

ACEN Initial Self Study Report

College of the Redwoods Candidate ID#

<https://www.redwoods.edu/academics/ho/rn/index.php>

SECTION 1: Program Information

Governing Organization	Nursing Education Unit
College of the Redwoods / Redwoods Community College District 7351 Tompkins Hill Rd., Eureka, CA 95501	College of the Redwoods Nursing Programs 7351 Tompkins Hill Rd. Eureka, CA 95501
<u>Chief Executive Officer</u> Name and Credentials: Keith Flamer, Ph.D. Job Title: President/Superintendent, College of the Redwoods; Chief Executive Officer, Redwoods Community College District Telephone: 707-476-4193 Email: Keith-Flamer@redwoods.edu	<u>Nurse Administrator</u> Name and Credentials: Jessica Howard, MSN Job Title: Dean of Nursing and Healthcare Pathways / Health Occupations Telephone: 707-476-4251 Email: Jessica-Howard@redwoods.edu
<u>Governing Organization Accreditation</u> Accrediting Agency: Accrediting Commission for Community and Junior Colleges (ACCJC), Western Associate of Schools and Colleges Current Accreditation Status: Accredited through 2031 Date of Last Review: 2024 comprehensive accreditation review; accreditation reaffirmed January 21, 2025 Date of Next Review: 2031	<u>Regulatory Agency Status</u> Name of Regulatory Agency: California Board of Registered Nursing (BRN) Current Status with Regulatory Agency: Approved Name of Regulatory Agency: California Board of Vocational Nursing and Psychiatric Technicians (BVNPT) Current Status with Regulatory Agency: Approved

The Chief Executive Officer hereby confirms that the statements made herein are true and correct.

Signature of Chief Executive Officer



Keith Flamer, Ph.D.

President/Superintendent, College of the Redwoods

Chief Executive Officer, Redwoods Community College District

Date: July 20, 2026

ACEN Accreditation: 2025 (The program transitioned into a joint initial accreditation review cycle with the California Board of Registered Nursing (BRN))

Year(s) Nursing Program(s) Established:

- **ADN Program: 1967** (Formally approved under the inaugural health occupations framework at the main campus shortly after the district's expansion).
- **VNC Program: 1965** (The foundational vocational nursing cohort predated the associate degree stream to address local healthcare shortages in Humboldt and Del Norte counties).

Date of Initial Accreditation or Date Candidacy Achieved:

Not applicable- This is the Initial ACEN accreditation

Date of Last Review: *not applicable*

Current ACEN Accreditation Status: not accredited

Candidate for initial ACEN accreditation: College of the Redwoods

Academic Term

Type of Academic Term:	☐ Quarter ☐ Trimester ☒ Semester ☐ Other:
Number of Weeks in an Academic Term:	16

Program Locations, Program Options, and Methods of Delivery

Locations	Program Options (e.g., full-time; part-time; advanced placement; evening/weekend) offered at this location	Method of Delivery for each <u>option</u> (e.g., face-to-face or hybrid)	Frequency of Admission (e.g., every Fall/Spring)
Main Campus Name and Address: Eureka Campus- 7351 Tompkins Hill Rd. Eureka, CA 95501	ADN (Registered Nursing): Full-Time associate degree Pathway	ADN: Hybrid (<i>Online Canvas theory / Face-to-face physical clinical & lab</i>)	ADN: Every Fall
	VNC (Licensed Vocational Nursing): Full-Time Certificate of Achievement / associate degree Option	VNC: Hybrid/Synchronous (<i>Web-based Canvas modules paired with scheduled on-campus skill sweeps</i>)	VNC: Every other Fall (<i>Odd-numbered years</i>)
	LVN/Paramedic to RN Career Mobility: Advanced Placement Track	LVN/Paramedic RN Transition: Hybrid (<i>Online lecture blocks with physical skills labs</i>)	LVN/Paramedic RN Transition: Every Spring

Additional Location Name and Address: Del Norte Campus 883 W Washington St. Crescent City, CA 95531	ADN (Registered Nursing): Full-Time associate degree pathway	ADN: Hybrid (Canvas-based distance education theory with localized regional health clinicals)	ADN: Every Fall
	LVN (Licensed Vocational Nursing): Full-Time Certificate of Achievement / associate degree Option	LVN (VNC): Hybrid/Synchronous (<i>Digital core modules / Fixed physical skills laboratory check-ins</i>)	VNC: Every other Fall (<i>Odd-numbered years</i>).
	LVN/Paramedic to RN Career Mobility: Advanced Placement Track	LVN/Paramedic RN Transition: Hybrid (<i>Hybrid transition modules / Local multi-site preceptorships</i>)	LVN/Paramedic RN Transition: Every Spring

