</i></p> <ol style="list-style-type: none"> <li>1. Use critical thinking; evidence based practice, and nursing process when applying theoretical concepts to multiple patients in various medical-surgical settings.</li> <li>2. Provide prioritized, safe, effective care with appropriate resource utilization to culturally diverse patients.</li> <li>3. Display professional responsibility and accountability when working with staff and patients in health care settings.</li> <li>4. Serve as a patient advocate, role model, and teacher using effective communications while applying legal – ethical principles.</li> </ol>

*Table #1.1.3 - Comparison of the Nursing Education Department and Palomar College Program Outcomes*

<b>Palomar College General Education/ Institutional Learning Outcomes</b>	<b>Nursing Education Department Program Outcomes</b>
<p>Knowledge of Human Cultures and the Physical and Natural World including:</p> <ul style="list-style-type: none"> <li>• Study in the sciences, mathematics, social sciences, humanities, histories, languages, and arts</li> </ul>	<p>70% of the students who enter the program will graduate</p> <p>85% of the graduates will pass the NCLEX-RN licensure exam on the first attempt</p>
<p>Intellectual and Practical Skills including:</p> <ul style="list-style-type: none"> <li>• Inquiry and analysis</li> <li>• Critical and creative thinking</li> <li>• Written and oral communication</li> <li>• Artistic perception</li> <li>• Quantitative literacy</li> <li>• Information literacy</li> <li>• Digital literacy</li> <li>• Teamwork and problem solving</li> </ul>	<p>70% of the students who enter the program will graduate</p> <p>85% of the graduates will pass the NCLEX-RN licensure exam on the first attempt</p>
<p>Personal and Social Responsibility including:</p> <ul style="list-style-type: none"> <li>• Civic knowledge and engagement</li> <li>• Intercultural knowledge</li> <li>• Ethical reasoning</li> <li>• Foundations and skills for lifelong learning</li> </ul>	<p>70% of the students who enter the program will graduate</p> <p>85% of the graduates will pass the NCLEX-RN licensure exam on the first attempt</p>

Integrative Learning including synthesis and advanced accomplishment across general and specialized studies	70% of the students who enter the program will graduate  85% of the graduates will pass the NCLEX-RN licensure exam on the first attempt
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**1.2 *The governing organization and nursing education unit ensure representation of the nurse administrator and nursing faculty in governance activities; opportunities exist for student representation in governance activities.***

Full-time faculty members are expected to participate in shared governance of the College after their first year of employment. Each year, two service points are required according to established guidelines for participation on college wide governance committees. In the past, several NED faculty have been members of the college Tenure and Evaluation Committee, Faculty Recognition Committee, the Disability Resource (DRC) Committee, and The Accreditation Steering Committee.

The Nursing Department Chairperson is an active member of the Curriculum Committee which meets to coordinate, evaluate, and review the College curricula. Annually, strategic planning goals are identified and the vision, mission, values, and goals of the College are reviewed.

All full-time faculty members belong to the NED Faculty Committee and the NED Curriculum Committee (Exhibit 1.E: Faculty and Curriculum Meeting Minutes). Both committees meet throughout the semester to discuss departmental issues. The department also has four subcommittees: Recruitment and Retention, Learning Resource Materials, Educational Effectiveness, and Program Evaluation (MPE). Each subcommittee meets at least once a semester and reports their findings to either the NED Curriculum or Faculty Committees as specified in the MPE. Ad hoc committees are formed as needed for special projects. For example, the Curriculum Workgroup was formed to recommend changes and revisions to the current curriculum model. Part-time faculty members are invited to all meetings. There is also student representation on committees. Minutes of meetings are distributed to the Dean as well as to all full-time and part-time Nursing faculty. A CCC Confer phone meeting is set up for the meetings so full-time and part-time faculty can phone in and participate in the meetings.

At the beginning of each semester, a two-day curriculum workshop is held to revise and develop departmental policies, update current procedures, review and revise curriculum, discuss and make changes based on the end of semester reports for each course, and address student concerns. These workshops have enabled full-time and part-time faculty members to collaborate in the planning, development, and refinement of curriculum and program policies and to disseminate other information relevant to the functioning of the NED. In the workshops, the Chairperson presents and communicates updates related to the College, the Nursing program, and clinical agencies.

Two faculty members serve as the advisors to the Student Nurses Association of Palomar (SNAP) and selected members of the faculty serve as faculty advisors for the student pinning

ceremony. In each clinical course, there is also a lead instructor who is responsible for coordinating course activities. See Table #1.2.1 for faculty participation in committees.

Table #1.2.1 - Nursing Education Department and College Wide Committees

<b>Nursing Education Department Committees</b>			
<b>Committee</b>	<b>Purpose</b>	<b>Membership</b>	<b>Meets</b>
Curriculum Committee	The Curriculum Committee is charged to oversee the design and management of a coherent and coordinated curriculum for pre-licensure nursing education.	Co-Chairs: Maryellen Ross and Julie Van Houten Members: All Full Time Faculty, Adjunct Faculty, and Student Members	Monthly and as needed
Curriculum Work-Shop	The Curriculum Workshop provides an opportunity for all faculty to meet in preparation for each semester.	Co-Chairs: Maryellen Ross and Julie Van Houten Members: All Faculty and Adjunct Faculty	Two days at the beginning of each semester
Program Evaluation Committee	The Program Evaluation Committee is charged to design and manage the MPE and communication changes in the Plan to various committees.	Chair: Hope Farquharson Members: Karen Donovan	Each semester
Educational Effectiveness	The Educational Effectiveness Committee reviews and manages the program evaluation plan.	Chair: Hope Farquharson Member: Karen Donovan	Each semester and as needed
Faculty Meetings	Faculty Meetings facilitate communication within the program regarding faculty business, issues, and changes requiring discussion, evaluation and approval by the faculty.	Chair: Hope Farquharson Members: All full-time faculty Part-time faculty are invited	Monthly and as needed
Student Nurses Association at Palomar (SNAP)	SNAP fosters Professional Development in Nursing students to support community outreach and foster open communication between current students and faculty.	Faculty Advisors: Lorraine Pagni-Kiefer and Elizabeth Light Student Members	Monthly and as needed
Recruitment and Retention	The Recruitment and Retention Committee examines issues, concerns, trends related to student recruitment and retention.	Co-Chairs: Karen Donovan and Gail Rodriques (Health Program Specialist) Members: Nancy Pince, Elizabeth Light, student members	Twice each semester
Learning Resource Materials	The Learning Resource Materials Committee makes recommendations for textbooks and other media.	Chair: Julie Van Houten Members: Hope Farquharson, Julie Robinson New Faculty in third Semester	Each semester and as needed
Team Leaders	Team Leaders provides a method of consistent communication among teaching faculty leads for each semester and between the semesters.	N 117: Nancy Pince N 118: Hope Farquharson N 217: Karen Donovan N 218: Julie Robinson	Each semester and as needed

ACEN Standards Champions	Each Full Time faculty member is responsible for at least one standard.	Standard 1: Karen Donovan and Hope Farquharson Standard 2: Hope Farquharson and Beth Light Standard 3: Maryellen Ross, and Andre Allen Standard 4: Nancy Pince and Julie Van Houten Standard 5: Karen Donovan and Lorraine Pagni-Kiefer Standard 6: Julie Robinson and Maryellen Ross	Monthly and as needed
Team Meetings	Team Meetings provide consistency with each semester in the teaching/learning process between FT and PT faculty and to address concerns within each course.	Semester full-time faculty and clinical faculty. Conducted in person or through telephone and email contact.	Monthly and as needed
Hiring	The Hiring Committee selects candidates that would best fit the instructional need and benefit the development of the School of Nursing.	Selected faculty, per the contract	As needed
Scholarship	The Scholarship Committee awards student scholarships based on review of applications and identified criteria.	Lorraine Pagni-Kiefer and Nancy Pince	Each semester
Grant Task Force	The Grant Task Force reviews and prioritizes department needs based on input from the Faculty.	Chair: Hope Farquharson Member: Elizabeth Light, Karen Donovan	Each Semester
Pinning	Organizes the Pinning Ceremony for the graduating students.	Faculty Advisors: Maryellen Ross, Elizabeth Light, and Lorraine Pagni-Kiefer Members: Fourth Semester Students	Each semester

**College Wide Committee Involvement of the NED Faculty**

<b>Committee</b>	<b>Purpose</b>	<b>Membership</b>	<b>Meets</b>
Academic Calendar Committee	The committee reviews and revises the academic calendar to remain in compliance with district and state requirements.	Member: Karen Donovan Member: Julie Robinson	Once per semester and as needed
Academic Technology	The Academic Technology Committee coordinates faculty interests in all areas of academic technology. The committee advises the Faculty Senate on relevant technology matters.	Member: Karen Donovan	Two times per month
Curriculum Committee	The Curriculum Committee shall be the preeminent body for the development and recommendation of curricular policy to include philosophy, goals, strategic and long-range planning. The Curriculum Committee shall coordinate, evaluate and review the college curricula to encourage innovation and excellence in instruction.	Member: Hope Farquharson	First and third Thursdays of every month

Personnel Standards & Practice Committee	The Personnel Standards & Practices Committee is concerned with the personnel standards and practices of faculty, staff, and administrators as these elements influence academic and professional matters. As directed by the Faculty Senate, this committee researches, reviews, and reports on the roles, responsibilities, and performance criteria of personnel, providing recommendations as necessary regarding specific projects and tasks.	Member: Nancy Pince Member: Julie VanHouten	
Safety & Security Committee	The Safety and Security Committee examines the operation of the College with respect to safety and security. Areas considered: safety manual, periodic safety inspections, general safety of facilities, inspection of hazardous materials/equipment, designation of dangerous areas, general laboratory safety, and all matters concerning risk management.	Member: Maryellen Ross	

In keeping with the Mission of Palomar College, the NED provides opportunity for direct student input through student representation on the NED Curriculum Committee, Learning Resource Materials Committee, and Recruitment and Retention Committee. At the beginning of each semester, the SNAP faculty advisor sends a sign-up sheet to faculty members in each clinical Nursing course requesting volunteer student representatives (Appendix C: Student Participation on Committees in the Nursing Education Department). Students respond positively to this request by volunteering to serve on multiple committees.

Once each semester, SNAP officers and ambassadors organize a Student Faculty Roundtable, which facilitates communication between students and faculty members. SNAP holds board meetings for planning purposes as well as regular meetings for all Nursing students. Students volunteer to serve as mentors for other students as they progress through the program. Students are also encouraged to participate in campus- and community-wide activities such as the food and clothing drive, charity events, and other types of community outreach programs, which are held annually (Exhibit 1.F: SNAP Binder).

The Palomar College governance structure is designed to facilitate students' learning for success. The NED's alignment in the organization is provided within the Mathematics and Natural Health Sciences (MNHS) Division.

The Department Chairperson attends bi-monthly meetings with the Dean of MNHS and Chairpersons from departments within the MNHS division. Prior to his appointment as Dean, Dan Sourbeer was a faculty member from within the Life Sciences department. He is knowledgeable in issues and trends within the field of nursing and provides great support to the NED. Recently, the Vice President for Instruction retired and Dan Sourbeer was appointed as the Interim Vice President for Instruction. An interim Dean of MNHS has not yet been identified.

In division meetings—attended by the Dean of MNHS and department chairs—opportunities are provided for an open exchange of information and ideas as well as discussions of division priorities, projects, and college wide activities. In addition, the NED Chairperson attends monthly meetings held by the Vice President for Instruction for all directors and department Chairpersons and maintains open communication with Student Services to keep abreast of current enrollment and financial aid policies and counseling services (Appendix B: Instructional Services and Student Services Organization Charts).

At Palomar College all administrators have an open door policy for students as well as staff. The President, Vice President for Instruction, and the Dean of MNHS have all attended Nursing Department meetings when invited. Members of the Palomar College Governing Board and various College administrators show support for the Nursing students by attending the pinning ceremony each semester.

The governance structure of Palomar College is detailed on the Palomar College website (<http://www.palomar.edu/employees>) (Appendix B: Palomar College Governance and Administrative Structure and Exhibit 1.B-5). The structure of the Nursing Education Department is located in the NED Faculty Handbook (Appendix B: Nursing Education Department Organization Chart).

### ***1.3 Communities of interest have input into program processes and decision-making.***

Community relationships facilitate recognition of NED and the agency unique requirements, perspectives, and offerings. Both NED students and local communities benefit from these joint relationships. Formal and informal communication provide opportunities to recognize and participate in meeting the needs of local communities and of the Nursing Education Department.

Of particular importance is the relationship with the San Diego Nursing and Allied Health Service –Education Consortium. The consortium is comprised of representatives from local health care agencies and schools of nursing. Twice yearly meetings, or more as necessary, are held to facilitate student placements throughout San Diego County in an organized and systematic manner. Currently 68 programs and approximately 148 facilities are involved in this process. Over 7,000 requests are processed annually on the San Diego website. The meetings allow for dialogue to improve participation by both parties. More information can be found at [www.sdnsec.org/](http://www.sdnsec.org/) (Exhibit 1.G: San Diego Nursing Service-Education Consortium Student Orientation Record and Rotation Schedules).

The NED faculty members collaborate with community health care organization representatives each spring to discuss the performance level of Palomar College graduate nurses and to identify health care trends. For example, the NED and the Faculty of a local Nursing Program hold a joint Community Advisory Board meeting every semester. Members of health care agencies who provide inpatient and outpatient clinical opportunities attend these meetings. Feedback from these representatives prompt faculty members to modify curriculum as appropriate. Based on input from the Community Advisory Board, the NED increased community clinical experiences for students. All four semesters have outpatient rotations as part of their clinical hours so that students have exposure to these clinical settings.

There was also a need to ensure students are developing soft skills as to maximize opportunities to obtain graduate positions upon graduation. Since then, additional opportunities to improve soft skills have been introduced to all students from the beginning of the program and in the fourth semester. For instance, SNAP facilitates a career day for which students dressed for job interviews and local recruiters and faculty members conduct mock interviews and critique student resumes.

Faculty members also attend health care agency-sponsored meetings to facilitate communication and to clarify the expectations of students and graduates of the Nursing program. As an example, suggestions were made to increase use of SBAR type reporting. In response, faculty now ensure that various types of SBAR reporting are used during clinical shifts (Exhibit 1H: Advisory Committee Meeting

Minutes)-

The NED collaborates with multiple departments within the College who have direct influence on Nursing students. During the Fall of 2014, the College identified a need for student crisis counseling. During a Fall 2014 Curriculum Workshop, the Dean of MNHS announced new developments within the Counseling Department, including the creation of a team of crisis counselors to meet with students who self report as in crisis or are identified by College faculty members or staff as at-risk. Behavior health and wellness appointments are now available at the main campus. In addition, it was identified that students need additional counseling guidance to ensure that they complete all college course requirements for graduation. The NED Chair and the Health Program Specialist met with the Counseling Department and a refined educational planning process was implemented.

Members of the Life Sciences Department attended NED Curriculum meetings to discuss basic knowledge of the sciences and preparation for Nursing education. At their request, Anatomy and Physiology faculty are provided with copies Medical Surgical textbooks that are currently used for Nursing courses. Faculty members are planning to incorporate information from these books into Anatomy and Physiology courses that are attended by students enrolled in health care specific courses such as nursing, kinesiology, physical therapy, etc.

The local community has demonstrated support for Palomar College and the NED by voting to fund Proposition M in November 2006. This bond provided funding for the construction of seven facilities including Health Sciences, Multidisciplinary, Industrial Technology Center, Palomar Planetarium, Performing Arts Complex, Teaching & Learning Center, and Humanities.

Scholarship opportunities are available to support Nursing students. The Assistance League of North County provides \$17,000 for students each semester. In addition, scholarships are offered through the Palomar College Foundation. Examples of nursing-specific scholarships include the Lesko Family Nursing/OSHER, Tri-City Hospital Auxiliary, and Woman's Club of Carlsbad

(Exhibit 1.I: The Scholarship Binder)-

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

Local acute care agencies have identified the need for baccalaureate prepared nurses. In response to that need, the NED has entered into multiple partnerships to provide students with opportunities for professional success through higher education. Recognizing the growing need for all nurses to be prepared at the baccalaureate level, the NED has joined a collaborative that includes California State University San Marcos (CSUSM), Mira Costa College, and Mount San Jacinto College. Nursing faculty from all four institutions work together to develop a “Roadmap” that enables Associate Degree in Nursing students to be prepared for transfer to a university to pursue a Bachelor’s degree in Nursing. In October 2014, CSUSM responded to student interest in alternative modes of delivery by developing an on-line program.

The NED chairperson continues to seek similar partnerships with other universities including San Diego State University and Chamberlain College of Nursing. An agreement with Point Loma Nazarene University (PLNU) was approved by the college’s Governing Board on February 10, 2015 allowing PLNU to offer a RN to BSN program to RN graduates who would like to obtain a Bachelors of Nursing degree. The first cohort is projected to start in Fall 2015. Classes will be offered one night a week, on-site, at Palomar College. Faculty and students are overwhelmingly supportive of this agreement.

First semester students partner with Project Care and Senior Adult Day Care to provide blood pressure screening for older adults and fourth semester students have benefitted from a partnership with the Ovarian Cancer Alliance (OCA) of San Diego. During the Fall of 2014, two students were invited to represent the Palomar College Nursing Program at a San Diego City Council meeting during which the City Council recognized the OCA and designated October as Ovarian Cancer Awareness Month in San Diego.

Recently, the NED was awarded paid-time for faculty members who work collaboratively with the EMT Department to develop a curriculum which will bridge gaps in learning. Plans to design this joint endeavor will begin in summer of 2015 and implementation will take place summer of 2016.

A Partnership with the Palomar College Health Services Department (HSD) allows nursing students to provide flu vaccinations for other NED students. The NED chairperson and the HSD faculty members are working to increase learning experiences for Nursing students. For example, two new paid positions are being created for Nursing students to work at the front desk. In addition, students are offered the opportunity to assist the HSD during health-related student outreach activities including blood drives, skin cancer awareness, healthy heart, HIV testing, and sexual responsibility awareness.

Many students volunteer at local health care and community agencies, as shown in Table #1.4 for more detail.

Table #1.4 - Student Voluntary Participation in Healthcare and Community Agencies

Semester	Elementary and Middle Schools - Tutoring Students	Churches	Healthcare Agencies	Older Adults Agencies	Women and Children Agencies	Other*
Spring 2015	9	11	15	3	3	5

\*Other includes: Girl Scouts (2), Guide Dogs (1), Search and Rescue (1), Public Land use (1)

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

The current Chairperson of the Palomar College Nursing Education Department is Dr. Hope Farquharson. As per criteria outlined, she meets the qualifications for this position as stipulated by the Palomar College job descriptions and the California Board of Registered Nursing. Dr. Farquharson holds a Master’s Degree in Nursing from California State University, Dominguez Hills and a PhD in Nursing from the University of San Diego (Exhibit 1.C – Faculty Manual; Appendix D – Dept. Chair Curriculum Vitae).

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

Dr. Farquharson has extensive nursing expertise and the teaching experience needed to administer the Nursing program. Dr. Farquharson has worked as a provider of direct patient care since 1985 and has been a nurse educator since 2002. She also has prior experience as the Interim Director of an Associate Degree of Nursing program from May 2006 – December 2006. The aforementioned qualifications meet the criteria for this position as outlined by the Palomar College job descriptions and the California Board of Registered Nursing (Appendix D: State of California Board of Registered Nursing; Director and Assistant Director Approvals).

Prior to serving as the Chair for the NED, Dr. Farquharson served as the Assistant Chair from Fall 2013 to Fall 2014, during which time she became oriented to the job requirements of the Chair position through frequent meetings with the department Chairperson. In order to effectively administer the Nursing program, Dr. Farquharson has 80% release time to fulfill her administrative duties. In her remaining contracted hours, she is the instructor for the N118 course.

The Chair serves the NED for a two-year term. At the end of the term, an election is held to determine if a new Chair will be elected or if the current Chair will serve an additional one year term. If the current Chair is reelected, an election is held every year until a new Chair is elected, as per Palomar Faculty Federation (PFF) guidelines. Dr. Farquharson is beginning the second year of a two-year term.

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

The Assistant Chairperson works closely with the Chairperson to fulfill the duties/responsibilities of the NED. Karen Donovan serves as the current Assistant Chair and is academically and experientially qualified for the position. Karen holds a MSN from California State University, Dominguez Hills and has been a nurse educator since August 2009. Before her role in academia, Karen provided direct patient care to clients for over 15 years in various facilities. The above qualifications meet the criteria for this position as outlined by the Palomar College job descriptions and the California Board of Registered Nursing (Exhibit 2.B: BRN Approval Forms). The Assistant Chair is granted 20% release time to assist with the administrative duties.

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

The Chairperson of the NED is given the authority and responsibility, under direction of the Dean of NMHS, for the development and administration of the Nursing program. As stated in the Faculty Manual, Chair of the NED assumes responsibility for the administrative decision making process of the program which includes the planning, organization, and coordination of curriculum, scheduling, and course selection/presentation to improve student learning. In addition to department leadership and administration, the Chair must also fulfill responsibilities to the College, including compliance with College policies and procedures; assistance with advising/evaluating students and prospective students with job placement/licensure of graduates; maintenance of legal requirements for operation of the program; oversight of department facilities, resources and services; and fulfilling liaison duties between the Nursing program and the community (Exhibit 1.C – NED Faculty Manual exhibit 1.J: PFF Handbook).

In addition to the roles and responsibilities in the NED, the Chairperson serves on institutional and professional committees. She also serves as a liaison between the Nursing program and the external health care agencies within the community and surrounding areas. She keeps the faculty members informed of any changes related to the college, agencies, nursing professional organizations, BRN, and state Chancellor's Office.

As stipulated in Article 12 of the Palomar Faculty Federation Handbook, the Chairperson has a standard 10-month contract with a summer stipend. In addition, the chair has 80% release time devoted to administration of the department. An Assistant Chair, Academic Department Assistant and Health Programs Specialist provide additional support to the Chair and extensive services to the NED. Each position has separate roles and responsibilities which include providing guidance, clerical support, student support, and other assistance to the Chair and faculty as needed (Exhibit 1.C – NED Faculty Manual – Job Descriptions).

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

The Chairperson of the NED has the authority to prepare and administer the Nursing program budget and set priorities for resource needs, as stated in the Faculty Manual. Input from the faculty members of the NED is sought to assure adequate supplies, resources, and support are obtained to facilitate the achievement of identified student learning outcomes.

The budget to run the NED is provided by the college along with funds from grants and additional sources. Funds are used to address the financial obligations of the department. All budgetary requests are processed as outlined in *Board Policy 6250* titled *Budget Management*. Requests for funds are reviewed and authorized at each administrative level. Scheduled reports are generated to monitor costs and assure funds are available and spent as allowable.

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

The policies for Nursing faculty and staff are comprehensive, provide for the welfare of the faculty and staff, and are consistent with those of the institution. The Palomar College Governing Board Manual provides the foundation for Personnel Policies and Procedures. Faculty are members of the Palomar Faculty Federation, CFT/AFT (PFF), which ensures that the College applies policies and procedures fairly to each member.

A collective bargaining agreement exists between the PFF and the College. The contract ensures conformance by the College in universally applying policies to each faculty member employed by the College. Therefore, all policies governing such items as faculty appointment, academic rank, grievances, promotion, salaries, benefits, tenure, rights and responsibilities, termination, and workload apply to Nursing faculty members as well. An online copy of the Agreement between the PFF and the College FY13-FY14 can be found at <http://www2.palomar.edu/pages/hr/files/2014/01/PFF-Contract-FY13-14.pdf>. The PFF contract will also be available on-site (Exhibit 1.J: PFF Handbook). The process of hiring faculty members is consistent throughout the College. However, each department develops criteria specific to that discipline including credentials or licensure required.

The differences in policy for the Nursing program are justified by contractual obligations with the clinical agencies and the nature of nursing education. All Nursing faculty members are required to maintain current California RN licensure, annual tuberculin testing, current immunizations, CPR certification as a Health Care Provider that complies with the American Red Cross, as well as going through a background check upon hire. Nursing faculty members are required to submit verification of these requirements to the Academic Department Assistant annually as contractually required. Compliance with these requirements is the responsibility of each Nursing faculty member. These variations in the NED requirements are justified by our professional and ethical responsibility to the public.

Nursing faculty workload is calculated by the contact hours based on the College faculty workload assignment of 15 units for 16 weeks for a total of 240 assigned contact hours. Contact hours for clinical, on-campus lab and classroom teaching are based on a 1:1 ratio. If a faculty member works over the 15 hours of contact per week they are reimbursed with overload pay. Faculty members are given a choice to work the overload or to staff part-time faculty. However, all of the NED faculty members prefer to work some overload to maintain consistency within the program. With the recent golden Supplemental Retirement Program (SRP) agreement that led the retirement of two long time NED faculty members, the remaining faculty members have expressed willingness to assist as needed until replacement faculty members are hired.

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

Distance learning that is offered by the College is aligned with both the Mission of the College as well as the mission of the Nursing Education Department. While there is a need for a separate curriculum approval process and the need to ensure regular effective contact, Title 5 regulations do not differentiate between regular and distance education and each are held to the same standards. Specific attention is given to issues unique to courses delivered via distance education such as course quality, instructor contact, faculty selection, and workload.

The College has a Distance Learning Subcommittee that makes recommendations to the Faculty Senate. Palomar has developed special training and certification, Palomar Online Education Training (POET), for faculty teaching on-line courses. POET is a self-paced series of modules designed to prepare faculty for online course delivery. Additional resources available include Information Technology (IT) 24-hour support, the help desk, Live Chat support, the Academic Technology @ Palomar website, and a Facebook site used to communicate updates and answer faculty questions.

## Standard 2 – Faculty and Staff

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

### ***2.1 Full-time faculty hold a minimum of a graduate degree with a major in nursing. Full- and part-time faculty include those individuals teaching and/or evaluating students in classroom, clinical or laboratory settings.***

Each full-time faculty member in the Nursing program is academically qualified and holds a Master's or Doctoral degree in Nursing from an accredited institution of higher education. Only faculty members prepared at the master's or doctoral level teach theory courses and act as lead instructors. Faculty member credentials meet the requirements of the California Board of Registered Nursing and the governing organization and are on file in the NED (BRN approvals) and Human Resources (copies of Official transcripts) (Exhibit 2.B: BRN Director's Handbook).

At the beginning of each fall semester, licenses are verified by the Chairperson of the Nursing Education Department (NED) to ensure currency in licensure. A copy of each license is kept in the faculty file in the NED. In addition, each faculty member meets the academic standard (Faculty Service Area in accordance with California Education Code Section 87743) for his/her discipline. Regulatory policies and procedures of the California Board of Registered Nursing are available, and may be reviewed in the NED.

Faculty members maintain currency and relevance of educational and clinical expertise in their areas of instruction to satisfy the mandates of both the California State Board of Registered Nursing and Palomar Community College District. Faculty Profile Forms represent an overview of full- and part-time faculty academic and clinical preparation (Appendix D: Faculty Documents). Curriculum vitae can be found in all full-time and part-time faculty files.

Table #2.1 – Full-time Faculty Profiles

Name	Date of Initial Appointment	Rank	Baccalaureate Degree and Name of Institution Granting Degree	Master's Degree* and Name of Institution Granting Degree	Doctorate Degree and Name of Institution Granting Degree	Areas of Clinical Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
Donovan, Karen	08/2009	Associate Professor, Assistant Chair	BSN, University of Phoenix	MSN, CNS California State University, Dominguez Hills		Gero CNS-BC	N217 Gero	Assistant Chair of the NED, Lead Instructor N217, Content Expert Gerontology, Faculty Nursing Committee, Curriculum Committee, Co-chair Retention & Recruitment co-chair, Learning Materials Resources, End of Semester Subcommittee, College Calendar Committee, Academic Tech Committee
Light, Elizabeth	08/2014	Assistant Professor	BSN, Syracuse University, NY	MSN, University of San Diego	PhD University of San Diego	Peds	N118 Peds	Content Expert Pediatrics, Faculty Committee, Curriculum Committee, SNAP Advisor, Retention and Recruitment Committee. Pinning Committee
Pince, Nancy	08/1999	Associate Professor	BSN, Point Loma Nazarene University, San Diego	MSN, CNS Point Loma Nazarene University, San Diego		MS	N117 MS	Lead Instructor N117, Faculty Committee, Curriculum Committee, Recruitment & Retention Committee, Personnel Standards & Practices Committee
Pagni-Kiefer, Lorraine	1/2015	Assistant Professor	BSN, California State University, Dominguez Hills	MSN, California State University, Dominguez Hills		MS	N118 MS	Faculty Committee, Student Nurses Association at Palomar Faculty advisor,

								Scholarship Committee
Robinson, Julie	08/2008	Associate Professor	BSN, California State University, Dominguez Hills	MSN, CNS, California State University, Dominguez Hills	DNP in progress at USD expected date of graduation May 2016	MS	N218 MS	Faculty Committee, Curriculum Committee, Learning Resources, End of Semester Subcommittee,
Ross, Maryellen	08/2010	Associate Professor	BSN, York College of Pennsylvania	MSN, Walden University		Sim Lab & MS	N218 & Simulation Lab	Faculty Committee, Co-chair Curriculum Committee
Van Houten, Julie	08/2008	Associate Professor	BSN, University of Phoenix	MSN, San Diego State University		MS	N117 MS	Faculty Committee, Co-chair Curriculum Committee, Chair Learning Resources Material Committee

**2.2 Part-time faculty hold a minimum of a baccalaureate degree with a major in nursing; a minimum of 50% of the part-time faculty also hold a graduate degree with a major in nursing.**

Part-time faculty members are also academically and clinically prepared, and, in keeping with governing standards, each holds a bachelor's degree or higher in Nursing. Part-time faculty members supervise students in the clinical setting and work in conjunction with full-time lead instructors. Currently, seven part-time faculty members hold a master's degree and three part-time faculty members are baccalaureate prepared nurses, as there is an inadequate supply of master's prepared nurses interested in part-time employment. Part-time faculty members who teach any theory course must be master's prepared.

Table #2.2 – Part-time Faculty Profiles

Faculty Name	Date of Initial Appointment	Rank	Baccalaureate Degree and Name of Institution Granting Degree	Master's Degree* and Name of Institution Granting Degree	Doctorate Degree and Name of Institution Granting Degree	Areas of Clinical Expertise	Academic Teaching (T) and Other (O) Areas of Responsibility	
Browne, Debra	8/2011	Part-time	BSN, National University	MSN, University of Phoenix		MS, Gero	MS Substitute	Faculty Committee, Curriculum Committee
Chae, Camille	1/2015	Part-time	BSN, Towson University	MSN, Towson, University		Psych	N217 Psych	Faculty Committee, Curriculum Committee
Cox, Amy	8/2015	Part-time	BSN, Grand Canyon University			MS	N117 MS	Faculty Committee, Curriculum Committee
Ghabeljoo, Jila	08/2010	Part-time	BN, University of Manitoba	MSN, CNS, Point Loma Nazarene University		MS	N218 MS	Faculty Committee, Curriculum Committee
Johnson, Melanie	08/2014	Part-time	BSN, University of Texas, El Paso	MSN, University of Southern Indiana		OB	N118 OB	Faculty Committee, Curriculum Committee
Liang, Yanbo	01/2015	Part-time	BN, La Trobe University	MSN, United States University		Peds	Peds Substitute	Faculty Committee, Curriculum Committee
Lineback, Monique	08/2012	Part-time	BA, University of California San Diego	MSN, University of San Diego	PhD in progress at USD expected date of graduation May 2017	MS	N117 MS	Faculty Committee, Curriculum Committee
Magallon, Marilou	8/2012	Part-time	BSN, Central Philippines University	MSN, CNS, Cal State University San Marcos		MS	N217 MS	Faculty Committee, Curriculum Committee
Smith, Julie	8/2015	Part-time	BSN, Grand Canyon University			MS	N117 MS	Faculty Committee, Curriculum Committee
Veysey, Millie	01/2010	Part-time	BSN, University of Phoenix			MS	N117 MS	Faculty Committee, Curriculum Committee

### **2.3 Faculty (full- and part-time) credentials meet governing organization and state requirements.**

All Nursing faculty members meet the credentialing requirements of the governing organization and the Board of Registered Nursing. Under Title V of the California Education Code, all full-time and part-time faculty members in the NED must have the required credentials. All faculty members engage in the teaching and supervision of students in the clinical setting, thus keeping current in their field of expertise. Faculty members also engage in extracurricular professional associations, organizations, scholarly activities, and/or groups that enrich them personally and professionally. BRN approval for each faculty member in their specific area can be found within faculty member files located in the NED office (Exhibit 2.B: Faculty BRN Approvals). Proof of licensure is accessed through the BRN website <https://www.breeze.ca.gov/>.

All faculty members must adhere to the requirements of the clinical sites, including currency of health care provider CPR card, updated immunizations and malpractice insurance.

Palomar College defines faculty assignments as follows:

#### **Full-Time**

A full-time teaching load generally consists of 15 lecture/laboratory hours per week. In addition, instructors are expected to maintain 5 office hours weekly and 5 hours per week for various other institutional responsibilities. The Chairperson's contract allows for 80% assigned time for administrative duties and 20% for teaching responsibilities.

#### **Part-Time**

The California Education Code Section 87482.5(c) (1) states that a part-time faculty assignment is set at a maximum of 67% of the hours designated for full-time faculty.

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

The NED has a preceptorship program that is part of the curriculum during the last four weeks of the final nursing course. The NED complies with the California Board of Registered Nursing (BRN) guidelines/regulations for preceptorship. Preceptors meet the following qualifications outlined by the BRN:

1. Hold an active CA RN license
2. Employed by the health care agency for a minimum of one year
3. Clinically competent
4. Completed a preceptor orientation program prior to serving as a preceptor

A Palomar College Preceptorship Program Handbook is distributed to preceptors every semester. Modules consisting of topics in communication, feedback, delegation, pre- and post-tests, etc. help prepare RNs for the role of preceptor. The handbook will be available on site (Exhibit 2.C:

Preceptor Handbook)-

The San Diego Nursing and Allied Health Service-Education Consortium coordinates preceptor placements for all nursing programs in San Diego County. Preceptors are then identified by the health care agency and assigned to students. NED fourth semester faculty make the initial contact with preceptors to confirm interest and obtain schedules. During the preceptorship, the supervising faculty member is available 24 hours, 7 days a week for any questions or issues the preceptor or student may have. Faculty members make regular visits to the site for direct observation of the student and preceptor, and also make telephone contact as needed. At the end of the experience, the following evaluations are completed: (1) Student Evaluation of Preceptorship Experience, (2) Student Evaluation of Preceptor and (3) Preceptor Evaluation of Preceptorship Experience and are placed in the preceptor binder. A list of the preceptors is kept on a spreadsheet in the Chairperson's electronic files.

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

The utilization of faculty in the NED relates to the mission, philosophy, goals, and objectives set forth by the College. All full-time Nursing faculty members teach both theory and clinical components of the required courses in an effort to impart consistent information to students, assess student engagement and participation, and evaluate student progress. Full-time faculty members also advise students, evaluate the curriculum and identify any need for change in the delivery of the course content. The ratio of full-time faculty members to students in the NED varies from semester to semester. During the last school year 2014-2015, the college offered a Supplemental Retirement Program (SRP), through which the NED lost two faculty members.

In the first semester of the program, there are 35 students per faculty member in the classroom and 17-18 students per full-time faculty member in the campus laboratory. In the clinical settings, there are 7 students per faculty member. In the second and third semester students rotate through three separate specialties. The clinical and campus laboratory have 12-14 students per faculty member.

During the first 12 weeks of the fourth semester, there are up to 36 students per instructor in the classroom and 18 students per instructor in campus laboratory. There are 8 students per faculty member in the clinical setting. During the last 4 weeks of the course, students spend 32 to 36 hours per week in the clinical setting working with a registered nurse preceptor. Each faculty member supervises 8 preceptor-student pairs. During this time a weekly seminar is conducted, and the faculty/student ratio is 1 to 18. The faculty/student ratio is consistent with safe client care & BRN/clinical agency contracts and the faculty load is consistent with the faculty load for the College at large. Faculty/student ratios are illustrated in Table #2.5.

Full-time faculty members provide classroom instruction for clinical courses and the simulation experience is facilitated by a faculty member.

The College does not have a prescribed faculty/student ratio. The College maintains a minimum class size of 20 students except where a lower class size is deemed to be in the best interest of the College or is mandated by regulatory bodies or clinical facilities. Additional exceptions to the minimum class size are listed in the Palomar Faculty Federation Manual under Article 8 – Course Maximums (Exhibit 1.J: Palomar Faculty Federation Manual).

The full-time faculty to student learning ratios facilitate a greater achievement of student and program learning outcomes. Assessment of student and program learning outcomes are typically conducted during the conclusions of each semester, both in the Nursing program and throughout the College as a whole. Students who struggle with course content are more likely to have dropped from the course/program, thus inflating outcome achievements. Student retention is a College concern and not unique to the Nursing program. Through coordinated efforts by the Student Success and Equity Council (SSEC), the College is addressing the concern globally and has established plans to improve success rates especially those identified as suffering disproportionate impact. An application process has been identified and will be implemented in the 2015-16 academic year, which will allow departments to request funding to support an organized strategy to increase student retention and success. The SSEC will drive the conversation for how the institution can increase student retention and success. However, each department is encouraged and expected to identify strategies that are specific to each to bolster student learning achievement.

The NED has already implemented its own intervention strategies to address the low percentage completion rate. As stated in Standard 6.4.2, the NED uses a multi-faceted approach breaking down barriers to, and facilitating student success. The process includes:

- Making counselors available to assist students who are in crisis;
- Keeping an updated mentor list of faculty recommend mentors;
- Conducting faculty meetings with each student at the beginning of the semester;
- Groups of faculty, selected students, and incoming semester discuss expectations of the nursing program and strategies for success;
- Collaborating with the Life Science department to ease students transition from the prerequisite courses to Nursing coursework;
- Conducting on-going meetings of the Recruitment & Retention Committee to continue to address work load and financial obstacles for students; and
- Conducting curriculum Workshops to discuss methods to foster student retention and success.

Table #2.5 - Faculty/Student Ratio in Classroom, Campus Lab, and Clinical

Course	Classroom	Campus Laboratory	Clinical
N 117	1:35	1:18	1:7
N 118	1:36	1:12	1:6
N 217	1:12-14	1:12-14	1:6-7
N 218	1:36	1:18	1:8

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

The California Board of Registered Nursing requires that all licensed nurses remain current in their field by demonstrating completion of a minimum of thirty units of continuing education within each licensing period. Maintenance of expertise in chosen areas enhances teaching in the classroom and faculty means of currency in expertise is documented in the BRN Faculty Approval Forms binder (Exhibit 2.B: BRN Faculty Approval Forms Binder).

The College provides resources to enhance faculty areas of expertise. The Professional Development (PD) program is supported at division, College, and Governing Board levels and is funded by the College budget. Title V California Code of regulations (CCR) 55724 authorizes twelve days or a total of 72 hours for (PD) during the academic year. The College offers seminars, workshops, and self-directed activities that are suitable for fulfilling individual annual contract (PD) requirements.

The NED’s curriculum workshops provide an opportunity for Nursing faculty members to maintain expertise. A number of educational consultants make presentations at these workshops, which include, but are not limited to design of curriculum, critical thinking and test development. Funds are provided by the College, as well as through grants to promote faculty attendance of professional conferences.

The College is supportive of faculty advancement in education and pursuit of scholarly endeavors and offers a sabbatical leave program. Several NED faculty members have taken one or more sabbaticals leaves to increase expertise in their fields. Some faculty members choose to utilize sabbatical leave to develop courses and/or computer-assisted-instruction programs, complete courses that apply toward postgraduate degrees, or devote time to clinical and theoretical components to increase expertise in their chosen areas. Each sabbatical leave has enriched the NED’s quality of instruction and enriched the learning process and resources available to Nursing students. Sabbatical leave reports are on file in the library and can be accessed at the Reference Desk.

Evidence-based practice is often at the center of formal and informal faculty discussions. NED faculty members meet regularly throughout the school year while serving on committees such as the Curriculum, Faculty, Recruitment and Retention, and Learning Resource Materials Committees. Content experts in their particular area of expertise present updated information

during departmental committee meetings, for which minutes are available on site. Four full days (two each semester) are devoted to additional departmental Curriculum Committee meetings at the beginning of each semester to address planned and ongoing curriculum revisions. The various committee discussions strengthen the program and enhance expertise through the sharing of ideas and information concerning curriculum, nursing practice, education, and community resources.

Funds are allocated for faculty to attend local, regional, and national conferences. After attending professional conferences, faculty members share information from the conferences at faculty and curriculum meetings throughout the semester.

The faculty members have participated in significant scholarship work. Dr. Farquharson serves as a reviewer for Western Institute of Nursing (WIN) and has presented her study at the (WIN) Research Conference and plans to present at a Kaiser Permanente sponsored research conference in September. Dr. Light, Pediatric Content Expert/NED faculty member has also presented at various conferences, including WIN, and she plans to present at Sigma Theta Tau in September. Dr. Light published her work in the Neonatal Network Journal. Both Drs. Farquharson and Light are in the process of publishing the results of their PhD studies.

## ***2.7 The number, utilization, and credentials of staff and non-nurse faculty within the nursing education unit are sufficient to achieve the program goals and outcomes.***

The NED has sufficient staff to support the program goals and outcomes. In addition to the Nursing faculty, an Academic Department Assistant (ADA), Health Program Specialist (HPS), and Skills Laboratory Assistant/Student Success Advisor provide student and faculty support (Appendix D: Job Description of the Laboratory Assistant and Student Success Advisor). The Academic Department Assistant primarily provides complex administrative and secretarial support functions including coordination of office functions in support of the NED and the Department Chair. The Health Program Specialist provides information and assistance to current and prospective students regarding the Nursing program; explains admissions, certificate and graduation requirements to students; and performs a variety of administrative, professional, and technical tasks. The Skills Laboratory Assistant/Student Success Advisor assists students in performing and practicing skills and provides appropriate counseling and advisement to students. Position descriptions are located in the Faculty Manual (Exhibit 1.C: NED Faculty Manual).

NED staff credentials and employment experience typically exceed the minimum qualifications for their respective positions. NED support staff are also eligible to participate in a professional growth program offered by the College. The professional growth program is designed to provide incentive to permanent employees to enhance and or update their performance through continuing education and participation in professional organizations and Palomar College governance committees. Additional information for the professional growth program can be found on the Human Resources Services website at <http://www2.palomar.edu/pages/hr/employees/personnel/classified/professionalgrowth/> and in the College personnel handbooks (Exhibit 2.D.1-3: Personnel Handbooks).

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

All newly hired faculty members attend an orientation conducted by the College. Topics include faculty responsibilities, College updates, College specific initiatives, professional development, tenure and evaluations, Faculty Senate information, student services, and information regarding the Palomar Faculty Federation. During the College new-hire orientation, faculty members are given a summary of faculty responsibilities and the Employee Manual is reviewed. A copy of the manual can be obtained through Human Resource Services (Exhibit 2.E: Palomar College Employee Manual).

Newly hired NED faculty members are provided orientation by the ADA and department Chair. Topics addressed in the orientation include an overview of the NED Faculty Manual, Student Handbook, and orientation processes and checklists which address department policies and procedures (Exhibit 2.F: NED Student Handbook; Exhibit 2.G: Orientation Processes and Checklists).

In an effort to ease the transition for newly hired faculty members, course/semester lead instructors and course-specific faculty members conduct orientations to the course/semester. The lead faculty member serves as a mentor and meets or communicates in person, by email, or via telephone with new faculty members to provide support in the clinical and classroom settings. A faculty mentor outside of the NED is also provided to assist the new faculty members with College-related questions and information. The college mentor offers a different perspective providing additional insight and teaching strategies to assist the new NED faculty member. New faculty members are also advised to visit [www.4faculty.org](http://www.4faculty.org) and attend professional development courses offered on campus for additional information about classroom and clinical teaching strategies.

## **2.9 *Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.***

Full-time and part-time faculty members are evaluated as stipulated in the Palomar Faculty Federation (PFF) contract. The Tenure and Evaluation Review Board (TERB) oversees and makes recommendations regarding the evaluations of faculty members (Exhibit 1.J: Palomar Faculty Federation Handbook).

### **Permanent Faculty Members**

In coordination with the Tenure and Evaluations Coordinator, permanent faculty members are evaluated by the administration and faculty peers, as well as through self-evaluation. The faculty self-evaluation form currently used by the College prompts faculty members to reflect on their own work in relation to the College's mission—using quotations taken directly from the Mission Statement—through questions such as:

- In what ways do you contribute to the success of our diverse student body, keeping in mind “origins, experiences, needs, abilities, and goals”?;
- In what ways do you demonstrate commitment to “helping our student achieve the learning outcomes necessary to contribute as individuals and global citizens living

responsibly, effectively, and creatively in an interdependent and ever-changing world”?; and

- In what ways do you contribute to the success of our “comprehensive community college” by engaging in institutional service?

The mission and philosophy of the NED are closely aligned with the mission of the College, as seen in Table #1.1.1 in Standard One, thus allowing faculty members to reflect on the mission of the NED when completing the College self-evaluation form.

Nursing faculty members and faculty members from other academic disciplines complete the Faculty Evaluation Report, which assess the instructor's knowledge of the subject, ability to clearly present ideas, encouragement of student participation, use of instruction aids, and adaptability of teaching methods to meet the learning needs of students. Both the evaluator and the evaluated faculty members may add narrative comments to the report. All data related to faculty evaluations that are completed by students, peers, or academic administrators are not available for accreditation agencies' review, according to the current provisions of the agreement between Palomar Faculty Federation (PFF) and the College.

Faculty members may be eligible for tenure after four years of full-time service to the College. Once tenure is granted, faculty members will be evaluated at least once every three academic years by the Peer Review Committee, which includes the department Chair or designee and one permanent faculty member from the evaluatees' department. There is a structured evaluation tool used during the evaluation process and the completed form with the required signatures is kept in the faculty member file in the Human Resource Services office.

### **Part-time Faculty Members**

In accordance with Education Code 87663 and Article 20, part-time faculty members are evaluated during the first year of employment and at least once in every six subsequent semesters. The process includes student evaluations and an in-class observation by the department Chair or designee. The department Chair or designee meets with the faculty members to review the evaluation and makes suggestions as appropriate.

### **Probationary Faculty Members**

The Tenure & Evaluations Committee (TEC) for probationary faculty members consists of the Vice President for Instruction, division Dean, department Chair or designee, one permanent member from the NED, and one permanent faculty member from an outside department. Evaluations conducted in the fall semester of each academic year include observations by members of the TEC, student evaluations, and a Final Review Report. Evaluations conducted in the spring of each academic year include student evaluations and a brief summary meeting with the chair or designee and the NED faculty member serving on the TEC.

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

Palomar College's Academic Technology Department offers support for the use of Blackboard and other technologies in the classroom. Staff from the Academic Technology Department have attended Nursing faculty meetings to provide in-services on an as-needed basis.

The NED has faculty that are members of the Palomar College Academic Technology Committee (ATC). The faculty members have worked on distance learning and digital learning (DIL) technology for approval on software upgrades and improved technologies to ensure that students are assessed upon entering the College and that the students are given the resources needed to be successful. Faculty members advise the Faculty Senate on relevant technological matters and updates the NED both informally and at faculty meetings as appropriate.

To support and promote successful online teaching practices, the Academic Technology Committee (ATC) developed the Palomar Online Education and Training (POET) program, an ongoing PD activity that trains and certifies faculty members for readiness in teaching distance education classes and serves as a resource for faculty looking for new approaches to using technology in the classroom. The POET training series includes four online modules: Online Learning, Using Blackboard Tools (or other management systems), Effective Design, and Course Management.

The NED offers one distance education course as outlined in Standard 1.11. See Table #4.2.1 for the course description (NURS 203).

## Standard 3 – Students

Student policies and services support the achievement of the student learning outcomes and program outcomes of the nursing education unit.

### ***3.1 Policies for nursing students are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the student learning outcomes and program outcomes.***

Student policies of Palomar College Nursing Education Department (NED) are congruent with those of the College. All Nursing students are students of Palomar College, subjecting them to the same policies established for the entire student body.

Palomar College student policies related to enrollment, academic integrity, drugs and alcohol and codes of conduct are published in uniform text in the College catalog, the Class Schedule, and on the Student Affairs website at <http://www2.palomar.edu/pages/studentaffairs/home/policies/>. These policies also appear in along with the Nursing Education Department (NED) policies in the NED Student Handbook. Incoming first semester and LVN students can obtain the Student Handbook at the Palomar College Bookstore or in their course Blackboard. Information about the Nursing Program is presented by the Health Program Specialist to the general public regularly each semester. Notice of these meetings is posted on the NED website.

As a department of the College, the NED maintains compliance with Palomar College Governing Board policies. *Board Policy 3410 titled Nondiscrimination* states:

“The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities. In addition, all students have the right to participate fully in the educational process, free from discrimination and harassment.

The District, and each individual who represents the District, shall provide equal access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race, ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.”

As students of Palomar College, Nursing students must adhere to the policies for all College students, as set forth by the institution. However, as Nursing students, they must also maintain compliance with policies establish by the NED, in accordance with policies established by the California BRN. For example, the College allows admission to all students, regardless of high school completion status and does not require a minimum GPA for admission. However, in alignment with California BRN requirements, applicants must have earned a high school

diploma or equivalent. Students must also maintain a 2.5 minimum GPA in sciences course and a 2.0 GPA in general education courses. The NED Student Handbook lists additional guidelines for classroom and clinical conduct that establish a standard of ethics and responsibility for and promote the academic success of Nursing students.

The NED policies are congruent with those of the college except for those outlined in Table #3.1.

*Table #3.1 – College and NED Policy Congruence*

<b>Policy</b>	<b>Palomar College Policy</b>	<b>NED Policy</b>	<b>Rationale</b>
Non-discriminatory	Equal access to classes and programs without regard to national origin, religion, age, sex, gender, gender identity, race, color, medical condition, ancestry, sexual orientation, marital status, physical or mental disability, or because he/she is perceived to have one or more of the foregoing characteristics based on association with a person or group with one or more of these actual or perceived characteristics.	NED follows the same nondiscriminatory policy if the student is physically and emotionally capable of caring for patients as stipulated in the <i>Supplement Medical Guidelines Policy and the Student Pregnancy Policy</i> . The following situations require a written clearance from a physician: <ul style="list-style-type: none"> <li>• Pregnancy</li> <li>• Need for splint, brace, cast, or have a temporary disability</li> </ul>	Ensures students are physically able to care for patients in the clinical setting. Assures the safety of patients and students.
Admissions	The following requirements for admission include: <ul style="list-style-type: none"> <li>• Open enrollment (graduation from a high school or equivalent is not required)</li> <li>• Minor with permission from HS district and parent</li> <li>• Petition for special admission and obtain approval by parent/guardian, representative of school district residence, and PC Director of Enrollment Services</li> </ul>	The following requirements for admission include: <ul style="list-style-type: none"> <li>• Be eligible for admission to PC</li> <li>• Attend a Nursing Orientation meeting</li> <li>• Submit proof of HS graduation or equivalency or higher</li> <li>• Have a GPA of 2.5 in prerequisite sciences</li> <li>• Pass the Test of Essential Academic Skills (TEAS) with at least a 62%</li> <li>• Submit a completed application along with the required documentation</li> </ul>	The NED admission policy utilizes the multi-criteria approved by the CA state legislature. Students must be academically prepared for the demands of the nursing program coursework.
Readmission Policy	Students may reapply to the College after an extended absence at any time. If the student has been placed on academic dismissal, an enrollment hold must be cleared by the Evaluations Office. If the student has been given a code of conduct violation, the student must have the enrollment hold cleared by the Director of Student Affairs. Once the enrollment hold has been	Eligibility for readmission into the Nursing program after students have entered the program includes all of the following: <ul style="list-style-type: none"> <li>• The student has not failed/dropped any other Nursing clinical course (students are eligible for one readmission to the program).</li> </ul> Readmission procedure:	To promote a student success path through the nursing program. Prepare students to successfully pass the NCLEX-RN.

	<p>lifted, the student is eligible for readmission to the College.</p>	<ul style="list-style-type: none"> <li>• The student submits a letter of intent to the Health Program Specialist to be placed on the waitlist.</li> <li>• If a student leaves for medical reasons, a medical clearance must be submitted prior to readmission.</li> <li>• Returning students are required to meet with the faculty of the course to develop a strategy for success.</li> <li>• Acceptance into the course is subject to space availability</li> </ul>	
Dropping Classes	<p>If a student processes a drop during the first two weeks of the semester course, no grade will be assigned and no notation will appear on the student's permanent record.</p> <p>Between the second and eighth week of the semester a student may process a drop at his or her discretion and receive a withdrawal (W grade).</p> <p>After the eighth week of a full semester course, only evaluative (A, B, C, D, F, FW) or Incomplete (I) grades shall be assigned.</p>	<p>If a student processes a drop during the first eight weeks of the semester a W grade will be assigned. This will be considered a failed attempt of the course and the student must repeat the course. If the student fails another course within the program, the student is dismissed from the program.</p>	<p>Enables students to learn and apply theoretical concepts taught in each course to progress through the program. Ensures patient safety in the clinical setting. Prepares the student to pass the NCLEX-RN.</p>
Attendance	<p>All students are expected to attend classes. Failure to attend classes can result in an "F" or "FW" grade, unless the student executes a drop within the time periods indicated in the Dropping Classes Procedure.</p>	<p>Nursing students are allowed to miss one week of instruction for the semester. This practice is congruent with the college attendance policy.</p> <p>Missing greater than the amount specified will be subject to faculty review and/or failure of the course.</p>	<p>Enables students to achieve the student learning outcomes. Ensures patient safety in the clinical setting. Prepares the student to pass the NCLEX-RN. Compliance with BRN requirements</p>
Student Code of Conduct	<p>Palomar Students must adhere to the Student Code of Conduct of Palomar College.</p>	<p>Nursing students must adhere to the PC Student Code of Conduct as well as the National Student Nurses' Association Code of Academic and Clinical Conduct and the Patients' Bill of Rights.</p> <p>(Exhibit 2.F: NED Student Handbook)</p>	<p>To ensure patients receive competent and high quality nursing care.</p>
Academic Progression/	<ul style="list-style-type: none"> <li>• A student who is on progress probation 2 shall be subject to dismissal if the student's cumulative and semester percentage of all enrolled unit with W, I, or NP/NC grade</li> </ul>	<p>Successful completion of each clinical course includes all of the following:</p> <ul style="list-style-type: none"> <li>• 90% or better on the math exam after one or two attempts.</li> </ul>	<p>Enables students to achieve student's learning outcomes. Ensures patient safety in the clinical setting.</p>

	<p>reaches or exceeds 50% in each of three consecutive semesters.</p> <ul style="list-style-type: none"> <li>Students who begin the spring semester on progress probation 2 will be dismissed if they fail to complete more than 50% of their spring semester course work with grades either a W, I, NP, or NC at the end of the spring term.</li> </ul>	<ul style="list-style-type: none"> <li>Average of 70% or better on all quizzes/exams</li> <li>Average of 70% of all course points</li> <li>Passing of skills testing on or before the third attempt</li> <li>Meeting minimal or satisfactory standards on the Clinical Performance Evaluation</li> </ul>	Prepares students to pass the NCLEX-RN.
Fees	<p>All PC students must pay the following enrollment and health fees for CA residents:</p> <ul style="list-style-type: none"> <li>Enrollment: \$46 per unit</li> <li>Health: \$19 each semester</li> <li>Parking: \$40 each semester (\$20 for BOGW students)</li> <li>Student Activity Card: \$15 each semester</li> <li>Student Center: \$1 per unit up to max of \$10 per year</li> </ul>	<p>Additional fees for nursing students: (<i>costs are estimates</i>):</p> <ul style="list-style-type: none"> <li>Name badge: \$4.50</li> <li>Background check: \$65</li> <li>Physical and immunizations: \$225</li> <li>Uniform: \$300</li> <li>Medical supplies: \$146</li> <li>Skills packet: \$55-65 each semester</li> </ul> <p>Additional fees for 4<sup>th</sup> semester students:</p> <ul style="list-style-type: none"> <li>Pictures: \$30</li> <li>Grad pin: \$55</li> <li>Fingerprinting: \$90</li> <li>Kaplan Nursing Integrated Testing Semester 1-4, Exit Exam and Kaplan NCLEX Comprehensive Review (\$499)</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>SNAP dues: \$20</li> </ul>	
Academic Dismissal	<ul style="list-style-type: none"> <li>A student who is on academic probation 2 shall be subject to dismissal if the student earned a cumulative and semester GPA below 2.0 in all units attempted in each of three consecutive semesters.</li> <li>Students who begin the spring semester on academic probation 2 will be dismissed if they fail to achieve a minimum semester GPA of 2.0 at the end of the spring term.</li> </ul>	<p>Students may be dismissed from the program for the following:</p> <ul style="list-style-type: none"> <li>Demonstrating behavior that jeopardizes patient safety or practices nursing in a negligent or incompetent manner.</li> <li>Missing more than the allowed time in lecture, lab, and/or clinical.</li> <li>Missing clinical orientation</li> <li>Failure to adhere to consortium requirements for clinical.</li> </ul>	Ensures patients receive high quality, competent care.
Clinical Requirements	N/A	<p>Students must adhere to consortium requirements which include the following for N117 students:</p> <ul style="list-style-type: none"> <li>Physical exam</li> <li>Updated immunizations</li> <li>Criminal background check and urine drug screen</li> </ul>	<p>To ensure students are physically able to complete the clinical course work and to protect patients.</p> <p>Ensure students</p>

		<p>All students:</p> <ul style="list-style-type: none"> <li>• CPR every 2 years</li> <li>• PPD every year or Quantiferon Gold</li> <li>• Pass Standard Precautions and Fire Safety Quiz with a 90% or better annually</li> <li>• Complete HIPAA training annually</li> <li>• Carry malpractice insurance each semester</li> <li>• Must conform to the uniform dress code regulations for clinical (please see Uniform Policy Student Handbook)</li> </ul>	<p>adhere to consortium requirements to prevent illness to students, patients, faculty, and staff.</p> <p>Ensures patients' rights are protected.</p> <p>Protects students and the NED in case of a malpractice claim.</p> <p>Ensure professional attire and meet the requirements of clinical sites.</p>
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**3.2 Public information is accurate, clear, consistent, and accessible, including the program's accreditation status and the ACEN contact information.**

Public information is accurate, clear, consistent, and accessible in print and electronic form, as well as on the NED website. A link to the BRN pass rates is update annual as current data becomes available and can be accessed from the Palomar College NED website.

The NED website is reviewed monthly by the Health Program Specialist to ensure timely and accurate updates to department matters is easily and readily accessible by current and prospective students, faculty, and the public. Printed materials are reviewed prior to distribution to confirm that all information presented is current and relevant. The NED website and printed materials are edited for content, as well as clarity and consistency, and reviewed by the department Chair before public distribution.

The Nursing Education Department ACEN and BRN accreditation status' and contact information for the accrediting body is published on the NED website.

