

Long Beach City College
Associate Degree Nursing Program



2022 Self-Study Report

Accreditation Commission for Education in Nursing

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SECTION I: EXECUTIVE SUMMARY

4PROGRAM INFORMATION

Governing Organization

Long Beach City College
4901 E. Carson St.
Long Beach, CA 90808

Chief Executive Officer

Mike Munoz, Ed.D
Superintendent/President
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Governing Organization Accreditation

Accreditation Commission for Community and Junior Colleges
Accreditation Reaffirmed January 2015
Date of Next Review: February 2022

Nursing Education Unit

Long Beach City College Associate Degree Nursing
Associates, LVN to RN Career Ladder
4901 E. Carson St.
Long Beach, CA 90808

Nurse Administrator

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ADN Program Director
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State Regulatory Agency Status

California Board of Registered Nursing
Approval Affirmed August 5, 2021
Last Review: February 25, 2021
Next Review: Spring 2026

ACEN Accreditation

Nursing Program Established: 1959
Date of Initial Accreditation: December 1966
Date of Last Review: February 18-20, 2014
Current Accreditation Status: Accredited
Date of Next Review: Spring 2022
ACEN Accreditation Standards and Criteria used for this report: 2017

Program of Study

Full-Time program of study
Admission in Fall and Spring
Academic Term by Semester
Number of Weeks in Term: 16

Program Location, Methods of Delivery, and Enrollment

Location	Program Options	Total Number of Full-Time Students	Methods of Delivery
Long Beach City College Associate Degree Nursing Program 4901 E. Carson St. Long Beach, CA 90808	Associate Degree in Nursing	Capacity: 176 Current: 139	Face-to-face, Hybrid during COVID
	LVN to RN Career Ladder	Capacity: 16 Current: 2	Face-to-face, Hybrid during COVID
	LVN to RN 30-unit option	Capacity: With LVN to RN: 16 total Current: 0	Face-to-face

Program Length

Program Option	Total Number of Academic Terms to Complete	Total Clock Hours Required to Complete	Total Nursing Clock Hours Required to Complete
Associate Degree Nursing	6	2007	1377
LVN to RN Career Ladder Option	5	1521	846
LVN to RN 30-Unit Option	4	972	684

Program Overview

Originating as Long Beach Junior College in 1927, Long Beach City College is a single college district with two campuses, the Liberal Arts Campus (LAC) and the Pacific Coast Campus (PCC). LAC is situated in the south east corner of Long Beach and borders the city of Lakewood serving a diverse population of students from the surrounding area. PCC is in the urban center of Long Beach and serves a population of disadvantaged students with limited financial and transportation resources. The college is governed by a five-member elected Board of Trustees and led by a Superintendent-President appointed by the governing board. The college was first accredited by the Accrediting Commission for Community and Junior Colleges in 1952 and is seeking reaffirmation of accreditation in February 2022.

The missions of the California Community College system, the college, and the nursing program support open access pathways to student career and life success. In recent years, the mission of empowering students who have been disenfranchised has been reaffirmed in many initiatives across campus. Notable examples include the Curriculum Audit, a four-week program inviting faculty to assess their course syllabi and classroom practices through an equity lens. This program has resulted in numerous courses becoming more student centered and welcoming. African American success rates have dramatically increased during the time that this program has been implemented. A second example is the Basic Needs program, an office established to support students with housing and food insecurities. Campus efforts to provide student support were instrumental in maintaining student enrollments at higher rates than other community colleges in the area. LBCC was recognized as a leader in supporting diverse students by receiving a gift of \$30 million from Mackenzie Scott in June of 2021.

The Associate Degree Nursing program, located at the Liberal Arts Campus, admitted the first class in Fall of 1959 and graduated 28 of 33 students in 1961. Currently the program admits 40 students into the ADN program each semester. The LVN to RN program has accepted eight students each semester in recent years. With clinical placement losses related to the COVID pandemic, the program has currently delayed the LVN to RN transition course and entrance of LVN to RN students into the third semester.

The program has maintained BRN approval and was first awarded National League for Nursing accreditation in 1966. Continuing accreditation is currently being sought from the ACEN.

SECTION II: STANDARDS I - V

STANDARD I: MISSION AND ADMINISTRATIVE CAPACITY

The mission of the nursing education unit reflects the governing organization’s core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.

Criterion 1.1

The mission and philosophy of the nursing education unit are congruent with the core values, mission, and goals of the governing organization.

The current mission statement of the Associate Degree Nursing Program was developed in 2013 and revised in 2021. It accurately reflects the faculty’s intent to meet the needs of the community and students seeking an education in nursing. The ADN program mission statement is found on the ADN webpage and in the ADN Student Handbook (Exhibit 4).

The mission statement and values of Long Beach City College were last collaboratively developed in 2015 and resulted in the 2016-2021 Strategic Plan for Transformational Improvement (Exhibit 1). The mission statement and values are posted in the LBCC College Catalog and on the college website.

Table 1.1: Program and College Mission Statements

LONG BEACH CITY COLLEGE MISSION STATEMENT AND VALUES	ASSOCIATE DEGREE NURSING PROGRAM MISSION/PHILOSOPHY
LBCC Mission Statement Long Beach City College is committed to providing <u>equitable student learning</u> and achievement, <u>academic excellence</u> , and <u>workforce development</u> by delivering high-quality educational programs and <u>support services</u> to our diverse communities.	ADN Mission Statement The Long Beach City College nursing program provides a high-quality nursing education to qualified and <u>diverse students</u> . The program facilitates the <u>development of entry-level nurses</u> who are prepared to meet the evolving healthcare needs of the community. The faculty support a <u>student-centered environment</u> of collaboration, communication, safety, <u>excellence</u> and compassionate nursing care.
Purposeful The College provides students clear pathways and support to attain their career and educational goals.	Nursing Education The faculty fosters learning by encouraging the utilization of current technology and all available support systems.
Nurturing The College provides an environment in which students, faculty, and staff build relationships that are understanding and supportive.	Mission Statement The faculty support a student-centered environment of collaboration, communication, safety, excellence, and compassionate nursing care.
Respectful The College values and celebrates the exemplary contributions of faculty, staff, and its community partners in supporting students.	Core Concepts We believe that the Associate Degree nurse is prepared to fulfill an important role in providing quality, cost-effective nursing care within the current and future healthcare delivery systems.

Focused	ADN Mission Statement
The College embraces a long-term commitment to innovative student success.	The program facilitates the development of entry-level nurses who are prepared to meet the evolving healthcare needs of the community.
Connected	Nursing Education
The College is recognized as integral to an inclusive, vibrant, and prosperous local, regional, and global community.	As a patient advocate, the nurse is responsible for managing all aspects of patient care and coordinating optimal patient outcomes with consideration to the various multicultural needs of and diverse backgrounds within the community.

Criterion 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.

Since its inception in 1959, the Associate Degree Nursing Program faculty have embraced self-governance and have established a system of shared decision making and responsibility for program success. The administrator of the program is elected from the faculty to the position of program director and department head and reports to the School of Health Sciences, Nursing, Library and Learning and Academic Resources dean, Dr. Paul Creason (**Appendix A: Organization Chart**). As a faculty member, the program director is primarily responsible to the faculty and students of the nursing program and has protections through the LBCC Faculty Association, the full-time faculty bargaining unit.

The Associate Degree Nursing Faculty Organization which serves as the faculty self-governance body includes three standing committees, Curriculum, Program Resources and Review, and Student Affairs. Each committee meets monthly during the academic year. The chairs of the standing committees, the program director, and the assistant program director form the Executive Council which meets monthly to set the agenda for the monthly Faculty Meeting. The Curriculum Committee consists of curriculum content experts and is open to all faculty. Issues brought forward by students, the faculty, facilities, or the public are assigned to the appropriate committee which discusses, implements, and recommends changes to the Faculty Organization. This shared governance process allows for faculty and student participation in the day-to-day operation of the program and involvement of all faculty members in the decision-making process.

Each Faculty Organization standing committee has a student representative who serves as an active member of the committee and has input into policy and procedure changes. Monthly faculty meetings are attended by elected student representatives or alternates from each class to allow students to bring issues directly to the Faculty Organization. The student representatives give a report on cohort concerns at each meeting and report information from the meeting to their cohort. Representation for each committee is made by selection through the Nursing Student Association. Assigned students remain on the committee until graduation. In addition, there is student representation on program grievance hearings and on faculty and administrative hiring committees.

The college governance structure includes representation from faculty, administration, classified staff, and students on most college governance committees. The faculty, organized through the Academic Senate, Curriculum Committee and subcommittees, are primarily responsible for or mutually agree on recommendations for curriculum, assessment of student learning outcomes, faculty professional development, and program review. The program director represents the program on the college Curriculum Committee, Associate Degree/General Education Curriculum Sub-Committee, Assessment of Student Learning Outcome Committee, Department Planning Program Review Committee, Department Head Committee, and Career and Technical Education Committee.

Program faculty members have the opportunity to serve on various college committees such as the Academic Senate, the LBCC Faculty Association, and the Faculty Professional Development Committee. Faculty members serving on college committees represent the ADN department and college faculty and report back during monthly ADN Faculty Organization meeting. This participation allows for open communication between the department and college committees. Table 1.2 illustrates the participation of faculty and students in governance.

Table 1.2: Participation of Faculty in Governance

Faculty Member	ADN Program Committees	College and Regional Committees
Maricela Arnaud	Chair, ADN Curriculum Committee Medical Surgical content expert Student Affairs Committee Executive Committee member	Registered Nursing Curriculum Consortium (RNCC): co-chair, Curriculum Committee Resources & Opportunity Committee
Julie Bean	Student Affairs Committee Geriatrics Content Expert Curriculum Committee: recorder	
John Hawry	Faculty Meeting recorder Mental Health content expert ADN Curriculum Committee	Academic Senate (2018-2021)
Frances Outhwaite	Program Resources and Review committee Executive Committee at-large member	LBCC Faculty Association, Representative Council
Colleen Peralta	Chair, Student Affairs Assistant Program Director, 2021-present Executive Committee member	College internship mentor Faculty diversity internship committee
Jeanne Ruehl	Program Resources and Review committee member	
Sigrid Sexton	Chair, Faculty Organization Chair, Executive Committee Chair, Program Review/Resources starting Fall 2021 Curriculum Committee member Student Affairs member, 2015-2021	College Curriculum Committee Associate Degree General Education Committee Career and Technical Education Committee Department Head Committee Assessment of Student Learning Outcomes Committee Student Learning Outcomes department facilitator RNCC and General Education Committee member

Sophie Toich	Student Affairs member	Mentor for graduate student interns
Ronda Wood	Program Resources member (2015-2021) Student Affairs Committee (2021-present) Pediatric and Obstetric content expert Curriculum Committee member	RNCC attendee RNCC Curriculum committee attendee

Criterion 1.3

The assessment of end-of-program student learning outcomes and program outcomes is shared with communities of interest, and the communities of interest have input into program processes and decision-making.

The main community of interest having formal input into the ADN program processes and decision making is the Nursing and Allied Health Advisory Committee. The Advisory Committee is composed of representatives from the clinical agencies, members of the Long Beach community, former graduates working in the community, representatives from the Long Beach Unified School District, University BSN Collaborative partners, and part-time and full-time faculty. As valued stakeholders, the Nursing and Allied Health Advisory Committee meets annually with the purpose of sharing information about the nursing program, program outcomes, and current needs of the health care community. The last meeting of the Advisory Committee was delayed due to COVID from the usual spring date to October of 2020. COVID adjustments and ability to return to facilities was discussed at this meeting.

End of Program Student Learning Outcomes are posted on the ADN web page and these outcomes as well as assessment results are shared at the advisory committee meeting annually. Program outcomes shared on the ADN webpage include NCLEX-RN pass rates and program attrition as reported on the Board of Registered Nursing website.

Additional input into the program is received from stakeholders in the form of student surveys, alumni surveys, and employer surveys. Students evaluate each course as well as the program upon completion. Alumni are surveyed to determine program satisfaction in preparing graduates for the responsibilities of a registered nurse and to report on success finding employment. Employers are surveyed annually to provide feedback on graduates' ability to function effectively as a registered nurse in the health care environment, though there have been few to no formal submissions of employer surveys in recent years.

Criterion 1.4

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

In response to the call for increased BSN pathways for ADN students and graduates, the program has partnered with several universities offering BSN coursework during summer and winter intersessions. These partnerships include California State University Long Beach, Los Angeles, Fullerton, and Dominguez Hills as well as University of Phoenix, Grand Canyon University, Vanguard University, Chamberlain College, and Arizona State University. Though there is no financial aid available for students participating in BSN courses, 45% of students currently enrolled are taking BSN courses. Though collaborative programs have provided viable options for our students to obtain a BSN, the faculty recognize concurrent enrollment programs are preferable. A concurrent enrollment partnership between California Community Colleges and California State Universities has been piloted by Riverside City College and California State University Fullerton and San Bernardino demonstrating the feasibility and

financial advantage to students. The faculty are developing a new curriculum which will allow students to enroll in a BSN program concurrently and graduate with a BSN within six months of ADN graduation.

Criterion 1.5

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

The nurse administrator holds bachelor's and master's degrees in nursing from California State University, Long Beach. She has served in the role of program director/department head since Fall 2015 and meets all qualifications as outlined by the California Board of Registered Nursing. The program director taught with the program for 18 years prior to assuming the program director role and maintained a position in direct patient care during her tenure as a full-time instructor.

Criterion 1.6

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

The nurse administrator's leadership and administrative experience includes two years as the college academic senate president and three years as assistant program director. She has 30 years direct patient care experience in a wide range of critical care and acute settings and 20 years of teaching experience.

Orientation to the program director role begins as faculty take on the role of assistant program director. The Assistant Program Director assists the Director with duties and is oriented to the program director role during the two-year term. The Program Director Orientation Handbook checklist is used to assure that all aspects of the role are covered. Assignments to tasks associated with each item improves the level of experience and knowledge of each process. According to BRN regulations, the program director must have administrative experience with a preference in academic administration, therefore experience in the assistant program director role is valuable in assuring BRN approval for the program director role. Selection of the assistant program director by the faculty is recognized as accomplishing succession planning as well as improving shared governance. Once elected to the role of program director, the incoming director meets with the program director to review current processes and receive a report on current conditions. Program director folders are shared and an orientation to the location of various documents is reviewed. The former program director is available for consultation after leaving the position.

Criterion 1.7

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

The Assistant Program Director is allotted 20% reassigned time for duties related to program administration including tracking faculty compliance with hospital requirements, visiting adjunct faculty in facilities to assess for support needs and to improve team consistency, participating in adjunct interviews, assisting with adjunct faculty evaluations, and assisting with annual and self-study reports. The current assistant program director began her term in August of 2021. The previous assistant program director served for three and a half years and had been a member of the faculty for 20 years prior to retiring.

The Simulation Coordinator maintains standards for the simulation hospital, provides scenarios, prepares mannequins and environments for simulation sessions, orients faculty to the process of conducting a simulation following recognized standards, and maintains all simulation equipment. The simulation coordinator also schedules faculty to supervise the Skills Lab during open skills lab hours and maintains the Skills Laboratory and Simulation Hospital schedule. The simulation coordinator is a registered nurse with extensive clinical and education experience. She holds a master's degree in education, a BSN, certification as a Certified Healthcare Simulation Educator and is active in local and national simulation organizations.

The Nursing and Allied Health Learning Center coordinator maintains the learning center and supports students in accessing campus support services. Qualifications for the position are aligned with learning

centers across campus. The current coordinator is a classified employee with previous campus experience in learning center management.

Two program coordinators are assigned to the nursing and allied health programs to assist with applications, communication with prospective students, fiscal processes, and payroll data entry. Position qualifications are met through previous work experience.

Criterion 1.8

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

The program director has authority and responsibility for the development and administration of the program and holds authority for matters related to BRN and ACEN requirements as well as regional and national nursing standards. The college administrators are supportive of the ADN program. For example, during COVID more than 100% of usual faculty load was required to provide adequate student contact hours. College administrators are supportive of these changes as long as fiscal responsibility is demonstrated.

The program director/department head position is a ten-month faculty position with 90% reassigned time and stipend support for required tasks during intersessions. Resources available to support the program director in accomplishment of duties include assistant program director assisting with personnel management and reports; program coordinators assisting with data entry, admissions, and fiscal processes; fiscal services personnel managing grant funds, and the simulation coordinator managing skills lab and simulation scheduling. The program director is not responsible for other programs of the nursing and allied health area as each area has its own program director.

The program director has sufficient time, resources, and support from the dean, coordinators, and college services to fulfill the role of nurse administrator. When the need for additional resources arises, the dean and vice president of academic affairs are supportive.

Criterion 1.9

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

The nurse administrator provides input for the budget of the department through the college annual Planning and Program Review process. During the annual Fall department planning day, progression towards the past year's goals are reviewed along with activities, and resource allocations for the coming year. Tableau dashboards are provided to demonstrate course success and completion rates disaggregated by ethnicity, gender, and economic advantage. The resulting program planning report is brought forward to the dean and a school planning group where allocation requests from all departments are presented and prioritized according to urgency, need, and alignment with college goals. From there the Academic Vice President-Level group with faculty representation meets to consolidate goals and resource requests from the many academic programs. In this way, resource requests are given fair consideration and department collaboration is supported.

At the program level, resource needs are brought to the Program Resources and Review committee which approves and prioritizes requests and identifies funding sources. If expenditures are not approved, rationale is provided. Care is taken to assure that products purchased are adequately utilized.