Enrollment

Students:	Nursing Student Enrollment:
Registered Nursing Associate of Science	• Registered Nursing Associate of Science ◦ Intake Term: Fall (every year) • Enrollment Count: 60 RN students
LVN to RN- 30 Unit Option Certificate of Achievement	• Intake Term: Spring (every year) • Enrollment Count: 40 students ◦ Eureka Campus: 20 RN Students • Del Norte Campus: 20 RN Students
Licensed Vocational Nursing Associate of Science	• Intake Term: Fall (every other odd year) • Enrollment Count: 40 LVN students (<i>Capacity split evenly with the certificate option from the maximum 60 total multi-campus slots</i>)
Licensed Vocational Nursing Certificate of Achievement	• Intake Term: Fall (every other odd year) • Enrollment Count: 30 LVN students (<i>Capacity split evenly with the degree option from the maximum 60 total multi-campus slots</i>)
LVN/Paramedic to RN- Career Mobility Associate of Science	• Intake Term: Spring (every year) • Enrollment Count: 40 students ◦ Eureka Campus: 20 RN Students ◦ Del Norte Campus: 20 RN Students
Total number enrolled across options	Total Number: 162

Program Length Table

Program Option	Total Number of Academic Terms to Complete Program	Total Credit/Clock Hours Required to Complete Program	Total Nursing Credit/Clock Hours Required to Complete Program	Total Credit/Clock Hours Awarded for Prior Learning (if applicable)
Associate degree Nursing -ADN	4 semesters	78-81 credits	38 credits	Up to 30 credits
LVN-RN career mobility	3 semesters	78-81 credits	21 credits	Up to 17-20 credits
Licensed Vocational Nursing-LVN	3 Semesters	50.5-54.5 credits	46.5 credits	Varies case by case
Licensed Vocational Nursing-LVN certificate of Achievement Option	3 semesters	46.5-50.0	46.5 credits	Varies case by case

Distance Education

Identify the nursing course(s) that use [distance education](#):

- ☐ No nursing courses use distance education.
☒ All nursing courses use distance education.
☐ Only the following nursing courses use distance education:

Course name/number	Course Credits/Contact Hours
Nurse 1-Nursing Science & Practice I/Hybrid	9.5 units/ 5.0 Theory/4.5 Clinical
Nurse 2- Nursing Science Practice II/ Hybrid	9.5 Units/ 5.0 Theory/ 4.5 Clinical
Nurse 3- Nursing Science Practice III/Hybrid	9.0 Units/ 5.0 Theory/ 5.0 Clinical
Nurse 4- Nursing Science Practice IV/ Hybrid	10.0 Units/ 5 units Theory/ 5.0 Clinical
Nurse 20- LVN-RN Career Mobility/Hybrid	3 units / 1 Theory/ 2 Units Clinical
VNC 101- Fundamental Vocational Nursing Concepts/Hybrid-Synchronous	11.5 units-Mapped/institutional Contact Hours across theory & Labs
VNC 102- Intermediate Vocational Nursing Concepts/Hybrid-Synchronous	17.5 units- Mapped/ institutional contact hours across theory and clinical
VNC 103- Advanced Vocational Nursing Concepts/ Hybrid-Synchronous	17.5 units- Mapped/ institutional contact hours across theory and clinical.

Criterion 1.4

The nurse administrator is a nurse who:

- holds educational qualifications as required by the governing organization and regulatory agencies;
- holds nursing licensure, and certification as applicable, consistent with the assigned roles and responsibilities; and
- is experientially qualified for the assigned roles and responsibilities.

Narrative

The Director of Nursing at College of the Redwoods meets all educational, licensure, and experiential qualifications established by the College of the Redwoods, the California Community Colleges Chancellor's Office (CCCCO), the California Board of Registered Nursing (BRN), the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT), the Accrediting Commission for Community and Junior Colleges (ACCJC), and the Accreditation Commission for Education in Nursing (ACEN). These qualifications ensure that the Director possesses the leadership, administrative expertise, and professional preparation necessary to administer the College's nursing education programs and support achievement of student learning outcomes and program outcomes.

The Director provides leadership and administrative oversight for the **associate degree Nursing (ADN) Program, Vocational Nursing (VN/LVN) Program**, and other nursing education programs housed within the Department of Nursing and Healthcare Pathways, including compliance with all institutional, state, and national accreditation requirements. The Director is responsible for coordinating program planning, curriculum implementation, personnel management, budgeting, regulatory compliance, program evaluation, and continuous quality improvement across both nursing programs while recognizing the unique regulatory requirements governing each program.

Educational Qualifications Required by the Governing Organization

College of the Redwoods requires the Director of Nursing to meet the minimum qualifications established by the California Community Colleges Chancellor's Office for nursing faculty and administrators. Consistent with the **Minimum Qualifications for Faculty and Administrators in California Community Colleges (2023)**, the Director must possess:

- A master's degree in nursing; **or**
- A bachelor's degree in nursing and a master's degree in health education or health science; **or**
- Equivalent qualifications as determined by the CCCCCO; **or**
- The minimum qualifications established by the California Board of Registered Nursing, whichever are more rigorous.

