

2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025

PROGRAM(S): REGISTERED NURSING

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

LAST YEAR CPPR COMPLETED: 2022-2023 NEXT SCHEDULED CPPR: 2026-2027 CURRENT DATE: 2/27/2025

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 the [IPPR Program Review Documents 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):

Nursing Registered (30 Unit Option); CA Nursing Registered, AS; Pre-Nursing, AS

General Program Update

The Registered Nursing Associate Degree Program has worked hard to expand its commitment to addressing the regional nursing shortage by launching an Accelerated LVN to RN program in 2024. The new cohort was established with the hiring of 2 fulltime tenure track faculty, and multiple part time faculty to provide the opportunity for 30 LVN students to become registered nurses in their own community in one year. The first cohort graduated all students in December 2024, with over 95% of the graduates obtaining local jobs before graduation. Our division is committed to promoting a quality-based program that works hard to support each individual students' needs, so that they can reach their goal of obtaining a registered nursing license. With the addition of this new cohort and an expansion of our traditional cohort we have seen an increase in male representation, a higher representation of diversity, and a significant proportion of first-generation college students being able to complete our program. Our program continues to grow and is dedicated to promoting the student's success in achieving their career goals and obtaining a job with a livable wage that allows them contribute to our community.

Program Sustainability Plan Update

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

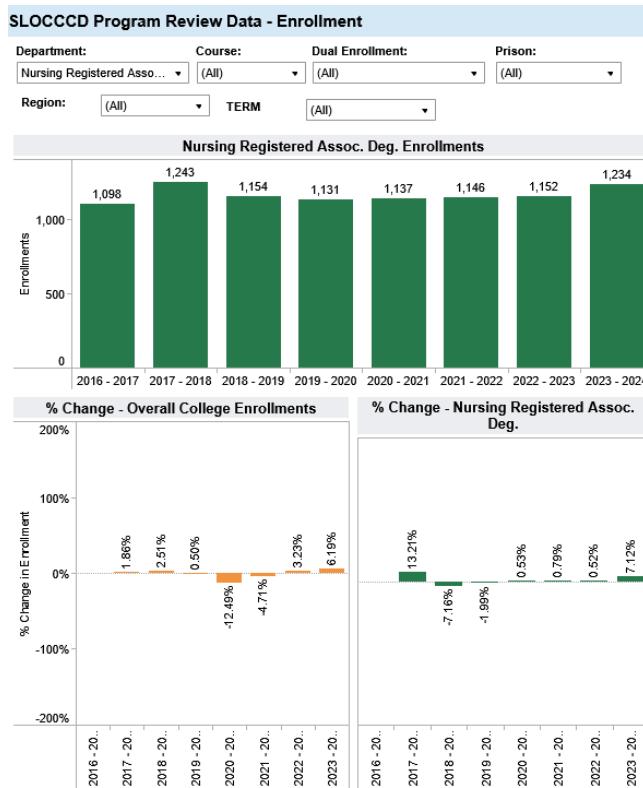
Yes If yes, please complete the Program Sustainability Plan Progress Report below.

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.



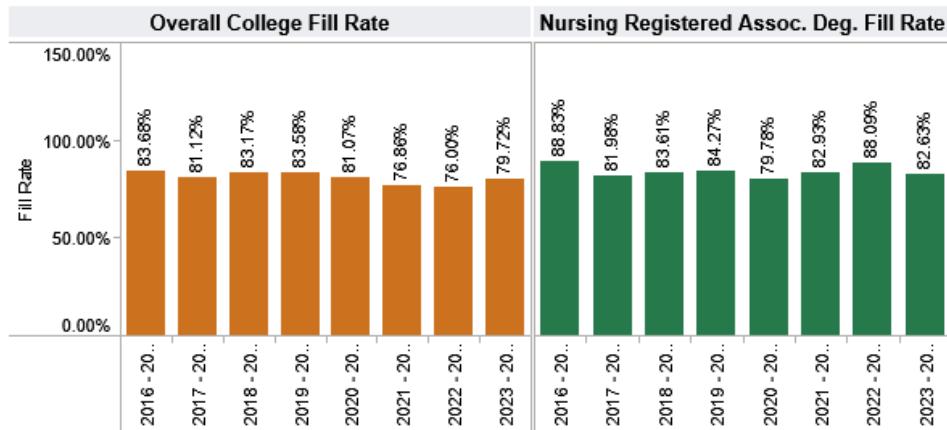
A.