Current sources of funds for initiatives include the Chancellor's Office Assessment and Remediation grant, an annual fund of approximately \$90,000 for nursing student academic support, and Perkin's funds awarded for durable supplies such as simulation equipment. Other sources of grant funds such as Song Brown and college foundation grants are available if needed.

Criterion 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 purpose and outcomes of the nursing program.

The policies of the Associate Degree Nursing Program at Long Beach City College are consistent with the policies of the Long Beach Community College District with some differences as required by affiliated clinical agencies and the Board of Registered Nursing. Workplace protections and conditions are arbitrated by the full-time faculty bargaining unit, the Long Beach City College Faculty Association (LBCCFA). Program bylaws found in the Faculty Handbook set standards for teaching team and committee processes. Workplace protections and conditions for part-time faculty are arbitrated by the part-time faculty bargaining unit, Certificated Hourly Instructors (CHI).

Criterion 1.11

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

Starting in 2017, ADN 225 Pharmacology, was offered as an online course. The instructor assigned completed certification in online education practices. Though ADN 225 is not a required course of the nursing program, offering this course online gave faculty early experience with online delivery.

Online learning management systems have been used since 2015 to provide a platform for course delivery. Nursing program faculty were early adopters and currently use Canvas course shells to share course materials, communicate with students, communicate assignment requirements and grades, and explore creative methods of engaging with students. For example, in the mental health course, ADN 21B, students give assignment feedback to each other to encourage cooperative learning.

Canvas shells have been set up for specific user groups including ADN faculty, ADN students, Skills Lab participants, and Nursing and Allied Health Learning Center students. These shells provide resources and communication links specific to each group. Personnel are added to Canvas shells as needed to improve communication and allow resources to be more easily shared with specific groups. For example, the Learning Center coordinator has access to the faculty and student shell and faculty have access to the Learning Center shell.

During the COVID-19 pandemic, the program was required to quickly move to distance education for all courses. ConferZoom was provided through Canvas allowing faculty to quickly move to remote synchronous class meetings. Students were assisted with computer and internet resources through college student services with many students receiving free Chromebooks and Wi-Fi stations. No students exited solely due to moving to the distance environment and the rate of exits from the program were less than average at 6.4%. Students struggled with taking tests and attending class online due to chaotic home environments. In response to these concerns on-campus study spaces and testing were offered to students starting in the fall of 2020. The Skills Lab area was opened for classes and by appointment in June of 2020. The experience of conducting education during a pandemic has given faculty and students new perspectives on distance learning, though there are no plans for converting program courses to distance education at this time.

STANDARD II. FACULTY AND STAFF

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

Criterion 2.1

Full-time faculty hold educational qualifications and experience as required by the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

Full-time faculty of the program undergo a rigorous process of screening and interviews before being hired. The process assures that all faculty meet minimum qualifications as set by the college and regional accreditation and can be approved by the BRN for a teaching assignment. The selection committee made up of the dean, program director, two (2) faculty, a student of the program and an equal opportunity faculty representative from another department develops interview questions which align with the position job description. Interviews are only conducted if an adequate number of faculty with adequate diversity are available. After interviews, the committee selects three (3) candidates to send forward for second level interviews and selection by the dean, program director, and vice president of academic affairs.

There are eight (8) full-time faculty teaching in the ADN program; all hold a minimum of a graduate degree in nursing and teach exclusively with the ADN program. Of the eight (8) full-time faculty members, six (6) hold a doctorate degree. Faculty teaching specialty courses have direct experience in their fields and have been approved by the BRN to teach their specialty based on experience and education or through a remediation process. Each instructor teaching in the specialty areas keeps abreast of their field through completion of continuing education and membership in specialty organizations. Specialty faculty sit on the program curriculum committee and serve as content experts for their assigned areas. Faculty assignments are made each semester with input from faculty. Considerations for assignments include previous experience and desire to continue with the assignment as well as program needs for faculty with broad experience to provide coverage in the event of faculty attrition and for program succession planning.

Criterion 2.2

Part-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

Minimum qualifications for part-time faculty meet regional accreditation, college, and BRN standards. Candidates must have a master's degree in nursing or a bachelor's in nursing and a master's in health education or health science, or the equivalent. The BRN requires a bachelor's in nursing for a clinical teaching assistant position, and a master's in nursing and one year of direct patient care experience in the past five years for an assistant instructor position. The program currently employs 18 part-time faculty. Three part-time faculty hold a doctoral degree, five hold BSNs, and the remainder hold a Master of Science in Nursing as their highest degree. The intent is to only hire candidates with a master's degree to all full-time and part-time faculty positions. Acute needs have necessitated hiring part-time faculty with bachelor's degrees in the mental health specialty.

Part-time faculty are offered assignments based on their previous experience in direct patient care or as an instructor in the area assigned. Newly hired instructors are assigned to be mentored by a full-time faculty. Part-time faculty taking new assignments are supported by faculty who have taught at the facility. Part-time faculty are evaluated during their first semester and every three years thereafter. Part-time faculty who have serious deficits or concerns raised by faculty or students are given feedback and assigned a must improve rating to allow the option of not offering an assignment in subsequent semesters. This requirement was implemented in 2019 with a change to the part-time faculty contract and has provided an opportunity to provide accurate feedback to part-time faculty.

The Vocational Nursing program and the Associate Degree Nursing program occasionally share part-time faculty, though rarely during the same semester. In the fall of 2021, one instructor taught ADN 810, Introduction to Nursing, a course for students interested in applying to the ADN program. She is also teaching with the CNA program.

At the start of the pandemic in March of 2020 all courses went to remote instruction. All part-time faculty were taken off teaching assignments except the instructor who teaches the Introduction to Nursing course. She completed college training to continue teaching the course remotely. Part-time nursing faculty who only teach in the clinical setting are exempt from being certified in online instruction.

Criterion 2.3

Non-nurse faculty teaching nursing courses hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

Non-nurse faculty do not teach courses with the nursing program.

Criterion 2.4

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

Preceptors are utilized in the final course of the program, ADN 22BL Advanced Nursing II/Role Transition. Students complete 162 hours with a preceptor during the 8-week course. Every effort is made to assign preceptor students with acute care nurses, though some preceptor assignments to long-term care RNs are occasionally needed. All preceptors are academically and experientially qualified according to BRN requirements, holding a clear and active RN license, demonstrating clinical competency and having been employed at the assigned health care agency for at least one year. Preceptors are given a packet explaining their role, responsibilities, and role limitations and offering best practices for supporting the development of nursing students. Faculty visit clinical sites twice weekly during students' completion of precepted hours and confer with preceptors on student progress and management of identified deficits. Faculty are responsible for the evaluation of students according to their assessment of student competency during their visits and with preceptor input. Preceptors are evaluated at the end of the course by the assigned student. Any issues brought forward during or at the end of the rotation are reviewed by the teaching team. Some facilities ask for copies of this student evaluation of preceptors for employment files in order to give feedback to improve the preceptee experience. (Exhibit 24: Student Evaluation of Preceptors). These evaluations along with records of preceptors are maintained in the Preceptor Binder on campus (Exhibit 19: Preceptor Binder.)

Criterion 2.5

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

There are adequate numbers of full-time faculty to ensure course and program outcomes are achieved, though there are needs for additional full-time faculty in four courses of the program, obstetrics, pediatrics, mental health, and fundamentals. In the fall of 2021, 136 students were enrolled in the program and were supported by 8 full-time faculty.

A full-time faculty teaching load consists of 15 Teaching Units. In addition to 15 hours a week of teaching, faculty are contracted for five (5) office hours, and five (5) college service hours for shared governance activities. The balance of the 45-hour work week of the compressed 16-week semester is allotted for classroom preparation, grading, curriculum development, and professional contacts. The ratio of laboratory hours to teaching units is one hour to 0.9 unit for clinical instruction and one hour to one unit for non-clinical laboratory instruction. (LBCCFA Master Agreement, Exhibit 16, p. 58).

Full-time faculty carried an average of 31% overload during the Fall 2021 semester. Assignment over full-time load is voluntary and is requested by all faculty who have been assigned overload. Adjunct faculty can be assigned to a clinical group of a full-time faculty assignment which decreases the overload from 130-140% to 100%. There is an option of banking overload to allow a reduced assignment or semester on leave when needed. The amount of overload increased during COVID due to the need to cover student assignment hours in addition to clinical hours when clinical group size decreased. Increases in overload have also occurred after resignations. Due to decreased number of students in the program overload has returned to usual levels.

The ratio of faculty to students has increased due to the pandemic. Facilities decreased the number of students allowed in a clinical group. In the fall of 2021, the number of students per faculty in the classroom ranged from 14 to 28. The number of students in the clinical setting per instructor ranged from 6 to 10. Class and clinical group size are dictated by the number of students allowed in each clinical group. The BRN, college, and Community College Chancellor's office set higher limits or do not set standards for class size.

Table 2.1: Student/Faculty Ratio

Course	Number of Full-Time Faculty	Student/Instructor Ratio	Student/Instructor Ratio
		Classroom	Clinical
ADN 11A/AL	1	36: 1	9:1
ADN 11B/BL	2	36: 1	9:1
ADN 12A/AL	2	36: 1	10:1 (Kindred 7:1)
ADN 12B/BL	2	36: 1	10:1 (Kindred 7:1)
ADN 21B/BL	1	16: 1	6:1
ADN 35A/B/AL/BL	1	16: 1	10:1 (Kaiser 6:1)
ADN 45A/AL	2	33: 1	10:1 (Kindred 7:1)
ADN 22B/BL	2	33:1	12:1

Part-time faculty were assigned to clinical groups in mental health, obstetric/newborn nursing, fundamentals, and pediatrics. Decreased enrollment due to COVID and loss of clinical placements has allowed the program to manage with fewer faculty.

Hiring of full-time faculty occurs on an annual basis. The college has a shared governance process for determining which departments are permitted to hire full-time faculty each year based on the faculty obligation number provided by the California Community College Chancellor's Office. In recent years, the number of faculty hired by the college has been in the single digits. Other programs have experienced decreased full-time faculty support for longer amounts of time, therefore, we were not able to hire full-time faculty for the 2021-2022 academic year.

Faculty support is provided to students in the nursing skills lab with coverage five to six days a week for four (4) to eight (8) hours a day. During the pandemic, hours of skills lab availability were limited to hours when lab classes were not in session. Skills lab faculty demonstrate skills, observe and evaluate students performing skills for required skills tests, and offer context for clinical decision making. All skills lab faculty hold a master's degree in nursing and have extensive clinical experience.

Criterion 2.6

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

The faculty define scholarship as the attainment of knowledge that assures teaching based on evidence-based teaching and practice which is critical to the successful development of safe and professional nurses. Scholarship is demonstrated by certifications held by faculty, membership in professional nursing organizations, and participation in faculty and professional development activities. The department holds memberships in NLN and OADN allowing faculty to benefit from publications and communication regarding national initiatives.

Full and part-time faculty are approved by the BRN to teach in their area of expertise and maintain their knowledge and expertise by working in the field, attending relevant conferences, and completing CEU activities. The faculty performance evaluation completed every year for the first four years and every three years thereafter requires faculty to report on how they are keeping current in their discipline and in the practice of teaching. Faculty assigned as content experts (Table 2.3) meet BRN requirements as listed in Title 16 of the California Code of Regulations, Section 1425(f). Content experts maintain their expertise by attending relevant conferences, completing continuing education credits within their area of expertise, and staying abreast of current research within their specialty areas. Content experts update faculty on new findings, changes in practice, and best practices within their area of expertise.

Table 2.2: Content Experts

Content Area	Content Expert
Medical/Surgical	Maricela Arnaud
Geriatrics	Julie Bean
Pediatrics	Ronda Wood
Women's Health	Ronda Wood
Mental Health	John Hawry

Evidence as a basis for teaching content is assured through curriculum committee reviews of syllabi and teaching team collaboration and feedback when reviewing class objectives and preparing test questions.

Criterion 2.7

The number and qualifications of staff within the nursing education unit are sufficient to support the nursing program.

The program has five classified staff in program support roles. Two program coordinators are available to visitors to the building, manage applications to the nursing program, assist with clerical duties related to class schedules and personnel, manage contracts with facilities, and provide clerical support for onboarding of students to hospitals. The coordinators also provide support for the VN, Diagnostic Medical Imaging program, and the Medical Assisting program with the majority of their hours dedicated to the ADN and VN programs.

The Simulation Coordinator is a registered nurse with a bachelor's degree in nursing, a master's in education, and experience in direct patient care, public health nursing and career and technical education instruction. The simulation coordinator also holds certification as a Healthcare Simulation Educator and is a member of a regional simulation coordinator group. Duties include managing the simulation hospital,

collaborating with faculty to deliver evidence-based simulations, and orienting faculty to the principles of simulation management. In addition, she manages the equipment for the simulation hospital and skills lab, facilitates ordering of durable equipment and serves on the Program Resources and Review Committee. The Supply Clerk is a half-time employee and manages skills lab equipment. She maintains sufficient stock of items, orders supplies within budget, and prepares carts of equipment for specific nursing classes.

The Learning Center coordinator is responsible for supervising students and student workers as well as managing databases and materials for the Learning Center. In this role, the coordinator provides communication about campus resources to students, coordinates testing sessions, provides space and technology for study groups. The coordinator also supports the center as an academic resource hub for the nursing and allied health programs.

Staff is adequate for most functions of the program, though the task of obtaining and maintaining clinical sites has increased in recent years requiring redistribution of responsibilities and tasks for program roles. In the past the program director managed all clinical coordination with student onboarding managed by the teaching teams. Program coordinators have taken on some tasks and continue to take on duties as assigned. Continued work is needed to assure effective coordination and record keeping for clinical facilities.

Criterion 2.8

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

Full-time faculty are oriented to the college and assigned a college mentor as well as a program mentor. Program assignments are adjusted to allow weekly college orientation sessions and allow for development of teaching skills before being assigned to committee tasks. The Full-Time Orientation Checklist is used to assure that all areas are covered before the assignment starts.

Part-time faculty are assigned to a teaching team and oriented to the clinical site and teaching role by teaching team members. The Part-Time Orientation Checklist is used to assure all necessary knowledge to start an assignment is included.

Resources used to assist faculty to improve understanding of the program include the Faculty Handbook, Canvas learning management system training modules, software on-line training resources, and participation in team meetings.

Criterion 2.9

Faculty (full- and part-time) performance is regularly evaluated in accordance with the governing organization's policy/procedures, and demonstrates effectiveness in assigned area(s) of responsibility.

Both tenured and non-tenured full-time faculty are evaluated on a regular basis as required by the LBCC Faculty Association (LBCC-FA) contract. Tenured, full-time faculty are evaluated every three years. Non-tenured faculty are evaluated annually for four consecutive years before tenure is awarded. The Probationary Faculty Review Committee is comprised of the program director, the dean, and two full-time tenured faculty members. Evidence for the evaluation includes a written report by the faculty being evaluated, peer observations of teaching, and student evaluations.

Part-time faculty are evaluated during the first semester of employment and every three years. Evaluations include assessment of professional competency, knowledge and expertise, professional development, evidence-based practice, professional responsibility, and activities. Setting a standard of faculty competency in these areas contributes to program success.

Criterion 2.10

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

Before COVID-19 the faculty were well versed in Canvas, the student learning management system, and used it to organize course modules, communicate expectations, and accept and grade assignments, and communicate with students. When the pandemic started, the college immediately went to all online learning with the requirement that all faculty be certified to provide online instruction. Early learning included use of Zoom video conferencing, classroom management by video, and student support for the transition. College training was provided to set a standard for frequent and meaningful contact with students, appropriate practices to avoid problems for students with disabilities, and setting up the course shell to be organized and inviting.

Faculty were supported in migrating to teaching from home by being allowed to bring their school computer home or receive an additional laptop computer. All faculty completed online learning certification in Spring 2021 to achieve competence in this new teaching environment. The Instructional Technology Development Center (ITDC) also provided support to faculty making the transition to distance education. The center is available weekdays during business hours and provides a helpline to give immediate assistance to faculty with software or hardware problems.

Since 1999, faculty have used testing software to manage test questions, analyze student performance, and continually improve test question quality. In Fall of 2020 faculty began training to convert test bank management from LXR to ExamSoft. To support the transition, eight (8) training sessions were conducted with the program director and any faculty interested in attending. The sessions were taped and continue to be available for review and training of new faculty. Test banks were migrated, and all teaching teams were using ExamSoft by Spring 2021. The assistant program director has been assigned as an ExamSoft expert and has provided faculty support.

STANDARD III. STUDENTS

Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

Criterion 3.1

Policies for nursing students are congruent with those of the governing organization as well as the state, when applicable, and are publicly accessible, non-discriminatory, and consistently applied; differences are justified by the end-of-program student learning outcomes and program outcomes.

Long Beach City College student policies are congruent with college policies, publicly accessible, non-discriminatory, and consistently applied. Long Beach Community College District does not discriminate in admissions, educational programs, activities, or employment policies. LBCC adheres to the Americans with Disabilities Act of 1990 which prohibits discrimination against people with disabilities. The District is subject to Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1972, the Rehabilitation Act of 1973 sections 503 and 504, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990.

ADN and LVN-RN nursing students are governed by student policies found in the College Catalog and ADN Student Handbook. Some policies found in the Student Handbook hold students to a higher standard due to clinical agency requirements and to set standards leading to successful completion of the nursing program.

