

2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024

PROGRAM(S): REGISTERED NURSING

CLUSTER: HEALTH AND WELLNESS SKILLED TRADES & TECHNOLOGY AREA OF STUDY: HEALTH AND WELLNESS

LAST YEAR CPPR COMPLETED: 2022-2023 NEXT SCHEDULED CPPR: 2026-2027 CURRENT DATE: 3/4/2024

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from this **SharePoint folder**. Please review the **Resource Allocation Rubric** when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program **may be consolidated** into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

- Registered Nursing, AS

General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

The Nursing Registered Associate Degree Program continues to own a strong local and state reputation and therefore attracts students to Cuesta for the required nursing curriculum courses, but also into the biology and English prerequisites and additionally required courses in sociology, psychology, math, and communications. Implementation of a new Accelerated Registered Nursing (RN) program promotes access for students to advance their degree by obtaining their RN degree in 1 year. This program is designed to take the Licensed Vocational Nurses (LVN) and advance their education in healthcare. This cohort represents a more diverse population and equitable pathway.

Program Sustainability Plan Update

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes If yes, please complete the Program Sustainability Plan Progress Report below.

No If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

Data Analysis and Program-Specific Measurements

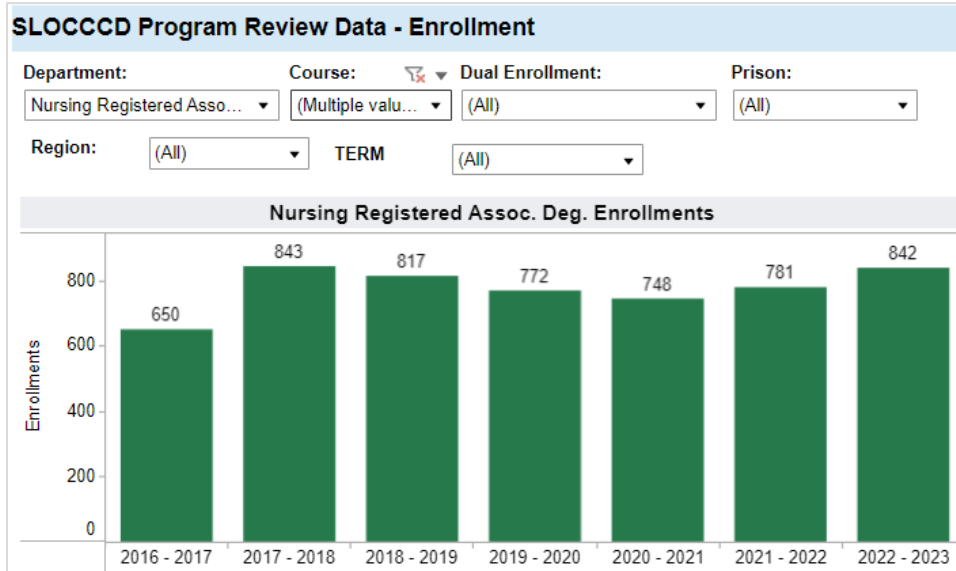
Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year’s available data.

A. General Enrollment (Insert Aggregated Data Chart)



NRAD (Nursing Registered, Associates Degree) Both Required and Elective Course Enrollments

The above chart shows enrollments in all NRAD required and elective courses. These include elective medical terminology, nurse internship, and optional skills lab courses. Overall, enrollments for all NRAD courses increased in the 2020-21, 2021-2022, and 2022-23 academic years.



NRAD (Nursing Registered Associate Degree) Required Curriculum Only

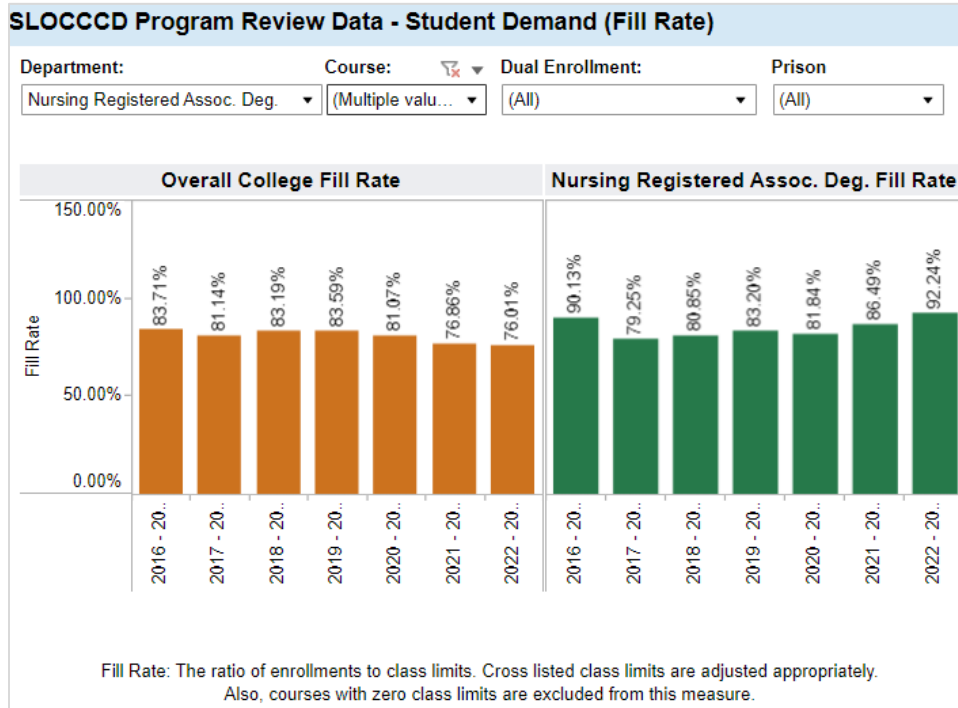
The above chart shows enrollments in the nineteen required courses in the two-year, four semester programs. In the past, the Registered Nursing program enrolled 46 students annually, for a capacity of 92 students each semester throughout the two-year program. There have been curriculum changes to the program in the past year including deletion of the NRAD 201 and NRAD 204 courses. The enrollment has also been increase from 43 students to 46 students being accepted in the fall semester with a capacity or 50 students in the spring due to LVN student admittance. The third change was the expansion of the RN program which launched in Spring 2024. This evening program is an expansion of the LVN-entry with 15 more students being admitted in the spring semester.