The College's Director of Nursing position description further requires:

- Current California Registered Nurse Licensure.
- A minimum of one year of direct patient care experience as a Registered Nurse.
- A minimum of two years of teaching experience in a prelicensure or post licensure nursing education program.
- A minimum of one year of nursing education administrative experience.

These qualifications ensure the Director possesses the educational preparation necessary to provide effective leadership for both the associate degree Nursing and Vocational Nursing programs.

Educational Qualifications Required by Regulatory Agencies

For the **Associate Degree Nursing Program**, the Director meets all qualifications required by the **California Board of Registered Nursing (BRN)**. California Code of Regulations, Title 16, Section 1420(h), defines the Director as the registered nurse administrator responsible for coordinating and directing all activities related to the development, implementation, management, and fiscal planning of the nursing program.

Section 1425(a) requires the Director to possess:

- A master's or higher degree from an accredited institution that includes coursework in nursing, education, or administration;
- One year of administrative experience with demonstrated administrative responsibilities;
- Two years of teaching experience in a prelicensure or post licensure registered nursing program; and
- One year of direct patient care experience as a Registered Nurse or equivalent experience as determined by the BRN.

For the **Vocational Nursing Program**, the Director also ensures compliance with the requirements of the **California Board of Vocational Nursing and Psychiatric Technicians (BVNPT)**. Administrative oversight includes ensuring that the program director and faculty meet BVNPT qualifications, maintaining compliance with vocational nursing education regulations, overseeing curriculum implementation, supporting faculty, and ensuring that the program maintains approval through the BVNPT. The Director collaborates with the Vocational Nursing Program Director and faculty to support regulatory compliance, program evaluation, student success, and continuous quality improvement.

Licensure:

The Director maintains an active, unrestricted California Registered Nurse license throughout employment at the College of the Redwoods. Licensure is verified upon hire and monitored through College Human Resources procedures and applicable regulatory requirements. Professional certifications are maintained as appropriate to assigned responsibilities and support continued competency in nursing education and leadership.

Experience and Administrative Qualifications

The Director possesses extensive experience in nursing practice, nursing education, curriculum development, academic leadership, accreditation, and program administration. The Director's experience includes leadership responsibilities for:

- Associate degree Nursing education
- Vocational Nursing education
- Curriculum development and revision
- Faculty recruitment, mentoring, supervision, and evaluation
- Budget development and fiscal oversight
- Accreditation and regulatory compliance
- BRN and BVNPT reporting requirements
- Clinical partnership development
- Program assessment and continuous quality improvement
- Strategic planning
- Workforce development
- Student success initiatives

This combination of educational preparation, clinical expertise, and administrative leadership enables the Director to effectively administer both nursing programs while ensuring compliance with college policies, California regulations, and accreditation standards.

Alignment with ACCJC Standards

The Director's qualifications also satisfy the expectations of the Accrediting Commission for Community and Junior Colleges (ACCJC). ACCJC Standard III requires that administrators responsible for educational programs possess the preparation, experience, and qualifications necessary to sustain institutional effectiveness and academic quality. College of the Redwoods verifies all academic degrees, licensure, and professional experience during the hiring process and monitors continued compliance through Human Resources procedures and annual evaluation. The Director's qualifications support the College's mission by providing effective leadership for the associate degree Nursing and Vocational Nursing programs, promoting academic excellence, ensuring regulatory compliance, and preparing graduates who meet the healthcare workforce needs of Humboldt, Del Norte, Trinity, and surrounding Northern California communities.

Table 1.4a Minimal Qualifications for the Director of Nursing

Requirements	College of The Redwoods	BRN (ADN) Program	BVNPT (VN) Program	CCCCO
Licensure	Current California RN License	Required	RN licensure required for nursing program administration	Meets BRN/BVNPT requirements
Education	Master's degree meeting CCCCCO or BRN requirements	Master's or higher degree including nursing, education, or administration	Meets BVNPT educational requirements for nursing program leadership	Master's in nursing or BSN with master's in health education/health science or equivalent
Teaching Experience	Minimum two years nursing education	Two years teaching in pre- or post-licensure RN program	Nursing education experience consistent with BVNPT requirements	Meets BRN qualifications
Administrative Experience	Minimum one year	One-year administrative experience	Administrative experience appropriate for program leadership	Meets BRN qualifications

Clinical Experience	Minimum one-year direct patient care as an RN	One-year direct patient care as an RN	Clinical experience consistent with BVNPT requirements	Meets BRN requirements
Administrative Authority	Provides administrative oversight for the ADN and VN programs, including curriculum, personnel, budget, accreditation, and regulatory compliance	Coordinates and administers the approved RN program	Ensures compliance with BVNPT regulations through oversight of the VN program and collaboration with the VN Program Director	Supports institutional effectiveness and academic quality

Criterion 1.8

The College of the Redwoods associate degree Nursing (ADN) and Licensed Vocational Nursing (LVN) programs are supported by stable and sustainable fiscal resources that ensure the effective delivery of nursing education at all instructional locations and through all approved methods of instruction. Financial resources are provided through a combination of institutional funding, state apportionment, categorical funding, competitive grants, Strong Workforce Program funding, Perkins V Career Technical Education funding, and other state and regional workforce initiatives. These funding sources support the nursing programs' mission of preparing competent entry-level registered nurses and licensed vocational nurses to meet the healthcare needs of Humboldt County, Del Norte County, Trinity County, and surrounding rural communities.