The nursing program director and the Student Affairs chair review the Student Handbook annually before publication at the start of the fall semester. Students sign a Student Handbook statement acknowledging they have read the handbook and agree to comply with student policies and standards of ethical and legal behavior as described. The ADN Student Handbook is accessible on the program webpage and on the ADN Student Canvas site.

Table 3.1: Program and College Policies

Student Policy and Location	LBCC Policy Summary	ADN Program Policy	Rationale for Differences
Academic Dishonesty College Catalog p. 44 ADN Student Handbook p. 13 Academic Honesty Policy	A serious offense... is grounds for disciplinary action. Consequences may include possibility of expulsion	In the case of cheating, plagiarism, or dishonest conduct which can be proven, the student will be given a grade of 0 for the assignment.	There are no differences.
Admission College Catalog p. 17 ADN Program webpage	Open Access Admission Policy: Admission minimum GPA of 2.0 or higher. Components for matriculation are: Application to the College, Placement in English, math, reading and English as a Second Language Orientation to the college's programs and services and counseling.	Admission to the Nursing Program requires English 1, Anatomy, Physiology, and Microbiology completion with GPA of 2.5 or higher, overall GPA of 2.5 or higher, high school completion or higher degree, and an application. Life Science courses must be less than five (5) years old.	The nursing program exceeds the minimum requirements of the college. Prerequisites are foundational knowledge required for students to be successful in the nursing program. Higher GPA requirements are instituted to improve success in the nursing program and on the NCLEX-RN® Examination.
Attendance College Catalog p. 40	Attendance is the student's responsibility. Students may be dropped or grades may be	The college policy will be enforced. Any student receiving a combination of three absences and/or	Policies are congruent. Differences are related to the high standards for attendance in nursing.

ADN Student Handbook p. 26	lowered for excessive absences. If absent for more than 20% or two consecutive weeks, may be automatically dropped from the class.	tardiness in a laboratory course will receive a progress report and an attendance must-improve rating. Any further absences and/or tardies will result in an unsatisfactory attendance rating and a marginal for the course. A grade no higher than a C will be given to any student who receives a clinical marginal rating.	
Grading College Catalog p. 41 ADN Student Handbook p. 32	Grades: A, excellent 4.0); B (3.0), good; C (2), satisfactory, D (1), passing , F (0), failing	90-100: A 80-89: B 75-79: C 67-74: D: failing in nursing	Failing grade of less than 75% in nursing courses aligns with local nursing programs and supports the level of academic success required to pass the NCLEX-RN® and enter nursing practice.
Health Requirements ADN Student Handbook p. 46-47.	Proof of COVID vaccination required per college mandate.	Documented immunizations and screenings are required as well as CPR, and malpractice insurance.	Clinical agency requirements are in place for patient safety and are required for students and faculty.
Drug screen and background checks College Catalog p.22 ADN Student Handbook p. 47.	The LBCC District is committed to providing an appropriate environment free from illicit drugs and alcohol and supports a drug prevention program.	Students must submit a clear background prior to enrollment to the nursing program. A negative drug screen is required for onboarding to many clinical agencies.	Contractual clinical agency requirements are followed.
Progression College Catalog p. 43 ADN Student Handbook p.42	Students with a GPA of 2.0 and above progress through college.	Students who earn a C (2.0) or higher progress through the program. Passing a medication administration math examination is required for students to enter courses.	To progress in the nursing program, a higher GPA is required. The standard of allowing progression only if 75% or greater is achieved is followed by all community college ADN programs in the area.
Transfer College Catalog p. 71	Students are accepted on an open access basis. Course equivalency is determined for any coursework previously completed.	Applications to transfer into the ADN program are available for students with nursing coursework completed in other programs. Transfer students are admitted on a space available basis.	Transfer to the ADN program is available to students on a space available basis.

Withdrawal College Catalog p.21 ADN Student Handbook p. 42	A grade of W is assigned for withdrawal from a class. Students withdrawing after the final deadline must be assigned a grade.	Students who withdraw from a nursing course are assigned a grade according to the college policy.	There are no differences in withdrawal policies.
Re-entry Policy College Catalog p. 43 ADN Student Handbook pp. 42	Students may retake courses for which they have earned a D or F. Students are placed on academic probation before being dismissed for low academic performance	Re-entry is available twice for students. One re-entry is allowed for academic failure and another for personal reasons if the student is in good academic standing. Re-entry is offered on a space available basis.	Policies are similar. The nursing program policy limits re-entry to one academic failure.
Grievances/Complaints College Catalog p. 43 ADN Student Handbook pp. 40	Student grievances are referred to the area department chair or manager or the area dean.	Five step grievance policy as written in the Student Handbook. A review committee is convened to address the grievance. Complaints are compiled by the Program Director.	Policies are congruent

Criterion 3.2

Public information is accurate, clear, consistent, and accessible including the program's accreditation status and the ACEN contact information.

The ADN webpage provides links to NCLEX-RN® pass rates and attrition rates with information from other programs in the area readily available. The LBCC ADN Program Student Handbook and LBCC College Catalog are accessible and publicly available on the ADN program webpage found on the college website.

Admission requirements are published on the ADN Curriculum Guide and on the ADN webpage.

The LBCC College Catalog contains information on all policies related to instructional procedures of the college. On the ADN webpage information about ACEN accreditation status, ACEN contact information, nursing application information, NCLEX-RN® pass rates, ADN program attrition, and ADN Student Handbook are publicly available.

Criterion 3.3

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

The ADN program Student Handbook outlines policies and procedures supporting students in their progression through the program. New or revised policies may originate from faculty or students and are reviewed by the Student Affairs Committee. Policy revision recommendations are sent to the ADNFO for consideration and approval. A new edition of the handbook is reviewed and published each academic year. The Student Handbook is posted on the Canvas student site making it available to students to reference. Any changes made to the Student Handbook are posted as announcements on the Student Canvas site. Each student then receives an email notifying them of the change.

Students entering the nursing program are introduced to the Student Handbook in the Orientation meeting. During ADN 11A, the first course of the program, the handbook is reviewed and students acknowledge understanding of the contents by submitting a signed attestation.

The Associate Degree Nursing Department Bylaws and Policies address the process for revision and establishment of policies and the procedure for distributing those policies not having immediate impact to

students. Policies which are adopted by the ADNFO are then disseminated to the students and are included in the ADN Student Handbook for the next academic year.

Criterion 3.4

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

Long Beach City College offers students a variety of support services. Services utilized by nursing students are listed in Table 3.2. Currently enrolled nursing students have access to support services in the Nursing and Allied Health Learning Center and the Skills Lab. The Program Review and Resources committee summarizes results of course evaluation items related to college and program services and brings any feedback or items with a low score to the ADNFO.

Nursing Student Association

NSA has been very active with monthly board meetings and guest speakers, service projects, attendance at NSA national conferences and an active presence in student recruitment for committees and support for students entering the ADN program. With the retirement of the NSA faculty advisor, reductions in faculty, and changes related to COVID, NSA has not been active since the summer of 2021. We are continuing our efforts to recruit support faculty for this important student and program resource.

Program Student Support

Faculty actively mentor and support students during clinical days and in one-on-one meetings. If a student is not performing well academically as evidenced by a grade of 78% or lower overall or in one examination, faculty meet with the student to provide counseling. Review of responses to test questions and inquiry regarding barriers to success often reveal areas of concern. Students may be advised to contact Disabled Students Programs and Services (DSPS) if test anxiety or test environment poor question performance along with adequate academic preparation is noted. Referral to the Health Center may be made for mental health counseling. Students with disabilities or circumstances that require special consideration may request accommodations for test-taking from the DSPS. The following are examples of accommodation offered: allowing extra time for examinations, requiring a quiet space with limited distractions, increasing font size, and changing the color of the paper or font. Other services which students may be referred to are listed in Table 3.2.

Table 3.2 Student Support Services

Service	Description of Service	Personnel/Contact information
CalWorks	Provides cash aid and services to low income California families.	http://lbcc.edu/CalWorks/
Basic Needs Program http://lbcc.edu/basic-needs-program	Addresses hunger and housing insecurity among students. The program is supported by the Healthy Viking Initiative and will provide increased access to food, direct referrals to appropriate housing agencies, and information regarding transportation resources for LBCC students.	Justin Mendez- Program manager Jmendez@lbcc.edu Dianka Lohay- Program director Dlohay@lbcc.edu
Disabled Students Programs and Services	Disabled Students Program & Services (DSPS) coordinates campus-wide academic adjustments for students with qualifying disabilities	Maria Ek Ewell, Director mekewell@lbcc.edu

		dsps-staff@lbcc.edu
Student Technology Help Desk	Supports all Long Beach City College students in accessing and successfully using Long Beach City College technology	lbccsthd@lbcc.edu
Veterans Affairs	Provide a caring and supportive environment for veterans and their dependents as they are assisted with the services they need for proper enrollment, receiving their VA benefits, and other resources as necessary.	veterans@lbcc.edu
Child Care at the Child Development Center	Offers pre-school and childcare services for children ages 2-5. Priority registration given to students who need assistance with child care while they attend classes.	Amy Bigelow- Child Care Center Manager - LAC abigelow@lbcc.edu Stacey Smith-Clark - Child Care Center Manager – PCC s2smith@lbcc.edu
Library Services	Library support and materials.	Dele Ladejobi, Librarian, Department Head
Extended Opportunity Program Services	State funded retention and support program that offers students who are affected by social, economic, educational, or language disadvantages. Services include: Academic and personal counseling, priority registration, supplemental tutoring and book assistance.	Edward Henderson, EOP&S Director ehenderson@lbcc.edu
Financial Aid	Step by step assistance with obtaining financial aid, student loans, scholarships, and grants. Delineates the students' responsibilities in any repayment as necessary.	Director of financial aid- Jason Avila javila@lbcc.edu
Student Health Services Center	The health center is staffed by nurse practitioners, registered nurses, and health service technicians to provide basic healthcare screening, preventative services, psychological resources and referrals.	Deborah Miller-Calvert, Student Health Center Director dmiller-Calvert@lbcc.edu
Learning and Academic Resources (Success Centers)	Offers tutoring in a variety of subjects. Tutors are students with at least a 3.0 GPA in the courses in which they tutor.	Writing and reading success center lbcc.edu/writing-and-reading-success-center

Criterion 3.5

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

Student educational records are kept in physical file cabinets in C-100 only accessible by faculty and limited department personnel as well as in electronic form on a OneDrive folder with restricted access.

Students may request access to their records as specified by FERPA. Student files are kept for five years after graduation or exit from the program and then destroyed.

Criterion 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.

Long Beach City College's financial aid office is accessible to students in person or through the website. The website outlines eligibility and includes instructions on how to complete a FAFSA application.

Criterion 3.6.1

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

Long Beach City College participates only in federal Direct Student Loan Programs and does not offer private loan options. Nursing students are told about the availability of financial aid and are directed to apply by accessing the Financial Aid website. The site provides information about the various types of financial options available as detailed in the Packaging Guidelines 2021-2022 (Exhibit 18: Financial Aid Manual 2021-2022). The loan repayment default rate was 13.4% in the 2018 fiscal year and 7.9% in 2017.

Criterion 3.6.2

Students are informed of their ethical responsibilities regarding financial assistance.

Students are informed of their financial responsibility by completing mandatory financial aid counseling which includes signing a promissory note prior to receipt of any funds.

Criterion 3.6.3

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

Financial aid records are maintained in compliance with the policies of the governing organization, state, and federal guidelines. Student financial aid records are maintained in locked file cabinets within a locked room in the Financial Aid Department. Other records dealing with financial audits are kept in the Long Beach City College Accountant's office. Perkins loan information and promissory notes are kept in a fireproof safe in the Accountant's office.

Criterion 3.7

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

ADN program complaints and grievances receive due process and evidence of resolution is documented. The Program Director keeps documentation of any informal student complaints and resolutions and monitors for recurrent patterns needing further follow-up. Documentation is kept securely in the Program Director's office and in the Program Director electronic files. Should a grievance be filed, a program grievance review committee is formed in accordance with ADN program Student Handbook policies found on page 40. A grievance regarding a clinical unsatisfactory and unsafe rating was filed in August of 2020. A committee was formed of the dean, the program director, two faculty, two students, and two hospital community members. The grievance was heard by the committee and the clinical instructor's evaluation was upheld. This was the first grievance since 2015.

Criterion 3.8

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

The College offers ongoing training and support through the Student Technology Help Desk (STHD) to assist students with web-based technology. Canvas help guides and use of college student email accounts are provided as well as support for Zoom and other technologies.

The LBCC library staff supports students by providing library orientation and demonstration of online resources and remote access to databases for research. Online Canvas Workshops in the form of modules are available through the library's website and include Search Strategies, Finding Peer Reviewed Articles, Online Research, and Fake News. Department collaboration with library staff is ongoing and includes assisting students with finding research articles and maintaining and improving nursing databases and hard copy resources.

An online health requirement tracking service is used to upload records and conduct background checks and drug tests as facilities require. Students entering the ADN program receive information regarding the use of the compliance tracking program (Castle Branch or American Data Bank) at the time of their orientation meeting. Once a student enters the program, orientation to online programs is provided by the first semester team and is continued by subsequent teams as students move through the program. Technology available for students includes Canvas, Safe-Medicare, Sign-Up Genius, ExamSoft, vSim and the compliance tracking program. For courses utilizing vSim, the instructor conducting the class orients students. Students also receive orientation regarding the use of technology in the Simulation Hospital.

The Nursing Student Association (NSA) has actively participated in orienting incoming students to technology used in the program. Prior to the start of each semester, NSA has conducted a Boot Camp orienting the incoming students to the Nursing & Allied Health Learning Center and Skills Lab. This includes logging into the TutorTrac® system, which electronically tracks and records students' hours of usage. NSA is currently inactive, though efforts are underway to recruit a faculty advisor. In the interim, the first semester teaching team takes responsibility for orienting students to these systems.

A thorough orientation to clinical site-specific technology is conducted by either the clinical instructor or clinical affiliate. Orientation to clinical technology may include use of the facility's electronic medical records (EMR) and Infusion Control Devices/IV pumps and other equipment utilized in clinical facilities.

Criterion 3.9

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

Long Beach City College offers distance education and hybrid courses and provides support through the Online Learning & Educational Technologies (OLET).

Information regarding technology is made available on the Canvas ADN Student Space site which is accessible to all students including students eligible to reenter the program. This option for communication assists to provide clear, consistent and accessible information regarding technology.

Since the spring of 2020, Canvas and Zoom have been integral to delivering education in a distance environment. Support for using these technologies is given through teaching team support and through the Student Technology Help Desk. Lecture classes have been held by Zoom video conference and materials, communication, and support have been provided through Canvas. The course syllabi, relevant internet links, and announcements are some of the additional course supplements that may be accessed via course Canvas pages. Students may also access their course grades confidentially online via Canvas which requires user specific and password secured log-in data. Students give feedback regarding orientation to technology on course evaluations at the end of each course.

STANDARD IV. CURRICULUM

The Curriculum supports the achievement of the identified end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.

Criterion 4.1

Consistent with contemporary practice, the curriculum incorporates established professional nursing standards, guidelines and competencies and has clearly articulated end-of-program student learning outcomes.

The nursing program's curriculum reflects nursing practice in contemporary healthcare environments and provides a framework to achieve course competencies and program outcomes. The end-of-program student learning outcomes were reviewed in the spring of 2021. The nursing program's Core Concepts (professional role, communication, critical thinking, safety, collaborative management of care and teaching and learning) were derived from the Quality and Safety Education for Nurses (QSEN) competencies as well as Board of Registered Nursing (BRN) integrated content. Other professional standards and guidelines utilized are the 2010 National League for Nursing Educational Competencies for Associate Degree Nursing Programs and Orem's Self-Care Model. The nursing program's core concepts and competencies are reaffirmed in the clinical evaluation tool for all laboratory courses. Linkages of EPSLOs with competencies, standards, and guidelines are delineated in the table below.

Table 4.1 EPSLOs linked to national and state standards

End of Program Student Learning Outcomes	LBCC Core Concepts/ National League for Nursing Competencies	QSEN Competencies	Orem's Self-Care Model	Nurse Practice Act
<p>The graduate will demonstrate and promote therapeutic and culturally competent communication skills in the patient-centered care environment</p> <p>The graduate will implement a teaching plan based on the patient's learning needs and appropriate to the patient's gender, age,</p>	<p><u>Communication</u> Collaboration and Managing care</p> <p><u>Teaching and Learning</u> *Spirit of Inquiry *Human flourishing</p>	<p>Informatics</p> <p>Teamwork & Collaboration</p>	<p>Orem's Theory identifies two specialized technologies. One is social and interpersonal. The nurse helps to maintain interpersonal, intra-group, or inter-group relations for the coordination of efforts. Second is regulatory or promotion of growth and development</p>	<p>Section 2725 (a) Permit additional sharing function within organized health care systems that provide for collaboration between physicians and registered nurses.</p> <p>Section 2725 (b) Those functions, including basic health care that help people cope with difficulties in daily living that are associated with actual or potential health or illness problems.</p> <p>Section 2725 (4)(2) Policies and protocols developed through collaboration among administrators and health professionals, including physicians and nurses...</p> <p>Section 2725 (4, c, 1) Policies and protocols developed by a health facility...through collaboration among administrators and health professionals including physicians and nurses.</p>

culture, and health literacy.				Section 2725 (b)(2) Direct and indirect patient care services... necessary to implement a treatment, disease prevention.
The graduate will deliver care in a professional manner. The graduate will integrate evidence supported clinical reasoning in the use of the nursing process.	<u>Professional Role</u> <u>Critical Thinking</u> *Nursing judgment *Professional Identity	Evidence Based Practice Patient Centered Care	Students use Orem's model to assess, implement and evaluate care. Orem's model determines the self-care deficits and then defines the roles of patient or nurse to meet the self-care demands. Orem's self-Care theory delineates the nursing agency which is the knowledge, skills and abilities needed to provide the care that the patient cannot meet.	Section 2725 (a) Provide clear legal authority for functions and procedures that have common acceptance and usage Section 2725 (b) The practice of nursing...requires a substantial amount of scientific knowledge or skill... Section 2725 (b, 2) Direct and indirect patient care services, including, but not limited to, the administration of medications and therapeutic agents, necessary to implement a treatment, disease prevention and restorative measures Section 2725 (4a) Observation of signs and symptoms of illness, reactions to treatment, general behavior, or general physical condition
The graduate will promote safety practices in the delivery of patient-centered care.	<u>Safety</u>	Safety Quality Improvement	The nurse sets the health care plan into motion to meet the goals set by the patient and his or her health care team, and, when finished, evaluates the nursing care by interpreting the results of plan implementation.	Section 2725(b)(1) Authorizes direct and indirect patient care services that ensure safety, comfort, personal hygiene, and protection of patients...