Table #3.2 - Congruency of Public Information

Nursing Information Meetings	Palomar College Nursing Education Department (NED) website	Palomar College Catalog	Student Nursing Handbook
<p>Monthly PowerPoint session held by the Health Program Specialist (HPS).  The HPS also attends Career Days at local high schools to educate students about careers in nursing and the Palomar College application process.</p>	<ul style="list-style-type: none"> <li>• TEAS Examination information</li> <li>• Application process</li> <li>• Admission/Transfer/Credit by Examination procedures</li> <li>• Fees/tuition</li> <li>• Information re: Nursing program and clinical agency information</li> <li>• Course descriptions</li> <li>• NCLEX-RN pass rates</li> <li>• Employment opportunities</li> <li>• NLNAC and BRN accreditation status and information (<a href="http://www2.palomar.edu/pages/nursing/">http://www2.palomar.edu/pages/nursing/</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• All program information including degree and non-degree options, transfer, and credit by examination</li> <li>• Admission process requirements</li> <li>• Course descriptions</li> <li>• Licensure information</li> <li>• Fees/tuition information</li> <li>• Financial aid/scholarship information</li> <li>• Student services</li> <li>• Graduation requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Program information including purpose, philosophy, conceptual framework, and competencies</li> <li>• Palomar College Policies</li> <li>• NED policies</li> <li>• Fees/financial aid/scholarship information</li> <li>• Academic/Clinical information and requirements</li> <li>• BRN Policies</li> </ul>
NED Fact Sheet	<ul style="list-style-type: none"> <li>• Detailed listing of all nursing coursework required</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
NED Brochure	<ul style="list-style-type: none"> <li>• General program overview and contact information</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

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

Changes in all policies, procedures, and program information are clearly and consistently communicated to students in a timely manner. Changes affecting admission are posted on the Palomar College Nursing Department’s website (<http://www2.palomar.edu/pages/nursing/>), placed in the College catalog, and are shared with the Counseling and Evaluation departments on a regular basis to help prepare prospective students for admission.

All students accepted into the Nursing program participate in a mandatory two-hour orientation session prior to the start of classes. The Health Program Specialist and the first semester faculty notify incoming and current students of any upcoming orientation sessions. After attending the orientation, students are given a Palomar College email address, through which all program information and updates are communicated. This is the only email address used by faculty members and support staff to communicate with students. All students in the Palomar College nursing program are strongly encouraged to view their Palomar College email daily. Students are informed that policies and procedure. can be updated at any time throughout the program and that it is their responsibility to read and formally acknowledge any updates distributed.

The Nursing Student Handbook is reviewed and updated every semester by the Student Nurses Association at Palomar College (SNAP) faculty member advisors. Most changes are made prior to the start of a semester. However, sometimes changes occur during the semester mainly as a result of clinical facility policy changes beyond the NED's control. Students are informed of policy changes verbally and in writing.

The NED Student Handbook contains information related to policies and procedures specific to nursing students. All students are required to sign an acknowledgement of having read the Nursing Student Handbook. Changes made to the Nursing Student Handbook are communicated to students via. The students are required to sign an acknowledgement of receipt and understanding of the change. All signed acknowledgements are placed in student files. Instructors communicate changes to topics in the Nursing Student Handbook during class time as well.

Student policies related to attendance, readmission, and absence on the day of examinations, and math/medication competency are found in each clinical course syllabus and are reviewed during course orientations. Policies specific to non-clinical courses are also found in the syllabi and reviewed during the first class session. Course syllabi are revised each semester by the faculty members teaching the course. Each syllabus outlines course content, required books, course requirements, grading and attendance policies, due dates for graded projects, topical outline, clinical performance evaluation guidelines, campus laboratory skills, and learning units and clinical information and is reviewed each semester for currency.

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

Strict guidelines for admission to the Nursing program tend to yield students who are focused, self-sufficient, and resourceful. Many nursing students balance family and professional responsibilities alongside a full-time academic commitment to the program. Thus, Nursing students are not without need of student services that will support them through the admission and learning process.

Nursing students, including those receiving instruction using alternative methods of instruction delivery, are assured access to all support services offered by Palomar College. The Palomar Course Catalog can be accessed at <http://www.palomar.edu/catalog/> for a detailed explanation of support services. Table #3.4 provides a summary of student support services for our valued students.

Palomar College NED serves a diverse student population with diverse learning needs. In addition to faculty support, there is a skills laboratory assistant who provides tutoring to nursing students three days per week, by appointment.

The SNAP maintains a mentoring program by which second through fourth semester students volunteer to serve as peer-mentors. SNAP ambassadors are identified in each semester and they are tasked with communicating information from the SNAP meeting to their peers.

In addition to the support services provided by the Academic Department Assistant and the Health Programs Specialist, Nursing students have access to the vast array of services that are available campus-wide, which are detailed in Table #3.4.

Table #3.4 - Support Services for Nursing Students

Services/Name of contact Person(s)	Major Focus	Hours of Operation/Other Relevant Information
<p><b>Administrative Department Assistant (ADA)</b>  <a href="#">Nursing Department</a>            Vacant</p>	<p>Direct students/visitors appropriately when they come into the Nursing Office.</p> <p>Monitor incoming and readmission student compliance with medical information, immunizations, and CPR card.</p> <p>Collect and update faculty and adjunct faculty credentials, immunizations, and CPR card.</p> <p>Provide procedural guidance and orientation to new department chairpersons.</p> <p>Perform a variety of secretarial functions.</p> <p>Create and update financial spreadsheets, expense reports, and projections.</p> <p>Monitor budget expenditures and inform higher level staff of needed adjustments.</p> <p>Prepare purchase requisitions.</p> <p>Maintain class schedules for the Nursing Department, contract instructors, and adjunct faculty.</p>	<p>HS 200            Mon - Fri: 8:00 a.m. - 4:30 p.m.</p>
<p><a href="#">Admissions</a>            Benjamin Moss, Manager of Admissions            Ext. 8117            Admissions Telephone            Ext. 2164            Admissions Email  <a href="mailto:admissions@palomar.edu">admissions@palomar.edu</a>            Records Telephone            Ext 2169            Records Email  <a href="mailto:records@palomar.edu">records@palomar.edu</a></p>	<p>Provide support services that enable prospective and current students to successfully navigate college and meet their learning goals.</p>	<p>Admissions &amp; Records            Student Services Center            San Marcos and Escondido            Mon - Thurs: 7:30 a.m. - 6:00 p.m.            Fri: 7:30 a.m. - 2:00 p.m.</p>
<p><a href="#">Assessment, Advisement And Orientation</a>            Assessment Center Staff            Ext. 2182, 2476, 2383</p>	<p>Assessment - Identify a student's present level of skills in English, reading and math.</p> <p>Advisement - Students receive their results and are made aware of the level of English, reading and math for which they may register.</p> <p>Orientation - The orientation gives an overview of</p>	<p>Student Access/Assessment Center, SU1            Mon - Thurs: 8:00 a.m. - 5:00 p.m.            Fri: 8:00 a.m. - 4:00 p.m.</p>

	instructional programs and support services. Certificate, degree and transfer requirements are discussed to assist the student with registration. This process, along with assessment and advisement takes approximately three hours.	
<a href="#">CalWORKs</a> Ext. 2449, 2721	The CalWORKs Program assists welfare recipient students and those in transition from welfare to achieve long-term self-sufficiency. We provide services on campus and help facilitate services through the County of San Diego.	AA-141 Fall and Spring Office Hours Mon - Thurs: 8:00 a.m. - 5:00 p.m. Fri: 8:00 a.m. - 12:00 p.m.
<a href="#">Career Center</a> Career Center Director: <b>Rosie Antonecchia</b>  Career Center Coordinator: <a href="#">Pippa Pierce</a>  Counseling Services Specialist: Nicole Moreau  Career Counselor: <a href="#">Juanita Ledesma</a> <b>Ext. 3125</b>	Provides Career Development services by applying a holistic approach. This includes taking into account all aspects of a student's situation and developing comprehensive individual plans to best meet the student's needs.	SU-17 Mon - Thurs: 8:00 a.m. - 6:00 p.m. Fri: 8:00 a.m. - 4:30 p.m.
<a href="#">Child Development Center</a> Pam Keinath, coordinator <a href="mailto:pkeinath@palomar.edu">pkeinath@palomar.edu</a> Ext. 2578	Provide childcare services for students and staff of Palomar College who have children between the ages of 18 months and 5 years old.	Full day Mon - Fri: 7:00 a.m. - 5:45 p.m. Half day 7:00 a.m. - 12:30 p.m.
<b>Computer Labs</b> <a href="#">Academic Technology (AT) Lab</a> , x2657 and x7507 <a href="#">MB-3 and MB-4, English Writing Center</a> , x2778  <a href="#">ES-9, MNHS Computer Lab</a> , x2988 x2497	Allows students and faculty to utilize computers with internet access.	1st floor of the Library and SU-204, 2nd floor of the Student Union  B-21/B-22, Business Education,
<a href="#">Counseling</a> Dr. Lisa Romain, Chair of Counseling Ext. 2195  For Appointments: Ext. 2179 Fax: (760) 761-3532  Lead Counselors appointed to Nursing Education Department: Tom Ventimiglia and Jose Fernandez.	Academic advisement, career guidance, and personal counseling related to academic success are provided in the Counseling Center.	Student Services Center Mondays: 7:30 a.m. - 5:30 p.m. Tuesdays: 7:30 a.m. - 7:00 p.m. Wednesdays: 7:30 a.m. - 7:00 p.m. Thursdays: 7:30 a.m. - 5:30 p.m. Fridays: 7:30 a.m. - 4:00 p.m.
<a href="#">Disability Resource Center (DRC)</a> Ron Haines, DRC Director, Ext. 2378	(DRC) is a department within the division of Student Services. Staff in the DRC is available to facilitate services for students with various documented disabilities which include physical, visual, auditory, communication, learning,	DSPS Building Mon - Thurs: 7:00 a.m. - 7:00 p.m. Fri 7:30 a.m. - 4:00 p.m.

Appointments call Ext. 2375	psychological, and other. The goal of the DRC is to create an environment which encourages the student to function effectively, enabling students to participate in the standard college curriculum.	
<b><u>Extended Opportunity Programs and Services (EOPS)</u></b> Mary San Agustin, Interim EOPS Director, ext. 2373	A state-funded program designed for the orientation, recruitment and retention of California residents who are economically, socially, and educationally disadvantaged. EOPS assists students in reaching their educational goals through academic support and financial assistance.	AA-141 Fall and Spring Hours: Mon to Thurs 8:00 a.m. - 5:00 p.m. Friday 8:00 a.m. - 12:00 p.m.
<b><u>Financial Aid</u></b> Mary San Agustin, Financial Aid Director, ext. 2373 <a href="mailto:finaid@palomar.edu">finaid@palomar.edu</a> Ext. 2366	Assist students in navigating the financial aid system; information and assistance in filling out applications for FAFSA, BOGW, Student Loans, and scholarships.	SSC-1 Mon - Thurs: 7:30 a.m. - 6:00 p.m. Friday: 7:30 a.m. - 2:00 p.m. 2:00 p.m. to 4:00 p.m. (Phones Only)
<b><u>Fitness Center</u></b> Ext. 2838, 2839	Provide and encourage "wellness", healthy lifestyles and regular physical activity in an educational setting to the Community, staff, faculty and students of the College.	Fitness Center Mon t-Thurs 6:00 a.m. - 8:00 p.m. Fri: 6:00 a.m. - 4:00 p.m. Sat: 9:00 a.m. - 12:00 p.m.
<b><u>Grant Funded Student Programs (GFSP)</u></b> Calvin One Deer Gavin, Director <a href="mailto:onedeer@palomar.edu">onedeer@palomar.edu</a> Ext. 2761	Federally programs designed assist students to complete post-secondary education, and to encourage transfer to a four year university.  There are four TRiO programs hosted at Palomar College under Grant Funded Student Programs. These are: Student Support services (SSS) North County Educational Opportunity Center(NCEOC) Upward Bound Educational Talent Search	TCB-1  <a href="http://www.palomar.edu/trioss/">http://www.palomar.edu/trioss/</a>
<b><u>Health Program Specialist Nursing Department</u></b> Gail Rodriques Ext. 2279 <a href="mailto:grodrigues@palomar.edu">grodrigues@palomar.edu</a>	Respond to requests and inquiries from students regarding the nursing program.  Serve as a liaison between students and other academic departments.  Review applications, determine eligibility, input data, maintain records, and develop reports.  Proctor TEAS, conduct Informational Meetings, provide community outreach	HS 200-B Mon to Fri: 7:30 a.m. - 4:00 p.m.
<b><u>Health Services</u></b> Dir. Jane Conway <a href="mailto:jconway@palomar.edu">jconway@palomar.edu</a> Ext. 2380	Health Services provides a basic medical clinic where health education and services is available to improve student health.	HC building Mon - Thurs 8:00 a.m. - 7:00 p.m. Fri: 8:00 a.m. - 3:30 p.m.
<b><u>Library</u></b> Ext. 2612 <a href="mailto:library@palomar.edu">library@palomar.edu</a>	Provides resources for students, staff, faculty, and the community. The library has numerous internet resources to assist in the research process. Internet accessible computers are located on the 2nd floor, as well as in the <a href="#">Academic Technology lab</a> on the 1st floor. Resources may be accessed using a <a href="#">wireless Internet connection</a> within the Library building, or from Internet-connected computers	LL Hours Mon t-Thus: 8:00 a.m. - 9:00 p.m. Fri: 8:00 a.m. - 4:00 p.m. Sat: 9:00 a.m. - 1:00 p.m.

	<p>outside of the Library. These resources include:  <a href="#">Library Catalog</a>  <a href="#">Online Periodical Databases</a>          Holds approximately 1300 volumes in the Nursing general collection and approximately 300 Nursing related books in the reference and reserve catalog. Thirty-six of the more than 700 print periodicals are identified as Nursing subscriptions.</p> <p>Students may borrow laptop computers at the <a href="#">Academic Technology Lab</a> (ATL) for use within the Library building for up to 4 hours (Ext. 2657).</p> <p>The ATL has 144 computers available during library hours for student use.</p>	
<p><a href="#">Scholarships</a>          Kim Hartwell          Scholarship Foundation  <a href="mailto:khartwell@palomar.edu">khartwell@palomar.edu</a>          Ext. 2664          Office AA 130A</p> <p>Nursing Faculty Advisors          Lorraine Pagni-Kiefer          Ext. 3690          Office HS 200-F</p> <p>Nancy Pince          Ext. 2592          Office 200L</p> <p>Hope Farquharson          Support to faculty on          Scholarship Committee          Ext.3725          Office 200Q</p>	<p>Students may apply for campus-wide scholarships and scholarships applicable to Nursing students. Nursing students are informed of Nursing scholarships verbally the first week of class. Faculty assist students with writing letters of recommendation. Scholarship information is also located on the Palomar College website. Each year students receive between \$53-64,000 (Exhibit I.I: Scholarship).</p>	
<p><a href="#">STEM Center</a>          Phone: (760) 744-1150 Ext. 2265</p> <p>Tutoring, computers, workspace, laptop sign outs.</p>	<p>The STEM program is funded by the Title V/HSI STEM Grant from the U.S. Department of Education, designed to assist Palomar College in increasing the number of STEM Bachelor's degrees awarded to low-income and underrepresented students.</p>	<p>NS building RM 312          Mon t-Thurs 7:30 a.m. - 6:30 p.m.          Fri 7:30 a.m. - 3:00 p.m.</p>
<p><a href="#">Student Affairs</a>          Ext 2594</p>	<p>The Student Affairs office is committed to providing well balanced programs; to supporting opportunities for the personal, social, recreational, spiritual, cultural and civic development of students; and to encouraging students to become actively engaged within the campus community and beyond.</p>	<p>SU-201          Mon – Fri: 8:00 a.m. - 5:00 p.m.</p>
<p><b>Student Success Advisor /Skills Laboratory Assistant (RN)</b>  <a href="#">Nursing Department</a>          Andre Allen</p>	<p>Assists students in developing a remediation plan prior to retaking the TEAS examination. Works with Nursing students to assist them in achieving learning outcomes for the clinical component of Nursing courses. Provides and</p>	<p>Tuesday: 11:00 a.m. - 4:00 p.m.          Thursday: 1:00 p.m. - 4:00 p.m.          Friday: 9:00 a.m. - 4:00 p.m.          And by appointment.</p>

<a href="mailto:aallen@palomar.edu">aallen@palomar.edu</a>	maintain campus lab supplies and equipment. Assists students in supervised practice of faculty demonstrated campus lab skills.	
<b><u>Teaching and Learning Center</u></b> Debra Avila, TLC Supervisor <a href="mailto:davila@palomar.edu">davila@palomar.edu</a> Ext. 3663	State-of-the-art, multi-functional space for student and faculty use. The TLC provides students with ample study space with a large central study area, private study rooms, and a contemporary classroom designed to promote interactive and collaborative learning.  The TLC houses the First-Year Experience program, Summer Bridge, Learning Communities, Former Foster Youth Services, Faculty Resource Center, and Village Mentoring.	TLC building Mon - Thurs 8:00 a.m. - 7:00 p.m. Fri: 8:00 a.m. - 4:00 p.m.
<b><u>Transfer Center</u></b> Transfer Center Director: Elvia Nunez-Riebel <a href="mailto:enunez@palomar.edu">enunez@palomar.edu</a> Ext. 2552	The Transfer Center offers a wide range of activities and counseling services to assist students in a successful transition from Palomar College to a 4-year college or university.	SSC-24A Mon – Thurs: 8:00 a.m. -5:00 p.m. Fri 8:00 a.m. - 4:00 p.m.
<b><u>Tutoring Resources</u></b> Ext. 2448	Tutoring is a free service available to all currently enrolled Palomar College students. Tutoring is available on a walk-in, first-come, first-served basis for 30-minute sessions. No advance sign-ins/reservations are permitted.	LL-105
<b><u>Veterans' Services</u></b> Ext. 2173  Mary San Agustin, Director Financial Aid, Veterans & Scholarship Services, ext. 2373	Provides information on veterans' education benefits and services and assists veterans, dependents, and active duty military with applications and forms needed to collect the G.I. Bill benefits.  <b>The Veterans' Resources Center</b> provides a place for study, computer and printer use for class work, and a chance to socialize with other veterans. Information about educational benefits and counseling for post-traumatic stress is also available.	SSC-48 <b>Veterans Resource Center SU-22</b> Mon - Thurs: 8:00 a.m. - 6:00 p.m. Fri: 8:00 a.m. - 2:00 p.m.  <b>Veteran Math Tutoring</b> <b>Veterans Resource Center</b> Mon: 8:00 a.m. - 4:00 p.m. Wed: 8:00 a.m. - 4:00 p.m. Fri: 8:00 a.m. - 2:00 p.m.
<b><u>Writing Center</u></b> Sue Zolliker, Director Ext. 2562  Ext. 2278 for appointments	The English Department Writing Center offers support in any phase of the writing process for assignments in any Palomar College course. Students may seek assistance with a writing assignment or request tutoring.	H-102 Writing Center Hours Mon to Fri: 8:00 a.m. to 3:00 p.m.

In addition to the services listed above, Nursing faculty members provide guidance to students during scheduled office hours and by appointment. Faculty members often meet with students outside of office hours to assist with mastery of course content and clinical skills. Nursing faculty members are sensitive to issues impacting student retention and success and work closely with Palomar College student support programs to facilitate student retention and success throughout the program. When needs are identified, students are referred to the appropriate student resource.

Nursing students are eligible to join the Student Nurses Association of Palomar College (SNAP), which is a dues-funded organization created by, and run by, the Nursing students of Palomar College. SNAP functions as an additional student resource by coordinating informational

workshops, facilitating roundtable discussion on Nursing curriculum and opportunities for program improvement. SNAP has elected officers and runs monthly meetings to support community outreach and foster open communications between current students and faculty members. SNAP works closely with a dedicated Nursing faculty advisor to assist with SNAP functions and to help maintain records. The pre-semester workshop supported by SNAP each semester includes:

- Welcome Brunch - Incoming first semester nursing students are welcomed to the program and have a chance to network with current students and SNAP members;
- Presentation of student support services offered on campus;
- Math Review - SNAP officers provide a math review session for first students;
- Round Table Meeting - Opportunity for students to freely and/or anonymously submit questions to faculty members regarding curriculum and to make suggestions for program improvement; and
- Professional Development - Active participation in mock job interviews with volunteer nurse recruiters from the community; cover letter and resume review, guest speakers, and mentoring opportunities.

The workshops are well attended by Nursing students from every semester, with the majority being incoming, first semester students.

There is currently only one alternative course in the Nursing program. This is a hybrid course where exams are taken on campus with the remaining coursework being completed online. See Standard 1.11 regarding additional information about the online nursing course NURS 203.

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

The Nursing Education Department (NED) of Palomar College complies with the Family Educational Rights & Privacy Act of 1974 (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Contractual obligations require that the NED maintain records for all Nursing Students. Student files are kept in locked file cabinets located in the administrative area of the NED office and access to the files is restricted to staff and faculty members on a need-to-know basis.

Nursing student records are maintained using both PeopleSoft Campus Solutions—which is the primary student records administrative system used by the College—and Microsoft Access for data that may not have a functional placeholder within PeopleSoft. PeopleSoft permissions are restricted to personnel with assignments for which access to student data is necessary. Microsoft Access data is accessed through a department network share, which is only accessible to personnel within the NED.

Pursuant to CAC Title 5, Section 54606, and subsequent sections, a student may request to inspect any and all official school records, files, and data pertaining to that student. The Records

and Evaluations Department maintain student academic records and transcripts. School personnel with legitimate educational interests, schools of intended enrollment, specific federal and state educational administrators, or those who provide financial aid are entitled to access limited information without the consent of the student. Students are informed of this policy in the Palomar College class schedule the College catalog, and on the Governing Board Policies and Procedures website (see *BP/AP 3310 titled Records Retention and Destruction* as well as *BP/AP 5040 titled Student Records and Directory Information*) (Exhibit 3.A: Palomar College Governing Board Policies).

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

Palomar College is in compliance with the Higher Education Reauthorization Act Title IV and is an eligible institution through March 31, 2017. A copy of the Eligibility & Certification Approval Report (ECAR) and Program Participate Agreement (PPA) are located in the Financial Aid Office. Financial and compliance audit reports may be found on the Finance and Administrative Services website [http://www.palomar.edu/fiscal\\_services/LeftNav/Reports.html](http://www.palomar.edu/fiscal_services/LeftNav/Reports.html). Table #3.6 includes the results of the default rates from 2009-2012.

*Table #3.6 - Palomar College 3-Year Default Rates*

	<b>FY 2012</b>	<b>FY 2011</b>	<b>FY 2010</b>	<b>FY 2009</b>
<b>Default Rate</b>	31.8%	31.3	33.1	17.1
<b>No. in Default</b>	97	83	78	38
<b>No. in Repay</b>	305	265	235	221
<b>Enrollment Figures</b>	38,627	40,897	41,209	41,313
<b>Percentage Calculation</b>	0.7	0.6	0.6	0.5

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

The College is an approved U.S. Department of Education Experiment 6: Direct Loan Program—limiting unsubsidized loan amount (over borrowing). The College is committed to its participation in this program in an effort to minimize loan debt burden for its students. Guidelines for loan eligibility are outlined in the William D. Ford Federal Direct Subsidized and Unsubsidized loan application. In addition, loan applicants are provided a list of loan application instructions, which informs applicants of the requirement to complete an online entrance and exit counseling, an online Direction Loan orientation, and a Master Promissory Notes. Within each of these requirements, students are given extensive information and are made aware of the various options for counseling, monitoring, lenders, and repayment of student loans. As a component of the entrance and exit counseling, as well as the Direct Loan orientation, students are quizzed on their comprehension of the student loan and repayment information they were provided.

Students may make appointments to meet with financial aid advisors to seek guidance and to ask questions. Regular financial aid workshops are also held on campus multiple times each semester.

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

The College Office of Financial Aid, Veterans & Scholarship Services posts a Student Guide on their website as a tool for students who need information about the process for and responsibilities of applying for financial assistance. Topics addressed in the guide include:

- Access to financial aid information;
- Basic federal aid eligibility;
- Aid available at Palomar College;
- Verification, awarding, and disbursement;
- Enrollment and satisfactory and academic progress requirements; and
- Return of funds policy for students who become ineligible.

In addition, the College conducts financial aid workshops each semester. Students and parents are informed of the application process for financial aid and the academic responsibilities of students who apply for financial assistance. Students are reminded that while they may be deemed eligible for financial aid through the FAFSA, they are not entitled to receive funds unless they meet the enrollment and satisfactory academic progress requirements, as set forth by both the institution and the state and federal governments.

### ***3.6.3 Financial aid records are maintained in compliance with the policies of the governing organization, state, and federal guidelines.***

Palomar College follows Federal Family Educational Rights and Privacy Act (FERPA), California Education Code, Title 5, and Governing Board policies and procedures by maintaining student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. In compliance with FERPA and pursuant to California Administrative Code (CAC), Title 5, §54606, and subsequent sections, the College publishes and follows established policies and procedures regarding the release of student records. The College publishes the Student Rights/Privacy of Student Records Policy in the catalog, in the class schedule under “General Information,” and on the College website. Federal Title IV Financial Aid regulations require the College to maintain financial aid records for a minimum of five years. The Financial Aid Office adheres to FERPA regulations.

Print copies of student records are maintained in secure areas of the San Marcos campus and at the Escondido Center. At both locations access is limited to employees of Enrollment Services, who are required to wear staff photo identification. Access to computer records is limited by programmed security levels in PeopleSoft SA/HR. Student Records and Financial Aid utilize a document imaging system with varying access levels of security.

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

All students have the right to academic due process. The process for resolving student concerns and complaints regarding the Nursing program is also outlined in the Academic Policies and Requirements section of the NED Student Handbook. Students are encouraged to discuss concerns directly with faculty members or submit concerns anonymously via the SNAP suggestion box. Appropriate issues and concerns are discussed at the Student Faculty Roundtable meeting held each semester. A formal grievance can be filed by the student if the concern remains unresolved. The Student Grievance Policy is available in the Class Schedule, College catalog, the Student Affairs Office, and on the Student Affairs and Governing Board Policies and Procedures website. If a formal complaint is filed, it is reported in the ACEN Annual Report. There have been no formal grievances filed from 2007 to 2015.

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

Blackboard Learn is the current platform used by the College for online course management. Nursing students are shown how to access the system during their first day of class in first semester. The BB system has a variety of ways to assist students with self-paced learning of the system. There are multiple videos, live chat help, email assistance, and phone support. In addition, students can seek assistance at our Academic Technology Lab located on the first floor of the library. The hours of support from the Academic Technology department is referenced in Table #3.4.

Nursing faculty members also provide training to Nursing students specific to clinical site computer software. There are six computers within the Nursing department and 140 computers available in the library that are equipped with virtual software loaded for Nursing students to practice clinical charting applications.

Upon admission to the Nursing program, students attend a two hour comprehensive orientation session for use of the NED's High Fidelity Human Patient Simulation Lab. The orientation session is presented by the faculty simulation lab coordinator and is attended by all new students in the program, including any LVNs entering the program in 3<sup>rd</sup> semester.

Beginning in Fall 2014, the fourth semester faculty members began administering computerized examinations. The rationale for this change was to prepare students for the computerized NCLEX. Student comments have been positive regarding this change. Other semester faculty members are planning to administer their exams in the upcoming semester using the online format via Blackboard (BB).

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

The Nursing Education Department requires students to complete N203-Nursing Foundation II as an online course. N203 also meets on campus for an orientation, the mid-term, and the final exam. The instructor orients students to the online course and provides students with resources available to facilitate student success in this alternative format. Students who receive assistance through the Disability Resource Center are congruent with the face-to-face format and the same guidelines are followed. The testing accommodations are congruent with the NCLEX-RN testing centers. These resources have been outlined in Standard 3.4, Table #3.4 and include the writing center, academic technology department, and library resources.

The College also offers digital literacy assessments and classes to assist with digital literacy. The Academic Technology Committee meets bimonthly during the calendar year to review and make recommendations to the Faculty Senate in order to provide both students and faculty members sufficient resources.

## Standard 4 – Curriculum

The curriculum supports the achievement of the identified student learning outcomes and program outcomes of the nursing education unit consistent with safe practice in contemporary health care environments.

### ***4.1 The curriculum incorporates established professional standards, guidelines and competencies, and has clearly articulated student learning outcomes and program outcomes consistent with contemporary practice.***

The Nursing Education Department (NED) faculty members are responsible for the development of program curriculum. Currently, the faculty is in the process of revising the curriculum and looking into the possibility of adopting a modified concept based curriculum. The current curriculum is based on the NED philosophy, values, and mission. Faculty members utilize professional nursing standards, and the American Nurses Association (ANA) Standards of Practice, the California Board of Registered Nursing, and the California Nurse Practice Act (NPA) as the basis for the development of the curriculum. The implementation of these standards and regulations results in a curriculum that prepares a competent entry level nurse to practice safely, and provide quality care in diverse health care settings. On completion of the program, the graduate will be prepared to take the National Council Licensing Examination for Registered Nursing (NCLEX-RN) and practice competently as an entry level registered nurse.

In 2011, the Board of Registered Nursing changed the NPA to incorporate Quality and Safety Education for Nursing (QSEN) competencies, a national standard for nursing education. Specifically, the NPA states *"Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology."*

In response to the change to the NPA, ASEN Competencies were approvals by the BRN and the ACEN in Spring 2014. Starting Fall 2014, the NED curriculum reflects all competencies identified in the QSEN standards. Throughout the program, students learn the knowledge, skills, and attitudes (KSAs) incorporated in the QSEN competencies. Each course identifies the appropriate QSEN concepts at the objectives level using the definitions provided by the QSEN Institute (QSEN Institute. 2009. *Pre-licensure KSAs/QSEN*, retrieved from <http://qsen.org>):

- Patient Centered Care
- Teamwork and Collaboration
- Evidence-Based Practice.
- Quality Improvement
- Safety
- Informatics

The conceptual framework provides an organized and cohesive structure that outlines student's learning experiences necessary to achieve the desired program competencies. The curriculum focuses on promotion, maintenance, and restoration of health or the creation of an environment

that is supportive of a dignified death. Students also learn to function as provider of care, manager of care and collaborative member of the discipline.

Concepts related to nutrition, pharmacology, and cultural diversity are integrated throughout the curriculum. Concepts that construct the curricula include:

- Communication Process
- Nursing Process and Critical Thinking
- Nursing Skills
- Client Teaching and Learning
- Managing Client Care
- Legal and Ethical Aspects of Nursing Practice
- Accountability within the Student Role

Each course addresses components of the concepts with specific content increasing in complexity throughout the curricula.

The College introduced Student Learning Outcomes (SLOs) in 2005. Nursing faculty members implemented and refined the outcomes to ensure the BRN essential competencies are incorporated into the program SLOs as designated in Table #4.1

*Table #4.1 - Student Learning Outcomes Reflective of BRN Competencies*

<b>Student Learning Outcomes Reflective or BRN Competencies</b>			
<b>SLOs with descriptors</b>	<b>ANA Standards (ANA 2010)</b>	<b>BRN Focus (California Nurse Practice Act) <a href="http://www.rn.ca.gov">www.rn.ca.gov</a></b>	<b>QSEN Competencies <a href="http://www.qsen.org">www.qsen.org</a></b>
Demonstrate critical thinking; evidence based practice, and nursing process	"Nursing process encompasses all significant actions taken by nurses in providing care to all clients, and forms the foundation of clinical decision-making."	Nursing Process	Evidence-Based Practice: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health.
Provide safe, effective care to clients of diverse cultural backgrounds and lifestyles.	"..collects comprehensive data pertinent to the health care consumer's health and/or the situation."	Patient-Centered Care	Patient-Centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values and needs.
Provide safe, effective care to clients of diverse cultural backgrounds and lifestyles.	".. maintaining a safe environment" ( <i>nursing practice theme</i> )	Safety	Safety: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance

Serve as a client advocate and communicate effectively	".. communicating effectively." "..managing information: ( <i>nursing practice themes</i> )	Communication skills including principles of oral, written and group communications	Informatics: Use information and technology to communicate, manage knowledge, mitigate error and support decision-making.
Serve as a client advocate and communicate effectively	"The nurse collaborates with the patient, family and other health care providers in the formulation of overall goals and the plan of care, and in decisions related to care and the delivery of services."	Interdisciplinary teams	Teamwork & Collaboration: Function effectively within nursing and inter- professional teams, fostering open communication, mutual respect, and share decision-making to achieve quality patient care.
Provide safe, effective care to clients of diverse cultural backgrounds and lifestyles.	"The cultural, racial, and ethnic diversity of the patient must always be taken into account in providing nursing services."	Physical, behavioral, and social aspects of human development from birth through all "Nursing process encompasses all significant actions taken by nurses in providing care to all clients, and forms the foundation of clinical decision-making."	Patient-Centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.
Serve as a client advocate and communicate effectively	"Outcomes are mutually formulated with the patient, family and other health care providers, when possible and appropriate."  "The nurse acts as a patient advocate and assists patients in developing skills so they can advocate for themselves."	Patient Advocacy	N/A
Display professional responsibility and accountability	"All nurses are expected to engage in professional role activities ... Ultimately, nurses are accountable to themselves, their patients and their peers for their professional activities."	Quality Improvement	<u>Quality Improvement</u> : Use data to monitor the outcomes of care processes, and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
Display professional responsibility and accountability	Utilize ethical standards for the profession that is not negotiable in any setting. (Code of Ethics, 2012)	Ethical Aspects	N/A
Display professional responsibility and accountability	"The nurse engages in performance appraisal on a regular basis, identifying areas of strength as well as areas where professional development would be beneficial."	Leadership	N/A

To ensure success of the new graduate, the program has established programmatic outcomes benchmarks. The results are discussed in Standard 6.

**4.2 The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, direct learning activities and evaluate student progress.**

The generic nursing curriculum consists of four core nursing courses and the LV to RN course of study consists of two core nursing courses. There are also two support courses for the generic curriculum (NURS 103 and NURS 203) and an LVN to RN Transition course NURS 110. Course descriptions appear in Table # 4.2.1. These descriptions originate from the course outline and are found in the course catalog.

*Table #4.2.1 – Nursing Course Descriptions*

<b>Nursing Course Descriptions</b>	
First Semester Learner: NURS N117 Nursing I (9 Units) (generic core)	Theoretical concepts of nursing fundamentals and basic medical-surgical nursing. Concepts related to delegation, resource, and time management are introduced. Students apply therapeutic communication techniques when utilizing the nursing process, critical thinking, and evidence based interventions in the care of clients in the clinical setting. Students provide care to chronic stable medical-surgical adult clients with expected or predictable outcomes.
NURS 103 Nursing Foundation I (2 Units) (generic support)	An introduction to concepts essential to nursing practice. Topics include, but are not limited to, nursing process, critical thinking, therapeutic communication, and health assessment using a functional health patterns framework. Multicultural considerations including gender, ethnicity, sexuality, and age are explored.
Second Semester Learner: NURS 118 Nursing II (9 Units) (generic core)	Builds on Nursing 117 with the application of the nursing process and critical thinking in the care of childbearing families, pediatric, and medical-surgical clients. Theoretical content related to growth and development, child abuse, and human sexuality is included. Concepts are expanded to include the recognition of changes in clients with predictable outcomes. Emphasis is placed on client teaching and the integration of family members in the plan of care. Managerial concepts of delegation, collaboration, time management, and appropriate utilization of resources are developed.
NURS 203 Nursing Foundation II (1 Unit) (generic and LVN support)	Builds on the foundation of Nursing 103 and 110. Critical thinking is utilized as a method to explore historical, political, educational, legal, ethical, and bioethical issues that impact nursing practice. Nursing organizations are researched via the internet with an emphasis on evaluation of nursing websites. Managerial concepts are introduced with a focus on decision-making skills, managing resources, organizing time, delegating, and supervising care.
NURS 110 LVN – RN Transition (4 Units) (LVN required)	This course facilitates the transition of the Licensed Vocational Nurse into the Associate Degree Nursing Program. Topics include, but are not limited to, nursing process, critical thinking, health assessment utilizing evidence based interventions, and role differentiation. Multicultural considerations including ethnicity, gender, age, and sexuality are explored. Concepts essential for registered nursing practice and functional health patterns are examined.

Third Semester Learner: NURS 217 Nursing III (9 Units) (generic and LVN core)	Builds on the first year of the program as a process for the development of complex thinking and decision making while caring for medical-surgical, gerontological, and psychiatric clients. Theoretical concepts are expanded to include identification and prioritization of evidence based interventions for clients who have unpredictable outcomes or who demonstrate changes in health status. Students collaborate with the interdisciplinary team to manage and modify care of clients.
Fourth Semester Learner: NURS 218 Nursing IV (9 Units) (generic and LVN core)	Builds on Nursing 217 expanding nursing practice and critical thinking in the promotion, maintenance, and restoration of health for a group of clients. Students use evidence-based interventions and complex decision-making when caring for acutely ill medical-surgical clients with unstable health problems. Students work collaboratively with the interdisciplinary team to manage and coordinate care for a group of clients. Emphasis is placed on student roles as coordinators, facilitators, and client advocates as they progress toward a competent entry level nursing practice.
NURS 197 Nursing Topics	Units awarded in topics courses are dependent upon the number of hours required of the student. Any combination of lecture and/or laboratory may be scheduled by the department. Refer to Class Schedule.
NURS 295 Directed Study in Nursing	Designed for the student who has demonstrated a proficiency in nursing subjects and the initiative to work independently on a particular sustained project, which does not fit into the context of regularly scheduled classes. Additionally, this course can be used for students transferring into the Palomar College nursing program. Course work would fulfill needed content and/or clinical laboratory time to meet the requirements of the Associate Degree Nursing Program.

The curriculum is organized and based on the Palomar College Student Learning Outcomes (SLOs), which guides the development of the NED's SLOs throughout the program to develop competencies related to the roles of a professional nurse. The students acquire basic nursing skills caring for chronic stable clients then progress to developing complex decision making skills utilizing clinical reasoning caring for unstable clients. The program and course SLOs are illustrated in Table #4.2.2 to highlight the competencies and course progression.

Table # 4.2.2 - Programmatic SLO Alignment and Leveling of Student Learning Outcomes

<b>Programmatic Student Learning Outcomes</b>	<b>N 117 Student Learning Outcomes</b>	<b>N118 Student Learning Outcomes</b>	<b>N217 Student Learning Outcomes</b>	<b>N218 Student Learning Outcomes</b>
Demonstrate critical thinking; evidence based practice, and nursing process	Apply basic medical-surgical theoretical concepts to nursing care of the adult client with chronic conditions.	Apply theoretical concepts to pediatric, maternal, and medical-surgical clients.	Apply theoretical concepts to clients of all ages with acute, stable conditions in medical-surgical, geriatric, and psychiatric settings.	Apply theoretical concepts to multiple, adult clients with acute, unstable conditions.
Provide safe, effective care to clients of diverse cultural backgrounds and lifestyles.	Provide safe, effective care to clients of diverse cultural backgrounds and lifestyles.	Provide prioritized, safe care to culturally diverse clients across the life span while promoting family centered care.	Provide culturally diverse care (for clients from various cultures including but not limited to African-American, Asian-American, and Latinas/Latinos.	Provide prioritized, safe, effective care with appropriate resource utilization to culturally diverse patients.
Display professional responsibility and accountability	Display professional responsibility and accountability when working with staff and clients in health care settings.	Display professional responsibility and accountability when working with staff and clients in health care settings.	Display professional responsibility and accountability when working with staff and clients in health care settings.	Display professional responsibility and accountability when working with staff and clients in health care settings.
Serve as a client advocate and communicate effectively	Serve as a client advocate and effectively communicate with the client, the family, and members of the health care team.	Serve as a client advocate and teacher using appropriate interventions and effective communications with the client, the family, and members of the health care team.	Serve as an advocate, role model, and teacher using effective communication while applying legal-ethical principles.	Serve as a patient advocate, role model, and teacher using effective communication while applying legal – ethical principles.

The delivery of instruction, direct learning activities and evaluation of student progress are guided by the SLOs. Refer to Table #4.2.3 for detailed information.

*Table #4.2.3 - Specific Course Methods of Delivery, Learning Activities and Evaluation Methods*

<b>Course</b>	<b>SLOs</b>	<b>Delivery of Instruction Method</b>	<b>Learning Activities</b>	<b>Evaluation</b>
NURS 103	Demonstrates ability to complete patient assessment	-Reading -Lecture	-Homework Assignments -Case studies	-Exams -Graded Care Plan
	Utilizes critical thinking and the nursing process	-Reading -Lecture	-Homework Assignments -Case studies	-Exams -Graded Care Plan
	Understands basic nursing concepts including multicultural, legal, and ethical concepts	-Reading -Lecture -Homework Assignments	-Homework Assignments -Case studies	-Cultural Paper
NURS 110	Demonstrates critical thinking and the nursing process	-Reading -Lecture -Videos	-Homework Assignments -Case studies	-Exams -Graded Care Plans
	Explains professionalism and RN scope	-Reading -Lecture	-Homework Assignments -Case studies	-Exams
	Identifies care for culturally diverse clients	-Reading -Lecture	-Homework Assignments -Case studies	-Cultural Paper
	Verbalizes rationale for basic nursing skills and demonstrates safe performance	-Readings -Lecture -Videos -Demonstration	-Skills Lab -Case Studies, -NCLEX-style questions	-Skills Testing -Exams
NURS 117	Demonstrates critical thinking and the nursing process for the adult client	-Reading -Lecture -Videos	-Homework Assignments -Case studies -Small group work -Discussion -Patient Care in the Clinical Setting -Post Conference	-Exams -Graded Care Plan -Clinical Evaluation
	Displays professional responsibility and accountability Provides safe care to	-Reading -Lecture -Videos	-Homework Assignments -Patient Care in the Clinical Setting	-Clinical Evaluation -Exams -Skills Testing

	diverse clients  Serves as client advocate and effectively communicates	-Reading -Lecture -Homework Assignments  -Reading -Lecture -Homework Assignments	-Post Conference  -Patient Care in the Clinical Setting -Post Conference  -Patient Care in the Clinical Setting -Homework Assignments	-Clinical Evaluation -Skills Testing  -Clinical Evaluation -Adult Day Paper
NURS 118	Demonstrates critical thinking and the nursing process for pediatric, maternal, and medical-surgical clients  Displays professional responsibility and accountability  Provides safe care to diverse clients while promoting family centered care  Serves as client advocate and effectively communicates	-Readings -Lecture -Videos -Demonstration -Simulation  -Readings -Lecture -Videos -Demonstration -Simulation  -Readings -Lecture -Videos -Demonstration -Simulation -Case studies  -Lecture -Videos -Demonstration -Simulation -Group Discussions/ activities	-Discussion Board Assignments, -Required Learning Activity Assignments -Case studies -Power Point Presentation and Quiz  -Discussion Board Assignments, -Activity Assignments -Power Point Presentation and Quiz  -Discussion Board Assignments, -Activity Assignments -Power Point Presentation and Quiz  -Discussion Board Assignments, -Activity Assignments -Power Point Presentation and Quiz	-Quizzes/Exams -Graded Care Plan -Clinical Evaluation  -Exams -Graded Care Plan -Clinical Evaluation  -Exams -Graded Care Plan -Clinical Evaluation  -Exams -Graded Care Plan -Clinical Evaluation
NURS 203	Analyzes managerial concepts  Demonstrates use of informatics	-Reading, -Discussion Board & Group Discussions  -Reading, -Discussion Board &	-Discussion Board Assignments, -Activity Assignments -Power Point Presentation and Quiz  -Discussion Board Assignments,	-Exams -Discussion Board Feedback -Chapter Summary -Power Point Presentation and Quiz  -Exams -Discussion

	<p>Utilizes critical thinking to explain holistic decision making</p> <p>Verbalizes impact of education on nurses and health care</p>	<p>Group Discussions</p> <p>-Reading, -Discussion Board &amp; Group Discussions</p> <p>-Reading, -Discussion Board &amp; Group Discussions</p>	<p>-Activity Assignments -Power Point Presentation and Quiz</p> <p>-Discussion Board Assignments, -Activity Assignments -Power Point Presentation and Quiz</p> <p>-Discussion Board Assignments, -Activity Assignments -Power Point Presentation and Quiz</p>	<p>Board Feedback -Chapter Summary -Power Point Presentation and Quiz</p> <p>-Exams -Discussion Board Feedback -Chapter Summary -Power Point Presentation and Quiz</p> <p>-Exams -Discussion Board Feedback -Chapter Summary -Power Point Presentation and Quiz</p>
NURS 217	<p>Demonstrates critical thinking, evidence based practice, and the nursing process for medical-surgical, geriatric, and psychiatric clients</p> <p>Displays professional responsibility and accountability</p> <p>Provides safe client care with appropriate resource utilization to culturally diverse clients</p>	<p>-Readings -Lecture -Videos -Demonstration -Simulation</p> <p>-Readings -Lecture -Videos -Demonstration -Simulation</p> <p>-Readings -Lecture -Videos -Demonstration -Simulation</p>	<p>-Skills Lab -Role Play -Case Studies, -NCLEX-style questions, -Client care in clinical settings</p> <p>-Skills Lab -Role Play -Case Studies, -NCLEX-style questions, -Client care in clinical settings</p> <p>-Skills Lab -Role Play -Case Studies, -NCLEX-style questions, -Client care in clinical settings</p>	<p>-Skills Testing -Exams -SIM survey -Clinical Evaluations -Integrated Project (SIM Scenarios) -Outpatient evaluations of students</p> <p>-Skills Testing -Exams -SIM survey -Clinical Evaluations -Integrated Project (SIM Scenarios) -Outpatient evaluations of students</p> <p>-Skills Testing -Exams -Psych Cultural paper -SIM survey -Clinical Evaluations -Integrated Project (SIM Scenarios) -Outpatient evaluations of students</p>

	Serves as client advocate, role model, and teacher using effective communication and application of legal and ethical principles	-Readings -Lecture -Videos -Demonstration -Simulation	-Skills Lab -Role Play -Case Studies, -NCLEX-style questions, -Client care in clinical settings	-Skills Testing -Exams -SIM survey -Clinical Evaluations -Integrated Project (SIM Scenarios) -Outpatient evaluations of students
NURS 218	Demonstrates critical thinking, evidence based practice, and the nursing process for multiple clients in various medical-surgical settings	-Readings -Lecture -Videos -Demonstration	-Skills Lab practice -Simulation Lab -Peer assessment -Case Studies -NCLEX-style questions -Client care in clinical settings	-Skills Testing -Exams -SIM survey -Peer feedback -Clinical Evaluations -Outpatient evaluations of students
	Displays professional responsibility and accountability	-Readings -Lecture -Videos -Demonstration	-Preceptor -Seminars -Simulation Lab -Peer assessment	-Skills Testing -Exams -Client care -Clinical Evaluations -Outpatient evaluations of students
	Provides safe client care with appropriate resource utilization to culturally diverse clients	-Readings -Lecture -Videos -Demonstration	-Skills Lab -Role Play -Case Studies, -NCLEX-style questions, -Client care in clinical settings	-Skills Testing -Exams -Client Care -Outpatient evaluations of students
	Serves as client advocate, role model, and teacher using effective communication and application of legal and ethical principles	-Readings -Lecture -Videos -Demonstration	-Skills Lab -Role Play -Case Studies, -NCLEX-style questions, -Client care in clinical settings	-Skills Testing -Exams -Client Care -Outpatient evaluations of students

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

The Palomar College Curriculum Committee meets bi-monthly or monthly to coordinate, evaluate, and review the curriculum. Strategic planning goals are identified annually and the vision, mission, values, and goals of the College are reviewed (see <http://www.palomar.edu/strategicplanning/>). The NED Chairperson is a member of the committee.

The Palomar Nursing faculty collaborates with community health care organization representatives annually, in the spring, to discuss the performance level of Palomar graduate nurses and to identify health care trends. Feedback from these representatives has stimulated faculty members to modify the curriculum when appropriate. Members of the faculty attend agency-sponsored meetings to facilitate communication and to clarify the expectations of students and graduates of the program.

Faculty members meet during the 2-day Curriculum workshop at the beginning of each semester to review aspects of the curriculum based on end of semester reports which include student and full-time and part-time faculty member feedback and input from community members. The content expert faculty member for each nursing area meets with other faculty members to ensure accurate and updated content is integrated in to the curriculum using evidence-based findings. The chair of the NED secures adequate funding for faculty members to attend professional conferences. Throughout the semester, monthly curriculum meetings are held to discuss current trends in nursing education, possible changes to teaching modalities, and share knowledge gained from seminars and conferences. During the nursing curriculum meetings, faculty members review the curriculum for both rigor and currency in order to maintain the integrity of the curriculum

In 2014, a review of the literature by the faculty members and collaboration with outside curriculum experts identified a need to revise the curriculum to reflect current health care practices and incorporate various innovative teaching modalities. A workgroup was formed to provide the initial research. Following examination of nursing education models and nursing theories, the entire nursing faculty members determined that the new curriculum would reflect a modified concept based curriculum.

Within each semester team, faculty members perform an annual review of their courses for currency, academic rigor, adherence to professional standards and compliance with BRN requirements. Results of the end-of-semester report, findings from student surveys, and knowledge gained by faculty professional activities are used to evaluate the course curriculum. Each semester team shares their findings and related course changes at the Curriculum Workshop. This leads to an all faculty discussion of program changes. This annual review guarantees the course curriculum is current and evidenced-based (Exhibit 4.A: The NED Curriculum Committee Minutes).

The Learning Resource Material (LRM) Committee reviews textbooks for relevancy and currency to enhance the curriculum. The committee meets twice a year to review and make

recommendations based on the schedule in the Master Plan for Evaluation (MPE). Recommendations from this committee are discussed at faculty meetings before changes are implemented (Exhibit 4.B: Learning Resource Material Committee Minutes).

Over the last four years, the NED has integrated the use of high-fidelity Human Patient Simulators (HPS) into the curriculum. Five to 20% of the clinical hours have been assigned to simulation labs. Initially, a trained full-time faculty member implemented medical-surgical simulations. Recently, a need was identified to incorporate specialty simulations in the areas of obstetrics and pediatrics. This clinical laboratory experience began in spring of 2015 and was well received by the students. The content experts for pediatrics and obstetrics are involved in the planning and the actual simulation experience. The faculty decided to decrease the number of students per simulation episode to 2-3 students and this will start in Fall 2015.

Curriculum is reviewed at the program level and is guided by the MPE. Nursing faculty members review assessment findings from multiple sources in order to evaluate the achievement of student learning outcomes. Faculty teams review course objectives and make changes as needed. New content, simulation scenarios, and community experiences relevant to current practice have been added to the curriculum based on faculty member input. This ensures graduates are prepared to function at the RN entry level both in the acute and community healthcare settings.

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

The Palomar Nursing program is intended to be completed in four to five semesters, including the completion of prerequisite courses. The prerequisite courses are listed in Table #4.4.1.

*Table #4.4.1 - Prerequisite Coursework Catalog Description*

<b>Course</b>	<b>Title</b>	<b>Description</b>	<b>Units</b>
MATH 56/60	Intermediate Algebra	Any course numbered 56 and above except math topics or an appropriate score on an approved math exam.	0-4
MICR 200	Fundamentals of Microbiology	Fundamentals of microbiology including medical aspects of microbiology.	4
ZOO 200	Anatomy	Designed to provide a basic understanding of the structure of the human body. Laboratory includes a study of anatomy through cat and organ dissection, skeletal study, use of models and other visual aids.	4
ZOO 203	Physiology	Principles of human physiology including laboratory exercises. Deals with physiology of muscle, nerve, circulation, respiration, excretion, digestion, the endocrines and exercise.	4

Additional related support courses for the AA in Nursing include: ENG 100 (English Composition), HUM (Any approved GE Area C course), PSYC (100, 105, 110, 115, 120, 125, or 130), SOC (100, 105, 110, 125, 130, or 135), SPCH (100 or 105), and one approved pair of American History & Institutions courses; or an appropriate score on an approved American

History & Institutions exam. The additional requirements for an Associate in Arts Degree in Nursing (Health and Fitness and Lifelong Learning and Self-Development) are met by completion of the Nursing Curriculum.

Additional Related Support Courses for the AS in Nursing include: ENG 100 (English Composition), HUM (Any approved GE Area C course), PSYC (100, 105, 110, 115, 120, 125, or 130), SOC (100, 105, 110, 125, 130, or 135), and SPCH (100 or 105). The additional requirements for an Associate in Arts Degree in Nursing (Health and Fitness and Lifelong Learning and Self-Development) are met by completion of the Nursing Curriculum.

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

The Nursing faculty believes that nursing is seen as a dynamic, evolving discipline where care of clients across cultural lines can only be achieved through nurse-client collaboration. Nursing education involves learning, teaching and evaluation, which are shared processes that support personal development and stimulate inquiry. Multi-cultural concepts are discussed in N103, N110 and in N217. N103 provides an introduction to concepts essential to nursing practice. Multicultural considerations include gender, socio-economic class, ethnicity, sexuality, and age are explored. N110 provides multicultural considerations including gender, socio-economic class, ethnicity, sexuality, and age are explored. In N217 psychiatric mental health for clients from various cultures includes but is not limited to African-American, Asian-American, and Latinos. Faculty members, in each semester, discuss with students the care of clients from a variety of cultural backgrounds as needed in the clinical setting to assure culturally competent care. More information is shared and provided in post conferences at the end of the clinical experience. See Table #4.5 for examples of course specific diversity information.

*Table #4.5 - Course Specific Diversity Concepts*

<b>Course</b>	<b>Cultural Topic</b>	<b>Objectives</b>
NURS 103	Gender Socioeconomic Class Ethnicity Sexuality Age	Culture and Ethnicity Objectives.  Describe social and cultural influences in health Illness, and caring patterns. Compare and contrast values, beliefs, and practices of various cultural and religious groups Differentiate culturally congruent from culturally competent care. Identify major components of cultural assessment. Discuss ways in which planning and implementation of nursing interventions can be adapted to provide culturally competent care. Develop a holistic understanding of cultures to foster tolerance of diversity and respect for clients with gender, ethnic, sexual, and age differences.
NURS 110	Gender Socioeconomic Class Ethnicity	Multicultural Considerations in patient Care:  Discuss several ways in which planning and implementation of nursing interventions can be adapted to a patient’s ethnicity. Explain the need for nurses to do self-evaluations when providing care to patients from other sociocultural backgrounds.

	Sexuality Age	<p>Discuss how the culture and belief systems of the Asian, African, European, Native American, and Hispanic patients impact health and illness belief practices.</p> <p>Analyze the outcomes of culturally congruent nursing care.</p> <p>Define sexuality and describe its dimensions including how it can impact one's illness.</p> <p>Identify other health care providers and community resources that are needed to help patients with sexual concerns.</p> <p>Explain the influence of spiritual practices on the health care status of patients.</p> <p>Discuss nursing interventions designed to promote spiritual health.</p> <p>Explain how families impact healthcare / illness / wellness.</p> <p>Explain how Maslow's Hierarchy of Needs impacts patient care.</p> <p>Describe how legal responsibilities and obligations impact nursing implications.</p>
NURS 217	Gender  Socioeconomic Class  Ethnicity  Sexuality	<p>Explain gender identity and the disorder. (PCC, EBP)</p> <p>Maintain a respectful approach when working with clients with gender identity or paraphilias. (CO, PCC, EBP, S)</p> <p>Describe nursing interventions for gender identity disorder and paraphilias. (HP, PCC, EBP, S)</p> <p>Describe manifestations of schizophrenia in age related groups. How does this disorder affect socioeconomic status across the lifespan? (HP, PCC, EBP)</p> <p>Assess a patient from a different culture and identify cultural needs as it relates to the therapeutic process in clinical. (PCC, EBP, S)</p> <p>Interview a client in clinical from another culture, concerning beliefs about psychiatric disorders that may increase/decrease client or family anxiety. (CO, PCC, EBP, S)</p> <p>Interact with a person in clinical whose cultural/ethnic background differs from yours. Document progress. Include facilitative techniques. Describe any barriers. (PCC, EBP, S)</p> <p>Explain similarities and differences in grief responses related to age, gender, and culture. (PCC, EBP)</p> <p>Describe and differentiate the different types of paraphilias and ways to treat paraphilias. (HP, PCC, EBP, S)</p> <p>Discuss the importance of the nurse's autodiagnosis concerning own biases, values, beliefs, attitudes, and practices in relation to sexuality before interacting with a client who has a sexual disorder diagnosis. (AC, PCC, EBP)</p> <p>Maintain a respectful approach when working with clients with gender identity or paraphilias. (CO, PCC, EBP, S)</p> <p>Differentiate between ego syntonic and ego dystonic. (PCC, EBP)</p> <p>Describe nursing interventions for gender identity disorder and paraphilias. (HP, PCC, EBP, S)</p> <p>Compare and contrast the developmental tasks of all individuals from birth to maturity according to Freud, Erickson, Piaget, and Sullivan. (PCC, EBP)</p> <p>Describe how to assess children and adolescents compared to adults identifying age specific issues. (HP, PCC, EBP, S)</p> <p>Distinguish role expectations for the nurse who interacts with children and adolescents. (AC, PCC, EBP)</p>

	Age	<p>List general principles when interacting in this population. (AC, PCC, EBP)</p> <p>Identify the DSM IV-TR criteria for ADHD, IED, conduct disorder, Asperger's autism, reactive attachment disorder, and Tourette's. (PCC, EBP)</p> <p>Describe the different symptoms exhibited by children and adolescents compared to adults for the following disorders: major depression, bipolar, psychosis, anxiety, and substance abuse. (HP, PCC, EBP, S)</p> <p>Describe the importance of assessing family interactions when caring for a child/adolescent with a different disorder. (HP, PCC, EBP, S)</p> <p>List interventions when treating a child/adolescent with a psychiatric/behavioral disorder. (HP, PCC, EBP, S)</p> <p>Describe behavior modification and its success in the preschool and school-age population. (PCC, EBP)</p> <p>Describe a behavioral contract and its success in the adolescent population. (PCC, EBP)</p> <p>Discuss difficulties a nurse may face if he/she does not understand the concept of "limit setting." (AC, PCC, EBP, S)</p> <p>Describe importance of the following: consistency, clarity of rules, roles, consequences, and communication. (AC, PCC, T/C, EBP, S)</p> <p>Describe the stages of delirium. (PCC, EBP, S)</p> <p>Describe the characteristics of dementia. (PCC, EBP, S)</p> <p>Differentiate between delirium and dementia. (PCC, EBP, S)</p> <p>Explain "sundowner's" syndrome. (PCC, EBP, S)</p> <p>Name at least five other etiologies of dementia besides Alzheimer's dementia. (PCC, EBP, S)</p> <p>Describe three definitive pathological tissue findings on autopsy of a client diagnosed with Alzheimer's dementia. (EBP)</p> <p>Discuss the problems the caretaker of an individual with Alzheimer's dementia may experience. (CO, PCC, EBP, S)</p> <p>Identify nursing interventions for a client who has dementia or Alzheimer's to minimize confusion and promote safety. (HP, PCC, EBP, S)</p> <p>Identify medications used to delay the progression of Alzheimer's and medications used to treat common behaviors seen in patients with Alzheimer's, including aggressivity. (HP, PCC, EBP, S)</p> <p>Discuss the black warning labels for the use of atypical antipsychotics in Alzheimer's/dementia. (CT, PCC, EBP, S)</p>
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**4.6 *The curriculum and instructional processes reflect educational theory, interdisciplinary collaboration, research, and best-practice standards while allowing for innovation, flexibility and technological advances.***

The curriculum delineates a variety of learning experiences, both in-patient and out-patient settings, consistent with the Palomar Nursing Program's philosophy, conceptual framework and program competencies. Program competencies are defined as the minimal standards a student must demonstrate as a provider of care. A multiplicity of learning experiences and teaching strategies are utilized throughout the curriculum. Theoretical content is drawn from a variety of resources and is directed toward disease prevention, wellness promotion, health maintenance, and restoration of health or the creation of an environment supportive of a dignified death. The nursing process provides the framework for the organization and application of theory and students are expected to apply critical thinking skills within the framework of the nursing process. Students are required to use knowledge from the natural, behavioral, and social and nursing sciences and humanities to assess, plan, implement, and evaluate care. Gordon's

Functional Health Patterns, the ANA Code of Ethics, and Bloom's Taxonomy provide a framework for assessing and documenting client care.