General Enrollment (Insert Aggregated Data Chart)

The Cuesta nursing program has surpassed overall college enrollment growth with the addition of the Accelerated LVN to RN cohort. Expanding the Traditional cohort by 10% and introducing a one-year pathway for practicing LVNs have restored enrollment to pre-COVID levels. These changes provide greater educational opportunities and strengthen the local healthcare workforce.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
Nursing Registered Assoc. Deg. ▾	(All) ▾	Not Dual Enrollment ▾	(All) ▾



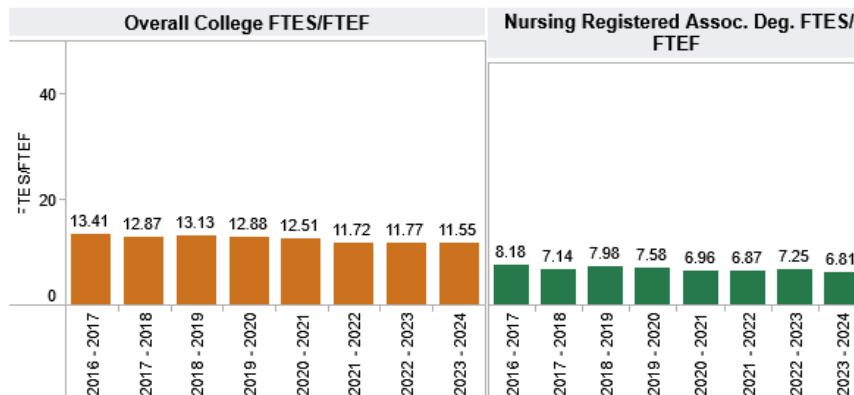
B.

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

Cuesta College relies on local facilities to provide over 500 hours of acute care clinical experience, but limited simulation space and shared classrooms restrict alternative training opportunities. With small rural hospitals already impacted by student presence six days per week, the capacity to accommodate our full cohort size is constrained. As a result, our fill rate and student demand ratio have declined due to insufficient clinical and on-campus resources to support the full enrollment potential.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

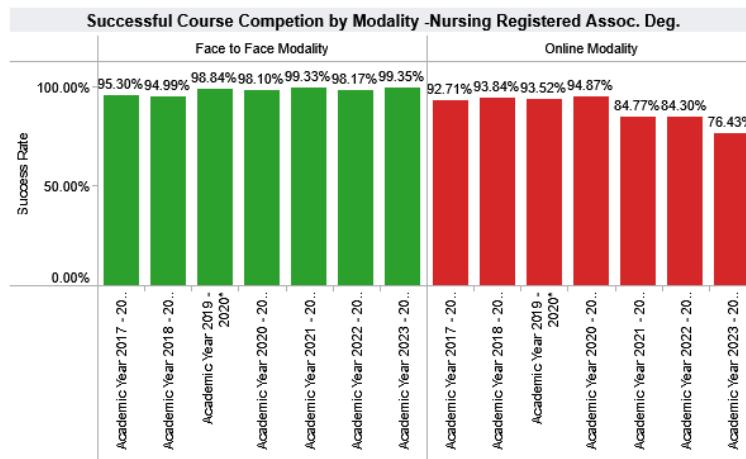
Department:	Course:	Dual Enrollment:	Prison:
Nursing Registered Assoc. Deg. ▾	(Multiple val... ▾	Not Dual Enrollment ▾	Not CMC:Prison ▾



C.