Pre-Nursing associate degree has been offered since Fall 2016. The course list for this degree includes required pre-requisite, additional, and recommended courses to be an eligible applicant for the RN program.

Certificate of Achievement, Registered Nursing, non-degree 30 unit option has had no enrollments for the timeframe of this report. This pathway is earned by LVN's entering into the 3rd semester of the program, but because the recipients do not earn a degree, transfer of the educational units is limited to a few schools who may accept them, and their RN license is not recognized in most states outside of California. Admission is limited to a

space available basis.

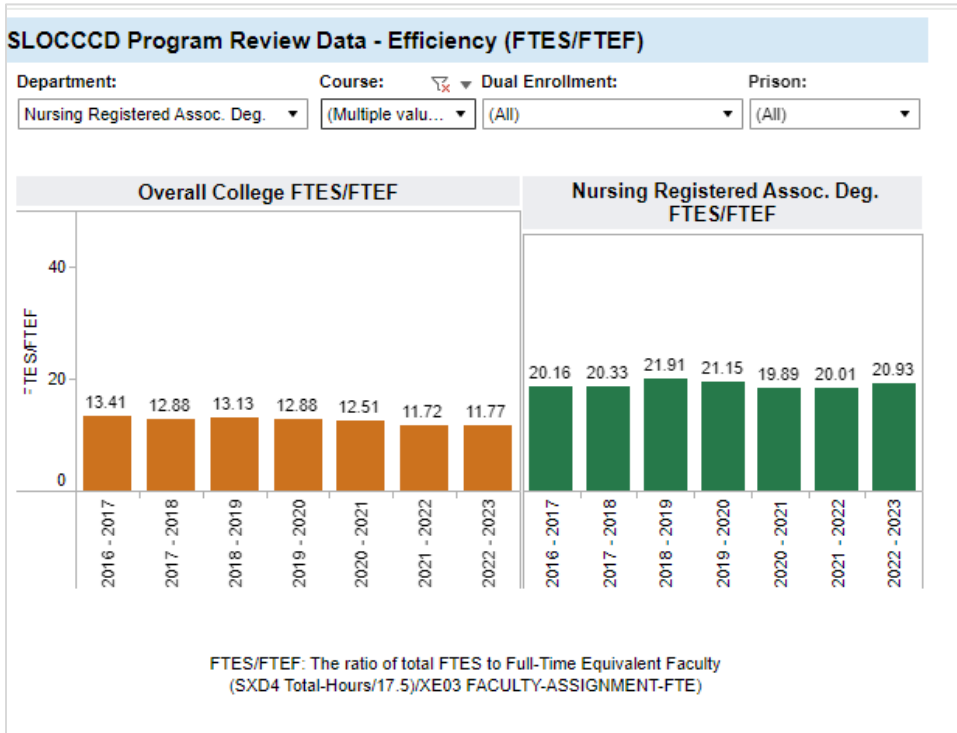
B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)



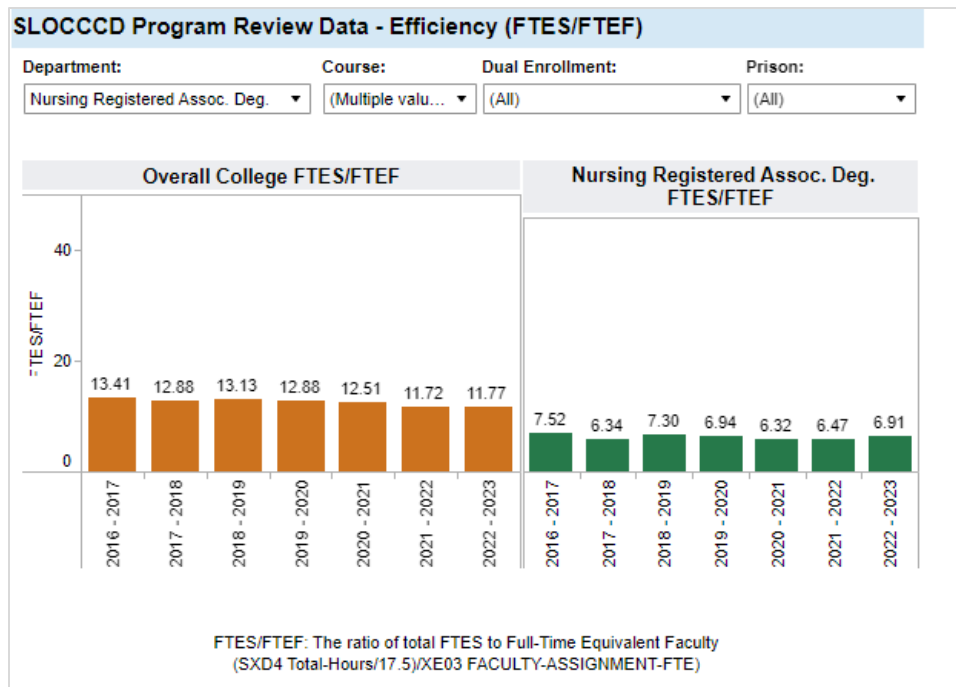
Associate Degree, Registered Nursing: Fill rates at the beginning of the program are consistently 100%. Fill rates for the past five years have been between 80% and 92%. The program had been admitting 43 incoming generic RN students annually in August however in the of Fall 2023, the admission was increased to 46. There are now four slots reserved in the second semester for Advanced Placement LVN to RN students who enter the program via a formal application process. With the addition of the four LVN-RN students in the second semester, the capacity has increased to 50 from the second through the fourth semesters of the program. Vacant seats due to attrition from personal or academic reasons are filled at the beginning of each semester if possible with advanced placement LVN, returning leave-of-absence students, transfer students, or advanced-placement military students.

Implementation of the Accelerated RN program winter 2024 stated with 15 students and will advance to 30 students next winter. This program runs year around and provides for full academic completion in 1 year, allowing for 80 students to complete their RN degree yearly.