Each course addresses components of the threads with specific content increasing in complexity throughout the curricula. Concepts related to nutrition, pharmacology, and cultural diversity are integrated throughout the curriculum. Threads that construct the curricula include:

- Communication Process,
- Nursing Process and Critical Thinking,
- Nursing Skills,
- Client Teaching and Learning,
- Managing Client Care,
- Legal and Ethical Aspects of Nursing Practice, and
- Accountability within the Student Role.

The curriculum also reflects all competencies identified in the Quality and Safety Education for Nursing (QSEN) standards. Throughout the program students learn the knowledge, skills, and attitudes (KSAs) incorporated in the QSEN competencies. Each course identifies the appropriate QSEN concepts as threads using the definitions provided by the QSEN Institute (QSEN Institute. 2009. *Pre-licensure KSAs/QSEN*, retrieved from <http://qsen.org>):

- Patient Centered Care (PCC): Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.
- Teamwork and Collaboration (T/C): Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
- Evidence-Based Practice (EBP): Integrate best current evidence with clinical expertise and patient/family preference and values for delivery of optimal health care.
- Quality Improvement (QI): Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
- Safety (S): Minimizes risk of harm to patient and providers through both system effectiveness and individual performance.
- Informatics (I): Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

As students progress through the program, the curriculum intensifies in difficulty and complexity. The curriculum challenges them to expand their knowledge base while continuing to use the nursing process. In the first year of the program, students provide care for adult clients with chronic, stable conditions and for maternal-child and pediatric clients. In the second year of the program, students increase their understanding of the nurse's role caring for an unstable adult patient. Upon completion of the program, students are expected to demonstrate more complex decision-making and critical thinking skills while functioning as providers of care, members of the discipline, and managers of care. Nursing students progress from simple to advanced nursing skills throughout the program. For example, in the first year vital signs, physical assessment,

and wound care are presented. In the second year, more complex skills such as IV medication and tracheostomy care are introduced.

Students collaborate with other members of the health care team i.e. physicians, physical therapists, respiratory therapists, and social workers as they advance through the program. Students function in a variety of health care settings as teachers, communicators, coordinators, and decision makers. Students serve as advocates, collaborators, and leaders working towards the provision of appropriate resources and availability of complete basic health care for all individuals. Through nurse-client collaboration, caring, and empathy, the health needs of individuals from diverse cultural backgrounds and lifestyles are addressed in order to promote optimal levels of functioning.

Various instructional methods are utilized in the Nursing program. Faculty believes that the use of different instructional approaches is essential to meet the learning needs to the various learning styles of each student. The various modalities used include: group projects and presentations, individual presentations, case studies, nursing care plans, concept maps, simulations, weekly clinical reflective journals, skills testing, clinical post conferences, online discussions, role play, and student portfolios. Technology is used to enhance student learning through simulation, computerized testing, Cerner electronic medical record training and charting, and the Blackboard Learning Environment. Table #4.6 below illustrates the instructional methods currently used in the Nursing program.

*Table #4.6 - Examples of Instructional Methods and Best-Practice Standards Used in the Curriculum*

<b>Group Learning</b>	<b>Individual Learning</b>	<b>Research, Evidence Based Practice &amp; Practice Standards</b>
Simulations	Nursing Care Plans	California BRN Competencies
Case Studies	Therapeutic Communication Skills Practice	American Nurses Association Code of Ethics
Concept Maps	Weekly Clinical Reflection Journals	National Patient Safety Standards
Role Play	Individual Presentations	QSEN
Group Projects/Presentations	Online Discussions	Human Patient Simulations
Clinical Post Conferences	Portfolios	Annotated Bibliographies
Nursing Care Plans/Concept Map Presentations	Professional Interview Preparation	Clinical Research Regarding Patient Care
	Skills Testing	Institute of Medicine
	Kaplan Focused Review Modules	

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

The faculty employs a variety of evaluative methods to measure students' competencies and program outcomes. Examinations, skills testing, group projects, written care plans, clinical evaluations, written assignments, and surveys are a few of the evaluative methods utilized.

Examples of evaluation methods in the theory portion of a course may include: multiple choice exams (both written and/or on-line), quizzes, papers using APA format, case studies, and group presentations. Care plans and concept maps are used to apply theory to clinical situations and enhance clinical reasoning.

The clinical component of the program, which is graded pass/fail, utilizes evaluation criteria that reflect the roles of the nurse as provider of care, member of the discipline, and manager of care. The Clinical Performance Evaluation tools were developed based on the philosophy, conceptual framework, and program competencies. At each level, the evaluation tools are individualized to reflect the specific objectives of each course and include skills, which the student is expected to perform. The objectives reflect increasing proficiency of the student, relate to the overall objectives of the program, and meet the minimal standards of competency as outlined in the California Nursing Practice Act.

Students are continually provided verbal feedback during clinical rotations and receive a formal evaluation two to three times each semester. In all clinical courses, students must pass the clinical component in order to progress to the next semester. A copy of the Clinical Performance Evaluation tool is included in each course syllabus (Exhibit 4.C: NED Nursing Course Syllabi). Students in the NED are provided information in writing. At the beginning of each course a list of the course objectives, expectations, and methods of evaluation are found in each course syllabus. Program competencies are outlined in the NED Student Handbook.

Refer to Table #4.2.3 for information regarding course specific Student Learning Outcomes and Evaluation methods.

**4.8 *The length of time and the credit hours required for the program completion are congruent with the attainment of identified student learning outcomes and program outcomes and consistent with the policies of the governing organization, state and national standards, and best practices.***

The NED provides the opportunity for students to earn an Associate of Arts and Associate of Science Degree in Nursing. The length of time for students to earn an Associates degree is appropriate based on College policies and BRN regulations.

The College delivers high-quality instructional programs that fulfill the primary academic strands of its Mission: students' transfer-readiness, general education, basic skills, and career and technical training.

Palomar's core institutional commitments are to maintain the integrity of the College's Vision, Mission, and Values. Faculty, staff, and administrators dedicate themselves to student success and student learning. Faculty and staff make a strong commitment to continuing to build an institutional culture and framework with student learning and achievement at its center that will sustain the College into the future. The College relies on the expertise of its faculty members to write and teach curricula that are college level and meet the educational standards, practices, and excellence set forth by the discipline, the transfer institutions, and the workforce and economic community.

Through the curriculum development, review, and approval process, the Nursing program is evaluated and identifies how it fulfills a strand of the College's Mission.

In addition to coursework, Palomar College is committed to offering a vast array of learning experiences for students so that their learning is rich and comprehensive. The amount of units per course is determined by the content expert within each specific department and approved by the College Curriculum Committee and Faculty Senate. In recent years, there has been an increase in the units for English courses and some science lab courses. The NED can offer input, but the final decision remains outside the purview of the Nursing program. The California Board of Registered Nursing provided guidelines for the NED curriculum development (Exhibit 4.D: BRN Total Curriculum Plan and Curriculum Approval).

The California Board of Registered Nursing (BRN) per the Nurse Practice Act (NPA) requires:

- The curriculum shall consist of not less than fifty-eight (58) semester units.
- Art and science of nursing, thirty-six (36) semester units, of which eighteen (18) semester units will be theory and eighteen (18) semester units will be in clinical practice.
- Communication skills, six (6) semester units.
- Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences, sixteen (16) semester units.

The BRN requires 58 semester units for RN licensure. In order to graduate from Palomar College and obtain an Associate of Science degree, the student is required to complete an additional thirteen units bringing the total to 71 units. Palomar College students who receive an Associate of Arts degree are required to complete an additional nineteen units bringing the total to 77 units. These additional courses are required for graduation from Palomar College. In addition to the mandated units, the BRN has also placed restrictions on how the curriculum can be delivered. Both the theory and clinical portions must be taught concurrently in the following areas: medical-surgical, geriatrics, mental health, obstetrics, and pediatrics. This has placed limits on the organization of the curriculum. Please see Table #4.8.1 for Nursing Course Units and Contact Hours per Semester.

Table #4.8.1 - BRN Requirements and Nursing Course Units

California's BRN Program Requirements		NED Curriculum	
	Total Units		Units
Nursing Courses	36	NURS 103	2
		NURS 117	9
		NURS 203	1
		NURS 118	9
		NURS 217	9
		NURS 218	9
		<b>Total</b>	<b>39</b>
Communication Units	6	English 100	4
		Comm. 110	3
		<b>Total</b>	<b>6</b>
Science Units	16	Zoology 200	4
		Zoology 203	4
		Microbiology 200	4
		Psychology	3
		Sociology	3
		<b>Total</b>	<b>18</b>
Total Units for Licensure			64

Table #4.8.2 - Nursing Course Units and Hours

Course Number	Units	Theory Units 1:1 (1 unit = 1hour) Ratio per the BRN	Clinical/ Lab Units	Clinical/Lab Unit using the 1:3 (1 unit – 3 hour) Ratio as per the BRN Guidelines
NURS 103	2	2	0	0
NURS 117	9	4	5	15 hours /week = 240/semester
NURS 118	9	4	5	15 hours/week = 240/semester
NURS 203	1	1	0	0
NURS 217	9	4	5	15 hours/week = 240/semester
NURS 218	9	3.5	5.5	16.5 hour/week (includes preceptorship) = 264/semester
Total	39	18.5	20.5	

The NED generic program can be completed in five semesters as seen in Table #4.8.2.

*Table #4.8.3 - Current Curriculum Layout*

<b>Current Curriculum</b>	
Semester 1	Zoology 200: Anatomy Zoology 203: Physiology Microbiology 200: Microbiology English: Written Communication
Semester 2	Nursing 117 Nursing 103 Speech: Verbal Communication
Semester 3	Nursing 118 Nursing 203 Psychology
Semester 4	Nursing 217 Sociology
Semester 5	Nursing 218

**4.9 Practice learning environments support the achievement of student learning outcomes and program outcomes.**

The Palomar College NED maintains a written agreement with each facility that is utilized for hands-on clinical learning experiences. Copies of contracts are kept on file in the Department office, and the originals are kept on file in the Office of Counsel, Contracts, and Special Projects. A designated staff member of the College reviews contracts on an ongoing basis and the NED ADA keeps a file with contract expiration dates. All agencies and community facilities utilized for clinical experiences in the nursing program have received prior approval by the Board of Registered Nursing (Exhibit 4.E:BRN approved clinical sites and contracts; Exhibit 4.J: Facility and Contract Expiration Dates).

The Chairperson and faculty members from each course select clinical facilities based on the learning needs of students, course objectives, type of experience desired, and availability of the facility. Decision making includes: the type and size of the agency, the accreditation status of the agency, the diversity of the client population, the number of students permitted to be on the client care units, and the ability of the faculty to meet the Student Learning Outcomes (SLOs).

The Nursing faculty utilizes several criteria when selecting a clinical site. The criteria take into account specific clinical objectives that correlate with the theory course. The criteria are as follows:

1. Site provides experiences consistent with course objectives.
2. Clients represent a wide variety of ages, cultures, and health problems.
3. Size and layout of the facility allows for adequate supervision.
4. Hours that are available facilitate student learning.

5. Number of student groups utilizing the health care facility does not result in overlapping of schedules.
6. RN staff projects a positive role model.
7. Staff members are available to assist students in meeting their objectives.
8. Administrators and staff accept students positively.
9. Location of the facility is within commuting distance.
10. Adequate resources such as library, parking, and cafeteria are available to support the students' learning experience. Informational material is provided that includes the hours, dates, and number of faculty and students that will be assigned to the facility. This interaction provides a clear explanation of the kinds of clinical experiences the faculty desire so that the clinical objectives may be met.

Data regarding the clinical agencies are collected using the Student Satisfaction Survey. These data are compiled and included in the End-of-Semester Report for each course (Exhibit 4.F: End of Semester Reports). Evaluative input from faculty members utilizing each clinical agency also is included in the End-of-Semester Report.

During the academic year, an inter-agency Joint Advisory Meeting with MiraCosta College is held with administrators, faculty, staff and students. Student and faculty feedback about clinical experiences are shared at these meetings. In addition, students, faculty members, and agencies evaluate the clinical experiences each semester and changes are made as needed.

As students' progress through the curriculum, clinical sites and patient acuities become more complex. Clinical facilities are selected by the faculty and reflect the theoretical content of the curriculum. The objectives for each clinical site are determined by the faculty and are included in each course syllabus. Additionally, clinical facilities are provided with written objectives for student learning. The diversity of clinical settings selected by the faculty provides students with the opportunity to be exposed to a variety of learning experiences in various health care settings and to meet course objectives.

For beginning students, the first semester content emphasizes the care of stable clients in long-term care agencies, acute care hospitals, and community agencies. Theory content in the first semester deals with chronic, stable conditions and the clinical experiences provide this type of client population. Students are provided with learning experiences that introduce them to the roles of provider of care and member of the discipline. Long term care facilities, acute care hospitals, and outpatient settings such Adult Day Care Centers are utilized for clinical placement.

Theoretical content in the second semester focuses on surgical care and the care of the mother/baby clients, pediatrics, and families across the life span. Students care for clients in maternal-child and surgical settings. Clinical experiences integrate multiple community agencies in addition to acute care maternal-child and surgical settings. The students continue to develop their roles as providers of care and members of the discipline.

In the third semester, the focus of the curriculum expands to include the nurse as a manager of care. The clinical focus is on the care of medical-surgical clients with unpredictable outcomes, geriatric clients with unpredictable outcomes in the acute care setting and stable outcomes in the

rehabilitation setting or at home, and psychiatric clients with predictable and unpredictable outcomes in the acute psychiatric setting and outpatient settings. The theoretical component incorporates gerontologic, medical-surgical, and psychiatric content. This semester provides students with the opportunity to care for clients across the life span, including children, adolescents, adults, and the elderly with acute and chronic health care needs and problems.

The fourth semester theoretical content expands to include acutely ill medical-surgical clients who may have unpredictable outcomes or are terminally ill. Learning experiences allow students to continue to apply the nursing process and demonstrate their ability to think critically while caring for multiple unstable clients. The clinical experiences include acute care hospitals, community agencies, and hospice organizations. The course culminates with the preceptorship where students have the opportunity to continue to develop their roles as providers of care, managers of care, and members of the discipline.

**4.10 Students participate in clinical experiences that are evidence-based and reflect contemporary practice and nationally established patient health and safety goals.**

The Nursing program provides opportunities for students to achieve program outcomes and acquire knowledge, skills, and competencies necessary for nursing practice. Theoretical and clinical experiences reflect the diverse and ever-changing health care system. Students are prepared to provide quality health care in multiple and varied settings and to function as provider of care, members of the discipline, and managers of care. Within these roles, the essential elements of the curriculum include theoretical content, nursing process and critical thinking, therapeutic communication, nursing skills, client teaching, legal and ethical aspects, and accountability within varied health care settings including long-term care, acute care, rehabilitation, mental health agencies, and community settings.

Clinical settings are changed as necessary to provide appropriate, up-to-date experiences that best meet student needs and reflect current trends in the health care industry. All clinical agencies that students attend reflect current best practices and nationally established patient health and safety goals as required by the Centers for Medicare and Medicaid Services (CMS) and The Joint Commission. All clinical sites used by the program are accredited or certified by the state. National safety goals and nursing care standards are taught via classroom instruction, required readings, laboratory skill practice and assessment, human patient simulation, and reinforced during clinical experience.

Experiences in these facilities provide exposure to clinical practice and introduce and reinforce theory concepts and demonstrate application in clinical practice. Students and faculty members participate in mandatory acute care clinical orientations and staff development activities prior to starting at a clinical site. Topics include but are not limited to:

- National Patient Safety Goals,
- abuse reporting policies,
- confidentiality/HIPAA policy,
- quality indicators,
- SBAR communication, and
- "Do not use abbreviations," as recommended by Joint Commission

The clinical sites and their accreditation status are listed in Table #4.10.

*Table #4.10 - Nursing Courses and Clinical Sites*

<b>Course</b>	<b>Clinical Site/Agency</b>	<b>Accreditation</b>	<b>Contact Person</b>
NURS 117	Tri-City Medical	Licensed by State of California Accredited by The Joint Commission	Tricia Guerra, RN, MSN Education Specialist 760-940-7306 <a href="mailto:GuerraPI@TCMC.com">GuerraPI@TCMC.com</a>
	Scripps Health	Licensed by State of California Accredited by The	Veronica Arias, Student Placements (858) 435-7157

		<b>Joint Commission</b>	<a href="mailto:studentplacements@scrippshealth.org">studentplacements@scrippshealth.org</a>
	Palomar Health Pomerado Hospital Villa Pomerado	Licensed by State of California Accredited by The Joint Commission	Darcy Wright, RN (760) 432-1057 <a href="mailto:Academics@palomarhealth.org">Academics@palomarhealth.org</a>
	Project CARE	Licensed by State of California	Nadine Kaina, Program Director, (760) 744-0467
	AmeriCare ADHC Center	Licensed by State of California	Irene Nashut, Administrator, (760) 682-2424 <a href="mailto:inashtut@americaradhc.com">inashtut@americaradhc.com</a>
	Poway Adult Day Health Care	Licensed by State of California	Kathryn Holt, Admin Director, (858) 748-5044, <a href="mailto:kathryn.holt@powayadhc.com">kathryn.holt@powayadhc.com</a>
	Aviara Healthcare Center	Licensed by State of California	Rita Almanza, (760) 944-0332
NURS 118	Kaiser Permanente	Licensed by State of California Accredited by The Joint Commission	Marlene Ruiz: Director of Education; Ana Torres, Education & Consulting Services, <a href="mailto:Ledesma@kp.org">Ledesma@kp.org</a> & Lucinda Millar, Project Manager I, (619) 641-2378 <a href="mailto:Lucinda.J.Millar@kp.org">Lucinda.J.Millar@kp.org</a> ,
	Tri-City Medical Center	Licensed by State of California Accredited by The Joint Commission	Tricia Guerra, RN, MSN Education Specialist, (760) 940-7306 <a href="mailto:GuerraPI@TCMC.com">GuerraPI@TCMC.com</a>
	Palomar Health Pomerado Hospital	Licensed by State of California Accredited by The Joint Commission	Darcy Wright, RN, (760) 432-1057 <a href="mailto:Academics@palomarhealth.org">Academics@palomarhealth.org</a> ,
	Sharp Rees Stealy GI Clinic	Licensed by State of California Accredited by The Joint Commission	Claudia Bock Student Affiliation Coordinator (858) 499-5366 <a href="mailto:Claudia.bock@sharp.com">Claudia.bock@sharp.com</a>
	Neighborhood Healthcare Clinic	Licensed by State of California	Gail Tomsy, MSN, RN Director (760) 737-2000 <a href="http://nhcare.org">nhcare.org</a>
	San Marcos Unified School District (Special Education Classroom)	Accrediting Commission for Schools Western Association of Schools and Colleges	Kellyn Swenson (La Costa Elementary) Robert Pierce (Richland Elementary)
NURS 217	Aurora Behavioral Health	Licensed by State of California	Brianne Jiacoma, (858) 675-4297 <a href="mailto:brianne.jiacoma@aurorabehavior.com">brianne.jiacoma@aurorabehavior.com</a>

	Elizabeth Hospice	Licensed by State of California	Kathryn Webb, RN, CHPN, (760) 802-1457, <a href="mailto:Kathryn.Webb@ehospice.org">Kathryn.Webb@ehospice.org</a>
	Palomar Health Pomerado Hospital	Licensed by State of California Accredited by The Joint Commission	Darcy Wright, RN, (760) 432-1057 <a href="mailto:Academics@palomarhealth.org">Academics@palomarhealth.org</a> ,
	Hospice of the North Coast	Licensed by State of California	Cathy Gibson RN, BSN, CHPN, (760) 431-4100, <a href="mailto:CGibson@hospicenorthcoast.org">CGibson@hospicenorthcoast.org</a>
	Palomar Pomerado Home Health	Licensed by State of California Accredited by The Joint Commission	Katherine Perkins RN, (760) 796-6814, <a href="mailto:Katherine.Perkins@pph.org">Katherine.Perkins@pph.org</a>
	Rancho Bernardo Davita Dialysis	Licensed by State of California	Janette Monillas, Facility Administrator, (858) 538-1083, <a href="mailto:Janette.Monillas@davita.com">Janette.Monillas@davita.com</a>
	Escondido Davita Dialysis	Licensed by State of California	Annika Alvarez-Lindenmayer, Facility Administrator, (760) 743-4401, <a href="mailto:Annika.Alvarez-Lindenmayer@daviat.com">Annika.Alvarez-Lindenmayer@daviat.com</a>
	New Haven Youth & Family Services	Licensed by State of California	Tony Williams MSW, SPHR, (760) 630-4035 ext. 430, <a href="mailto:TWilliams@newhavenyfs.org">TWilliams@newhavenyfs.org</a>
NURS 218	Palomar Health Medical surgical units Specialty units for Preceptorship	Licensed by State of California	Darcy Wright, Staff <a href="mailto:Academics@palomarhealth.org">Academics@palomarhealth.org</a>
	Tri-City Medical Center Medical surgical units	Licensed by State of California Accredited by The Joint Commission	Tricia Guerra, RN, MSN Education Specialist (760) 940-7306 <a href="mailto:GuerraPI@TCMC.com">GuerraPI@TCMC.com</a>
	Scripps Hospital La Jolla	Licensed by State of California. Accredited by The Joint Commission	Karen Coddington BSN, RN, CCRN-CSC, PCCN, (858) 436-6764 <a href="mailto:Coddington.karen@scrippshealth.org">Coddington.karen@scrippshealth.org</a> ,
	Scripps Green	Licensed by State of California. Accredited by The Joint Commission	Karen Coddington BSN, RN, CCRN-CSC, PCCN, (858) 436-6764 <a href="mailto:Coddington.karen@scrippshealth.org">Coddington.karen@scrippshealth.org</a> ,
	Oncology Therapies of Vista Radiation Oncology Therapies	Licensed by State of California. Accredited by The Joint Commission	Patty Sampson RN (760) 599-9545

Preceptor-ship	Kaiser Permanente Medical surgical units Specialty units	Licensed by State of California Accredited by The Joint Commission	Marlene Ruiz, Director of Education Ana L. Torres Education and Consulting Services 619-641-4133
	Palomar Health Medical surgical units Specialty units	Licensed by State of California	Darcy Wright, RN, (760) 432-1057 <a href="mailto:Academics@palomarhealth.org">Academics@palomarhealth.org</a>
	Tri-City Medical Center Medical surgical units	Licensed by State of California Accredited by The Joint Commission	Tricia Guerra, RN, MSN Education Specialist (760) 940-7306 <a href="mailto:GuerraPI@TCMC.com">GuerraPI@TCMC.com</a>

In addition to acute care, long term care and outpatient settings, Nursing students in each semester rotate through the simulation lab. They are presented with a semester appropriate scenario in which they will assume the role of the nurse under the observation of the simulation laboratory faculty. They are given ample time to ‘research’ the patient in the simulation lab prior to the start of the simulation. The simulation faculty coordinator and content expert faculty member work together to answers all questions and make sure the students understand the objectives of the scenario prior to getting started. At the end of the day, students are debriefed and given the opportunity to view their performance. The debriefing is presented in a non-threatening manner. Students complete a journal reflecting back on their experience. The student responses have overwhelmingly stated that they benefit from the experience and utilize their learning to improve their performance in the clinical setting. Simulations are conducted for medical-surgical, obstetrical, and pediatrics contents.

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

Written clinical agreements that exist between the College and all agencies used for clinical experiences are current, specify expectations, and ensure protection of the students. The NED complies with the Board of Registered Nursing (BRN) requirements as evidenced in the written agreements with clinical agencies containing the following information:

1. Assurance of the availability and appropriateness of the teaming environment in relation to the program's written objectives;
2. Provision for orientation of faculty members and students;
3. A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;
4. Assurance that staff is adequate in number and quality to ensure safe and continuous health care services to patients;
5. Provisions for continuing communication between the facility and the program; and

6. A description of the responsibilities of faculty members assigned to the facility utilized by the program.

The College also ensures the protection of the faculty, students and the college. Contractual agreements specify the joint responsibilities of the College and the clinical facility. The specific responsibilities of the Palomar College School of Nursing, the clinical facility, and the students are defined. All agreements provide faculty members with the control and freedom to select appropriate learning experiences for students. Copies of all current agreements are available on-site.

The Business Service Technician for Contract in collaboration with the NED Chair maintains all clinical affiliation agreements for the Nursing program. Facilities or agencies used by the program must have the appropriate accreditation status and comply with the BRN regulations. The NED Chair or faculty verifies the appropriateness of the clinical agency prior to initiating an affiliation agreement.

**4.12 *Learning activities, instructional materials and evaluation methods are appropriate for all delivery formats and consistent with the student learning outcomes.***

The faculty utilizes a variety of evaluative methods measuring student competencies. Examinations, skills testing, group projects, written care plans, clinical evaluations, written assignments, and surveys are a few of the evaluative methods utilized (Exhibit 4.G: Sample of Examinations; Exhibit 4.H – Sample of Students Works).

The clinical component of the program, which is graded pass/fail, utilizes evaluation criteria that reflect the roles of the nurse as provider of care, member of the discipline, and manager of care. The Clinical Performance Evaluation tools were developed based on the philosophy, conceptual framework, and program competencies (Exhibit 4.I: Clinical Performance Evaluation Tools). At each level, the evaluation tools are individualized to reflect the specific objectives of each course and include skills, which the student is expected to perform. The objectives reflect increasing proficiency of the student, relate to the overall objectives of the program, and meet the minimal standards of competency as outlined in the California Nursing Practice Act and BRN Regulations.

Students are continually provided verbal feedback during clinical rotations and receive a formal evaluation two to three times each semester. In all clinical courses, students must pass the clinical component in order to progress to the next semester. A copy of the Clinical Performance Evaluation tool is included in each course syllabus. Students in the NED are provided information in writing at the beginning of each course regarding course objectives, expectations, and methods of evaluation. Program competencies are outlined in the NED Student Handbook.

The Palomar College NED utilizes technological tools to enhance student learning and facilitate the achievement of course objectives and outcomes. Specific technological tools include, but are not limited to Blackboard, PowerPoint, Internet, computer assisted programs, Simulation labs, and various IV pumps.

## Standard 5 – Resources

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

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

Fiscal resources for the NED at Palomar College are allocated using a continuation budget approval process. Each department has input into how the money is distributed and spent. Departments analyze their budgets and, based on past spending practices and financial needs to run the department, propose a new budget for the next fiscal cycle. In addition to College funds, the NED has been able to supplement the budget with money from grants and community donors. This money is used for supplies for classrooms and offices, software and hardware programs, multimedia holdings, and other learning materials to help the students meet their learning outcomes.

Based on historical trends and any anticipated departmental needs, the NED chairperson prepares the budget. Recommendations are solicited from faculty as needed. Once the budget is prepared, it is submitted to the Dean of Mathematics and the Natural and Health Sciences who reviews the proposal and requests clarification as needed. The budget is then forwarded to the Assistant Superintendent/Vice President for Instruction for prioritization with other departmental requests. Once all the departmental budgets are analyzed, the revised proposed budget for the instructional arm of the College is submitted to the Strategic Planning Council. The budget is again reviewed and guidelines are established for the preparation of a College-wide unrestricted budget. Once a tentative budget has been developed and approved, the report is submitted to the Governing Board for approval. As per requirements, public hearings are held on the budget prior to final approval.

Each department at Palomar follows the same budget guidelines. All have equal footing for money and the distribution of the money is based on the unique needs of the department. All departments have been required to reduce spending where possible based on the budgetary constraints from the state. The NED has been fortunate to be able to fund the department in a manner that fosters student learning. The NED budget has been augmented by grants from the state for the last few years. With this money, student enrollment increased, needed supplies were purchased, and additional hours for the Skills Lab Assistant were added. All have helped the department meet the needs of the students. Table #5.1 lists the NED grants and how the funds are utilized to foster student learning and success. Recently, the college provided funding for 40 laptops for student use in the laboratory to access the Kaplan Nursing Integrated Testing and during online examinations.

*Table #5.1- NED Grants and Utilization of Funds to Support Student Success*

<b>Grant Name</b>	<b>Utilization of Funds</b>
Perkins Grant	\$1,500 used for travel expenses and \$2,600 used for advertising
Wesley Von Woglam Fund	Varying amount to pay for HESI exam taken by all 4 <sup>th</sup> semester students
Enrollment Growth Grant	\$75,437 used to pay two adjunct salaries and purchase supplies and equipment needed by the department to foster student success
Enrollment Growth Grant Augmented	\$75,000 used for updating the simulation lab and the other nursing laboratories to provide live feed so students can observe each other and themselves during simulation labs in efforts to enhance their learning for clinical practice.
Assessment, Remediation and Retention Grant	\$79,000 used to pay salary for Skills Lab Supervisor and purchase supplies and equipment related to student retention in the nursing program

**5.2 Physical resources are sufficient to ensure the achievement of the nursing education unit outcomes, and meet the needs of the faculty, staff and students.**

The physical resources of the college meet the learning needs of the students, faculty, and staff. The new Health Science Building funded by Prop M money houses a state of the art Simulation Lab which enhances the learning environment and provides new experiences for the students to augment their educational opportunities. The NED offices, classrooms, and laboratories are housed at one end of the Health Science building. The faculty offices are located on the second floor and the classrooms/labs are located on the first floor below the offices. This orientation allows for easy access of the staff and students to all the facilities. Refer to Tables #5.2.1 – 5.2.3 for specific information.

*Table #5.2.1 - Faculty Offices*

<b>Facilities/Offices</b>	<b>Faculty and Staff</b>	<b>Square Footage</b>
HS-200-Q	Program Director's Office	100
HS-200-P	Assistant Director's Office	103
HS-200-F	Health Program Specialist	100
HS-200	HS Nursing Lobby and ADA desk	114
HS-200-G; 200-H; 200-I; 200-J; 200-K; 200-L; 200-N; 200-E; 200-Q	Faculty Offices 1 faculty per room	85-104
HS-200-B/200-D	Adjunct Faculty Rooms	100/124

Table #5.2.2 - Non-Instructional Offices

Room		Seats	Purpose	SQ Feet
HS-202	Conference Room	10-12	Faculty and department meetings	200
HS-200M	Storage Room		Contains shredder, files/file holders, books, tools, SIM lab equipment, plastic containers, paper boxes	99
HSHW-2	Storage Room		Contains active faculty personnel files, inactive faculty personnel files, inactive facility contracts and extra office supplies	90
HS-200	Work Room		Contains a copy machine, fax machine, mailboxes for faculty, forms used by faculty, supplies for faculty, graduated and student withdrawal files over the past five years	196

Table #5.2.3 - Classroom/Facilities Square Footage

Classroom/Facility Area	Square Footage	Number of Seats
Classroom HS 204	816	44
Skills Lab HS 101	1,536	40
Skills Lab HS 102	1,536	40
Skills Lab HS 106	847	20
Human Patient Simulation Center	1090.8	12
Storage	517	

All full-time faculty members have their own office. Each office is equipped with a desk, chairs, bookshelves and locked cabinets. All faculty members have a computer equipped with Windows, Microsoft office 2010, e-mail, and Internet access. In addition, all faculty members have access to the integrated PeopleSoft program that is used campus wide. Full-time faculty members have separate phone lines with voicemail capability that are linked to the campus and can be accessed off site. In addition, the voicemails go directly to faculty email accounts.

The Health Program Specialist (HSP) also has a private office. This provides a space so the HSP can meet with potential students and answer questions about the program. The office is equipped with the same items as the faculty offices.

The Academic Department Assistant (ADA) works at the front desk. This orientation facilitates interaction with staff, student, and other visitors to the office. The ADA has a desk equipped with the same type of computer so there is easy access to program information to perform the duties of the ADA.

Office space is also available for use by the part-time/adjunct faculty members when needed. Faculty offices 200 L and 200 are designated office for part-time faculty use. These offices are equipped with computers and phones they can use as needed. Part-time faculty members have voicemails set up through virtual mailboxes and College e-mail accounts.

A centralized work area is located in the same area as the faculty offices. The work area is equipped with copy machines, scanner, paper cutter, and Scantron machine. Office supplies such

as pencils, pens, paper, clips, binders, etc. are also stored in the area. Office mailboxes are located in this area as well. In addition, the office area has a space for a refrigerator, microwave, and sink for use by faculty and staff.

A conference room is located on the second floor by the faculty offices. This conference room is open for use by the entire campus community and the NED has priority scheduling. The close proximity to the offices makes it an ideal place for faculty members to meet with colleagues, students, members of the College and community.

The department has three designated lecture and lab classrooms, one simulation lab room, and access of another lecture room (204) on the second floor of the HS building near the offices. Two of the lecture/lab rooms on the first floor can accommodate 40 students for lecture. In addition, each of the rooms has 5-6 beds with mannequins for practice. The other lecture/lab room on the first floor is smaller and can only accommodate 20 students. The smaller lab has three beds for campus lab practices. All the lecture/lab rooms have storage space for supplies and other equipment necessary for student learning.

The lecture and lab rooms have the following equipment:

- Computer for student and faculty use with internet access,
- Ladybug projection device,
- LCD projector,
- A VCR/DVD player,
- Whiteboard with a drop down screen, and
- Security blinds on all windows.

These lecture and lab classrooms are shared by all faculty members in the NED. The classrooms are used throughout the day by different semesters. When not in use for scheduled classes, the rooms are available for student practice. On Wednesday from 1100 to 1600, Thursday from 1300 to 1600 and Friday 0900 to 1500 selected rooms are open for supervised student practice. The Skills Lab Assistant is available at that time to work with students from all semesters on clinical skills practice.

Through use of grant funds, the Simulation Lab is equipped to replicate a hospital setting. To run the simulations, a command center is located between two of the rooms. Video equipment has been purchased so the scenarios can be videotaped. A debriefing room is located in the center of the space. This space is used after each of the simulations to provide the students an opportunity to view and discuss their performance. Recent purchases were made to acquire equipment that will facilitate live feeds during simulation activities, enhancing each student's learning as they watch their peers perform as a nurse in the simulated settings. Once all the equipment has been delivered, we will be placed in a queue by the IT department so it can be installed sometime in the fall semester.

For the last four years, a full-time faculty members has managed and taught in the simulation laboratory—three separate rooms each set up with a bed, over bed table, nightstand, and headboard with false hookups for suction and oxygen—to simulate a hospital room . Due to the

recent Supplemental Retirement Program that was offered in spring 2015, we lost two veteran faculty members. The simulation faculty member moved into one of the vacant positions and will be teaching the fourth semester of the program. We are planning to staff the simulation laboratory with a part-time faculty member and post the full-time position in Fall 2015 for a Spring 2016 start. During each of the semesters, students spend time in the simulation lab to augment their learning. Specific scenarios are used based on the students' clinical rotation and particular semester. The faculty recognize the benefits of the simulation experience for their students and is planning to incorporate more simulated activities when developing the new curriculum. The number of simulation scenarios and hours per semester are reflected in Table #5.2.4.

*Table #5.2.4 - Total Hours of Human Patient Simulation Scenarios per Semester*

<b>Course</b>	<b>Number of scenarios</b>	<b>Total Number per Semester</b>
NURS 117	1	6 hours + 1.5 hours for orientation
NURS 118	3	15 hours
NURS 217	3	10 hours
NURS 218	3	6 hours

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

The College's education goal is to acquire and maintain adequate resources to facilitate the students' ability to achieve their learning outcomes. Input from all members of the College community is sought to help achieve this goal. Members of the NED continually strive to keep all learning resources current and applicable to meet the specific student learning needs and NED faculty have presence on the Academic Technology Committee to provide input on technology needs for Nursing students. The resources are routinely reviewed to determine if they reflect the current evidence based practices in the community health care agencies. The resources are housed in various areas of the campus.

The NED provides tutoring specially designed for Nursing students. The Skills Laboratory Assistant (SLA) is available for one to one as well as group tutoring. The SLA is available three days a week to tutor students needing assistance with difficult theoretical concepts or when trying to apply theory to nursing practice. In addition, the SLA works with students in the skills laboratory to help them master clinical procedures.

**Blackboard**

All faculty members have access to Blackboard Learn which is a program designed to assist with course management. The course material is placed on the College computer system and all material is available to faculty, staff, and students 24 hours a day. This system provides easy access for faculty to reach students and vice versa. Each Blackboard site for the course includes, but is not limited, to the following: clinical and class schedules, skills lab and clinical lab information, documentation forms for use in clinical, lecture notes, supplemental lecture information, course evaluation forms, and skills videos. Announcements and email capabilities

are available and this allows for increased communication between faculty and students. Grades are also posted on the site and this allows the students ready access to that information.

### **Palomar College Library and Media Resource Center**

The Palomar College Library and Media Resource Center is one of the largest libraries in North San Diego County. The library and media center continually upgrade and expand depending on the needs of the students and community. A new library is being built with Prop M money. In these centers, all students have access to computers with Internet access and links to various online learning resources, which include health and medical databases. Students and staff have access to the library services even when off campus. Some of the information can be accessed without passwords while other resources require a password. Access to all resources is available to students once given the access information. Reference librarians and other library staff are readily available to assist students when the library is open. In addition, they also help with online requests for resources, answer questions, or supply additional information when needed.

The library contains printed materials that are available to the students. Most of the resources are less than 5 years old. Exceptions include resources that are considered to be “classic” or those for which newer editions are not available or have not been purchased. Faculty strive to provide the most up-to-date evidence-based information for student use. Copies of all current textbooks are also available for student use. The NED has a reserved space for additional student resources. These are course specific and are designed to augment the students learning for particular concepts. The NED faculty routinely reviews the resources available to the students and weed out old materials when needed. A “wish list” for additional learning materials is kept by faculty members and purchased when funds are available. The library also maintains Journals for students to access via EBSCO and CINHAL and other resources on reserve (Appendix E, Exhibit 5.A: Palomar College Library Nursing Education Resources). Students are instructed, from the beginning of the Nursing program, how to access resources from the library, both in person and online formats. Students can sign in and obtain a password to access online resources and journal articles.

Palomar College is a member of the Cal Consortium. This association allows for mutual borrowing between institutions. Students and faculty members from all the colleges in the organization can borrow materials. A complete list of the colleges can be obtained from San Diego Education Consortium website.

A computer lab is located in the library. The lab has computers for student use during regular library hours. Hours during the Spring 2015 Semester are: Monday – Thursday 8:00am – 9:00pm, Friday 8:00am – 4: 00pm, Saturday 9:00am – 1:00pm, and the library is closed Sundays. The NED has specific programs designed to assist student learning specific to each course. Faculty members review these programs routinely to assure they provide current, evidence based practice information. As technology changed, some of the programs were removed. The faculty are looking for alternative methods to augment student learning. Recently, a partnership between the NED and Kaplan Learning was initiated and students are now able to access online resources for remediation as needed.

The computer lab can also be reserved in advance by faculty members to conduct tutorials and instructions. This has been utilized in the past to provide an opportunity for the students to

complete the computerized programs with faculty members available to provide supervision and guidance. Currently, computerized documentation programs are available to prepare students for systems used in different clinical agencies. Fourth semester faculty members also use the computer labs to administer computerized examinations in an effort to prepare the students for the NCLEX exam. In addition, laptops have been purchased for student use within the nursing department and will be available for use in the fall 2015 semester.

The Library also provides College Tutoring Services on a walk in or appointment basis.

### **Teaching and Learning Center (TLC)**

Palomar College opened the Teaching and Learning Center (TLC) in Fall of 2014. This center was designed to provide support for students to achieve their educational goals. According to its mission statement, the TLC serves to “promote student success by providing student support, academic advising and coaching, referral to services, educational and career planning, supplemental instruction workshops, embedded tutoring, and/or tutoring.” The overall goals of the TLC are to:

- Promote academic success through the effective use of support services,
- Improve faculty-student contact outside of the classroom,
- Offer the best tutoring/embedded tutoring and study group support,
- Assist students with identifying their educational and career goals,
- Increase retention, persistence, and success for all students, and
- Provide a welcoming space for professional development opportunities for faculty members.

The new TLC is a multi-functional space for students and faculty members to use and exchange ideas. The TLC contains ample study space with a large central study area, private study rooms, and a contemporary classroom designed to promote interactive and collaborative learning. In addition, the TLC houses the First-Year Experience program, Summer Bridge, Learning Communities, Former Foster Youth Services, Faculty Resource Center, and Village Mentoring. The Center is open every day of the week and available to all students. Compact discs relating to specific nursing content are available in the TLC for students’ clinical preparation.

### **Science, Technology, Engineering, Mathematics Center (STEM)**

The STEM Center was opened in Spring 2012 and is open Monday-Thursday from 7:30 am-6:30 pm and Friday from 7:30 am-3:00 pm. The program is funded by a Title V/HSI STEM grant from the U.S. Department of Education. It is designed to assist College in increasing the number of STEM Bachelor’s Degrees awarded to low income and underrepresented students. The STEM grant is a collaborative effort between Palomar College and CSU San Marcos and helps strengthen the STEM transfer pathway for students seeking a Bachelor’s degree in qualified areas. Specific scholarships for nursing students enrolled in the STEM Center are available. The information is available on the Palomar College website at <http://www2.palomar.edu/pages/stem/>. The STEM Center provides the following for the students:

- Supplemental Instruction workspace (RSVP at front desk),
- Independent study space,
- Limited group workspace (RSVP at front desk),
- STEM academic planning and student counseling for STEM Scholars,
- Computer use and pay-per-print,
- Laptop checkout,
- Use of STEM reference materials (e.g. textbooks, anatomical models, rock samples), and
- Free walk-in-tutoring.

### **Mathematic Tutoring**

Assistance with mathematical skills is available to Nursing students in the STEM Center in NS-312. Tutors will be available on Monday, Tuesday, and Wednesday afternoons.

### **English Department Writing Center**

Assistance with writing skills is available to all students through the English Department Writing center in H-102. Students must call to make an appointment.

The NED faculty meet with textbook vendors throughout the semester to make sure all are aware of the latest textbooks, e-books, and resources available for Nursing students. Representatives from book companies frequently contact faculty members to give updated information on new editions of texts used in the program and those that could be added. The NED Learning Resource Materials (LRM) Committee meets routinely throughout the semester. The committee members coordinate the review, selection, and evaluation of new textbooks. Based on their recommendations, new textbooks are then reviewed by all faculty members. The chair of the LRM then brings the decision to the faculty for a final vote at a NED Faculty meeting.

All Palomar College faculty members have access to multiple types of technology equipment. Faculty members can reserve this equipment for student use. The equipment available through the Academic Technology Department includes:

- Mobile computer lab, and
- Clickers.

### **Kaplan Student RN Resource Guide**

At the beginning of Nursing school each student nurse should utilize the Nursing School Success section, found on the Kaplan student website. After viewing the very brief orientation video the student can choose any or all of the 8 videos on how to succeed as a student nurse. This is a great resource for those students that are reaching out to faculty members for “coaching” on certain study skills.

There is a Dosage and Calculation Workshop, also found on Kaplan student website. This workshop includes three modules. Module one is basic math as it applies to working dosage and

calculation problems. Module two is based on Dimensional Analysis. Module three is based on Ratio/Proportion information.

As the Nursing student progresses through the Nursing program she/he will have the opportunity to utilize: the Kaplan Basics book (Basics); Focused Review Tests (FR); and Integrated Testing (IT); based on content/concepts taught in each course.

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

Through the strategic and master planning processes utilized by the College, all students are given the opportunity to achieve their individual learning outcomes. Through the provision of fiscal, physical, and technological resources, the College exhibits a commitment to helping all students achieve their individual learning outcomes.

As stated in Standard 5.1, fiscal resources for the NED at Palomar College are allocated using a continuation budget approval process. Each department has input into how the money is distributed and spent. Departments analyze their budgets and, based on past spending practices and financial needs to run the department, propose a new budget for the next fiscal cycle. In addition to College funds, the NED has been able to supplement the budget with money from grants and community donors. This money is used for supplies for classrooms and offices, software and hardware programs, multimedia holdings, and other learning materials to help the students meet their learning outcomes, regardless of the instructional method of delivery.

As stated in Standard 5.2, the NED houses a state of the art Simulation Lab, equipped to replicate a hospital setting, which enhances the learning environment and provides new experiences for the students to augment their educational opportunities. In addition the department has three designated lecture and lab classrooms, each equipped with multiple beds with mannequins for practice. Forty laptop computers have also been purchased for the NED for use by students for tutorials, exams, remediation, etc.

There is one online Nursing course that is offered through an online format. The Nursing Education Department requires students to complete N203-Nursing Foundation II as an online course. N203 also meets on campus for an orientation, the mid-term, and the final exam. The instructor orients students to the online course and provides students with resources available to facilitate student success in this alternative format.

The NED utilizes technological tools to enhance student learning and facilitate the achievement of course objectives and outcomes. Specific technological tools include, but are not limited to Blackboard, PowerPoint, Internet, computer assisted programs, Simulation labs, and NED equipment.

As stated in Standard 3.9, the College also offers digital literacy assessments and classes to assist with digital literacy. The Academic Technology Committee meets bimonthly during the calendar year to review and make recommendations to the Faculty Senate in order to provide both students and faculty members sufficient resources.

Students with disabilities receive assistance through the Disability Resource Center (DRC) that facilitate student learning. Testing accommodations are congruent with the NCLEX-RN testing centers. These resources have been outlined in Standard 3.4, Table #3.4 and include the writing center, academic technology department, and library resources.

According to their website, the DRC “is a department within the division of Student Services which offers specialized instruction and services to students with various documented disabilities as mandated by the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and their respective revisions”. The DRC offers counselors, learning disability testing, and test accommodations including an alternative media center to accommodate the needs of any Nursing students with disabilities. Accommodations for military veterans with disabilities are also adhered to in efforts to assist in the achievement of academic success. The Nursing faculty and Chair work closely with the director and staff at the DRC department to ensure student needs are being met on a consistent basis.

## Standard 6 – Outcomes

Program evaluation demonstrates that students and graduates have achieved the student learning outcomes, program outcomes, and role-specific graduate competencies of the nursing education unit.

**6.1** *The systematic plan for evaluation of the nursing education unit emphasizes the ongoing assessment and evaluation of each of the following: student learning outcomes, program outcomes, role-specific graduate competencies, and the ACEN Standards. The systematic plan of evaluation contains specific, measurable expected levels of achievement, frequency of assessment, appropriate assessment methods, and a minimum of three years of data for each component within the plan.*

The Palomar College Nursing Education Department's Master Plan for Evaluation (MPE) is organized in accordance with the five-year planning cycle for the College at large. This plan is used for continuous program improvement. The plan is comprehensive and demonstrates how the program is achieving the standards and criteria of the ACEN. The plan is consistent with the Mission and vision of the College and the Nursing Education Department (NED). It includes all aspects of program operation, including the Accreditation Commission for Education in Nursing (ACEN) standards, American Nurses Association (ANA) Standards of Nursing Practice, and the California Board of Registered Nursing competencies for new graduates that incorporate Quality and Safety Education for Nurses (QSEN) competencies. The MPE appears at the end of the Self-Study and a copy will be available during the visit (Exhibit 6.A: NED Master Plan).

The NED MPE includes operational definition of terms, expected level of achievement (ELA) of measured components, description of the process for data collection, results, and data analysis. Data gathered to evaluate the effectiveness of outcomes yield information valuable for decision-making and curriculum development and refinement.

In addition to the MPE required frequency of assessments, the dynamic nature of program evaluation may lead to additional revisions based on the analysis of the data collected. Faculty members review the student-generated faculty/course and evaluations at the end of every semester. The faculty members collect this data after the students have completed the surveys and faculty members have discussed their experiences in the clinical settings. Data is analyzed and the End of Semester Report (EOSR) is generated and discussed, then reviewed in curriculum workshop meetings. Necessary changes to the course are made based on this information. Informal evaluation occurs continuously on both course and program levels. The Health Education Systems, Inc. (HESI) Exit Exam and Kaplan Predictor results are shared with the faculty members at the end of every semester (Exhibit 6.B: HESI Exit Exam and Kaplan Predictor Results). The NED faculty members recognize, to enhance the program, information needs to be disseminated in a more formal setting and records need to be kept of discussions and decisions that were made. Starting in Fall 2015, the results from both the EOSR and the Predictor exams taken by fourth semester students will be placed on the agenda and discussed at each Curriculum Workshop meetings in fall and spring. Standards and criteria updates are discussed at the various department meetings as appropriate.

## Student Learning Outcomes

The Program Review and Planning processes include a component that requires the examination of SLO assessment data. This step requires faculty members to summarize SLO assessment results at both course and program levels. The ensuing discussions have provided robust conversations within departments and disciplines regarding curriculum, analysis of teaching and learning, successes, challenges, and ultimately strategies to support program success and sustainability. Faculty members are using both quantitative and qualitative data to measure and to reflect on student success and student challenges. Student Learning Outcomes (SLOs) for the Nursing courses are described in detail in Standard Four. Faculty members regularly update and assess SLOs, and based on assessment results they update curriculum, methods of delivery, and resource requests. Student Learning Outcomes data analysis/results for 2013-2014 and 2014-2015 will be available for review (Exhibit 6.C: SLO Data Analysis 2013-14 and 2014-15).

### Program Student Learning Outcomes and Role Specific Graduate Outcomes

In addition to assessment of SLOs at the course level, the College also assesses program SLOs. Nursing program SLOs include: (1) 70% of students who enter the program will graduate and (2) 85% of the graduates will pass the NCLEX-RN licensure examination on the first attempt. Role Specific Graduate Outcomes include: (1) Clinical Evaluation of the Preceptorship and (2) Graduate Reference Form. See Summary Table #6.1 for more details.

*Table #6.1 - Program Student Learning Outcomes and Role Specific Outcomes Summary*

<b>PSLO in percentages</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>
<b>Benchmark</b> 70% of the students who enter the program will graduate.				
Complete in consecutive semesters	45%	52%	54%	44%
Complete the program (even those who need more time)	55%	67%	61%	44%
Complete on the number who start and the number who graduate	59%	71%	62%	54%
<b>Benchmark</b> 85% of the graduates will pass the NCLEX-RN licensure exam on the first attempt.				
Number taken	50	50	46	In progress
Pass NCLEX-RN %	96%	93.5%	87.5%	100%

## ACEN Standards

**6.2** *Evaluation findings are aggregated and trended by program option, location, and date of completion and are sufficient to inform program decision-making for the maintenance and improvement of the student learning outcomes and the program outcomes.*

Aggregated data from student, faculty, and program evaluations support the Nursing program's maintenance and improvement process with the goal of promoting student achievement of learning outcomes. These evaluations are described below.

### **Evaluations completed by students**

#### **End of Semester Course Surveys – Student Evaluation of Course**

An end of semester course evaluation is completed by each student of the College upon completion of the course. The number of questions on each evaluation is established based on the characteristics of each course. All evaluation tools include questions specific to:

- Course content,
- Student ability to meet the course objectives and learning outcomes,
- Learning resources and exams as they relate to course objectives,
- Promotion of critical thinking,
- Integration of nursing process,
- Integration of assignments and paperwork into theory and the clinical setting, and
- Evaluation of the clinical settings, including conference time.

For each of the items evaluated, the students are given response options ranging from "strongly agree" to "strongly disagree." Students may also provide a narrative to questions related to perceptions of course strengths and limitations of and proposed changes to the course. The course evaluation is currently administered via the Blackboard electronic learning platform and responses are submitted anonymously. Results of the surveys are collected, reports are generated and analyzed, and changes are made based on the findings.

Students are surveyed at end of each semester and the results of the reports are compiled and discussed by the full time faculty and recommendations are made to address the survey data.

For example, NURS 117 evaluation survey results indicated that students' felt that the course textbook materials were outdated. Faculty responded with a re-evaluation of the textbooks that were currently in use collectively decided to adopt use of a new fundamentals book for the following semester. Review and upgrade of lab and clinical tools followed in Fall 2011.

NURS 218 evaluation data indicated that students perceived performance expectations to be inconsistent among part-time faculty members. In Fall 2011, NED faculty members responded with an attempted to standardize outpatient clinical experiences for all clinical groups and expectations of student ability. Because standardization of all clinical experiences is not possible,

faculty members incorporate more simulation into the curriculum to further enhance learning and link theory to clinical (Exhibit 6.D – End of Semester Reports for 2011-2015).

### Graduate Survey- Evaluation of Program (Pre-licensure)

An evaluation of the Nursing program is given at the end of preceptorship to all students who complete the final course, N218. This tool assesses the graduating students' overall satisfaction and experience with the Nursing Program. The evaluation questions allow for responses options ranging from "strongly agree" to "strongly disagree." Students are asked to rate their learning experiences in the areas of knowledge and critical thinking, professional role, and nursing skills. The graduates also evaluate their degree of preparation for entry-level nursing practice. In this section, responses may range from "strongly agree" to "strongly disagree." This evaluation tool is designed to promote students' expression of perceptions regarding the programs' strengths, as well as suggested areas for improvement. The program evaluation is currently administered via the Blackboard electronic learning platform and responses are submitted anonymously. Table #6.2 summarizes the findings from the Graduate Student's Program Evaluation.

*Table #6.2 - Percentage of Graduating Students Who "Strongly Agree" or "Agree" with Statements about the Nursing Program – Graduate Survey- Evaluation of Program (Pre-licensure)*

Graduate Survey Questions	Percentage of students who responded with “Strongly Agree” or “Agree” Benchmark – 80% of students surveyed will strongly agree or agree									
	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014
The program prepared me to function as an entry level RN	100%	0%	100%	0	96%	100%	100%	100%	100%	100%
My knowledge and critical thinking skills are sufficient to function as an entry level RN	96%	0%	100%	0	92%	100%	100%	100%	100%	100%
Skills I learned were adequate to provide safe, quality care	96%	0%	100%	0	96%	100%	100%	100%	100%	100%
My organizational, time management, and priority setting skills are sufficient	100%	0%	94%	0	100%	95%	100%	100%	100%	100%
Number of Respondents	32	0	24	0	29	24	27	18	24	14

The NED set a benchmark for the Graduate Survey –Evaluation of Program (Pre-licensure), that 80% of students surveyed would either “strongly agree” or “agree” to having an overall satisfaction of their experience with the Nursing program. Since Spring 2010 to Fall 2014, the results have met or exceeded the benchmark. Information aggregated from student surveys related to course and program evaluations are discussed during faculty meetings and specific

committee meetings in efforts to maintain and improve both student learning and program outcomes.

### **Student Satisfaction Survey of Preceptorship, the Preceptor Evaluation by the student, and Preceptorship Evaluation by the Preceptor**

The Student Satisfaction Survey of the Preceptorship Experience contains thirteen statements with answer options ranging from "strongly agree" to "strongly disagree." There is one essay question for recommendations and general comments.

The Preceptorship Evaluation by the Preceptor contains seven essay questions to evaluate the preceptor's experience. All evaluations are completed at the end of the students' four-week preceptorship experience and are submitted to the supervising faculty.

Data results of the Student Satisfaction Survey have been very consistent. Overall comments indicated a positive and rewarding experience for both the students and preceptors. The students noted that the preceptorship experience enhanced their ability to see the entire clinical picture and helped facilitate the transition from student nurse to graduate RN.

### **Evaluations Completed by Faculty**

#### **Clinical Performance Evaluation Tool**

Student clinical performance is evaluated by faculty members, based on SLOs for each course. The utilization of this form allows for quantitative and qualitative assessments. The progress record forms are designed to address learning outcomes for each course in acute-care settings. In the assessment of clinical performance, faculty members award students a grade of either "satisfactory", "minimal standard," "needs improvement," or "unsatisfactory" in regards to each described learning objective. Faculty members and students discuss the content of assessment documents and sign them to confirm acknowledgment of the evaluative process and the results

(Exhibit 4.C: Nursing Course Syllabi - see "Clinical Performance Evaluation Tool").

The aggregated data from evaluations are gathered by faculty members and results are discussed during faculty and committee meetings, as appropriate. Faculty members discuss issues that arise from the Clinical Performance Evaluation Tool of student performance during their respective team meetings. Students who do not meet expected learning objectives are placed on one of two levels of write-up—"Conference Record" or "Learning Contracts." These write-ups include plans for academic or clinical remediation and are discussed with the students who exhibit inadequate performance, enabling faculty members and students to address specific learning needs.

## Faculty Evaluation of Clinical Agency

At the end of every semester, faculty members meet and evaluate clinical agencies, preceptors, and clinical experiences. These findings are included in the End of Semester report and discussed every semester at the Curriculum Workshop. Commendation and concerns are communicated to the educational liaison for the clinical agency. The process assists the clinical agency and the faculty members to provide opportunities for students to achieve the identified course objectives.

## Program Evaluation Tools

### Standardized HESI Comprehensive Prediction of Student NCLEX Success

The HESI Comprehensive Prediction examination is administered to students upon the completion of Nursing program coursework to assess the student comprehensive knowledge base, prior to graduation and prior to completing the NCLEX. This assessment is a four-hour, computer based 160-item proctored exam, testing for RN-level competency in the areas of medical-surgical, pediatric, maternity-newborn, geriatric, mental-health, leadership, pharmacology and community-health nursing. Items mirror content and administration of the NCLEX and provide students with an accurate prediction of the score they will achieve on the NCLEX.

*Table #6.2.1 - Standardized HESI Comprehensive Prediction of Student NCLEX Success: Comprehensive Results (Probability of Passing in %)*

HESI Prediction of NCLEX Score	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014
90%-99%	34 %	20%	37%	42%	38%	30%	48%	34%	41%	29%
80%-89%	34%	16%	34%	21%	38%	50%	22%	17%	34%	36%
75%-79%	13%	3%	8%	16%	7%	13%	0	11%	17%	14%
65%-74%	6%	43%	17%	5%	6%	4%	11%	33%	4%	7%
1%-64%	3%	17%	4%	16%	10%	4%	19%	6%	4%	0
Number of students taking the HESI exam	32	30	24	19	29	24	27	18	24	14

In Spring 2015, the HESI Exam was replaced by the Kaplan Comprehensive Secure Predictor Exam. This examination is also administered to students upon completion of Nursing program coursework to assess their comprehensive knowledge base, prior to graduation and completing the NCLEX-RN. The Kaplan Secure Predictor Exam is a focused assessment correlated with the probability of passing the NCLEX examination. The exam is a 3-hour, computer based 150-item proctored examination of RN-level competency in the areas of medical-surgical, pediatrics, maternal-newborn, geriatric, mental health, leadership, pharmacology, and community-health nursing. It too mirrors the content and administration of the NCLEX and provides an accurate prediction of an NCLEX score.

### **6.3 Evaluation findings are shared with communities of interest.**

Communities of interest for the Nursing program—defined as "persons, groups, agencies and organizations that influence the mission, services and graduates" (ACEN, 2012) of the College—are currently represented by the Nursing Community Advisory Board. Evaluation findings are discussed at the annual Nursing Advisory Board meetings and documented in the minutes (Exhibit 1.H: Advisory Committee Minutes). Feedback and recommendations from this committee are presented to faculty members and incorporated in the program's quality improvement process. Currently, Palomar College and Mira Costa College participate in a joint advisory meeting on an annual basis.