Orem's Self-Care Model is used along with the nursing process to guide students in collecting patient's health data for assessment, diagnosis, planning, implementation and evaluation. Orem's Self-Care model is integrated in all theory and laboratory courses of the program. This model and the nursing process are introduced in ADN 11A Introduction to Nursing. Students use Orem's model to collect and organize assessment data to begin to recognize basic patient needs to formulate a plan of care. As students progress through the program the nursing process is further developed to include more complex nursing conditions.

The ADN program is in the process of developing a new curriculum to prepare for BSN concurrent enrollment partnerships as well as to integrate concept-based instruction and mastery of clinical reasoning. During the 2019-2020 academic year, weekly Curriculum Committee meetings were held during which a

new curricular framework, mission and philosophy, guidelines, competences, and end-of-program student learning outcomes were developed.

In the spring of 2020 faculty joined the Regional Nursing Curriculum Consortium (RNCC), a regional project to develop a pre-licensure concurrent enrollment curriculum for use by all community college programs in the Los Angeles basin. Two faculty serve as sub-committee chairs and have played important roles in developing the regional curriculum and assisting area colleges to apply for national accreditation, a requirement for colleges to partner with California state universities. The program is working in conjunction with RNCC as the program’s concept-based curriculum is being developed. Currently teaching teams are finalizing Course Outlines of Record to submit to the college’s Curriculum Committee.

In addition, work is underway to strengthen teaching of clinical judgment. Models being used to augment classroom and clinical instruction include Tanner’s (2006) clinical judgment model and Think Like a Nurse-a Handbook (Caputi, 2018) and the NCSBN Clinical Judgment Measurement Model (NCJMM).

Criterion 4.2

The end-of-program student learning outcomes are used to organize the curriculum, guide the delivery of instruction, and direct learning activities.

The EPSLOs are utilized as the basis for the development of course student learning outcomes. The concept-based curriculum is near completion; therefore the focus is on updating and revamping the new concept-based curriculum. Appendix C demonstrates mapping of the current course student learning outcomes with the EPSLOs.

Instructional methods and learning activities have also been mapped to courses to demonstrate progression (Table 4.2).

Table 4.2 Learning Activities and Instructional Methods Progression

<u>End of program SLO:</u> Integrate evidence supported clinical reasoning in the use of the nursing process	<u>Instructional Method</u>	<u>Learning Activity</u>
<u>ADN 11A Course SLO</u> Describe the nursing process as it relates to care of the adult patient.	PowerPoint Lecture: The nursing process	Prelecture assignment - Define ADPIE. Case study and head to toe assessment assigned to students in small groups. Steps of the nursing process are demonstrated and explained.
<u>ADN 22B Course SLO</u> Explain the nursing process as a framework in applying evidence-based data to the older adult patient with multi-system comorbidities.	PowerPoint Lecture – Care of the Frail Older Adult; Advanced Concepts of the Older Adult; Advanced Concepts of the Older Adult; Pharmacology.	Knowledge of aging quiz Group activity-polypharmacy Application of Katz (video) NLN ACES case studies

<u>End of program SLO:</u> Demonstrate and promote therapeutic and culturally competent communication in the patient-centered care environment	<u>Instructional Method</u>	<u>Learning Activity</u>
<p><u>ADN 11AL Course SLO</u></p> <p>Apply the principles of effective oral communication with colleagues, patients, and clinical staff. (lab lecture)</p> <p>Apply the principles of professional role of the registered nurse and collaboration in the healthcare environment.</p>	<p>PowerPoint Lecture – Communication and Interviewing</p>	<p>Role play communication activity. Students act out</p> <p>Therapeutic communication techniques.</p>
<p><u>ADN 22BL Course SLO</u></p> <p>Develop the professional role of the registered nurse by integrating therapeutic communication, patient advocacy, and critical thinking in prioritizing patient centered care</p>	<p>PowerPoint Lecture – Role transition: Learning objective Review positive and negative communication techniques. Review the principles of conflict resolution.</p>	<p>Nursing care plan of patient with multi-system issues including teaching plan. Multi-patient simulation (when on campus); V-Sim when remote</p>

<u>End of program SLO:</u> Promote safety practices in the delivery of patient-centered care.	<u>Instructional Method</u>	<u>Learning Activity</u>
<p><u>ADN 11A Course SLO</u></p> <p>Describe the principles of infection control as it relates to creating a safe environment for the patient.</p>	<p>PowerPoint Lecture – Week 1: Infection/Control</p>	<p>APA Writing assignment on infection control topics</p>
<p><u>ADN 22BL Course SLO</u></p> <p>Integrate quality improvement measures and advances in informatics into clinical practice to support a safe environment.</p>	<p>PowerPoint Lecture – Case Management Role Transition</p>	<p>Clinical preceptorship and/or virtual simulation.</p>

<u>End of program SLO:</u> Develop and implement a teaching plan based on the patient's learning needs and appropriate to the patient's gender, age, culture, and health literacy.	<u>Instructional Method</u>	<u>Learning Activity</u>
<p><u>ADN 11BL Course SLO</u></p> <p>Apply the nursing process to identify patient priorities and interventions in the acute care setting to achieve positive outcomes.</p>	<p>Application of all elements of the nursing process in the clinical setting</p>	<p>On Campus lab: Demonstration of administering oral medication Student to practice administering oral medication which include patient teaching of medications</p>

<p align="center"><u>ADN 22B Course SLO</u></p> <p>There is no SLO regarding teaching in ADN 22B.</p>		<p>Nursing care plan Teaching Plan</p>
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<p align="center"><u>End of program SLO:</u></p> <p align="center">Deliver care in a professional manner to meet complex patient and family needs.</p>	<p align="center"><u>Instructional Method</u></p>	<p align="center"><u>Learning Activity</u></p>
<p align="center"><u>ADN 11B Course SLO</u></p> <p>Describe the professional role of the registered nurse and collaboration in the healthcare environment.</p>	<p>PowerPoint Lecture – Week 3: Collaborative Role</p>	<p>Using care plans. Group exercise to identify collaborative nursing diagnosis</p>
<p align="center"><u>ADN 22B/22BL Course SLO</u></p> <p>Relate previous nursing knowledge and critical thinking skills to the professional nursing role.</p> <p align="center"><u>ADN 22BL Course SLO</u></p> <p>Develop the professional role of the registered nurse by integrating therapeutic communication, patient advocacy, and critical thinking in prioritizing patient centered care.</p>	<p>PowerPoint Lecture – Critical Thinking, Role Transition, Advanced Concepts of the Older Adult; Case Management; Mass Casualty and Disaster Site visits; NCPs with telehealth.</p>	<p>NLN ACES case studies Guest Speakers Triage drill Flipped classroom Nursing care plan Socratic questioning/SBAR during clinical site visits</p>

Criterion 4.3

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

The ADN Curriculum Committee meets monthly and is composed of the program director, faculty content experts for each specialty and a student representative. All faculty of the program are invited to participate on this committee. The committee reviews, evaluates, and proposes changes to the curriculum.

Courses are regularly reviewed for content relevance, up to date evidence-based practices, and standards. Changes are made to lecture learning objectives as needed to adapt to changes in evidence-based practice standards. To maintain curricular integrity major changes such as content, instructional methods, or allocation of hours are brought to the Curriculum Committee for consideration. The curriculum map demonstrates the progression of program content. This curriculum map is reviewed and updated periodically by the faculty with changes affecting the program overseen by Curriculum Committee members.

Course Student Learning Outcomes evaluation is conducted every semester through the Canvas learning management system. Results are aggregated and evaluated every three years and are used to identify areas for course improvement. To meet regional accreditation standards, results are aggregated by ethnicity and gender. The expected level of achievement of 85% for nursing courses is consistently met. The Curriculum Committee ensures quality by reviewing SLOs, and core concepts on a regular basis. Every four (4) years course student learning outcomes are reviewed for increasing complexity through the program by reviewing use of Bloom's verbs to ensure consistency and appropriate sequencing.

To ensure rigor in the courses, standards of practice are incorporated into the curriculum. These standards include QSEN, BRN integrated content, NCLEX client needs categories, and NLN educational competencies. The standards are incorporated into course and end of program student learning outcomes. Rigor is assured by the use of best practices during laboratory and clinical experiences as well as written assignments that include current research articles. Skill demonstration is based on competency testing. Course content is evaluated by theory exams and clinical evaluations. Students' level of achievement to progress is reached at 75% or higher.

Criterion 4.4

The curriculum includes general education courses/concepts that enhance professional nursing knowledge and practice.

Prerequisite and co-requisite general education courses required to earn an Associate of Science in Nursing are listed in the following table. Courses required by the Board of Registered Nursing include the life sciences: anatomy, physiology, and microbiology, as well as English, communications, psychology, and sociology. These courses give students an appropriate academic foundation for the entry level into professional nursing practice. Courses include research and evidence-based approaches to psychology, sociology, and communication as well as a thorough grounding in the life sciences. Students completing the associate degree in nursing have the option of completing General Education Plan A, the local associate's degree plan or Plan B, courses required to achieve General Education certification to transfer to California State University. Most students entering the ADN program have Plan B General Education requirements completed. (Exhibit 20: General Education Plan A and B)

Table 4.3 Prerequisite Courses

Course Number	Course Name	Units	Course Description
ANAT 1	Human Anatomy	4	54 hours lecture, 54 hours laboratory This course is the study of the structure of the human body. This course provides the basic knowledge and lab skills to meet the needs of pre-nursing, physical education, physical therapy, and allied health majors. Dissection of a cat is required.
PHYSI 1	Human Physiology	5	72 hours lecture, 54 hours laboratory Prerequisite: ANAT 1 or ANAT 41 or BIO 60 . Recommended Preparation: CHEM 2 or one year of high school chemistry. This course is the study of the functioning of the human body at the molecular, cellular, organ and organ system level. Laboratory experiments reinforce the concepts and allow students to gain experience with standard physiology equipment. This course is designed for pre-nursing, physical therapy, occupational therapy, physical education and other allied health majors. Students are required to complete 3 hours of activities in a Multidisciplinary Success Center to complete activities and assignments that relate specifically to this course's content.
BIO 2	General Microbiology	5	54 hours lecture, 108 hours laboratory Prerequisite: ANAT 1 or ANAT 41 or BIO 60 or BIO 1A or CHEM 3 . This course is an introduction to the anatomy of bacteria, fungi, protozoa, viruses and prions. It covers microbial metabolism, pathogenesis of bacteria

			& viruses, control of microorganisms, microbial nutrition and growth, the most common genera of microorganisms and their connection to disease processes, and the replication of viruses and prions. Aspects of the course that are particularly helpful to health fields include a study of epidemiology and human-microbe interactions, host defenses and the immune system, and the most common infectious diseases of the body systems. The course is designed to meet the requirements of health fields such as registered nursing as well as to serve as a general education laboratory science course, which is transferable to four-year universities.
ENGL 1	Reading and Composition	4	72 hours lecture In this course, students read and analyze college-level texts in order to write researched, thesis-based essays.

Table 4.4 Co-Requisite Courses

Course Number	Course Name	Units	Course Description
Psych 1	Intro to Psychology	3 units 54 hours lecture	This course is an introduction to the scientific study of behavior and mental processes. It will cover critical thinking and the scientific method, biopsychology, sensation and perception, consciousness and thinking, lifespan development, learning and memory, emotion and stress, psychological disorders and therapy, personality, and social psychology.
SOCIO 1	Intro to Sociology	3 units	This course introduces students to the study of human behavior through an understanding of social organization. Topics include the role of culture, the development of personality, the function of group life and social institutions, the social processes and social interaction, and factors in social change and collective behavior.
COMM 10, 20, or 30			<p>COMM 10 3 units</p> <p>Elements of Public Speaking</p> <p>54 hours lecture</p> <p>Students will learn and practice the strategies to manage speech anxiety, and will understand and apply the concepts and skills of effective speaking through the analysis, construction and delivery of various types of speeches. An emphasis is placed on organizing speech content, audience analysis, critical thinking and speech delivery skills.</p> <p>COMM 20 3 units</p> <p>Elements of Interpersonal Communication</p> <p>54 hours lecture</p> <p>This course takes an experiential learning approach to understanding the process of communication at both the intrapersonal and interpersonal levels. Time will be devoted to the study of theories, practices and concepts within the field of communication studies including, but not limited to: exploring one's self-concept, the process of perception, language meaning and interpretation, types of nonverbal communication, listening styles and skills,</p>

			<p>conflict resolution strategies, and electronic and social mediated communication.</p> <p>COMM 30 3 units</p> <p>Elements of Group Communication</p> <p>54 hours lecture</p> <p>Small Group Communication theories, principles, and strategies are examined and applied to facilitate the achievement of group goals in a variety of contexts. Problem-solving, critical thinking, and team-building strategies are emphasized.</p>
	Humanities and Arts	3	See Plan A for course list. Options include courses in Arts, Foreign Languages, Literature, Writing, Music, Philosophy, and Theater

Criterion 4.5

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

Cultural factors, ethnic diversity, and socioeconomic factors are included in all courses of the program. Long Beach is very culturally and ethnically diverse and our clinical facilities have very diverse patient/client populations. Examples of learning objectives addressing culture and ethnicity are listed in the following table.

Table 4.5 Cultural, Ethnic, and Socially Diverse Concept examples

COURSE	LECTURE	LEARNING OBJECTIVE/CONTENT
ADN 12A	Pain	#9: Compare basic conditioning factors associated with cultural responses to surgery in the various ethnic groups common in the Long Beach area.
ADN 21B	Behavioral Disorders Diagnosed in Children and Adolescents	#1: Review theoretical factors that contribute to mental health deviations in children (genetic, biochemical, temperament, social/environmental, cultural/ethnic, and resiliency)
	Community Based Nursing Trends	#1: Independently identify the relevance of cultural beliefs and values that may affect the planning of care for those with a mental health deviation as well as those in the community setting.
ADN 35A	Antepartum	#9: Become familiar and open to various sociocultural differences and beliefs, and socioeconomic factors related to pregnancy.
	Complications of Pregnancy	#19: Identify two or more vulnerable populations whereby each pregnancy runs the risk of an adverse outcome for the mother and baby including the implications for nursing assessments and nursing management for each.
ADN 35B	Immunological and Communicable Disease Health Deviations	#6C: Discuss the role of cultural, ethnic and economic factors in affecting family decisions regarding routine immunizations of infants and children.

ADN 45A	Introduction to Critical Care and Telemetry	#13: Identify cultural groups present within communities served by local hospitals and discuss the difference in priorities, needs, and concerns for patients and families in several groups.
ADN 22B	Advanced Concepts in Care of the Older Adult	#1: Summarize the range of attitudes toward the older adult across history and across cultures. Write a statement describing current attitudes toward the elderly in the United States. Be prepared to share views of the older adult and health care in your own cultural group.
	End of Life Care/Hospice Nursing	#4: Examine the role culture plays on individuals' grief and identify interventions in providing culturally competent bereavement care.

Criterion 4.6

The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice.

The program curriculum was developed using Knowles' Adult Learning theory and Orem's Self-Care Deficit theory and is guided by Quality and Safety for Nursing Education (QSEN), NLN Educational Competencies and National Standards, and Board of Registered Nursing regulations. The curriculum progresses from simple to complex, allowing students to build on previously learned knowledge to develop effective clinical reasoning skills. Students are encouraged to be self-directed and reflective regarding their progress and use prior experiences to understand new material as described by Adult Learning theory.

Interprofessional collaboration is introduced during the first course of the nursing program and is emphasized in the hospital environment. Medical specialty roles are introduced and discussed during lectures and clarified during the clinical day and in post-conference. During ADN 45A the importance of collaboration and teamwork in improving critical care patient outcomes is discussed and practices that support nurse physician collaboration are reviewed.

Students are introduced to evidence-based practice and nursing research as they progress through the program. Nursing research is aligned with each lecture beginning in the first semester and is additionally promoted through a written synopsis or presentation in second, third and fourth semesters. The complexity of the writing assignments increases as students move towards the end of the program. Orem's self-care theory is reflected in the learning outcomes for each course and the clinical written work for each clinical day. Orem's self-care theory is used to support understanding of the various roles of the nurse. In addition, QSEN and the NLN competencies are integrated into the curriculum as core competencies and concepts (Appendix E). They are represented throughout the courses as the curriculum progresses from simple to complex.