C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)



Required lectures courses: the above chart shows efficiency numbers from required lectures courses in the program. All of the lecture courses within the NRAD program are efficient with 1 faculty lecturing to 50 students in the RN cohort.



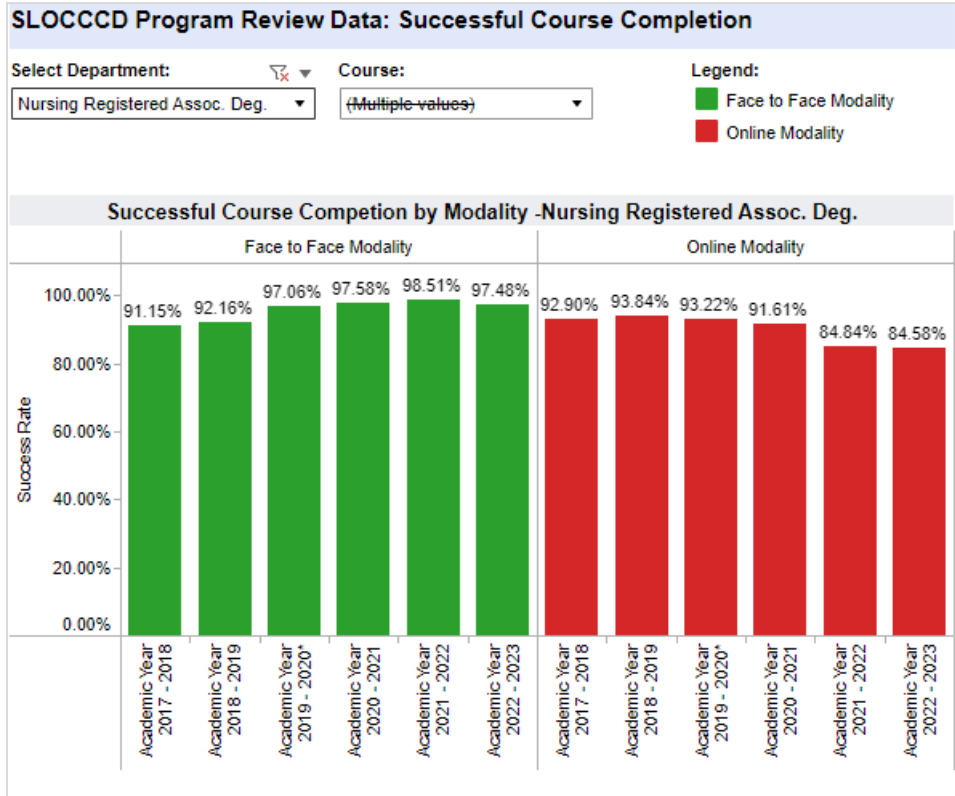
Required lectures, skills lab, and clinical courses: the above chart shows combined efficiency numbers from all required lectures, skills acquisition labs, and clinical (patient care) courses in the program. These efficiency numbers drop below overall college numbers because the skill lab and clinical courses require a faculty to student ratio that adequately supervises students and ensures safe patient care.

College Budget Support:

The Associate Degree, Registered Nursing program has been able to provide the following foundation and grant funding to compensate for these lower clinical and skills lab course efficiency numbers:

- The Nursing Division’s Foundation funds the entire full-time Division Chair salary and stipend (\$100,000 plus).
- Clinical agencies donate one Clinical Assistant for each clinical group to support faculty and students during medication administration and peak skill times (\$45,000 plus).
- An annual nursing grant from the Chancellor’s Office pays the salary and benefits for the Nursing Program Success Specialist salary, RN Licensure preparation program, portable nursing resource applications for students to use on their handheld device in the clinical setting, professional development for director and faculty. (\$125,000 grant).
- In the past year alone, community donors have contributed substantial funds to support RN students and the RN program (\$150,000 plus)