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

The nursing program's requirement for a 1:8 student-to-instructor ratio in clinical settings significantly impacts its efficiency rating compared to the broader college population. To meet BRN requirements, students complete over 800 clinical hours, where close supervision is essential for ensuring safety, quality, and hands-on learning with real patients. While lecture courses operate at a 1:45 ratio, clinical training and skills labs must adhere to the 1:8 standard, unlike other college programs that primarily rely on large lecture formats. As a result, the nursing program's structure inherently differs from the college's general efficiency model, as over half of the students' training occurs in small-group, high-supervision environments critical to patient care and professional competency.



Successful Course Completion by Modality Table - Nursing Registered Assoc. Deg.

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	95.30%	94.99%	98.84%	98.10%	99.33%	98.17%	99.35%
	Total Depart..	915	880	877	421	902	930	1,077
Online Modality	Department S..	92.71%	93.84%	93.52%	94.87%	84.77%	84.30%	76.43%
	Total Depart..	329	277	298	761	244	223	157

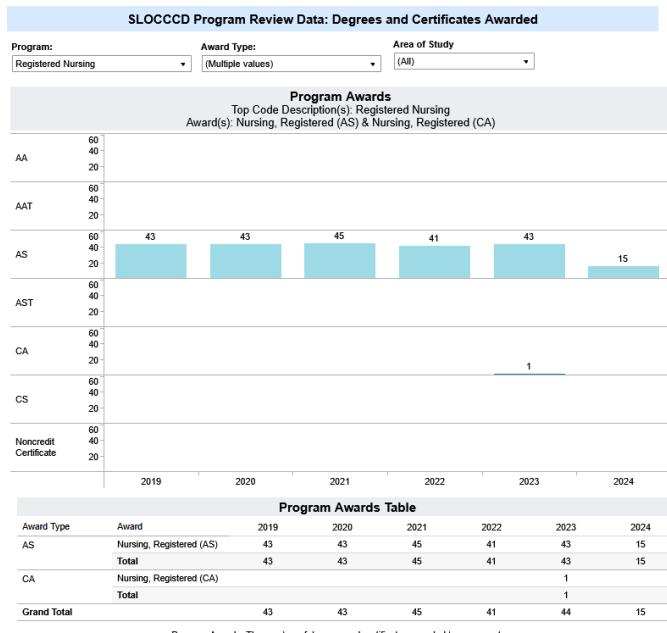
D.

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

The NRAD program continues to exceed the college's overall completion rates, with face-to-face courses achieving a 99.35% success rate and online courses at 76.43%, compared to the college's 79.81% (face-to-face) and 73.47% (online), respectively. We have removed most of the online modality of teaching to our program and teach primarily in a face-to-face setting for all cohorts.

Notably, all students in the accelerated LVN to RN cohort successfully completed the program, marking a milestone for this new pathway. This success reflects the program's rigorous multi-criteria selection process, students' dedication to the nursing profession, committed faculty, and a strong retention plan. By reducing academic and clinical dropouts, this initiative has provided LVNs with the opportunity to advance their education and expand their employment prospects with a nursing degree.

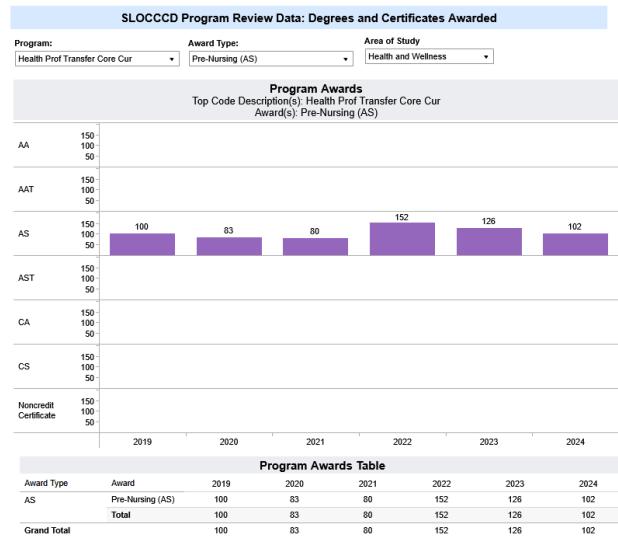
E. Degrees and Certificates Awarded (Insert Data Chart)