Curriculum is kept current by making adjustments as hospitals change practices according to regional mandates. Changes entailing significant adjustments to the curriculum are brought to the curriculum committee for review and recommendations to be brought to the faculty organization for consideration.

Criterion 4.7

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

Evaluation methods reflect professional nursing standards, guidelines, and competencies, as outlined in Criterion 4.1 and aligned with course Student Learning Outcomes (SLO) and End-of-Program Student Learning Outcomes (EPSLOs).

Grading and Testing Policies

Grading and examination testing policies are outlined in the Nursing Student Handbook 2021-2022 (Exhibit 4, pp. 32-37) and each course syllabus. Students must achieve 75% or for all lecture courses in order to progress. In clinical courses students are given a satisfactory, marginal, or unsatisfactory rating. Students who fail the lecture and lab courses must repeat the course.

Examinations

Each 8-week course of the program has a total of 250 questions divided into 3 quizzes and a final examination. Questions reflect established evidence based professional standards and include multiple choice, select all that apply, fill in the blank, hot spot, short written answers, and dosage calculations. A higher percentage of questions at Bloom's levels of applying, analyzing, and evaluating are given as the curriculum progresses. ExamSoft is used to house test banks and has the capability of labeling questions to assess use of Bloom's level and other criteria.

Once an exam has been administered and scored, the faculty reviews the results available on ExamSoft, notes exam statistics, and reviews question items for difficulty and point biserial levels. Any question with fewer than 75% of students answering correctly is analyzed. Adjustments are made to test scoring and questions are edited for future use on exams. Students with low scores are invited to meet with faculty and review test success strategies.

Clinical Evaluation Tool

A standardized Clinical Evaluation Tool with specific clinical objectives that correspond to each course is used. Students are rated as satisfactory, marginal, or unsatisfactory for each evaluation outcome. Satisfactory performance is defined as meeting 75% or more of the objective, marginal as 50 to 74% and unsatisfactory as less than 50%. Students who achieve either a Satisfactory Performance Marginal have passed the clinical course allowing progression. Students who receive an unsatisfactory are dismissed from the nursing program without the possibility of reentering.

Preceptorship

The preceptorship is a one-to-one clinical collaboration between an experienced nurse and a student in the last semester of the program. The preceptorship provides opportunities for students to take on the role of a registered nurse in a supportive environment. Students are assigned to medical/surgical and specialty units during the preceptorship. Preceptorship policy and procedures including preceptor, student, and faculty roles and responsibilities are located in the Preceptor Handbook (Exhibit 24).

Other Evaluation Methods

Student assignments include dosage calculation examinations, group presentations, case studies, group projects, reflective journals, and simulation. Tests and a single written paper each course are used to determine the student's course grade. Other assignments are graded with a satisfactory, marginal, or unsatisfactory rating along with written feedback. For example, the ADN 21BL course requires students to submit a reflection page which focuses on application of their theory and clinical settings and assesses cognitive skills. (psychomotor and affective). Faculty create rubrics for use as grading criteria on all written papers. This also offers a mechanism to inform students about grading expectations.

End of Program Student Learning Outcomes

Progress towards accomplishment of End of Program Student Learning Outcomes (EPSLO) is evaluated in each course by assessing achievement of course Student Learning Outcomes mapped to EPSLOs.

Achievement of lecture course SLOs are measured by test questions. A separate course SLO shell is provided for SLO test questions and assigned to students. Results are reported on team Wrap-Up meeting minutes where responses to SLO results are recorded. SLO data is also collected at the college level and disaggregated to identify disparities. Achievement of laboratory course SLOs is accomplished by selecting items on student clinical evaluations and determining the percentage of students achieving satisfactory ratings. This data is entered on Canvas SLO shells and reported on course wrap-up minutes.

In the final course of the program, ADN 22B and BL, the following evaluations are conducted to measure achievement of EPSLOs.

Table 4.6 Assessment of End-of-Program Student Learning Outcomes

End of Program Student Learning Outcomes	Assessment of Achievement of Outcomes
1. Upon completion of the nursing program, the graduates will be able to integrate evidence supported clinical reasoning and the nursing process into clinical practice.	<ul style="list-style-type: none"> a. Evaluation by clinical instructor in Simulated Hospital experience (rubric). 100% of 22BL students will be rated satisfactory for simulated hospital experience. b. Assessment by clinical instructor using clinical evaluation. Areas: Critical thinking 1 and 3
2. Upon completion of the nursing program, graduates will utilize therapeutic and culturally competent communication in the collaborative care environment.	<ul style="list-style-type: none"> a. Three objective questions for all ADN22B students regarding cultural competency. b. Clinical eval tool area-Communication 1 (Synthesizes therapeutic communication skills when interacting with patients and families. A. Communicates with all members of the multidisciplinary healthcare team).
3. Upon completion of the nursing program, the graduates will be able to exhibit safe practice in the delivery of patient-centered care.	<ul style="list-style-type: none"> a. Preceptor feedback form “The student nurse was able to manage all aspects of the nursing role to achieve positive patient outcomes.” (numeric 1-10). b. Clinical evaluation-Safety 1: Manages the prescribed care regimen within the legal, ethical, and regulatory framework of nursing practice for the hospitalized patient.
4. Upon completion of the nursing program, the graduates will be able to implement and develop an individualized patient teaching plan developed to address patients’ unique learning needs.	<ul style="list-style-type: none"> a. Clinical evaluation-Teaching and Learning 1. Independently develops a comprehensive individualized teaching plan for the patient and family. 2. Independently teaches the patient and family using accurate information and skills needed to achieve desired outcomes. b. Nursing care plan (to include an individualized teaching plan) will be rated satisfactory on the first attempt.
5. Upon completion of the nursing program, the graduates will be able to deliver care in a professional manner to meet complex patient and family needs.	<ul style="list-style-type: none"> a. Preceptor feedback form. (The student nurse was able to achieve positive patient outcomes 1-10 scale). b. Clinical eval tool-Summative Evaluation.

Criterion 4.8

The total number of credit/quarter hours to complete the defined program of study is congruent with the attainment of the identified end-of-program outcomes, and is consistent with the policies of the governing organization, the state, and the governing organization’s accreditation agency.

The ADN program offers three options for students seeking licensure as a registered nurse, the ADN program, the LVN to RN Career Ladder program, and the LVN to RN 30-unit option. The 30-unit option is required as a pathway to licensure for LVNs by California regulation. Students do not receive a degree,

are not able to obtain registered nursing licensure in other states, and are not able to progress to obtain higher nursing degrees after obtaining the 30-unit option certificate.

Table 4.7: Nursing and General Education Units

Degree	Total Units	Nursing Units	General Education Units
ADN program	67.5	40.5	27
LVN to RN Career Ladder	52.5	25.5	27
30-unit option	30	20	10

Academic terms are 16 weeks in length, though course unit value is based on an 18-week semester. One unit of lecture is equal to one hour of instruction a week for 18 weeks or 1.125 hours a week for 16 weeks. One unit of laboratory is equal to three hours a week over 18 weeks or 3.375 hours a week over 16 weeks. Nursing program courses are eight weeks in length, therefore a one-unit lecture class meets for 2.25 hours a week and a one-unit laboratory course meets for 6.75 hours a week. The ADN program follows all college and California Community College Chancellor’s Office policies related to awarding of college units for hours of instruction.

The BRN requires programs to have equivalent units in lecture and laboratory, therefore the ratio between lecture and laboratory hours in the program is 1:3. The BRN administers regulations requiring a percentage of laboratory hours dedicated to direct patient care. Medical-surgical laboratory courses are required to have at least 75% of hours dedicated to direct patient care. Specialties such as obstetrics, mental health, and pediatrics must have 50% of hours in direct patient care. During the pandemic, a waiver allowed a decrease of direct patient care medical-surgical hours to 50% and specialties to decrease to 25% direct patient care. The waiver expires on December 31, 2021. The BRN does not have a policy regarding program length, though both the BRN and Chancellor’s Office strongly support decreasing total units to 60 units for an Associate’s Degree in Nursing.

Lecture, laboratory, and direct patient care hours are sufficient to allow students to complete end-of-program student learning outcomes and program outcomes.

Table 4.8 ADN program theory, laboratory, and clinical hours

Course Number	Units	Theory Units	Theory Hours	Laboratory Units	Lab Hours	Clinical Hours
PREREQUISITES						
Anat 1 Human Anatomy	4	3	54	1	54	
Physi 1 Human Physiology	5	4	72	1	54	
Biol 2 Microbiology	5	3	54	2	108	
English 1	4	4	72			
GENERAL EDUCATION REQUIREMENTS						
Psych 1 Intro to Psychology	3	3	54			
Socio 1 Intro to Sociology	3	3	54			
Communication 10, 20, or 30	3	3	54			

Humanities	3	3	54			
FIRST SEMESTER						
ADN 11A Intro to Nursing	2.5	2.5	45			
ADN 11AL Intro to Nursing Lab	1.5			1.5	81	32
ADN 11B Health Deviations	2.5	2.5	45			
ADN 11BL Health Deviations Lab	1.5			1.5	81	48
SECOND SEMESTER						
ADN 12A Health Deviations 2	2.5	2.5	45			
ADN 12AL Health Deviations 2 Lab	1.5			2.5	81	64
ADN 12B Health Deviations 3	2.5	2.5	45			
ADN 12BL Health Deviations Lab	1.5			1.5	81	48
THIRD SEMESTER						
ADN 35A Maternal Newborn Nursing	1.5	1.5	27			
ADN 35AL Maternal Newborn Lab	1.5			1.5	81	48
ADN35B Pediatric Nursing	1.5	1.5	27			
ADN 35BL Pediatric Lab	1.5			1.5	81	48
ADN 21B Mental Health	2.5	2.5	45			
ADN 21BL Mental Health Lab	3			3	162	128
ADN 31A Trends A	1	1	18			
FOURTH SEMESTER						
ADN 45A Advanced Medical-Surgical Nursing	2.5	2.5	45			
ADN 45AL Advanced Medical-Surgical Lab	3			3	162	121
ADN 22B Advanced Nursing 2 Role Transition	2.5	2.5	45			
ADN 22BL Advanced Nursing 2 Role Transition Lab	3			3	162	162
ADN 31B Trends B	1	1	18			
TOTAL	70.5	48.5	873	23	1188	699

Table 4.9 LVN-RN Career Ladder program theory, laboratory, and clinical hours

Course Number	Units	Theory Units	Theory Hours	Laboratory Units	Lab Hours	Clinical Hours
PREREQUISITES						

Anat 1 Human Anatomy	4	3	54	1	54	
Physi 1 Human Physiology	5	4	72	1	54	
Biol 2 Microbiology	5	3	54	2	108	
English 1	4	4	72			
ADN 20A Transition to Second Level Nursing	1	1				
GENERAL EDUCATION REQUIREMENTS						
Psych 1 Intro to Psychology	3	3	54			
Socio 1 Intro to Sociology	3	3	54			
Humanities	3	3	54			
THIRD SEMESTER						
ADN 35A Maternal Newborn Nursing	1.5	1.5	27			
ADN 35AL Maternal Newborn Lab	1.5			1.5	81	48
ADN35B Pediatric Nursing	1.5	1.5	27			
ADN 35BL Pediatric Lab	1.5			1.5	81	48
ADN 21B Mental Health	2.5	2.5	45			
ADN 21BL Mental Health Lab	3			3	162	128
ADN 31A Trends A	1	1	18			
FOURTH SEMESTER						
ADN 45A Advanced Medical-Surgical Nursing	2.5	2.5	45			
ADN 45AL Advanced Medical-Surgical Lab	3			3	162	121
ADN 22B Advanced Nursing 2 Role Transition	2.5	2.5	45			
ADN 22BL Advanced Nursing 2 Role Transition Lab	3			3	162	162
ADN 31B Trends B	1	1	18			
TOTAL	52.5	36.5	639	16	864	507

Table 4.10 LVN-RN 30-unit option theory, laboratory, and clinical hours

Course Number	Units	Theory Units	Theory Hours	Laboratory Units	Lab Hours	Clinical Hours
PREREQUISITES						
Physi 1 Human Physiology	5	4	72	1	54	
Biol 2 Microbiology	5	3	54	2	108	

ADN 20A Transition to Second Level Nursing	1	1				
THIRD SEMESTER						
ADN 35A Maternal Newborn Nursing	1.5	1.5	27			
ADN 35AL Maternal Newborn Lab	1.5			1.5	81	48
ADN 21B Mental Health	2.5	2.5	45			
ADN 21BL Mental Health Lab	3			3	162	128
ADN 31A Trends A	1	1	18			
FOURTH SEMESTER						
ADN 45A Advanced Medical-Surgical Nursing (1.5-unit version)	1.5	1.5	27			
ADN 45AL Advanced Medical-Surgical Lab (1.5-unit version)	1.5			1.5	81	61
ADN 22B Advanced Nursing 2 Role Transition	2.5	2.5	45			
ADN 22BL Advanced Nursing 2 Role Transition Lab	3			3	162	162
ADN 31B Trends B	1	1	18			
TOTAL	30	18	306	12	48	399

Criterion 4.9

Student clinical experiences and practice learning environments are evidence-based; reflect contemporary practice and nationally established patient health and safety goals; and support the achievement of the end-of-program student learning outcomes.

Each didactic course in the ADN Program is accompanied by a laboratory course which must be taken concurrently. Clinical experiences are in acute hospitals, skilled nursing facilities, sub-acute care, clinics and other outpatient settings. On-campus laboratory includes didactic instruction followed by simulation demonstrations, practice, and skill competency evaluation using mannequins. Hospital simulations are conducted using evidence-based methods of instruction and evaluation as appropriate for each course.

Clinical agencies are selected to meet course objectives across the lifespan. For example, during the pediatric course, ADN 35B/BL, students take part in experiences in inpatient pediatric units, pediatric clinics, with school nurses at Long Beach Unified School District schools and telehealth visits with patients age one (1) month to 18 years. ADN 11AL Introduction to Nursing Laboratory, a geriatric course, conducts clinical experiences in the Community Living Center at the Veterans Hospital in Long Beach where the majority of residents are older adults.

Table 4.11 Clinical Facility Utilization by Course

Clinical Facility	Courses	Client Models
<p>Long Beach Memorial Medical Center Miller's Women's and Children's Hospital</p>	<p>ADN 12AL: Second Med/Surg course</p> <p>ADN 12BL: Third Med/Surg course</p> <p>ADN 35AL: OB/Neonates</p> <p>ADN 35BL: Pediatrics</p> <p>ADN 45AL: Advanced Med/Surg</p> <p>ADN 22BL: Preceptorship</p>	<p>Medical/Surgical</p> <p>Critical Care</p> <p>Emergency Department</p> <p>Labor and Delivery/Women's</p> <p>Pediatrics</p>
<p>Lakewood Regional Medical Center</p>	<p>ADN 11BL: First Med/Surg course</p> <p>ADN 45AL: Advanced Med/Surg</p> <p>ADN 22BL: Preceptorship</p>	<p>Medical/Surgical</p> <p>Critical Care</p> <p>Emergency Department</p>
<p>St. Mary Medical Center</p>	<p>ADN 12AL: Second Med/Surg course</p> <p>ADN 12BL: Third Med/Surg course</p> <p>ADN 22BL: Preceptorship</p>	<p>Medical/Surgical</p> <p>Emergency Department</p> <p>Critical Care</p>
<p>College Medical Center</p>	<p>ADN 11BL: First Med/Surg course</p> <p>ADN 21BL: Mental Health</p> <p>ADN 22BL: Preceptorship</p>	<p>Mental Health at South and Hawthorne Campuses</p> <p>Medical Surgical at Main Campus</p>
<p>Kaiser Medical Center Downey</p>	<p>ADN 35AL: OB/Neonates</p> <p>ADN 35BL: Pediatrics</p>	<p>Labor and Delivery/Women's</p> <p>Pediatrics</p>

Kindred Hospital	ADN 12AL: Second Med/Surg course ADN 12BL: Third Med/Surg course ADN 45AL: Advanced Med/Surg ADN 22BL: Preceptorship	Sub-Acute Care Medical Unit Intensive Care Unit Wound Care
Redgate Memorial Recovery Center	ADN 21BL: Mental Health	Drug Rehabilitation Center

Interprofessional collaboration is addressed in all courses of the program starting with ADN 11A by introducing SBAR communication and the collaborative relationship between nursing and other health care professions. The importance of interprofessional collaboration is addressed in all courses of the program culminating with ADN 45A and 45AL, Advanced Medical Surgical Nursing, which emphasizes the importance of effective collaboration and positive patient outcomes in the critical care area. The importance of family and patient social networks is addressed in the planning of care, patient teaching, goal attainment, and discharge planning in each course of the program.

The program follows national standards for simulation environments The Simulation Hospital coordinator holds certification as a Certified Healthcare Simulation Educator® (CHSE®), uses nationally recognized simulation standards from the Society for Simulation in Healthcare (SSIH) and Laerdal to keep current with emerging trends. The program is compliant with all simulation standards.

The program follows standards for direct patient care, simulation, skills attainment, and clinical reasoning instruction found in current research journals, as identified by content experts, in Curriculum Committee discussion, and through collaboration with local hospitals.