The nursing programs operate within the College of the Redwoods annual budgeting process. The Director of Nursing and Dean of Nursing and Healthcare Pathways develop annual budget requests based on enrollment, program evaluation, regulatory requirements, equipment replacement schedules, faculty input, student learning outcomes, and strategic priorities. Budget requests are reviewed through the College's planning and resource allocation process and are aligned with institutional priorities identified through annual program review. The College provides an annual operating budget that supports routine program operations, including instructional supplies, simulation and laboratory equipment, instructional technology, faculty professional development, accreditation activities, clinical education, office operations, and student learning resources. Budget expenditures are monitored throughout the fiscal year by the Director of Nursing, Dean of Nursing and Healthcare Pathways, and Fiscal Services to ensure responsible stewardship of institutional resources.

In addition to institutional funding, the nursing programs actively pursue external funding opportunities that enhance student success and expand instructional capacity. College of the Redwoods has successfully received funding through several California workforce and nursing education initiatives, including:

- California Community Colleges Chancellor's Office Nursing Enrollment Growth and Retention funding
- Strong Workforce Program (SWP) grants
- Perkins V Career Technical Education funding
- California Nursing Support grants, when available
- Regional healthcare workforce grants
- Song-Brown Healthcare Workforce Training Program funding, when awarded
- Other state and federal grant opportunities supporting nursing education and healthcare workforce development

These grant funds have supported numerous program enhancements, including:

- Expansion of simulation equipment and instructional technology
- Laboratory modernization and replacement of clinical equipment
- Student success initiatives and tutoring services
- Faculty professional development
- Curriculum innovation and implementation of concept-based nursing education
- Clinical education resources
- NCLEX preparation resources
- Student retention initiatives
- Technology upgrades supporting classroom, laboratory, and online instruction
- Workforce development initiatives that increase access to nursing education in rural Northern California

The College has also invested in institutional resources to support the continued growth of the nursing programs. Budget planning reflects enrollment demands, replacement of simulation equipment, maintenance of skills laboratories, faculty staffing, clinical partnerships, instructional technology, and compliance with California Board of Registered Nursing (BRN), Board of Vocational Nursing and Psychiatric Technicians (BVNPT), Accreditation Commission for Education in Nursing (ACEN), and Accrediting Commission for Community and Junior Colleges (ACCJC) standards.

Because College of the Redwoods serves a geographically large rural area, fiscal resources also support multiple instructional sites, distance education technologies, travel associated with clinical education, and simulation-based instruction that supplements clinical learning opportunities. Investments in instructional technology and simulation allow students across the district to receive consistent

educational experiences while maintaining compliance with regulatory requirements and supporting achievement of student learning outcomes.

Annual program review serves as the primary mechanism for evaluating fiscal resource needs. Nursing faculty, the Director of Nursing and Dean of Nursing and Healthcare Pathways analyze enrollment trends, student outcomes, licensure examination performance, program completion, faculty workload, simulation and laboratory needs, technology requirements, and workforce demands. Resource requests resulting from program review are submitted through the College's integrated planning and budget allocation process. This systematic approach ensures that fiscal resources remain aligned with institutional priorities and support continuous quality improvement.

The College of the Redwoods demonstrates an ongoing institutional commitment to nursing education through sustained financial support, strategic investment in instructional resources, and continued pursuit of external funding opportunities. Collectively, institutional funding and supplemental grants provide sufficient and sustainable fiscal resources to support the associate degree Nursing and Licensed Vocational Nursing programs and ensure the continued achievement of program outcomes, student learning outcomes, and the healthcare workforce needs of the communities served by the College.

