

*ABRIDGED 2 YEAR PROGRAM REVIEW
FOR
CAREER TECHNICAL EDUCATION PROGRAMS
HEALTHCARE SCIENCES*

**PROGRAM REVIEW HANDBOOK &
SELF-STUDY TEMPLATE**

2014-2015



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- 1. PROGRAM INTRODUCTION** – One or two paragraph introduction to the program including any significant programmatic changes that took place in the last two years.

1.1 Registered Nursing Program – The Registered Nursing Program at Solano Community College is a 2-year Associate Degree Program fully accredited by the California State Board of Registered Nursing (BRN). Successful completion of the program qualifies the student to take the National Council Licensing Examination (NCLEX) to become a Registered Nurse (RN). Since our last program review in 2013, the Registered Nursing Program has experienced significant change. The faculty of the department is one area that has changed drastically. The Interim Dean of Healthcare Sciences, Dr. Maurice McKinnon, departed and a new permanent Dean, Dr. Robert Gabriel, was hired in June 2015. Glenn Burgess was hired as the Interim Director of Nursing and Program Director of Emergency Medical Technician Basic (EMT) Program. Erin Craig was hired as the Assistant Director of Nursing. There was also a large turnover in faculty. Since 2013, 6 full-time faculty members have resigned and 6 new individuals have been hired. In addition, 3 adjunct faculty were converted to full-time temporary positions. We currently have 4 open full-time tenure track faculty positions that we are attempting to fill. The BRN has approved our new and existing faculty along with all clinical facilities.

The Skills Lab has transformed to the Clinical Simulation Center (CSC). The focus and curriculum have been revised to place more emphasis on the use of simulation and less on psychomotor instruction in order to improve the student's critical thinking skills. New equipment has been obtained through grant monies and some equipment has been upgraded to facilitate the increased emphasis on simulation as the teaching modality utilized in the CSC.

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The Department is in the process of developing an admissions policy to eliminate the wait list, cut down student wait time to enter the program, and be more predictive of successful student completion. Department faculty members have initiated the process of a major curriculum revision that will be discussed in further detail under the Curriculum Analysis section of this report.

In 2014 the Department has created and implemented the Nursing Academic Success & Advancement Program (NASA) to support student achievement in the classroom and clinical setting. The program offers the following support services; Student Success Counselor, Faculty Advisor, One-on-One Clinical Instructor, and Peer Tutors. Since implementing this program student test scores have gone up and the first-time pass rate on the NCLEX exam has increased from as low as 63% in 2014 to 92% in 2015.

Department Faculty have submitted a proposal to present some of the techniques utilized in the NASA Program at a national conference. This proposal has been accepted for presentation at the On-Course National Conference will occur in April 2016 in Southern California.

The Department administration has secured contracts with Napa State Hospital (Napa, California) and University Retirement Community (Davis, California) as clinical sites for our nursing students. In addition, a contract has been secured with Queen of the Valley Hospital (Napa, California) to be a preceptorship site for our fourth-semester students. The Department has updated contracts with existing clinical agencies and the BRN has approved these contracts.

The Department faculty piloted an International Nursing Program over the 2014 and 2015 summer semesters. This program is currently on hold per the

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BRN. We may consider revising the International Nursing Program with the new curriculum revision.

- 1.2 Pre-Nursing Courses – These courses provide the entry-level student with the knowledge and skills necessary to perform basic care services for a patient or resident in long-term care, home health, or in an acute care setting. Successful completion of courses materials prepare students to function in the role of a Certified Nursing Assistant (CNA) and / or Home Health Aide (HHA). Course design meets the minimum curriculum requirements set forth by the National Nursing Assistant Assessment Testing Program (NNATP) and the California Department of Public Health (CDPH).

Since the 2012-2013 Program Review, SCC has started a Certified Nursing Assistant (CNA) program. Myra Kargbo has been hired as the Director of Staff Development (DSD) and leads the CNA program and both the program and her directorship have been approved by California Department of Public Health (CDPH) Clinical placement sites for the CNA program have grown to include University Retirement Community (Davis, California) with others expected to follow at Skilled Nursing Facilities (SNFs) and memory care units. To date, five classes (87 students) have graduated.

SCC has also started a Home Health Aide program lead by Joyce Averett that has been approved by the CDPH that has produced one graduating cohort with a second in the process of graduating. Finally, an Acute Care CNA program, led by Myra Kargbo, has been approved by the CDPH, and one class has been completed since its inception.

- 1.3 Supportive Nursing Courses – All of the supportive nursing courses provide entry-level students the knowledge and skills to pursue an education in the

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healthcare field or to emergency medical technicians, paramedics, Certified Nursing Assistants, or Registered Nurses who are interested in furthering their knowledge in their profession.

- 1.4 Pre-Hospital Care Courses – Our Emergency Medical Technician - Basic (EMT) Program continues to maintain Solano County Emergency Medical Services Agency (EMSA) approval since the 1970's. The EMT program prepares entry-level professionals to provide pre-hospital emergency care to patients outside the hospital setting or as Emergency Department Technicians in Emergency Departments. Successful completion of the Emergency Medical Technician (Basic) course, enables the student to take the National Registry Emergency Medical Technician (NREMT) exam.

The EMT Program Coordinator, Sue Clement, retired from SCC in May 2015. The position is currently open. Glenn Burgess is the Program Director for this program and the EMT courses are currently being taught by adjunct faculty.

Our Emergency Medical Responder (EMR) course originated in 1989 as part of the Fire Technology program and then became EMT 128 in the spring of 2014 as part of the School of Health Sciences. Currently Glenn Burgess serves as Program Director. Students who successfully pass this course get a certificate from the American Red Cross and become eligible to work in a variety of community service positions (i.e., lifeguard, parks & recreations, fire departments, and public safety). The course has also been a pre-requisite for the EMT-Basic course, to help decrease attrition to the EMT Basic course by having better qualified student entering the course since spring 2012. At the time of this report the data was not available to see if the attrition has improved since spring 2012.