The importance of patient safety and national initiatives such as the National Patient Safety Goals are introduced in the first semester of the program and addressed as appropriate in each course of the program. For example, the importance of communication and proper patient identification in preventing patient injury is discussed.

All experiences are evidence-based and reflect current nursing practice as well as health and safety standards. Laboratory experiences support attainment of the EPSLOs.

Each clinical facility is evaluated by students and faculty to ensure facility experiences allow completion of course objectives. Faculty teams evaluate the laboratory experiences during a wrap-up meeting upon completion of each course. Students complete a course evaluation which includes questions about clinical facilities, campus lab and simulation experiences.

Table 4.12 Nursing program laboratory hours

	Lab Units	Skills Laboratory	Simulation	Clinical	Telehealth	Total Lab Hours
ADN 11AL Intro to Nursing Lab	1.5	32		32		81
ADN 11BL Health Deviations Lab	1.5	28.8	4	48		81

ADN 12AL Health Deviations 2 Lab	1.5	13	4	64		81
ADN 12BL Health Deviations Lab	1.5	13	4	48	12	81
ADN 35AL Maternal Newborn Lab	1.5	11	4	56		81
ADN 35BL Pediatric Lab	1.5	9	2	56	14	81
ADN 21BL Mental Health Lab	3	34		128		162
ADN 45AL Advanced Medical-Surgical Lab	3	24	8	96	24	162
ADN 22BL Advanced Nursing 2 Role Transition Lab	3	0	0	162		162
TOTALS						972

Criterion 4.10

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

Written agreements between LBCC and all clinical agencies utilized are current and renewed as needed. All contracts and agreements state that the facility will accept LBCC ADN students for their clinical experiences and the program will accept responsibility for the curriculum and for supervision of students. Protection of the students is ensured by the inclusion of the following items.

- Compliance with Title II of the American with Disabilities Act
- Process for assuring completion of health certification
- Compliance with privacy regulations found in HIPAA (Health Portability and Accountability Act)
- Non-discrimination statement

Preceptors are provided by clinical partners each semester and assigned to students. Students are not asked or permitted to find preceptors. Preceptors are provided with a preceptor handbook and sign preceptor agreements (Exhibit 19: Preceptor Handbook) at the start of each rotation.

Criterion 4.11

Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the end-of-program student learning outcomes.

All courses of the nursing program with the exception of online sections of ADN 225 Pharmacology were taught on-campus with laboratory hours divided between on-campus lab and clinical experiences before the COVID pandemic. During the pandemic, lectures have been held as video conferences and have replicated as closely as possible the experience of attending lecture face-to-face.

Other instructional delivery methods include discussion, videos, simulation, assigned readings, case studies, and vSim virtual simulations.

Faculty utilize many different modes of instruction and provide students with a variety of learning activities to achieve end-of-program student learning outcomes. Modes of instruction include lecture, videos, simulation, assigned readings, small group discussion, case studies, reflection activities, role playing, skills demonstration, and vSim virtual simulations. All courses use Canvas LMS to deliver course content, assignments, communication, and for grading and feedback.

Evaluation methods are consistent throughout the program. All lecture courses conduct objective multiple-choice quizzes and final exams using ExamSoft. Written assignments are graded using rubrics along with written feedback. All laboratory courses use a detailed clinical evaluation which increases in level as the student moves through the program.

STANDARD V. 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.

Criterion 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.

The ADN program budget is allocated annually and is sustained by the college in accordance with the California Education Code Title 5 and the California Community Colleges Budget and Accounting Manual. The Associate Degree Nursing program's annual budget is equitable to other budgets within the School of Health Sciences, Nursing, Library and Learning and Academic Resources. The budget for the July 2021 to June 2022 academic year allotted \$2,516,513 to manage the ADN program. Sources of funding include student fees, state apportionment, annual Chancellor's Office Assessment and Remediation grant disbursement, and Perkin's and Strong Workforce funds.

Table 5.1 Program budget comparisons

Program	2020	2021	2022
Associate Degree Nursing	\$2,658,608.00	\$2,666,347.00	\$2,522,013.00
Licensed Vocational Nursing	\$1,415,537.00	\$1,380,107.00	\$1,271,440.00
Diagnostic Medical Imaging	\$409,933.00	\$433,529.00	\$544,926.00

The budget is administered by the Dean and Program Director with input from faculty. The program plan developed in collaboration with the faculty is a key component in identifying fiscal needs. Program plans within the division are compiled into a division plan which contributes to the academic program plan. Program fiscal requests are prioritized in meetings with stakeholder representatives.

Health Care Associates (HCA) is an associated group under the umbrella of the Long Beach City College Foundation. The Foundation is a charitable organization that provides financial support for students with funds donated from the community. Health Care Associates is composed of members of the Long Beach health care community, ADN, and vocational nursing faculty members. The committee serves the purpose of providing informal input and support for the ADN program.

The ADN program budget is stable and sufficient to achieve program outcomes.

Criterion 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.

Nursing program physical resources are sufficient to ensure nursing education unit outcomes and meet the needs of the faculty, staff, and students.

The ADN and VN programs are housed in the C building on the LAC campus. The C building was renovated in 2016 from a \$440 million bond issue approved by Long Beach voters on February 5, 2008. The building retained its original footprint and was configured and modernized to meet the needs of the ADN and VN programs. There are adequate lecture and skills classrooms to meet the needs of both programs in the C building.

Offices

The front doors to the C building open into an area with seats and a video screen which runs on-campus announcements and information. A window into the front office area manned by a student worker allows interested students to inquire in person. The program coordinators each have offices which open onto the

open area behind the front office window. Mailboxes, a lockable room for student records, a computer station, and storage space for supplies are contained in the front office area.

The conference room seats twelve at a table with room for six additional seats along the side. Technology capability allows video conferencing, computer screen projection, and teleconference capability. A breakroom on the first floor provides tables and chairs and a small kitchen.

The first floor of the C building contains eight (8) faculty offices, two program director offices, and the dean's office. Faculty offices have space for two faculty with configuration for student conferences. Student conferences are held in faculty offices or can be moved to the adjunct office or the conference room as needed. The program director offices are assigned to the ADN and VN program directors and are single occupancy offices. Each faculty and program director is assigned a file cabinet with bookshelves and an L shaped desk with shelving. An adjunct office has two (2) desks with computers and a small table with chairs. Each office has a printer and a hallway large volume printer and copy machine with scan capability is linked to each first floor computer.

Skills Laboratory

The Skills Laboratory is on the second floor of building C and consists of a main room with six (6) beds with mannequins as well as two (2) small rooms with four (4) beds with mannequins each. Equipment is available for student practice of a full range of skills. Small tables with chairs encourage small group activities. Skills Laboratory faculty are assigned to the center during hours of operation and provide student support for skills practice and testing. Before the COVID pandemic, the Skills Laboratory was open an average of 33 hours a week Monday through Saturday. During the pandemic, open Skills Laboratory hours were only available when no classes were being held on the second floor due to social distancing guidelines and were open an average of 21 hours a week.

Simulation Hospital

The Simulation Hospital is located in C-204 and houses state-of-the-art equipment to simulate an acute care environment for student practice and campus laboratory experiences. The Simulation Hospital was opened in 2009 and is now staffed by a full-time classified Simulation Coordinator who has a BSN and is master's prepared. The Simulation Coordinator prepares for and facilitates scheduled simulations, ensures adequate supplies, and oversees the care of the equipment and associated soft and hardware. The procurement of a full-time Simulation Coordinator has allowed each laboratory course to incorporate simulation into the curriculum with positive student feedback. The Simulation Hospital Coordinator is a classified position initially funded through assessment and remediation grant for the first year (2012-2013), however; this position is now institutionalized. The Simulation Hospital Coordinator employs several student workers each semester to assist her with complex scenario preparation, set-up, and breakdown. Faculty members are responsible for student evaluation and debriefing in simulation.

Nursing and Allied Health Learning Center

The Nursing and Allied Health Learning Center (NAHLC) is located in C-304 and 307 and is a place for students to study, access current textbooks, reference materials and use computers. The Learning Center is staffed by a full-time Nursing and Allied Health Instructional Coordinator who tracks learning center utilization, proctors tests such as submodules, hospital self-learning modules, and medication administration tests and assists with students' learning needs. The Learning Center coordinator has expertise in student academic and support resources across campus and assists students in connecting with these resources through the NAHLC Canvas page. Support for computer access for online testing is made available through the Learning Center. The computer room is often used for testing. When other classrooms are used for testing, a tower of laptop computers is made available to students in the event that they do not have their own laptop computer.

The Learning Center is open two weeks before each semester to allow students to practice for and complete mandatory math testing and course preparation. The hours of operation for the Learning Center during the semester are: Monday-Friday 0800-1600. The Learning Center has a copier and printer for student use with a nominal charge. There is a computer room for student use during hours of operation.

There are also three (3) study rooms with tables, chairs, and a wall mounted computer monitor which can be connected to a student laptop computer available on request.

Classrooms

The C building has two (2) large classrooms, C-124 and C-300, with seating for 60 students each and two (2) small classrooms, C-308 and C-310, with seating for 40 students each. In addition the computer room in the Nursing and Allied Health Learning Center, C-307, has seating for 35 students, the Simulation Hospital debriefing room, C-203, has seating for 40 students, and C-200 in the skills laboratory area has seating for 35 students. All classrooms have full projection capability with computer, document camera, a telephone, and whiteboards. Desks consist of tables with two to three chairs per table. A podium and desk are available at the front of each classroom.

Student Evaluation of Resources

Students are surveyed as to the adequacy of classroom and Skills Laboratory space at the end of each course on the course evaluation. The scores (rated on a Likert-type scale of 1 [strongly disagree] to 4 [strongly agree]) for these two areas has been consistently above the goal of 3.5 over the past four years indicating student satisfaction with the physical space.

Criterion 5.3

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

Learning resources and technology are selected with faculty input and are comprehensive and current. There are three main areas within the department for learning resources: Nursing & Allied Health Learning Center, the Skills Laboratory, and the Simulation Hospital. College resources are available through the college library and ITDC.

Faculty members who wish to request new resources for these areas or their nursing courses may submit a resource request to the Program Resources Committee who reviews the request and either approves or denies the request based on need and available resources. Approved requests are forwarded to the Program Director for final approval and purchase. Current learning resources are detailed in the table below.

Course textbooks and course learning resources such as vSim and SafeMedicate are selected with faculty input. Individual faculty or a teaching team reviews and recommends relevant course textbooks and learning resources to the ADN Curriculum Committee. After review, the Curriculum Committee sends the textbook around to all faculty for review with the opportunity to add to a narrative regarding the book's strengths and weaknesses. Based on this review the Curriculum Committee recommends book adoptions to the faculty where a vote is taken. Specialty textbooks are adopted by individual teaching teams. Considerations for adoption include cost, level of scientific evidence-based knowledge and information not covered in previously adopted textbooks. Faculty are open to Open Educational Resources (OER) to decrease costs for students. An OER textbook has been adopted for ADN 225 Pharmacology.

The learning management system, Canvas, provides resources for course activities including video conferencing with ConferZoom, announcements, discussion boards, quizzes, surveys, and attendance tracking. Canvas shells have been set up for various groups including faculty, students, the Skills Laboratory, and the Learning Center. These shells are used to communicate with students, share resources, and accept assignments such as clinical preparation documents and BSN coursework completion documentation.

The Liberal Arts Campus Library provides online databases and textbooks specific to the nursing programs. Nursing textbooks are available in the reserve section and on the shelves, though there are limited copies. Students are able to search and access current nursing research journals via the online databases EBSCO which contains CINAHL, ERJC, and Medline as well as ProQuest. The library has identified a liaison librarian to communicate program needs and identify library resources for the nursing program.

Resources are evaluated with Likert Scale items on Course Evaluations at the close of each course. Resources scoring less than 3.0 out of 5.0 are evaluated by faculty for improvement opportunities. Faculty members who wish to request new resources for these areas or their nursing courses may submit a request to the Program Resources and Review Committee who reviews the request and either approves or denies the request based on need and available resources. Approved requests are forwarded to the Program Director who determines which budget funds will be used to purchase the new resource(s).

Criterion 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.

Before COVID, only the pharmacology course which is not a required course for the program was offered online. The conversion to distance education during the COVID pandemic provided an opportunity to use and evaluate distance learning options for classes and student communication. The college was required to certify all faculty in order to move to distance education and provided Canvas modules to complete certification which addressed state requirements for regular and effective contact with students. The certification process required submissions and demonstration of how each element could be identified on existing Canvas course shells. Faculty embraced the potential that came with Canvas use and explored use of video tools, communication and discussion options, and resource sharing. Assignments were submitted through Canvas with feedback and grades shared through the site.

At the start of the pandemic, an attempt was made to deliver tests using distance options first through Canvas and then through ExamSoft with Zoom monitoring. Attention was given to providing a secure testing environment, though concerns about dishonesty along with distracting home environments resulted in faculty migrating test administration back to campus in the Fall of 2021. ADN 21B Mental Health, took the lead in the transition in the spring and was able to share challenges of making this move. Students used their own laptop computers or borrowed laptops available from computer towers purchased in 2020 to support classroom activities and computer testing. To achieve adequate social distancing, classes were divided to two to three rooms with proctoring and logistical support from the Nursing and Allied Health Learning Center.

Plans are currently in place for all classes to come back to campus starting in Spring 2022. Distance resources will continue to be used for conferences, meetings, resource sharing and communication. The faculty, ADN student, Skills Laboratory, and Learning Center Canvas shells are actively used and will continue.

During the pandemic, the college provided excellent resources for migration of classes to distance education. Program faculty have embraced technology as evidenced by moving files to cloud sharing options and taking on the learning curve associated with migrating to ExamSoft for test delivery during the pandemic. Resources and support have been adequate to meet the needs of faculty and students.

STANDARD VI. OUTCOMES

Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome.

The nursing program has a current systematic plan of evaluation. The systematic plan of evaluation contains:

- a. Specific, measurable expected levels of achievement for each end-of-program student learning outcome/*role-specific professional competency and each program outcome.**
- b. Appropriate assessment method(s) for each end-of-program student learning outcome/*role-specific professional competency and each program outcome.**
- c. Regular intervals for the assessment of each end-of-program student learning outcome/*role-specific professional competency and each program outcome.**
- d. Sufficient data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome/*role-specific professional competency and each program outcome.**
- e. Analysis of assessment data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome/*role-specific professional competency and each program outcome.**
- f. Documentation demonstrating the use of assessment data in program decision-making for the maintenance and improvement of each end-of-program student learning outcomes/*roles-specific professional competency and each program outcome.**

A systematic plan of evaluation for end-of-program student learning outcomes and program outcomes was developed and is maintained by Program Review and Resources Committee members. The plan is used to document assessment results for end-of-program learning outcomes and program outcomes. Expected, measurable levels of achievement for program outcomes have been set by the Faculty Organization. Expected, measurable levels of achievement and assessment intervals for end-of-program learning outcomes have been set by the ADN 22B teaching team and approved by the Faculty Organization.

A plan for attainment of end-of-program student learning outcomes assessment was approved by the faculty in Spring of 2021. Prior to this, emphasis was on mapping course student learning outcomes to the EPSLOs. Program Learning Outcomes used to fulfill the college requirements for measurements of program success continued to be used. The Program Learning Outcomes assessments were based on preceptor evaluation of student competence and NCLEX-RN pass rates. In Fall 2021 a decision was made to use end-of-program learning outcomes rather than the college model of identifying two short program learning outcomes for evaluation of end of program success. The college requires mapping of program learning outcomes to course student learning outcomes and does not require assessment data to be identified for program student learning outcomes.

Beginning in the Fall of 2021, the ADN 22B/BL teaching team gathered assessment data from test questions and clinical evaluation items to determine achievement of end-of-program student learning outcomes. In the Spring a plan for reviewing and analyzing the data from Fall 2021 will be determined.

Results of program outcomes assessments are taken from the BRN website and the Chancellor's Office Launchboard site. The BRN website has a database of attrition and retention data for all pre-licensure programs in California as well as NCLEX-RN first time pass rates for each program. Databases for disaggregated NCLEX-RN and attrition data are managed by the program director and periodically shared with the faculty when trends emerge suggesting a need for change. For example, in the Fall of 2021, the database for student attrition data by cohort was shared in a meeting and trends were reviewed to consider adjustments to student selection criteria. It was decided that Institutional Effectiveness should be consulted to determine the statistical significance of trends seen in the data.

Criterion 6.1

The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.

There is ongoing assessment of the extent to which students attain each end-of-program student learning outcome.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program student learning outcome.

- Programs seeking continuing accreditation are expected to maintain data for the end-of-program student learning outcomes based on its timeline for assessing all end-of-program student learning outcomes.
- Are there sufficient and meaningful end-of-program student learning outcomes data to inform program decision-making?

Each semester, graduating fourth semester students are assessed for achievement of the five (5) end-of-program student learning outcomes. Tools used to assess the end-of-program SLOs are the ADN 22BL Student Evaluation, objective questions delivered through the ADN 22B SLO Canvas shell, the ADN 22BL Preceptor Feedback form, and the ADN 22BL Nursing Care Plan assignment rating. Previously, the Nursing Care Plan assignments were graded as satisfactory or unsatisfactory without use of a rubric. Care Pan rubrics are used in all other courses of the program and will be used as templates to develop an ADN 22BL rubric which will provide clarity for the assignment requirement and standardize the method of evaluation as an assignment and as a component of EPSLO assessment. The following table describes evaluation methods for each end-of-program learning outcome.