Evaluation findings related to Nursing students' academic education and clinical experiences are discussed at the San Diego Nursing and Allied Health Service-Education Consortium meetings. Representatives from regional schools and clinical agencies meet every semester to work collaboratively to ensure appropriate clinical placements.

The Nursing program outcome annual reports are made available to College administrators, the California Community Colleges' Chancellor Office, and the California Board of Registered Nursing. Additionally, accreditation self-study reports are submitted to the California Board of Registered Nursing and ACEN as necessary. Recommendations from these accreditation agencies are discussed with faculty members and implemented as required or recommended by the accreditation process.

### **6.4 The program demonstrates evidence of achievement in meeting the program outcomes.**

The Master Plan for Evaluation (MPE) demonstrates a commitment by the Nursing program to comprehensively examine its

- Mission and governance,
- Faculty strengths and qualifications,
- Student retention, achievement, and program satisfaction,
- Quality of curriculum and instruction, and
- Educational effectiveness.

The MPE outlines the methods by which the Nursing program evaluates each of the criterion identified for compliance with accreditation standards by ACEN. The plan also identifies the desired outcome for each criterion, the party responsible for evaluation, and the time line for which each criterion is revisited and re-evaluated. See the NED Master Plan of Evaluation (MPE) accompanying this report and Exhibit 6.E: Master Plan of Evaluation.

#### **6.4.1 Performance on licensure exam: The program's three-year mean for the licensure exam pass rate will be at or above the national mean for the same three-year period.**

The expected level of achievement is that 85% of the Palomar College Nursing program graduates will pass the NCLEX-RN licensure exam on the first attempt. Graduates of the program have consistently passed the NCLEX-RN examination at rates higher than the state

average, exhibiting a 98% pass rate for each of the past three years. Table #6.1 identifies the licensure exam pass rates.

The NED Chair arranges for presentations from educational programs including ATI and Kaplan in an effort to maintain high NCLEX pass rates and improve current retention rates. Faculty supported implementation of the Kaplan Nursing Integrated Testing (KNIT) that began with the cohort admitted Spring 2015. In addition, the NED Chair has negotiated with Kaplan to provide this program for students who are currently enrolled in the program. The first and second semester students, as well as future cohorts, are required to participate in the Kaplan remediation program. Current third and fourth semester students are not required, but are given the option to participate, as KNIT participation was not a requirement upon their enrollment into the program. While it is not required, most students in the fourth semester usually participate and pay the additional semester cost because upon completion of the program, they can attend the Kaplan Comprehensive NCLEX Review prior to taking the NCLEX. All students new to the Nursing program will be required to participate.

**6.4.2 Program completion: Expected levels of achievement for program completion are determined by the faculty and reflect student demographics and program options.**

Program completion is an important measure of student success. The NED program completion rates are aligned with the Palomar College Strategic Plan 2016 to create effective pathways that support student access, progress, and completion. The program is also aligned with the Palomar College values that promote inclusiveness, diversity, access to all programs and services, and equity in all policies and procedures.

Graduation rates for Palomar College ADN students vary depending upon the method of data collection. The Educational Effectiveness Committee monitors graduation rates as follows:

- Students who complete the program in consecutive semesters (e.g. they begin and end with the same class),
- Students who complete the program in consecutive semesters after successfully finishing their first clinical course,
- Students who complete the Nursing program (e.g. includes those requiring additional time),
- Students who complete the Nursing program after successfully finishing their first clinical course, and
- Completion based on the number who start and the number who graduate from the class.

The results of this data are displayed in Table #6.1.

There are multiple factors that influence the graduation rates. Palomar College Nursing students represent diverse backgrounds and cultures. Many are English as a Second Language speakers and first generation college students. The Nursing program requires a full commitment from students in order to be successful. This is essential in order to maintain high standards and graduate nurses who are prepared to contribute to the health care work force. However, students

encounter life circumstances that impact their ability to seamlessly progress through the Nursing program. Many students have personal and family obligations that necessitate employment while attending nursing school.

Faculty understand that there are many factors that influence student success including the number of hours a student has to work, lack of adequate financial resources, family obligations, and personal/health/social problems. In an effort to address the low completion rate percentage, a multifaceted process has been implemented. The Recruitment and Retention Committee has been working since spring 2013 to identify specific issues related to student retention so that solutions may be defined and actions taken. In Spring 2015, the Curriculum Committee and Recruitment and Retention Committee developed the Student Exit Questionnaire to collect data from students and faculty members regarding perceived barriers to student success. Based on the findings, the following processes were implemented:

- Counselors are now available to assist students who are in crisis,
- The mentor list has been updated and faculty recommend appropriate mentors,
- Faculty schedule meetings with each student at the beginning of the semester,
- Faculty members and one to two current students meet with incoming semester students to encourage dialogue between outgoing and incoming students into each of the semesters,
- Collaboration with the Life Science department to ease students transition from the prerequisite courses of anatomy and physiology to Nursing coursework,
- On-going meetings of the Recruitment & Retention Committee (membership includes both faculty and students) continue to address work load and financial obstacles, and
- Methods to foster student retention and success are discussed at each Curriculum Workshop (Exhibit 6.F: Curriculum Workshop Minutes, August 2014).

The NED has identified a benchmark of 70% as the rate by which students in the Nursing program will graduate. Despite rigorous efforts by Nursing faculty members and staff to facilitate student success and retention, there are students who will withdraw from our program due to personal or financial responsibilities that skews the rate of retention for NED students.

Students who withdraw from the Nursing program and meet eligibility for readmission can return under very specific circumstances. A student must submit a letter of intent to the Health Program Specialist to be considered for readmission. If readmission is granted, the student must also meet with the course instructor(s) during the first week of the semester following reentry to discuss the Student Exit Questionnaire and to devise a plan for success. The readmission policy and procedure is documented in the Student Handbook (Exhibit 2.F: NED Student Handbook).

#### ***6.4.3 Graduate program satisfaction: Qualitative and quantitative measures address graduates six to twelve months post-graduation.***

#### **Graduate Survey - Evaluation of Program (Post-licensure)**

As a requirement of the N203 course, students contact graduates to conduct a graduate survey to collect data regarding overall satisfaction of the program, status of employment, and plans to

continue their academic education. The survey includes questions to assist faculty to improve the Nursing program as needed. Questions are directed to seek graduate opinion on ways to improve the program, curriculum revision and how to better prepare them for employment.

It was recognized that completing the survey three months after graduation did not allow enough time for graduates to find employment. It was determined in a Fall 2014 curriculum meeting to contact the students at 9 to 12 months post-graduation to decrease the challenges of obtaining appropriate data reflecting employment. Refer to graduate survey and curriculum workshop meeting minutes (Exhibit 6.G: Graduate Survey; 1.E: Faculty and Curriculum Meeting Minutes).

#### ***6.4.4 Employer program satisfaction: Qualitative and quantitative measures address employer satisfaction with graduate preparation for entry-level positions six to twelve months post-graduation.***

Employers are stakeholders in the preparation of a competent new graduate and integral to the success of the Nursing program. Clinical Agencies are surveyed periodically every semester using the Employee Survey. Collection of program satisfaction data has been challenging because new graduate job opportunities have been limited.

#### **Palomar College Nursing Program Employee Survey**

The Palomar College Nursing Program Employee Survey is completed by local employers who hire Palomar graduates throughout the academic year. Employers are asked to answer 11 questions to evaluate graduates based on a Likert scale. Questions 1-8 with ask for responses from “strongly agree” to “strongly disagree,” while questions 9-11 ask for short essay responses. These questions are based on the criteria identified as program competencies for Palomar College Nursing graduates.

Overall, the responses have been favorable with results from “strongly agree” to “agree.” Essay content examples include having a good understanding of multidisciplinary approach to treatment and effective communication with team members. Staff nurses have expressed satisfaction with new Palomar Nursing graduates.

In an attempt to evaluate program satisfaction, due to limited returns from employers, faculty members look for alternate methods of evaluation. One way that the NED evaluates readiness graduates to enter the workforce is by soliciting feedback through surveys from preceptors that work one-on-one with students in their final semester.

#### ***6.4.5 Job placement rates: Expected levels of achievement are determined by the faculty and are addressed through quantified measures six to twelve months post-graduation.***

The NED has a remarkably high reputation among employers for producing highly skilled and competent nurses, as expressed through dialogue during face to face meetings. However, obtaining data that reflects this sentiment has been increasingly challenging. The Health Program Specialist maintains contact with graduates and attempts contact with their places of employment to obtain information on employer satisfaction of the graduate. The Health Program Specialist

maintains a spreadsheet detailing self-reported student employment status, which for the last two cohorts reflects an 80% employment rate within one year of graduation.

New graduates experience difficulty securing nursing employment within the first six months of graduation. However, the majority of students are being hired within the first year following graduation. Many are not working in desired agencies, but rather in any agency that will hire them. There are several factors responsible for this situation. The economic downturn beginning in 2007 continues to influence the number of nurses who are working past retirement. This limits the number of job openings for new graduates. In addition, many acute care agencies are either Magnet-designated hospitals or desirous of Magnet status. They recruit and hire Baccalaureate of Science in Nursing (BSN) graduates and there are multiple BSN Programs in the San Diego area who are preparing graduates to meet this need. This puts the Associate Degree in Nursing (ADN) graduate at a distinct disadvantage. However, the NED has responded by collaborating with California State University, San Marcos (CSUSM). The College already has an articulation agreement with CSUSM that aligns curriculum for the Palomar College ADN program to enhance seamless transition for Palomar graduates to the RN to BSN program at CSUSM.

During spring 2015, Palomar College formed a partnership with Point Loma Nazarene University (PLNU) for the university to offer a Baccalaureate degree to NED graduates after successfully passing the NCLEX (Exhibit 6.H: Agreement between Palomar College and PLNU). This gives the NED graduates another option to pursue advanced nursing degrees. More information can be seen on the NED website with links to the two universities. Even with the slow entry of graduates into practice, Palomar NED continues to have a great reputation in the community so graduates eventually obtain jobs, sometimes quicker than some of their BSN counterparts. The pendulum is swinging and recently there seems to be a slight increase in job opportunities right after graduation.

## Appendix

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**Appendix A: Nursing Education Department Philosophy, Conceptual Framework, and Program Competencies**

## **Mission of the Associate Degree Nursing Program**

The Nursing Education Department at Palomar College offers a quality program of study to individuals from varied backgrounds leading to an associate degree in nursing. The program provides theoretical and clinical learning experiences in nursing, incorporates knowledge from related disciplines, and adapts to the ever changing world. The goal of the program is to prepare a competent entry level nurse to provide quality care in diverse health care settings. On completion of the program, the graduate will be prepared to take the National Council Licensing Examination for Registered Nursing (NCLEX-RN).

### **Philosophy**

#### **Nature of Humanity**

Individuals are holistic in nature. They are unique bio-psychosocial, cultural, and spiritual beings who possess dignity, worth, and the right to self-determination. Individuals operate within a unique framework based on inherent factors, values, cultural heritage, ethnic background, and personal life experiences. Each person has the ability to seek personal meaning for their lives, manage their own care, adapt to change, and strive to meet their optimal level of functioning. These fundamental concepts provide the foundation for nursing activities, the environment, and the health-illness continuum.

#### **Nursing**

Nursing is the diagnosis and treatment of human responses to actual or potential health problems. Nursing is a dynamic, evolving discipline that involves application of knowledge from the arts and sciences as well as technical skills. The practice of nursing provides an essential service to clients across the lifespan, families, and individuals within a variety of community settings. Evidence based nursing interventions are directed toward disease prevention, wellness promotion, health maintenance, and restoration of health, or the creation of an environment supportive of a dignified death.

Nurses function in a variety of health care settings as teachers, communicators, coordinators, and decision makers. Nurses serve as advocates, collaborators, and leaders working toward the provision of appropriate resources and availability of complete basic health care for all individuals. Through nurse-client collaboration, caring, and empathy, the health needs of individuals from diverse cultural backgrounds and lifestyles are addressed in order to promote optimal levels of functioning.

In an ever-changing health care system, nurses make complex decisions, adapt to new situations, utilize technology, and continually update knowledge and skills. Nursing process and critical thinking are the basis for the nurse's application and use of knowledge and experience in making ethical clinical decisions. The ethics of nursing contributes to moral choices based on legal and ethical principles.

## **Nursing Education**

Nursing education is an active process that directs and facilitates the acquisition of knowledge. A broad education in the liberal arts, sciences, and nursing theory provides a foundation for the development of critical thinking in nursing. Learning, an interactive, continuous, life-long process, involves expansion of knowledge from related disciplines and actual or potential changes in attitudes and behaviors. Learning, teaching, and evaluation are shared processes that support personal development and stimulate inquiry. The development of critical thinking skills is a salient process necessary for professional nursing practice.

Faculty facilitate, direct, and evaluate learning to promote self-direction, creativity, and critical thinking. Ethnic and cultural differences as well as individual differences, learning styles, goals, and support systems are considered when developing an active learning environment. A blend of classroom and applied learning experiences contribute to the development of competencies related to the roles of a professional nurse.

Students utilize a variety of resources to acquire evidence based knowledge inherent in the practice of ethical and professional nursing. An active role in learning is assumed by sharing responsibility in meeting learning outcomes and participation in the evaluation process. Students accept change as a product of life-long learning by being flexible and adaptable. Students develop awareness of self and others' culture, values, beliefs, and behaviors, and how they relate to nursing practice.

## **Conceptual Framework**

The conceptual framework is based on the Nursing Education Department philosophy and forms the basis for the curricular structure, designation of content, and selection of learning experiences.

A multiplicity of learning experiences and teaching strategies are utilized throughout the curriculum. Theoretical content is drawn from a variety of resources and is directed toward disease prevention, wellness promotion, health maintenance, and restoration of health or the creation of an environment supportive of a dignified death. The nursing process provides the framework for the organization and application of theory and students are expected to apply critical thinking skills within the framework of the nursing process. Students are required to use knowledge from the natural, behavioral, and social and nursing sciences and humanities to assess, plan, implement, and evaluate care. Gordon's Functional Health Patterns provide a framework for assessing and documenting client care.

Each course addresses components of the threads with specific content increasing in complexity throughout the curricula. Concepts related to nutrition, pharmacology, and cultural diversity are integrated throughout the curriculum. Threads that construct the curricula include:

- Communication Process
- Nursing Process and Critical Thinking
- Nursing Skills
- Client Teaching and Learning
- Managing Client Care
- Legal and Ethical Aspects of Nursing Practice
- Accountability within the Student Role

The curriculum also reflects all competencies identified in the Quality and Safety Education for Nursing (QSEN) standards. Throughout the program students learn the knowledge, skills, and attitudes (KSAs) incorporated in the QSEN competencies. Each course identifies the appropriate QSEN concepts as threads using the definitions provided by the QSEN Institute (QSEN Institute, 2009. *Pre-licensure KSAs/QSEN*, retrieved from <http://qsen.org>):

- Patient Centered Care (PCC): Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.
- Teamwork and Collaboration (T/C): Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
- Evidence-Based Practice (EBP): Integrate best current evidence with clinical expertise and patient/family preference and values for delivery of optimal health care.
- Quality Improvement (QI): Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
- Safety (S): Minimizes risk of harm to patient and providers through both system effectiveness and individual performance.
- Informatics (I): Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

In the first semester, students are introduced to the concepts of functional health patterns, nursing process, critical thinking, nursing skills, delegation, resource and time management, and therapeutic communication. The students provide care for stable adult clients with expected or predictable outcomes. Clinical experiences are provided in long-term health care, community, and acute care settings.

In the second semester, content builds on the foundation of the first semester with continued application of the nursing process and critical thinking in caring for the childbearing family, pediatric, and medical surgical clients. Theoretical content related to growth and development, child abuse, and human sexuality is included. Concepts are expanded to include the recognition of changes in clients with predictable outcomes and the utilization of evidence based

interventions. Students work collaboratively with the interdisciplinary team to manage and coordinate care for a group of clients. Students utilize critical thinking when exploring historical, political, educational, legal, ethical, and bioethical issues that impact nursing practice. Managerial concepts focusing on decision making, resource and time management, delegation, and supervision are further developed. Multiple community agencies and acute care settings are used for clinical experiences.

In the third semester, content builds on the foundation of the first year with continued application of previously learned concepts for clients with unpredictable outcomes. Students collaborate with the interdisciplinary team to manage and modify care for a group of clients. Students work with adult and gerontologic clients with multiple acute and chronic health care problems. In addition, students work in the psychiatric mental health setting providing care for children, adolescents, adults, and gerontologic clients with acute and chronic problems. Multiple community agencies and acute care settings are used for clinical experiences.

In the fourth semester, content builds on the foundation of the previous semesters. Students use complex decision-making when caring for acutely ill medical-surgical clients with unstable, life threatening, health problems. Students expand their roles as coordinators, facilitators, and client advocates. Students provide care for a group of clients focusing on management skills, such as delegation, collaborative team work, appropriate utilization of resources, and critical thinking. Multiple community agencies, acute care settings, and preceptorships are used for clinical experiences.

### **Program Competencies**

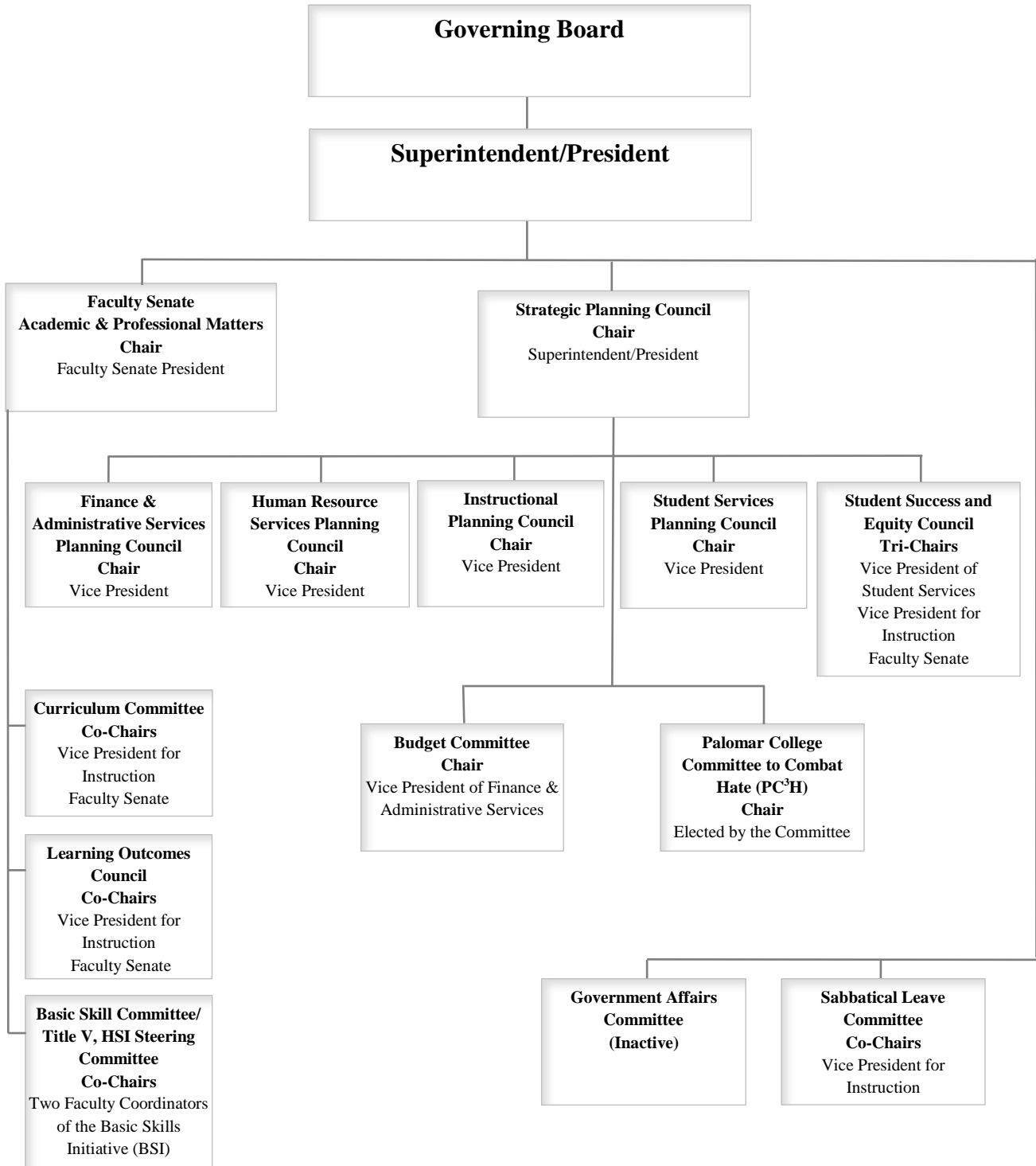
*By the end of the program, the student will be able to:*

- Apply theoretical concepts and the nursing process in the care of clients.
- Utilize evidence based nursing practice and critical thinking skills when developing a plan of care for a group of clients across the life span.
- Provide safe, effective care with appropriate resource utilization in health care settings for clients from diverse cultural backgrounds and lifestyles across the health-illness continuum.
- Utilize effective communication when providing client-centered care using oral, written, and electronic formats.
- Demonstrate a collaborative approach involving the client, family, and the interdisciplinary team when managing client care.
- Serve as clients' advocate by initiating appropriate interventions to facilitate client decisions and actions regarding health care.
- Serve as a teacher, role model, and facilitator to client, families, and the interdisciplinary team.
- Practice professional responsibility and accountability for nursing practice within ethical and legal standards.

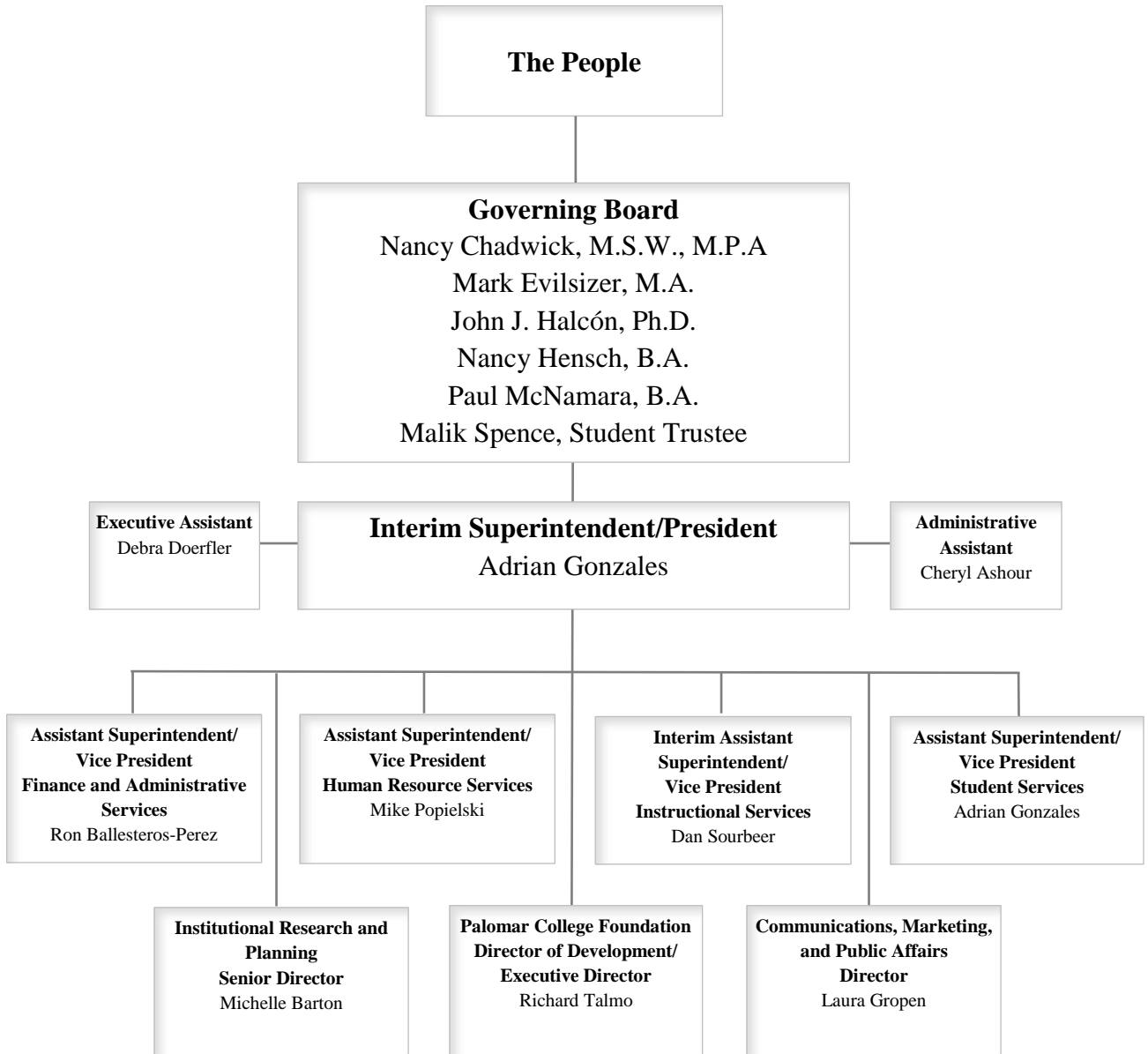
## **Appendix B: Organization of Palomar College**

Palomar College Governance Structure  
Palomar College Administrative Structure  
Instructional Services Organization Chart  
Student Services Organization Chart  
Nursing Education Organization Chart

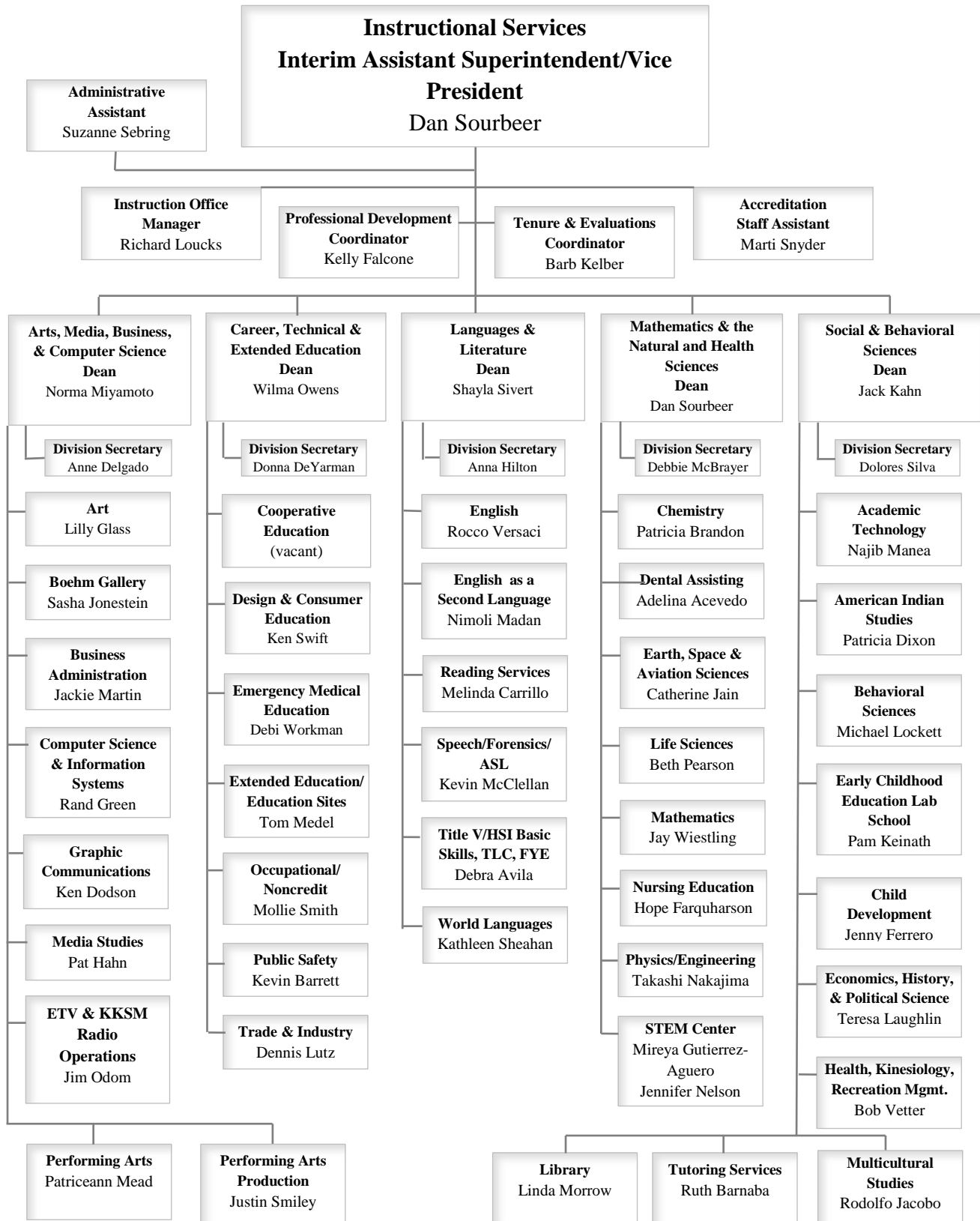
# Palomar College Governance Structure



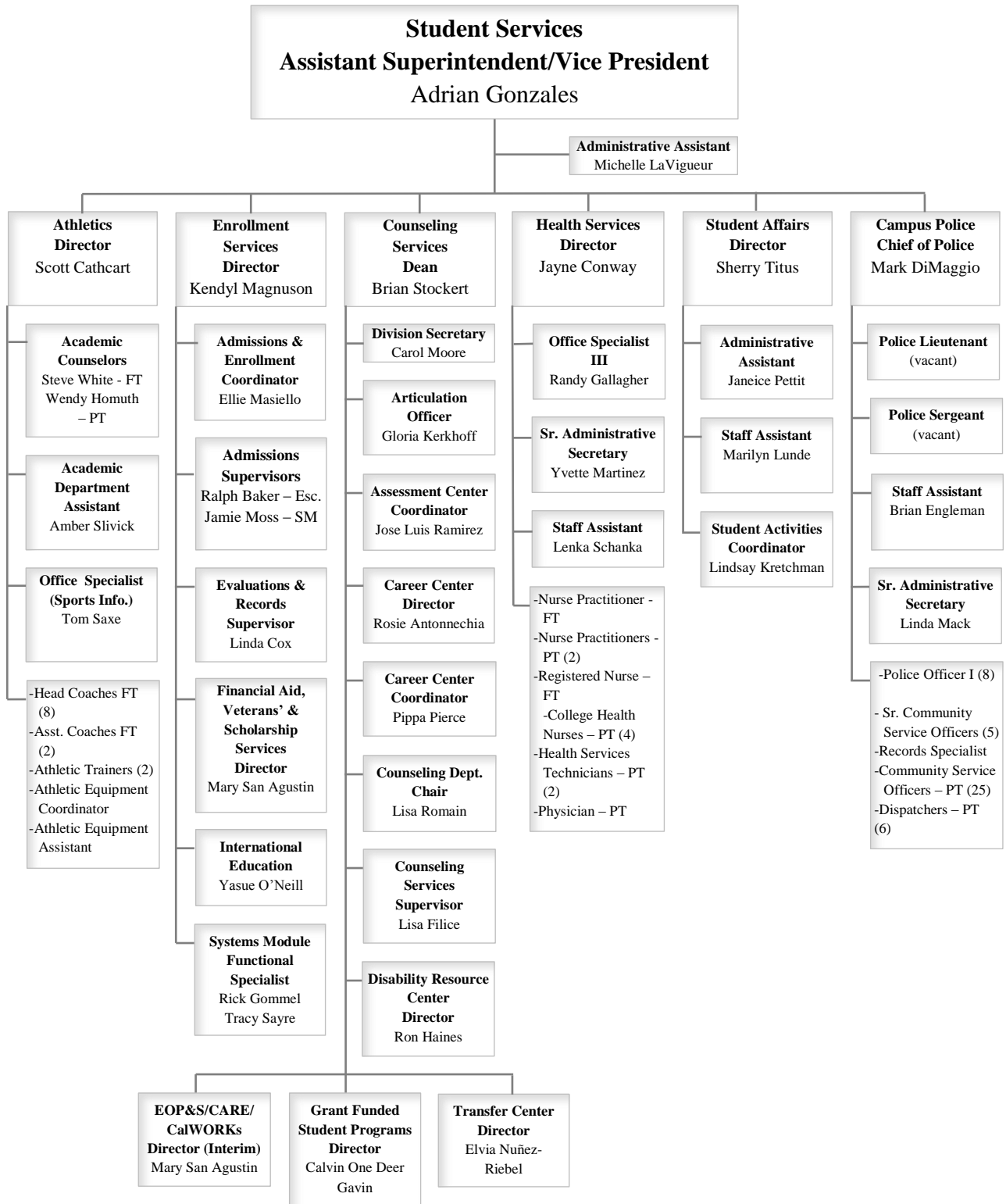
# Palomar College Administrative Structure



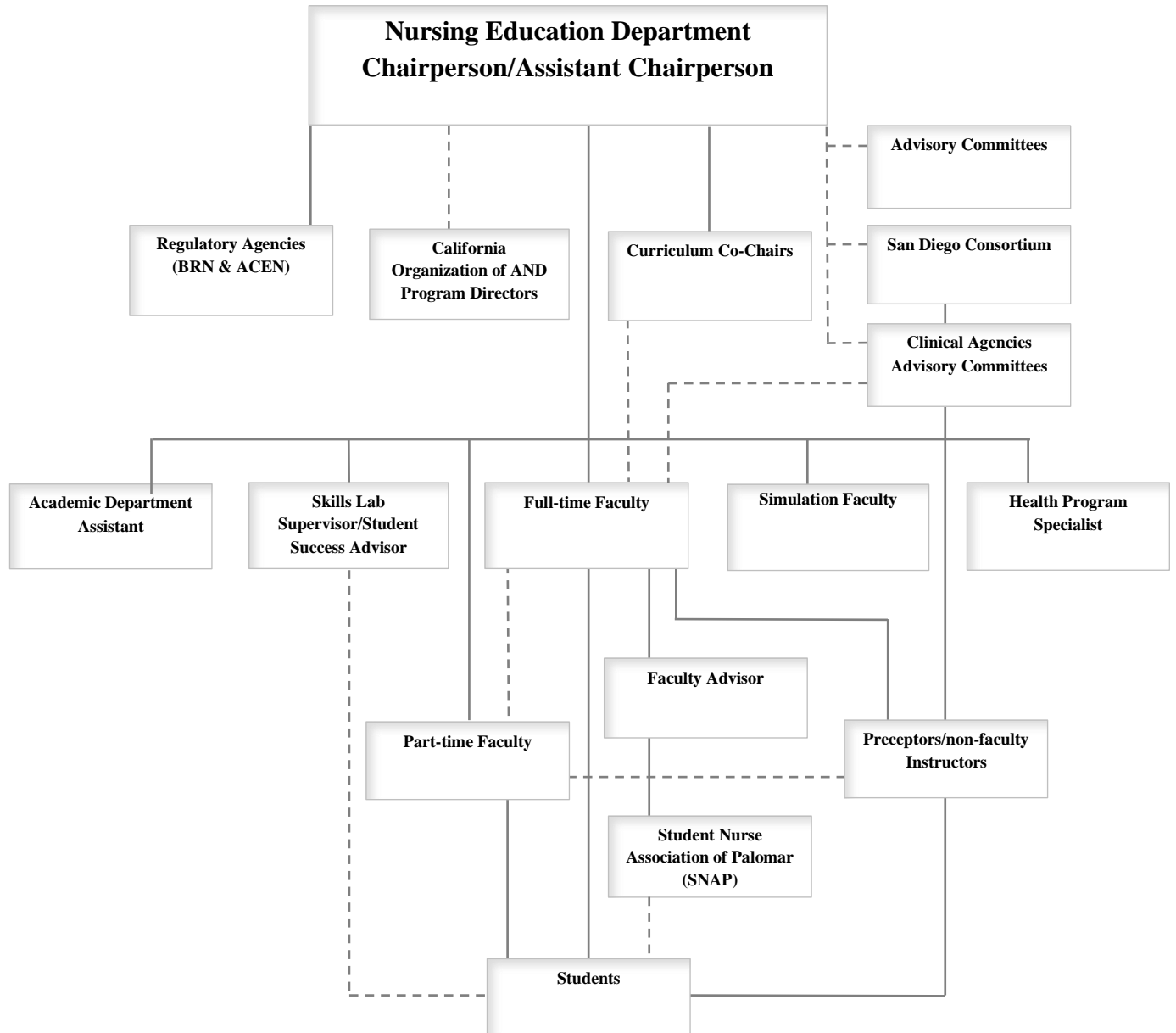
# Instructional Services Organization Chart



# Student Services Organization Chart



# Nursing Education Department Organization Chart



Note: There is a system of open communication between all entities of the department and institution.

— Line of Authority  
 - - - Primary Channel of Communication

**Appendix C: Student Committee Participation - Nursing Education  
Department**

## Student Committee Participation

TERM	COMMITTEE	
Spring 2015	CURRICULUM	
	Beth Klopfenstein	Jimmie Haraway III
	Junea Brown	Nancy Rosales
	Heather Hummel	Katie Christensen
	Daniel Ferrin	Candace Andrade
	Chelsea Movilla-Diago	Taylor Kilbride
	Kyle Murray	Jessica Rizo Rios
	Emily Andrzejewski	Cindel Boucher
	Amanda Picchi	Sujin Lee
	Alisha Weaver	
	RECRUITMENT & RETENTION	
	Teresa Perez	Sylvia Shipps
	Carina Favela	Joshua Hotz
	Kelly Quintal	Estella Morgan
	Kristi Standing Cloud	Steve Gossett
	LEARNING RESOURCE	
	Rashna Kowalski	Ginny Fisher
	PINNING	
	Estella Morgan	Brandi Cloyd
	Chelsey Johnson	Tamara Heaston
	Tasha Carey	Tonya Bobbitt
	Danielle Carroll	Robert Naccarato
	Jenessa McCammon	Melissa Villegan
	AMBASSADORS	
	Karina Cordero	Emily Andrzejewski
	Chelsea Movilla-Diago	Alisha Weaver
	Brandon Johnson	Nichole Foote
	Mairsa Sanchez	Jimmie Hardaway III
	Ursula Gonzales	Jeannie Smith
	Kelly Quintal	Melissa Lodge
	April Jeffredo	Michelle Jones
	Diana Gauthier	Rashna Kowalski

	Kristi Standing Cloud	Rainier Ronquillo
	Lauren Luizzi	Lawrence Dela Rosa
	Kristi Beria	Kathleen Guballa
	Karissa Nouzovsky	Kim Papaliou
	Christina Bandong	Katie Christensen
	Dale Showers	Candace Andrade
	Ashley Vilchis	Paula Puma
	Amanda Picchi	Jessica Rizo Rios
	Maria Corea Stigers	Eduardo Tanori
	Abigail Mendoza	Joe Lucero
	Estella Morgan	
Fall 2014	CURRICULUM	
	Jessica Rizo Rios	Kyle Murray
	Katie Christensen	Emily Andrzejewski
	Candace Andrade	Amanda Picchi
	Tasha Carey	Alisha Weaver
	Estella Morgan	Lauren Luizzi
	Ryan Riendeau	Nancy Rosales
	Rachel Mastrangelo	Elizabeth Bibby
	Melissa Villegas	Kathleen Guballa
	Ashley Nidea	Paula Pama
	Sanam Ross	Cindel Boucher
	Heather Zevely	Taylor Kilbride
	Karin Larson	
	RECRUITMENT & RETENTION	
	Jimmie Hardaway	Emily Andrzejewski
	Linda Prchal	Maria Coread Stigers
	Lenahan Ramirez	Amanda Picchi
	Eva Merkert	Chrissy Black
	Sylvia Shipps	Jadelyn Tan
	Joshua Hotz	Kristi Standing Cloud
Estella Morgan	Eric White	
Marina Elliott		

	<b>AMBASSADORS</b>	
	Kristi Standing Cloud	Lauren Luizzi
	Maria Corea Stigers	Alisha Weaver
	Emily Andrzejewski	Nichole Foote
	Heather Seufert	Chrissy Black
	Tara O'Connell	Joshua Rubio
	Abigail Mendoza	Victoria Herrera
	Kim Papieliou	Christina Bandong
	Jessica Rizo	Sandra Sanchez
	Kathleen Guballa	Dennis Groh
	Marina Elliott	Hannah Hawk
	Paige Nelson	David Owens
	Lindsey Guendling	Dale Showers
	Heidi Dalangin	Jadette Calica-Lowery
	Heather Robeck	Amanda Picchi
	Karin Larson	
	<b>LEARNING RESOURCE</b>	
	Lenahan Ramirez	Jadette Calicia-Lowery
	<b>PINNING</b>	
	Jennifer Paklos	Leni Ramirez
	Heather Zevely	Karin Larson
	Melissa Ancho	Marina Elliott
	Heather Robeck	Paige Nelson
	Heidi Danangin	Kevin Wheeler
	Lindsey Guendling	
Spring 2014	<b>CURRICULUM</b>	
	Samantha Crim	Khushbu Patel
	Chelsey Johnson	Paula Pama
	Paige Nelson	Taylor Kinbride
	Jessica Gonzales	Cindel Boucher
	Heather Zevely	Jessica Rizo
	Lindsey Guendling	Katelyn Christesen
	Marina Elliott	Candace Andrade
	Karin Larson	Jessica Allen
	Sanam Ross	Sujin Lee

	Bridget Arendas	Stephanie Baker
	<b>RECRUITMENT &amp; RETENTION</b>	
	Joshua Holtz	Eva Merkert
	Leni Filer	Sylvia Shipps
	Rhonda Palsson	Eduardo Tanori
	Ben Gunderson	Bobbie Mendoza
	Allie Asiedu	Jenessa McCammon
	Tina Lyman	Tyler Holmes
	Kim Moore	Katie Trecroce
	Tanya Macare	Heidi Dalangin
	<b>AMBASSADORS</b>	
	Patrick McMullen	Taylor Kilbride
	Ashley Nidea	Kim Papieliou
	Ian Sango	Candance Andrade
	Heather Robeck	Katelyn Christensen
	Paige Nelson	Melissa Villegas
	Heidi Dalangin	Estella Morgan
	Lindsey Guendling	Rachel Mastrangelo
	Marina Elliott	tasha Carey
	Karin Larson	Tamara Heaston
	Clare Colman	Ryan Riendeau
	Sherry Schwab	Stephanie Baker
	Bridget Arendas	Samantha Schupmann
	Elizabeth Jones	Gerard Alvarez
	Rose Nazareno	Tina Lyman
	Holly Wickham	Jennifer Moore
	<b>LEARNING RESOURCE</b>	
	Nancy Rosales	Tomas Ambriz
	Robin Winton	
	<b>PINNING</b>	
	Monica Ramsey	Katrina Dancey
	Adriana Veloz	Ben Gunderson
	Jennifer Moore	Holly Wickham
	Laura Jensen	Elizabeth Luu

	Nicole Wheeler	
Fall 2013	<b>CURRICULUM</b>	
	Tonya Bobbitt	Jessica Allen
	Karin Larson	Ashley Nidea
	Ben Gunderson	Heather Zevely
	Nicole Miller	Sanam Ross
	Charity Tang	Jessica Gonzales
	Andrea Belec	Marina Elliott
	Meagan White	Lindsey Guending
	Jessica Lu	Bridget Arendas
	Anete Shirona	Jennifer Byles
	<b>RECRUITMENT &amp; RETENTION</b>	
	Jennifer Byles	Jenessa McCammon
	Tanya Macare	Becky Leone
	Christine Lazalde	Leni Filer
	Kara Driessen	Clare Calman
	Anete Shirona	Heidi Dalangin
	Meagan White	Tyler Holmes
	<b>AMBASSADORS</b>	
	Estella Morgan	Melissa Villegas
	Tamara Heaston	Rachel Mastrangelo
	Bridget Arendas	Sujin Lee
	Rhonda Palsson	Joseph Lucero
	Alice Clifford	Ian Sango
	Laura Jensen	Farhana Maswood
	Tina Lyman	Ryan Riendeau
	Jennifer Byles	Tasha Carey
	Karin Larson	Stephanie Baker
	Nicole Wheeler	Brandi Cloyd
	Samantha Schupmann	Chelsey Johnson
	Ben Gunderson	Tamara Heaston
	Tanya Macare	Sherry Schwab
	Aaron Hayden	Jessica Gonzales
Charity Tang	Lindsey Guending	
Shannon Jennings	Marina Elliott	

	Kara Driessen	Paige Nelson
	Meagan White	Lena Filer
	Jessica Lu	Clare Calman
	Rose Nazareno	Rebecca Hopkins
	Nichole Hale	Anete Shirona
	Elena Savino	
	<b>PINNING</b>	
	Joyann Cammayo	Andrea Belec
	Christine Lazalde	Rose Nazareno
	Jessica Lu	Michelle Mendoza
	Rebecca Hopkins	Charity Tang
	Nichole Hale	Shannon Jennings
Spring 2013	<b>CURRICULUM</b>	
	Sanam Ross	Heather Zevely
	Maureen Castaneda	Marina Elliott
	Karin Larson	Jessica Gonzales
	Ben Gunderson	Bridget Arendas
	Jessica Lu	Ted Pak
	Anete Shirona	Tanya Macare
	Andrea Belec	Jennifer Byles
	Meagan White	Dina Gatillo
	Nicole Miller	Janna Craychee
	<b>RECRUITMENT &amp; RETENTION</b>	
	Alice Clifford	Clare Calman
	Monica Ramsey	Leni Filer
	Anete Shirona	Heidi Dalangin
	Christine Lazalde	Eric White
	Brittany Williams	Jennifer Byles
	Janna Craychee	Kenyatta Parker
	<b>AMBASSADORS</b>	
	Sherry Schwab	Paige Nelson
	Samantha Schupmann	Lindsey Guending
Meagan White	Karen Mulcahey	
Elizabeth Jones	Nicole Wheeler	
Shannon Jennings	Monica Ramsey	

	Christine Lazalde	Erin Stone
	Elena Savino	Katrina Dancy
	Kara Driessen	Roze Nazareno
	Bonnie Melton-Fowler	Tina Lyman
	Anete Shirona	Lorraine Stephens
	Andrea Belec	Laura Jensen
	Charity Tang	Jessica Lu
	Joyann Cammayo	
	PINNING	
	Kelly Chen	Julia Woodshank
	Nicole Hovland	Heather Purpura
	Melanie Miller	Lindsey Ramey
	Britni Hicks	Megan Morgan
	Brittany Williams	
Fall 2012	CURRICULUM	
	Meagan White	Skyler Switzer
	Andrea Belec	Dina Gatillo
	Nicole Miller	Karin Larson
	Kristen Carr	Myreen Castaneda
	Brittany Williams	Anete Shirona
	Rachelle Kent	Ben Gunderson
	RECRUITMENT & RETENTION	
	Tina Lyman	Ashley Stanley
	Talitha Skarnas	Laura Jensen
	Brittany Williams	Katrina Dancy
	Angela Asay	Nathan Colwell
	Amee Phelps	Shannon Jennings
	Jenna Ussher	Christine Lazalde
	Bonnie Melton-Fowler	Nicole Miller
	AMBASSADORS	
	Allie Asiedu	Tina Lyman
	Jilliam Wrolstad	Nicole Wheeler
	Heather Robeck	Aaron Hayden
	Nicole Hovland	Erin Stone
	Leslie Guillen	Jen Moore

	Ashley Houghtaling	Lorraine Stephens
	Angela Asay	Theresa Burkett
	Bonnie Melton-Fowler	Ashley Lindquist
	Carrie Swindell	Jennifer Maxey
	Amee Phelps	Daryl Soriano
	Rachel Becerra	Monica Ramsey
	Jenna Ussher	Samantha Schupmann
	Shelby Canino	Karen Mulcahey
	Kara Driessen	Katrina Dancy
	Donna Paragili	Rachael Bello
	Rose Nazareno	Elena Savino
	Charity Tang	Anete Shirona
	Rebecca Hopkins	Holly Wickham
	Elizabeth Jones	Andrea King
	Talitha Skarnas	Doris Nolasco
	LEARNING RESOURCE	
	Tanya Macare	Jill Lund
	Brittany Williams	Katrina Dancy
	PINNING	
	Amee Phelps	Angela Asay
	Jennifer Shultz	Ashley Houghtaling
	Jenna Ussher	Rachelle Kent
	Lynn Warren	Bonnie Melton-Fowler
	Carrie Swindell	Karin Moreno
Spring 2012	CURRICULUM	
	Andrea Belec	Anete Shirona
	Bonnie Melton-Fowler	Charity Tang
	Amee Phelps	Nicole Miller
	Jenna Ussher	Janna Craychee
	Anna Ambrosio	Nicole Hovland
	Elizabeth Bibby	Talitha Skarnas
	Alanah Johnston	Megan Morgan
	Arna Ordaz	Jennifer Patterson
	Jessica Lu	
	RECRUITMENT & RETENTION	

Bonnie Melton-Fowler	Christine Lazalde
Alyssa Mylles	Ernest Esplana
Nicole Miller	Nathan Colwell
Elizabeth Bibby	Shannon Jennings
Melanie Miller	Joyann Commayo
Brittany Williams	Jennifer Byles
Heather Robeck	Rose Nazareno
Kristen Carr	Anete Shirona
Angeleana Beilke	Donna Paragili
Krystal Channell	Charity Tang
Ashley Houghtaling	Michelle Macanlalay
Angela Asay	Bobby Jean Bauch
<b>AMBASSADORS</b>	
Anna Ambrosio	Rebecca Hopkins
Julie Kakazu	Elizabeth Jones
Gisele Gomes	Meagan White
Luis Santana	Rochelle Sliwinski
Ashley Houghtaling	Anete Shirona
Gerard Alvarez	Charity Tang
Angela Asay	Nicole Miller
Bonnie Melton-Fowler	Rachael Bello
Carrie Swindell	Andrea King
Jessica Lu	Holly Wickham
Norma Lopez	Kara Driessen
Trisa-Joyce Bayacal	Elena Savino
Alexandra Luu	Melissa Ancho
Hitomi Arakawa	Alison Schmitz
Rachel Becerra	Elizabeth Bibby
Shelby Canino	Brittany Williams
Elina Tkachenko	Jillian Wrolstad
Corinne Gladkowski	Lisa Moser
Jessica Yeates	Heather Robeck
Nedinia Farol	Britni Hicks
Amber Mendes	Kelly Chen
Maria Avilez	Julia Woodshank

Amanda Jones	Megan O'Regan	
<b>PINNING</b>		
Anna Ambrosio	Courtney Berteaux	
Amber Mendes	Julie Brady	
Tiffany Schwaia	Tammy Cribbs	
Alyssa Silverstein	Corinne Gladkowski	
Jamie Van Gompel	Rebekah Mamaril	
Jessica Yeates		
Fall 2011	<b>CURRICULUM</b>	
	Kristen Carr	Brittany Williams
	Amee Phelps	Leslie Guillen
	Bonnie Melton-Fowler	Mary Milligan
	Anna Ambrosio	Rachelle Kent
	Jolyn Chow	Jessica Lu
	Zandra Cummings	Jenna Ussher
	Lidiana Ramirez	
	<b>RECRUITMENT &amp; RETENTION</b>	
	Dixie Pettit	Elizabeth Bibby
	Lupe Musgrove	Tita Gauthier
	Angela Asay	Alison Schmitz
	Krystal Channell	Tina Zintak
	Josephine McGraw	Kim Richards
	Jolyn Chow	Norma Lopez
	Mark Orozco	Andrea Hansen
	<b>AMBASSADORS</b>	
	Megan O'Regan	Lisa Moser
	Trisa Bayacal	Julia Woodshank
	Hitomi Arakawa	Alison Schmitz
Roanne Esteban	Melissa Ancho	
Jenna Ussher	Vanessa Garcia	
Bonnie Melton-Fowler	Leslie Guillen	
Angela Asay	Charlene Montemayor	
Elina Tkachendo	Gail Filateo	
Amber Mendes	Mary Milligan	
Anna Ambrosio	Kenyatta Parker	

	Ashley Houghtaling	Rachel Becerra
	Ruth Pause	Shaina Mueller
	Zandra Cummings	
	PINNING	
	Maria Valdez	Maria Orozco
	Glenvie Arjona	Erica Holobovich
	Diane Black	Ruth Pause
	Zandra Cummings	Lidianna Ramirez
Spring 2011	CURRICULUM	
	Angela Asay	Rachelle Kent
	Ashley Houghtaling	Gail Filoteo
	Michelle Brachman	Guadalupe Musgrove
	Jolyn Chow	Mary Milligan
	Zandra Cummings	Alexandra Luu
	Lynn Conroy	Anna Ambrosio
	RECRUITMENT & RETENTION	
	Andrea Hansen	Anne Quinones
	Maria Orozco	Kim Richards
	Diane Kanzelman	Jenna Ussher
	Megan Stevenson	Josephine McGraw
	Gilbert Brillo	Jolyn Chow
	Linda Ramirez	
	AMBASSADORS	
	Hitomi Arakawa	Angela Asay
	Anna Ordaz	Rachel Becerra
	Kenyatta Parker	Ryan Cabuang
	Amee Phelps	Kate Crumpton
	Anne Quinones	Roanne Esteban
	Jennifer Shultz	Gail Filateo
	Yen Tran	Andrea Hansen
	Jenna Ussher	Rachelle Kent
	Christina Verhoeven	Xiaoxia Lu
	Bonnie Melton-Fowler	Alexandra Luu
	Mary Milligan	
	PINNING	

	Sherika Serbas	Lacey Fulcher
	Diane Kanzelman	Elizabeth Wilson
	Nicole Baros	Catherine Somers
	Michelle Leigh	Amanda Howell
	Lynn Conroy	Clara Almanza
	Pam Magtoto	
Fall 2010	CURRICULUM	
	Gisele Gomes	Louela Pinlac
	Jolyn Chow	Zandra Cummings
	Sarah Dessavre	Hong Duong
	Lynn Conroy	Jazmin Jose
	RECRUITMENT & RETENTION	
	Julie Brady	Diane Black
	Maria Orozco	Corinna Gonzalez
	Dee Dee Kanzelfman	Jolyn Chow
	Gilbert Brillo	
	AMBASSADORS	
	Alyssa Silverstein	Anna Kim
	Patti Lucent	Ashley Houghtaling
	Tiffany Schwaia	Caresse Molina
	Trisa-Joyce Bayacal	Charlene Montemayor
	Glenvie Arjona	Diane Ferguson
	Krystle Desales	Elina Tkachenko
	Maria Valdez	Jessica Yeates
	Tamara Boyles	Josephine McGraw
	Shaina Mueller	Julie Brady
	Elizabeth Ihde	Kristen Pierce
	Clara Almanza	Krystal Channell
	Sonja Williams	Mai Ly Tran
	Tiffany West	Maria Avilez
	Meghan Kurbis	Melissa White
	Michelle Cadman	Michelle Brackman
	Brenda Jackson	Nicole McComb
Julie Pierce	Norma Lopez	
PINNING		

	Brenda Jackson	Constance Alamares
	Meghan Kurbis	Jem Villegas
	Michelle Cadman	Jerel Malong
	Sonia Williams	Kristen Mouzas
	Stephanie Coelho	Leica Pinlac
	Tiffany West	
Spring 2010	<b>CURRICULUM</b>	
	Bridget Arendas	Jolyn Chow
	Brenda Jackson	Lindsay Rangel
	Sonia Williams	Elizabeth Wilson
	Noemi Rodriguez	Laura Cunningham
	Tanya Giorgio	Gina Clark
	Julie Pierce	Amber Klingler
	Ashley Farabi	Kristin Moore
	Helen Burlew	Hong Duong
	Samantha Cambra	Lacey Fulcher
	Holly Hawthorne	Carol Ihde
	<b>RECRUITMENT &amp; RETENTION</b>	
	Elizabeth Wilson	Laura Cunningham
	Stephanie Coelho	Gina Clark
	Andria Sanchez	DeeDee Kanzelman
	Kimberley Kane	Daphne Greenhoe
	Julie Pierce	Jenifer Bouck
	Ashley Farabi	Tracy Nolasco
	Stephanie Avilez	Gilbert Brillo
	Tania Skerrett	Barbara Schott
	<b>AMBASSADORS</b>	

	Karin Moreno	Zandra Cummings
	Brooke Trudeau	Maria Orozco
	Kendra Cranford	Maria Valdez
	Michelle Cadman	James Sablan
	Tonya Bautista	Krystie Desales
	Sonia Williams	David Haist
	Noemi Rodriguez	Shaina Mueller
	Shannon Murphy	Mehrnoush Hirbod
	Julie Pierce	Lynn Conroy
	Ashley Farabi	Clara Almanza
	Nosa Osazuwa	Maritess Leonardo
	Elizabeth Saez	Pam Magtoto
	Meg Ennis	Amber Klingler
	Rose Ortiz	Catherine Funch
	Jessica Castro	Elizabeth Ihde
	Brenda Valerio	Lacey Fulcher
	Samantha Cambra	Hong Duong
	Stephanie Avilez	Aira Nucup
	Christina Wysocki	Meghan Kurbis
	Almaleen Scholl	
<b>PINNING</b>		
	Ashley Farabi	Elizabeth Saez
	Nosa Osazuwa	Holly Hawthorne
	Rosalie Ortiz	Martin Ropp
	Tanya Giorgio	Meg Ennis
	Zach Peterson	

## **Appendix D: Faculty Documents**

Curriculum Vitae – Department Chair  
Resume – Assistant Department Chair  
State of California Board of Registered Nursing;  
Director and Assistant Director Approvals  
Job Descriptions – Laboratory Assistant and  
Student Success Advisor

## Curriculum Vitae - Dr. Farquharson, Department Chair

### CURRICULUM VITAE

**Hope R. Farquharson, Ph.D, RN, PHN.**

17009 Avenida Visalia Unit #8

San Diego, CA. 92127

858-312-6139 Home

951-760-6188 Cell

Tardiel@aol.com

**CAREER OBJECTIVES:** To continue to work in the collegiate setting and to share my expertise in nursing education and nursing leadership.