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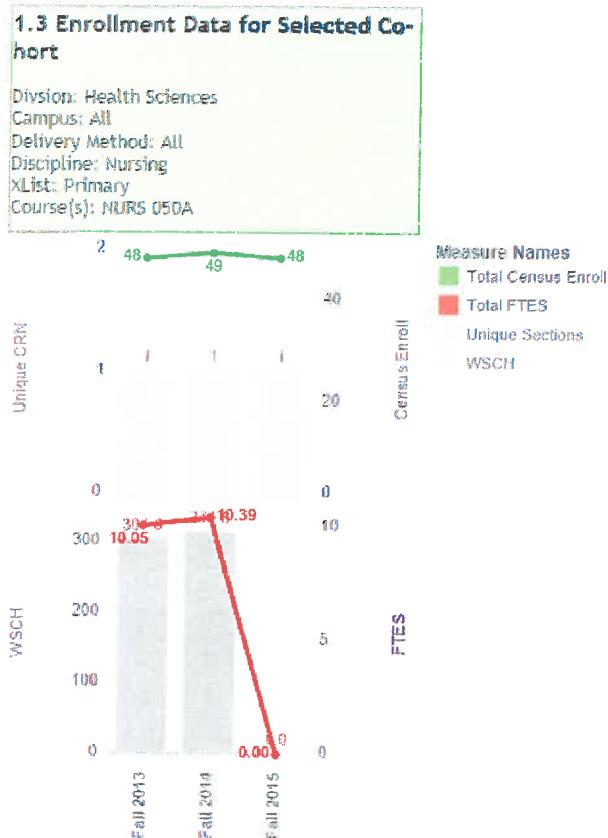
2. **ENROLLMENT** – Number of sections offered and headcounts over the last two years.

Explanation for any trends.

- 2.1 Registered Nursing Program – Enrollments in the nursing program remain steady with a new cohort of 48 students entering the program each fall. The admissions process is currently being reviewed and revised, and changes are being considered as discussed above. If a nursing student fails a course, he or she is dropped from the nursing program. He or she may apply and reenter the program once. Depending on the student's needs the student may audit a previous class and/or work in the CSC or with the Student Success Specialist to help prepare them to reenter the program at the place that they left. This is handled on an individual case by case basis in order to provide the appropriate level of guidance and support.

Below is the enrollment data for the course NURS 50A: Fundamental of Nursing I. This is the first nursing course that is taken and is a good example to look at in terms of enrollment data:

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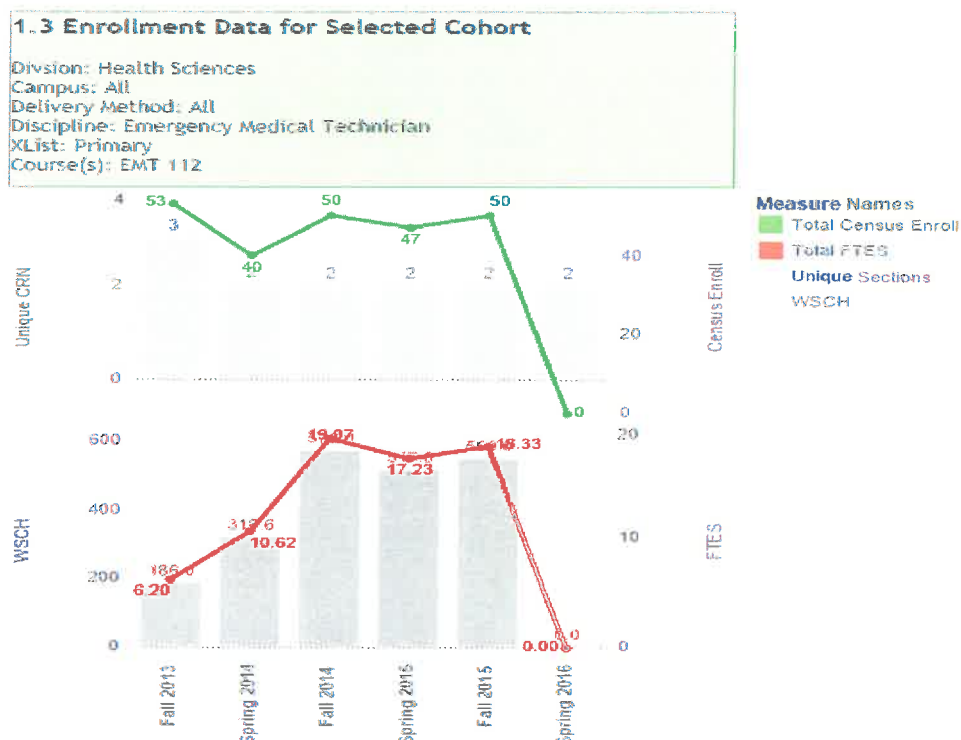


2.2 Pre-Nursing Courses –The CNA enrollment remains steady with 1 course offered each semester (fall, spring and summer). Currently we have 5 cohorts who have completed the course. The HHA program is just beginning and has completed only one section, so an enrollment trend is not yet available. The Acute Care CNA course has also completed only one section, so an enrollment trend is not yet available and enrollment will be tracked. There was a decrease in the number of Pharmacology sections by one less section per semester.