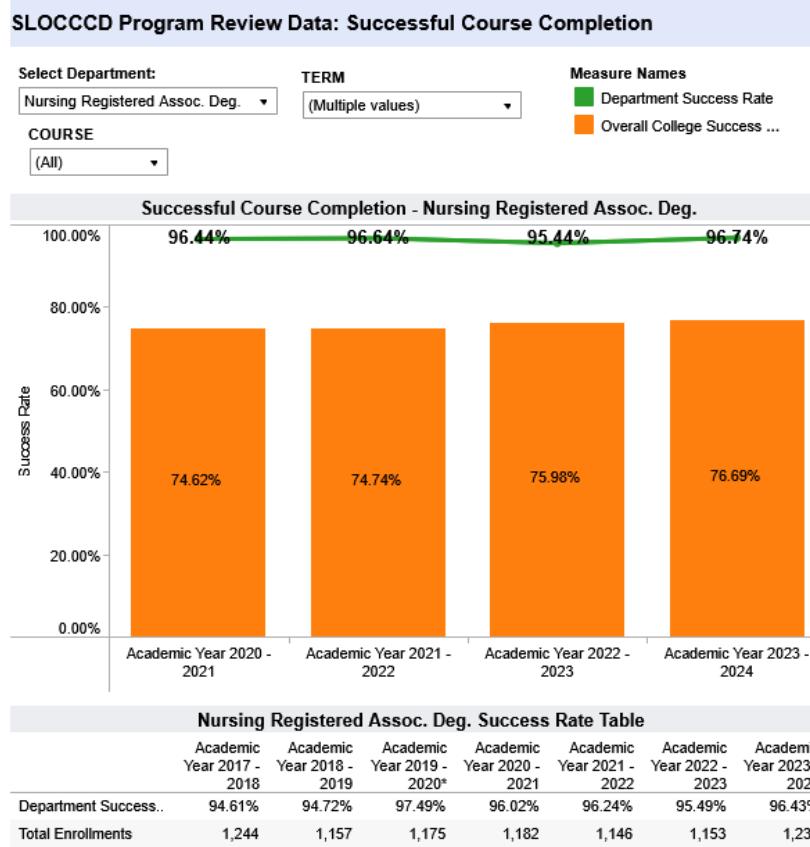
The chart above reflects the number of degrees awarded in the NRAD (RN) program, which requires completing all RN coursework, Board of Registered Nursing requirements, and college Associate degree requirements. However, the data currently only includes the 15 graduates from the accelerated cohort and does not account for the 46 graduates from the Spring 2024 cohort. When factoring in these additional graduates, the program has seen a 25% increase in degrees awarded, highlighting its strong completion rates and student success.

Additionally, the Traditional cohort continues to provide an Advanced-Placement LVN to RN pathway which provides LVNs with an opportunity to advance their education by waiving the first semester based on prior licensure and coursework. Each year, 3–6 LVNs enter through this pathway, successfully completing the remaining three semesters to earn their Associate Degree in Registered Nursing. With the implementation of the Accelerated cohort for LVN's to obtain their RN in one year for 30 students, and the advanced placement pathway for LVN's to join the traditional cohort we now have a total of 90 places available for students to obtain their RN degree at our college. All three of these pathways have demonstrated high retention, strong licensure pass rates, and quick employment, further emphasizing the program's commitment to student success and workforce readiness.

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.