Table 6.1 EPSLO evaluation methods and expected level of achievement

EPSLO	Method	ELA
#1 Upon completion of the nursing program, the graduate will be able to integrate evidence-supported clinical reasoning and the nursing process into clinical practice.	Evaluation of students during fourth semester simulation.	100% of students will receive satisfactory rating
	Clinical evaluation: Critical Thinking item.	100% of students will receive a satisfactory rating
#2 Upon completion of the nursing program, the graduate will utilize therapeutic and culturally competent communication in the collaborative care environment.	Cultural competency test questions.	All students will score 75% or greater on 2 of 3 questions.
	Clinical evaluation: Communication with patients, families, and healthcare team. ELA Satisfactory	85% of students will receive a satisfactory rating.
#3 Upon completion of the nursing program, the graduate will be able to exhibit safe practice in the delivery of patient-centered care.	Preceptor feedback form: Rating of all aspects of the nursing role.	Average rating for all students will be 7 or greater on a scale of 1 to 10.

#4 Upon completion of the nursing program, the graduate will be able to develop an individualized patient teaching plan.	Clinical Evaluation: Patient Teaching	85% of students will receive a satisfactory rating.
	Nursing Care Plan assignment teaching plan	85% of students will receive a satisfactory rating.
#5 Upon completion of the nursing program, the graduate will be able to deliver care in a professional manner.	Preceptor Feedback form: Positive patient outcomes.	85% of students will be rated 7 or greater.
	Clinical Evaluation: Overall rating	85% of students will be rated satisfactory overall.

Criterion 6.2

The program demonstrates evidence of graduates’ achievement on the licensure examination.

The program’s most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.

There is ongoing assessment of the extent to which graduates succeed on the licensure examination.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates’ success on the licensure examination.

There is a minimum of the three (3) most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.

The ADN program has three (3) program options, generic admission, LVN to RN admission, and the LVN to RN 30-unit option, all at the same location and all leading to an Associate’s Degree in Nursing and candidacy for licensure as an RN. No students have completed the 30-unit option in the past five years. Students graduate in December at the end of the Fall semester and in early June at the end of the Spring semester. The expected level of achievement for the NCLEX-RN® first time pass rate is 90% or greater which is consistent with the ACEN Criterion statement. Pass rates by graduate cohort and program option within the cohorts are listed on Table 6.2.

Table 6.2 NCLEX-RN pass rates by cohort and program option

Graduating Class Cohort	Overall	Generic	LVN to RN
Fall 2020	94%	92%	100%
Spring 2020	85%	84%	86%
Fall 2019	97%	97%	100%
Spring 2019	95%	97%	100%
Fall 2018	95%	93%	100%
Spring 2018	94%	92%	100%
Fall 2017	90%	90%	100%
Spring 2017	98%	97%	100%

The Spring 2020 cohort had a low NCLEX-RN pass rate. This cohort participated in alternative assignments in COVID testing with the Long Beach Department of Health and Human Services and conducted telehealth visits to replace their usual acute care preceptor rotation. This effect demonstrated the importance of acute care experience in developing clinical reasoning skills.

The system used to track NCLEX-RN first time pass rates is working well and will be continued. ExamSoft offers the opportunity of labeling questions by categories and would assist in identifying areas of knowledge and clinical reasoning skills needing improvement as students move through the ADN program. ExamSoft is developing question types which correlate with questions to be included on the NextGen NCLEX-RN®. In addition, faculty are taking advantage of opportunities to increase knowledge of clinical reasoning as a skill set and exploring ways to better incorporate clinical reasoning in the curriculum.

Criterion 6.3

The program demonstrates evidence of students' achievement in completing the nursing program.

The expected level of achievement for program completion is determined by the faculty and reflects student demographics.

There is ongoing assessment of the extent to which students complete the nursing program.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program.

There is a minimum of the three (3) most recent years of annual program completion data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion or entering cohort.

Progression and completion rates of students are tracked for each cohort grouped by expected date of graduation when first entering the ADN program. Identified pre-program metrics such as overall and life science GPA and ATI TEAS test results are entered into the database to monitor success trends. By identifying factors predicting higher rates of success or failure, students can be identified early for counseling and consideration can be given to these factors when adjusting admission criteria.

The expected level of achievement for on-time program completion is 75%. This LOA correlates with the level of achievement required by the BRN. Students are accepted into the ADN program with life science and overall GPAs as low as 2.5 in keeping with the community college philosophy of providing opportunity.

The low rate of on time completion is a concern for the program. Some students have had to wait more than a semester to reenter, decreasing their chance of success. The program has sought to start the position of a Student Success Coordinator for many years, though difficulties were found in developing the position due to budget and personnel contractual policies. Starting in the Spring of 2022, student support will be offered through a course, ADN 600, which was originally designed for student use of the Learning Center. This will allow full-time and part-time faculty to be assigned to students for Student Success counseling and support. In addition, analysis of past cohort success disaggregated by Life Science and overall GPA at time of admission, individual scores on the ATI TEAS test, and other criteria found in the ADN Model Prerequisite Validation Study of 2002.

There is sufficient and meaningful program completion data to inform decision making. Disaggregation by admission criteria and program option has assisted faculty to dispel misperceptions regarding student success and has informed decision making.

Table 6.3 Program On-Time and Anytime Completion

Cohort by Expected Date of Graduation	On-Time Completion			Any-Time Completion		
	All including Transfer students	Generic	VN	All	Generic	VN
Spring 2021	56.3% (48)	62.5% (40)	25% (8)	66.7%*	70%*	50%*
Fall 2020	87.2% (47)	86.8% (38)	87.5% (8)	100%	100%	100%
Spring 2020	65.3% (49)	62.8% (35)	64.3% (14)	78%	73.5%	93%
Fall 2019	76% (46)	77.8% (36)	66% (9)	86.9%	88.9%	77.8%
Spring 2019	67% (51)	65% (40)	80% (10)	83.3%	77%	100%
Fall 2018	69.3% (52)	67.5% (40)	77.8% (9)	79%	72.5%	90%
Spring 2018	60% (47)	57.5% (40)	100% (2)	87%	85%	100%
Fall 2017	76% (54)	75% (40)	82% (11)	83.3%	77.5%	100%

* as of Fall 2021

Criterion 6.4

The program demonstrates evidence of graduates' achievement in job placement.

The expected level of achievement for job placement is determined by the faculty and reflects program demographics.

There is ongoing assessment of the extent to which graduates are employed.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed.

There is a minimum of the three (3) most recent years of available job placement data, and data are aggregated for the nursing program as a whole.

Various methods of collecting job placement data have been attempted with poor success. Very few students reply to emails requesting updates on job attainment. The California Community College Chancellor's Office reports on job placement on LaunchBoard. This source is currently being used to track job placement though data reporting lags students' graduation by two to three years. In the past an attempt was made to track employment by updating cohort data when reported by students by email or in person. This method of updating job placements was not successful. We will continue sending out alumni surveys and work on increasing response rates.

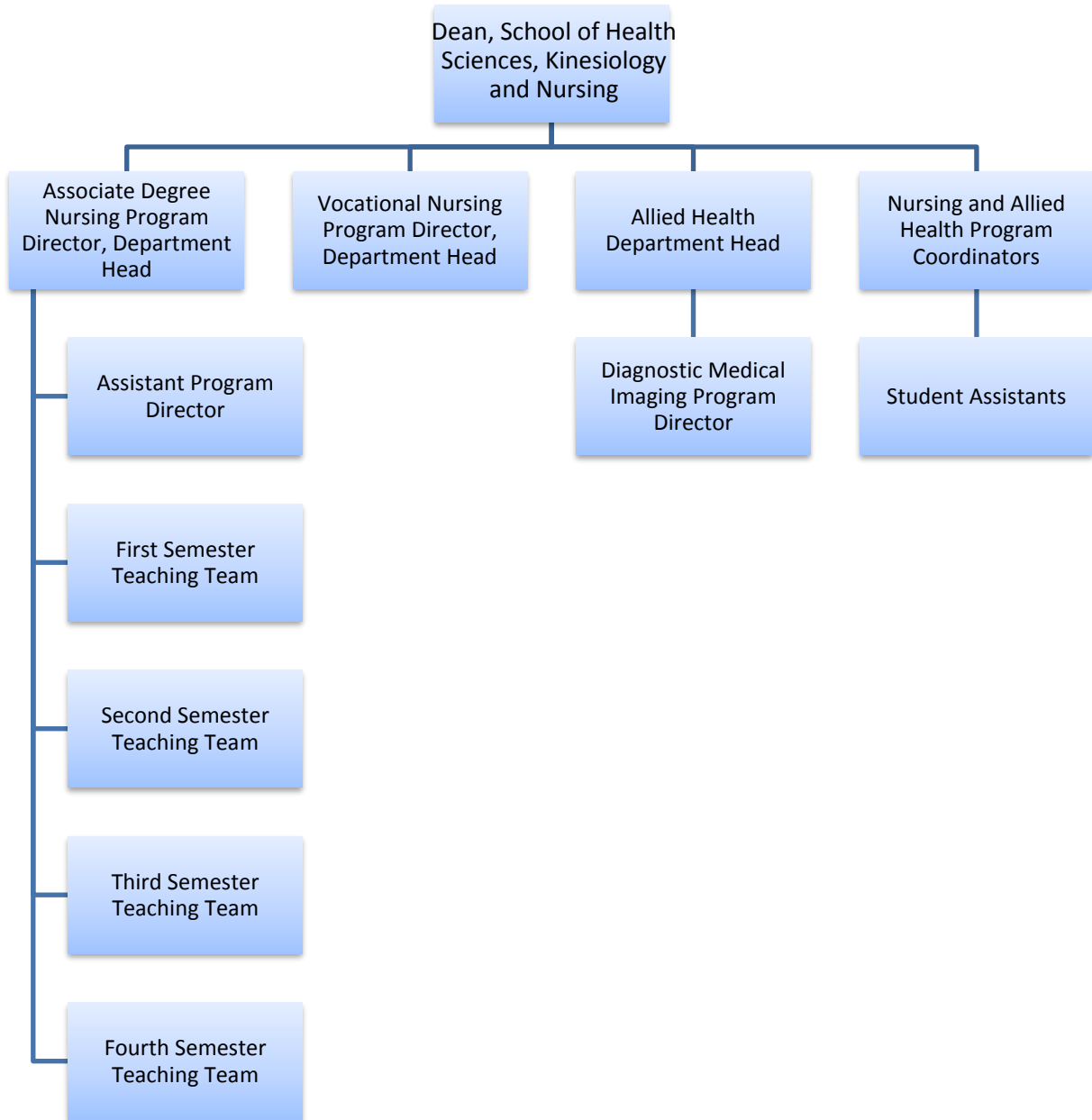
Table 6.4 Alumni Survey Results

Cohort (number of graduates)	Date of Survey	Number of Replies	Number employed	BSN program participation
Spring 2021 (33)	6 months after graduation	10 (30%)	5 (50%)	6 enrolled (60%)
Fall 2020 (49)	1 year after graduation	19 (39%)	17 (89.5%)	12 enrolled 1 graduated (68.4%)
Spring 2020 (41)	1 ½ years after graduation	18 (44%)	15 (83.3%)	8 currently/8 graduated (39%)
Spring 2018 (32)	6 months after graduation	20 (62.5%)	9 (45%)	12 enrolled (60%)
Spring 2017 (44)	6 months after graduation	33 (75%)	15 (45%)	13 enrolled (39%)
Fall 2018 (40)	6 months after graduation	18 (45%)	10 (55%)	9 enrolled (50%)
Fall 2017 (42)	6 months after graduation	25 (59%)	11 (44%)	16 enrolled (64%)

APPENDIX A

Associate Degree Nursing Program

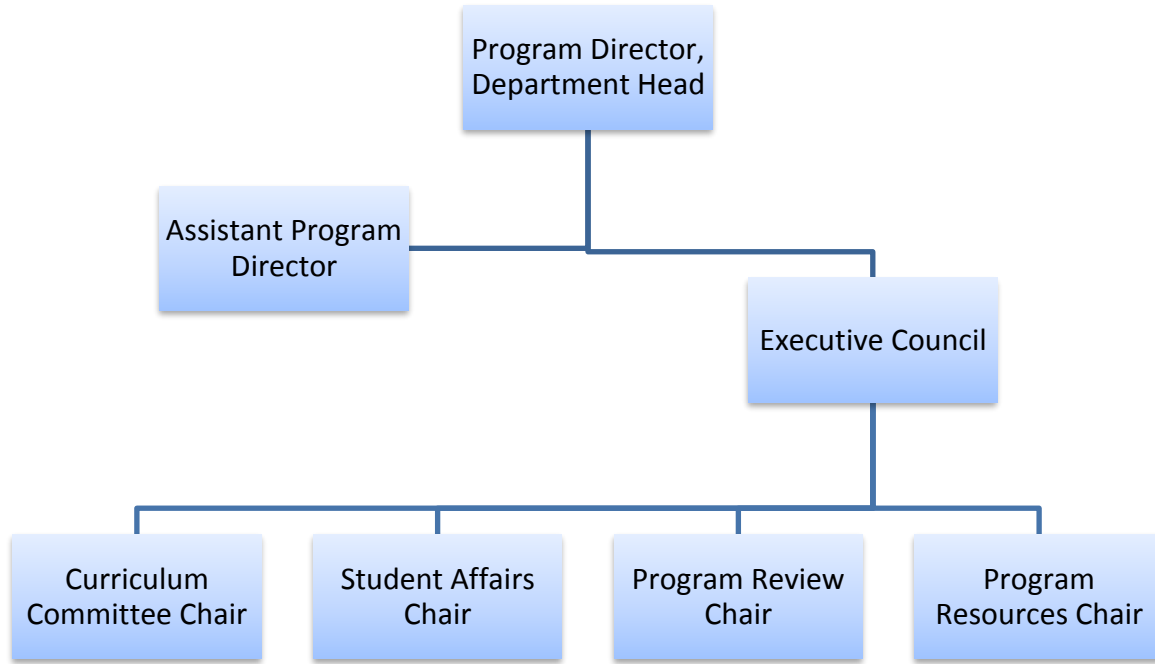
Nursing and Allied Health Organizational Chart



APPENDIX B

LONG BEACH CITY COLLEGE
Associate Degree Nursing Program

ADN Faculty Organizational Chart



Appendix C: End-of-program student learning outcomes mapped with course student learning outcomes

Competencies	Critical Thinking Evidenced-Based Practice Patient Centered Care	Communication Informatics Teamwork & Collaboration	Safety Quality Improvement	Teaching and Learning	Professional Role
EPSLO	The graduate will Integrate evidence supported clinical reasoning in the use of the nursing process.	The graduate will demonstrate and promote therapeutic and culturally competent communication in the patient-centered care environment.	The graduate will promote safety practices in the delivery of patient-centered care.	The graduate will Implement a teaching plan based on the patient's learning needs and appropriate to the patient's gender, age, culture, and health literacy.	Deliver care in a professional manner to meet complex patient and family needs.
ADN 11A Introduction to Nursing	<u>Describe</u> the nursing process as it relates to care of the adult patient.		<u>Describe</u> the principles of infection control as it relates to creating a safe environment for the patient.		
ADN 11AL Introduction to Nursing Laboratory		<u>Apply</u> the principles of effective oral communication with colleagues, patients, and clinical staff.	<u>Demonstrate</u> safe and effective performance of nursing practice.		
ADN 11B Health Deviations 1	<u>Examine</u> pharmacology therapy for commonly used drugs.				<u>Describe</u> the professional role of the registered nurse and collaboration in the healthcare environment.
ADN 11BL Health Deviations 1 Laboratory	<u>Apply</u> the nursing process to identify patient priorities and interventions in the acute care setting to achieve positive outcomes		<u>Perform</u> safe nursing practice in the acute care setting		

ADN 12A Health Deviations 2	<u>Analyze</u> the nursing process with the middle-aged acute care perioperative patient.	<u>Correlate</u> the professional role of the nurse with effective communication and critical thinking to provide safe nursing practice in the perioperative setting.			<u>Correlate</u> the professional role of the nurse with effective communication and critical thinking to provide safe nursing practice in the perioperative setting.
ADN 12AL Health Deviations 2 Laboratory		<u>Apply</u> clinical judgment priorities when providing care to patients in the perioperative setting.	<u>Demonstrate</u> knowledge of pharmacologic therapy including intravenous therapy to provide safe nursing care in the perioperative setting.		
ADN 12B Health Deviations 3	<u>Apply</u> the nursing process to the care of a middle-aged adult in the acute care, medical setting.				<u>Integrate</u> the professional registered nurse role by synthesizing theoretical knowledge in a professional accountable manner through demonstration of effective communication, safety and critical thinking.
ADN 12BL Health Deviations 3 Laboratory	<u>Utilize</u> critical thinking and clinical reasoning skills in the provision of safe care to the hospitalized medical patient.	<u>Demonstrate</u> professionalism, effective communication, and collaborative nursing care in the clinical setting.	<u>Utilize</u> critical thinking and clinical reasoning skills in the provision of safe care to the hospitalized medical patient.		<u>Demonstrate</u> professionalism, effective communication, and collaborative nursing care in the clinical setting.
ADN 35A Maternal/ Newborn Nursing	<u>Describe</u> the nursing process, evidenced supported practice and patient-centered care for maternal, newborn and				

	gynecological patients.				
ADN 35AL Maternal/ Newborn Nursing Laboratory	<u>Utilize</u> critical reasoning to develop a plan of care to ensure patient safety and provide effective teaching for maternal and newborn patients.		<u>Utilize</u> critical reasoning to develop a plan of care to ensure patient safety and provide effective teaching for maternal and newborn patients.		
ADN 35B Pediatric Nursing	<u>Describe</u> the nursing process, evidenced supported practice and patient-centered care for pediatric patients with various conditions and their families.				
ADN 35BL Pediatric Nursing Laboratory	<u>Utilize</u> critical reasoning to develop an age-appropriate plan of care to ensure patient safety and provide effective teaching for pediatric patients and their families.				
ADN 21B Mental Health	<u>Structure</u> the nursing process for patients that have mental health deviations as well as patients that have	<u>Differentiate</u> therapeutic communication for patients that have mental health deviations from those with medical/surgical deviations.			