D. Student Success—Course Completion by Modality (Insert Data Chart)

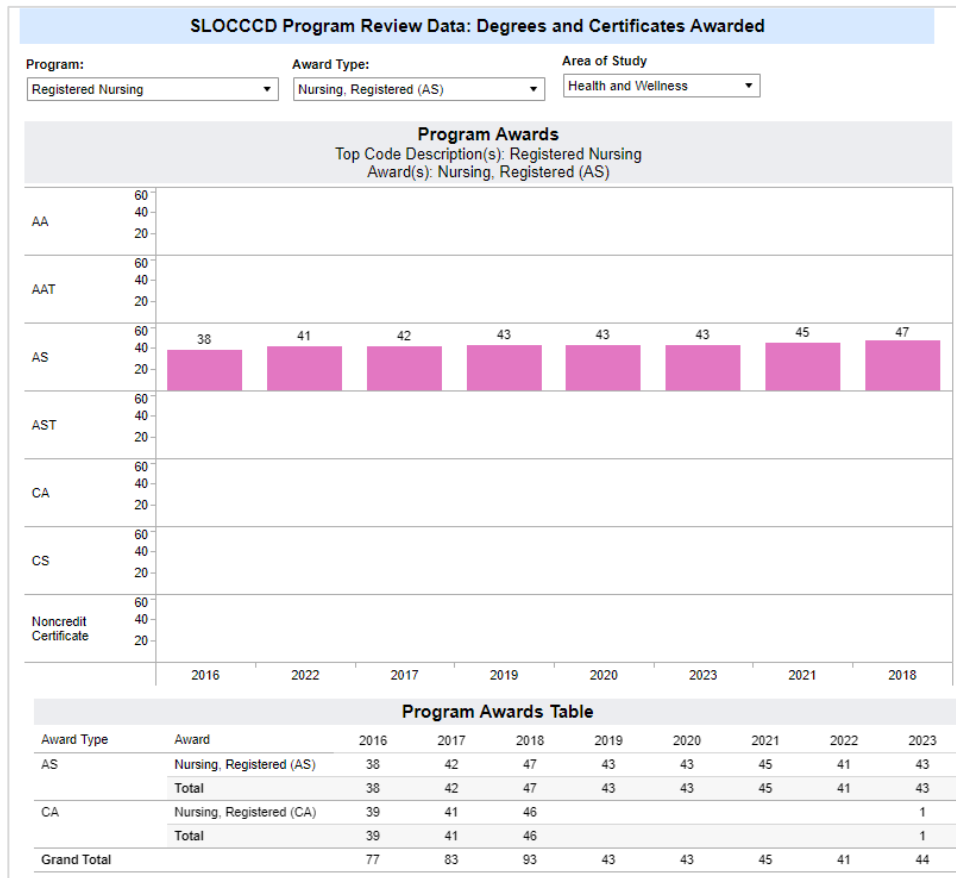


The table above represents the NRAD completion rates by face-to-face modality in green, and online modality in red. The NRAD program’s successful completion rate for face-to-face courses at 97.48%, and online modality 84.58% which remains consistently higher than the college for the academic year and exceeds the college’s overall successful completion rate which ranges from face-to-face 79.99% and online modality from 72.07%.

Factors contributing to these successful completion rates include, but are not limited to, the selection process of our applicants, students’ strong desire to become nurses, strong and dedicated faculty, and an aggressive retention plan.

The program uses a multi-criteria selection process to admit students who are prepared to enter and be successful in the program. Since the implementation of this process, the number of students who dropped for academic or clinical failure has significantly decreased.

E. Degrees and Certificates Awarded (Insert Data Chart)

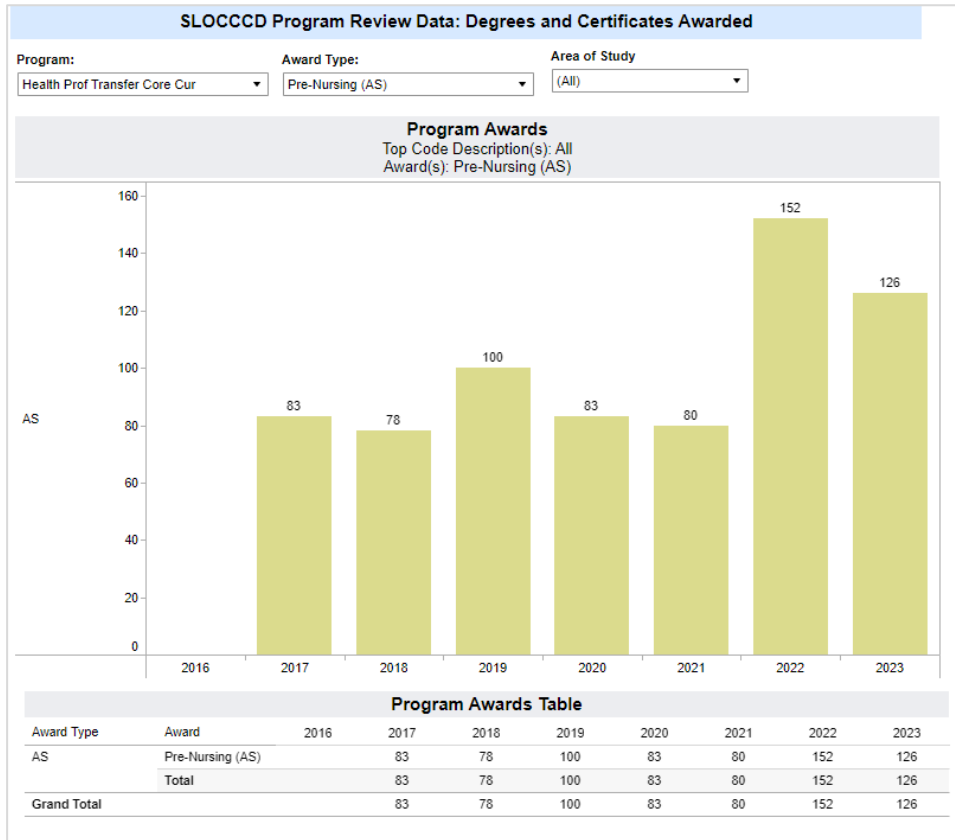


Nursing, Registered Associate Degree: The chart above shows the number of degrees earned in the NRAD (RN) program. This degree is earned by completing all required coursework in the RN program, Board of Registered Nursing required coursework and college Associate degree requirements.

Advanced-Placement LVN to RN pathway: The Registered Nursing, Associate Degree can also be earned through the advanced placement LVN to RN pathway which utilizes a formal application process. Selected students are allowed to waive 1st semester RN coursework by crediting their LVN education and license. These students complete the 2nd, 3rd, and 4th semester of the RN program and are awarded the full Registered Nursing Associate Degree. Every year, 3 – 6 LVN’s enter through this pathway. The Advanced Placement LVN to RN pathway has been very successful in retention, licensure pass rates, and prompt employment.

Accelerated-Placement RN pathway: Additional pathway for LVN’s to obtain their RN degree in 1 year. These additional students bring the total possible RN degrees up to 80 per year.

Military Personnel Policy: To date, no one has entered the program using the military placement policy that went into effect in 2018. Six applicants have expressed interest in the option, but they have either lost interest or not completed the challenge test requirement (final exam of the semester they choose to waive). Methods to recruit will be explored and implemented.



Associate Degree, Pre-Nursing Awards: The above chart above shows the number of Pre-Nursing Associate degrees have been awarded since its inception in Fall 2016.

Certificate of Achievement, Registered Nursing non-degree 30-unit option has awarded no certificates for the timeframe of this report.