2.3 Supportive Nursing Courses - NA

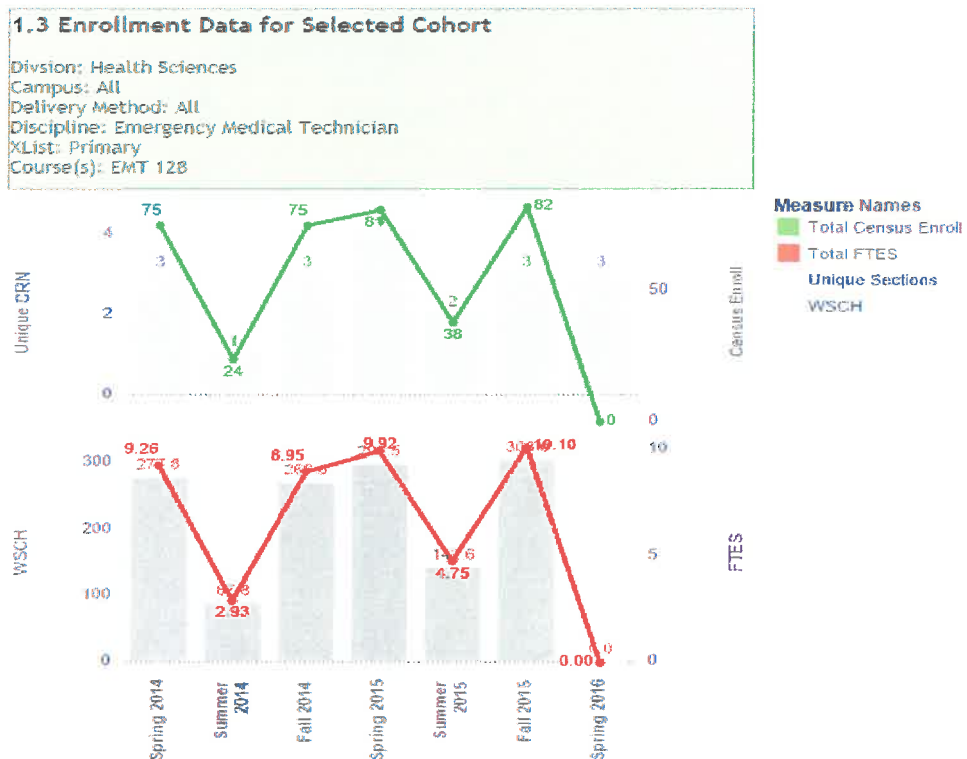
2.4 Pre-Hospital Care – The EMT-Basic enrollment has remained relatively stable with 2 sections offered each term.

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The current Emergency Medical Responder (EMR) course (EMT 128) enrollment has been stable since starting in spring 2014. Our primary issue with this course is finding qualified and certified faculty to teach the course.

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3. **CURRICULUM ANALYSIS** – Any changes to course offerings (deletions, additions, prerequisite changes) and / or degrees or certificates over the last two years. Include any significant changes to course times, locations, and / or course modality.

3.1 Registered Nursing Program – The BRN approved curriculum has remained consistent since the fall of 2013. The modifications that have occurred since our last program review consist of sub-dividing the nursing skills lab course from NURS 058 into five different levels NURS 058A – E in the summers of 2014 and 2015, offering three of our core nursing courses to international students; and placing a hold on accepting applications for the nursing program, due to the large number of students on the wait list.

The nursing skills lab is a course required by students each semester of the nursing program. Previously, students would sign up for NURS 058 in each of the four semesters. In order to comply with an administrative regulation

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regarding the repeatability of courses mandated by the State of California, Nursing Program faculty members instituted courses NURS 058 A – E. Courses NURS 058 A – D each include requisite psychomotor skills for each of the four semesters wherein students must demonstrate mastery of entry-level skill. The change is primarily an administrative one in that the names have changed slightly but the content has remained the same. The course NURS 058 E exists as a combination of NURS 058 A & B designed for our Career Mobility (LVN to RN) students who are required to demonstrate entry-level mastery of the first and second semester psychomotor skills prior to advancing in the program. Along with the changes in course numbers, the Nursing Program also added the use of human patient simulation to each of the courses.

The Nursing Program at SCC continues to offer the Career Mobility Program. This is a BRN-approved option to enable LVNs to pursue and obtain his or her RN license and degree. The curriculum was reviewed by Faculty and the BRN in 2013. A group was admitted in Spring 2014 and graduated in May of 2015. There was a total of 8 qualified students and 7 graduated on time.

The Nursing Program obtained approval from the BRN during the summer of 2014 to pilot an international nursing program for nurses who received their basic nursing training from an international college or university. The BRN reviews the transcript of each international students and develops an individualized educational plan that must be completed within three years prior to the student being eligible to take the NCLEX exam. This program provides concurrent theory and clinical hours to allow nurses to finish their training requirements, meet BRN requirements and graduate.. During the summer of 2014, the Nursing Program faculty of SCC offered three of our

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core nursing courses, NURS 054, NURS 060 and NURS 061 as part of an intense ten-week block. While a total of 28 students enrolled and completed the program, the aggregate success rate on the NCLEX exam fell below the BRN required 75%. The faculty repeated the program again during the summer of 2015 and included only NURS 061 and NURS 063. This time a total of 25 students participated in the pilot program because some of the students required additional courses prior to taking their NCLEX exam, we have yet to secure pass rate data for this cohort of students at the writing of this report. The International Nursing Program was a pilot program, only to be offered for a temporary period. The BRN will determine if it wants the International Program to become a permanent program. If so, we can apply to offer it at SCC in the future.

Faculty of the Nursing Program placed a 1-year moratorium on accepting any new applications in May 2014 due to an average wait list duration that had grown to three years. Faculty members opened a 2-week application window in May, 2015 and received an additional 70 applications. Of those 70 applicants, only 52 met the qualifying criteria as determined by Admissions and Records and have been added to the wait list. Since May 2015, another moratorium has been placed on applications until September 2016 during which time a revised application process will exist that includes the elimination of the wait list. The new application process includes the implementation of a computerized lottery system to fill the 48 student cohort of the Nursing Program each fall.

The nursing program remains in the process of developing a new potentially concept based curriculum. At this point and time the faculty have approved a new nursing mission and philosophy this semester and is currently in the process of leveling the concepts across the four semesters of the program.