### **EDUCATION:**

**University of San Diego, San Diego, CA**

Doctorate of Philosophy in Nursing, May 2014

**California State University, Dominguez Hills, Carson, CA**

Master of Science in Nursing, 2002

**California State University, Dominguez Hills, Carson, CA**

Bachelor of Science in Nursing, 2000

Public Health Certificate- 2000

**Coastline Community College, Fountain Valley, CA**

Online Courses Summer of 1999

**Borough of Manhattan Community College-New York, NY**

Associate of Science in Nursing, 1985

**State University of New York, Stony Brook,**

1981-1982

## **TEACHING AND ADMINISTRATIVE EXPERIENCE:**

**November 2014-Present**

**Associate Faculty**

**National University Nursing**

**School of Health and Human Services**

- Teach Community Nursing

**July 2014- Present**

**Director/Chair of Nursing**

**Palomar College, San Marcos, CA**

- Assumes the duties of the director/chair of the Nursing Education Department
- Coordinate faculty and staff to ensure effective functioning of this department
- Manages the budget of the department
- Administers the Enrollment Growth Grant, Assessment, Retention and Recruitment Grant, Perkins Grant, and College Funds allocated to the nursing department
- Conducts Faculty meeting during the semester
- Responsible for securing new faculty for part-time openings
- Collaborative with faculty through various shared governance committees to meet the needs of the department
- Collaborate with other departments on campus to maintain effective flow of communication between the nursing department and other departments
- Attend regular meeting conducted by the Dean and Vice President of Instructions
- Serves as mentor to the Assistant Chair/Director of Nursing, and other faculty in nursing and outside of the nursing department
- Teach Obstetrical Nursing Content and serve as the Content Expert for Obstetrical Nursing

**August 2012 – June 2014**

**Assistant Director/Chair of Nursing**

**Palomar College, San Marcos, CA**

- Worked closely with the Chair/Director of the Nursing Education Program
- Performs duties of the chair in her absences
- Work collaboratively on discussion relating to curriculum, student retention, faculty orientation
- Chaired the newly formed Curriculum Workgroup to explore the present curriculum. Worked with the entire faculty to assess the need for a curriculum revision or total curriculum
- In charge of clinical placements and acquisition of new clinical placement
- Member of the San Diego Nursing Education Consortium
- Teach clinical and theoretical content in medical-surgical, Pediatrics and Obstetrical Nursing

**Summer 2009 – Present**

**Nursing Faculty**

**California State University, San Marcos, School of Nursing, San Marcos, CA.**

- Teach maternal-newborn theory and clinical.
- Clinical faculty for the Community Health Nursing
- Experience with Virtual Teleconference lecture format. Incorporate “Clicker” technology to assess students’ knowledge in the classroom settings.

**January 2007-Present**

**Nursing Faculty**

**Palomar College, San Marcos, CA.**

- Instructor for the second semester nursing.
- Content Expert for Maternity Nursing. Teach theory and clinical for Maternity-Newborn, Pediatric and Medical-Surgical Nursing to second semester nursing students.
- Taught Fundamental Nursing both theory and clinical to nursing students in the first semester.

**June 2008- December 2010**

**Nursing Faculty**

**University of Oklahoma College of Nursing, San Diego, CA**

- Taught Accelerated BSN students who had prior Bachelor’s degree
- Theory and clinical instructor for Maternal-Child Nursing.
- Online instructor for Pharmacology, Leadership, and Family Focus Courses.
- Faculty advisor to the senior nursing students in the Accelerated BSN program while completing their Leadership Acute Clinical.

**June 2007 – Present**

**Core Adjunct Faculty**

**National University- BSN Program, San Diego, CA.**

- Serve as adjunct clinical instructor for NSG 314A Childbearing Family Nursing.
- Work with student in the maternity-newborn settings to include labor and delivery, antenatal testing, postpartum, antepartum, newborn nursery and neonatal intensive care units.
- Serve as instructor for the, face-to-face, online and hybrid Nursing in the Community Courses both theory and clinical- NSG 412, 411 & 410.
- Taught Theory in Nursing to incoming nursing students.
- Taught Leadership in Nursing to senior students

**August 2006-May 2007**

**Associate Faculty, ADN Program,  
Mt. San Jacinto College, Menifee, CA.**

- Served as Lead Instructor for Maternal-Newborn Nursing to second semester nursing students in the ADN Program.
- Coordinate the team and served as a resource for the clinical instructors.
- Responsible for orienting new faculty members to pediatric and maternity nursing.

**May 2006- December 2006**

**Interim Director of Nursing, ADN Program,  
Kaplan Higher Education, Maric College, San Diego CA.**

- Served as acting Director of Nursing (DON) while at the same time performing duties of the ADON.
- Served as the administrator who facilitated the development of the BRN Self-Study with the faculty and staff.
- During the successful BRN reaccreditation visit, functioned as the Director of the Nursing program and facilitated the two days visit.
- Worked with the faculty, students and administrative team to address issues and concerns relating to the college and the department of nursing.
- Performed the duties of the Clinical Coordinator for the college by facilitating clinical placements for students in the community.
- Served as the Lead Instructor for the Obstetric and Pediatric Nursing courses,
- Made changes to faculty assignments that benefitted the program.
- Recruited and hired quality faculty to enhance our program.
- During my tenure as the ADON and Interim DON, facilitated changes with the team to increase our NCLEX Rates to 92% and 94%.

**May 2005 – May 2006**

**Assistant Director of Nursing, ADN Program  
Kaplan Higher Education, Maric College, San Diego, CA.**

- Taught theory in Pharmacology, Maternal-Newborn and Pediatric Nursing courses.
- Taught Nursing Leadership and LVN to RN Transition nursing classes.
- Filled in for clinical instructors as necessary.
- Functioned as the Lead Instructor for Maternity and Pediatric Nursing Courses.
- Chair the Curriculum/Education Committee.
- Served as the Clinical Coordinator and actively participated in the San Diego Consortium Meetings.
- Was active in obtaining new clinical placement for students to

- gain new experiences to perform nursing care.
- Coordinated faculty assignments.
- Served as a member of the Advisory Board. Coordinate faculty meetings with the DON.
- Worked closely with the DON in the retention of student and staff.
- Addressed Students' issues/concerns. Assist the DON in the hiring of faculty members.
- Continued to develop and devise strategies to improve Maric College NCLEX passing percentage which improved by about 20% over a period of time after the changes were implemented. First time passing rates increased to 94%..
- Initiated and assisted in the implementation of the Professional Code of Conduct, Clinical Care Tracks for the Medical-Surgical
- Courses and the implementation of the Math/Dosage Competency Policy for the entire ADN Program.
- Assigned more responsibilities in overseeing the department by working more closely with all the faculty and working with the team leads to update the curriculum that laid the groundwork for increases in NCLEX rates.

**May 2003- May 2005**

**Full-Time Faculty Member**

**Kaplan Higher Education, Maric College, San Diego, CA**

- Lead Instructor Obstetrics/Women's Health and Pediatric Nursing - Associate Degree Nursing Program.
- Facilitated both theory and clinical components of the Maternal-Child and Pediatric Nursing courses.
- Co-developed modular curriculum for 12 weeks quarter system for Obstetrics and Women's Health content.
- Lead Instructor Pharmacological Aspects of Nursing. Instructed and facilitated theory in Pharmacology.
- Theory Instructor - Transition course LVN-RN
- Assistant Instructor for Fundamental Nursing Theory and clinical.
- Developed an online course for Pharmacological Aspects of Nursing. This was first online course at this campus. Worked with the various members of the Kaplan Corporation to develop course.
- A member of the Curriculum Committee and Leadership Committee and was actively involved in the revision of the nursing curriculum sequence changes.
- Chairperson of the Curriculum Committee - November 2004 – December 2006.
- Participated in the development of policies and procedures to promote student's success.
- Academic advisor for 16 -27 students enrolled in the ADN Program.
- Instrumental in the hiring of OB clinical instructors, recruited other instructors for the ADN program.

- Secured acute clinical placements and various outpatient settings for student's clinical rotations.

**August 2002- May 2003**

**Nursing Faculty Member**

**Palomar Community College, San Marcos, CA**

- Instructed and facilitated theory in Pharmacology for Nurses 1 and Pharmacology for Nurse 11.

**January 2002-May 2002**

**Student Teacher**

**Palomar Community College, San Marcos, CA**

- Worked with students in the second semester and assisted with teaching Maternal-Child lectures as well as working in the nursing skills lab.

#### **NON-TEACHING EXPERIENCE:**

**2014-Present**

**Reviewer for Scholarly Work for the Western Institute of Nursing Research Conferences (WIN)**

- Provide reviews for abstracts and poster presentations presented at the WIN Conference

**2010 – Present**

**Mosby Reviewer for Maternal –Newborn Skills**

- Review various maternal-newborn skills related of nursing practice prior to publication.
- Work with a team of reviewers, developers and editors to contribute updated information relating to a particular skill and include the research to guide nursing practice for each skill reviewed.

**2010- Present**

**Legal Consultant**

- Serve as legal consultant in the area of Maternal-Newborn nursing.
- Reviews charts and prepares for depositions as necessary.
- Provide valuable information based on my expertise in this area of nursing practice.

**2000- 2003**

**School Nurse**

**San Diego City Schools, San Diego, CA.**

- Provided healthcare to students through mandated screening, nursing assessments, triage care, routine and emergency care.
- Provided nursing care to medically fragile students.
- Collaborate with physicians, administrators, teachers, parents, and other healthcare workers to maintain a healthy school environment.
- Contributed vital information within the administrative and counseling team.
- Served as a resource for professional development to teachers, administrators, and support staff in the area of health education.
- Conducted in-service to students and staff.
- Provided information to families about available resources, makes referrals, and maintains communication with parents and involved agencies.

**1995- 1998**

**Staff Nurse, Obstetrics Department**

**Inland Valley Medical Center, Wildomar, CA.**

- Provided nursing care to clients in the labor and delivery, post-partum, and newborn nursery units.

**1990- 1998**

**Clinical Nurse III/Charge Nurse, Labor and Delivery**

**Mercy-Scripps, San Diego, CA.**

- Provided nursing care in the Labor and Delivery, Antepartum, Maternal-Child, Pediatrics, Neonatal Intensive Care Units
- Serve as a Circulating and Scrub nurse in the Operating Room.
- Provide nursing care to high-risk patients including caring for patients with arterial and central lines.
- Provided nursing care in the Recovery Room.
- Functioned as a preceptor to new hires
- Charge Nurse.
- Experienced in computerized charting in the acute care settings.
- Assisted in developing unit protocols and conduct inservices.
- Served on various hospital committees.

**1989-1990**

**Staff Nurse, Obstetrics**

**Naval Hospital/Healthstaffers, San Diego, CA.**

- Cared for clients in the labor and delivery unit.
- Specialized in caring for high-risk obstetrical clients.

- Experienced with computerized charting.

**1989-1990**

- Worked for nursing registries to perform clinical nursing duties caring for high risk obstetrical patients at a number of acute care facilities to include University of California, San Diego Medical Center- worked an average of 2 shifts per week, Kaiser Permanente Hospital, and Sharp Memorial Hospital.

**1987- 1988**

**Staff Nurse, Obstetrics, Mercy Hospital, San Diego, CA.**

- Worked in the Labor and Delivery, Postpartum, NICU and Pediatric units.
- Circulated and scrubbed in the Operating Room

**1986-1987**

**Staff Nurse, Obstetrics**

**Kings County Hospital, Brooklyn, N.Y.**

- Circulated and scrubbed in the Operating Room
- Cared for obstetrical and newborn patients.

**1985-1986**

**Staff Nurse, Medical-Surgical/Telemetry-Step-Down ICU**

**St. Mary's Hospital, Brooklyn, N.Y.**

- Provided nursing care for patients with a wide variety of medical-surgical conditions including patients on ventilators and telemetry monitors.

**COMMITTEE WORK (Past & Present)**

**Palomar College, San Marcos, CA**

- Member of the College Curriculum Committee
- Co-chair Nursing Education Department Curriculum Committee
- Chair Curriculum Workgroup
- Member of Learning Resource Committee
- Member of the Academic Technology College Committee
- Member of the End of Semester Committee
- Member of the College Bookstore Committee
- Member of the Selection Committees
- Serve as Chair for Tenure Faculty and Tenure-Track Committees
- Serve as member of the Tenure-Track Faculty Committees

**Maric College, San Diego**

- Chair of the Curriculum Committee
- Chair of the Admissions Committee
- Member of the Evaluation Committee
- Member of the Leadership Committee

**San Diego City Schools, S.D., CA**

- Member of the Crisis Intervention Committee
- Member of the Student Study Team
- Member of the Guidance Committee
- Member of the Student Accountability Committee
- Member of the Disaster Committee

**Mercy-Scripps Hospital, San Diego, CA**

- Chair: Practice Committee
- Chair: Education Committee
- Chair: Scheduling Committee
- Member: Leadership Committee
- Member: Hiring Committee

**LICENSURE and CERTIFICATIONS:**

Registered Nurse CA #413408

Registered Nurse OK

Advance Cardiac Life Support

Basic Life Support

Neonatal Resuscitative Program

Public Health Certificate

BRN Approved to teach in the areas of Medical-Surgical, Obstetrics and Pediatrics

Nursing Courses

Approved by the BRN as Content Expert for Maternity-Newborn Nursing Course

**AFFILIATIONS and MEMBERSHIPS:**

Association of Women's Health, Obstetrics and Neonatal Nurses

National League of Nursing

Western Institute of Nursing (WIN)

Sigma Theta Tau International Nursing Honor Society

California School Nurses Association

National Association of School Nurses

Member of the San Diego Consortium of Nursing Schools and Health Agencies

Parent Volunteer Coordinator Redhawk PTA

Vail Ranch Middle School PTA

Temecula Valley High School (TVHS) PTA

TVHS School Site Council Member

Great Oak High School (GOHS) School Site Council Member  
American Red Cross Volunteer  
Temecula Valley Soccer Association

**HONORS and ACCOMPLISHMENTS:**

- 2014 Gestational Weight Gain Patterns: Maternal Characteristics Concept Analysis of Gestational Weight (Pending submission to Nursing for Women's Health)
- 2014 Mother's Characteristics and Gestational Weight Gain Patterns (Pending submission to Nursing for Women's Health).
- 2014 Correlates of Gestational Weight Gain Within the 2009 IOM Recommended Guidelines (Pending submission to Journal of Obstetrics, Gynecologic and Neonatal Nursing)
- 2014 Poster Presentation "Gestational Weight Gain Patterns" at Western Institute of Nursing Research Conference, Seattle, Washington.
- 2010 Project to decrease the incidence of childhood obesity in San Diego.
- 2004 Instructor of the Quarter
- 2004 Co-develop modular curriculum for 12 weeks quarter system for Obstetrics and Women's Health content
- 2004 Developed an online Pharmacology Course
- 2004 Approved to teach Online Course
- 1999-2003 Involved in Computerized Learning Using Various Modalities.
- 1996 Employee/Nurse of the month
- 1992 Co-developed policy on nurses using Fentanyl in the labor and delivery setting.
- 1991- 1998 Voted by peers and approved by administration to be a core charge nurse
- 1985 Outstanding Peer Tutor in the Nursing Program.

## Resume – Karen Donovan, Assistant Department Chair

### **Karen M. Donovan APRN, MSN, GCNS-BC, PHN**

34048 Lydia Court

Temecula, Ca. 92592

Phone: (951) 951-795-5155

Email: [kdonovan@palomar.edu](mailto:kdonovan@palomar.edu)

[Karen.M.Donovan@kp.org](mailto:Karen.M.Donovan@kp.org)

[ankdonovan@yahoo.com](mailto:ankdonovan@yahoo.com)

### **Employment**

2015-present Palomar Community College District-Nursing  
Assistant Department Chair of Nursing

2009-present Palomar Community College District-Nursing  
Associate Professor: Tenured faculty and Clinical Content Expert for Geriatrics

I teach nursing students in their second year of a two-year Associate Degree Nursing program. I teach Geriatrics in the classroom and laboratory environments. I provide direct supervision to both Geriatric and Medical-Surgical content in the clinical setting. I also serve as a mentor for students pursuing their Masters in Nursing.

2007-present RN, Southern California Permanente Medical Group  
Clinical Quality Care Specialist/RN Care Coordinator and Case Manager/*Healthy Bones Care Manager (2007-2012)*

As care coordinator in the department of Population Care Management, I am responsible for the coordination of care in members with chronic conditions such as diabetes, heart failure, cardiovascular disease, coronary artery disease, chronic kidney disease, hypertension and osteoporosis.

2003-2007 RN, Kaiser Permanente-Wildomar Clinic  
Family/Internal Medicine, Urgent Care, OB/GYN, Pediatrics, Allergy, Population Care Nurse Clinic

Duties included nurse advice, patient education and assisting the physicians in the preventive, proactive care of their patients. Other duties included providing prenatal education and care, childhood assessments, immunotherapy, and urgent care triage.

2000-2003 Kaiser Permanente Hospital-Riverside  
Medical-Surgical, Oncology, Telemetry  
Cross-trained to the Family Care Center

I often worked as the charge nurse and became chemotherapy certified. Provide 1:1 care for patients receiving IL-2 therapy. I worked with the new grad program on telemetry and was a preceptor for both new grads and new hires.

1997-2000 RN/Charge Nurse, Tri-City Medical Center  
Oceanside, CA.  
Intermediate Care/Oncology

Charge Nurse for a 60-bed step-down unit with Oncology. The patient population consisted of cardiac patients, PTCA with arterial lines, pre and post coronary artery bypass grafts, carotid endarterectomies, thoracic surgery patients and oncology patients.

### **Education**

2005-2008 California States University, Dominguez Hills  
Carson, CA  
Major: Clinical Nurse Specialist Gerontology  
Degree: Masters of Science in Nursing

2003-2005 University of Phoenix  
Kearny Mesa, CA  
Major: Nursing, PHN  
Degree: Bachelor of Science in Nursing  
Graduated Magna Cum Laude

1997 Palomar College  
San Marcos, CA  
Associates Degree in Nursing

1996 Palomar College  
San Marcos, CA  
Associates Degree in Liberal Arts and Sciences

### **Licensure and Certification**

Registered Nurse License #540415 Expires 12/31/2015  
Clinical Nurse Specialist Certificate #3096 6/02/2021  
Public Health Nurse Certificate #69601 12/31/2016

ANCC National Board Certification-Geriatric Clinical Nurse Specialist 6/2021  
CPR BLS-C - Expires 10/2015  
Telemetry Certification - Issued /1997  
ACLS - Certified 1997-2000 – currently inactive  
Ventilator Certification- Issued 1997  
ONS: Chemotherapy Certification – Certified 2000 – currently inactive  
HIV counselor- Certified 2003

### **Professional Memberships**

Sigma Theta Tau International Honor Society of Nursing-Omicron Chapter 2005  
National Association of Clinical Nurse Specialists (NACNS) 2008  
National League of Nursing 2008

**State of California Board of Registered Nursing; Director and Assistant  
Director Approvals**

**DIRECTOR OR ASSISTANT DIRECTOR APPROVAL**  
3350

(916) 322-

EDP-P-03 (Rev. 09/2012; Approved 2/09)

**INSTRUCTIONS:**

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

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

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

**FOR OFFICE USE ONLY**

Regulation <u>1425</u>
Classification: <input checked="" type="checkbox"/> Director <input type="checkbox"/> Asst Director
Approved by: <u>Rebecca A. Moody, NEC</u>
Date: April 16, 2014

**SECTION I**

Appointee's Name: Hope Farquharson, PhD, RN
--

Program Name: Palomar College		
CA RN License #: 412403	Expiration Date: 12/31/14	Verified By: Judith G. Eckhart, DNSc, RN
Position Title: Chairperson Nursing Education	Appointment Date: 7/1/14	Person Previously in Position: Judith G. Eckhart

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

**SECTION II**

Administration: Section 1425(a)(2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with section 1420(h).			
UNIVERSITY, COLLEGE, OR SCHOOL	POSITION TITLE	FROM MO/YR	TO MO/YR
Palomar College, San Marcos, CA	Assistant Chairperson Nursing Educ.	8/12	5/14
Kaplan Higher Ed., Maric College, San Diego, CA	Interim & Assistant Director of Nsg	5/05	11/06

**FOR BOARD USE ONLY**

For checked reason(s), Does not qualify for _____; Please resubmit with <b><u>COMPETENCY EVIDENCE</u></b> .
<input type="checkbox"/> lacks required administrative experience
<input type="checkbox"/> lacks required minimum of two (2) years teaching experience
<input type="checkbox"/> other

**SECTION III**

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

COLLEGE/UNIVERSITY/CITY/STATE	DEGREE & YEAR COMPLETED	AREA OF PREPARATION
University of San Diego, San Diego, CA	PhD, May 2014	Nursing
CSU Dominguez Hills, Carson, CA	MSN, 2002	Nursing Education
CSU, Dominguez Hills, Carson, CA,	BSN 2000	Nursing

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

1. COLLEGE/UNIVERSITY/CITY/STATE (Teaching in Pre-Post RN program)	POSITION TITLE	FROM MONTH/YR	TO MONTH/YR
Palomar College	Full time Nursing faculty in OB, Pediatrics, and Med-Surg position	1/07	4/14
Kaplan Higher Educ., Maric College, San Diego, CA	Full time faculty in OB, Peds, Med-Surg, and Pharmacology	5/03	5/05

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

AGENCY AND CLINICAL AREA	POSITION TITLE	FROM MO/YR	TO MO/YR
See above teaching experience in RN programs			
San Diego City Schools, San Diego, CA	School Nurse – Peds	2000	2003
Inland Valley Medical Center, Wilomar	Staff RN in OB / L&D	1995	1998
St. Mary's Hospital, Brooklyn, NY	Staff RN in Med/Surg & Tele	1985	1986

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

Name: Judith G. Eckhart, DNSc, RN	Title: Chairperson Nursing Education
Signature: Judith G. Eckhart, DNSc, RN (per e-submission)	Date: 4/15/14

# DIRECTOR OR ASSISTANT DIRECTOR APPROVAL

EDP-P-03 (Rev. 09/2012; Approved 2/09)

**INSTRUCTIONS:**

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

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

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

**FOR OFFICE USE ONLY**

Regulation <u>1425</u>	
Classification: <input type="checkbox"/> Director	<input checked="" type="checkbox"/> Asst Director
Approved by: <i>Linda Sperling NEC</i>	Linda Sperling, DHA, MSN, RN 2015.07.24 08:59:13 -07'00' Date

**SECTION I**

Appointee's Name: Karen Donovan, MSN, RN
---

Program Name: Palomar College		
CA RN License #: 540415	Expiration Date: 12/15	Verified By: Hope Farquharson, PhD, RN
Position Title: Assistant Chairperson, Nursing	Appointment Date: 7/1/15	Person Previously in Position: Karen McGurk

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

**SECTION II**

<b>Administration:</b> Section 1425(a)(2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with section 1420(h).			
UNIVERSITY, COLLEGE, OR SCHOOL	POSITION TITLE	FROM MO/YR	TO MO/YR
Palomar College	Instructor	8/2010	6/2015

**FOR BOARD USE ONLY**

For checked reason(s), Does not qualify for _____; Please resubmit with <b><u>COMPETENCY EVIDENCE</u></b> .
<input type="checkbox"/> lacks required administrative experience
<input type="checkbox"/> lacks required minimum of two (2) years teaching experience
<input type="checkbox"/> other

**SECTION III**

<b>Education:</b> Section 1425(a) "The director of the program shall meet the following minimum qualifications: (1) A master's or higher degree from an accredited college or university which includes course work in nursing, education or administration."			
COLLEGE/UNIVERSITY/CITY/STATE	DEGREE & YEAR COMPLETED	AREA OF PREPARATION	
California State University, Dominguez Hills, Carson, CA	MSN, CNS & 2008	Nursing & CNS Gerontology	
<b>Teaching:</b> Section 1425(a)(3) requires "Two (2) years' experience teaching in pre- or post-licensure registered nursing programs."			
1. COLLEGE/UNIVERSITY/CITY/STATE (Teaching in Pre-Post RN program)	POSITION TITLE	FROM MONTH/YR	TO MONTH/YR
Palomar College, San Marcos, CA	Associate Professor	8/2009	6/2015
<b>RN Experience:</b> Section 1425(a)(4) requires "One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse."			
AGENCY AND CLINICAL AREA	POSITION TITLE	FROM MO/YR	TO MO/YR
Palomar College Teaching clinical for Medical-Surgical and Gerontology	Associate Professor	8/2009	6/2015
Southern California Kaiser Permanente	RN	2007	Present

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

Name: Hope Farquharson	Title: Chair of the Palomar Nursing Program
Signature: Hope Farquharson per e-submission	Date: 7/23/15

# Job Description of the Laboratory Assistant and Student Success Advisor

## Position Skills Laboratory Assistant

**Position:** Instructional Support Assistant for the Nursing Education Department

**Primary Function:** Under the general supervision of the Chairperson of the Nursing Education Department. Assist students in performing and practicing nursing skills in an instructional environment.

1. Qualifications:
  - a. Minimum of an Associate Degree in Nursing or Equivalent.
  - b. Licensed as an RN.
  
2. Desirable Qualifications:
  - a. Communicates with students in a clear and organized manner to assist them in achieving their learning outcomes for the clinical component of the nursing courses.
  - b. Graduate of Palomar College Associate Degree in Nursing program.
  
3. Duties/Responsibilities:
  - a. Assists students in supervised practice of faculty demonstrated campus lab skills.
  - b. Provides and maintains campus lab supplies for use of students. Checks equipment weekly for appropriate function.
  - c. Communicates with the Chairperson regarding any equipment that may need repair or if added supplies are needed.
  - d. Provides practice sessions for students on related clinical skills according to course requirements.
  - e. Maintains student attendance records for time spent in this lab.
  - f. Possesses the ability to operate and demonstrate a variety of equipment related to the nursing campus lab.
  - g. Provides feedback to the faculty on the student performance in the lab.
  - h. Participates in institutional review.

**Position**  
**Student Success Advisor**

**Position:** Instructional Support Assistant for the Nursing Education Department

**Primary Function:** To provide appropriate counseling and advisement to students

1. Qualifications:
  - a. Licensed as an RN.
  - b. Minimum of an Associated Degree in Nursing but Bachelor's in Nursing preferred.
  
2. Duties/Responsibilities:
  - a. Orient students to the TEAS process and monitor the exam.
  - b. Confirm that students taking the TEAS exam are on Palomar College's A.D.N. waitlist.
  - c. Develop a remediation plan for students in all areas of the TEAS (math, reading, English, and sciences). The plan must provide a variety of options that can be utilized by the students to prepare for the exam &/or to obtain remediation if they need to repeat the exam. The options must include remediation work on campus, throughout the county, and on the Internet.
  - d. Develop, implement, and maintain spread sheets to track required information for the Chancellor's Office:
    - i. individual student scores in each of the 4 content areas
    - ii. composite score on the exam for each student
    - iii. counseling that has been held
    - iv. remediation plan that has been recommended
    - v. whether or not the student completes the remediation plan
    - vi. the repeat scores on the TEAS
    - vii. the time frame it takes a student to completed the remediation plan
    - viii. whether or not they join the program
    - ix. whether or not they complete the program
    - x. whether or not they have to repeat any part of the program
    - xi. their pass rate on the NCLEX
  - a. Meet with and advise every student who does not pass the test or any portion of the test.
  - b. Work with ATI to verify the data, track the reports, and modify the process as necessary.
  - c. Prepare reports for the Chancellor's Office.

**Position**  
**Student Success Advisor**

**Position:** Instructional Support Assistant for the Nursing Education Department

**Primary Function:** To provide appropriate counseling and advisement to students

3. Qualifications:
  - a. Licensed as an RN.
  - b. Minimum of an Associated Degree in Nursing but Bachelor's in Nursing preferred.
  
4. Duties/Responsibilities:
  - c. Orient students to the TEAS process and monitor the exam.
  - d. Confirm that students taking the TEAS exam are on Palomar College's A.D.N. waitlist.
  - e. Develop a remediation plan for students in all areas of the TEAS (math, reading, English, and sciences). The plan must provide a variety of options that can be utilized by the students to prepare for the exam &/or to obtain remediation if they need to repeat the exam. The options must include remediation work on campus, throughout the county, and on the Internet.
  - f. Develop, implement, and maintain spread sheets to track required information for the Chancellor's Office:
    - i. individual student scores in each of the 4 content areas
    - ii. composite score on the exam for each student
    - iii. counseling that has been held
    - iv. remediation plan that has been recommended
    - v. whether or not the student completes the remediation plan
    - vi. the repeat scores on the TEAS
    - vii. the time frame it takes a student to completed the remediation plan
    - viii. whether or not they join the program
    - ix. whether or not they complete the program
    - x. whether or not they have to repeat any part of the program
    - xi. their pass rate on the NCLEX
  - g. Meet with and advise every student who does not pass the test or any portion of the test.
  - h. Work with ATI to verify the data, track the reports, and modify the process as necessary.
  - i. Prepare reports for the Chancellor's Office.

## **Appendix E: Palomar College Library Nursing Education Resources**

**Palomar College Library Nursing Education Resources**  
**As of July 1, 2015**

*Prepared by Tamara Weintraub, Professor, Library*

Palomar College students and faculty may access the following resources through the Palomar College online library system at <http://palomar.worldcat.org/> or at the library.

**Journals**

*Full-text in licensed online databases:*

- *CINAHL Plus with Full-Text* (700 journals as of 7/1/2015)  
<http://prozy.palomar.edu/login?url=http://search.ebscohost.com/login.aspx?authType=ip.uid&profile=ehost&defaultdb=rzh>  
Title list: <https://www.ebscohost.com/titleLists/rwh-coverage.pdf>
- *HealthSource Nursing/Academic* (359 journals as of 7/1/2015)  
<http://prozy.palomar.edu/login?url=http://search.ebscohost.com/login.aspx?profile=ehost&defaultdb=hch>  
Title list: <https://www.ebscohost.com/titleLists/hch-coverage.pdf>
- *PsycARTICLES* (100 journals as of 7/1/2015)  
<http://prozy.palomar.edu/login?url=http://search.ebscohost.com/login.aspx?authType=ip.uid&profile=ehost&defaultdb=pdh>  
Title list: <http://www.apa.org/pubs/databases/psycarticles/coverage-list.aspx>
- *Psychology & Behavioral Sciences Collections* (530 journals as of 7/1/2015)  
<http://prozy.palomar.edu/login?url=http://search.ebscohost.com/login.aspx?profile=ehost&defaultdb=pbh>  
Title list: <https://www.ebscohost.com/titleLists/pbh-journals.pdf>
- *ScienceDirect* (224 journals as of 7/1/2015)  
[http://prozy.palomar.edu/login?url=http://www.sciencedirect.com/science?\\_ob=MiamiSearchURL&method=requestForm&temp=search.tmpl&acct=C000064859&version=1&urlVersion=1&userid=4755466&md5=c3197d904c30ef5c78169347d9948c63](http://prozy.palomar.edu/login?url=http://www.sciencedirect.com/science?_ob=MiamiSearchURL&method=requestForm&temp=search.tmpl&acct=C000064859&version=1&urlVersion=1&userid=4755466&md5=c3197d904c30ef5c78169347d9948c63)  
Title list:  
<http://www.sciencedirect.com.prozy.palomar.edu/science/journals/sub/nursinghealth>

*Print (in-library use):*

- *American Journal of Nursing (AJN)*
- *Cancer Nursing*
- *Home Healthcare Now (was Home Healthcare Nurse)*
- *MCN, The American Journal of Maternal Child Nursing*
- *Nursing*
- *Nursing Clinics of North America*
- *Nursing Education Perspectives*
- *Nursing Made Incredibly Easy!*
- *Nursing Outlook*

- *Nurse Practitioner*
- *Nursing Research*
- *Pediatric Nursing*
- *Journal of Gerontological Nursing*
- *Journal of Nursing Education*
- *Journal of Psychosocial Nursing & Mental Health Services*
- *Journal of Transcultural Nursing*

### **Educational Media**

- *Intelecom*  
<http://prozy.palomar.edu/login?url=http://searchcenter.intelecomonline.net/searchcenter.aspx>
- *Films on Demand*  
<http://prozy.palomar.edu/login?url=http://digital.films.com/PortalPlayLists.aspx?pType=sbj&st=adv&rd=title&SubjectID=993&aid=12983>

### **Reference/Informational**

- *Academy of Nutrition & Dietetics: Evidence Analysis Library*  
<https://www.andevidencelibrary.com/sso.cfm?key=22cc0fd4-3365-4d0a-a1da-2a4493bac24b&u=Palomar%20College>
- *Consumer Health Complete*  
<http://prozy.palomar.edu/login?url=http://search.ebscohost.com/login.aspx?authtype=ip.uid&profile=ehost&defaultdb=c9h>  
Title list: <https://www.ebscohost.com/titleLists/cmh-coverage.pdf>
- *HealthSource/Consumer*  
<http://prozy.palomar.edu/login?url=http://search.ebscohost.com/login.aspx?profile=ehost&defaultdb=hxh>
- *Natural Medicines Comprehensive Database*  
<http://prozy.palomar.edu/login?url=http://naturaldatabase.com>

### **Books**

Compiled by Benhui Zou, Assistant Professor, Library.

Select list of current nursing titles (print and electronic)

<https://palomar.worldcat.org/search?q=su%3Anursing&fq=yr%3A2010..2015+%3E+%3E+x0%3Abook&qt=advanced&dblist=638>

*Sample of recent purchases*

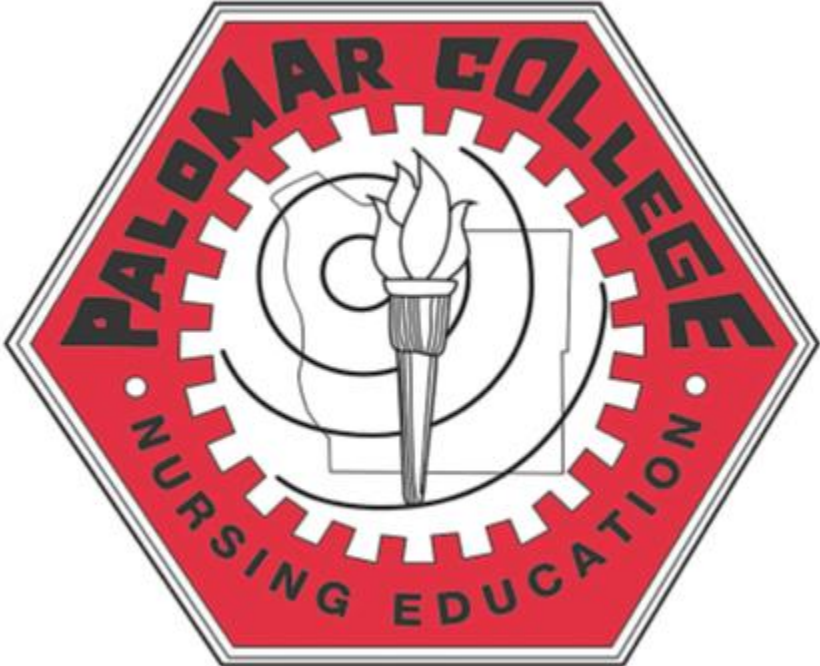
- Coleman, C. L. (2013). *Man up!: A practical guide for men in nursing*. Indianapolis, IN: Sigma Theta Tau International.
- In Kenner, C., & In Lott, J. W. (2014). *Comprehensive neonatal nursing care*.

- Landrum, M. A. (2014). *Fast facts about EKGs for nurses: The rules of identifying EKGs in a nutshell*. New York: Springer Pub. Co.
- Peterson's (Firm). (2015). *Peterson's nursing programs 2016*.
- Peterson's (Firm). (2014). *Peterson's nursing programs 2015*.
- Rudd, K., & Kocisko, D. (2014). *Pediatric nursing: The critical components of nursing care*.
- Smith, M. J., & Liehr, P. R. (2014). *Middle range theory for nursing*.
- Ulrich, B. T., Mancini, M. E., & Sigma Theta Tau International. (2014). *Mastering simulation: A nurse's handbook for success*.
- Ward, S. L. (2014). *Pediatric nursing care: Best evidence-based practices*.
- Wolf, Z. R. (2014). *Exploring rituals in nursing: Joining art and science*. New York, NY: Springer Pub. Co.

### **Other Resources**

Palomar students may also borrow books from California State University at San Marcos, and Mira Costa College, and obtain materials from other institutions through interlibrary loan at Palomar College Library. Furthermore, students who hold a San Diego County Library card may obtain some materials from the University of California San Diego, San Diego State University, and the University of San Diego.

**Master Plan for Evaluation**



## Criterion 1

Program Evaluation				
Criterion 1		<p><b>Statement:</b> Mission and/or philosophy of the nursing education unit is congruent with that of the governing organization, or differences are justified by the nursing education unit purposes.</p> <p><b>Expected Level of Achievement (ELA):</b> &gt; 90% consistency between the philosophy and objectives of the Nursing Education Department (NED) and the Palomar College Mission Statement.</p>		
Plan			Implementation	
Component	Frequency of Assessment & Responsible Persons (RP)	Assessment Method (s)	Results of Data Collection and Analysis <i>Including actual level(s) of achievement</i>	Actions <i>for program development, maintenance, or revision</i>
Purpose, Philosophy, Conceptual Framework, and Program Competencies	<p>Every 5 years (fall semester) or with revision of College mission statement or nursing philosophy</p> <p>RP: Curriculum Co-Chairs &amp; Department Chairperson</p>	Comparison of the components between the governing organization and the nursing unit	<p>9/11/00 NED Curriculum Minutes 10/8/01 NED Faculty Minutes</p> <p>10/1/01 NED Recruitment &amp; Retention (R&amp;R) Minutes: After a review, all College and NED policies were found to be congruent.</p> <p>Level of Achievement in '01: met; &gt; 90% consistency exists between NED and the College Mission Statement.</p> <p>9/22/03 NED Curriculum Minutes: An ad hoc task force was formed to review the NED philosophy, conceptual framework, and program competencies. Attention will be given to ensure agreement with the College mission statement, the NLNAC requirements, and the BRN guidelines (See Criterion 12 for specific dates when various items were discussed and approved.)</p> <p>Updates and revisions to the NED philosophy, conceptual framework, and all other components of the curriculum</p> <ul style="list-style-type: none"> <li>8/17/04 NED Curriculum Minutes: Core Competency Committee presented their recommendations based upon work they have been doing over the past year. Discussions and</li> </ul>	<p>No action necessary</p> <p>'01: Maintenance</p> <p>5/02: New College mission statement was adopted.</p> <p>'04: Core Competency task force revised the philosophy, conceptual framework, and program</p>

			<p>revisions were made to the philosophy, conceptual framework, and program competencies.</p> <ul style="list-style-type: none"> <li>• 2/7/05 NED Curriculum Minutes: philosophy, conceptual framework, and program outcomes continue to be discussed and revised.</li> <li>• 5/9/05 NED Curriculum Minutes: Faculty approved a new philosophy, conceptual framework, and program competencies.</li> <li>• 8/19/05 NED Curriculum Minutes: Faculty discussed BRN recommendations and clarified several sections.</li> <li>• 10/10/05 NED Curriculum Minutes: Faculty revised mission, philosophy, &amp; conceptual framework based on BRN recommendations.</li> <li>• 3/16/06 NED Curriculum Minutes: Faculty made revisions to the conceptual framework.</li> <li>• 5/8/06 NED Curriculum Minutes: Notification of approval by the BRN was received on the new mission, philosophy, and conceptual framework.</li> </ul> <p>12/4/06 NED Faculty Minutes: The mission and philosophy of the nursing education unit continue to be congruent with the College Mission &amp; Values statement. The department meets the ELA.</p> <p>1/8-9/07 NED Curriculum Minutes: Scope of Courses were discussed. This discussion &amp; ensuing changes continued into NED Curriculum meeting 2/9/07, 3/9/07, &amp; 4/16/07</p> <p>11/19/07 NED Curriculum Minutes: Program competencies were reviewed and approved.</p> <p>4/7/08 NED Curriculum Minutes: BRN has approved all the changes that were made to the curriculum as minor changes to the program.</p>	<p>competencies utilizing faculty recommendations.</p> <p>'05: Philosophy, conceptual framework, and program competencies are approved. Sent to the BRN for approval '05. BRN responded 7/05 and asked for clarification and/or revisions in several areas.</p> <p>3/06: Resubmitted information to BRN &amp; was approved 5/8/06.</p> <p>'06: Faculty continues to work on updating the curriculum.</p> <p>4/16/07: The Scopes of each course were approved.</p> <p>'08: The new curriculum is ready to be implemented.</p>
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			<p>8/19-20/08 NED Curriculum Minutes: All aspects of the new curriculum have been updated and approved. All courses for the fall '08 semester have been updated to reflect the changes.</p> <p>12/1/08 NED Curriculum Minutes: A comparison between the College and the Nursing Department's mission &amp; philosophy statements were presented for review and discussion.</p> <p>1/13-14/09 &amp; 4/6/09 NED Curriculum Minutes: Faculty reviewed and concurred the philosophy of the NED and the mission statement of the College are congruent.</p> <p>8/17-18/10 and continued in 9/27/10 NED Curriculum Minutes: Faculty reviewed &amp; approved minutes working changes to the philosophy based on BRN recommendations.</p> <p>1/30/12 NED Faculty Minutes: There have been no major changes in the College or Nursing mission statements. The Nursing mission and philosophy continue to be congruent with the College's strategic plan.</p> <p>4/21/14 NED Faculty Minutes: The Nursing Department philosophy and the College Mission statement remain congruent. A statement reflecting the relationship was also included in the program's 2013-14 PRP.</p> <p>6/8/2015 The Nursing education Department (NED) philosophy and the College Mission statement remain congruent. A statement addressing the congruency was documented in the program's 2014-2015 PRP.</p>	<p>'08: Maintenance</p> <p>'08: Maintenance</p> <p>'09: Faculty will review again when the College updates their mission statement.</p> <p>8/10: Philosophy sent to BRN for approval.</p> <p>1/12: Maintenance</p> <p>4/14: Maintenance</p> <p>6/15 Will plan to discuss this in the NED Curriculum Workshop in August 11, 2015.</p>
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			<ul style="list-style-type: none"> <li>Fall '03 = 124%.</li> </ul> <p>Results continue to reflect that a student can be and is a member of several groups. Faculty participation (located in their PD contract and files) remains at 100%.</p> <p>8/15/06 NED Curriculum Minutes: Marilee Nebelsick-Tagg will serve as the Vice President of Faculty Senate.</p> <p>11/17/08 NED Faculty Minutes: The department continues to meet ELA:</p> <p>Faculty participation in the department &amp; in the college:</p> <ul style="list-style-type: none"> <li>100% of full-time faculty who have been with the college for more than 1 year serve on a college committee.</li> <li>100% of full-time faculty participate in departmental committees.</li> <li>75% of adjunct faculty participate in at least one departmental meeting a year.</li> <li>100% of faculty participate in professional development (PD) activities and have PD contracts with the college.</li> </ul> <p>Student participation within the department (defined as being a SNAP member, SNAP Ambassador, SNAP Officer, a member of a department committee, or being on the pinning committee):</p> <table border="1" data-bbox="1018 933 1638 1356"> <thead> <tr> <th>Semester</th> <th># of students</th> <th>% of student participation</th> </tr> </thead> <tbody> <tr> <td>Spring '04</td> <td>133</td> <td>65%</td> </tr> <tr> <td>Fall '04</td> <td>131</td> <td>71%</td> </tr> <tr> <td>Spring '05</td> <td>136</td> <td>68%</td> </tr> <tr> <td>Fall '05</td> <td>137</td> <td>77%</td> </tr> <tr> <td>Spring '06</td> <td>129</td> <td>103%</td> </tr> <tr> <td>Fall '06</td> <td>135</td> <td>80%</td> </tr> <tr> <td>Spring '07</td> <td>158</td> <td>80%</td> </tr> <tr> <td>Fall '07</td> <td>143</td> <td>95%</td> </tr> <tr> <td>Spring '08</td> <td>148</td> <td>99%</td> </tr> <tr> <td>Fall '08</td> <td>170</td> <td>99%</td> </tr> </tbody> </table> <p>Note that since students can serve on more than one committee or activity, the percent of student participation can be over</p>	Semester	# of students	% of student participation	Spring '04	133	65%	Fall '04	131	71%	Spring '05	136	68%	Fall '05	137	77%	Spring '06	129	103%	Fall '06	135	80%	Spring '07	158	80%	Fall '07	143	95%	Spring '08	148	99%	Fall '08	170	99%	<p>'06: Maintenance</p> <p>'08: Maintenance</p> <p>1/09 Faculty will circulate these in</p>
Semester	# of students	% of student participation																																			
Spring '04	133	65%																																			
Fall '04	131	71%																																			
Spring '05	136	68%																																			
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Fall '06	135	80%																																			
Spring '07	158	80%																																			
Fall '07	143	95%																																			
Spring '08	148	99%																																			
Fall '08	170	99%																																			

		<p>100%.</p> <p>1/13-14/09 NED Curriculum Minutes: As is done each semester, the SNAP Faculty advisor provided sign-up sheets for student mentors and committee volunteers.</p> <p>8/18-19/09 NED Curriculum Minutes: All faculty continue to be involved in program development, have completed their annual PD contracts, and have maintained appropriate licensure.</p> <p>2/28/11 NED Faculty Minutes: This year's proposed Program Review and Planning (PRP) document for budget and resource development was shared with the faculty for their recommendations.</p> <p>1/30/12: NED Faculty Minutes: 100% of the full time faculty participate on at least one College committee and all participate in the governance of the Nursing department.</p> <p>9/10/12 NED Faculty Minutes: The Program Review and Planning (PRP) document has been reviewed by faculty.</p> <p>4/21/14 NED Faculty Minutes: 100% of all full time faculty participate on at least one College committee and participate in the governance of the NED. The Nursing ADA maintains a list of all student participation on NED committees and SNAP maintains a list of all student members, officers, and ambassadors.</p> <p>6/8/2015 100% of all Full-time Faculty participate on at least one college committee and 100% participate in the NED shared governance committees. At least 25% of the nursing students participate in NED committees. Refer to the student committee membership spreadsheet.</p>	<p>class. '09: Maintenance</p> <p>2/11: Input from faculty was included in the final report.</p> <p>1/12: Maintenance</p> <p>9/12: The PRP was submitted to the Dean.</p> <p>4/14: Maintenance</p> <p>6/15 Maintenance. Will plan to discuss this in the NED Curriculum Workshop in August 11, 2015.</p>
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### Criterion 3

Program Evaluation				
<b>Criterion 3</b>		<p><b>Statement:</b> Nursing education unit is administered by a nurse who is academically and experientially qualified, and who has authority and responsibility for development and administration of the program.</p> <p><b>Expected Level of Achievement (ELA):</b> The Chairperson of the Nursing Education Department is academically and experientially qualified and has the authority and responsibility for the development and administration of the total program.</p>		
Plan			Implementation	
Component	Frequency of Assessment & Responsible Persons (RP)	Assessment Method (s)	Results of Data Collection and Analysis <i>Including actual level(s) of achievement</i>	Actions for program development, maintenance, or revision
Academic and experiential preparation of the department chairperson	<p>Time of appointment</p> <p>Opening of position will be announced at the spring curriculum workshop during the last semester of each chair's term</p> <p>Elections will take place at a spring Faculty Committee Meeting in the last semester of chair's term</p> <p>RP: Department Chairperson</p>	Review of credentials by Faculty & BRN	<p>Spring '99 the BRN approved Kathy Clyne.</p> <p>Spring '01 the BRN approved Judy Eckhart. Level of Achievement for '01: met; chairperson is qualified and has authority and responsibility for the total program.</p> <p>8/12/03 Governing Board Minutes: Judy Eckhart was approved as NED chairperson.</p> <p>4/9/07 NED Faculty Minutes: Departmental elections were held and Judy Eckhart will continue as Department Chairperson.</p> <p>4/13/09 NED Faculty Minutes: Departmental elections were held. Nancy Pince will be the new Assistant Chairperson. She is qualified for the job so the department continues to meet the ELA.</p> <p>1/30/12 NED Faculty Minutes: The department continues to be administered by nurses who are academically and experimentally qualified. The chair continues to have authority and responsibility for the development and administration of the program.</p>	<p>No action necessary</p> <p>'01: Maintenance</p> <p>'03: Maintenance</p> <p>'07: Maintenance</p> <p>'09: Maintenance</p> <p>'12: Maintenance</p> <p>'12: Maintenance</p>

		<p>4/15/12 NED Faculty Minutes: Departmental elections were held. Hope Farquharson will be the new Assistant Chairperson and she is fully qualified for the position.</p> <p>3/10/14 NED Faculty Minutes: Judy Eckhart has been holding meetings this semester to educate and remind faculty about tasks done by the chairperson. Information has been presented on Course Outlines of Record, TracDat, CurricUNETt, SLOs, nVision reports, budget reports, Educational Effectiveness, and the Master Plan for Evaluation. In addition, Hope Farquharson was elected as the new Chairperson and Karen McGurk as the new Assistant Chairperson. Judy Eckhart, the current chair, has been holding meetings during the spring '14 semester to review and remind everyone how to do various aspects of the chairperson's job.</p> <p>4/21/14 NED Faculty Minutes: The new Chair and Assistant Chair have been approved by the BRN.</p> <p>6/8/15 The new chair, Hope Farquharson and Assistant, Chair Karen McGurk meet the qualifications and experience and functioned in these roles for school year 1014-2015. Hope F. will be the chair for another year 2015-2016 then a vote will take place in March 2016 for a new chair. Karen McGurk Resigned.</p> <p>Faculty Minutes: A new Asst. Chair, Karen Donovan was nominated in March 2015 and will serve for two years, August 2015 –May 2017as per the guidelines of the job.</p>	<p>3/14: Maintenance</p> <p>4/14: Maintenance</p> <p>6/15: Maintenance of the current Chair and a new assistant Chair voted in.</p>
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## Criterion 4

Program Evaluation				
<b>Criterion 4</b>		<p><b>Statement:</b> Policies of the nursing education unit are consistent with those of the governing organization, or differences are justified by the nursing education unit purposes.</p> <p><b>Expected Level of Achievement (ELA):</b> ≥ 80% of the policies of the nursing unit are consistent with policies of the governing organization.</p>		
Plan			Implementation	
Component	Frequency of Assessment & Responsible Persons (RP)	Assessment Method (s)	Results of Data Collection and Analysis <i>Including actual level(s) of achievement</i>	Actions <i>for program development, maintenance, or revision</i>
Policies of the Nursing Unit	Every 3 years or as needed to update  RP: Curriculum Co-Chairs, SNAP Advisor, & Department Chairperson	Analytical discussion and review by faculty to determine consistency of policies	NED Curriculum Minutes: <ul style="list-style-type: none"> <li>8/28/00 Pregnancy Policy brought up for discussion; again on 5/8/01</li> <li>1/12/99 Uniform Policy does not address tattoos</li> </ul> 10/8/01 NED Faculty Minutes <ul style="list-style-type: none"> <li>NED policies compared to policies of the governing organization.</li> </ul> Level of Achievement in '01: met; ≥80% of NED policies are consistent with the governing organization.  4/15/02 NED Faculty Minutes: Uniform policy rewritten to include the restriction of acrylic nails in clinical settings.  8/19/02 NED Curriculum Minutes: New student acceptance form that specifies background checks may be done by the agency and denial of access to the clinical site may occur.  4/21/03 NED Faculty Minutes: Discussed changes that will be coming based on HIPAA requirements. The San Diego Consortium issued a policy requiring HIPAA	Pregnancy policy revised on 8/28/00 and again on 5/8/01. Uniform policy revised on 1/12/99.  No action necessary  '01: Maintenance  '02: Uniform policy approved 5/13/02.  '02: Acceptance form approved 8/19/02.  '04: Approved Consortium HIPAA policy 8/17/04.  '03: Braces policy

			<p>training for all students, NED Curriculum Committee Meeting Minutes 8/17/04.</p> <p>10/13/03 NED Faculty Minutes: Discussed policy on the use of braces and splints for students with permanent disabilities.</p> <p>11/17/03 NED Faculty Minutes: New College policy designating non-smoking areas on campus.</p> <p>11/17/03 NED Faculty Minutes: EE data was presented showing how students repeat courses and their success rate in the program and on NCLEX-RN. Faculty declined to make changes to the readmission policy at this time but will reevaluate again when more data is available.</p> <p>10/4/04 NED Faculty Minutes: Discussed and made minor changes to the NED Student Handbook.</p> <p>4/18/05 NED Curriculum Minutes: Standards for Safe Medication Practice Policy was discussed and revised to be consistent among all courses.</p> <p>8/16/05 NED Curriculum Minutes: Initial results of the Palomar study done using the Chancellor's Model Prerequisite Study were presented. 4 cohorts of nursing students from 1999-2000 were examined. Results showed that if all criteria from the Chancellor's Model Prerequisite curriculum were implemented, there would be a disproportionate impact on minority and on male students.</p> <p>8/29/05 NED Faculty Minutes: Discussed changes in the NED Faculty Handbook. Revisions continued to be discussed in the 11/21/05, 2/27/06, 3/27/06, and 8/28/06 Faculty meetings.</p>	<p>approved and placed in NED Student handbook. Further clarified in 10/4/04 Faculty meeting.</p> <p>'03: Adopted College policy 11/07/03.</p> <p>'03: EE Committee will collect more data and the readmission policy will be revisited in the future.</p> <p>'04: Approved updated NED Student Handbook 1/24/05.</p> <p>'05: Revisions of Safe Medication Practice Policy approved 4/18/05.</p> <p>8/05: Faculty had follow up questions about the study. Judy E will investigate &amp; report back.</p> <p>'05: NED Faculty Handbook out for review 8/29/05. Was approved 10/2/06.</p>
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			<p>11/7/05 NED Curriculum Minutes: Follow up data presented on the Model Prerequisite Study. Fifteen of the students who would not have been admitted using the Model Prerequisite criteria did pass NCLEX-RN on the 1<sup>st</sup> attempt. Thirteen of the 15 completed the program in 4 consecutive semesters and 2 repeated one semester. Faculty discussed and agreed it was imperative for students with an overall 2.0-2.5 GPA continue to be admitted to the program since they are passing boards on their first attempt.</p> <p>9/19/05 NED EE Minutes: Data on students admitted between S '98 and F '03 was examined to determine how many times students are repeating clinical courses, their completion rates in the program, and their success rate on NCLEX-RN.</p> <p>2/27/06 NED Faculty Minutes: EE Committee recommended a change to the nursing readmission policy. The proposed policy was presented and then further discussed at the 3/27/06 and the 4/24/06 Faculty meetings. The policy was then tabled until the fall workshop so input from the part-time faculty could be included.</p> <p>4/24/06 NED Faculty Minutes: In accordance with the San Diego Consortium, background checks will be required of all students starting in fall '06. The HPS will send information to all students in the program and on the waitlist about this new requirement and will post the data on the website.</p> <p>5/8/06 NED Curriculum Minutes: All policies in the NED Student Handbook were reviewed. Minor wording changes were made to clarify the pregnancy clearance</p>	<p>11/05: Faculty vetoed the recommendations from the Chancellor's Model Prerequisite Study at this time.</p> <p>9/05: EE will make recommendations to the faculty concerning the readmission policy.</p> <p>8/15/06: New nursing readmission policy approved by the faculty and by the Dean, 8/15/06 Curriculum Minutes. Policy will be included in the spring '07 NED Student Handbook.</p> <p>4/06: The department website will post information for all current and potential students regarding the background check procedure.</p> <p>5/06: All policies in the NED Student</p>
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			<p>form and uniform policy.</p> <p>8/16/06 NED Curriculum Minutes: Faculty agreed there is a need for a definition of unsafe clinical practice.</p> <p>12/4/06 NED Faculty Minutes: All NED policies remain consistent with the College policies.</p> <p>1/8-9/07 NED Curriculum Minutes: If the department wishes to apply for future California grants, Senate Bill 1309 requires the program have students to take a pre-admission test. Exams recommended by the Chancellor's office were discussed. During the meeting several department policies were reviewed, modified, and approved. They were the math exam policy and the exit conference form and policy.</p> <p>2/9/07 NED Faculty Minutes: Faculty approved the use of the TEAS exam for pre-admission testing. Once a cut off score has been determined, plans for implementation will be finalized.</p> <p>1/15 &amp; 17/08 NED Curriculum Minutes: In accordance with Senate Bill 1309, a Student Success Advisor has been hired. Doris Meehan will be working with students on the waitlist who did not pass the TEAS exam with a 67% and with those who scored low in any single area. She will also be available two days a week in the open lab sessions to help students with tutoring or remediation.</p> <p>8/19-20/08 NED Curriculum Minutes: The College has implemented a new Grade Dispute Policy. Students who dispute their grade will now be referred to the Dean instead of to the VP of Student Services.</p> <p>10/13/08 NED Faculty Minutes: The Dean has requested</p>	<p>handbook approved.</p> <p>8/06: Formed Ad Hoc committee to draft a definition. 10/9/06 policy was approved. It will go into NED Student Handbook in Spring '07.</p> <p>'06: Maintenance</p> <p>1/07: Subcommittee formed to look into the pre-admission exams.</p> <p>2/07: A cut off score of 67% was set by the Chancellor's office.</p> <p>8/08: Faculty can refer students to the Student Success Advisor as well as to the Open Lab Assistant.</p> <p>8/08: The Dean is requesting guidelines to help students with</p>
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			<p>students receive very clear information each semester explaining conditions where a student may be dismissed from the program. Faculty agreed to put the following phrase, currently on the clinical evaluation tool, on the Student Data Form that students complete each semester: Patient Safety is our first criterion in evaluation of clinical performance. If at any time a student demonstrates behavior jeopardizing patient safety or practice nursing in a grossly negligent or incompetent manner, the students will be removed from the clinical setting and be subject to faculty review. This could result in dismissal from the program.</p> <p>10/13/08 NED Faculty Minutes: CA Senate Bill 739 mandates that all health care personnel receive or document their refusal to receive the influenza vaccine.</p> <p>11/17/08 NED Faculty Minutes: All Nursing Department policies remain consistent with the college policies. The department continues to meet ELA.</p> <p>1/13-14/09 NED Curriculum Minutes: Background checks are required by all clinical agencies. Since faculty determine student grades, the Health Programs Specialist will monitor students who have issues and help them interface with the agencies as needed.</p> <p>2/2/09 NED Faculty Minutes: Cathy Hawkins and Judy Eckhart are developing a letter to be sent to students preparing to enter the program. Clinical agencies are getting tighter on background checks so students need to be aware of potential problems they may have before they enter the program.</p> <p>9/14/09 NED Faculty Minutes: Clinical agencies are talking about mandating all students get H1N1 vaccine.</p> <p>2/1/10 NED Faculty Minutes: The Chancellor's Office</p>	<p>grade disputes.</p> <p>10/08: Faculty felt this was a clear statement that allows faculty to be able to make decisions based on expectations of students at each level in the program.</p> <p>10/08: Forms will be given to all faculty and students. The ADA will monitor the status of completed forms.</p> <p>11/08: Maintenance</p> <p>1/09: Students both in the program and on the waitlist will be notified.</p> <p>2/09: The letter will be sent out to everyone on the waitlist so people have plenty of advanced notice.</p>
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			<p>has mandated that any program receiving their grant funds must use the new multi-criteria application process. Judy Eckhart is working with local A.D.N. chairs to determine how to allocate points consistently. College administration has agreed to allow Nursing to continue to honor anyone who is on the current 117 waitlist but no more students will be added to that list. Information about this change will now be posted on the web site &amp; the public will be notified before it is implemented. Applications received in Fall '10 will be using this new criteria. Waitlists for N118, N217, &amp; N218 will be continued since admissions are on a space available basis.</p> <p>9/13/10 NED Faculty Minutes: Palomar Faculty Federation (PFF) is reviewing the Chairperson's job description on campus. Nursing's chair description is consistent with PFF's except that Nursing's chair has a 4 year term instead of only a 2 year term. Faculty agree this is necessary so a person has time to learn the Nursing Chair position.</p> <p>3/28/11 NED Faculty Minutes: Nursing attendance policy was discussed. Faculty noted it was critical that all students must attend clinical orientation since there is no way for that to be made up.</p> <p>10/10/11 NED Faculty Minutes: Faculty were asked by Administration if there was a way to write a policy clearly stating when a student qualifies for a failing grade in Nursing. After discussion faculty unanimously agreed that there are too many factors to consider when assigning grades for clinical, classroom, and campus lab skills testing to be able to write a policy that could consistently be followed. The focus has to remain on patient safety and each situation is very individual so it must be carefully reviewed.</p> <p>In addition, a formal request has been made to the College Faculty Federation (PFF) and College</p>	<p>9/09: Students will be notified ASAP of any mandatory change in vaccines.</p> <p>2/10: Cathy Hawkins will send letters to all students on the current waitlist. No more students will be added to the N117 waitlist. Starting with Fall '11 admissions, 50% of the admissions will come from the new criteria &amp; 50% from the current waitlist.</p> <p>9/10: Maintenance</p> <p>3/11: The Student Handbook and each syllabus will reflect this change in policy.</p> <p>10/11: Faculty agreed grades would not be without just cause and faculty review.</p>
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		<p>Administration for 20% release time for the Nursing Assistant Chair.</p> <p>10/31/11 NED Curriculum Minutes: Faculty agreed that students must remain current in their CPR &amp; immunizations in order to attend clinical. This is a mandate from all the clinical agencies. Students who are not current will not be allowed to attend clinical and if they miss more than the allowed amount of clinical, they will be dropped from the course.</p> <p>1/10/12 NED Curriculum Minutes: The Chancellor's office is restricting college students to only 3 repeats in a course. Research previously presented by the Educational Effectiveness committee showed Nursing students who repeat a 3<sup>rd</sup> time in the program are not successful. So Nursing faculty felt two attempts in the program was appropriate. In addition, clinical agencies are now requiring all students be legal residents. The agencies may or may not accept students without a SSN but they must be legal residents.</p> <p>1/30/12 NED Faculty Minutes: As policies within the Department change, they continue to be reviewed to be sure they are consistent with those of the College.</p> <p>4/22/12 NED Faculty Minutes: The Palomar Faculty Federation (PFF) and the College Administration have agreed to provide 20% release time for the Nursing Assistant Chair starting in Fall '12.</p> <p>5/13/13 NED Faculty Minutes: After much discussion (topic introduced in 4/8/13 NED Curriculum Minutes), faculty agreed to change the term limits for the Nursing Chairperson position to be in alignment with the PFF term limits. The Nursing Chair will now be elected for an initial 2 year term with annual renewals after the initial term. The faculty noted that they would expect the</p>	<p>10/11: A form will be added to each syllabus for students to sign. The form will state they know staying current on CPR &amp; immunizations are their responsibility.</p> <p>1/12: The repeat policy for Nursing will stay in effect – only one repeat will be allowed, two attempts. Information about legal status is on the Nursing web site.</p> <p>1/12: Maintenance</p> <p>4/12: Maintenance</p> <p>5/13: Maintenance</p>
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			<p>person to stay in the position for a total of 4 years but the votes and term limits will be as stipulated in the PFF contract. The Assistant Chair will also have a 2 year term limit with the option for annual renewals after the initial term.</p> <p>8/15- 9/15 Faculty and Curriculum Minutes: In accordance with the San Diego Nursing Education Consortium, Complio database through American Data Bank was implemented for incoming N117 students. Student uploaded their medical forms, immunization, CPR and TB results to the database. The NED ADA is in charge of checking the upload to verify full compliance of each first semester students. Those who are already in the program were grandfathered in as per the guidelines of the San Diego Nursing Education Consortium.</p> <p>5/1/15 &amp; 5/6/15 &amp; 5/14/15: Curriculum meeting and Special NED meetings: The readmission policy was revised and a procedure section was added. The attendance policy was slightly revised to be more specific regarding the maximum hours of absence that are allowed per each semester and continues to be congruent with the college policy on attendance.</p> <p>At least 80% of the policies of the nursing unit are consistent with policies of the governing organization.</p>	<p>8/15: Complio Database implements. Ongoing</p> <p>5/15: Changes to the readmission policy and procedure. The Student Exit Form revised and a Student Exit Questionnaire Form added. These were placed in the 2015-2016 Student Handbook.</p> <p>The changes to the attendance policy are</p>
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				<p>in each fall 2015 clinical course syllabus and the 2015-2016 Student Handbook.</p> <p>8/15: An email attachment and a hard copy will be provided to each student in N118, 217, 218 during fall orientation classes. The student in N118, 217, and 218 will be given a written form and a signature will be obtained stating the instructor have addressed the changes and that each student have a copy of the new policies.</p>
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## Criterion 5