F. General Student Success – Course Completion (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

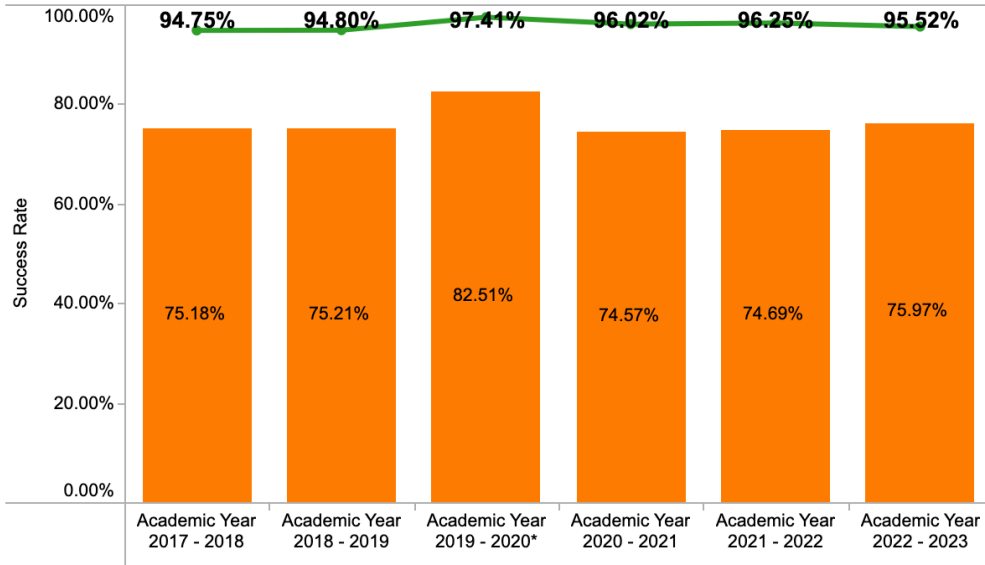
Select Department:

TERM:

Measure Names
 Department Success Rate
 Overall College Success ...

COURSE:

Successful Course Completion - Nursing Registered Assoc. Deg.

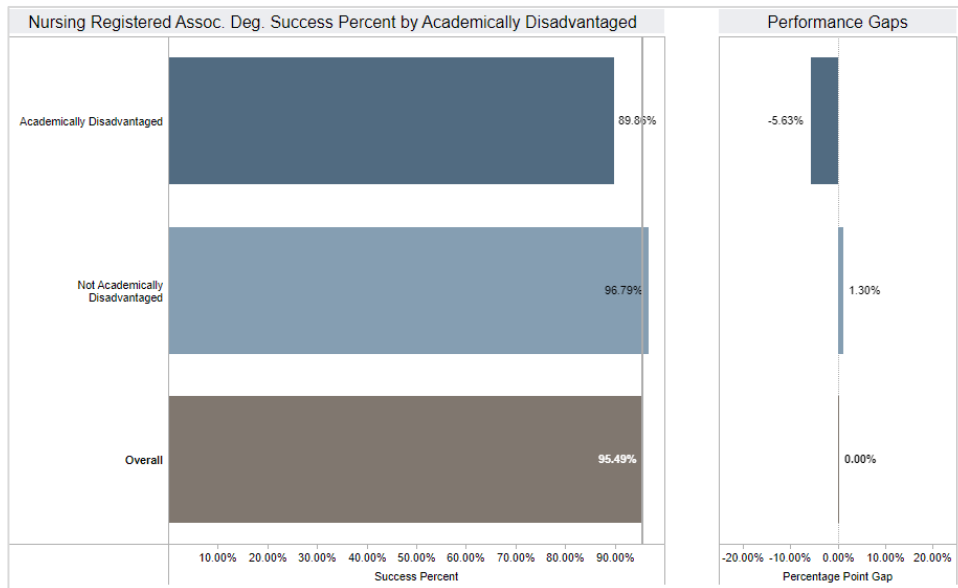


Nursing Registered Assoc. Deg. Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	94.75%	94.80%	97.41%	96.02%	96.25%	95.52%
Total Enrollments	1,277	1,175	1,177	1,184	1,147	1,161

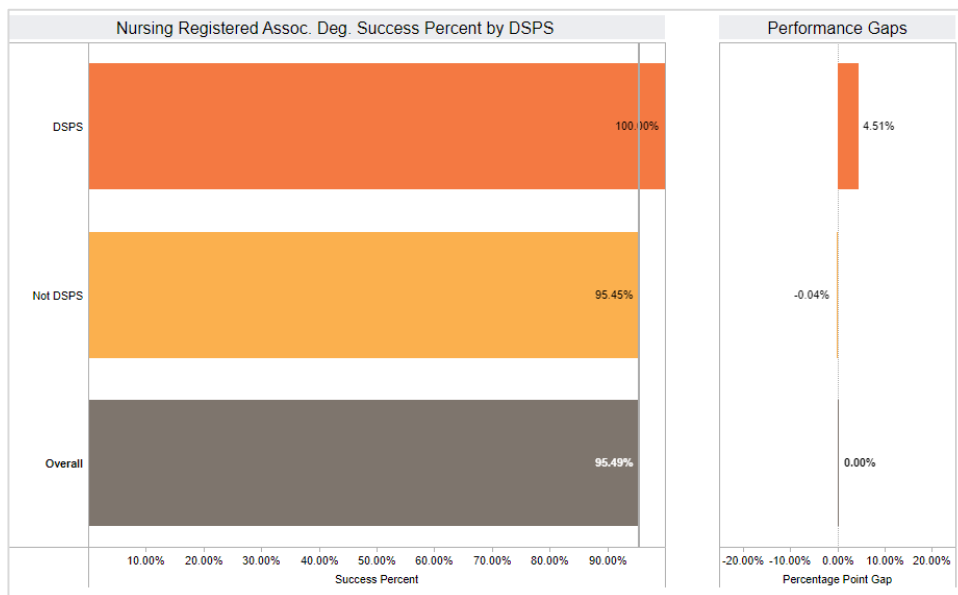
The above chart above shows successful completion rates for students in the Registered Nursing (NRAD) program to be above 95.5% for academic year 2022 - 2023, with all of the last five years exceeding the college's overall completion rate.

Disaggregated Student Success (Academically Disadvantaged)



The above chart shows successful completion rates for students in the Registered Nursing (NRAD) program by the academically disadvantaged. The addition of the new Accelerated RN program provides a pathway to meet the demand of our community partners/facilities requests for graduating RN's. This group provides a different pathway that meets college goals of diversity and equity reflective of the community.