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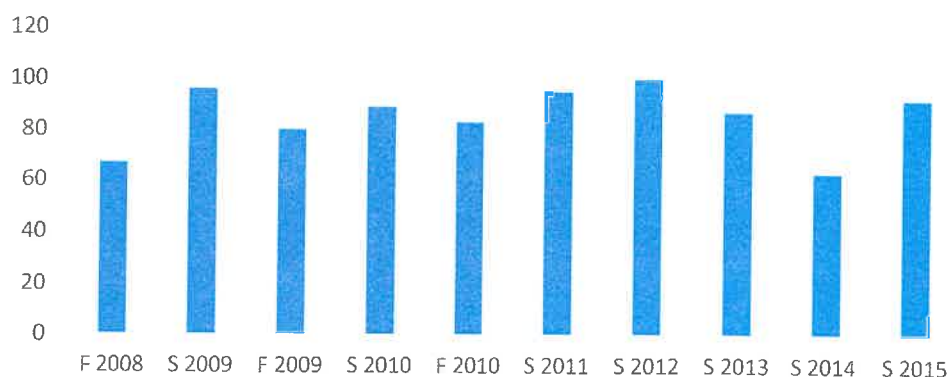
- 3.2 Pre-Nursing Courses – No major changes have been made to these courses due to their relatively recent beginnings. The only changes have been made are those that have been discussed previously in this report, i.e., obtaining more clinical agency contracts.
- 3.3 Supportive Nursing Courses –The supportive nursing courses of Medical Terminology and Pharmacology have not undergone any curricular changes.
- 3.4 Pre-Hospital Care – Pre-Hospital Care courses in EMT and EMR have not undergone any curricular changes.
4. **DEMONSTRATED EFFECTIVENESS** – Report on the number of certificates and degrees awarded in the last two years. Assess whether students are gaining employment upon completion of coursework.
- 4.1 Registered Nursing Program – A total of 139 students have graduated and received an Associate of Science Degree in Registered Nursing during the academic years of 2013 – 2015. Many of these also received an Associate Degree in General Science. In addition, our retention rate (which also translates into a successful 4-semester program completion rate) increased from 58% to 79% during this time frame. Faculty members recognize the ongoing challenge to obtain employment data on our graduates. We currently utilize an online alumni survey with an average return rate of less than 38%. According to anecdotal data, the faculty members estimate approximately 60% of our graduates secure employment within the nursing profession within one (1) year after graduation with 8.16% of our graduates receiving offers prior to graduation. Of the graduates during this period of time, 98.97% indicated that they would be pursuing an advanced degree, 90.72% agreed to

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either being currently registered in higher education or that they would be within one year of graduation.

Since 2009, the first time NCLEX (State Board Exam) pass rates have averaged 90.25% (excluding the class of 2014), with a range between 80 to 100 percent (class of 2012).

1st Time NCLEX Pass Rates



- 4.2 Pre-Nursing Courses – Our first CNA and HHA courses started in summer of 2014 and have maintained a 0% attrition for the CNA course. Of students who successfully completed the course, they also produced a 94 – 100% first-time pass rate average on their certification examination. Collecting employment data has been challenging but, based on the anecdotal data, a majority of the students have been able to find employment locally in skilled nursing facilities.
- 4.3 Supportive Nursing Courses – Our two major supportive nursing courses include NURS 052 Pharmacology for Nursing and NURS 111 Medical terminology. Available data from these courses over the 2013-2014 period show a fill rate average of 81%. The data also reveals that NURS 052 decreased 1 section per semester due to low enrollment in the face-to-face

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course. As for the NURS 111 course, the number of sections also decreased during 2015 due to the loss of full-time faculty teaching in the online format. Otherwise, the numbers have had slight variance from semester-to-semester in the number of sections offered.

- 4.4 Pre-Hospital Care – A recent retirement of a full-time instructor has made data collection more difficult, however the new faculty team has been working to develop measurable program outcomes in order to track data on an ongoing basis.

5. LABOR MARKET DATA – Report on labor market projections for occupations in discipline area.

- 5.1 Registered Nursing Program – According to the Health and Human Resources Administration (a division of the Health and Human Services Administration) and the US Bureau of Labor Statistics for California, 253,310 nurses who are currently employed. Of those individuals; 15.1% are between fifty-one and fifty-five years of age with a nurse to population ratio of 743.1 per 100,000. The educational backgrounds of the nurses show that 44.6% have Bachelor's degrees, 10.1% have Master's degrees, and 12.3% have Doctoral degrees with 63.2% of RNs working at hospitals throughout the state. The State of California Employment Development Department projects growth in the profession of 16.9% annually between the years 2012 and 2022 with 9,230 new openings each year.
- 5.2 Pre-Nursing Courses - The State of California Employment Development Department projects a 23.6% growth for CNAs between 2012 and 2022 with an annual average of 4,180 new openings each year. Data for HHAs for the same period of time reflects a projected 39% increase with an average of 2,610 new openings annually.

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5.3 Supportive Nursing Courses – N/A

5.4 Pre-Hospital Care - The State of California Employment Development Department data includes a projected 23.2% in EMTs between 2012 and 2022 with 850 new annual average openings. Readers should note that EMT certification is required for both fire fighters and paramedics. Currently, no current data exists for First Responders but the course remains a requirement for EMT Basic, SCC's Fire Academy students, and for other related public services.

6. **STUDENT SUCCESS** – Anecdotally describe how the program works to promote student success. Include teaching innovations, use of student support services (library, counseling, DSP, etc.), community partnerships, etc.

6.1 Registered Nursing Program – NCLEX-RN pass rates exists as one possible way to measure the effectiveness of a Nursing Program. The Solano Community College pass rates averaged 96.55% for May 2013 class and 64.29% for May 2014 class. Current pass rates for May 2015 graduates currently stands at 92%. The reduction in the May 2014 class pass rates may relate to multiple internal and external issues. Faculty members from the Solano Nursing Program have taken the following step to toward continuous improvement in first-time NCLEX pass rates:

A partnership with different facilities to provide the clinical experience in different areas of specialties.

Fundamentals/Medical-Surgical:

- Kaiser Permanente Vacaville and Vallejo campuses.
- North Bay Medical Center Fairfield and Vacaville campuses.

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- Sutter Health Vallejo campus.