Program Evaluation				
Criterion 5	<p><b>Statement:</b> Faculty members (full-time and part-time) are academically and experientially qualified, and maintain expertise in their areas of responsibility.</p> <p><b>Expected Level of Achievement (ELA):</b> 100% of the faculty members (full-and part-time) are academically and professionally qualified and maintain expertise appropriate to their teaching responsibilities.</p>			
	Plan			Implementation
Component	Frequency of Assessment & Responsible Persons (RP)	Assessment Method (s)	Results of Data Collection and Analysis <i>Including actual level(s) of achievement</i>	Actions <i>for program development, maintenance, or revision</i>
Expertise of full-time faculty members	At time of appointment  Tenured faculty evaluated at least once every 3 years	BRN approval forms for all clinical faculty  Evaluative reports by peer, self, administration, and students are coordinated by Tenure and Evaluations Review Coordinator	Spring /Fall 2001 Level of Achievement: met; 100% of full-time faculty approved by Governing Board.  Spring /Fall 2001 Level of Achievement: met; 100% of full-time faculty approved by BRN. 100% of full-time faculty have current license and CPR/BCLS.	No action necessary  '01: Maintenance
Expertise of part-time faculty members	Probationary full-time faculty evaluated a minimum of once in each academic year of employment  Part-time faculty evaluated in first year of employment and then at least once every sixth semester of employment thereafter  Annual review of license	Chair and ADA reviews license and CPR/BCLS in fall semester	5/04 met ELA: All full-time faculty have at least a Master's Degree in Nursing. Full-time clinical faculty remain current in their clinical area. All full-time and part-time faculty are evaluated per College policy. All full-time and part-time clinical faculty are BRN approved. Each of the clinical courses that has part-time faculty have developed an orientation manual for their course to orient new faculty members. Most part-time	'04: Maintenance

	<p>and CPR/BCLS</p> <p>RP: Department Chairperson</p>		<p>faculty attend at least one full day of the department's curriculum workshops each semester.</p> <p>4/18/05 NED Curriculum Minutes: Judy Crowe was nominated for the Palomar College Faculty Service Award.</p> <p>4/10/06 NED Curriculum Minutes: Kathy Clyne will be receiving the Sigma Theta Tau Award for Excellence in Nursing Administration.</p> <p>5/8/06 NED Curriculum Minutes: Irene Stiller was recognized as the Nurse of the Year by the North Coast Council.</p> <p>4/07 met ELA: All full-time faculty have at least a Master's Degree in Nursing. Full-time clinical faculty remain current in their clinical area. All full-time and part-time faculty are evaluated per College policy. All full-time and part-time clinical faculty are BRN approved.</p> <p>11/19/07 NED Curriculum Minutes: Karen McGurk presented a poster on heart failure at the Achievement Awards for College Scientists (ARCS) meeting on November 6<sup>th</sup>.</p> <p>11/17/08 NED Faculty Minutes: All full-time faculty have at least a master's degree. All adjunct faculty have at least a bachelor's degree. All full-time clinical faculty are</p>	<p>'05: Maintenance</p> <p>'06: Maintenance</p> <p>'07: Maintenance</p> <p>'08: Maintenance</p> <p>'09: Maintenance</p>
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		<p>current in their clinical area. All nursing faculty are evaluated per College policy. The department continues to meet ELA.</p> <p>5/11/09 NED Faculty Minutes: Andre Allen reported on the “Men in Nursing” seminar he recently attended.</p> <p>1/13/10 &amp; 4/19/10 NED Curriculum Minutes: Chantal Flanagan passed the Mental Health Nurse Practitioner Board Examination and is now board certified as an FPMHNP-BC.</p> <p>4/19/10 NED Curriculum Minutes: Karen McGurk was awarded a Doctorate degree. Julie Robinson passed her exams and is now board certified in Geriatrics as an GCNS-BC.</p> <p>8/16/ 11 NED Curriculum Minutes: Karen Donovan passed her exam and is now Board Certified in Geriatrics as a GCNS-BC. Hope Farquharson will be starting her doctorate program this fall.</p> <p>10/31/11 NED Curriculum Minutes: Debra Folz has passed her exam and is now Board Certified in Medical-Surgical Nursing.</p> <p>1/30/12 NED Faculty Minutes: All part-time and full-time faculty continue to be academically and experientially qualified in their content area. All faculty continue to be BRN approved, maintain an RN license, and</p>	<p>'10: Maintenance</p> <p>'10: Maintenance</p> <p>'11: Maintenance</p> <p>'12: Maintenance</p>
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			<p>meet current CPR requirements.</p> <p>2/27/12 NED Faculty Minutes: Judy Eckhart was recognized by Point Loma's Nursing program as a recipient of this year's Advanced Practice Award for Nursing Education.</p> <p>8/14/12 NED Curriculum Minutes: Julie Robinson completed her FNP-C last May.</p> <p>4/21/14 NED Faculty Minutes: All part-time and full-time faculty continue to be academically and experientially qualified in their content area. All faculty continue to be BRN approved, maintain their RN license, and meet current CPR requirements.</p> <p>1/12/15 NED CC Workshop Minutes: 100% of all part-time and full-time faculty continue to be academically and experientially qualified in their content area. All faculty continue to be BRN approved, maintain their RN license, and meet current CPR requirements</p> <p>One FT tenure track faculty received her PhD in nursing. Lost 2 FT faculty to the golden handshake and one resigned.</p>	<p>'12: Maintenance</p> <p>'14: Maintenance</p> <p>15: Maintenance</p>
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## Criterion 6

Program Evaluation				
Criterion 6		<p><b>Statement:</b> Number and utilization of full-time and part-time faculty meet the needs of the nursing education unit to fulfill its purposes.</p> <p><b>Expected Level of Achievement (ELA):</b> The number and utilization of full-time and part-time faculty is appropriate to meet the nursing unit's goals.</p>		
Plan			Implementation	
Component	Frequency of Assessment & Responsible Persons (RP)	Assessment Method (s)	Results of Data Collection and Analysis <i>Including actual level(s) of achievement</i>	Actions <i>for program development, maintenance, or revision</i>
Number and utilization of full-time and part-time faculty	<p>Reviewed and confirmed annually and reported every 3 years</p> <p>RP: Department Chairperson</p>	Review and comparison of academic courses, teaching schedules, and faculty expertise	<p>Spring/Fall 2001 Level of Achievement: met; 100% of faculty are teaching within their areas of expertise.</p> <p>5/03 met ELA: Annual review of the Schedule Information Sheets (SIS) shows that the number and utilization of full-time and part-time faculty continue to be appropriate. There are no more than 10 students per clinical group in the first year and no more than 12 students per clinical group in the second year.</p> <p>5/04 met ELA: Annual review of the SIS sheets shows that the number and utilization of full-time and part-time faculty continue to be appropriate. There are no more than 10 students per clinical group in the first year and no more than 12 students per clinical group in the second year.</p> <p>5/05 met ELA: Annual review of the SIS sheets shows that the number and utilization of full-time and part-time faculty continue to be appropriate. There are no more than 10 students per clinical group in the first year and no more than 12 students per clinical group in the second year.</p> <p>3/27/06 Faculty Minutes: As a result of grant funding, which will be used to start an evening/weekend program,</p>	<p>No action necessary</p> <p>'01: Maintenance</p> <p>'03: Maintenance</p> <p>'04: Maintenance</p> <p>'05: Maintenance</p> <p>'06: The hiring process was started and two new faculty</p>

			<p>two new faculty members for the first year of the program will be hired.</p> <p>5/06 met ELA: Annual review of the SIS sheets shows that the number and utilization of full-time and part-time faculty continue to be appropriate. There are no more than 10 students per clinical group in the first year and no more than 12 students per clinical group in the second year.</p> <p>12/4/06 NED Faculty Minutes: With the addition of two new full-time faculty for spring 2007, the department will have 11 full-time faculty and 9 adjunct instructors. The ELA continues to be met.</p> <p>12/3/07 NED Faculty Minutes: A new full-time faculty member has been hired for the 2<sup>nd</sup> year of the E/W program. She will start in January 2008. However, the application pool was not large enough to hire qualified instructors needed for the first year of the E/W program. As a result the department is not able to start another group of E/W students in January '08 as was expected. Faculty assignments for Spring '08 are being altered to accommodate the current E/W and Day 118 students so they can all complete their degree as expected.</p> <p>1/15 &amp; 17/08 NED Curriculum Minutes: This semester hiring committees will again be formed to look for new full time faculty for the E/W program. Faculty discussed new ideas on how to advertise &amp; recruit new faculty members. Shawna Hearn, Human Resources, compiled a list of all the resources that are being utilized to find qualified nursing faculty. The list was given to all faculty.</p>	<p>were hired in 10/06. '06: Maintenance</p> <p>'06: Maintenance</p> <p>12/07: Since students have already been sent acceptance letters for the January '08 E/W program, they must all be notified about the reason for the delay and they will be guaranteed an admission for the fall '08 semester. Several public meetings will be held to answer any questions people may have.</p> <p>1/08: The chairperson will ask the Marketing Department to meet with the faculty to brainstorm ideas.</p> <p>5/12/08: NED Faculty Minutes, brochure was</p>
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		<p>3/17/08 NED Faculty Minutes: Mea Daum, Marketing Services Coordinator, met with the faculty to develop a brochure that can be utilized to recruit new faculty.</p> <p>4/14/08 brochure was modified.</p> <p>4/14/08 NED Faculty Minutes: Two new faculty have been hired to start in August '08. They will both work in the E/W program, one in the first year &amp; one in the 2<sup>nd</sup> year. A new group of students will be admitted to the E/W program for fall '08 if clinical sites are found.</p> <p>8/19-20/08 NED Curriculum Minutes: Two additional full time faculty positions will be advertised this semester for hire.</p> <p>11/17/08 NED Faculty Minutes: This fall the department has 11 full-time and 13 part-time faculty, however, 2 new full-time faculty have just been hired and they will start in January 2009. For the spring '09 semester, the department expects to have 13 full-time and 9 part-time faculty. The department meets the ELA.</p> <p>3/2/09 NED Curriculum Minutes: Judy Eckhart continues to speak each year to the Point Loma MSN Capstone class about possible careers in Nursing Education.</p> <p>8/18-19/09 NED Curriculum Minutes: At this time there is only 1 full-time faculty position open (2<sup>nd</sup> year E/W med-surg, gero, &amp; psych combination). This position will not be needed until Fall 2010 so will look to fill it during Spring 2010 semester. As a result of an inability to locate a part-time psych &amp; med-surg instructor for N217 this fall, one rotation of N217 was cancelled.</p> <p>1/11-12/11 NED Curriculum Minutes: Two full time faculty positions submitted. One for N217 med-surg-gero and one for Simulation Lab.</p> <p>8/16/11 NED Curriculum Minutes: Two new FT tenure track faculty are starting this fall. Debra Folz will be a</p>	<p>finalized and approved for printing. 4/08: Maintenance</p> <p>8/08: Maintenance</p> <p>11/08: Maintenance</p> <p>'09: Maintenance</p> <p>8/09: Students were personally called and notified of the cancellation and/or of changes in their fall schedule.</p> <p>'11: Maintenance</p> <p>'11: Maintenance</p> <p>'12: Maintenance</p>
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		<p>Med-Surg instructor and Maryellen Schultz will be a Simulation instructor.</p> <p>1/30/12: NED Faculty Minutes: The College continues to provide enough full time and part time faculty for the program's needs. New full time faculty have been hired as needed to meet accreditation standards. Efforts continue to convert the Student Success Advisor position to a full time classified position.</p> <p>4/22/12 NED Faculty Minutes: The College &amp; PFF have agreed to provide 20% release time for the Assistant Chair of Nursing. As a result, the Assistant Chair will now be doing the Consortium requests.</p> <p>2/27/12 NED Faculty Minutes: A new FT Peds position has been posted and the position would start in fall 2012.</p> <p>9/10/12 NED Faculty Minutes: The FT Peds position was posted again with the plan to have the person start in January 2013.</p> <p>8/13/13 NED Curriculum Minutes: Karen McGurk has returned as a FT Med-Surg faculty member. All PT positions are filled.</p> <p>12/2/13 NED Faculty Minutes: The FT Peds position was posted with the intention of having the person start in August 2014.</p> <p>4/21/14 NED Faculty Minutes: Elizabeth Light was hired as a new FT Pediatric Instructor.</p> <p>8/13/ 14: NED Faculty Minutes: The FT med-surg position was posted with the intent of having a person start in January 2015.</p> <p>1/6/15: NED CC Workshop minutes- Lorraine Pagni-</p>	<p>'12: The Chair will provide training as needed to the Assistant Chair.</p> <p>'12: The application pool was not adequate.</p> <p>'12: Once again the application pool was not adequate.</p> <p>'13: Maintenance</p> <p>'13: Maintenance</p> <p>'14: Maintenance</p> <p>15: Lorraine replaced Judy Eckhart FTE.</p> <p>15: Seeking approval from administration to rehire for the three vacant faculty positions. 6/2/15 The FT Psych nursing faculty position was posted.</p>
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			<p>Kiefer was hired to teach med-surg in the 2<sup>nd</sup> semester N118.</p> <p>6/8/15: Prior to the golden handshake that was finalized on May 12, 2015, the NED was staffed to optimal level with 11 FT nursing faculty but the NED lost 2 FT med-surg faculty to retirement and 1Ft psych faculty to resignation.</p>	<p>Waiting approval for replacements of the other 2 FT positions.</p>
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## Criterion 7

Program Evaluation				
<b>Criterion 7</b>		<p><b>Statement:</b> Faculty performance is periodically evaluated to assure ongoing development and competence.</p> <p><b>Expected Level of Achievement (ELA):</b> 100% of the faculty will be evaluated according to the Tenure and Evaluations Policy and Procedure of the governing unit.</p>		
Plan			Implementation	
Component	Frequency of & Responsible Persons (RP)Assessment	Assessment Method (s)	Results of Data Collection and Analysis <i>Including actual level(s) of achievement</i>	Actions <i>for program development, maintenance, or revision</i>
Faculty Evaluation	<p>Tenured faculty evaluated at least once every 3 years</p> <p>Probationary faculty evaluated a minimum of once in each academic year</p> <p>Adjunct faculty evaluated during first year of employment and at least once every sixth regular semester of employment thereafter</p> <p>RP: Department Chairperson</p>	<p>Evaluations by peer, self, administration, and students coordinated by Tenure and Evaluations Review Coordinator</p>	<p>Spring/Fall 2001 Level of Achievement in '01: met; 100% of faculty are evaluated per Tenure and Evaluations Review policy and procedures. All faculty have a current RN license and are competent in their clinical area.</p> <p>5/04 met ELA: All faculty continue to be evaluated per Tenure and Evaluations Review policy and procedure. All faculty have a current RN license and are competent in their clinical area.</p> <p>12/4/06 NED Faculty Minutes: All faculty continue to be evaluated per Tenure and Evaluations Review policy and procedure. All faculty have a current RN license and are competent in their clinical area.</p> <p>3/9/07 NED Faculty Minutes: The College is piloting a chairperson evaluation form.</p> <p>11/17/08 NED Faculty Minutes: All faculty</p>	<p>No action necessary</p> <p>'01: Maintenance</p> <p>'04: Maintenance</p> <p>'06: Maintenance</p> <p>3/07: The Assistant Chairperson did Chairperson evaluation. Completed forms were sent to the TERB office.</p> <p>'08: Maintenance</p>

			<p>continue to be evaluated per Tenure &amp; Evaluations Review policy and procedure. The department continues to meet ELA.</p> <p>3/28/11 NED Faculty Minutes: Hope Farquharson has been tenured.</p> <p>1/30/12: All part time and full time faculty are evaluated as identified by the College's tenure and evaluation process.</p> <p>4/21/14 NED Faculty Minutes: All part time and full time faculty are evaluated as identified by the College's tenure and evaluation process.</p> <p>12/14: Elizabeth T&amp;E went well and will be granted another year.</p> <p>4/6/15 NED Faculty Minute: Maryellen Ross was granted tenure.</p> <p>All part time and full time faculty are evaluated as identified by the College's tenure and evaluation process.</p>	<p>'11: Maintenance</p> <p>'12: Maintenance</p> <p>'14: Maintenance</p> <p>14: Maintenance</p> <p>15: Maintenance</p> <p>15: Ongoing</p>
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## Criterion 8

Program Evaluation				
Criterion 8	<p><b>Statement:</b> The collective talents of the faculty reflects scholarship through teaching, application, and the integration and discovery of knowledge as defined by the governing organization and within the nursing education unit.</p> <p><b>Expected Level of Achievement (ELA):</b> 100% of faculty will demonstrate continual professional development.</p>			
Plan			Implementation	
Component	Frequency of Assessment & Responsible Persons (RP)	Assessment Method (s)	Results of Data Collection and Analysis <i>Including actual level(s) of achievement</i>	Actions <i>for program development, maintenance, or revision</i>
Professional Development (PD)	Annually in fall semester	Annual report on completion of PD Contract	2000/2001 Level of Achievement: met; 100% of faculty completed their PD contract	No action necessary '01: Maintenance
Active CA RN License	Annually in fall semester  RP: Department Chairperson	Annual review of license in fall semester	<p>2000/2001 Level of Achievement: met; 100% of faculty have active California RN license</p> <p>Reports on conferences, e.g. Professional Development, attended by faculty in '02:</p> <ul style="list-style-type: none"> <li>• 1/15/02 NED Curriculum Minutes: Kathy Clyne reported on her sabbatical experience.</li> <li>• 1/15/02 NED Curriculum Minutes: Vince Salyers updated the faculty on the Nursing Informatics Council.</li> <li>• 8/19/02 NED Curriculum Minutes: Marilee Nebelsick-Tagg and Judy Crowe both reported on their sabbaticals.</li> <li>• 9/23/02 NED Curriculum Minutes: Kathy Clyne, Debbie Bennett, &amp; Karen McGurk reported on the NLN Education Summit.</li> </ul> <p>'03 met ELA: All faculty continued to be involved in program development. All faculty completed their PD contracts and maintained their license.</p> <p>Reports on conferences, e.g. Professional Development, attended by faculty in '03:</p> <ul style="list-style-type: none"> <li>• 1/13/03 NED Curriculum Minutes: Karen</li> </ul>	<p>No action necessary '01: Maintenance</p> <p>No action necessary '02: Maintenance</p> <p>'03: Maintenance</p>

			<p>McGurk, Chantal Flanagan, &amp; Kathy Clyne reported on a test construction workshop they attended.</p> <p>1/12/04 NED Curriculum Minutes: all faculty attended a workshop on how to utilize BlackBoard in their classes.</p> <p>Reports on conferences, e.g. Professional Development, attended by faculty in '05:</p> <ul style="list-style-type: none"> <li>• 1/24/05 NED Faculty Minutes: Cathy Hawkins &amp; Judy Eckhart reported on an ATI seminar.</li> <li>• 8/17/05 NED Curriculum Minutes: Nancy Pince reported on the National Nurse Educators Conference she attended this summer. Kathy Clyne discussed the tour she took in Fiji this summer. She worked at a local hospital and visited a local nursing program.</li> <li>• 9/12/05 NED Curriculum Minutes: In-service given by the Alaris representative on their new IV delivery system.</li> <li>• 9/26/05 NED Curriculum Minutes: In-service given by Vital Baby Sim representative.</li> </ul> <p>Reports on conferences, e.g. Professional Development, attended by faculty in '06:</p> <ul style="list-style-type: none"> <li>• 1/11/06 NED Curriculum Minutes: Two speakers from Scripps Memorial Hospital presented the results of a survey that the hospital gave to new graduates to identify what the graduates felt they had not learned in nursing school. The study involved all nursing programs, not just Palomar graduates.</li> </ul> <p>12/4/06 NED Faculty Minutes: All faculty continued to be involved in program development. All faculty completed their PD contracts and maintained their license.</p> <p>Reports on conferences, e.g. Professional Development, attended by faculty in '08:</p>	<p>'04: Maintenance</p> <p>'05: Maintenance</p> <p>'06: All faculty will examine how the concepts that were mentioned are taught in their courses. Maintenance.</p> <p>'06: Maintenance</p> <p>'08: Maintenance</p>
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			<ul style="list-style-type: none"> <li>• 3/17/08 NED Faculty Minutes: Marilee Nebelsick-Tagg attended the 1<sup>st</sup> Annual Clinical Simulation Conference in Los Angeles.</li> <li>• 4/14/08 NED Faculty Minutes: Judy Eckhart attended the Nursing Executive Center 2007-2008 National Membership Meeting. The topic focused on how to bridge the gap between education and practice.</li> <li>• 4/14/08 NED Faculty Minutes: Marilee Nebelsick-Tagg and Samantha Sangsanoi discussed ideas they learned at a Test Item Writing Workshop. More discussion was held on this topic in the Curriculum Workshops, Aug. 19-20, 2008.</li> <li>• 4/14/08 NED Faculty Minutes: It was also announced that a class will be held in NA-3 on 5/5/09 by JoAnn Ellis to educate faculty on the new features in Word 2007.</li> </ul> <p>Reports on conference, e.g. Professional Development, attended by faculty in '09:</p> <ul style="list-style-type: none"> <li>• 1/13-14/09 NED Curriculum Minutes: Marilee Nebelsick-Tagg presented the findings from her sabbatical on Simulation and Nursing Education. Samantha Sangsanoi shared information from the Mosby Faculty Conference.</li> <li>• 8/18-19/09 NED Curriculum Minutes: All faculty continue to be involved in program development. All faculty completed their PD contracts and maintained their license.</li> </ul> <p>Reports on conferences, e.g. Professional Development, attended by faculty in '10:</p> <ul style="list-style-type: none"> <li>• 1/13-14/10 &amp; 3/8/10 NED Faculty minutes: Eight faculty attend Mosby Faculty Development workshop. Hope Farquharson attended a conference on “Innovative approaches to Diabetes and Pregnancy” conference. Andre Allen and Judy Eckhart attended a RHORC Simulation</li> </ul>	<p>'09: Maintenance</p> <p>'10: Maintenance</p> <p>'11: Maintenance</p>
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			<p>Conference. Andre Allen will be going to the Innovative Strategies in Simulation Technology conference soon.</p> <ul style="list-style-type: none"> <li>8/17-18/10 NED Curriculum Minutes: Level 1 Simulation Training courses will be available in the local area this year. Perkins funding can be used to pay for the training. A calendar of all dates for Simulation Training was provided. All full time faculty will be attending a Level 1 training session this year.</li> </ul> <p>4/9/10 NED Curriculum Minutes: Karen McGurk has received her PhD in Nursing, Chantal Flanagan is now Board Certified in Psych Mental Health, and Julie Robinson is Board Certified in Geriatrics.</p> <p>Reports on conferences, e.g. Professional Development, attended by faculty in '11:</p> <ul style="list-style-type: none"> <li>3/28/11 NED Faculty Minutes: Judy Eckhart reported on the COADN conference she attended.</li> <li>4/25/11 NED Faculty Minutes: Six faculty attend "Creative teaching strategies for the Nurse Educator". Nancy Pince and Julie Van Houten went to a CINHC Level 1 Sim Lab Training session.</li> <li>10/10/11 NED Faculty Minutes: Judy Eckhart reported on the COADN conference. QSEN concepts were discussed.</li> <li>10/31/11 NED Curriculum Minutes: Maryellen Schultz attended the Magic in Teaching Conference.</li> <li>11/14/11 NED Faculty Minutes: Hope Farquharson attended both a QSEN and a Grant writing workshop.</li> </ul> <p>8/16/11 NED Curriculum Minutes: Karen Donovan is now Board Certified in Geriatrics.</p> <p>10/31/11 NED Curriculum Minutes: Debra Folz is now Board Certified in Medical-Surgical Nursing.</p>	<p>'11: Maintenance</p> <p>'12: Maintenance</p> <p>'12: Maintenance</p> <p>'12: Maintenance</p> <p>'13: Maintenance</p> <p>'14: Maintenance</p>
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			<p>1/30/12 NED Faculty Minutes: 100% of the faculty maintain the professional development plans and stay current in their field of expertise.</p> <p>Reports on conferences, e.g. Professional Development, attended by faculty in '12:</p> <ul style="list-style-type: none"> <li>• 4/9/12 NED Curriculum Minutes: Karen Donovan attended the NICHE and the ACE's Conferences</li> <li>• 4/9/12 NED Curriculum Minutes: Hope Farquharson attended the USD Research Conference.</li> <li>• 4/9/12 NED Curriculum Minutes: 3 faculty attended the PESI Healthcare Conference.</li> </ul> <p>8/14/12 NED Curriculum Minutes: Julie Robinson completed her FNP-C in May.</p> <p>4/8/13 NED Curriculum Minutes: Karen Donovan gave a report from the AMCC workshop she attended.</p> <p>4/21/14 NED Faculty Minutes: 100% of the faculty maintain the professional development plans and stay current in their field of expertise.</p> <p>Fall 2014 and Spring 2015 NED Faculty and Curriculum Meeting Minutes: 100% of the faculty continued to be involved in program development. All faculty completed their PD contracts and maintained their license. Faculty reported on the conferences they attended. 2014-2015 budget allocation.</p>	<p>15: Maintenance and ongoing. Content experts (Chantal, Elizabeth, and Karen D) we given additional funds to cover all the conferences expense.</p>
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## Criterion 9

Program Evaluation				
Criterion 9		<p><b>Statement:</b> Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the nursing education units purposes.</p> <p><b>Expected Level of Achievement (ELA):</b> 100% of student policies of the nursing unit are publicly accessible and non-discriminatory.</p> <p>≥ 80% of student policies are consistent with the organization.</p>		
Plan		Implementation		
Component	Frequency of Assessment & Responsible Persons (RP)	Assessment Method (s)	Results of Data Collection and Analysis <i>Including actual level(s) of achievement</i>	Actions <i>for program development, maintenance, or revision</i>
Student Policies	<p>Every 3 years and as necessary</p> <p>RP: SNAP Advisor, Health Program Specialist (HPS); &amp; Curriculum Co-Chairs</p>	Comparison of all documents for accuracy and consistency	<p>R&amp;R Committee Minutes:</p> <ul style="list-style-type: none"> <li>9/98 Recommended changes to prerequisite requirements.</li> <li>8/28/00 Pregnancy Policy brought up for discussion; again on 5/8/01.</li> </ul> <p>NED Faculty Minutes:</p> <ul style="list-style-type: none"> <li>1/12/99 Uniform Policy does not address tattoos.</li> <li>5/8/00 Presented NED Student Handbook.</li> <li>10/8/01 NED policies found to be accessible &amp; non-discriminatory.</li> </ul> <p>'01 Level of Achievement: met; 100% of student policies are accessible and non-discriminatory and ≥80% of student policies are consistent with the organization.</p> <p>4/15/02 NED Faculty Minutes: Uniform policy rewritten to include the restriction of acrylic nails in clinical settings.</p>	<p>Revised prerequisite requirements 4/99. Admission GRID was eliminated and GPA of 2.5 in prerequisite sciences was required for admission to the Nursing Program.</p> <p>Revised Pregnancy Policy on 8/28/00 and again 5/8/01. Revised Uniform Policy on 1/12/99. Approved NED Student Handbook 5/8/00. No further action necessary.</p> <p>'01: Maintenance</p> <p>'02: Approved 4/15/02</p>

			<p>8/21/02 NED Curriculum Minutes: New student acceptance form specifies background checks may be done by the agency and denial of access to the clinical site may occur.</p> <p>4/21/03 NED Faculty Minutes: Discussed changes that will be coming based on HIPAA requirements. Follow up in 8/17/04 NED Curriculum Minutes: San Diego Consortium issued a policy requiring HIPAA training for all students.</p> <p>10/13/03 NED Faculty Minutes: Discussed policy on the use of braces and splints for students with permanent disabilities.</p> <p>'04 met ELA: Admission policy continues to be consistently applied. All student policies are published in the NED Student handbook and are non-discriminatory. The NED Department website is current. Program brochure was updated in 9/03.</p> <p>10/4/04 NED Faculty Minutes: Discussed changes in the NED Student Handbook.</p> <p>4/18/05 NED Curriculum Minutes: Standards for Safe Medication Practice Policy was discussed and revised to be consistent between all courses.</p> <p>8/29/05 NED Faculty Minutes: Discussed changes in the NED Faculty Handbook. Revisions continued to be discussed in 11/21/05, 2/27/06, 3/27/06, and 8/28/06 Faculty meetings.</p> <p>9/19/05 NED EE Minutes: Data on students admitted between S '98 and F '03 was examined to determine how many times students are repeating clinical courses, their completion rates in the program, and their success rate on NCLEX-RN.</p>	<p>'02: Approved 8/21/02</p> <p>8/17/04: Approved Consortium HIPAA policy.</p> <p>'03: Approved policy and put into NED Student handbook 10/03/03. Was clarified in NED Faculty meeting 10/4/04.</p> <p>'04: Maintenance</p> <p>'04: Approved updated NED Student Handbook 1/24/05</p> <p>'05: Approved revisions 4/18/05</p> <p>'05: NED Faculty Handbook out for review 8/29/05. Was approved 12/2/06.</p> <p>9/05: EE will make recommendations to the faculty concerning the readmission policy.</p> <p>8/15/06: New nursing readmission policy approved by the faculty and by the Dean, 8/15/06 Curriculum Minutes. Policy will be</p>
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			<p>2/27/06 NED Faculty Minutes: After analyzing data, the EE Committee recommended a change to the nursing readmission policy. The proposed policy was presented in the 2/27/06 meeting and further discussed in the 3/27/06 and the 4/24/06 Faculty meetings. The policy was then tabled until the fall workshop so input from the part-time faculty could be included.</p> <p>4/24/06 NED Faculty Minutes: In accordance with the San Diego Consortium, background checks will be required of all students starting in fall '06. The HPS will send information to all students in the program and on waitlist about changes and will post data on the website.</p> <p>12/4/06 NED Faculty Minutes: R&amp;R Committee reported that the program brochure, outreach cards, and website continue to be updated as needed. All policies publicly accessible and non-discriminatory. The ELA continues to be met.</p> <p>1/8/07 NED Curriculum Minutes: If the department wishes to apply for future California grants, the state is now requiring the program to have students take a pre-admission test. Exams recommended by Chancellor's office were discussed.</p> <p>1/29/07 Recruitment &amp; Retention Minutes: Senate Bill 1309 requires a pre-entry assessment test be offered with remediation as needed. The TEAS exam will be recommended.</p> <p>2/9/07 NED Faculty Minutes: Faculty approved the use of the TEAS exam for pre-admission testing. Once a cut off score has been determined, plans for implementation will be finalized.</p> <p>1/15 &amp; 17/08 NED Curriculum Minutes: Students taking the TEAS who score lower than 67% overall, must be remediated. Doris Meehan has been hired to</p>	<p>included in the spring '07 NED Student Handbook.</p> <p>4/06: The department website will post information for all current and potential students on how to do background checks.</p> <p>'06: Maintenance</p> <p>1/07: Subcommittee formed to look into the exams.</p> <p>1/07: Will take the information to Faculty Meeting.</p> <p>2/07: Awaiting recommended cut off scores from the Chancellor's office.</p> <p>'08: Maintenance</p> <p>10/08: Forms will be given to all faculty and students. The ADA will monitor the</p>
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			<p>be our Student Success Advisor. She will meet with pre-nursing students who need remediation as well as with current students who need tutoring.</p> <p>10/13/08 NED Faculty Minutes: CA Senate Bill 739 mandates that all health care personnel receive or document their refusal to receive the influenza vaccine.</p> <p>10/13/08 NED Faculty Minutes: The Dean has requested students receive very clear information each semester explaining conditions where a student may be dismissed from the program. Faculty agreed to put the following phrase, currently on the clinical evaluation tool, on the Student Data Form that students complete each semester:</p> <p style="padding-left: 40px;">Patient Safety is our first criterion in evaluation of clinical performance. If at any time a student demonstrates behavior jeopardizing patient safety or practice nursing in a grossly negligent or incompetent manner, the students will be removed from the clinical setting and be subject to faculty review. This could result in dismissal from the program.</p> <p>1/13-14/09 NED Curriculum Minutes: Background checks are required by all clinical agencies. Since faculty determine student grades, the Health Programs Specialist will monitor students who have issues and help them interface with the agencies as needed.</p> <p>During this meeting and again in 3/2/09 NED Curriculum Minutes and in the 8/18/09 NED Curriculum Minutes, faculty also discussed when to write conference reports &amp; contracts so there could be more consistency between the full-time and part-time faculty on expectations for students. The NI and MS ratings were discussed.</p>	<p>status of completed forms.</p> <p>10/08: Faculty felt this was a clear statement that allows faculty to be able to make decisions based on expectations of students at each level in the program.</p> <p>1/09: Students both in the program and on the waitlist will be notified about background checks.</p> <p>3/09: For students who earn an NI rating on any starred item on the Clinical Evaluation Form, a contract will be written. An NI rating on a non-starred item may get a contract or may only require a conference report. MS ratings require a written comment on the evaluation form to explain the rating.</p> <p>2/09: The letter will be sent out to everyone on the waitlist so people have plenty of advanced notice.</p> <p>9/09: Students will be</p>
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			<p>2/2/09 NED Faculty Minutes: Cathy Hawkins and Judy Eckhart are developing a letter to be sent to students preparing to enter the program. Clinical agencies are getting tighter on background checks so students need to be aware of potential problems they may have before they enter the program.</p> <p>9/14/09 NED Faculty Minutes: Clinical agencies are talking about mandating all students get H1N1 vaccine.</p> <p>2/1/10 NED Faculty Minutes: The Chancellor's Office has mandated that any program receiving their grant funds must use the new multi-criteria application process. Judy Eckhart is working with local A.D.N. chairs to determine how to allocate points consistently. College administration has agreed to allow Nursing to continue to honor anyone who is on the current 117 waitlist but no more students will be added to that list. Information about this change will now be posted on the web site &amp; the public will notified before it is implemented. Applications received in Fall '10 will be using this new criteria. Waitlists for N118, N217, &amp; N218 will be continued since admissions are on a space available basis.</p> <p>5/10/10 NED Faculty Minutes: The NED Student handbook continues to be updated each year to reflect any changes.</p> <p>8/17-18/10 NED Curriculum Minutes: Faculty shared ideas on how to promote learning during 12 hour clinical shifts and how to help students been successful in both clinical and lecture settings.</p> <p>12/6/10 NED Faculty Minutes: Dean Candi Frances</p>	<p>notified ASAP of any mandatory change in vaccines.</p> <p>2/10: Cathy Hawkins will send letters to all students on the current waitlist. No more students will be added to the N117 waitlist. Starting with Fall '11 admissions, 50% of the admissions will come from the new criteria &amp; 50% from the current waitlist.</p> <p>'10: Faculty continue to provide assistance to students to improve retention.</p> <p>2/11: No change to the policy is needed at this time.</p> <p>4/11: The Chair will go from class to class to explain the reason for this change and it</p>
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			<p>met with the faculty to brainstorm ideas to address SB 1440 on improving student retention. Faculty agreed students need more remediation and assistance and they supported the Open Lab and the Student Success positions, however, they still agreed that in Nursing, students must be held responsible to meet safe patient standards.</p> <p>2/28/11 NED Faculty Minutes: The supplemental medical guidelines in the student health policy / Student Handbook were reviewed.</p> <p>4/11/11 NED Curriculum Minutes and continued in the 4/25/11 NED Faculty Minutes: Faculty continue to discuss ways to improve retention. It was felt that some students choose all adjunct instructors and then may not be prepared for the rigors of the program as they progress. Faculty decided to assign clinical to help improve retention rates. This decision will be discussed with all students before it is started. Before starting this, the College will need to adjust the enrollment process and students need to be notified as to the reason for the change.</p> <p>8/16/11 NED Curriculum Minutes: All faculty discussed ideas on how to help students be successful. Students need to be reminded of support services and resources on campus. In addition, passing scores for mandatory fire safety and for standard precaution tests were discussed.</p> <p>9/12/11 &amp; 10/10/11 NED Faculty Minutes: The Instruction Office will be able to make enrollment changes for Nursing so faculty will begin to assign clinical sites for Spring '12.</p> <p>9/12/11 &amp; 10/10/11 NED Faculty Minutes: Some felt</p>	<p>will be presented in the next Student Roundtable meeting.</p> <p>8/11: Faculty will continue to encourage students to use available resources. First year students must pass the fire safety &amp; the standard precaution tests at 70% and second year students must pass with a 90%</p> <p>10/11: Instructions will be provided to all students on how to enroll when not able to pick their own clinical site.</p> <p>10/11: The wording was changed in each course Clinical Evaluation Tool and in each syllabus.</p> <p>10/11: A form will be added to each syllabus for students to sign. The form will state they know staying current on CPR &amp; immunizations are their responsibility.</p> <p>1/12: The ADA will continue to update the department's web site to keep it current and accurate.</p>
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		<p>the word “grossly” in the Patient Safety portion of the Clinical Evaluation Tool was a bit harsh. The statement was reviewed and faculty agreed to change the phrasing to “negligent or incompetent manner.”</p> <p>10/31/11 NED Curriculum Minutes: Faculty agreed that students must remain current in their CPR &amp; immunizations in order to attend clinical. This is a mandate from all the clinical agencies. Students who are not current will not be allowed to attend clinical and if they miss more than the allowed amount of clinical, they will be dropped from the course.</p> <p>1/10/12 NED Curriculum Minutes: Recent passage of the Dream Act allows illegal residents to attend Community Colleges and pay in state tuition. However, clinical sites still require students be legal residents. To be sure members of the public are aware of this difference, faculty agreed that the following phrase should be added to department’s web site.</p> <p style="padding-left: 40px;">Information regarding legal status and social security numbers: In order to attend clinicals, all students must be legal residents. If a student does not have a social security number before they graduate from the program they will not be allowed to sit for the NCLEX exam so they cannot become an RN. In addition students without a social security number may not be accepted at the clinical sites. Clinical settings are getting tougher on this requirement and it can change at any time, so a student without a social security number may start but not be able to finish the program. Students who cannot attend clinical are not allowed to continue in the program.</p> <p>The College implemented a new restriction on how many times a student can repeat a course. Students will only be allowed to repeat a course three times, for any reason. This change is retroactive for as long as</p>	<p>’12: Maintenance</p> <p>8/12: Faculty agreed consistency is nice but different clinical areas</p>
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		<p>the student has been taking classes at Palomar College. However, the Nursing Program Admission / Readmission Policy stating a “student may only be allowed 1 readmission in the program” will remain in effect. The Nursing policy was based on retention and student success issues and was written after data analysis was conducted by the Nursing Educational Effectiveness Committee. The policy is in the Student Handbook.</p> <p>1/30/12 NED Faculty Minutes: Student policies are congruent with the program and the College. The Student Handbook is reviewed at least once a year by the SNAP advisor and is updated as needed. The Student Handbook is purchased in the College bookstore by all Nursing students and a copy is also publically available in the library.</p> <p>2/13/12 NED Curriculum Minutes, continued on 4/4/12 NED Curriculum Minutes and the 8/14/12 NED Curriculum Minutes: Students have expressed concerns that forms between semesters are not consistent so a notebook was compiled showing all clinical forms in each semester. Faculty reviewed all the forms and discussed ways to be as consistent as possible.</p> <p>10/14/13 NED Faculty Minutes: Faculty reviewed and discussed the background check policy and the idea of doing pre-screening checks.</p> <p>11/8/13 NED Curriculum Minutes: Students had requested the use of magnetic badges instead of the current pinned name badge. Judy E researched this and found that magnetic badges can affect pacemakers so faculty and students agreed to not make a change.</p> <p>1/27/14 NED Faculty meeting it was determined that pre-screening for background checks were not needed,</p>	<p>require different information so the forms that are used are needed and appropriate.</p> <p>10/13: The policy will be added to the student handbook.</p> <p>11/13: Name badges will continue to be the design with a pin, not the magnetic type.</p> <p>’14: During Student Orientation, students will be required to read &amp; sign the background check policy to be sure they are aware of the policy before they enter the program.</p> <p>15 Changes to the attendance and readmission policy are in the Fall 2015 student handbook.</p>
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			<p>however, more information about the background check policy needs to be provided to students before they enter the program.</p> <p>6/8/15 New policies are in the curriculum and faculty minutes and placed in the Student Handbook. Attendance policy is placed in the course syllabus. 100% of student policies of the nursing unit are publicly accessible and non-discriminatory. ≥ 80% of student policies are consistent with the organization.</p>	
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## Criterion 10

Program Evaluation				
Criterion 10	<p><b>Statement:</b> Students have access to support services administered by qualified individuals that include, but are not limited to: health, counseling, academic advisement, career placement, and financial aid.</p> <p><b>Expected Level of Achievement (ELA):</b> ≥ 90% of all students surveyed will confirm they have access to support service(s). 100% of support services are administered by qualified individuals.</p>			
Plan			Implementation	
Component	Frequency of Assessment & Responsible Persons (RP)	Assessment Method (s)	Results of Data Collection and Analysis <i>Including actual level(s) of achievement</i>	Actions <i>for program development, maintenance, or revision</i>
Support Services	Data collected every semester  Analyzed every 3 years and as needed	Student Survey	In process '01: Level of Achievement; unknown at this time, still collecting data.	Survey developed during 2000/2001 academic year.  Data collection in development phase.
Qualifications of Support Staff	Time of appointment  RP: End of Semester Committee Chairperson	Review of credentials by supervisor / selection committee and HR	<p>Minutes of Governing Board '01: Level of Achievement: met; 100% of support services are administered by individuals who are qualified and have been approved by the Governing Board.</p> <p>9/9/02 NED Faculty Minutes: DSP&amp;S staff member, Sue Norton, attended the meeting &amp; discussed what services are available for students through the DSP&amp;S office.</p> <p>1/12/04 NED Curriculum Minutes: Discussed exam policy of DRC (which used to be called DSP&amp;S).</p> <p>3/8/04 NED Curriculum Minutes: End of Semester committee presented statistical findings on student access to support services from spring '01 through fall '03. Averages were:</p> <ul style="list-style-type: none"> <li>• Spring '01 = 84%</li> <li>• Fall '01 = 80%</li> </ul>	<p>No action necessary '01: Maintenance</p> <p>'02: Maintenance</p> <p>'04: Approved DRC exam policy for qualified nursing students.</p> <p>'04: Clarified that when doing the end of semester reports, students who respond "N/A" to any</p>

		<ul style="list-style-type: none"> <li>• Spring '02 = 81%</li> <li>• Fall '02 = 86%</li> <li>• Spring '03 = 89%</li> <li>• Fall '03 = 98%</li> </ul> <p>The End of Semester Report Committee also informed faculty that the low ratings were not supported by the summaries of student comments from end of semester reports.</p> <p>5/3/04 Those administering the student support services have been found to be qualified and are approved by the Governing Board.</p> <p>4/25/07 NED Student Roundtable Minutes: Kathy French, librarian, gave a demonstration on how to access library resources from student's home computers.</p> <p>1/15 &amp; 17/08 NED Curriculum Minutes: Students taking the TEAS who score lower than 67% overall, must be remediated. Doris Meehan has been hired to be our Student Success Advisor. She will meet with pre-nursing students who need remediation as well as with current students who need tutoring.</p> <p>3/23/08 NED Student Roundtable Minutes: Jo-Anne Lesser discussed strategies students can use to overcome test anxiety and improve study skills.</p> <p>5/12/08 NED Faculty Minutes: Members of DRC met with Nursing Faculty to discuss the increased number of student requests for DRC accommodations and the increased demands by some students. It was agreed that nursing students should not be given preferential treatment (such as taking all exams in a private room) if those accommodations are not available to all other DRC students.</p>	<p>question should not be included in the total number of responses for that question. This should provide more realistic statistical data in the future.</p> <p>'04: Maintenance</p> <p>'07: Maintenance</p> <p>'08: Maintenance</p> <p>5/08: DRC and Nursing agreed to continue to support accommodations for any qualified student as long as the accommodations are supported by the testing requirements when the students takes the NCLEX.</p> <p>'09: Maintenance</p>
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			<p>1/8/09 Student Success Advisory Minutes: Monthly student success workshops will continue to be held about 3 times a semester. Attendance in the Fall '08 semester was reasonable. Topics for Spring '09 semester will include financial aid and math anxiety.</p> <p>1/13/09 NED Curriculum Minutes: Retired Cmdr. Andre Allen, RN, is the new lab assistant for student open lab time. He'll be available 18 hours a week. Faculty can refer students to him and students can self-refer to him for help with skills practice, tutoring, and care planning.</p> <p>8/18/09 NED Curriculum Minutes: The lab assistant, Andre Allen, asked to be present in all classes when new lab skills are being presented. He wants to be sure he is teaching the methods and techniques expected for each semester.</p> <p>4/19/10 NED Curriculum Minutes: Haydn Davis gave a demonstration of the new Study Mate software available on campus.</p> <p>9/27/10 NED Curriculum Minutes: The College has agreed to allow Nursing to hire a full-time faculty member for the new Simulation Lab.</p> <p>1/11-12/11 NED Curriculum Minutes: The College new Blackboard system is functioning and can be used to facility student information and give students home access to videos for them to view.</p> <p>8/16/11 NED Curriculum Minutes: The new health fitness center is available for student and faculty use. Cmdr. Allen is providing extensive student assistance</p>	<p>1/09: The open lab hours will be posted for students.</p> <p>8/09: Faculty will send him the schedules for their skills demonstrations.</p> <p>4/10: Each course will decide how they might be able to use Study Mate.</p> <p>9/10: The position will be advertised.</p> <p>1/11: Faculty will use Blackboard in their courses.</p> <p>'11: Maintenance</p> <p>'11: Faculty will assign Sim days as part of clinical time.</p> <p>'11: Maintenance</p> <p>'12: Maintenance</p>
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		<p>during open lab hours.</p> <p>9/26/11 and continued on 10/31/11 NED Curriculum Minutes: Maryellen Schultz provided faculty with a proposed schedule for how she can accommodate students rotating through the Sim lab.</p> <p>10/31/11 NED Curriculum Minutes: Training was provided by David Gray and Lillian Payne about the College POET training system. Beta testing is being done at this time.</p> <p>1/10/12 NED Curriculum Minutes: SNAP will host their Education Fair for students on Feb. 9, 2012. Information for students will be posted and announcements made in each class.</p> <p>1/30/12 NED Faculty Minutes: End of semester reports are conducted each semester. These reports confirm that students are aware of and have access to support services on campus. Those services are provided by qualified individuals on campus.</p> <p>2/27/12 NED Faculty Minutes: The Student Success Advisor reported there was good attendance in the Stress Reduction class provided by the Tom Ventimiglia, a College Counselor. In addition information was provided about the Student Success Taskforce from the CA Community Colleges Board of Governors which the state is hoping will improve student outcomes for all college students.</p> <p>4/9/12 NED Curriculum Minutes: Faculty are working with CSUSM and local community colleges to promote student access into the CSUSM – BSN program. A road map is being developed.</p> <p>9/10/12 NED Faculty Minutes: As he has done before, Andre Allen began the semester providing seminars to students during open lab sessions. One class was on</p>	<p>2/12: The Student Success Advisor will continue to offer support sessions.</p> <p>4/12: Students will be notified as the road map gets defined.</p> <p>2/12: The Student Success Advisor will continue to offer support sessions as needed by students.</p> <p>'12: Faculty will assign articles using the College on-line database so students are aware of this resource.</p> <p>'13: CSUSM is still working to get the road map approved</p>
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			<p>“How to answer NCLEX questions” which was very well attended by N117 students. In the class he emphasized how concepts such as prioritization, critical thinking, and identifying key words in the stem are all techniques that can promote student success. In addition he did a group review for N217 students on central line dressing changes and IVPB skills.</p> <p>10/8/12, 11/19/12, &amp; 12/3/12 NED Faculty Minutes: Faculty were wondering about using an on-line database, Stat-Ref, for research articles and at about the same time the Library asked the faculty to review the current Nursing electronic holdings for students. Faculty carefully reviewed the College’s on-line database and found it was much more extensive than they realized. Faculty decided to continue to support the College’s on-line databases system.</p> <p>1/16/13 NED Curriculum Minutes: Updates on the ADN – BSN road map were provided by Hope Farquharson.</p> <p>2/2/13 NED Curriculum Minutes: SNAP will have their Health Care Career Faire and Education Faire on 2/2/13.</p> <p>4/8/13 NED Curriculum Minutes: Tom Ventimiglia, Counseling, will hold a Stress Reduction seminar for students on April 29<sup>th</sup> and on May 1<sup>st</sup>. Students in the meeting also requested more open lab hours with the Skills Lab Supervisor / Student Success Advisor.</p> <p>8/13/13 NED Curriculum Minutes: Nursing has submitted paperwork requesting the Open Lab / Student Success Advisor position to convert from an hourly worker to a full-time classified position.</p>	<p>by the state.</p> <p>’12: Maintenance</p> <p>’13: Students attended the Stress Reduction sessions. Hours for supervised open lab are limited by the Lab person’s contract.</p> <p>8/13: The hiring process on campus will be followed.</p> <p>9/13: Information about the STEM center will be added to syllabi &amp; the student handbook.</p> <p>1/14: Faculty approved new exit form and will continue to identify at risk students as soon as possible.</p> <p>4/14: Maintenance</p> <p>15: There is an advisor from PLNU on campus Tuesdays and Thursdays for interested students.</p>
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			<p>9/30/13 NED Curriculum Minutes: Students who need help with math skills can utilize staff at the STEM center.</p> <p>11/18/13 and continuing 1/8/14 NED Curriculum Minutes: The Recruitment and Retention Committee is trying to get more information about techniques that could help students be successful. Modifications are being made to the exit interview form in order to obtain more information from students to see if they have any ideas of what could have been done sooner to help them be successful.</p> <p>4/21/14 NED Faculty Minutes: End of Semester reports continue to show that students state they have access to support services on campus.</p> <p>2/10/15: Faculty Minutes: Governing Board approved a partnership with Point Loma Nazarene for graduates who pass NCLEX the opportunity to pursue their BSN while attend PLNU class on Palomar campus. Many of the students have expressed their desire to pursue this option. The students were reminded of the collaborative track with CSUSM as another option via online teaching method.</p> <p>6/8/15: The Lab Assistant and Student Success Advisor is on campus 3 days per week to work with students in the nursing skills lab and assist students struggling with care plans and critical thinking providing tutorial services.</p> <p>Faculty Minutes: The 1<sup>st</sup> semester students are part of the Kaplan Nursing Integrated Testing</p>	<p>15: Maintenance and ongoing throughout each semester.</p> <p>15: all students entering the program in the 1<sup>st</sup> semester will take part in the Kaplan Nursing Integrated Testing to assess them through focused reviews and test questions in areas they experience difficulty.</p> <p>15: Maintenance at the beginning of each semester.</p> <p>15 Maintenance and ongoing 2 times per year.</p> <p>15: Maintenance every semester.</p>
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			<p>1/13/15: Curriculum Workshop Minutes: All student entering the program and those reentering are given a checklist to assist them into a smooth transition into the nursing program. One of the items on the list is for each student to make an appointment with the academic advising counselors assigned to nursing Jose and Tom.</p> <p>1/13/15: Curriculum Workshop Minutes: The SNAP organizes a “Back to School Workshop” for all incoming and returning students. This is supervised by their faculty advisor. During this workshop, there are table with the various resources (DRC, Counseling, Career Services, Bookstore, FA, STEM) that are on campus so the students can speak to them and make connections. Universities offering BSN and MSN are invited and tables are provided for them.</p> <p>Graduates from our program are at these workshops to provide assistant to current students by speaking with them about how they transitioned into the workforce. This workshop was started in fall 2014 and was well received by the student body so it was repeated in spring 2015 and will occur the week before the fall and spring semesters start.</p> <p>1/13/15: A Risk Assessment Tool specific to each semester was adopted. At the beginning of each semester, the student will fill out this tool then bring it to their one-on-one meeting with their FT faculty in their particular semester to identify students at risk and areas of concerns so the students can access the appropriate resources.</p> <p>6/8/15: The End of Semester Reports for each course will be discussed at the fall Curriculum Workshop.</p>	<p>8/11/15: Students feedback on resources for 2014-2015 will be address CC Workshop</p>
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## Criterion 11

Program Evaluation				
<b>Criterion 11</b>		<p><b>Statement:</b> Policies concerned with educational and financial records are established and followed.</p> <p><b>Expected Level of Achievement (ELA):</b> Palomar College will have a policy regarding maintenance of educational and financial records.</p>		
Plan			Implementation	
Component	Frequency of Assessment & Responsible Persons (RP)	Assessment Method (s)	Results of Data Collection and Analysis <i>Including actual level(s) of achievement</i>	Actions <i>for program development, maintenance, or revision</i>
Students' Educational Records	Every 5 years and as needed	NED Chair will confirm with the Director of Enrollment Services and the Director of Financial Aid, Veterans, & Scholarship Services to determine if there are changes in the policies	Spring 2001 Level of Achievement: met; Palomar College has policies regarding maintenance of educational and financial records. The ELA is met.	No action necessary
Students' Financial Records	RP: Department Chairperson		<p>5/05 met ELA: Educational and financial files continue to be maintained by the College per policy.</p> <p>12/4/06 NED Faculty Minutes: Student educational and financial records continue to be maintained per College policy. The ELA is met.</p> <p>11/17/08 NED Faculty Minutes: Student educational and financial records continue to be maintained per College policy. The College remains compliant with the Higher Education Reauthorization Act, Title V.</p> <p>1/30/12 NED Faculty Minutes: The Director of Financial Aid, Veteran's, and Scholarship Service continues to advertise and maintain policies on fair practices for the maintenance of educational and financial records.</p> <p>4/21/14 NED Faculty Minutes: The Director of Financial Aid, Veteran's, and Scholarship Service continues to</p>	<p>'01: Maintenance</p> <p>'05: Maintenance</p> <p>'06: Maintenance</p> <p>'08: Maintenance</p> <p>'12: Maintenance</p> <p>'14: Maintenance</p>

			<p>advertise and maintain policies on fair practices for the maintenance of educational and financial records.</p> <p>6/8/15:ELA Met- The Director of Financial Aid, Veteran's, and Scholarship Service continues to advertise and maintain policies on fair practices for the maintenance of educational and financial records.</p> <p>Students in the nursing program are offered a variety of nursing scholarships. Kim Hartwell and the faculty on the Nursing Scholarship Committee work to distribute the funds.</p>	15: Maintenance
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## Criterion 12