	medical/surgical deviations.				
ADN 21BL Mental Health Laboratory	<u>Incorporate</u> the nursing process into the plan of care for the mental	<u>Evaluate</u> therapeutic communication skills utilized while interacting with patients with mental health deviations or those with catastrophic illness			
ADN 45A Advanced Medical/ Surgical Nursing	<u>Compile</u> specialized knowledge and use critical thinking in establishing a plan of care for critically and acutely ill adults to assure a sound theory base for safe , patient-centered care.	<u>Evaluate</u> current findings in quality improvement measures to support the use of technology in the critical care area and support improvements in communication, teaching, and learning.		<u>Evaluate</u> current findings in quality improvement measures to support the use of technology in the critical care area and support improvements in communication, teaching, and learning.	
ADN 45AL Advanced Medical/ Surgical Nursing Laboratory	<u>Implement</u> current evidence supportive practice with clinical reasoning to support patient and family's unique teaching and learning needs.		<u>Create</u> a plan of care using the nursing process that will include safe, patient centered care of the critically and acutely ill adult patient in the clinical setting.	<u>Implement</u> current evidence supportive practice with clinical reasoning to support patient and family's unique teaching and learning needs.	
ADN 22B Advanced Nursing II Role Transition	<u>Explain</u> the nursing process as a framework in applying evidence based data to the older adult patient with multi-				<u>Relate</u> previous nursing knowledge and critical thinking skills to the professional nursing role.

	system comorbidities.				
ADN 22BL Advanced Nursing II Role Transition Laboratory	<u>Develop</u> the professional role of the registered nurse by integrating therapeutic communication , patient advocacy, and critical thinking in prioritizing patient centered care.	<u>Develop</u> the professional role of the registered nurse by integrating therapeutic communication , patient advocacy, and critical thinking in prioritizing patient centered care.	<u>Integrate</u> quality improvement measures and advances in informatics into clinical practice to support a safe environment		<u>Develop</u> the professional role of the registered nurse by integrating therapeutic communication , patient advocacy, and critical thinking in prioritizing patient centered care.

APPENDIX D

Core Concepts/Integrated Content by Categories

Professional Role

QSEN: Quality Improvement
BRN: Quality Improvement
NLN: Professional Identity
BRN: Legal, Social, and Ethical Aspects of Nursing

Communication

QSEN: Informatics
BRN: Information Technology
BRN: Personal hygiene

Critical Thinking (BRN)

QSEN: Evidence Based Practice
BRN: Evidence Based Practice
NLN: Nursing Judgment
BRN: Nutrition, including therapeutic aspects

Teaching and Learning

QSEN: Evidence Based Practice
NLN: Spirit of Inquiry
BRN: Pharmacology

Collaborative Management of Care

QSEN: Teamwork and Collaboration
BRN: Interdisciplinary teams
BRN: Nursing Leadership and Management
BRN: Pain Management

Orem's Self-Care theory as it relates to nursing process

QSEN: Patient centered care
BRN: Patient centered care
NLN: Human flourishing
BRN: Diversity
BRN: Human Sexuality

Safety

QSEN: Safety
BRN: Patient Protection and Safety
BRN: Patient Abuse

Appendix E: Long Beach City College ADN SYSTEMATIC PLAN OF EVALUATION

STANDARD 6.0 OUTCOMES

Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome.

The nursing program has a current systematic plan of evaluation. The systematic plan of evaluation contains:

- a. Specific, measurable expected levels of achievement for each end-of-program student learning outcome and each program outcome.
- b. Appropriate assessment method(s) for each end-of-program student learning outcome and each program outcome.
- c. Regular intervals for the assessment of each end-of-program student learning outcome and each program outcome.
- d. Sufficient data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.
- e. Analysis of assessment data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.
- f. Documentation demonstrating the use of assessment data in program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.

Criterion 6.1 The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.

There is ongoing assessment of the extent to which students attain each end-of-program student learning outcome.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program student learning outcome.

PLAN				IMPLEMENTATION	
Component	Assessment Method(s)	Expected Level(s) of Achievement	Data Collection and Assessment Frequency	Results of Data Collection <i>Including Actual Level(s) of Achievement</i>	Analysis and Actions <i>for Program Development, Maintenance, or Revision</i>
EPSLO #1 Upon completion of the nursing program, the graduates will be able to integrate evidence supported clinical reasoning and the	1: Evaluation by clinical instructor in Simulated Hospital experience (rubric). 100% of ADN 22BL students will rate satisfactory for simulated hospital experience.	100% of students will be rated satisfactory in these areas.	Collect data at the end of every semester and aggregate annually in the Spring. Next Assessment: Spring 2022	Data Collection to begin Spring 2022.	

nursing process into clinical practice.	2: Assessment by clinical instructor using clinical evaluation: Areas: Critical Thinking 1 and 3	100% of students will be rated satisfactory in these areas.			
EPSLO #2 Upon completion of the nursing program, graduates will utilize therapeutic and culturally competent communication in the collaborative care environment.	1: Three objective questions for all ADN22B students on Canvas (with SLO assessment) regarding cultural competency. 2: Clinical evaluation area-Communication 1 Synthesizes therapeutic communication skills when interacting with patients and families. A. Communicates with all members of the multi-disciplinary healthcare team.	ADN22B Students as a cohort will score 75% or greater on 2 of the 3 questions. 85% of students will be rated satisfactory in these areas.	Collect data at the end of every semester and aggregate annually in Spring. Next Assessment: Spring 2022	Data Collection to begin Spring 2022.	
EPSLO #3 Upon completion of the nursing program, the graduates will be able to exhibit safe practice in the delivery of patient-centered care.	1: Preceptor feedback form: The student nurse was able to manage all aspects of the nursing role to achieve positive patient outcomes. (numeric 1-10). 2: Clinical eval tool area-Safety 1 Manages the prescribed care regimen within the legal, ethical, and regulatory	Student cohort average rating will be rated >7 90% of students will be rated satisfactory in this area.	Collect data at the end of every semester and aggregate every three years in Spring. Next Assessment: Spring 2022	Data Collection to begin Spring 2022.	

	framework of nursing practice for the hospitalized patient.				
<p>EPSLO #4 Upon completion of the nursing program, the graduates will be able to implement develop an individualized patient teaching plan developed to address patients' unique learning needs.</p>	<p>1: Clinical eval tool area-Teaching and Learning 1 and 2 (1. Independently develops a comprehensive individualized teaching plan for the patient and family. 2. Independently teaches the patient and family using accurate information and skills needed to achieve desired outcomes.</p> <p>2: Nursing care plan to include an individualized teaching plan will be rated satisfactory on the first attempt.</p>	<p>85% of students will be rated satisfactory in these areas.</p> <p>85% of ADN22BL students will have satisfactory individualized, written plans of care addressing individualized teaching.</p>	<p>Collect data at the end of every semester and aggregate every three years in the Spring.</p> <p>Next Assessment: Spring 2022</p>	Data Collection to begin Spring 2022.	
<p>EPSLO #5 Upon completion of the nursing program, the graduates will be able to deliver care in a professional manner to meet complex patient and family needs.</p>	<p>1: Preceptor feedback form.: The student nurse was able to achieve positive patient outcomes 1-10 scale.</p> <p>2: Clinical eval tool-Summative Evaluation.</p>	<p>85% of 22BL students will be rated ≥ 7 on preceptor feedback form.</p> <p>85% of 22BL students will be rated 'satisfactory' overall on their summative clinical evaluation. Includes all core concepts: professional role,</p>	<p>Collect data at the end of every semester and aggregate annually in the Spring.</p> <p>Next Assessment: Spring 2022</p>	Data Collection to begin Spring 2022.	

		communication, nursing process, safety, critical thinking, teaching & learning, and collaborative management of care.			
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Criterion 6.2
 The program demonstrates evidence of graduates' achievement on the licensure examination.
 The program's most recent annual licensure examination pass rate will be at least 80% for **all** first-time test-takers during the same 12-month period.
 There is ongoing assessment of the extent to which graduates succeed on the licensure examination.
 There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates' success on the licensure examination.
 There is a minimum of the three (3) most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.

PLAN				IMPLEMENTATION	
Component	Assessment Method(s)	Expected Level(s) of Achievement	Data Collection and Assessment Frequency	Results of Data Collection <i>Including Actual Level(s) of Achievement</i>	Analysis and Actions <i>for Program Development, Maintenance, or Revision</i>
NCLEX pass rates for generic ADN graduates	Program Review committee reviews NCLEX pass rate as posted on BRN website.	The NCLEX-RN pass rate as reported by the BRN will be > 90%.	Data collected and assessed annually in the fall. Next Assessment: Spring 2022	2019/2020: 96.7%, n=91 2018/2019: 94.52%, n=73 2017/2018: 92.77% first time pass rate, n=83	Spring 2021: No action, continue with current practices. <ul style="list-style-type: none"> • Full engagement with students • 98% of grade from Tests/ Cumulative Final Test questions undergo rigorous analysis and edits
NCLEX pass rates by program option	Program Review committee reviews NCLEX	The NCLEX-RN pass rate by student as	Data updated quarterly based on quarterly BRN	<u>Generic Students by date of graduation;</u> Spring 2021: 100%, n=12 Fall 2020: 92%, n=38	Fall 2021: LVN and Transfer students succeed at rates equal to or higher than

	pass rate by program option as reported on quarterly reports.	reported by the BRN will be > 90% for each program option.	NCLEX-RN reports. Assessed by Program Review and Resources Committee every year in the fall. Next Assessment: Fall 2022	<p>Spring 2020: 84%, n=25 Fall 2019: 97%, n=34 Spring 2019: 94.1%, n=34 Fall 2018: 93%, n=30 Spring 2018: 92%, n=25 Fall 2017: 90%, n=30</p> <p><u>LVN to RN students by date of graduation</u> Spring 2021: 100%, n=1 Fall 2020: 100%, n=9 Spring 2020: 86%, n=14 Fall 2019: 100%, n=9 Spring 2019: 100%, n=8 Fall 2018: 100%, n=8 Spring 2018: 100%, n=1 Fall 2017: 100%, n=8</p> <p><u>Transfer Students by date of graduation</u> Fall 2020: 100%, n=2 Spring 2020: 100%, n=1 Fall 2019: 50%, n=2 Spring 2019: 100%, n=1 Fall 2108: 100%, n=2 Spring2018: 100%, n=6 Fall 2017: 100%, n=2</p>	generic students. No action needed, continue support of students in preparing for NCLEX-RN, continue LVN to RN program. Fall 2019: No action needed. Continue support for generic and LVN to RN program options.
NCLEX pass rates by date of completion	Program Review committee reviews NCLEX pass rate by date of completion as reported on quarterly reports.	The NCLEX-RN pass rate by student as reported by the BRN will be > 90% for each graduating cohort.	Program Review and Resources committee records and assesses NCLEX pass rate by date of completion as reported on quarterly reports every spring.	<p><u>Graduating Cohorts:</u> Spring 2021: 100%, n=12 Fall 2020: 94%, n=49 Spring 2020: 85%, n=39 Fall 2019: 97%, n=45 Spring 2019: 95.5%, n=44 Fall 2018: 95%, n=40 Spring 2018: 94%, n=32 Fall 2017: 90%, n=42</p>	Fall 2020: Decrease in NCLEX-RN pass rates for Spring 2020 cohort attributed to loss of clinical sites and use of alternative experiences and decreased percentage of laboratory hours for direct patient care.

			Next Assessment: Spring 2022		
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Criterion 6.3
 The program demonstrates evidence of students' achievement in completing the nursing program.
 The expected level of achievement for program completion is determined by the faculty and reflects student demographics.
 There is ongoing assessment of the extent to which students complete the nursing program.
 There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program.
 There is a minimum of the three (3) most recent years of annual program completion data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion or entering cohort.

PLAN				IMPLEMENTATION	
Component	Assessment Method(s)	Expected Level(s) of Achievement	Data Collection and Assessment Frequency	Results of Data Collection <i>Including Actual Level(s) of Achievement</i>	Analysis and Actions <i>for Program Development, Maintenance, or Revision</i>
Completion rates for generic ADN students	Student database by EDG maintained by program director; exits with reasons, and reentry entered to track eventual completion.	Generic program: 75% of all students who begin in ADN 11A will complete the program on time, which is four academic semesters.	Program Director compiles completion data each semester. Assessment conducted by Program Review and Resources Committee annually in the Spring. Next Assessment: Spring 2022	<u>Generic Students by Expected Date of Graduation:</u> Fall 2021: 74.3%, n=39 LOA not met Spring 2021: 62.5%, n=40 LOA not met Fall 2020: 86.8%, n=38 LOA met Spring 2020: 62.8%, n=35 LOA not met Fall 2019: 77.7%, n=36 LOA met Spring 2019: 65%, n=40 LOA not met Fall 2018: 67.5%, n=40 LOA not met Spring 2018: 57.5%, n=40 LOA not met <u>Generic Students eventual completion rates</u> Fall 2020: 100% Spring 2020: 73.5% Fall 2019: 88.9% Spring 2019: 77%	Fall 2021: Attrition continues to be high. Discussed application process and student support during the last faculty meeting of the semester. Fall 2018: Increased number of students exiting at the start of second semester, faculty discussed factors and first semester committed to increasing rigor for first semester courses.

<p>Completion rates for LVN-RN students</p>	<p>Student database of LVN-RN students by EDG maintained by program director; exits with reasons, and reentry entered to track eventual completion.</p>	<p>LVN to RN Advanced Placement option: 75% of LVN to RN students who enter the ADN program will complete on time.</p>	<p>Program Director compiles completion data each semester. Assessment conducted by Program Review and Resources Committee annually in the spring.</p> <p>Next Assessment: Spring 2022</p>	<p><u>LVN- RN students by EDG</u> Spring 2021: 25%, n=8, LOA not met Fall 2020: 87.5%, n=8 LOA met Spring 2020: 64.2%, n=14 LOA not met Fall 2019: 66%, n=9 LOA not met Spring 2019: 80%, n=10 LOA met Fall 2018: 77.8%, n=9 LOA met</p> <p><u>LVN- RN eventual completion rates</u> Fall 2020: 100%, n=8 Spring 2020: 93%, n=15 Fall 2019: 77.8%, n=9 Spring 2019: 100%, n=10 Fall 2018: 90%, n=9</p>	<p>Spring 2021 LVN cohort has very high attrition rate. This group did not enter the program within a year of taking Transition course and each had identified weaknesses though were eligible to enter.</p>
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Criterion 6.4

The program demonstrates evidence of graduates' achievement in job placement.
 The expected level of achievement for job placement is determined by the faculty and reflects program demographics.
 There is ongoing assessment of the extent to which graduates are employed.
 There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed.
 There is a minimum of the three (3) most recent years of available job placement data, and data are aggregated for the nursing program as a whole.

PLAN				IMPLEMENTATION	
Component	Assessment Method(s)	Expected Level(s) of Achievement	Data Collection and Assessment Frequency	Results of Data Collection <i>Including Actual Level(s) of Achievement</i>	Analysis and Actions <i>for Program Development, Maintenance, or Revision</i>
Employment as RN after graduation	State LaunchBoard data tracked. Program Review and Resources committee compiles job placement data from alumni surveys and anecdotally from faculty communication with alumni.	At least 70% of LBCC ADN completers will be employed as an RN as posted on Launchboard. 70% of graduates completing the alumni survey will report job placement as an RN one	Program Director accesses Launchboard data every year. Program Review and Resources Committee surveys alumni at one year post-graduation for employment report.	Launchboard Data 2020: 2018-2019 ADN completers, 100% employed per LaunchBoard data 2019: 2017-2018 LBCC ADN completers 91% employed per LaunchBoard data 2018: 2016-2017 LBCC ADN completers, 90% employed according to Launchboard: data Survey Results: Spring 2021 Grads: 50%, n=10 replies, 33 grads Fall 2020 Graduates: 89.5%, n=19 replies, 49 grads Spring 20 Graduates: 83.3%, n=18 replies/41 grads Spring 2018 Graduates: 45%, n=20 replies/32 grads Spring 2017 Graduates: 45%, n=33 replies/44 grads Fall 2018 Graduates: 55%, n=18 replies/40 grads Fall 2017 Graduates: 44%, n=25 replies/42 grads Spring 2017: Fall 16 class, 81.8%, n= 22 replies Fall 2016: Spring 16 class, 86.9%, n=23 replies	Spring 2021: state data lags by several years (As of December 2021, 2019-2020 data is not available) Fall 2018: Difficult to track employment rates due to students not answering surveys, privacy concerns, state data lags by several years

		year post-graduation unless justified by pursuit of higher education.		Spring 2016: Fall 15 class, 85%, n=20 replies	
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