These acute care facilities provide students the environments to apply their fundamental through to more advanced knowledge base of medical and surgical concepts. The students integrate nursing concepts and skills learned in theory lectures and in the CSC to real live situations. The students also receive the opportunity to be a part of health care activities within and outside these facilities, such as flu clinics, fall prevention counseling, and health instruction.

Pediatrics:

- Kaiser Permanente in Walnut Creek.
- Sutter Health in Sacramento.
- Shriners Children's Hospital in Sacramento.

The students receive "hands-on" experience care for pediatric patients and the families.

Gerontology:

- Post-Acute Care Center in Fairfield.
- Laurel Creek Skilled Nursing Facility in Fairfield.
- Vacaville Convalescent and Rehabilitation Center in Vacaville.
- University Retirement Community Skilled Nursing Center in Davis.

These facilities provide "hands-on" experience in providing care and health education to patients. The students also perform certain procedures that help them refine their nursing skills.

Psychiatric:

- Crestwood Mental Health and Rehabilitation Center in Vallejo.
- St. Helena Center for Behavior Health in Vallejo.

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- Napa State Hospital in Napa.
- California Medical Facility, Department of Corrections in Vacaville

These facilities provide students a “hands-on” experience in providing patient care and health education to mentally ill patients. The students also perform certain procedures that help them refine their nursing skills.

Community:

- Mission Solano. An institution that provides services to those struggling with addiction and / or the homeless in Fairfield.
- Bridge to Life. An institution that provides services for homeless people in Fairfield.
- Opportunity House. An institution that provides services for homeless families in Vacaville.
- Global Center for Success (Vallejo). An institution that provides services to the homeless.
- Child First. A preschool program that provides services to those high risk low income families.

These facilities provide students a Community Health clinical experience including health promotion, community education, and allow insight to the meaning of “discharging a patient to the street.”

Resources that help students attain academic success:

- Nursing Academic Success and Advance Placement (NASA) Program. The NASA program serves nursing students to acquire knowledge and skills needed to be successful in the program as

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well as successfully passing their NCLEX exam on the first attempt.

- **Nursing Student Success Specialist.** The Student Success Specialist serves nursing students as a case manager providing services in areas such as time management, study skills, test anxiety, perspectives on individual students learning styles. Other functions include test review, test taking strategies, and NCLEX remediation. The Nursing Student Success Specialist works hand-in-hand with the NASA Coordinator to achieve the goals of the NASA program. With the recent resignation of the faculty NASA Coordinator, the Nursing Student Success Specialist also coordinates the NASA Program.
- **Faculty Advisors.** The faculty advisors provide an important service for student success by referring students to the appropriate college-wide resources. The faculty advisor collaborates with students, faculty, the Director of Nursing, and other staff members to guide students in need of additional follow-up.
- **Faculty Mentor.** A faculty mentor is the student's clinical instructor or classroom faculty for each course. They are experts in the subjects they are teaching and allow the student to clarify issues and answer questions related to specific coursework. Unresolved issues at the faculty level can progress to the Course Team Lead or the Director of Nursing for further clarification.

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- One-on-One Clinical Instructor. The one-on-one clinical instructor maybe assigned to struggling students in need of special attention to achieve success. The instructor guides the student to acquire necessary skills to achieve expected nursing practice standards. The one-on-one clinical instructor can work with the student in the clinical setting or the Clinical Simulation Center.
- Peer Tutor. Second year nursing students serve as peer tutors. Peer tutors possess leadership skills and competencies in select academic content areas. The tutors work hand-in-hand with the students having difficulties in areas such as nursing skills or theory content.
- Big Brother/ Big Sister Program. The program fosters friendship and collegiality among the first- and second-year nursing students. Second-year students guide and inspire first-year students through the nursing program.
- Library Services. Solano Community College Library offers a wide array of available and accessible student services to improve success. Support resources include on-line tutoring, interactions with librarians, as well as professional literature such as nursing journals and reserve books.
- Academic Success Center. The center offers services such as drop-in tutoring and workshops to augment student success.

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- Kaplan Review Courses. Solano Community College contracts with Kaplan to prepare students for NCLEX-RN success. The Kaplan Integrated Testing program exists throughout the nursing curriculum. Students take focused assessments and integrated testing for each course in the SCC Nursing curriculum with additional remediation required for each test. Kaplan also provides a one week, live NCLEX preparation review when students complete the nursing program.

6.2 Pre-Nursing Courses - The CNA clinical experiences take place at the following:

- Laurel Creek Skilled Nursing Facility in Fairfield
- Vacaville Convalescent and Rehabilitation Care facility in Vacaville
- University Retirement Community Skilled Nursing Center in Davis
- Home Health Aides are assigned to the Vacaville Convalescent and Rehabilitation Care facility in Vacaville

6.3 Supportive Nursing Courses - NA

6.4 Pre-Hospital Care - Instruction for EMT and EMR courses occur at the Main and Vacaville Campuses of Solano Community College.

There are small student-to-faculty ratios in the lab areas of the EMT and EMR Programs that meet state and county requirements. Past EMT graduates volunteer to help out in the lab setting, as well as tutoring the students as needed in the theory content.

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7. **HUMAN RESOURCES** – Describe the adequacy of current staffing levels and a rationale for any proposed changes in staffing (FTES, retirements, etc.). Address how current staffing levels impact the program and any future goals related to human resources.

7.1 Registered Nursing Program – The faculty members of the Registered Nursing Program contribute to the department in various ways. Some faculty members attend relevant conferences to enhance instructional skills in the classroom, clinical agencies, and with the high-fidelity human patient simulation lab. All instructors possess extensive nursing experience and continue to maintain currency in clinical practice. Faculty member service activities include participation in Academic Senate, Distance Education, Curriculum, Scholarship, and the Library committees, as well as hiring committees as needed. Faculty members participate in the county-wide health fairs, immunization clinics, as well as other health promotion and prevention programs on an annual basis. The Nursing Program has 8 Full-time Faculty with only 4 positions currently filled. The Nursing Program also utilize adjunct clinical instructors in each of the specialty areas.