Since the implementation of the Pre-Nursing Associate Degree at Cuesta College in 2016, over 600 students have earned their pre-nursing degree by completing core coursework at Cuesta. This pathway has significantly contributed to student preparedness for the RN program while promoting the college as a whole.

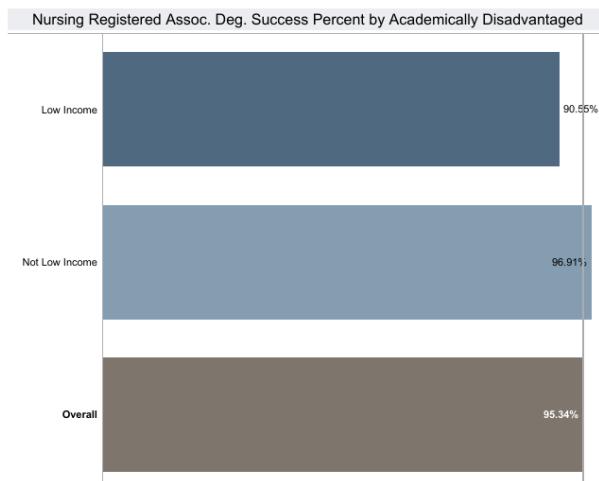


F.

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

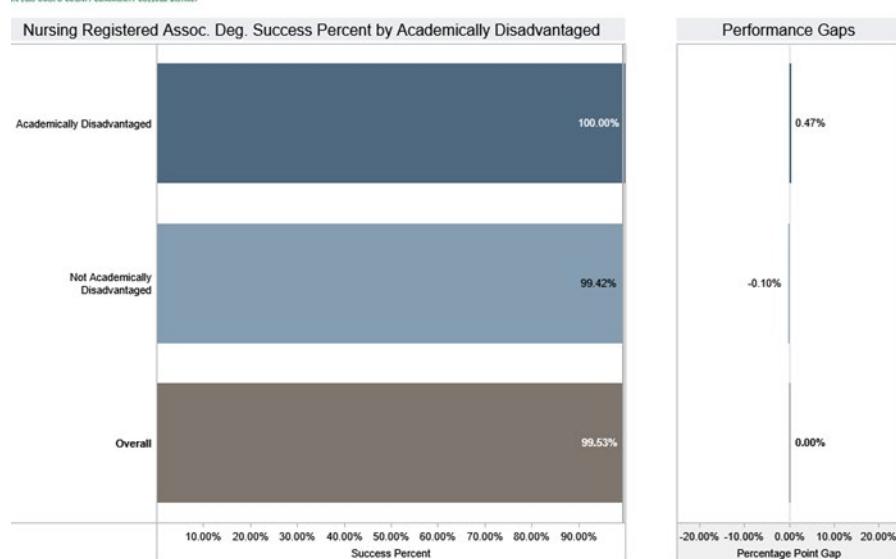
The chart above shows successful completion rates for students in the Registered Nursing (NRAD) program to be over 96% for 2023-2024, with all 5 years exceeding the colleges average 75% success rate by over 20%.

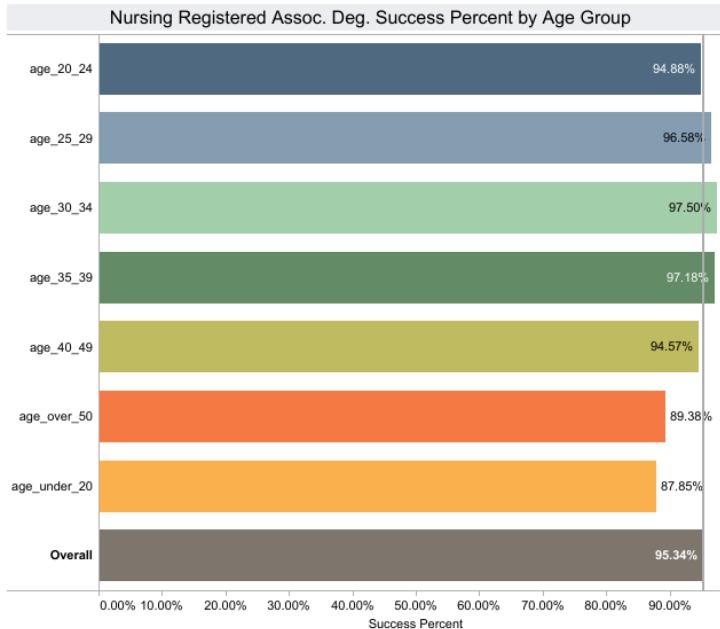
G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.