Table 1.8

Funding Source	Purpose	Programs Supported
College of the Redwoods Base Budget	Faculty, staff, instructional supplies, equipment, simulation, accreditation, operations	ADN & LVN
California Community Colleges Chancellor's Office	Nursing enrollment, workforce development, student success	ADN & LVN
Strong Workforce Program (SWP)	Equipment, technology, workforce initiatives	ADN & LVN
Perkins V Career Technical Education	Professional development, instructional equipment, curriculum support	ADN & LVN
California Nursing Support Grant (when awarded)	Student success, enrollment growth, NCLEX preparation, instructional support	ADN
Song-Brown Healthcare Workforce Training Program (when awarded)	Student support, workforce development, faculty resources	ADN
Regional Healthcare Partnerships	Clinical education, workforce initiatives	ADN & LVN

Grants and Special Projects	Simulation, technology, innovation, student success	ADN & LVN
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Criterion 1.9

The College of the Redwoods associate degree Nursing (ADN) and Licensed Vocational Nursing (LVN) programs have sufficient and sustainable physical resources to support the delivery of nursing education at all instructional locations and through all approved methods of instruction. The College is committed to providing safe, modern, and well-maintained instructional facilities that support classroom instruction, laboratory learning, simulation, clinical preparation, and student success.

The nursing programs are located primarily on the **Eureka Campus**, where dedicated instructional space is available for nursing and allied health education. Nursing theory courses are delivered in classrooms equipped with instructional technology that supports face-to-face, hybrid, and online instruction when appropriate. All nursing classrooms are equipped with multimedia instructional systems, projection technology, internet connectivity, audio-visual equipment, document cameras, and computer access that facilitate active learning and student engagement. Classroom assignments are coordinated through the College's scheduling process. If enrollment exceeds the capacity of an assigned classroom, larger classrooms are scheduled to accommodate students while maintaining an effective learning environment. Additional instructional space is available throughout the campus for examinations, student presentations, group learning activities, simulation debriefings, and faculty meetings.

The Nursing Department maintains dedicated **skills laboratory** and **simulation laboratory** facilities that support achievement of the end-of-program student learning outcomes for both the associate degree Nursing and Licensed Vocational Nursing programs. The nursing skills laboratory provides students with opportunities to develop and demonstrate psychomotor skills in a controlled learning environment prior to clinical practice. The skills laboratory is equipped with hospital beds, medication administration systems, intravenous therapy equipment, infusion pumps, electronic vital sign equipment, oxygen delivery devices, enteral feeding equipment, wound care supplies, urinary catheterization trainers, injection models, task trainers, personal protective equipment, and other clinical equipment commonly used in contemporary healthcare settings. Faculty provide scheduled laboratory instruction, open laboratory practice, competency assessment, and remediation opportunities throughout the academic year.

The College's **Simulation Center** provides realistic clinical learning experiences using high-fidelity patient simulators, standardized patients when appropriate, and simulation technologies that replicate acute care, medical-surgical, maternal-child, pediatric, and emergency healthcare environments.

The simulation suite includes patient care rooms designed to resemble contemporary hospital environments, control rooms equipped with audiovisual technology, and dedicated pre briefing and debriefing areas that support structured reflection and clinical judgment development. Simulation experiences are integrated throughout the nursing curriculum and support clinical learning when students are preparing direct patient care experiences or when simulation is used as an approved component of clinical education. Faculty utilize evidence-based simulation practices and debriefing methodologies consistent with current standards of nursing education.

In addition to nursing-specific facilities, students have access to numerous institutional resources that support academic success. The **Learning Resource Center and Library** provides access to nursing databases, electronic journals, textbooks, study spaces, computer workstations, printing services, technology support, and research assistance. Librarians collaborate with nursing faculty to provide instruction in information literacy, evidence-based practice, and scholarly research. Students have access to computers throughout the campus and may borrow laptops and other technology through college programs when available. Wireless internet access is available throughout the Eureka campus, supporting classroom instruction, online learning, testing, and access to electronic educational resources.

Students enrolled in the nursing programs also have access to college support services including:

Department/Service	Current Hours of Operation
Academic Support Center & Tutoring Services	Monday–Friday: 9:00 a.m. – 4:00 p.m.*
Library & Learning Resource Center	Monday–Thursday: 8:00 a.m. – 7:00 p.m. Friday: 8:00 a.m. – 4:00 p.m. (hours may vary by semester) *
Counseling & Advising Services	Eureka: Monday–Friday, 9:00 a.m. – 5:00 p.m. Del Norte: Monday–Friday, 9:00 a.m. – 4:00 p.m. Klamath-Trinity: Monday–Friday, 9:00 a.m. – 3:00 p.m.
Student Accessibility Support Services (SASS)	Monday–Friday: 9:00 a.m. – 4:00 p.m.
Financial Aid	Monday–Friday: 9:00 a.m. – 4:00 p.m.
Veterans Resource Center (Military Affiliated Student Center)	Monday–Friday: 9:00 a.m. – 4:00 p.m.
Multicultural & Equity Center	Monday–Friday: 9:00 a.m. – 4:00 p.m.
Mental Health & Wellness Services	Monday–Friday: 9:00 a.m. – 4:00 p.m.