Program Evaluation				
Criterion 12		<p><b>Statement:</b> Curriculum developed by nursing faculty flows from the nursing education unit philosophy/mission through an organizing framework into a logical progression of course outcomes and learning activities to achieve desired program objectives/outcomes.</p> <p><b>Expected Level of Achievement (ELA):</b> The nursing curriculum will have an organizing framework from which course objectives/competencies and learning activities flow in a logical progression over the length of the program.</p>		
Plan			Implementation	
Component	Frequency of Assessment & Responsible Persons (RP)	Assessment Method (s)	Results of Data Collection and Analysis <i>Including actual level(s) of achievement</i>	Actions <i>for program development, maintenance, or revision</i>
Curriculum	Every 3 years and as needed  RP: Curriculum Co-Chairs	Analysis of NED: <ul style="list-style-type: none"> <li>• Purpose &amp; Philosophy Statement</li> <li>• Conceptual Framework</li> <li>• Program Competencies</li> <li>• Content Maps</li> <li>• Course Objectives</li> </ul>	1/12/00 NED Curriculum Minutes: <ul style="list-style-type: none"> <li>• Content Maps need to be refined to reflect Philosophy &amp; Conceptual Framework; worked on again 1/12/00, 1/29/01, 2/12/01, and 3/26/01.</li> <li>• 1<sup>st</sup> year level objectives need to be developed; were discussed and revised.</li> <li>• Clinical Evaluation Tools require refinement for sequencing of objectives; discussed 4/24/00, 8/17/00, and 1/29/01.</li> <li>• Program Competencies need to be refined; were discussed and revised.</li> </ul> <p>'01 Level of Achievement: met; The NED curriculum has an organizing framework and flows in a logical progression.</p> <p>9/23/02 NED Curriculum Minutes: content maps clarified.</p> <p>Revisions and updates to the Care Plan Module:           <ul style="list-style-type: none"> <li>• 9/22/03 NED Curriculum Minutes: Care Plan sub-committee presented revised Care</li> </ul> </p>	<p>'01: Content Maps approved 4/30/01. '00: 1<sup>st</sup> year level objectives 9/11/00. '01: Objectives approved 1/11/01. '01: Clinical Evaluation Tools were approved 1/29/01. '00: Program Competencies approved 12/4/00.</p> <p>'01: Maintenance</p> <p>'02: changes to the Content Maps approved 9/23/02.</p> <p>'03: Revised Care Plan Module approved for implementation as a pilot project in 1<sup>st</sup> year of the program 9/22/03.</p>

			<p>Plan Module for the 1<sup>st</sup> year of the program.</p> <ul style="list-style-type: none"> <li>• 10/20/03 NED Curriculum Minutes: Care Plan sub-committee presented revised Care Plan Module for the 2<sup>nd</sup> year of the program.</li> <li>• 4/12/04 NED Curriculum Minutes: results of the 1<sup>st</sup> year pilot project for the Care Plan Module were presented.</li> </ul> <p>3/8/04 NED Curriculum Minutes: discussed changes to Content Maps.</p> <p>'04 met ELA: Curriculum flows from an organized framework. Updates and revisions to the NED philosophy, conceptual framework, and all other components of the curriculum:</p> <ul style="list-style-type: none"> <li>• 8/17/04 NED Curriculum Minutes: Core Competency task force presented their recommendations based upon work they have been doing over the past year. Discussions and revisions were made to the philosophy, conceptual framework, and program competencies.</li> </ul> <p>Updates on Care Plan Module</p> <ul style="list-style-type: none"> <li>• 1/12/05 NED Curriculum Minutes: completed Care Plan Module was presented for discussion.</li> </ul> <p>4/18/05 NED Curriculum Minutes: End of Semester Committee presented results from Fall '02 - Spring '04</p> <p>Updates on changes to the mission, philosophy, and conceptual framework:</p> <ul style="list-style-type: none"> <li>• 2/7/05 NED Curriculum Minutes: philosophy, conceptual framework, and program outcomes continue to be discussed</li> </ul>	<p>'03: 2<sup>nd</sup> year of the Care Plan Module continues to be revised.</p> <p>'04: 1<sup>st</sup> year of the Care Plan Module approved 4/12/04.</p> <p>'04: Changes to Content Maps approved 5/14/04.</p> <p>'04: Maintenance</p> <p>'04: Core Competency task force took the faculty recommendations back to make revisions to the philosophy, conceptual framework, and program competencies.</p> <p>'05: Completed Care Plan Module approved 4/18/05.</p> <p>'05: Maintenance</p> <p>'05: Philosophy, conceptual framework, and program competencies are approved. Sent to the BRN for approval.</p> <p>'05: BRN responded 7/05 and asked for clarification</p>
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			<p>and revised.</p> <ul style="list-style-type: none"> <li>• 5/2/05 NED Faculty Minutes: Latest revision of philosophy, conceptual framework, and program outcomes will be sent to all faculty for review.</li> <li>• 5/9/05 NED Curriculum Minutes: Faculty approved a new philosophy, conceptual framework, and program competencies.</li> <li>• 8/19/05 NED Curriculum Minutes: Faculty discussed recommendations from the BRN and clarified several sections.</li> <li>• 10/10/05 NED Curriculum Minutes: Faculty revised mission, philosophy, &amp; conceptual framework based on BRN recommendations.</li> <li>• 3/16/06 NED Curriculum Minutes: Faculty made revisions to the conceptual framework.</li> <li>• 5/8/06 NED Curriculum Minutes: Notification of approval by the BRN was received on the new mission, philosophy, and conceptual framework.</li> </ul> <p>Faculty work on curriculum Scope of Course and Course Objectives:</p> <ul style="list-style-type: none"> <li>• 8/15/06 NED Curriculum Minutes: Faculty start work on revising the scope of their courses to reflect the new philosophy &amp; conceptual framework.</li> </ul> <p>8/15/06 NED Curriculum Minutes: After using the revised Care Plan Module for a year, faculty agreed there were no additional revisions needed at this time.</p> <p>2/9/07 NED Curriculum Minutes: Work continues on the Scope of Course for all classes.</p>	<p>or revision in several areas.</p> <p>3/06: Resubmitted information to the BRN &amp; was approved 5/8/06.</p> <p>'06: Faculty continue to work on revising the curriculum.</p> <p>8/06: Faculty approved the completed Care Plan Module.</p> <p>2/07: Faculty continue to work on updating the scopes.</p> <p>8/07: Maintenance</p> <p>'08: Updates &amp; revisions to curriculum continue as needed.</p>
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		<p>8/14/07 NED Curriculum Minutes: Faculty approved all course objectives and scope of the courses.</p> <p>1/15/08 &amp; 1/17/08 NED Curriculum Minutes: Faculty reviewed and approved the program competencies.</p> <p>5/12/08 NED Faculty Minutes: Discussions continue on clinical evaluation tool. A meeting will be held on 5/23/08 to approve the revised clinical evaluation tools so they can be implemented for the Fall '08 semester.</p> <p>8/21/08 NED Curriculum Minutes: Review of all content maps done by faculty.</p> <p>1/13-14/09 &amp; 3/2/09 NED Curriculum Minutes: Faculty decided that 1<sup>st</sup> and 2<sup>nd</sup> year level objectives were no longer needed since the curriculum builds on previous semesters. This progression is reflecting in the scope of the courses, course objectives, and the clinical evaluation tools.</p> <p>2/9/09 NED Faculty Minutes: Content maps reviewed and changes discussed.</p> <p>4/6/09 NED Curriculum Minutes: Faculty noted there continues to be congruency between the department mission and philosophy and the College mission statement.</p> <p>8/18/09 &amp; 9/28/09 NED Curriculum Minutes: Clinical Evaluation Tools for all semesters were reviewed to verify the starred essential items were clear as student progress and the tools were clearly worded.</p> <p>4/19/10 NED Curriculum Minutes: Student</p>	<p>'08: Discussion resulted in some updates and revisions.</p> <p>'09: Maintenance</p> <p>3/9/09 NED Faculty Minutes: Content Maps were approved.</p> <p>4/09 Maintenance</p> <p>9/28/09 NED Curriculum Minutes: Clinical Evaluation Tools were approved.</p> <p>4/09 SLOs will be included each syllabus.</p> <p>9/27/10 NED Curriculum Minutes: Philosophy changes approved and sent to the BRN.</p> <p>11/11 Student Roundtable meeting: QSEN concepts were introduced to the</p>
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		<p>Learning Outcomes (SLOs) were discussed.</p> <p>8/17-18/10 NED Curriculum Minutes and continued into the 9/27/10 NED Curriculum Minutes: Recommendations to the philosophy were presented, reviewed, and discussed. The changes were initiated as a result of the recommendations in the BRN report.</p> <p>10/10/11 NED Faculty Minutes: Judy Eckhart presented information about QSEN from the COADN Conference she attended. Discussion was held about how the QSEN concepts could be clearly identified in the curriculum and why students need to know them.</p> <p>2/14/11 NED Curriculum Minutes: SLOs were added to all syllabi starting in spring 2011. The College TracDat system was presented as all SLO information will be recorded and tracked using that system.</p> <p>8/16/11 NED Curriculum Minutes: Wording that will be used in TracDat for each nursing course was presented and the time line for assessment and reports were determined.</p> <p>12/5/11 NED Faculty Minutes: Dr. Karen McGurk gave a presentation to the faculty about QSEN. Faculty discussed how the QSEN concepts can best be integrated into the curriculum.</p> <p>1/10/12 and 2/13/12 NED Curriculum Minutes: Ideas about the use of concept maps for some clinicals were discussed. Some clinical groups are</p>	<p>students.</p> <p>2/11: Faculty will report SLO information to the chair each semester.</p> <p>8/11: SLO data will be collected each semester with reports and analysis conducted at least every 2 years.</p> <p>12/11: Maryellen Schultz will incorporate QSEN into simulation experiences.</p> <p>2/12: Faculty agreed some clinicals could work with concept maps.</p> <p>’12: Maintenance</p> <p>2/12: During the spring semester, faculty will review the notebook Lisa assembled that has all clinical work for each this semester.</p> <p>8/14/12: Faculty discussed reasons for differences between semesters. Faculty</p>
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			<p>trying them out to see if they help with critical thinking skills.</p> <p>1/30/12 NED Faculty Minutes: The Nursing Curriculum continues to be reviewed and modified as needed.</p> <p>2/13/12 NED Curriculum Minutes: For the benefit of all new faculty, Judy Eckhart presented the BRN approved curriculum plan. In addition, as a result of student comments about how very different the paperwork requirements are between semesters, Lisa Bertotti assembled a notebook containing all the clinical forms currently used in the program.</p> <p>8/14/12 NED Curriculum Minutes: Faculty discussed the variations in the clinical forms between semesters. In addition, during the meeting, information was provided to all faculty showing how QSEN concepts are currently incorporated into our course objectives. Lisa Bertotti had assembled this initial draft of QSEN concepts for faculty.</p> <p>1/16/13 NED Curriculum Minutes and continued on 4/29/13 NED Faculty Minutes: Based on the QSEN concepts, discussion was held on how to include these ideas in the philosophy statement.</p> <p>2/2/13 and 4/8/13 NED Curriculum Minutes: Clarification of how QSEN concepts could best be reflected in the philosophy and in the syllabi were discussed.</p> <p>5/13/13 NED Faculty Minutes: Faculty approved the revised philosophy.</p>	<p>also agreed QSEN concepts need to be clearly identified in each syllabus. A formal plan to show how these concepts are reflected in the curriculum will be started by the faculty in each course.</p> <p>4/13: Drafts of the philosophy have been written and are being reviewed by faculty.</p> <p>4/13: Faculty continue to work on QSEN integration.</p> <p>5/13: The revised philosophy and course objectives will be sent to the BRN and ACEN for approval.</p> <p>8/13: Maintenance</p> <p>10/13: Once the signed BRN curriculum forms have been received, the changes will be sent to ACEN.</p> <p>11/13: The focus group will meet and discuss possible ideas.</p>
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			<p>8/13/13 NED Curriculum Minutes: The philosophy changes and QSEN integrations have been sent to the BRN for approval.</p> <p>10/14/13 NED Faculty Minutes: The BRN approved the revised philosophy &amp; course objectives that show QSEN concepts in the curriculum.</p> <p>11/8/13 NED Curriculum Minutes: A focus group has been formed and is meeting to discuss a possible concept based curriculum.</p> <p>4/21/14 NED Faculty Minutes: The revised philosophy and course objectives are being used for the fall '14 documents (syllabi, faculty handbook, and student handbook).</p> <p>8/11/14: Syllabi-QSEN was successfully integrated into each course syllabi and approved by the ACEN and BRN.</p> <p>6/8/15: The nursing curriculum will have an organizing framework from which course objectives/competencies and learning activities flow in a logical progression over the length of the program. During the Fall 2014 and Spring 2015, the faculty reviewed and updated their syllabi to make sure their objectives are current and match the organizing framework. The content/Curriculum map was looked at by each course FT faculty team and updates as needed.</p>	<p>4/14: Maintenance</p> <p>15: Maintenance</p> <p>15: Faculty met and discussed Syllabus and Content Map currency and consistency.</p>
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## Criterion 13

Program Evaluation				
<b>Criterion 13</b>		<p><b>Statement:</b> Program design provides opportunity for students to achieve program objectives and acquire knowledge, skills, values, and competencies necessary for nursing practice.</p> <p><b>Expected Level of Achievement (ELA):</b> Total credits are limited to 72 credits. No more than 60% of credits are allocated to nursing.</p>		
Plan			Implementation	
Component	Frequency of Assessment & Responsible Persons (RP)	Assessment Method (s)	Results of Data Collection and Analysis <i>Including actual level(s) of achievement</i>	Actions <i>for program development, maintenance, or revision</i>
Credits  Credit Allocation	Upon curriculum revisions  RP: Department Chairperson	Review of the Palomar Catalog	<p>Nursing Program is 81 units Level of Achievement in '01: not met; total is more than 72 credits.</p> <p>49% of credits are allocated to nursing Level of Achievement in '01: met; no more than 60% of credits are allocated to nursing.</p> <p>11/18/02 NED Curriculum Minutes: Kathy Clyne reported she met with President Sherrill Amador to discuss the NLNAC requirements that the program have a maximum of 72 units for graduation.</p> <p>8/17/05 NED Curriculum Minutes: President Robert Deegan, VP Berta Cuaron, and Dean Sara Thompson met with the faculty to discuss several current issues related to the education of nursing students. The group also reiterated the program still requires more than 72 units for graduation from the College with an A.D.N. degree.</p> <p>10/30/06 Faculty Senate Minutes: Requirements for the Associate in Arts (AA) degree at Community Colleges increased to a College level English course and</p>	<p>See narrative statement at beginning of interim NLNAC report.</p> <p>'01: Maintenance</p> <p>'02: Maintenance</p> <p>'05: VP Cuaron stated the College is planning on once again looking into an A.S. degree that might allow nursing to reduce their units.</p> <p>'06: Maintenance</p>

			<p>Intermediate Algebra. Palomar already meets these requirements.</p> <p>2/21/07 College Curriculum Minutes: A subcommittee was formed to examine the possibility of offering an Associate in Science (AS) in Nursing degree for fewer than 81 units.</p> <p>4/4/07 College Curriculum Minutes: The subcommittee recommended a challenge exam be offered for up to 6 units of History.</p> <p>10/17/07 College Curriculum Minutes: Judy Eckhart explained that NLNAC did not accept the idea of a challenge exam in History as a way to reduce units. NLNAC counts all challenge units as units toward the degree, so the program was found to be non-compliant in the number of units we offer for an Associate in Arts in Nursing degree.</p> <p>11/5/07 NED Faculty Minutes: Discussions were held within the department of having a different nursing degree that could be offered for fewer units.</p> <p>11/19/07 NED Curriculum Minutes: Information was provided from Gloria Kerkhoff about the problems of offering a non-transferable degree for Nursing Students. The faculty agreed this must be avoided.</p> <p>2/4/08 NED Faculty Minutes: During the NLNAC Evaluation Meeting on 1/28/08, NLNAC explained that they no longer limit the number of units for a nursing degree to 72 units, but they do stipulate that the degree be completed in a reasonable length of time. They find the current 85 units at Palomar College for an A.D.N. as excessive.</p> <p>3/17/08 NED Faculty Minutes: Candi Francis, the Dean,</p>	<p>4/07: Nursing agreed to incorporate this idea into their curriculum plan.</p> <p>10/07: Nursing announced that they will investigate the development of an alternative degree.</p> <p>2/08: Cathy Hawkins &amp; Judy Eckhart continue to investigate an A.S. degree option for fewer units.</p>
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			<p>and Judy are working with the Sciences Department to see if there is a way to reduce the various required science courses from 5 units to 4 units each. They may be able to come up with a solution in the next few months.</p> <p>5/12/08 NED Faculty Minutes: Judy Eckhart has met with the Math and the English Department to see if their units can be reduced. Math might be able to offer a special class for nursing but Nursing agrees that math is a major problem for the students and they are not against keeping a 4 units math course if possible. English feels the English Composition course cannot be offered for fewer than 4 units.</p> <p>1/28/09 College Curriculum Minutes: Judy Eckhart presented a proposal to the College Curriculum Committee for an alternate Associate in Science (AS) in Nursing Degree that could be offered for only 74 units. Discussion was held.</p> <p>2/2/09 NED Faculty Minutes: In the College Curriculum Meeting last week, representatives from the American History &amp; Institutions Department stated they would support the develop of an AS option in Nursing.</p> <p>2/18/09 College Curriculum Minutes: The AS in Nursing degree was brought up for a vote but the vote was postponed at the request of the American History &amp; Institutions Department. AH&amp;I asked for a meeting with the Nursing Department before a vote was held. Nursing hosted a meeting on 2/24/09 between the faculty and staff from both departments, the respective Deans, &amp; the VP of Instruction.</p> <p>3/30/09 College Faculty Senate Minutes: Nursing presented the findings from the Curriculum Committee to the Faculty Senate asking for continued approval of an AS in Nursing degree option.</p>	<p>8/8/08 NED Faculty Minutes: The Science Department will reduce a total of 4 units from their courses.</p> <p>2/2/09 NED Faculty Minutes: Judy Eckhart is developing a course outline of record for an AS in Nursing degree option.</p> <p>3/18/09 College Curriculum Minutes: The committee approved the development of an AS in Nursing degree.</p> <p>3/30/09 Faculty Senate approved the AS in Nursing degree option. It now goes to the College Governing Board.</p> <p>8/09: All paperwork</p>
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			<p>4/20/09 Student Faculty Roundtable: Students were requested to attend the upcoming Governing Board meeting to show their support for the AS in Nursing degree option.</p> <p>8/18-19/09 NED Curriculum Minutes: At the 6/9/09 College Governing Board meeting the AS in Nursing Degree option was approved. The Chancellor's forms required for a Substantive Change to an Approved Credit Program have been completed and submitted for the local Dean's meeting. After that meeting, they will be sent to the Chancellor's office for final approval.</p> <p>1/13-14/10 NED Curriculum Minutes: The Chancellor's office has approved Palomar College for two Associate Degrees in Nursing. Starting in Fall 2010, we will offer an Associate in Arts (AA) in Nursing and an Associate in Science (AS) in Nursing. The AA will meet the requirements of the BRN and Title V. The AS will meet the requirement of the BRN, Title V, and NLNAC.</p> <p>8/17-18/10 NED Curriculum Minutes: NLNAC accepted the Associate in Science (AS) option for the Nursing Program. It will be offered for 74 units while the Associate in Arts (AA) option will be offered for 80 units. The only difference between the two is 6 units of American History &amp; Institutions. Both degrees are fully transferable as students advance their education.</p> <p>9/12/11 NED Faculty Minutes: Judy Eckhart reported from College Curriculum Meetings that volunteers are being sought to serve on the Academic Senate for the CCC system. The Chancellor's office wants Community Colleges to develop Transfer Degrees. For Nursing, there should be no more than 70 units for a transfer degree but Nursing is not yet being asked by the Chancellor's office to develop such degree option.</p>	<p>will be submitted to the Chancellor's Office.</p> <p>1/10: Judy Eckhart will update the College Catalog and Cathy Hawkins will update the department website to reflect the changes.</p> <p>8/10: Palomar College has 1 Nursing Program with 2 degree options.</p> <p>'11: Maintenance</p> <p>'12: Maintenance</p> <p>8/13: Judy E. will submit the changes</p>
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		<p>1/30/12 NED Faculty Minutes: The Palomar College Catalogue clearly states the difference between AA and AS degree option is in the GE requirements, the Nursing courses are the same and both degrees are fully transferable.</p> <p>8/13/13 NED Curriculum Minutes: The Science Department's proposal to change their curriculum has been approved by the College Curriculum Committee and goes into effect this fall. Students do not need to take the Biology pre-req course if they take Anatomy, Physiology, and Microbiology in order and only one course at a time. This allows Nursing to reduce the number of units for the AS and the AA by 3 units.</p> <p>10/14/13 NED Faculty Minutes: The BRN approved the revised curriculum plan for the AS degree being offered for 71 units and the AA degree being offered for 77 units.</p> <p>4/21/14 NED Faculty Minutes: The Fall '14 College Catalog will show the updated degree options - the AS in Nursing for 71 units and the AA in Nursing for 77 units.</p> <p>6/8/15 The Fall catalog will reflect updates to courses added by the college for students to fulfill graduation requirements.</p>	<p>in units for the AS and the AA in Nursing to the BRN.</p> <p>10/13: The approved BRN curriculum can now go to ACEN and the changes made through the College Curriculum Committee.</p> <p>4/14: Maintenance</p> <p>6/15: Maintenance and will be discussed at the fall 2015 Curriculum Workshop.</p>
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## Criterion 14

Program Evaluation				
Criterion 14		<p><b>Statement:</b> Practice learning environments are selected and monitored by faculty and provide opportunities for a variety of learning options appropriate for contemporary nursing.</p> <p><b>Expected Level of Achievement (ELA):</b> Clinical facilities will collectively provide opportunity for a variety of learning experiences consistent with program and course objectives.</p>		
Plan			Implementation	
Component	Frequency of Assessment & Responsible Persons (RP)	Assessment Method (s)	Results of Data Collection and Analysis <i>Including actual level(s) of achievement</i>	Actions <i>for program development, maintenance, or revision</i>
Clinical Facilities	Data collected every semester	Student and Faculty Surveys	Level of Achievement in '01: based upon student surveys; unknown at this time, still collecting data.	Survey developed during 2000/2001 academic year.
	Analyzed every 3 years and as needed	Review terms and conditions of contracts	2000/2001 Level of Achievement based on currency of all site contracts and facilities that are consistent with program and course objectives; met.	Data collection in developmental phase.
Clinical Agency Contracts	Annual in fall semester	ADA to maintain list of agencies & contract renewal dates	3/11/02 NED Curriculum Minutes: report given by the EE (Educational Effectiveness) Committee reflected that between Fall '99 and Spring '01, satisfaction with the clinical settings has been: <ul style="list-style-type: none"> <li>• &gt;90% for the students</li> <li>• 100% for the faculty</li> </ul>	Contracts are updated before they expire.
	RP: End of Semester Committee Chairperson & Department Chairperson		'04: Contracts for all settings continue to be current.	'01: Maintenance '02: Maintenance
			11/15/04 NED Curriculum Minutes: The NED Chairperson presented the results of a survey conducted on local programs concerning their use of 1 vs. 2 day clinicals. Pros and cons were discussed.	'04: Maintenance '04: Faculty agreed it was educationally sound to have students attend clinicals 2 days/week as long as the facility can accommodate our

			<p>3/14/05 NED Curriculum Minutes: EE Committee report showed that between Fall '01 and Spring '04:</p> <ul style="list-style-type: none"> <li>• &gt;90% for the students except for 2 semesters (one was at 83% and one at 81% but no comments from the End of Semester reports explained why the ratings were low)</li> <li>• 100% for the faculty</li> </ul> <p>2/9/07: NED Curriculum Minutes: Karen McGurk presented findings from student surveys on the 2<sup>nd</sup> year of the program. Workload issues were discussed and it was noted that moving N203 into the 2<sup>nd</sup> semester should resolve student concerns about the workload in 3<sup>rd</sup> semester. That change will also allow students to learn about management concepts prior to 3<sup>rd</sup> semester when they need to begin to use management concepts more extensively in their practice.</p> <p>4/7/08: NED Curriculum Minutes: Irene Stiller presented the Recruitment &amp; Retention Committee findings from the last 4 classes of graduate surveys. One semester, Spring '07, there was a very low rating, 66%, when graduates were asked about the learning environment, but the other semesters did not reflect similar low ratings.</p> <p>11/17/08 NED Faculty Minutes: Judy Eckhart reported that all contracts with current clinical agencies are current. They are maintained by Charlene McClure, the ADA.</p> <p>2/2/09 NED Faculty Minutes: Cathy Hawkins and Judy Eckhart are developing a letter that will be sent out to students preparing to enter the program. Clinical agencies are getting tighter on their background checks so students need to be aware of potential problems they may have before they enter the program.</p>	<p>request.</p> <p>'05: Maintenance</p> <p>'07: Maintenance</p> <p>'08: Faculty and committees will continue to survey the students &amp; the graduates each semester and monitor trends.</p> <p>'08: Maintenance</p> <p>2/09: The letter will be sent out to everyone on the waitlist so people have plenty of advanced notice.</p> <p>8/09: Faculty discussed changes may occur in clinical placements.</p>
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			<p>8/18/09 NED Curriculum Minutes: Palomar Pomerado Health has announced they need to have a better balance between the number of BSN and ADN students.</p> <p>5/10/10 NED Faculty Minutes: Many Consortium requests are coming back this year with fewer students allowed in each clinical group. Faculty in each course will adapt the number of students in clinical according to what the agencies will allow.</p> <p>8/17-18/10 NED Curriculum Minutes: VA Hospital has decreased the number of students per clinical group to a max of 10/group. Marilee Nebelsick-Tagg also noted that the VA is increasing the number of BSN students they are accepting.</p> <p>8/26/11 NED Curriculum Minutes: A local hospital announced they will no longer be accepting students due to their upcoming move to a new facility. However, they also followed up that announcement with a message to the chairperson saying they would continue to take Palomar College students.</p> <p>1/10/12 NED Curriculum Minutes: Faculty report that some schools are overlapping on clinical units. Faculty are working with the agencies to be sure our students still get the sites they need. In addition, some facilities are not offering post-conference rooms and limited computer training classes for students.</p> <p>1/30/12 NED Faculty Minutes: A complete list of all clinical sites is maintained by the ADA and all are BRN approved. The sites continue to represent a variety of learning environments that meet with learning objectives for the students.</p> <p>8/14/12 NED Curriculum Minutes: Judy Eckhart reported that all preceptorships for acute care facilities this fall were denied through the Consortium.</p>	<p>5/10: Faculty continue to maintain good working relationships with all clinical agencies so they are posted of any changes that will be coming.</p> <p>'11: Appropriate clinical placements are getting hard to find but our needs are being met.</p> <p>1/12: Faculty who are trained can teach their own computer classes and post-conferences can be held on campus as needed.</p> <p>1/12: Maintenance</p> <p>8/12: All students will be able to have enough hours to graduate from the program and will get good clinical experiences.</p> <p>9/12: Faculty continue to seek out</p>
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			<p>Additional weekly hours were added to N218 rotations for the first part of the semester and new preceptorships requests will be sought at local clinics.</p> <p>9/10/12 NED Faculty Minutes: Faculty have been attending various community advisory meetings over the past several months. Agencies continue to report a preference hiring BSN graduates as a result of Magnet status &amp;/or the IOM report.</p> <p>10/11/12 NED Curriculum Minutes: Judy Eckhart reported that at the last Consortium meeting it was noted that even local BSN programs are having problems getting preceptorships in acute care settings.</p> <p>1/16/13 NED Curriculum Minutes: Current clinical forms and student orientation information for the acute care facilities are being posted on the Consortium website.</p> <p>1/8/14 NED Curriculum Minutes: Palomar Pomerado Health has announced that they will no longer allow their employees to go to their sites for clinicals. All students have been contacted for this semester and students who are employees at PPH are being reassigned.</p> <p>4/21/14 NED Faculty Minutes: A complete list of all clinical sites is maintained by the ADA and all are BRN approved. The sites continue to represent a variety of learning environments that meet with learning objectives for the students.</p> <p>6/15: The list of clinical agencies is maintained by the ADA and updated each semester as needed. BRN approvals are obtained as appropriate. The clinical site meet the learning objectives for the students.</p>	<p>preceptorship sites and clinics have been available.</p> <p>10/12: Maintenance</p> <p>'13: All faculty are being instructed how to access this information.</p> <p>1/14: All students are getting assigned to an appropriate setting.</p> <p>4/14: Maintenance</p> <p>6/15: Maintenance</p>
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## Criterion 15

Program Evaluation				
<b>Criterion 15</b>		<p><b>Statement:</b> Fiscal resources are sufficient to support the nursing education unit purposes and commensurate with the resources of the governing organization.</p> <p><b>Expected Level of Achievement (ELA):</b> The Nursing Education Department will have fiscal resources that are adequate to support the nursing unit's goals and objectives.</p>		
Plan			Implementation	
Component	Frequency of Assessment & Responsible Persons (RP)	Assessment Method (s)	Results of Data Collection and Analysis <i>Including actual level(s) of achievement</i>	Actions <i>for program development, maintenance, or revision</i>
Fiscal Resources	<p>Evaluated annually &amp; reported as per College guidelines</p> <p>RP: Department Chairperson</p>	<p>Analysis of department needs with the faculty and staff</p> <p>Analysis of department needs with the Dean</p>	<p>2000/2001; As part of 3-year plan the NED is requesting replacement for a faculty member who retired in Spring 1999 and an increase in release time for the chair from 60% to 80%.</p> <p>Level of Achievement in '01: met; fiscal resources are available, however, additional assistance is desired to replace previously retired faculty member and to increase release time for the chair.</p> <p>5/04 met ELA: The governing organization continued to fund the nursing program. Additional funding was obtained through the Enrollment Growth Grants and a Grant from a local hospital. Those grants funded additional instructors, lab supplies, computer programs, videos, and other resources to support student recruitment and student retention. The chairperson release time, however, continues to be only 60% and the full time faculty member who retired in spring '99 has not been replaced.</p> <p>4/05 met ELA: As a result of the new College/PFF contract, the Governing Board approved an increase in the release time for the NED Chairperson to 80%.</p>	<p>Development and implementation of the 3-year plan is still in progress.</p> <p>'04: Program enrollment was increased 20% with the state Enrollment Growth Grants and the local hospital grant.</p> <p>'05: Maintenance</p> <p>'06: Maintenance</p>

			<p>12/4/06 NED Faculty Minutes: Adequate funding for the department continues between the College resources and grant funds. ELA met.</p> <p>1/8-9/07 NED Curriculum Minutes: The Chairperson announced that Augmentation funds for the Capacity Grant are being offered. Judy Eckhart is completing the application. The Chancellor's office is allowing A.D.N. programs to develop merit-based selection criteria for admission to their programs if they can be done without creating a disproportionate impact on any group of students.</p> <p>8/19-20/08 NED Curriculum Minutes: Updates on current and new grants:</p> <ul style="list-style-type: none"> <li>• An Augmentation Grant has been awarded to Palomar College for an additional total of \$98,000. Those funds will be available from Jan. '08 – Dec. '08 and are to be used to help expand the program and reduce attrition rates.</li> <li>• The Enrollment Growth Grant for '07-'08 and the Capacity Building Grant for '07-'08 will not close at the end of July but both will be extended until September 30<sup>th</sup>, 2008.</li> <li>• The Enrollment Growth Grant for '08-'10 has been awarded. We will receive \$317,900 for '08-'09 and \$420,500 for '09-'10.</li> </ul> <p>11/17/08 NED Faculty Minutes: The chairperson reported that adequate funding for the department continues to be met between college resources and grant funds.</p> <p>3/2/09 NED Faculty Minutes: 5 new mannequins are being purchased with Enrollment Growth Grant funds for the labs.</p> <p>4/13/09 NED Faculty Minutes: Perkins Grant is being used to purchase new beds for the labs.</p>	<p>'07: Maintenance</p> <p>'08: Maintenance</p> <p>'09: Maintenance</p> <p>'10: Maintenance</p> <p>'10: Maintenance</p>
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		<p>9/14/09 NED Faculty Minutes: Enrollment Growth Grant funds will be used to purchase a PYXIS machine for the labs.</p> <p>1/13/10 NED Curriculum Minutes: Perkins funds are being used to purchase new beds for the sim lab.</p> <p>2/1/10 NED Faculty Minutes: Nursing continues to submit grant applications to the state for the Enrollment Growth Grant funds and continues to be approved every 2 years.</p> <p>12/11/10 NED Faculty Minutes and 1/11-12/11 NED Curriculum Minutes: The College Foundation provided Nursing with a grant to purchase a Sim Man Essential and other supplies for the Simulation Lab.</p> <p>1/11-12/11 NED Curriculum Minutes: All faculty and staff computers have been updated to Windows 7.</p> <p>4/11/11 NED Curriculum Minutes: Judy Eckhart reported from both the Chairperson's meeting and the Division meeting about the expected cutback for the College budget. Since Nursing does not offer any elective courses or summer courses, no courses in our department will be cut.</p> <p>8/16/11 NED Curriculum Minutes: This academic year the department will be award \$4,000 in Perkins funding and \$260, 000 from the Chancellor's Growth Grant.</p> <p>1/30/12 NED Faculty Minutes: Fiscal support from the College has remained basically level for the past several years. Nursing has continued to apply for and been awarded grants which help supplement the financial needs of the program.</p> <p>8/14/12 NED Curriculum Minutes: We were awarded</p>	<p>12/10: Sim equipment is being purchased.</p> <p>'11: Maintenance</p> <p>4/11: Tuition rates are expected to increase.</p> <p>'11: Appropriate purchases and salaries are being covered.</p> <p>'12: Maintenance</p> <p>'12: Maintenance</p> <p>'13: New computers will be purchased.</p> <p>'14: Maintenance</p>
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		<p>another Growth Grant from the Chancellor’s office, however since our enrollment has been decreased lately due to restrictions from the clinical agencies, we are only getting \$152,387 in Enrollment Growth grant funding.</p> <p>8/13/13 NED Curriculum Minutes: Grant funds will be used to purchase new computers for all faculty and staff. The new computers will be purchased this fall.</p> <p>3/10/14 NED Faculty Minutes: The Chancellor’s office is offering grants for 2014-2015 for Enrollment Growth and Retention. The Chair will be submitting the required applications.</p> <p>4/21/14 NED Faculty Minutes: Fiscal support from the College has remained basically level for the past several years but it is expected to improve for next year. Nursing has continued to apply for and been awarded grants which help supplement the financial needs of the program.</p> <p>6/15: NED Faculty Minutes and Curriculum Meetings: Fiscal support from the college increase during school year 2014-2015. Some of the money was used to purchase 40 laptops for student use, Grant money was also increased and used to purchase equipment for the simulation lab. Faculty was given more opportunities by providing funding for them to attend more professional conferences.</p>	<p>‘14: Maintenance</p> <p>15: Computers purchased for students use. Sim lab will be updated.</p>
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## Criterion 16

Program Evaluation				
Criterion 16		<p><b>Statement:</b> Program support services are sufficient for the operations of the nursing education unit.  <b>Expected Level of Achievement:</b> The program support services are sufficient for the operations of the nursing unit.</p>		
Plan			Implementation	
Component	Frequency of Assessment & Responsible Persons (RP)	Assessment Method (s)	Results of Data Collection and Analysis <i>Including actual level(s) of achievement</i>	Actions <i>for program development, maintenance, or revision</i>
Academic Department Assistant (ADA)  Health Programs Coordinator (HPC) -- in '03 title was changed to Health Programs Specialist (HPS)  Skills Laboratory Assistant  Disability Resource Center (DRC)  Tutoring	Reviewed annually & changes reported as they occur  RP: Department Chairperson	Analysis of department needs with faculty and staff  Analysis of department needs with the dean	3-year plan for 2001: As part of 3-year plan, the NED is requesting an increase in the HPC's position from an 11-month to 12-month contract is requested.  Level of Achievement in '01: more personnel resources are requested.  Fall '02: Carolyn Richtmyer, the HPC, retired. Position was advertised and filled.  Fall '03: Jan Burton, the HPC, retired. The position was reclassified as a health programs specialist (HPS) but continues as an 11-month position.  8/19/03 NED Curriculum Minutes: There is no skills lab assistant for the fall semester so faculty decided to come in and staff the lab during their office hours until a replacement could be found.  '04: ELA continues to be met. Program support services are adequate to meet the operations of the department.  1/11/05 NED Curriculum Minutes: Keri Culhane will be the skills lab assistant starting this semester.	'01: Development and implementation of the 3-year plan is still in progress.  '03: Jan Burton was hired as the new HPC 1/15/03.  10/13/03 NED Faculty minutes: Cathy Hawkins was hired as the new HPS, and Susie Smith was hired to staff the open campus lab.  '04: Maintenance  '05: Maintenance

			<p>9/05: Charlene McClure has been hired as the new academic department assistant.</p> <p>3/16/06 NED Curriculum Minutes: Regina Bohorquez will be the new skills lab assistant.</p> <p>8/15/06 NED Curriculum Minutes: Time for the skills lab assistant has been increased to four days a week starting this semester. Two days will be designated for tutoring and two for skills practice.</p> <p>12/4/06 NED Faculty Minutes: The HPS position has been officially designated as 100% for nursing. Expanding the skills lab assistant hours to four days a week this semester has resulted in a 200% increase in student utilization of the open campus lab.</p> <p>1/15 &amp; 17/08 NED Curriculum Minutes: Andre Allen has been hired to be the skills lab assistant. Students taking the TEAS who score lower than 67% overall, must be remediated. Doris Meehan has been hired to be our student success advisor. She will meet with pre-nursing students who need remediation as well as with current students who need tutoring. In 8/19-20/08 NED Curriculum Minutes, this position was again explained for new faculty.</p> <p>1/8/09 NED Student Success Advisory Minutes: Between May to December 2008, 86 TEAS exams were administered and 16 of them required mandatory remediation. Of the 16, 4 have remediated and passed, 10 are remediating, and 2 have not started remediation.</p> <p>1/13-14/09 NED Curriculum Minutes: The Student Success Advisor, Doris Meeham, and the Open Lab Assistant, Andre Allen, explained their role in facilitating student retention.</p> <p>8/18/09 NED Curriculum Minutes: Andre Allen will be running the Open Lab as well as being the Student Success Advisor.</p>	<p>'06: Maintenance</p> <p>'06: All students will be notified of the increased open lab times.</p> <p>'06: Maintenance</p> <p>'08: Maintenance</p> <p>'09: Maintenance</p> <p>'09: Open lab can now be available 4 days a week.</p> <p>'09: Maintenance</p> <p>'10: These worked well and were purchased for each classroom.</p> <p>'10: Maintenance</p>
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		<p>9/27/10 NED Faculty Minutes: The College is promoting the use of LadyBug document cameras instead of using overhead projectors. A demonstration was provided and one will be in each classroom to see if faculty want to purchase them.</p> <p>11/15/10 NED Faculty Minutes: The vacancy in the Health Programs Specialist position has been filled.</p> <p>8/16/11 NED Curriculum Minutes: There are computers for student use in each of the labs. Students use their Palomar College e-mail to log in and will have access to Word, Power Point, and the Internet.</p> <p>10/10/11 NED Faculty Minutes: Paperwork was submitted to college to request the Student Success Advisor be reclassified as full time position.</p> <p>1/10/12 NED Curriculum Minutes: Maryellen Schultz will have an introduction to and an experience in the Sim Lab for all students in the program.</p> <p>1/30/12: NED Faculty Minutes: The College continues to provide adequate support services for the Program.</p> <p>8/14/12 NED Curriculum Minutes: Maryellen Schultz presented information about the Sim Lab will work. Summary information will be given on errors made by students but it will be shared as a composite group but not as individuals.</p> <p>1/16/13 NED Curriculum Minutes: Paperwork was submitted again to request the Student Success Advisor position be converted from an hourly worker to a classified position. This time we are only asking for a PT classified position with the hope of having a better chance getting approval.</p>	<p>'11: Maintenance</p> <p>'11: The department will continue to apply for this position until it is approved.</p> <p>'12: Maintenance</p> <p>'12: Maintenance</p> <p>8/12: Maintenance</p> <p>1/13: The department continues to work on getting this position approved.</p> <p>'13: The new Health Programs Specialist was hired that Feb.</p> <p>8/13: The department continues to work on getting this</p>
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			<p>1/16/13 NED Curriculum Minutes and 2/4/13 NED Faculty Minutes: Hiring is progressing for the new Health Programs Specialist position.</p> <p>8/13/13 NED Curriculum Minutes: For the 3<sup>rd</sup> time, Nursing has again filed to get the Student Success position converted to a permanent classified position.</p> <p>10/14/13 NED Faculty Minutes: The request for a 45% (18 hours/week) Nursing Education Support Coordinator is moving along in HR. It has been sent to the VP's for prioritization as a new position. The position continues to be funded with grants.</p> <p>1/8/14 NED Curriculum Minutes and 4/21/14 NED Faculty Minutes: The Nursing Education Support Coordinator position is still being considered by the VP's.</p> <p>6/15: NED Curriculum and Faculty Minutes: The Nursing Education Support Coordinator position is being put on hold. The College is considering making this position a faculty position. The NED will continue to have the Lab Coordinator and Student Success Advisor to provide support to students.</p>	<p>approval. '13: Maintenance</p> <p>'14: Maintenance</p> <p>6/15: Due to the early retirement that was offered May 2015 new positions are being placed on hold and will be revisited in Spring 2016.</p>
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	<p>Analyzed every 3 years and as needed in spring semester</p> <p>RP: Learning Resource Materials (LRM) Chairperson, Curriculum Co-Chairs, &amp; End of Semester Report Chairperson</p>		<p>they needed and these were packaged as student skill packs for sale in Fall '01.</p> <ul style="list-style-type: none"> <li>10/29/01 Student/Faculty Roundtable Minutes: students who were in attendance felt the skills packets were helpful for 2<sup>nd</sup> semester.</li> <li>4/8/02 Student/Faculty Roundtable Minutes: students in 4<sup>th</sup> semester have requested skills packets so they will be designed and available for purchase.</li> <li>10/28/02 Student/Faculty Roundtable Minutes: students in 3<sup>rd</sup> semester requested more supplies. Packets for that semester were redesigned.</li> <li>Fall '02, End of Semester report for N218. Students were surveyed about the success of the skills packets and the majority found they were not useful at this level.</li> </ul> <p>3/11/02 NED Curriculum Minutes: EE committee reported that from Fall '99 through Fall '01, student satisfaction with learning resources ranged from 74% to 96%.</p> <p>10/6/03 NED LRM Minutes: Based on student input in a Student/Faculty Roundtable meeting, the LRM committee will ask the library to establish more privacy for students who are viewing nursing videos. LRM Minutes on 11/3/03 show this was completed.</p> <p>'04 Report from LRM Committee: Between Spring '01-Spring '04 met ELA:</p> <ul style="list-style-type: none"> <li>Library and classroom textbook holdings were reviewed and thinned annually (see LRM Minutes 5/7/01, 10/21/02, 10/6/03, and 3/22/04).</li> <li>MM and AT holdings were reviewed by the</li> </ul>	<p>'02: Skills packets required for N218.</p> <p>'02: N217 skills packets were expanded to include the requested supplies.</p> <p>'02: Skills packets were discontinued for N218 for the upcoming semester.</p> <p>'02: Faculty suggested the addition of the skills packets may improve student satisfaction.</p> <p>'03: Maintenance</p> <p>'04: Maintenance</p> <p>'04: Faculty will continue</p>
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			<p>appropriate faculty (see LRM Minutes 10/00 and 5/02).</p> <ul style="list-style-type: none"> <li>Required textbooks were reviewed per the LRM schedule every three years. Student input is requested for new textbooks (LRM 11/3/03 &amp; 2/2/04) and Student/Faculty Roundtable Minutes (3/31/03 and 9/29/03).</li> </ul> <p>10/11/04 NED Curriculum Minutes: The faculty member who coordinates the English writing lab talked to the nursing faculty about how to best help nursing students who go to the lab.</p> <p>3/14/05 NED Curriculum Minutes: EE committee reported that from Spring '02 through Spring '04, student satisfaction with learning resources ranged from 68% to 100%. Data in the End of Semester Reports fail to show information as to why some of these numbers continue to be lower than desired.</p> <p>8/16/05 NED Curriculum Minutes: LRM Committee gave all faculty a list of the videos related to their content and asked that they need to review each video for relevance before the end of the Fall '05 semester. In addition, new computer programs, critical thinking programs, and CDs demonstrating nursing skills have been purchased and are in the department and in the library for use by students and faculty.</p> <p>9/12/05 NED Curriculum Minutes: The LRM Committee presented their recommendations for the math calculations &amp; the nursing fundamentals textbooks to be used in the program.</p> <p>5/8/06 NED Curriculum Minutes: The LRM Committee recommended continued use of the diagnostic and lab textbook and the pharmacology</p>	<p>to refer students to the English writing lab as necessary.</p> <p>'05: Several new videos and CAIs have been purchased to improve the material available for learning resources.</p> <p>'05: Maintenance</p> <p>'05: Approved</p> <p>'05: Maintenance</p> <p>3/9/07 NED Faculty Minutes: Nursing received a letter from the library thanking them for reviewing and thinning the nursing reserves and the nursing stacks.</p>
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			<p>textbook.</p> <p>2/5/07 NED LRM Minutes: Faculty will be thinning the library stacks on 2/26/07.</p> <p>2/5/07 NED LRM Minutes: The list of current CAIs available for students needs to be updated by faculty. The videos were all reviewed last year &amp; the updated list will be given to the NED Curriculum Committee.</p> <p>1/15 &amp; 17/08 NED Curriculum Minutes: Faculty spent time in the library during the meeting reviewing the CAI programs related to their course.</p> <p>3/31/08 LRM Minutes: The following textbooks have been approved for continued use:</p> <ul style="list-style-type: none"> <li>• Ignatavicius, Medical Surgical Nursing</li> <li>• Potter &amp; Perry, Fundamentals</li> <li>• Hacker, Rules for Writers</li> <li>• Pickar, Drug Calculations</li> </ul> <p>1/31/09 NED Curriculum Minutes: This semester the lab book and the pharmacology textbook will be reviewed by the LRM committee. They will also ask for student input on a pathophysiology book that could be recommended.</p> <p>9/8/09 NED Curriculum Minutes: The LRM committee put a pharmacology book out for faculty to review. The Pagana &amp; Pagana lab book will continue to be used in the program.</p> <p>1/13/10 NED Curriculum Minutes: The LRM committee has approved Lilley's Pharmacology</p>	<p>3/31/08 LRM Minutes: Based on the reports from the CAI reviews done 1/08 in the Curriculum meeting, all recommendations were incorporated &amp; the updated list was given to each faculty.</p> <p>'08: Maintenance</p> <p>'09: Maintenance</p> <p>'09: Maintenance</p> <p>1/10: The pharm book will be added to all book lists in the syllabi. Library stacks will be thinned by faculty.</p> <p>3/10: Faculty were encouraged to review all videos and get those they want to David Grey before the end of the semester.</p> <p>4/10: Maintenance</p>
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		<p>book for use in the program. Two upcoming Mondays will be designated for faculty to go to the library and thin the stacks.</p> <p>3/8/10 NED Faculty Minutes: Hope Farquharson reported that over the summer AV is going to transfer all videos that we provide them into the BlackBoard system for student use.</p> <p>4/19/10 NED Curriculum Minutes: Hayden Davis, Librarian/IT/BB, presented Study Mate features which is a program available to all students and faculty. Faculty also agreed to meet in the library on graduation day &amp; thin the Nursing stacks to be sure resources are current.</p> <p>8/16/11 NED Curriculum Minutes:</p> <ul style="list-style-type: none"> <li>• Maryellen Schultz provided update on the Sim Lab.</li> <li>• The LRM committee announced approval of a new fundamental (mandatory) and new pathophysiology (recommended) book for Spring '12.</li> </ul> <p>9/26/11 NED Curriculum Minutes: LRM will be reviewing the Care Plan book, Dosage Calculation book, Rules for Writers, Pagana &amp; Pagana lab book, and the Med-Surg book this year.</p> <p>10/31/11 NED Curriculum Minutes: David Gray and Lillian Payne from the Library gave a presentation on BlackBoard updates and the POET training for on-line teaching.</p> <p>1/30/12 NED Faculty Minutes: Learning resources on campus continue to expand to meet the student's learning needs. Blackboard</p>	<p>'11: Maintenance</p> <p>'11: Maintenance</p> <p>'11: Maintenance</p> <p>1/12: Maintenance</p> <p>'12: Maintenance</p> <p>'13: Incoming students will be told to use the on-line OWL of Purdue site for APA information.</p>
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		<p>provides a way for students to view videos and media sources from any computer. Mandatory videos required by the various clinical agencies (Fire &amp; Safety, Universal Precautions) are now located on Blackboard for ease of viewing by students. Textbooks continue to be reviewed and changed as necessary.</p> <p>8/14/12 and 1/16/13 NED Curriculum Minutes: LRM approved a new maternity textbook and recommends continuing with the current Nursing Diagnosis book. Faculty will thin the library stacks this semester.</p> <p>11/18/13 NED Curriculum Minutes: Faculty and students have found the on-line version of APA, with OWL of Purdue, is working well.</p> <p>12/2/13 NED Faculty Minutes: LRM announced book reviews are complete and in Fall 2014 there will be a new Med-Surg textbook being used.</p> <p>1/8/14 NED Curriculum Minutes: Faculty decided not to change Med-Surg textbooks while they are still discussing a change to a concept based curriculum.</p> <p>3/7/14 NED Curriculum Minutes: The Blackboard system is being altered. Faculty were given directions on how to save their current “shell” for use next fall.</p> <p>4/21/14 NED Faculty Minutes: Learning resources on campus continue to expand to meet the student’s learning needs. Blackboard</p>	<p>’13: The ADA will order copies of the new textbook for all faculty.</p> <p>1/14: Maintenance</p> <p>3/14: Maintenance</p> <p>4/14: Maintenance</p> <p>6/15: Kaplan Resources. Yearly maintenance of the resources in the library maintained.</p>
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			<p>provides a way for students to view videos and media sources from any computer. Textbooks continue to be reviewed and changed as necessary.</p> <p>6/15: NED Faculty and Curriculum Minutes: Faculty updated the resources in the library and on their BB course. The NED formed a partnership with Kaplan Nursing Integrated Testing and acquired updated skills videos faculty could use during their skills lab. Student who are part of the program can have access to these videos. Faculty are encouraged to research and send a list of resources they would like the NED to purchase and send to the Chair and ADA.</p>	
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## Criterion 18

Program Evaluation				
Criterion 18		<p><b>Statement:</b> Physical facilities are appropriate to support the purposes of the nursing education unit.  <b>Expected Level of Achievement:</b> The physical facilities are adequate to accomplish the goals/objectives of the nursing unit.</p>		
Plan		Implementation		
Component	Frequency of Assessment & Responsible Persons (RP)	Assessment Method (s)	Results of Data Collection and Analysis <i>Including actual level(s) of achievement</i>	Actions <i>for program development, maintenance, or revision</i>
Physical Facilities <ul style="list-style-type: none"> <li>• Classrooms</li> <li>• Labs</li> <li>• Offices</li> </ul>	Reviewed and confirmed annually & reported every 3 years  RP: Department Chairperson	Analysis of department needs with faculty and staff  Analysis of department needs with Dean	2000/2001 3-year plan and Institutional Review  Level of Achievement '01: met; Physical facilities are adequate.  8/19/03 NED Curriculum Minutes: Beginning discussions were held about what physical facilities would be needed if nursing were to be moved to another area of campus. Five faculty members toured several buildings to look at layouts and determine if they could be modified for the nursing department. Faculty approved and a proposal was sent to the Dean requesting nursing be relocated into the S building if the department had to move.  5/3/04 NED Faculty Minutes: Plans are being developed for use of the S building by nursing after the new science building is complete.  5/04 ELA continues to be met. Physical facilities are adequate to accomplish the goals of the program.  8/17/04 NED Curriculum Minutes: New cabinets were built in the large lab (NB-1) to hold supplies.  5/05 ELA continues to be met. Physical facilities are adequate.	No action necessary  '01: Maintenance  '04: Maintenance  '05: Maintenance  '07: Architect will meeting with the department in April to gather ideas.

			<p>2/9/07 NED Faculty Minutes: Plans for the S building remodel have been modified and Dental and Nursing will be in the building. Once the architect is identified, the faculty will be asked to meet with them and with facilities to design the floor plans.</p> <p>8/27/07 NED Faculty Minutes: The Dean and the Facilities representative met with the Department over concerns that the new S building will have no more space than is currently available for Nursing. The Nursing Department feels very strongly that the current space is not adequate to meet our needs.</p> <p>9/17/07 NED Faculty Minutes: The lab space during open lab hours is overcrowded and unsafe. This was further discussed on 11/5/07 NED Faculty Minutes. The Chairperson will look at moving a class on Thursday afternoon and on Friday morning over the NS building for the spring semester so all 3 rooms can be available at those time for open lab hours.</p> <p>2/4/08 NED Faculty Minutes: The architect will meet with all available Nursing staff on 2/11/08 to discuss current plans for the S building remodel. A second story has now been included to give more space.</p> <p>8/18-19/09 NED Curriculum Minutes: Construction on the new HS building continues. It is expected to be completed during the Spring '10 semester.</p> <p>8/17-18/10 NED Curriculum Minutes: Judy Eckhart thanked everyone for their help with the move into the new HS building.</p> <p>9/27/10 NED Curriculum Minutes: BRN visited the new HS building examining the offices, labs, and classrooms.</p> <p>1/20/12 NED Faculty Minutes: The new Health Science</p>	<p>'07: The Dean &amp; the Facilities Rep will take this information back to Administration.</p> <p>'07: Room assignments were changed for Spring '08 to open up the labs for student use.</p> <p>'09: Maintenance</p> <p>'10: The new building provides more space than Nursing had previously. The BRN approved the new facility.</p> <p>'12: Maintenance</p> <p>'12: Maintenance</p>
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		<p>Building has provided more physical space for the program. The College continues to support the program and maintain all physical facilities.</p> <p>2/13/12 NED Curriculum Minutes: The Sim Lab Coordinator reported that the Sim Lab is going well &amp; student evaluations reflect they feel the time was well spent. Many students request more time in Simulation.</p> <p>10/14/13 NED Faculty Minutes: All faculty and staff have received new desktop computers with grant funds.</p> <p>4/21/14 NED Faculty Minutes: The classrooms, labs, and sim area are appropriate to meet the needs of the student and the program.</p> <p>6/15: The HS Building house the nursing program and is adequate for lecture, lab, and simulation.</p>	<p>'13: Maintenance</p> <p>'14: Maintenance</p> <p>15: Maintenance</p>
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## Criterion 19

Program Evaluation				
<b>Criterion 19</b>		<p><b>Statement:</b> Information about the program, intended to inform the general public, prospective students, current students, employers, and other interested parties, is current, accurate, clear, and consistent.</p> <p><b>Expected Level of Achievement (ELA):</b> All advertising and printed materials provided to the general public, prospective students, current students, employers, and other interested parties will be current, accurate, clear, and consistent.</p>		
Plan			Implementation	
Component	Frequency of Assessment & Responsible Persons (RP)	Assessment Method (s)	Results of Data Collection and Analysis <i>Including actual level(s) of achievement</i>	Actions <i>for program development, maintenance, or revision</i>
Program Information	<p>Every 3 years in spring semester (the program brochure, website, outreach cards, &amp; handouts for NED information meeting)</p> <p>Each semester (the class schedule)</p> <p>Annually in spring semester (the course catalog &amp; the student handbook)</p> <p>RP: Health Programs</p>	<p>HPS annually reviews all information and will consult with chair when revisions are necessary</p> <p>ADA reviews class schedule with each printing and notifies chair of any discrepancies</p> <p>SNAP Advisor reviews NED Student Handbook each spring and incorporates</p>	<p>Palomar College Curriculum Minutes for Fall 00; Multicultural competency met by completing specific courses in the Nursing Program and the Physical Education (PE) requirement waived for nursing students.</p> <p>5/8/00 NED Curriculum Minutes: NED Student Handbook reviewed and discussed.</p> <p>'01 met ELA: 10/8/01 NED Faculty Minutes: All advertising and printed materials are accessible, current, and consistent.</p> <p>9/16/02 NED Recruitment &amp; Retention (R&amp;R) Minutes: HPS reports that attendance in the monthly informational meetings about a career in nursing are well attended (100 attended the August 6<sup>th</sup> meeting).</p> <p>4/28/03 NED R&amp;R Minutes: Brochure, outreach cards, and website have been revised. A Nursing Program information sheet was sent to Counseling for reference when counseling students.</p> <p>9/8/03 met ELA: NED Faculty Minutes: Program brochure and the outreach card were updated and</p>	<p>Criteria to meet multicultural competency and PE requirements for nursing students were revised and implemented in the Palomar College Catalog for Fall '01.</p> <p>Approved NED Student Handbook 5/8/00.</p> <p>No further action necessary.</p> <p>'01: Maintenance</p> <p>'02: Maintenance</p> <p>'03: Revised materials to go to faculty for approval.</p> <p>'03: Brochure and outreach card approved</p>

	Specialist (HPS) & SNAP Advisor	changes that are approved by faculty vote	<p>will be distributed starting in 9/03. Website is reviewed and updated by the HPS at least twice a year. College Catalog is reviewed annually.</p> <p>11/24/03 NED Curriculum Minutes: Discussed the need to have one person keep the website updated.</p> <p>2/2/04 NED R&amp;R Minutes: The HPS has reviewed and updated the website.</p> <p>3/1/04 NED Faculty Minutes: R&amp;R reported positive comments from students about the Nursing Department website.</p> <p>10/4/04 NED Faculty Minutes: Discussed changes in the NED Student Handbook.</p> <p>8/29/05 NED Faculty Minutes: Discussed changes in the NED Faculty Handbook. Revisions continued to be discussed in the 11/21/05, 2/27/06, 3/27/06, and 8/28/06 Faculty meetings.</p> <p>9/19/05 NED R&amp;R Minutes: An outside person will be hired to help update the website so it is easier to navigate.</p> <p>1/30/06 NED R&amp;R Minutes: A student, Marion Boyer, developed a flyer to post in campus science labs to notify students about the option of pursuing a career in nursing. Revisions were discussed.</p> <p>12/4/06 NED Faculty Minutes: R&amp;R reported that the program brochure, outreach cards, and website continue to be updated as needed. All policies publicly accessible and non-discriminatory.</p> <p>12/3/07 NED Faculty Minutes: Attempts to hire enough full-time faculty to admit another class of</p>	<p>9/8/03.</p> <p>'03: HPS will be responsible for the website.</p> <p>2/04: Recommendation of changes will be discussed with faculty.</p> <p>3/1/04 NED Faculty Minutes: recommendations from R&amp;R on the website were accepted.</p> <p>'04: Approved updated NED Student Handbook 1/24/05.</p> <p>'05: NED Faculty Handbook out for review 8/29/05. Was approved 12/2/06.</p> <p>9/18/06: The HPS has asked a person on campus to help with redesigning the website.</p> <p>9/18/06: R&amp;R minutes: The flyer was accepted and will be posted in the science labs.</p> <p>'06: Maintenance</p>
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			<p>E/W students into the January '08 semester were unsuccessful.</p> <p>11/17/08 NED Faculty Minutes: All advertising and printed materials provided to the general public, prospective students, current students, employers, and other interested parties are current, accurate, clear, and consistent. The department continues to meet ELA.</p> <p>'09 - '10 NED Curriculum and Faculty Minutes (multiple entries): Changes in the admission requirements and the new AS degree option are detailed in Criterion 4, 9, &amp; 13.</p> <p>8/17-18/10 NED Curriculum Minutes: The web site has been updated to reflect all the new changes in admissions and general information for the public.</p> <p>8/16/11 NED Curriculum Minutes: SNAP asked to be linked to the Nursing Department's web site and this was agreed to by all faculty.</p> <p>1/30/12 NED Faculty Minutes: The ADA, the HPS, and the Chairperson continue to update the web site and items provided to the public. The new application process using the multi-criteria</p>	<p>12/07: Since students have already been sent acceptance letters for the January '08 E/W program, they must all be notified about the reason for the delay and they will be guaranteed an admission for the Fall '08 semester. Information will be posted on the website and Judy Eckhart &amp; Cathy Hawkins will hold three public meetings to answer any questions people may have.</p> <p>'08: Maintenance</p> <p>'09-'10: The web site is updated frequently to be sure all data is current and available to all members of the public.</p> <p>8/10: Website was updated.</p> <p>'11: Julie Van Houten, the SNAP advisor, and the ADA will set up the link.</p> <p>'12: Monthly general</p>
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			<p>method has been publically presented and advertised.</p> <p>11/18/13 NED Curriculum Minutes: Susan Parker, the ADA, presented all the updates she has recently made to the website. The design is updated and the information is easier for people to find.</p> <p>4/21/14 NED Faculty Minutes: The ADA, the HPS, and the Chairperson continue to update the web site and items provided to the public.</p> <p>6/15: NED Faculty and Curriculum Minutes: The ADA, HPs, Chairperson and Faculty periodically review the website and suggest updates as needed. The ADA and HPS then go into the website and make the changes. A brochure was developed with the input of faculty and staff. Handouts are accurate and reviewed every semester for accuracy.</p>	<p>information meetings are also posted on the department's web site.</p> <p>'13: Faculty approved of all the updates and changes.</p> <p>'14: Maintenance</p> <p>15: A NED program brochure was develop. The face of the NED website was changed to reflect the college's format in efforts to be consistent. The HPS has been updating the information. Ongoing.</p>
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## Criterion 20

Program Evaluation				
<b>Criterion 20</b>		<p><b>Statement:</b> Complaints about the program are addressed and records are maintained and available for review.</p> <p><b>Expected Level of Achievement (ELA):</b> A written procedure for nursing student complaints will be published in the Nursing Education Department Student Handbook. A file for program complaints including their disposition, will be maintained in the Nursing Education Department Office.</p>		
Plan			Implementation	
Component	Frequency of Assessment & Responsible Persons (RP)	Assessment Method (s)	Results of Data Collection and Analysis <i>Including actual level(s) of achievement</i>	Actions <i>for program development, maintenance, or revision</i>
Student Complaint Policy	Every 3 years in spring semester	Annual review of NED Student Handbook	Level of Achievement in '01: met; In the 2000/2001 and the 2001/2002 NED Student Handbook there is a Policy on Student Concern/Complaints Regarding the Nursing Program.	No action necessary. '01: Maintenance
Formal Complaint File	Each semester	Student/Faculty Round Table meetings	Level of achievement in '01: met; the Chairperson and the Dean maintain a file of student complaints.	No action necessary '01: Maintenance
	Every 3 years in spring semester and as needed	Review of Complaint File	1/15/03 NED Curriculum Minutes: A student expressed concern about the care plan requirements and felt they were different between semesters. Faculty explained that the complexity of care plans does change as a student moves through the program.	'03: Faculty from each course will work to be sure that within each course faculty are grading care plans using consistent criteria.
	RP: Department Chairperson		'04 met ELA: Policy on Student Concern/Complaints Regarding the Nursing Program remains in the NED Student Handbook. A file of written student complaints and their disposition is maintained in the Chairperson's files. Student/Faculty Roundtable meetings continue to be held once each semester (minutes available in nursing office).	'04: Maintenance
			9/13/04 NED Curriculum Minutes: A student voiced concerns that course requirements in some courses are too difficult. Faculty explained more emphasis is placed on	'04: No action necessary.