Full-time faculty – A faculty transformation accompanied the fall 2015 semester wherein four new full-time faculty members replaced past instructors. Additional leadership changes during 2015 included the hiring of Dean of the School of Health Sciences, Robert Gabriel, Ph. D., P.T and the Interim Director of Nursing, Glenn Burgess, R.N, MS with an 80% release time to meet the California Board of Registered Nursing requirements Section 1424(e). Additional Program faculty members with content specialty include:

1. Glenn Burgess – Interim Director of Nursing / Professor / Medical Surgical Content Expert.

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2. Erin Craig – Assistant Director of Nursing / Professor / Psychiatric-Mental Health Content Expert.
3. Vitalis Enemmuo – Fundamentals / Geriatric Content Expert
4. Maravic Macalino – Medical Surgical Instructor
5. Joyce Averett – Temporary Full-time -Fundamentals / Pediatric Content Expert.
6. Elizabeth Freed – Temporary Full-time – Fundamentals / Medical Surgical
7. Debbie Dorrough – Temporary Full-time – Clinical Simulation Center Coordinator
8. **Open position** OB Content Expert

Adjunct Faculty – An additional twelve adjunct clinical instructors complete the faculty with expertise in the clinical areas of medical/surgical, psychiatric/mental health, obstetrics, and pediatric nursing.

- 7.2 Pre-Nursing Courses – Our new CNA and our HHA programs started during the summer 2014 semester under the guidance of a new full-time faculty hire with Director of Staff Development (DSD) certification.

Full-time Faculty:

Myra Kargbo – Director of Staff Development / CNA Instructor / OB Adjunct Faculty.

Adjunct Faculty: Three current full-time and one adjunct nursing faculty members possess California Department of Public Health (CDPH) qualifications to teach in the CNA program. While current staffing levels permit operation of this new program, additional faculty hires will follow to meet the CDPH pre-nursing course required student/faculty staffing ratio as enrollments grow.

Joyce Averett – Home Health Aide Coordinator / HHA Instructor

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Vitalis Enemmuo – CNA Clinical Instructor

Marivic Macalino – CNA Clinical Instructor

Micaela Medina – CNA Clinical Instructor

- 7.3 Supportive Nursing Courses – Between the years 2013 and 2015, the enrollments in Nursing 111 – Medical Terminology course dropped 7 sections (3 online and 4 face-to-face) to 4 sections (1 online and 3 face-to-face) due to faculty retirements. In addition, the NURS 052 – Pharmacology course dropped from 1 online and 1 face-to-face class to online only due to recent BRN requirements requiring a Master’s degree, or higher. A faculty search for an individual(s) with the above noted skills, as well as other supportive nursing courses, NURS 219 - Cardiac Rhythms, NURS 223 - Critical Care Nursing, and NURS 230 - Emergency Care Nursing remains active. The Interim Director of Nursing continues efforts with local clinical agencies to secure Clinical Nurse Specialists interested in teaching nurses in the community at SCC.
- 7.4 Pre-Hospital Care – Staffing for pre-hospital care programs have changed substantially since 2013 including the one full-time faculty member retired. Fall 2015 we initiated a team-teach format permitted the offering of one section of EMT 112 - Emergency Medical Technician. An additional adjunct faculty member remains with prior EMT 112 course instruction history during the evenings. Unfortunately, the reduction in available faculty members has reduced section offerings to the day time class. To remedy the situation, approvals for additional searches with qualifications of State and County Emergency Medical Services Agency requirements and / or the American Red Cross First Responder Instructor certification commenced

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during the fall 2015 semester. The faculty who teach in these two courses also have to meet Solano County EMSA criteria for county approval.

8. **CURRENT STAFFING** – Describe how the members of the department have made significant contributions to the program, the college, and the community. Do not need to list all the faculty members' names and all their specific activities, but highlight the significant contributions since the last program review cycle.

8.1 Registered Nursing Program – The majority of our nursing faculty maintain employment in either full-time or on-call nursing positions with local clinical agencies. Over the past two years, nursing faculty members have increased community involvement via participation in community events such as health fairs, health promotion and illness / injury prevention programs. Our second year nursing students also participate in a community health rotation during their final semester that allows students opportunities in health promotion and wellness programs with the homeless, elderly, and pre-school programs throughout Solano County. Most recently, two of our nursing faculty members received approval to present our NASA Program in Southern California during Spring 2016.

8.2 Pre-Nursing Courses – Our CNA and HHA faculty continue work to expand the program and find more clinical agencies and qualified adjunct faculty. Since 2013, faculty members have received California Department of Public Health approval for both programs as well as becoming the only CNA testing center in Solano County. Faculty members have also worked with other CNA training programs throughout the county advertising this service to their respective students. Current first-time pass rates on the certification exams by CNA program graduates stands between 94 – 100%.

8.3 Supportive Nursing Courses - NA

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- 8.4 Pre-Hospital Care – One of our pre-hospital care instructors works closely with the local EMS agencies (Medic Ambulance, Vacaville Fire, Local Emergency Departments, Cal-STAR, and CHP) to schedule different learning activities for our EMT students. Medic Ambulance donates an ambulance a couple times throughout the semester for students to learn about ambulance operations, as well as to provide ride-along experiences for our students. Our instructors also work with local Emergency Departments to coordinate clinical observation experiences for our students. For the past few years, once a semester, adjunct instructor John Zimmerman works with local EMS agencies, campus police, and CHP to arrange the landing of a helicopter on campus for students to learn about the role of the CHP flight ambulance program.

9. **EQUIPMENT** – Address the currency of equipment utilized by the program and how it affects student services / success. Make recommendations (if relevant) for technology, equipment, and materials that would improve quality of education for students.

- 9.1 Registered Nursing Program – Since 2013, the previous Dean and CSC instructor updated the supplies and equipment used in the CSC. Purchases of additional human patient simulators helped to improve the critical-thinking and psychomotor skills of our nursing students.