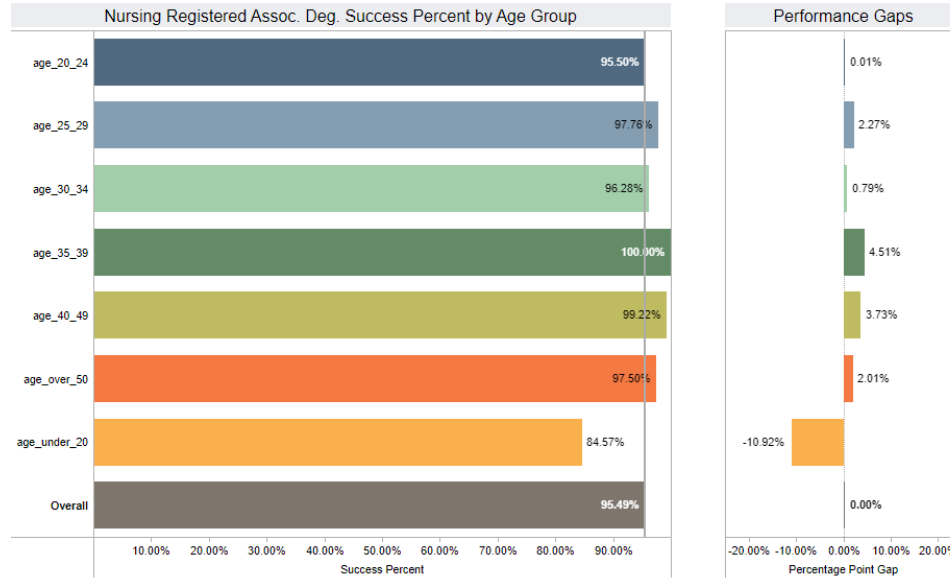
Disaggregated Student Success Academically (DSPS)



The above chart shows successful program completion rates for students in the

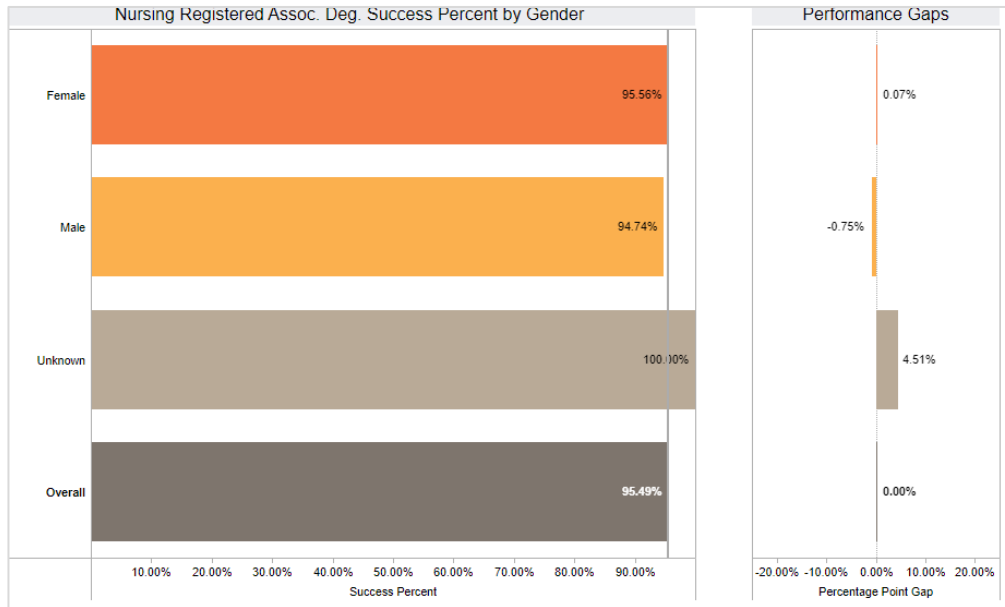
Registered Nursing (NRAD) program by accommodation status (DSPS). DSPS student completion rate was 100%, while non-DSPS student completion rate was 95.45%.

Disaggregated Student Success (Age)



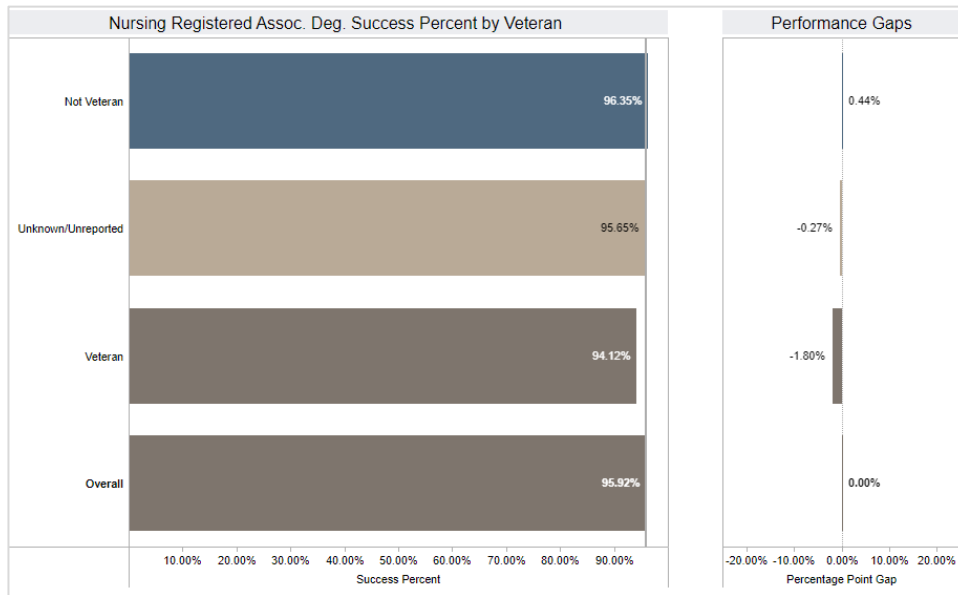
The above chart shows successful program completion rates for students in the Registered Nursing (NRAD) program by overall age groups at 95.49%, age group under 20 years are at 84.57%. Success strategies will be explored to help these age group increase success within the program, including use of our Success Specialist.