			<p>critical thinking and analysis of information as a student progresses through the program.</p> <p>3/28/05 NED Student/Faculty Roundtable minutes: Items of general concern that have been placed in the student suggestion box continue to be discussed each semester in the roundtable meetings.</p> <p>12/4/06 NED Faculty Minutes: The Chairperson of the department maintains a file of any formal student complaints. No formal complaints have been filed for the past several years. The procedure for filing a complaint is published in the NED Student Handbook. ELA continues to be met.</p> <p>11/17/08 NED Faculty Minutes: The Chairperson continues to maintain a file for any student complaints, however, in the past several years, no formal complaints have been filed. The Chair &amp; the faculty are available to listen to any student who has a concern and deal with their issues as necessary. The procedure for filing a complaint is published in the NED Student Handbook. The ELA continues to be met.</p> <p>3/2/09 NED Curriculum Minutes: Faculty reviewed &amp; approved minutes from Student-Faculty Roundtable meetings. Roundtable meetings continue to be held each semester allowing students to ask faculty about any issues or concerns they may have.</p> <p>3/26/11 NED Curriculum Minutes: A guest speaker will attend the Student-Faculty Roundtable meeting this semester to discuss how students can work on getting local jobs. Roundtable meetings provide a setting for student concerns to be expressed.</p> <p>1/30/12 NED Faculty Minutes: The Chairperson maintains a file of student issues and concerns.</p>	<p>'05: No action necessary.</p> <p>'06: Maintenance</p> <p>'08: Maintenance</p> <p>'09: Maintenance</p> <p>'11: Maintenance</p> <p>'12: Maintenance</p> <p>'14: Maintenance</p>
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			<p>Whenever necessary the faculty, Chair, and/or Dean meet with any student who has issues. For more than the past 5 years, no student complaint in the Palomar College Nursing Program has proceeded to a formal grievance. Items submitted to the SNAP suggestion box are discussed by all faculty, presented in the Student Roundtable meeting when it is appropriate, and resolved.</p> <p>4/21/14 NED Faculty Minutes: The chairperson continues to maintain a file of student issues and concerns. Whenever necessary the faculty, chair, and/or Dean meet with any student who has issues. For more than the past 5 years, no student complaint in the Palomar College Nursing Program has proceeded to a formal grievance. Items submitted to the SNAP suggestion box are discussed by all faculty, presented in the Student Roundtable meeting when it is appropriate, and resolved.</p> <p>6/15: Policy on Student Concern/Complaints Regarding the Nursing Program remains in the NED Student Handbook. A file of written student complaints and their disposition is maintained in the Chairperson's files. Student/Faculty Roundtable meetings continue to be held once each semester (minutes available in nursing office).</p>	13: Maintenance
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## Criterion 21

Program Evaluation				
Criterion 21		<p><b>Statement:</b> Compliance with Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.</p> <p><b>Expected Level of Achievement (ELA):</b> The institution will be in compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements.</p>		
Plan			Implementation	
Component	Frequency of Assessment & Responsible Persons (RP)	Assessment Method (s)	Results of Data Collection and Analysis <i>Including actual level(s) of achievement</i>	Actions <i>for program development, maintenance, or revision</i>
Compliance with the Higher Education Reauthorization Act Title IV	Every 3 years  RP: Department Chairperson & Director of the Office of Financial Aid, Veterans, & Scholarship Services	Chair to request statement of compliance from the Director of the Palomar College Office of Financial Aid, Veterans, & Scholarship Services	<p>7/8/99 Statement of Compliance received from Director of Office of Financial Aid, Veteran's, &amp; Scholarship Services.</p> <p>Level of achievement in '01: met; the institution is compliant with the Higher Education Reauthorization Act, Title IV.</p> <p>'04 met ELA: The College continues to be in compliance with the Higher Education Reauthorization Act, Title IV.</p> <p>12/4/06 NED Faculty Minutes: The College remains compliant with the Higher Education Reauthorization Act, Title IV.</p> <p>11/17/08 NED Faculty Minutes: The College remains compliant with the Higher Education Reauthorization Act, Title V.</p> <p>1/30/12 NED Faculty Minutes: The College continues to be compliant with the Higher Education Reauthorization Act Title IV. The Director of Financial Aid, Veteran's, and Scholarship Service has verified that options for loan, financial support, and repayment of loans are advertised.</p>	<p>No action necessary.</p> <p>'01: Maintenance</p> <p>'04: Maintenance</p> <p>'06: Maintenance</p> <p>'08: Maintenance</p> <p>'12: Maintenance</p> <p>'14: Maintenance</p>

		<p>4/21/14 NED Faculty Minutes: The College continues to be compliant with the Higher Education Reauthorization Act Title IV. The Director of Financial Aid, Veteran's, and Scholarship Service confirms that options for loan, financial support, and repayment of loads are advertised.</p> <p>6/15: The College continues to be compliant with the Higher Education Reauthorization Act Title IV. The Director of Financial Aid, Veteran's, and Scholarship Service confirms that options for loan, financial support, and repayment of loans are advertised.</p>	<p>15: Fall 2015: The chair will be meeting with the new Director of Financial to discuss any updates then bring back to faculty.</p>
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## Criterion 22

Program Evaluation				
Criterion 22		<p><b>Statement:</b> There is a written plan for systematic program evaluation that is used for continuous program improvement.</p> <p><b>Expected Level of Achievement (ELA):</b> The systematic plan for program evaluation will contain all of the required and elective elements for all NLNAC now ACEN criteria.</p>		
Plan			Implementation	
Component	Frequency of Assessment & Responsible Persons (RP)	Assessment Method (s)	Results of Data Collection and Analysis <i>Including actual level(s) of achievement</i>	Actions <i>for program development, maintenance, or revision</i>
Review of NED Systematic Plan for Program Evaluation	Every 3 years fall semester  RP: Curriculum Co-Chairs & Department Chairperson	The plan will be reviewed by all faculty  A comparison will be made between systematic plan, College documents, BRN criterion, & NLNAC criterion	<p>NED Curriculum Minutes:</p> <p>'00 Initial Development of the Master Plan for Evaluation:</p> <ul style="list-style-type: none"> <li>8/28/00 NED Faculty Minutes: Faculty worked in small groups to develop an initial draft of the Master Plan for Evaluation.</li> <li>10/27/00 NED Curriculum Workshop Minutes: Presentation of the NED Systematic Plan of Program Evaluation was given.</li> </ul> <p>8/19/03 NED Curriculum Minutes met ELA: Updated Master Plan for Evaluation sent out for review by all faculty.</p> <p>9/12/05 NED Curriculum Minutes: Updated Master Plan for Evaluation distributed for review by all faculty.</p> <p>10/2/06 NED Faculty Minutes: Updated Master Plan for Evaluation distributed for review by all faculty.</p> <p>4/9/07 NED Faculty Minutes: Due to changes in faculty, the Master Plan for Evaluation has been circulated and reviewed again. Faculty voted to approve the plan. ELA continues to be met.</p>	<p>'01: Implementation and data collection for the NED Systematic Plan for Program Evaluation is still in progress.</p> <p>'03: Faculty approved the Master Plan for Evaluation 10/13/03.</p> <p>'05: Master Plan for Evaluation approved 11/7/05.</p> <p>'06: Master Plan for Evaluation approved 11/06 Faculty Minutes.</p> <p>'07: Maintenance</p>

			<p>1/13-14/09 &amp; 4/13/09 NED Faculty Minutes: The Master Plan for Evaluation has been updated and is ready for review.</p> <p>1/30/12 NED Faculty Minutes: The MPE continues to be updated each semester. A table was provided for each criterion reminding everyone of the expected level of achievement, the component, the frequency of assessment, the responsible person, and the assessment method that the department is using for each criterion.</p> <p>2/4/13 NED Faculty Minutes: The 2013 NLNAC Standards and Criteria were distributed to faculty for review. In addition, the MPE has been updated and is now being circulated to faculty for review.</p> <p>9/9/13 NED Faculty Minutes: Faculty have reviewed the MPE and all updates have been made.</p> <p>4/21/14 NED Faculty Minutes: The MPE continues to be utilized to improve the program.</p> <p>6/15: There was a change in leadership starting July 2014. The new NED Chair updated the MPE at the end of school year 2014-2015. Some of the criteria were addressed formally in meetings and informally in ad hoc meeting and conversations.</p>	<p>'09: Was approved 8/19-20/09 in the NED Curriculum Meeting.</p> <p>'12: Faculty felt the current information was complete and no changes are needed in the format being used.</p> <p>'13: The NLNAC standards will be followed.</p> <p>9/13: Maintenance</p> <p>'14: Maintenance</p> <p>15: Starting fall 2015 more discussion will take place in meetings and documented of how the criteria in the MPE are addressed. There is always a learning curve with new leadership and now that a year has passed things will get back on track.</p>
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## Criterion 23

Program Evaluation				
Criterion 23		<p><b>Statement:</b> Student academic achievement by program type is evaluation by: graduation rates, licensure/certification pass rates, job placement rates, and program satisfaction.</p> <p><b>Expected Level of Achievement (ELA):</b> 80% of beginning students will complete the program; 85% of the graduates will pass NCLEX-RN on their first attempt; 95% of the graduates responding to the Graduate Follow-up Survey, who are seeking employment, will be employed at the time of the survey; and 80% of the graduates will rate their experiences with the program as satisfactory.</p>		
Plan			Implementation	
Component	Frequency of Assessment & Responsible Persons (RP)	Assessment Method (s)	Results of Data Collection and Analysis <i>Including actual level(s) of achievement</i>	Actions <i>for program development, maintenance, or revision</i>
In 2001: Critical Thinking (CT)  Interpersonal Communication (IPC)  Therapeutic Nursing Interventions (NI)  Employment Rates  Performance on NCLEX-RN  Graduates Satisfaction with Program	Data collected every semester  Analyzed every 3 years and as needed  RP: Educational Effectiveness Chairperson	In 2001: <ul style="list-style-type: none"> <li>CT (critical thinking): 80% of all students will achieve 70% of the total points on their graded care plans; 85% of graduates will pass NCLEX-RN on the first attempt; and demonstrate increased scores from the CT pre-test (in 3<sup>rd</sup> sem) to the CT post-test (in 4<sup>th</sup> sem)</li> <li>IPC (interpersonal communication): 80% of graduates will be rated at least satisfactory on NED Final Evaluation/ Reference Letter in the areas of written and verbal communication skills, client teaching, and discharge planning; and 80% of graduates will receive at least a C grade in English 100 and a 3-unit speech course</li> <li>NI (nursing interventions): 80% of graduates will be rated at least satisfactory on NED Final Evaluation/</li> </ul>	3/19/01 NED Educational Effectiveness (EE) Minutes: Findings and analysis from S '98 to S '01 were discussed.  4/30/01 NED Curriculum Minutes: EE report was given. <ul style="list-style-type: none"> <li>CT: benchmarks were met for care plan grades, however, inconsistencies in the care plan grades were noted between the 3 sections of 217; benchmark was met for NCLEX-RN; and results from CT pre-and post-tests were being obtained.</li> <li>IPC: benchmarks met.</li> <li>NI: benchmarks for final evaluation letter and NCLEX-RN were met; one semester, ≤80% of 2<sup>nd</sup> semester students were</li> </ul>	'01: Results will be presented in the NED Curriculum meeting.  '01 on CT: 3 <sup>rd</sup> semester faculty met and developed more consistent guidelines for grading care plans between all 3 sections.  '01 on IPC: Maintenance  '01 on NI: The course faculty asked to reanalyze the data after one more semester before

Professional Development (PD)  Public Service (PS)		<p>Reference Letter in the area of quality of care; 80% of students in each clinical course will achieve at least a satisfactory rating on the Nursing Skills section of the Clinical Evaluation Tool; and 85% of graduates will pass NCLEX-RN on the first attempt</p> <ul style="list-style-type: none"> <li>• Employment rates: 95% of graduates responding to the Graduate Follow-up Survey, who are seeking employment, will be employed in a health care setting within 6 months of graduation</li> <li>• NCLEX-RN: 85% of graduates will pass NCLEX-RN on their first attempt</li> <li>• Program Satisfaction: 80% of all students on the Student Satisfaction Survey will rate the course as satisfactory; 80% of fourth semester students on the Program Satisfaction Survey will rate the program as satisfactory; and 80% of those responding to the Graduate Follow-up Survey will rate the program as satisfactory</li> <li>• PD (professional development): 75% of graduates responding to the Graduate Follow-up Survey will be participating in some form of continued education or professional development</li> <li>• PS (public service): 51% of all students will participate in some form of public service within the program,</li> </ul>	<p>evaluated as less than satisfactory on the Nursing Skills portion of the Clinical Evaluation Tool.</p> <ul style="list-style-type: none"> <li>• Employment rates: benchmarks were met.</li> <li>• NCLEX-RN: benchmarks met.</li> <li>• Prog. Sat: benchmarks met.</li> <li>• PD: 65% of students starting in spring '98 and 53% starting in fall '98 reported participation in a professional activity when responding in the Graduate Follow-up Survey. In Spring '01, this component was dropped by NLNAC, but we continue to monitor.</li> <li>• PS: new component in spring '01 so data collection started.</li> <li>• Graduation Rates: 67% of students starting in Spring '98 and 52% starting in Fall '98 completed in consecutive semesters. When students who did not complete the 1<sup>st</sup> clinical course were dropped from the data base, 74% from spring '98 and 61% from fall '98 completed</li> </ul>	<p>making changes. The next semester their benchmark was met.</p> <p>'01 on Employment rates: Maintenance</p> <p>'01 on NCLEX-RN: Maintenance</p> <p>'01 on Prog. Sat.: Maintenance</p> <p>'01 on PD: no action was taken since NLNAC dropped this item in Spring '01.</p> <p>'01 on PS: Data being collected.</p> <p>'01 on Grad. rates: Decision was made to hold more extensive orientation sessions for beginning students to better prepare and assist with their transition into the nursing program.</p> <p>2/02: Results will be</p>
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		<p>the educational institution, &amp;/or the community</p> <ul style="list-style-type: none"> <li>Graduation Rates: Note: in 2001 this was not a mandatory criteria, however, the data was collected and was included in the EE report</li> </ul> <p>in Spring 2002: Assessment criteria remained the same as stated above except that professional development (PD) was no longer monitored</p>	<p>consecutively.</p> <p>2/11/02 NED EE Minutes: Data on students graduating between F '99 and F '01 were tabulated. Recommended changes were identified to ask faculty.</p> <p>3/11/02 NED Curriculum Minutes: EE report given.</p> <ul style="list-style-type: none"> <li>CT: benchmarks were met for CPs and NCLEX-RN pass rates. Scores on the CT pre- and post-test showed improvement ranging from between 16%-26% for students graduating between Fall '99 and Fall '01.</li> <li>IPC, NI, Employment rates, NCLEX-RN, &amp; Program Satisfaction: benchmarks were met.</li> <li>PS: Data continues to be collected so there is enough for analysis.</li> <li>Graduation Rates: For students graduating between Fall '99 and Fall '01, results ranged from 52-68% for those completing in consecutive semesters, 61-76% for students who graduated in consecutive semesters after completing their first clinical course, and</li> </ul>	<p>presented in the NED Curriculum meeting.</p> <p>'02 on CT: Faculty decided to change to a different pre-test so both the pre-and the post-test were being written by HESI.</p> <p>'02 on IPC, NI, Employment rates, NCLEX-RN, &amp; Prog. Sat.: Maintenance</p> <p>'02 on PS: no action necessary.</p> <p>'02 on Grad. rates: After analysis, it was determined that some students need more time to learn the material. It was also noted that those who complete, generally pass NCLEX-RN on the first attempt.</p>
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<p>In Spring 2005:</p> <p>Graduation Rates</p> <p>NCLEX-RN pass rates</p> <p>Job Placement Rates</p> <p>Program Satisfaction</p>	<p>Data collected every semester</p> <p>Analyzed every 3 years and as needed</p> <p>RP: Educational Effectiveness Chairperson</p>	<p>Spring '03 Assessment criteria continue to be the same</p> <p>1/31/05 NED EE Minutes: Data continues to be monitored</p> <p>3/14/05 NED Curriculum Minutes: EE Committee report recommended that based on statistics which showed the following criterion have consistently been met, the EE Committee recommended no longer monitoring indicators for the following items:</p>	<p>61-74% for total completion, irrespective of time.</p> <p>10/6/03 NED EE Minutes: summary information on the criteria were discussed. The ELA is being met for CT, IPC NI, employment patterns, program satisfaction, public service, and PD. Completion rates are lower than desired but efforts to improve them were discussed.</p> <p>1/31/05 NED EE Minutes: Since most criteria are consistently being met at the ELA, recommendations will be made to the faculty to change the criteria being monitored.</p> <p>3/7/05 NED Faculty Minutes: R&amp;R Committee reported that the percent of students responding to the Graduate Follow up Survey has increased.</p> <p>3/14/05 NED Curriculum Minutes: EE Committee reported data for each specific class is located in the EE minutes and tables. Values stated below are the ranges of the results from fall '99 through fall '04.</p>	<p>'03: Continue to monitor data and work on improving retention rates.</p> <p>1/05: Results and recommendations will be made at next Curriculum meeting.</p> <p>'05: Continue having current students contact graduates to complete the survey.</p> <p>3/14/05 Faculty approved EE Committee recommendations and the new assessment criteria were accepted.</p>
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		<ul style="list-style-type: none"> <li>• Critical Thinking (CT)</li> <li>• Interpersonal Communication (IPC)</li> <li>• Nursing Interventions (NI)</li> <li>• Professional Development (PD)</li> <li>• Public Service (PS)</li> </ul> <p>If future program outcomes change or problems are suspected in these areas, they will be reexamined</p> <p>3/14/05 (continued) The current criteria will be:</p> <ul style="list-style-type: none"> <li>• for Graduation rates: 80% of beginning students will complete the program. Statistics were kept using 5 different criteria: <ul style="list-style-type: none"> <li>a. those completing in consecutive semesters</li> <li>b. those completing in consecutive semesters after successfully finishing their first clinical course</li> <li>c. those who complete the program no matter how long it takes</li> <li>d. those who complete the program no matter how long it takes after successfully completing their first clinical course</li> <li>e. the number who graduated in the class compared to the number who started with the class</li> </ul> </li> <li>• NCLEX-RN: 85% of the graduates will pass NCLEX on their first attempt</li> </ul>	<ul style="list-style-type: none"> <li>• Grad. rates: ranges (as of 3/14/05) for each method were <ul style="list-style-type: none"> <li>a. 52% - 80%</li> <li>b. 55% - 89%</li> <li>c. 63% - 85% (note 9 students are still pending for F '04)</li> <li>d. 69% - 95% (note 9 students are still pending for F '04)</li> <li>e. this criteria was new in spring '04 but ranges were 69% - 86%</li> </ul> </li> <li>• NCLEX-RN: pass rates (as of 3/14/05) ranged from 83% to 100% with the results of a few students still not known.</li> <li>• Job Placement: results were consistently 100%.</li> <li>• Program Satisfaction: ranges for each method were: <ul style="list-style-type: none"> <li>a. consistently 100%</li> <li>b. 86% - 100%</li> </ul> </li> </ul> <p>'05: met ELA for criteria on Job Placement and Program Satisfaction.</p>	<p>'05: Maintenance</p>
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		<ul style="list-style-type: none"> <li>• Job Placement: 95% of the graduates responding to the Graduate Follow-up Survey, who are seeking employment, will be employed at the time of the survey</li> <li>• Program Satisfaction: 80% of the graduates will rate their satisfaction with the program as satisfactory. Statistics will be kept using 2 different criteria: <ul style="list-style-type: none"> <li>a. ratings by students at the end of the 4<sup>th</sup> semester</li> <li>b. rating by graduates responding to the Graduate Follow-up Survey</li> </ul> </li> </ul>	<p>Results of NCLEX-RN pass rates is still pending since not all students have taken the exam. The benchmark of 80% of beginning students will complete the program is low but some students are still in the system trying to complete the program.</p> <p>8/16/05 NED Curriculum Minutes: The College is conducting a study using the State Chancellor's recommended Model Prerequisites for admission criteria to determine if there is a way to increase student completion rates without causing a disproportionate impact to any specific group of students. Initial results of the Palomar study were presented. Four cohorts of nursing students from 1999-2000 were examined. Results showed that if all criteria of the Chancellor's Model Prerequisite curriculum were implemented, there would be a disproportionate impact on minority and on male students.</p> <p>11/7/05 NED Curriculum Minutes: Follow up data on the Model Prerequisite Study was presented. 15 of the students who would not have been admitted using the Model Prerequisite criteria did pass NCLEX-RN on the 1<sup>st</sup> attempt. 13 of the 15 completed the program in 4 consecutive semesters and 2 repeated one semester. Faculty discussed and agreed it was imperative for students</p>	<p>8/05: Faculty had follow up questions about the study. Judy E will investigate &amp; report back.</p> <p>11/05: Faculty voted that recommendations from the Chancellor's Model Prerequisite Study not be adopted at Palomar College at this time.</p>
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		<p>The current criteria are:</p> <ul style="list-style-type: none"> <li>• for Graduation rates: 80% of beginning students will complete the program. Statistics were kept using 5 different criteria: <ul style="list-style-type: none"> <li>a. those completing in consecutive semesters</li> <li>b. those completing in consecutive semesters after successfully finishing their first clinical course</li> <li>c. those who complete the program no matter how long it takes</li> <li>d. those who complete the program no matter how long it takes after successfully completing their first clinical course</li> <li>e. the number who graduated in the class compared to the number who started with the class</li> </ul> </li> <li>• for NCLEX-RN: 85% of the graduates will pass NCLEX on their first attempt</li> </ul>	<p>with an overall 2.0-2.5 GPA to continue to be admitted to the program since they are passing boards on their first attempt.</p> <p>11/17/08 NED Faculty Minutes: Updated given by the EE committee on each of the criteria. Averages are calculated from F '05 thorough S '08:</p> <p>Graduation Rates:</p> <ul style="list-style-type: none"> <li>a. Those who completed in consecutive semesters ranged from 32% - 58% = 47% average.</li> <li>b. Those who completed in consecutive semesters after finishing their first clinical course ranged from 35% - 70% = 52% average.</li> <li>c. Those who completed the program but needed more time ranged from 40% - 76% = 60% average.</li> <li>d. Those who completed the program after finishing their first clinical course but needed more time ranged from 45% - 80% = 65% average.</li> <li>e. The number who started and the number who finished each class ranged from 58% - 81% = 72% average.</li> </ul> <p>NCLEX-RN pass rates: From F '05</p>	<p>'08: In terms of Graduation Rates, the faculty finds the information helpful and realizes that many students who enter nursing do not know what it entails. It is hoped that with the new TEAS requirement and the Student Success Advisor being added for student use, these numbers will improve.</p> <p>'08: In terms of Pass Rates, information is not available for about 1 student a semester.</p> <p>'08: In terms of Job Placement and Program Satisfaction information, the</p>
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		<ul style="list-style-type: none"> <li>• for Job Placement: 95% of the graduates responding to the Graduate Follow-up Survey, who are seeking employment, will be employed at the time of the survey</li> <li>• for Program Satisfaction: 80% of the graduates will rate their satisfaction with the program as satisfactory. Statistics will be kept using 2 different criteria: <ul style="list-style-type: none"> <li>a. ratings by students at the end of the 4<sup>th</sup> semester</li> <li>b. rating by graduates responding to the Graduate Follow-up Survey</li> </ul> </li> </ul>	<p>through F '07 the pass rate ranged from 89% to 100% with an average of 96%.</p> <p>Job Placement Rates: From F '05 through S '07 the pass rates have been 100% of employment for those seeking a job.</p> <p>Program Satisfaction Rates: From F'05 through S '07 the program satisfaction rates have been 100%. This is for 4<sup>th</sup> semester students as well as for graduates completing the follow-up survey.</p> <p>The only ELA that is not being met is the Graduation Rate which is below 80%. It is hoped that the addition of the TEAS exam for entrance into the program and the services offered by the Student Success Advisor will improve the Graduation Rate.</p> <p>4/6/09 NED Curriculum Minutes: All College departments need to identify appropriate course Student Learning Outcomes (SLOs).</p> <p>8/18-19/09 NED Curriculum Minutes: Using the course SLOs that were identified last spring, a comparison of all Nursing Course SLOs was presented for review.</p> <p>9/28/09 NED Curriculum Minutes: Course SLO's were approved. Data will be collected starting this fall.</p>	<p>surveys taken by the students of the graduates have provided good information.</p> <p>'08: Analyze the data again once the TEAS and the Student Success Advisor have been available for students.</p> <p>4/09: All Nursing courses will meet to identify appropriate course SLOs and assessment methods.</p> <p>8/09: SLOs and their assessment methods were discussed.</p> <p>11/09: Data being collected for course SLOs.</p> <p>1/10: Data continues to be collected.</p>
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		<p>1/13-14/10: NED Curriculum Minutes: EE committee reported completion rates for the past several years and noted that there is very little difference in 2 of the 5 ways the information is being monitored. The recommendation was made by the EE committee to the faculty that completion rates be monitored only based on:</p> <ol style="list-style-type: none"> <li>Those who complete in consecutive semesters.</li> <li>Those who complete the program no matter how long it takes.</li> <li>Completion based on the number of students who start a class and the number of students who graduate with that class.</li> </ol>	<p>1/13-14/10 NED Curriculum Minutes: Faculty approved this change in how completion rates are tracked.</p> <p>4/19/10 NED Curriculum Minutes: SLO data will continue to be collected each semester.</p> <p>11/15/10 NED Faculty Minutes: Faculty agreed to add course SLOs to each syllabus.</p> <p>2/14/11 NED Curriculum Minutes: Judy Eckhart gave a demonstration of the TracDat system which is how all SLOs will be reported and tracked at the College.</p> <p>8/16/11 NED Curriculum Minutes: A table of all Nursing SLOs was presented and discussed, faculty reviewed all courses, revisions discussed based on the data analysis of the SLO's.</p> <p>1/30/12 NED Faculty Minutes: Faculty continue to collect data on SLOs. The information is evaluated and reported in end of semester reports. Components that are monitored are graduation rates, NCLEX-RN pass rates, job placement rates, and program</p>	<p>4/10: Maintenance</p> <p>11/10: Maintenance</p> <p>2/11: Faculty continue to collect SLO data.</p> <p>8/11: Maintenance</p> <p>'12: Maintenance</p> <p>2/12: Judy Eckhart reminded faculty that all Nursing SLOs are linked to the College ILOs.</p> <p>'13: Maintenance</p> <p>4/13: Employer</p>
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			<p>satisfaction.</p> <p>2/27/12 NED Faculty Minutes: The College will be sending out e-mails asking for volunteers to assess some of the GE Institutional Learning Outcomes (ILOs).</p> <p>3/11/13 NED Faculty Minutes: Faculty reviewed and discussed program outcomes.</p> <p>4/8/13 NED Curriculum Minutes: Faculty are aware that the college is not getting responses back on Employer Surveys.</p> <p>3/11/13 and continued to 4/29/13 NED Faculty Minutes: Explanations were provided by members of the Educational Effectiveness Committee on how to calculate information on the End of Semester reports so semesters could be consistent in their calculations.</p> <p>5/13/13 NED Faculty Minutes: Employer surveys were again provided at the Community Advisory meeting.</p> <p>8/13/13 NED Curriculum Minutes: It was reported that no Employer Surveys were obtained during last spring's Community Advisory meeting.</p> <p>9/9/13 NED Faculty Minutes: Some wording changes were presented for the End of Semester report to gather</p>	<p>surveys will be handout out to all participants in the upcoming Community Advisory meeting.</p> <p>4/13: Faculty will do the calculations the same to provide more accurate results.</p> <p>5/13: Employers were asked for feedback but they had not hired any graduates.</p> <p>8/13: Faculty continue to explore ways to obtain the feedback.</p> <p>12/13: Minor wording changes made in TracDat but faculty agreed the SLOs and the program outcomes need to remain the same.</p> <p>3/14: Faculty continue to try and</p>
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			<p>more accurate information. In addition SLOs from TracDat were reviewed and discussed. These discussions were continued in the 10/14/13 NED Faculty meeting. Minor changes were approved in the 12/2/13 NED Faculty meeting to better reflect the current courses.</p> <p>3/10/14 NED Faculty Minutes: Since some employers are not hiring graduate RNs, a phrase to that effect was added to the Employer survey. This updated survey will be provided to employers in the Community Advisory meeting</p> <p>4/21/14 NED Faculty Minutes: An updated summary of all Criteria 23 points was provided for faculty review.</p> <p>6/15: Faculty and Curriculum Minutes: The Ned continues to maintain NCLEX for first time taker above 85%. Student's satisfaction with the program remains above 85%. The NED has decided to survey graduates 9-12 months out rather than 6 months after graduation. When the surveys were being conducted 6 months out, most students were just starting to look for jobs. With the swings in the market, graduate were experiencing difficulty obtaining job and so they returned to school to obtain their BSN. Recently, there is an increase in the number of graduates who are getting jobs.</p>	<p>obtain employer surveys for feedback and information.</p> <p>4/14: Data continues to be collected and reviewed by faculty.</p> <p>6/15: Data continues to be collected and will be addressed at every fall and spring Curriculum Committee (CC) Workshop with all FT and PT faculty. Although the tracking method has changed in the last years, the chair is able to query the results and present them to the faculty at the upcoming fall 2015 CC Workshop. Overall in the last year, Retention rates have shown slight increases and it seems this trend will continue. The numbers will be addressed at the fall 2015 CC workshop. This is partly due to the points system for admission that was implemented a few</p>
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			<p>The HPS has been keeping in close contact with our graduates and is keeping track of rates of employment.</p> <p>We are working to improve our retention rates by implement many support services and identifying students are risk early on by having them complete a Risk Assessment tool that was partially started spring 2015 and will be fully implemented fall 2015.</p> <p>All FT faculty will continue to meet with students one-on-one at the beginning of each semester to identify risk and facilitate resources and support as needed. The PT faculty are also involved in this process when they meet with their students in clinical and information is communicated through one-on-one PT:FT faculty meeting and each semester's faculty team meetings.</p> <p>Our ELA for this criterion are incorporated into our Student Learning Outcomes (SLOs) and are inputted and can be tracked on our college TracDat computerized program.</p> <p>The EE data is being tracked and the new Chair is finding a less complicated way to track and pull the data to show how the program is performing and identify areas to improve on.</p>	<p>years back and the changes within the program to assist with student retention resulting from the R&amp;R committee, student and faculty input at meetings.</p>
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## Master Plan for Evaluation - Condensed Summary

Criterion	Method	Time Frame	Party Responsible	Documentation	Outcome
<b>Mission &amp; Governance</b>					
Purpose	Review & discussion	Every 5 years	Curriculum Chair	Curriculum Committee Minutes	Consistent with current trends & faculty philosophy
Philosophy	Review & discussion	Every 5 years	Curriculum Chair	Curriculum Committee Minutes	Consistent with faculty beliefs
Conceptual Framework	Review & discussion	Every 5 years	Curriculum Chair	Curriculum Committee Minutes	Consistent with philosophy
Program Competencies	Research, review & discussion	Every 5 years	Curriculum Chair	Curriculum Committee Minutes	Consistent with purpose, philosophy, conceptual framework & research findings
External Factors & Future Trends	Review & discussion	Every 5 years	Curriculum Chair	Curriculum Committee Minutes	Consistent with purpose, philosophy, conceptual framework, program competencies, required, & optional outcomes
	Community Advisory Committee	Yearly	Chairperson	Community Advisory Committee Meeting Minutes	
<b>Faculty</b>					
License & CPR	Copy submitted to Chairperson	Yearly (Fall Semester)	Chairperson	On file in Department Office	Up-to-date
Professional Development	Professional Development Contract	Yearly (Fall Semester)	Professional Development Coordinator	On file in Professional Development Office	Maintain & extend professional competence

Criterion	Method	Time Frame	Party Responsible	Documentation	Outcome
<b>Faculty Continued</b>					
Tenure & Evaluation: Tenured Faculty	Individual faculty select options for evaluation as outlined in Faculty Manual	Every 3 years	Peer Review Committee Department Chairperson Tenure Evaluation Review Board	On file in Personnel File Human Resources	Assist faculty in evaluating performance & set goals for next evaluation period
Tenure & Evaluation: Probationary Faculty	Procedure as outlined in Faculty Manual	Yearly for first 4 years of employment	Peer Review Committee, Department Chairperson, Division Dean, VP Instruction	On file in Personnel File Human Resources	Assist with enculturation of new faculty, communicate Departmental & College expectations of faculty, evaluate progress toward meeting those expectations
Department Chairperson Assigned Time, Roles, & Responsibilities	Review & discussion	Every 4 years at time of Department Review	Chairperson & Faculty	Faculty Meeting Minutes (Department Review Meeting in December)	Adequate assigned time for chairperson duties, roles & responsibilities or request for increase in assigned time
WSCH/FTE	Review & discussion	Every 5 years	Chairperson & Faculty	Palomar College FACT Book Faculty Meeting Minutes	Student-faculty ratio consistent with safe client care & BRN/clinical agency contracts, Faculty load consistent with the College at large
Adjunct Faculty	Student Survey	Yearly	Chairperson & Lead Instructor	Results of Student Ratings Adjunct Faculty Evaluations on file in Human Resources Personnel File & the Department Office	Assist with enculturation of adjunct faculty, communicate Departmental expectations & evaluate progress toward meeting role expectations

<b>Criterion</b>	<b>Method</b>	<b>Time Frame</b>	<b>Party Responsible</b>	<b>Documentation</b>	<b>Outcome</b>
<b>Students</b>					
Admission Criteria & Procedures	Research & discussion	Ongoing	Chair of Recruitment & Retention Committee	Recruitment & Retention Committee Minutes Faculty Meeting Minutes	Fair & clearly communicated admission procedures; Admission criteria unbiased & realistic
Attrition & Retention	Research & discussion	Yearly	Chair of Recruitment & Retention Committee	Recruitment & Retention Committee Minutes Faculty Meeting Minutes	75% of students admitted to program will graduate; Analysis of reasons for attrition; development of or referral to services to support student retention & success
Demographic Data	Survey completed at Nursing Orientation sessions	Ongoing	Health Programs Specialist & Chairperson	Recruitment & Retention Committee Minutes Faculty Meeting Minutes	Demographics of students enrolled in program reflective of demographics of geographic area served by the College
Program Satisfaction	Graduate Survey	6 months after graduation	Health Programs Specialist & Chairperson	Recruitment & Retention Committee Minutes Faculty Meeting Minutes	80% of students rate satisfaction level as “agree” or “strongly agree” on a 5-point Likert scale
Student Complaints Against the Program	Review & Discussion	Yearly	Chairperson	Faculty Meeting Minutes	Corrective action taken, if warranted
Support Services	Research & Discussion	Every 5 Years	Chairperson	Faculty Meeting Minutes	Support Services are accessible & utilized

<b>Criterion</b>	<b>Method</b>	<b>Time Frame</b>	<b>Party Responsible</b>	<b>Documentation</b>	<b>Outcome</b>
<b>Curriculum &amp; Instruction</b>					
Individual Nursing Courses	Student Survey Faculty Survey Review & discussion of survey results	Every semester	Course Faculty Lead Instructor	End-of-Semester Reports	80% of students & faculty rate satisfaction level as “agree” or “strongly agree” on 5-pt. Likert scale
Course Content Curriculum Map	Development, analysis & discussion of curriculum map	Every 5 years	Curriculum Chair	Curriculum Committee Minutes	Curriculum will build in complexity of concepts; all curriculum threads will be sequenced
Learning Resource Materials	Review & discussion; Student Survey	Every semester	Course Faculty Lead Instructor	Learning Resources Materials Committee Meeting Minutes	LRC materials will be current & relevant to course content
Course Process	Review & discussion; Student Survey	Every semester	Course Faculty Lead Instructor	End-of-Semester Reports	80% of students rate satisfaction level as “agree” or “strongly agree” that written assignments, class activities, examinations, & sequence of content supported learning
Clinical Agencies	Review & discussion; Student Survey	Every semester	Course Faculty Lead Instructor	End-of-Semester Reports	Clinical objectives of the course were able to be met

<b>Criterion</b>	<b>Method</b>	<b>Time Frame</b>	<b>Party Responsible</b>	<b>Documentation</b>	<b>Outcome</b>
<b>Curriculum &amp; Instruction Continued</b>					
Preceptorship	Student Survey Input from RN Preceptors	Every semester	Course Faculty Lead Instructor	End-of-Semester Report	80% of students & RN preceptors will rate satisfaction with the experience as “agree” or “strongly agree”
<b>Educational Effectiveness</b>					
Graduation Rates/ Enrollments	Research, review & discussion	Every 5 years	Chairperson	Faculty Meeting Minutes	75% of students admitted to program will graduate
Patterns of Employment	Research, review & discussion Graduate Survey	Every 5 years	Chairperson	Faculty Meeting Minutes	90% of graduates will be employed as RNs in a health care setting within 6 months after graduation
Program Satisfaction	Research, review & discussion	Every 5 years	Curriculum Chair	Curriculum Committee Minutes	80% of individuals surveyed will rate satisfaction level as “agree” or “strongly agree” on a 5-point Likert scale
Employer Evaluation of Graduates	Research, review & discussion	Every 5 years	Curriculum Chair	Curriculum Committee Minutes	80% of institutions will rate satisfaction as “agree” or “strongly agree” on a 5-point Likert scale
NCLEX-RN Results	Research, review & discussion	Every 5 years	Curriculum Chair	Curriculum Committee Minutes	80% of new graduates will pass the NCLEX-RN on the first attempt

Criterion	Method	Time Frame	Party Responsible	Documentation	Outcome
<b>Educational Effectiveness Continued</b>					
Critical Thinking	Research review & discussion	Every 5 Years	Curriculum Chair	Curriculum Committee Minutes	80% of students will achieve 70% of total possible points on graded client care plans; % of students meeting benchmark on standardized test to be determined later
Communication Abilities	Research review & discussion	Every 5 Years	Curriculum Chair	Curriculum Committee Minutes	80% of students completing the program will achieve a “satisfactory” rating on the Final Evaluation/Graduate Reference sections IVA: Written Communication Skills; IVB: Verbal Communication Skills; IVC: Client Teaching; & IVD: Discharge Planning
Therapeutic Nursing Interventions	Research review & discussion	Every 5 Years	Curriculum Chair	Curriculum Committee Minutes	80% of students will be rated “satisfactory” on the nursing skills portions of the Clinical Evaluation Tool each semester; 80% of graduating students will be rated “satisfactory” or better on Final Evaluation/ Graduate Reference, IA: Quality of Care.

<b>Criterion</b>	<b>Method</b>	<b>Time Frame</b>	<b>Party Responsible</b>	<b>Documentation</b>	<b>Outcome</b>
<b>Resources</b>					
Fiscal Resources (Budget)	Review & discussion	Every 5 years	Chairperson	Faculty Meeting Minutes	Fiscal resources adequate for program operation
Physical Facilities	Review & discussion	Every 5 years	Chairperson	Faculty Meeting Minutes	Physical facilities adequate for program operation
Classroom/Lab Rooms	Review & discussion	Every 5 years	Chairperson	Faculty Meeting Minutes	Environment conducive to learning
Learning Resources	Review & discussion	Every 5 years	Learning Resource Materials Committee	Learning Resource Materials Committee Minutes	Up-to-date & relevant
Library	Review & discussion	Every 5 years	Learning Resource Materials Committee; Liaison Librarian	Learning Resource Materials Committee Minutes	Materials easily accessible to students & faculty
LRC	Review & discussion	Every 5 years	Learning Resource Materials Committee	Learning Resource Materials Committee Minutes	Media & technology easily accessible to students & faculty
Academic Technology	Review & discussion	Every 5 years	Chairperson	Faculty Meeting Minutes	Technology current & supportive of faculty endeavors
Personnel	Review & discussion	Every 5 years	Chairperson	Faculty Meeting Minutes	All new hires meet minimum qualifications; number of staff adequate for successful program operation
Supplies & Equipment	Review & discussion	Every 5 years	Chairperson	Faculty Meeting Minutes	Adequate for program operation
Clinical Agencies	Review & discussion	Every 5 years	Chairperson	Faculty Meeting Minutes	Adequate to meet program outcomes & individual course objectives.

<b>Criterion</b>	<b>Method</b>	<b>Time Frame</b>	<b>Party Responsible</b>	<b>Documentation</b>	<b>Outcome</b>
<b>Resources Continued</b>					
Clinical Agency Contract	Review	Yearly as Due Dates Arise	Chairperson & Contracts Officer	Copies of contracts on file in Department Office	Contracts are current & approved
Funding Sources Outside the College	Review & discussion	Every 5 years	Chairperson	Faculty Meeting Minutes	Adequate to meet increasing demands for measures to ensure student success.
<b>Integrity</b>					
Recruitment & Counseling Materials	Review & discussion	Every 5 years or as needed	Health Programs Specialist Recruitment & Retention Committee	Recruitment & Retention Committee Minutes	Documents are current, accurate, & consistent
Catalog	Review & discussion	Every 5 years or as needed	Chairperson	Catalog	Catalog is current, accurate, & consistent
Course Outlines of Record (COR)	Review & discussion	Every 5 years or as needed	Curriculum Chair	Curriculum Committee Minutes	COR are current & accurate
Course Syllabi	Review & discussion	Every 5 years or as needed	Curriculum Chair	Curriculum Committee Minutes	Syllabi are current & accurate in content & consistent in format
Nursing Education Department Student Handbook	Review & update as necessary	Yearly	SNAP Advisor & SNAP Officers	Faculty Meeting Minutes	Handbook is current & accurate in content & consistent in format
Scholarship Selection Criteria	Review & discussion	Every 5 years	Department Liaison to College Scholarship Committee	Materials published by Palomar College Scholarship Office	Selection criteria are published, unbiased, & consistent with donor stipulations

## **Educational Effectiveness**

**NED Educational Effectiveness**  
**Summary of the NCLEX Pass Rate Spring 2009 – Spring 2015**

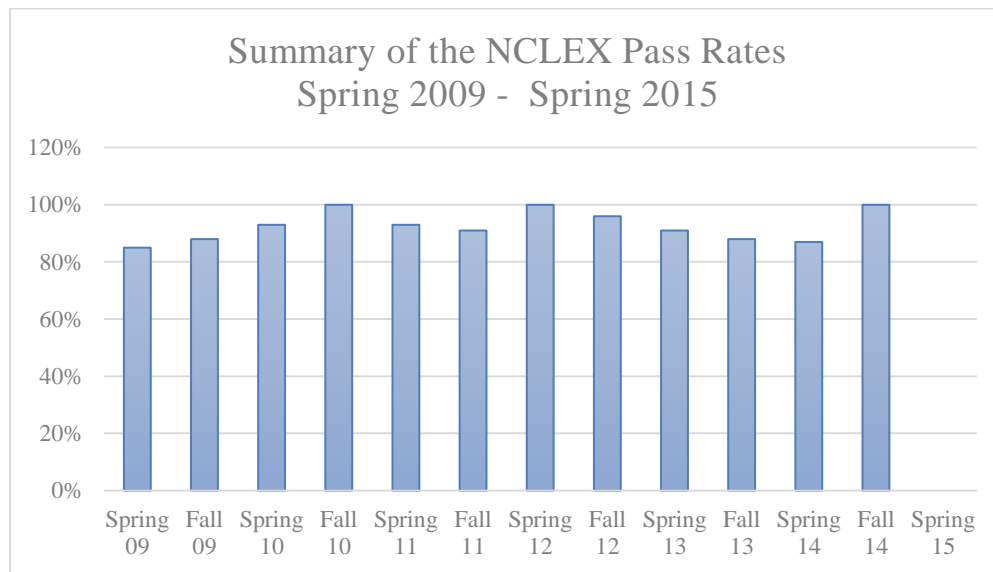
**Benchmark- 80% will pass on the first attempt**

Graduated in:

Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
85% (4 failed)	88% (3 failed)	93% (1 failed & 1 unknown)	100%	93% (1 failed & 1 unknown)	91% (1 failed & 1 unknown)	100%	96% (1 unknown)

Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
91%	88%	87%	100%	Pending



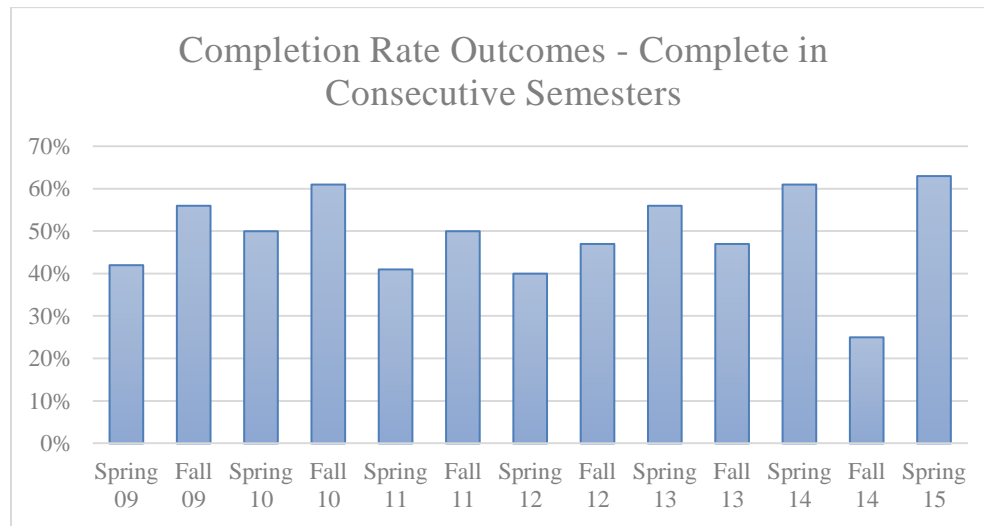
### Summary of the Completion Rates Outcomes Spring 2009- Spring 2015

**Complete in Consecutive semesters-** i.e. they begin and end with the same class

Graduated in:

Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
42%	56%	50%	61%	41%	50%	40%	47%

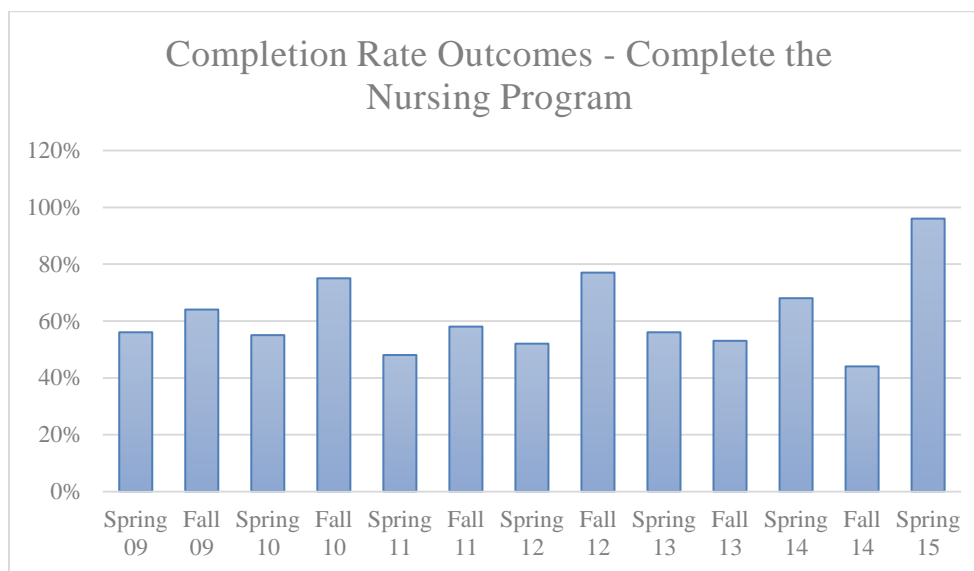
Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
56%	47%	61%	25%	63%



**Complete the nursing program** –i.e. all those who complete the course, even those who needed more time

Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
56%	64%	55%	75%	48%	58%	52%	77%

Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
56%	53%	68%	44%	96%

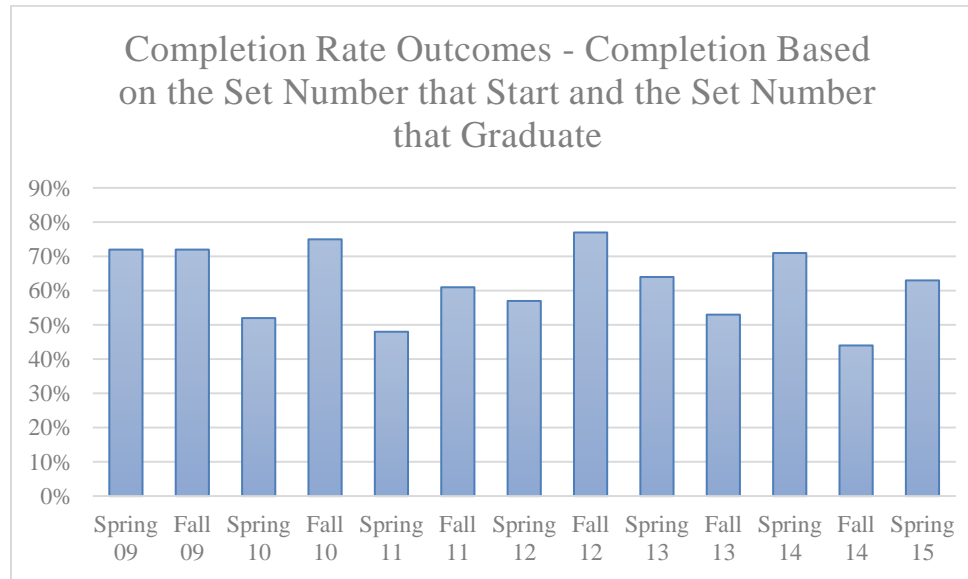


**Completion based on the set number that start and the set number that graduate**

Graduated in:

Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
72%	72%	52%	75%	48%	61%	57%	77%

Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
64%	53%	71%	44%	63%

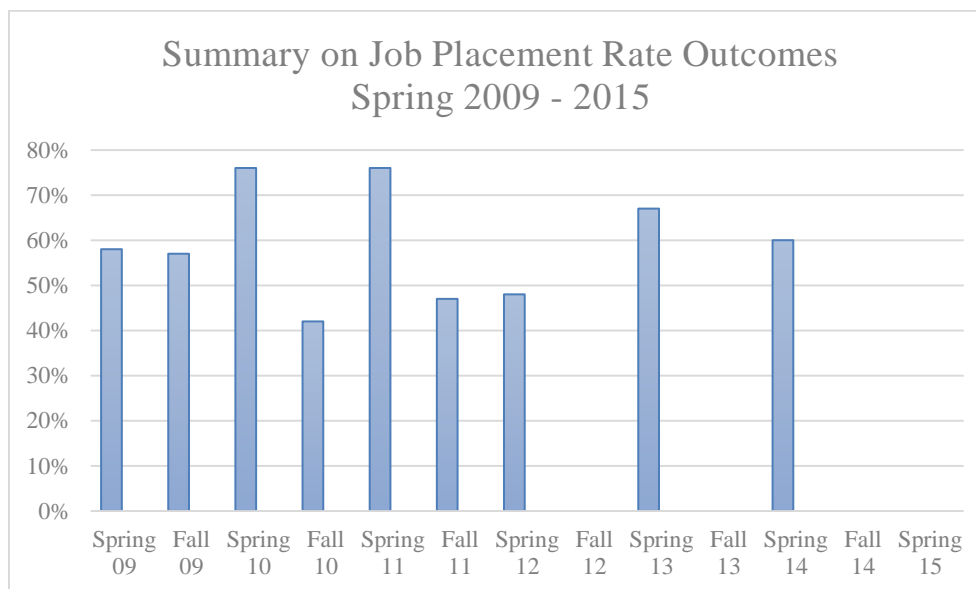


### Summary on the Job Placement Rate Outcomes Spring 2013 –Spring 2015

**Benchmark- 95% of graduates responding to the Graduate Follow-up Survey, who are seeking employment, will be employed**  
 Graduated in:

Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
58%	57%	76%	42%	76%	47%	48%	0% (only 50% responded)

Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
67%	0% graduates were delayed in taking NCLEX due to the Breeze Program	60% (16 out of 21 graduates responded)	Will contact the grads Fall 2015 (Faculty agreed to make a change and contact grads 9-12 months after graduation as opposed to 6 months)	Pending (will contact 9-12 months after graduation)



### Summary on the Program Satisfaction Outcomes Spring 2009-Spring 2015 Graduates

**Benchmark for all areas: 80% of the students will rate their satisfaction with the following as either Strongly Agree or Agree**  
**Course Satisfaction –1 semester**

Graduated in:

Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
100%	94%	97%	100%	98%	98%	96%	96%

Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
97%	97%	97%	96%	97%

**Course Satisfaction – 2<sup>nd</sup> semester**

Graduated in:

Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
93%	94%	77%	98%	97%	94%	92%	79%

Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
79%	81%	97%	92%	98%

**Course Satisfaction – 3<sup>rd</sup> semester**

Graduated in:

Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
98%	98%	100%	99%	98%	100%	100%	98%

Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
100%	97%	93%	97%	97%

**Course Satisfaction – 4<sup>th</sup> semester**

Graduated in:

Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
94%	98%	Not done	Not done	Not done	92%	98%	98%

Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
90%	96%	88%	100%	96%

**Clinical Satisfaction – 1<sup>st</sup> semester**

Graduated in:

Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
98%	94%	100%	100%	98%	92%	89%	88%

Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
93%	97%	97%	96%	97%

**Clinical Satisfaction – 2<sup>nd</sup> semester**

Graduated in:

Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
91%	92%	88%	96%	96%	96%	94%	96%

Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
92%	96%	97%	92%	98%

**Clinical Satisfaction – 3<sup>rd</sup> semester**

Graduated in:

Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
97%	96%	95%	97%	93%	98%	98%	98%

Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
97%	97%	97%	99%	97%

**Clinical Satisfaction – 4<sup>th</sup> semester**

Graduated in:

Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
100%	98%	Not done	Not done	Not done	96%	97%	90%

Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
95%	96%	90%	97%	96%

**Learning Resource– 1<sup>st</sup> semester**

Graduated in:

Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
96%	94%	94%	96%	94%	94%	91%	96%

Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
90%	94%	90%	92%	95%

**Learning Resource– 2<sup>nd</sup> semester**

Graduated in:

Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
93%	88%	88%	86%	96%	92%	83%	83%

Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
63%	85%	87%	97%	96%

**Learning Resource– 3<sup>rd</sup> semester**

Graduated in:

Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
100%	96%	95%	99%	97%	100%	93%	96%

Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
94%	97%	97%	87%	91%

**Learning Resource- 4<sup>th</sup> semester**

Graduated in:

Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
94%	92%	Not done	Not done	Not done	94%	95%	95%

Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
90%	96%	95%	91%	94%

**Support Services– 1<sup>st</sup> semester**

Graduated in:

Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
100%	93%	84%	88%	Not done	98%	87%	95%

Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
76%	88%	88%	60%	92%

**Support Services– 2nd semester**

Graduated in:

Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
85%	58%	49%	84%	81%	52%	72%	63%

Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
94%	50%	68%	93%	100%

**Support Services– 3<sup>rd</sup> semester**

Graduated in:

Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
100%	100%	100%	100%	100%	100%	100%	100%

Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
100%	100%	100%	81%	100%

**Support Services– 4<sup>th</sup> semester**

Graduated in:

Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
100%	100%	Not done	Not done	Not done	50%	100%	100%

Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
100%	88%	100%	100%	95%

**Program Satisfaction –with student who are in 4<sup>th</sup> semester**

Graduated in:

Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
92%	96%	Not done	Not done	Not done	92%	90%	100%

Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
91%	98%	100%	96%	90%

**Program Satisfaction – for the graduates (surveyed 6 months after graduation) but in fall 2014 Faculty decided to conduct the survey 9-12 months after graduation**

Graduated in:

Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
97%	96%	96%	91%	97%	96%	89%	

Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
93%	100%	92%	Survey will be done in fall 2015 (9-12 months after graduation)	Survey will be done spring 2016 (9-12 months after graduation)

**Clinical Satisfaction – with faculty**

Graduated in:

Spring 09	Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12
100%	100%	100%	100%	100%	100%	100%	100%

Spring 13	Fall 13	Spring 14	Fall 14	Spring 15
100%	100%	100%	100%	100%