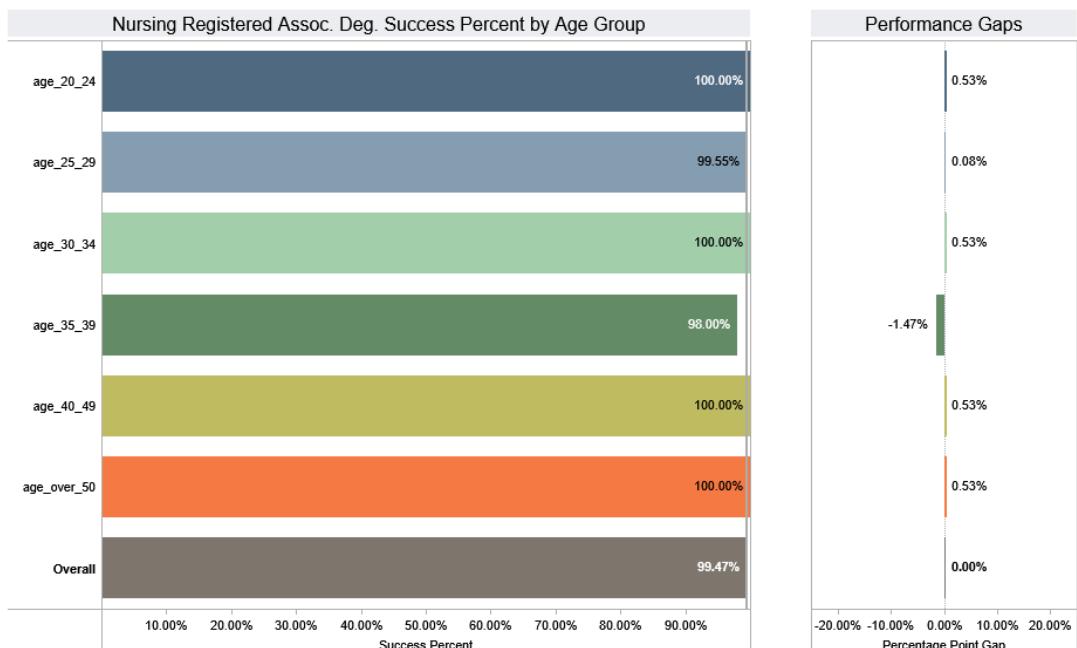
Last year we implemented a new cohort for LVN graduates to complete their RN degree in 1 year. The previous data for academically disadvantaged students had a gap of -5.5% for completing the program successfully. This is the graph below shows 2023-2024 data:

The addition of the Accelerate RN program has provided a new pathway that meets the demands of our community partners/faculties requests for graduating more RN's. This group provides a different pathway that meet college goals of diversity and equity reflective of our community. The program also emphasizes diversity and inclusion. LVNs are typically more diverse than traditional RN students, with higher percentages of Hispanic, Black, and Asian individuals. This demographic representation is crucial in bridging the gap between the healthcare workforce and the diverse patient population of the Central Coast. Moreover, a considerable proportion of LVN students are first-generation college students and are economically eligible for financial aid, highlighting the program's role in promoting educational accessibility.





Last year we had a success pf completion age gap of 10% for students in their 20's. Overall program success was 95% with students under 20 completing at a rate of 84%.