Disaggregated Student Success (Gender)



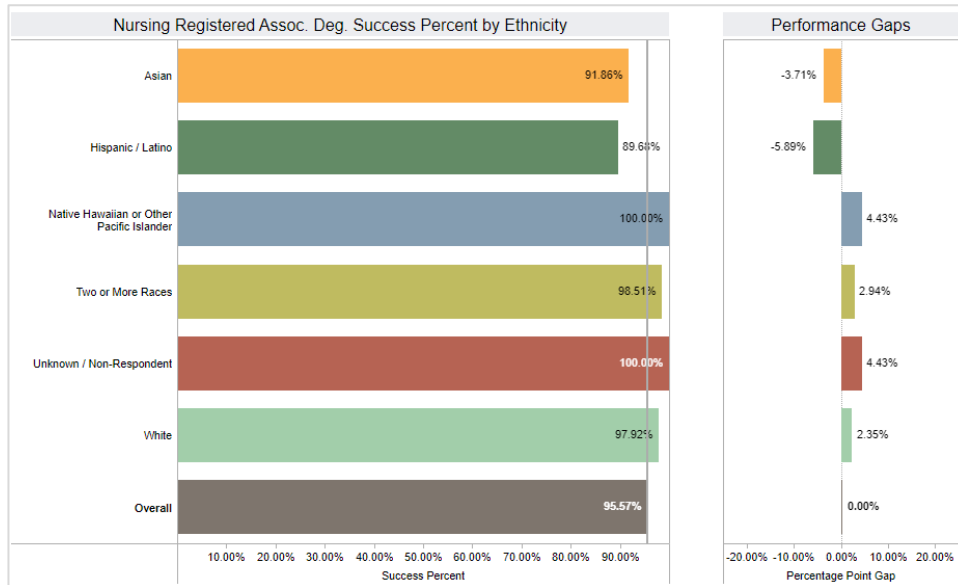
The above chart shows disaggregated Registered Nursing (NRAD) completion data by gender. Female students had a completion rate of 95.56% compared to male students at 94.74%. Additional male faculty have provided better mentorship to the student population.

Disaggregated Student Success (Veteran)



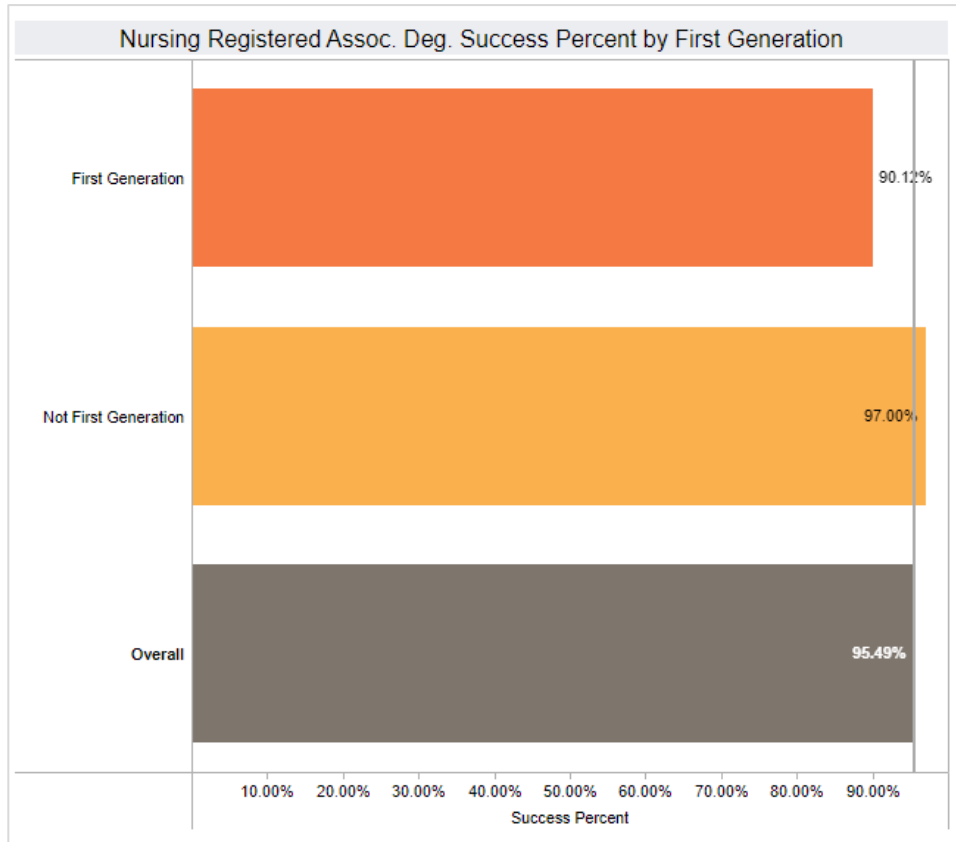
The above chart shows disaggregated Registered Nursing (NRAD) completion data for the Veteran. Veteran students had completion rate at 94.12%. No self-identified veterans in the previous year. Implementation of full time student success specialist available for future veteran students.

Disaggregated Student Success (Ethnicity)



The above chart shows disaggregated Registered Nursing (NRAD) completion data for the Ethnicity. Ethnicities had average successful completion rates above 95.57%. The success specialist has implemented mandatory workshops to promote test taking and study strategies, and performance improvement techniques for all students.

Disaggregated Student Success (First Generation)



The above chart shows disaggregated Registered Nursing (NRAD) completion data for the First Generation to Attend College. First generation successful completion rates were 90.12%, in comparison to Not First-Generation completions were at 97%. New pathways for program admittance to allow for more diverse student population implemented in 2024.

- G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

See statements made under each image above.

Programs and Curriculum Review PROGRESS

- A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.
- List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2023-2024 year in the 5-year calendar of the Curriculum Review Worksheet.