Basic Needs Center and Food Pantry	Fall/Spring: Monday–Thursday, 8:30 a.m. – 3:30 p.m.; Friday: 8:30 a.m. – 1:30 p.m. Summer: Monday–Thursday, 8:30 a.m. – 1:00 p.m.
Career Center	Monday–Friday: 9:00 a.m. – 4:00 p.m. (appointments available in person, Zoom, phone, or email)
Computer Laboratories & Technology Support	Hours vary by campus and lab location. Please check the specific computer lab schedule before visiting.
Student Study Areas & Collaborative Learning Spaces	Generally available during Library/Learning Resource Center operating hours. *

The College provides accommodations for qualified students through **Student Accessibility Support Services (SASS)**. Students approved for academic accommodations receive support including alternative testing environments, assistive technology, note-taking assistance, and other accommodations necessary to promote equitable access to nursing education. Nursing faculty maintain dedicated office space that provides privacy for student advising remediation, academic counseling, and faculty collaboration. Department meeting space supports faculty governance activities, curriculum development, accreditation planning, and program evaluation. The Nursing Department also maintains secure storage areas for laboratory supplies, simulation equipment, instructional materials, and clinical equipment. Equipment replacement and maintenance are supported through the College's budgeting and planning processes, ensuring that instructional resources remain current and functional. Because College of the Redwoods serves a geographically large rural region, instructional technologies support multiple methods of content delivery. Learning management systems, classroom technology, videoconferencing platforms, and online educational resources allow faculty to provide high-quality instruction while maintaining flexibility in instructional delivery when appropriate. These technologies also facilitate communication among faculty, students, and clinical partners throughout the district.

Clinical education occurs through affiliation agreements with healthcare agencies throughout Humboldt, Del Norte, and surrounding Northern California communities. Clinical facilities provide students with diverse patient care experiences across acute care, long-term care, community health, mental health, maternal-child, pediatric, and ambulatory care settings. Clinical agencies provide appropriate learning environments that complement campus-based classroom, laboratory, and simulation instruction.

The adequacy of physical resources is evaluated annually through the nursing program review process, student and faculty feedback, simulation and laboratory evaluations, and ongoing assessment of

program outcomes. Resource needs are identified collaboratively by faculty, the Director of Nursing and Dean of Nursing and Healthcare Pathways and are incorporated into the College's integrated planning and resource allocation process. This systematic evaluation ensures that facilities, laboratories, instructional technology, and learning resources remain sufficient to support the continued delivery of high-quality nursing education.

Collectively, the College's classrooms, nursing laboratories, simulation center, library resources, student support services, instructional technology, and clinical partnerships provide sufficient and sustainable physical resources to support the associate degree Nursing and Licensed Vocational Nursing programs and the achievement of student learning outcomes and program outcomes.

The College of the Redwoods demonstrates robust institutional commitment and fiscal planning to ensure long-term stability across all Associate Degree in Nursing (ADN) instructional sites. By integrating District operational funds with strategic external grant resources, the program secures the necessary personnel, technology, and facilities to support student success and rural workforce development. Annually managed operational budgets fund dedicated clinical coordination, increased Instructional Support Specialist capacity in skills labs, and faculty curriculum updates. These resources also cover instructional materials, multi-site accreditation fees, high-fidelity simulation manikins, virtual reality (VR) platforms, and a dedicated Technology Specialist to ensure multi-campus site readiness. Detailed line-item expenditure reports for the past three fiscal years are provided as comprehensive evidence in the Appendix, with high-level historical allocations summarized below:

Fiscal Year	Personnel & Faculty Support	Supplies & Operations	Equipment & Technology	Total Nursing Expenditures
2024	\$1,997,070.05	\$64,891.94	\$66,535.89	\$2,128,497.88
2025	\$1,976,859.92	\$55,709.59	\$61,836.89	\$2,094,406.40
2026	\$2,559,527.37	\$296,248.96	\$45,792.18	\$2,901,568.51

To ensure seamless program continuity when external grant cycles conclude, the institution relies on a structured sustainability framework built on five operational pillars. First, the District directly absorbs routine maintenance, software licensing, and equipment replacement costs into the core nursing operating budget and scheduled technology refresh cycles. Second, capital assets and instructional technologies are shared across the broader Health Care Pathways programs to minimize per-program overhead. Third, simulation and virtual learning are fully embedded as mandatory instructional modalities

within core required coursework, eliminating any program reliance on temporary external funds. Fourth, long-term resilience is insulated by actively aligning with workforce development funds, regional healthcare provider partnerships, philanthropic avenues, and recurring state or federal grant opportunities. Finally, permanent institutional backing is anchored by capital infrastructure commitments, including the construction of two new Health Care Pathways classrooms at the Del Norte campus and foundational internet infrastructure upgrades.