A current and urgent need exists for more computers and enhanced network bandwidth to address the programmatic shift to online computer-based tests in our core nursing courses in an attempt to increase our first-time NCLEX pass rates. Increased online student examination demands have produced technical issues that range from “freezing laptops” to students getting “kicked off” the exam which has led to an increase in student anxiety. Currently, potential online exam demands can run as high as 96 students

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taking a minimum of 10 exams per semester and these number do not take into account the pre-hospital care programs. Faculty members continue to explore remedies by searching for grant monies to support a dedicated computer testing lab in the 800 building.

- 9.2 Pre-Nursing Courses – Grant monies have supported start-up and equipment costs for this new program.

- 9.3 Supportive Nursing Courses - NA

- 9.4 Pre-Hospital Care – These programs can benefit from the procurement of up-to-date equipment. An inventory assessment currently exists with the goal of establishing an annual-, three-year and five-year equipment replacement program.

10. FACILITIES – Describe the facilities utilized by your program. Comment on the adequacy of the facilities to meet program's educational objectives.

- 10.1 Registered Nursing Program – Room 812 serves as the current (fall 2015) location for Nursing Program theory courses. The current location meets the 48-student cohort need for space and represents an improvement over previous room assignments that occurred across the SCC campus within a select semester. Room 807 exists as dedicated space for the CSC where all 96 first- and second-year nursing students can learn, practice and be evaluated on a minimum of 46 individual psychomotor skills while in the program. In addition to on-campus space, students spend substantial amounts of time assigned to local clinical agencies to apply their nursing knowledge and skills on live patients. We currently have clinical service agreements with 4 skilled nursing facilities and 11 acute care/mental health care facilities in Solano, Contra Costa, Napa, and Sacramento counties where our students participate across of lifespan of direct patient care

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activities. During the final 5 weeks of the program, students take NURS 065 (a final preceptorship/capstone course) wherein each student receives individual mentorship at a clinical agency from a registered nurse who works 120 hours in tandem with the student covering the patient care schedule of the nurse including nursing training and leadership. This semester we have currently revisited each of our clinical agencies to up-date BRN approval.

- 10.2 Pre-Nursing Courses – Students in the CNA and HHA programs both use main campus classroom space including the CSC to learn, practice, and receive evaluation of required psychomotor skills. Agreements with two local skilled nursing facilities for the students to complete required clinical hours existed since the initiation of the program, however, during the fall 2015 semester, one of the agencies committed to a remodeling project that prevented student participation. Faculty member rectified that situation through an agreement with a skilled nursing facility in the Davis, CA that first should result in student cohort attendance during the spring 2016 semester.
- 10.3 Supportive Nursing Courses – Faculty members offer most of our supportive nursing courses online with a one or two face-to-face classes throughout each semester.
- 10.4 Pre-Hospital Care - Faculty member teach the EMT 112 – EMT Basic course at the main campus, but potential for future change exists. Instructional sessions for theory take place in room 808, whereas psychomotor labs occur in room 809. The EMT 128 - Emergency Medical Responder course offerings exist at both the main and Vacaville campuses with both day and evening sections each semester. Discussions include potential course offering expansions to additional section plus the Vallejo campus. Finally,

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the EMT 128 course serves as a pre-requisite for the EMT Basic, Fire Academy programs offered at SCC, and other community services (i.e., life guards, public safety).

11. ADVISORY MEETINGS – Describe membership on the advisory committee and summarize recommendations from committee members. Attach minutes (2 meetings per year).

11.1 Registered Nursing Program – The nursing program faculty participate in multiple advisory/committee meetings each semester. Each faculty member receives a college-wide committee assignment in addition to weekly team meetings, bi-monthly nursing curriculum meetings, school meetings, and meetings with nursing educators at his or her assigned clinical facility. Nursing Program faculty members sponsor a joint hospital/faculty meeting on the SCC main campus every year for the past three years. Nursing educators from each of the local clinical agency participate and provide updates and changes to the nursing faculty from SCC, Napa Valley College, Pacific Union College, and Touro University. The Interim Director of Nursing and the Assistant Director of Nursing from SCC participate in a Solano/Napa County Nurse Advisory meeting on a quarterly basis to discuss and resolve common issues or concerns that affect local nursing programs and clinical agencies.

11.2 Pre-Nursing Courses – We have just recently started monthly meetings as of the fall 2015 semester.

11.3 Supportive Nursing Courses – N/A

11.4 Pre-Hospital Care – Recent changes in the composition of full-time faculty members resulted in limited historical records. As a result, a monthly

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meeting schedule of all full-time faculty, adjunct faculty, teaching assistants/tutors and student representation now exists. Additional planes include collaboration with Solano County EMSA to assess which county-wide meetings best assist the pre-hospital care team.

12. PLO / SLO ANALYSIS – Review status of program and student learning outcomes. Have there been any changes over the last two years, are assessments being completed, and have any of the findings led to programmatic and / or course level actions changes.

12.1 Registered Nursing Program – All nursing faculty members must update their respective courses on an annual basis. Recent SLO data have driven minor curricular changes and initiated discussions that began during the fall 2015 semester related to larger future changes. Examples include changes in our CSC, obtaining more current equipment to better prepare the students for clinical practice, and instructional methodology. The assessment data provides a necessary context to guide development of the new, revised curriculum projected to receive BRN approval in 2016 for implementation at SCC in 2017.

12.2 Pre-Nursing Courses – Faculty members for these new courses have developed SLOs and currently participate in an analysis of results. Development of longitudinal course data should then drive future course modifications.

12.3 Supportive Nursing Courses – Each supporting course has been evaluated annually, however uncertainty exist as to the extent of curricular change attributable to SLO assessments.

12.4 Pre-Hospital Care – Recent changes in the composition of full-time faculty members has postponed SLO assessments. Reassignment of SLO

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assessments to new faculty members should help fill this data gap to assist in future planning and development.

13. DUPLICATION OF SERVICES – State if the program provides any unnecessary duplication of other state funded manpower training programs in the college’s service area.