REGISTERED NURSING, AS

- From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the ____ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
NRAD 102H NRAD 103H NRAD 004E NRAD 201A NRAD 201B NRAD 201D NRAD 120A NRAD 120B NRAD 120C NRAD 120D NRAD 202A NRAD 202B NRAD 202D NRAD 203A NRAD 203B NRAD 203D NRAD 204A NRAD 204B NRAD 204D	Major for all	Fall 2023 for all

- From the list generated in #1, identify those programs of study and courses that did **not**

undergo the modifications for which they were scheduled during the 2023-2024 year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
None			

B. For the following questions, please refer to Part A, #3 of the previous year’s APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren’t already referenced in the previous year’s APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type “N/A” in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
N/A			

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the ____ year. Complete the table below for those items only. You may leave this table blank if you wrote “N/A” for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)
N/A			

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

ADN to BSN Collaborative Pathway / Options

A partnership with CSU-Monterey Bay allows our ADN students to obtain their BSN degree locally in San Luis Obispo, without travel out of the area. The program is offered through CSUMB's extended education program and allows students to complete their BSN 12 months after earning their ADN degree.

In addition, an ADN to BSN Education Fair is held each year for students to hear other pathways to earn their BSN. Information provided includes length, cost, travel, and program highlights. This Education Fair was held by zoom in 2021 and 2022 due to the pandemic.

Students are referred to nursing counselors for BSN transfer guidance. This is announced on our program website, program orientation, and in student meetings with the program director during the program.

RN Licensure 1st Test Pass Rates

Graduates of Cuesta's ADN program has maintained a 93.18% or higher 1st test pass rate on the NCLEX-RN exam over the past 10 years, including several recent graduating classes with a perfect 100% pass rate.

The average NCLEX pass rate for state of California is 90.9 overall with Associate Degree students at 91%, and the national average NCLEX 1st test pass rate for Associate Degree is 78.78%, with a total combined all RN rate of 82.48%.

The NCLEX-RN pass rates for the five annual periods (July 1 - June 30) listed in this section reflect results for CA-educated nursing program graduates/completers of CA BRN-approved pre-licensure RN programs. *Note:* Annual rates include all first-time exam testers taking the exam in a given annual period, even first-time testers who did not take the exam immediately following program completion/graduation.

Following posting of annual rates on the BRN website each October, pass rate changes/corrections may occur. Please contact the individual nursing education program with any questions about a program's annual rates. Each BRN-approved nursing program's contact information is available on our [RN Programs](#) page.

School	2018/2019		2019/2020		2020/2021		2021/2022		2022/2023	
	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass
Allan Hancock College	33	87.88%	33	78.79%	32	84.38%	33	87.88%	34	85.29%
American Career College	58	93.1%	68	92.65%	84	91.67%	62	88.71%	112	87.5%
American River College	80	100%	68	91.18%	67	92.54%	52	94.23%	76	89.47%
American University of Health Sciences	70	84.29%	48	79.17%	74	85.14%	103	75.73%	83	84.34%
Antelope Valley College	98	94.09%	107	94.39%	105	94.29	98	90.63%	75	93.33%
College of the Sequoias	79	97.47%	87	94.25%	107	87.85%	100	87%	102	95.1%
College of the Siskiyous (Closed)	30	96.67%	20	100%	25	96%	N/A	N/A	N/A	N/A
Compton College	N/A	N/A	31	93.55%	63	77.78%	62	79.03%	55	67.27%
Concordia University Irvine	113	99.12%	98	98.98%	67	95.52%	157	96.18%	122	95.9%
Contra Costa College	39	100%	42	90.48%	40	82.5%	36	83.33%	50	88%
Copper Mountain College	23	95.65%	31	87.1%	15	100%	27	74.07%	23	78.26%
Cuesta College	40	97.5%	37	97.3%	44	93.18%	82	97.56%	47	95.74%
Cypress College	89	91.01%	86	89.53%	88	85.23%	51	78.43%	55	89.09%
De Anza College	49	95.92%	43	95.35%	31	93.55%	51	86.27%	44	95.45%
Dominican University of California	98	85.71%	83	89.18%	118	84.75%	118	80.51%	139	71.94%

Best Ranked RN Programs

In rankings of 2020 best RN programs in California, including all ADN and BSN programs, Cuesta RN program percentage at 99.26, and ranked 2nd from Registered Nursing. Org. and 12th Nursing Schools Almanac and RN Careers.org who collected data on over 3,000 nursing schools and campuses throughout the California and the United States.

“This excellent Nursing program teaches new transfer students the therapeutic and interpersonal strategies and skills for their professional role.” (Registered Nursing.Org)

Program Outcomes Assessment Checklist and Narrative

CHECKLIST

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

NARRATIVE

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes

Faculty continued to make necessary revisions to the curriculum due to the COVID-19 pandemic-induced shift to remote learning, and some positive aspects of this forced change will be reviewed and adapted into the program after the pandemic emergency stay at home order is over.

B. Anticipated changes in curriculum, scheduling or delivery modality

- Curriculum revisions and changes to the overall program units have been underway. We are modifying courses to ensure we have sequencing of content and address overlapping of lecture, lab and simulation.
- We have been successful in decreasing our program overall credits by 2. This was one of the goals we established at the start of our revisions. Planning is ongoing and there may be 1 – 3 additional credit reductions over the next year.

C. Other faculty goals for the upcoming years:

- The program will begin the process to obtain National accreditation (ACEN)
- Faculty will be encouraged and supported to earn their national Certified Nurse Educators certificate (CNE) through AACN.
- Consider simulation accreditation as it may become required in future years

D. Levels, delivery or types of services

- No changes planned.

E. Facilities changes

- Sufficient classrooms space is needed to allow both 1st and 2nd year RN students the ability to schedule lecture, special-topic clinical days and skills lab courses without competing for space

F. Staffing projections

- The nursing program director is retiring the end of this academic year and a replacement will be required for the ongoing implementation of the RN program, as well as LVN and CNA. At the time of this document, no replacement has been secured. A separate LVN and CNA program director housed on the NCC would allow increased and more effective to those programs.
- RN success specialist role has been vacant essentially 4 years and needs replacement
- Simulation coordinator
- Designate separate nursing division chair from allied health division chair to service all programs more effectively
- Faculty liaison and support staff for ADN to BSN program collaborative and potential other relationships

Program Sustainability Plan Progress Report

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.