Table 1.9a

Facility	Primary Use
Nursing Classrooms	Didactic instruction (ADN & LVN)
Nursing Skills Laboratory	Skills practice, competency validation, open lab
Simulation Center	High-fidelity simulation, debriefing, clinical judgment
Faculty Offices	Student advising, mentoring, faculty collaboration
Nursing Department Office	Administrative support
Learning Resource Center/Library	Research, computers, study rooms, tutoring
Computer Labs	Testing and instructional support
Student Success Center	Tutoring and academic support
SASS Office	Accommodation services
Basic Needs Center	Food, housing, and student assistance

SECTION 2: Program Information

Standard 2 Faculty

The College of the Redwoods associate degree Nursing (ADN) Program and Licensed Vocational Nursing Program employs qualified full-time and part-time faculty who possess the educational preparation, clinical expertise, and professional experience necessary to fulfill their assigned roles and responsibilities. Faculty qualifications are consistent with the requirements established by the California Community Colleges, the College of the Redwoods Board of Trustees, and the California Board of Registered Nursing (BRN) & Board of Vocational Nursing & Psychiatric Technician (BVNPT). Faculty assignments are based on academic preparation, licensure, specialty expertise, and demonstrated

competence to ensure students receive high-quality instruction across classroom, laboratory, simulation, and clinical learning environments.

All nursing faculty maintain current, active, and unencumbered California Registered Nurse licenses and, when applicable, specialty certifications that support their teaching assignments. Faculty are selected based on their educational credentials and clinical expertise and are assigned to courses and clinical experiences that align with their areas of professional practice. This intentional alignment promotes the integration of current evidence-based nursing practice throughout the curriculum and supports student achievement of the end-of-program of student learning outcomes. The nursing program is committed to fostering faculty excellence through ongoing professional development and continuous improvement. Faculty participate in continuing education, maintain clinical competence, engage in scholarly and professional activities, and remain current with advances in nursing practice, technology, simulation, and teaching methodologies. Professional development opportunities are supported through institutional resources, conference attendance, workshops, and participation in professional nursing organizations.

The College utilizes a comprehensive faculty evaluation process that includes classroom and clinical observations, student evaluations, peer feedback, self-reflection, and administrative review. Evaluation findings are used to support professional growth, recognize strengths, identify opportunities for improvement, and ensure instructional effectiveness. Faculty evaluation results inform individualized professional development plans and contribute to ongoing program quality improvement. The nursing program maintains an adequate number of qualified full-time and part-time faculty to support enrollment, meet California Board of Registered Nursing & Board of Vocational Nursing & Psychiatric Technician faculty-to-student ratios, and provide effective instruction in all learning environments. Faculty contribute to curriculum development, program evaluation, governance, accreditation activities, student advising, and continuous quality improvement. Through these collective efforts, faculty support the achievement of the program's mission, end-of-program student learning outcomes, and program outcomes while maintaining compliance with ACEN accreditation standards and state regulatory requirements.

Criterion 2.1

The College of the Redwoods associate degree Nursing (ADN) and Vocational Nursing Concepts (VNC) programs employ faculty who meet all institutional and legislative benchmarks. Faculty hiring practices are guided by internal policies to ensure compliance across all governing and regulatory frameworks, satisfying the following sub-criteria:

- **Criterion 2.1.a (Governing & Regulatory Qualifications):** Faculty meet the academic standards established by the College of the Redwoods Board of Trustees, the California Community Colleges Minimum Qualifications, the California BRN (Title 16 § 1425), and the California BVNPT (Title 16 § 2529).
- **Criterion 2.1.b (Licensure & Certification):** All faculty hold a current, unencumbered California Registered Nurse license and maintain role-consistent certifications for specialized clinical tracking.
- **Criterion 2.1.c (Experiential Qualifications):** Faculty possess at least three years of direct patient care experience and verified instructional preparation matching their assigned roles.
- **Criterion 2.1.d (Faculty Sufficiency):** Faculty are sufficient in number to support the curriculum, safely maintaining clinical supervision of student-to-instructor ratios at or below 1:10 for BRN sections and 1:15 for BVNPT cohorts.

All full-time nursing faculty hold current, active, and unencumbered California Registered Nurse licenses. Faculty maintain any specialty certifications applicable to their assigned teaching responsibilities, including clinical instruction in specialty practice areas. Documentation of licensure, certifications, educational preparation, and required health and compliance records is maintained by the College and verified in accordance with institutional and regulatory requirements.

Full-time faculty possess the academic preparation required for their positions, including graduate degrees in nursing or related fields that satisfy California Community Colleges Minimum Qualifications and BRN faculty requirements. Faculty members also bring diverse clinical expertise gained through professional practice in areas such as medical-surgical nursing, maternal-child nursing, pediatrics, mental health, critical care, community health, and leadership. This breadth of clinical experience supports the delivery of a comprehensive nursing curriculum and ensures that instruction reflects current evidence-based nursing practices. The nursing program supports faculty development through ongoing professional learning opportunities, participation in continuing education, engagement in professional organizations, and attendance at conferences and workshops. Faculty maintain clinical competence and instructional effectiveness through continuing education activities that meet licensure renewal requirements and promote excellence in teaching and student learning.