13.1 Registered Nursing Program – A total of 89 Associate Degree Nursing programs currently exist in California. Local geographic competitors include Napa, Contra Costa, and Sacramento counties. Touro University offers an additional entry-level Bachelor of Science Degree in Nursing (BSN) and Master of Science Degree in Nursing leadership (MSN) in Solano county, whereas, local University of Phoenix and Brandman University also offer online BSN, MSN and Doctoral degrees. Finally, a Licensed Vocational Nursing (LVN) program offer by Blake Austin in Vacaville provides students for the SCC Career Mobility program.

13.2 Pre-Nursing Courses

13.3 Supportive Nursing Courses – N/A

13.4 Pre-Hospital Care – Only two Solano County Emergency Medical Services Agency approved EMT programs exist in Solano County, SCC and United Heart Training Center (currently on hold). While currently SCC faculty staffing issues limit additional EMT and EMR courses, other EMT programs can be located in Napa, Contra Costa and Sacramento counties.

14. PERKINS FUNDING – Provide a summary of how your program utilized Perkins funding over the last two years.

14.1 Registered Nursing Program –Perkins funding provided resources for the purchase instructional equipment and supplies for the Clinical Simulation

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Center over the last two years (2013-2015). Funding also covered part-time salaries for instructors in the Clinical Simulation Center, and well as professional development for the full-time CSC instructor.

14.2 Pre-Nursing Courses –Perkins funding supplied start-up monies for Clinical Simulation Center use within the CNA/HHA. In addition, the previous Dean/Nursing Director used funds to attend the annual California Community College Association of Occupational Education (CCCAOE) conference in Sacramento. Finally, Perkins funding provided instructional salaries for the Pre-Nursing Program Directors and for training and professional development of instructors in both programs.

14.3 Supportive Nursing Courses - NA

14.4 Pre-Hospital Care – Perkins funding helped support replenishment of instructional equipment and supplies in the EMT lab.

15. PLANNED ACTIONS – Include any short of long term goals based on current analysis of data, industry changes / recommendations, etc.

15.1 Registered Nursing Program – Planned actions include a timeline to advertise, interview, and current open full-time nursing faculty positions. The list of needed content areas include OB, Peds, Psych, and CSC. Plans exist to expand the pool of qualified adjunct faculty members, as well as advancing from Interim to Permanent status for the Director of Nursing position.

Faculty members have progressed in the development of an updated nursing curriculum with a goal of receiving BRN approval and eventual implementation by the fall 2017 semester. In addition, work continues in the preparation of a feasibility study and submission of a grant to secure a

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dedicated computer testing lab in the 800 building. Obtaining such a lab addresses the academic assessment demand of 96 nursing students needing to take a minimum of 10 exams/semester and 40 – 60 EMT students taking weekly online quizzes. The completion of hiring faculty members to fill open positions provides future opportunities to expand outreach operations to increase the LVN to RN (Career Mobility) program. Current effort by the the Interim Director of Nursing include efforts with local state and private colleges to expand collaborative MOU's for SCC nursing students to seamlessly further their educations. Finally goals related to the update and expansion of our clinical agency contracts to meet the programmatic and student needs provides an opportunity to elevate quality of the educational experience.

- 15.2 Pre-Nursing Courses – Similar to the Nursing Program, goals related increased the faculty numbers open opportunities to increase program size. Our program Director of Staff Development (DSD) promotes the program to the community by recruiting at local high schools investigating summer and evening scheduling options. Finally, increases in clinical agency contracts also helps satisfy programmatic and student needs.
- 15.3 Supportive Nursing Courses – Minimum BRN qualifications recently advanced to masters-level preparation for pharmacology instructors. In addition, an unmet student demand for related to Medical Terminology creates an opportunity to investigate hiring of more specialized faculty members that may also provide support across a multitude of programs.
- 15.4 Pre-Hospital Care – Recent staffing changes associated with pre-hospital care courses created openings to build and expand the team qualified adjunct faculty members. Additional faculty members increase the possibility of

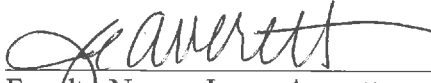
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offering more sections of EMT and EMR courses at all three campuses (Fairfield, Vacaville, and Vallejo) each. A current faculty team received a directive to assess (and if necessary revise) theoretical course flow based on advances from simple to more complex concepts. Supplemental discussions centered on offering more campus-based, community-wide, pre-hospital care activities such as EMS competitions and continuing education courses). Current faculty emphasized increased use of technology in courses with one EMT section incorporating online Canvas testing during the fall 2015 semester. Finally, the team plans to assess the effect of online computer-based testing on first-time National Registry EMT Exam pass rates. Expectations exist to improve the current 50 – 60% SCC first-time pass rates to the national average of 69% within the next year.

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SIGNATURE PAGE

The undersigned faculty in the Health Care Sciences programs, have read and concur with the finding and recommendations in the attached program review self-study, dated December 1, 2015.

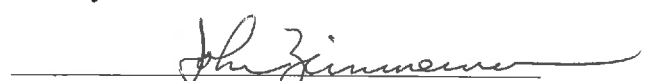


Faculty Name: Joyce Averett

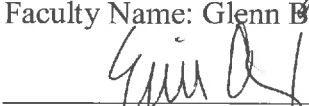
Faculty Name: John Jansen



Faculty Name: Glenn Burgess

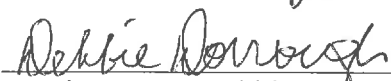


Faculty Name: John Zimmerman

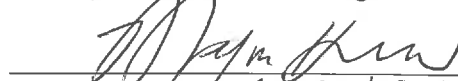


Faculty Name: Erin Craig

Faculty Name: James Zuniga



Faculty Name: Debbie Dorrough



Faculty Name: Myra Kargiso

Faculty Name: Vitalis Enemmuo



Faculty Name: Elizabeth Freed

Faculty Name:

Faculty Name:



Faculty Name: Marivic Macalino

Faculty Name:



Faculty Name:

Faculty Name:

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