The implementation of a Success Specialist and new strategies have improved students' overall performance to be more equitable between all age groups.

The implementation of the Success Specialist position in 2022 has helped bridge age gaps by providing students with dedicated support outside of faculty. Beginning in 2023 the Success Specialist started having mandatory social events, provided individual meetings for students scoring below 75% on tests, and provided on-campus availability. The Success Specialist has

enhanced student engagement and resource access. This initiative has contributed to a 99% program completion rate, fostering cohesion and collective growth.

Programs and Curriculum Review PROGRESS

SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

NA

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic 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)

3. 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 2024 academic 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)

SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #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 box of 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)
NA			

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic 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)

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.

Retention: An aggressive student success program remains in place to foster student's on-time completion of the program. The Success Specialist has closed the gap for all students regardless of age, gender and college history to complete the program while building class collaboration, individually meeting the students needs with resources, and promoting a new career. Retention rates of admitted students have averaged to 95% since 2020. Since the program moved to the multi-criteria selection process, the number of students exiting for academic failure has significantly decreased. Since 2020, 2 students were dropped for academic reasons, with all others departing for personal reasons.

NCLEX 1st Test Pass Rates and NCLEX Pass Rates: 1st time pass rates over the past five years have been consistent from 93% to 100% for the last graduating class of 2024. We have been consistent at 100% for NCLEX pass rate for our graduates receiving national recognition.

Cuesta College Associate Degree (ADN) to Bachelor's Degree (BSN) Collaborative Pathway: The efforts to creative a sustainable ADN to BSN collaborative pathway was created with California State University Monterey Bay ADN to BSN Program in Summer 2015.

Cuesta College collaborates with local hospitals to support the continued education and professional growth of nurses in our community. Each spring, we host educational fairs to provide students with ADN to BSN opportunities, including our successful partnerships with CSUMB and Ohio University's online BSN program. These pathways have allowed graduates to work as RNs while advancing their education, fostering nurse leadership and strengthening both local and global healthcare. Our job fair further enhances this collaboration by working with hospital partners to support career growth and workforce development, reinforcing the value of these partnerships for Cuesta College and San Luis Obispo.

Accelerated Pathway for LVN to RN cohort added: Cuesta College has introduced an LVN to RN Accelerated Program in Spring 2024 to address the nursing shortage, offering Licensed Vocational Nurses (LVNs) a one-year pathway to become Registered Nurses (RNs). Requiring a California LVN license and recent work experience, the program opens doors to diverse career opportunities in acute care, long-term care, home health, public health, and advanced roles like Nurse Practitioner or Healthcare Manager. Serving San Luis Obispo, a designated Registered Nursing Shortage Area, the program aims to graduate approximately 30 new RNs annually, contributing to workforce needs while maintaining high NCLEX pass rates. Emphasizing diversity, inclusion, and student support, the program is designed to meet the unique needs of its students, many of whom are first-generation college students, economically eligible for financial aid, or balancing work and family responsibilities. With accessible faculty, tailored resources, and grant funding like the Song-Brown initiative, Cuesta has expanded capacity to provide additional academic and practical support, including enhanced faculty mentorship and

state-of-the-art equipment. Applications for the Spring 2025 cohort are now open, advancing Cuesta's mission of addressing healthcare needs through accessible, student-focused, and quality education.

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 and addressing equity gaps
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

Goals for the program, within the next academic year (pending grant support):

- Provide all nursing students with access to online versions of required textbooks to reduce the financial burden of purchasing physical books.
 - Enhance student learning through interactive and up-to-date digital resources.
 - Improve retention and graduation rates by ensuring all students have access to required learning materials.
- Provide students with online performance standards (skill expectations) reflective of the hospital's expectations and national standards.
- Establish a mentoring program for new faculty, part time or full time for clinical, skills and classroom to increase consistency for students.

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.