The number of full-time faculty is sufficient to fulfill the program's mission and expected program outcomes. Full-time faculty provide leadership in curriculum development, program evaluation, student advising, committee participation, accreditation activities, and governance. Faculty assignments are based on expertise, workload, and program needs to ensure adequate coverage of didactic, laboratory,

simulation, and clinical instruction. The program continuously evaluates faculty workload and staffing to maintain compliance with ACEN standards, California Board of Registered Nursing regulations, and institutional policies. Overall, the College of the Redwoods ADN Program demonstrates that full-time faculty possess the required educational qualifications, licensure, certifications, professional experience, and enough necessary to support high-quality nursing education and achievement of student learning outcomes.

Table 2.1

Faculty Educational Requirement Matrix

Entity Type	Entity Name / Regulatory Section	Educational / Degree Requirements	Mandated Teaching Competency Verification
Governing Organization	College of the Redwoods (<i>District AP 7211</i>)	• Masters in nursing (MSN); • <i>OR</i> BSN with an MA/MS in Health Education/Health Science.	Verified instructional teaching experience or college-level teaching philosophy portfolio review.
Institutional Regulatory Body	California Community Colleges (<i>Chancellor's Office Min Qualifications</i>)	• Matches the master's level parameters enforced above for academic discipline generalists.	Demonstration of equitable pedagogical skills and online learning software literacy.
Nursing Regulatory Body (RN)	California BRN (<i>CCR Title 16 § 1425</i>)	• Masters or higher degree from an accredited university including coursework in nursing, education, or administration.	Completion of at least 1 year of RN-level clinical teaching experience <i>OR</i> a post-baccalaureate nursing teaching practice course.
Nursing Regulatory Body (LVN)	California BVNPT (<i>CCR Title 16 § 2529</i>)	• Baccalaureate Degree from an approved college in a discipline related to the content taught.	Completion of courses offered by an approved school with direct instruction in teaching and curriculum development.

Criterion 2.2

The College of the Redwoods Associate Degree Nursing Program employs qualified part-time nursing faculty to supplement instruction and provide expertise across classroom, laboratory, simulation, and clinical learning environments. Part-time faculty meet the educational qualifications established by the College of the Redwoods Board of Trustees, California Community Colleges Minimum

Qualifications, and the California Board of Registered Nursing. All part-time nursing faculty hold current, active, and unencumbered California Registered Nurse licenses. Faculty maintain specialty certifications when required for their assigned teaching responsibilities and clinical practice areas. Prior to appointment and throughout employment, documentation of licensure, certifications, educational preparation, and required compliance records is verified and maintained according to institutional policies and regulatory requirements.

Part-time faculty possess the educational preparation and professional experience necessary to support student learning and safe clinical instruction. Faculty members are selected based on their expertise in specialty practice areas and demonstrated clinical competence. Their diverse backgrounds contribute current knowledge of contemporary nursing practice and enrich the educational experiences of students across all components of the curriculum. The nursing program provides orientation for all newly hired part-time faculty and ongoing support to promote consistency in curriculum implementation, student evaluation, and adherence to program policies. Part-time faculty have access to institutional resources, professional development opportunities, curriculum materials, faculty meetings, and instructional support to ensure alignment with program outcomes and educational standards.

The number of part-time faculty is sufficient to meet enrollment demands, maintain required clinical faculty-to-student ratios, and provide appropriate supervision in laboratory, simulation, and clinical settings. Part-time faculty assignments are based on qualifications, clinical expertise, course objectives, and program needs. The strategic use of qualified adjunct faculty allows the program to maintain instructional quality while responding to fluctuations in enrollment, clinical placement availability, and scheduling requirements. Through established hiring practices, credential verification, orientation, ongoing evaluation, and appropriate staffing, the College of the Redwoods ADN Program demonstrates that part-time faculty possess the required educational qualifications, licensure, certifications, relevant professional experience, and sufficient numbers to support student success and achievement of the program's mission and expected outcomes. **Table 2.2a & 2.2b is noted in Appendices.**

Standard 4 Curriculum

Criterion 4.1 Organizing Framework and Curriculum Structure

The College of the Redwoods Associate Degree Nursing Program and Licensed Vocational Nursing Program implement concept-based curricula that are developed, organized, implemented, and evaluated according to clearly defined organizing frameworks. The organizing frameworks provide the foundation for curriculum design, course delivery, and student learning assessment, and ongoing program

evaluation. Each program maintains one unified set of approved end-of-program student learning outcomes (EPSLOs), that aligns with the program's mission, philosophy, course student learning outcomes, teaching-learning strategies, and evaluation methods. The Associated Degree Nursing Program has nine EPSLOs that support preparation for entry-level registered nursing practice, and the Licensed Vocational Nursing Program has five EPSLOs that support preparation for entry-level vocational nursing practice.

The organizing frameworks are based on the Quality and Safety Education for Nurses (QSEN, 2007) competencies and are supplemented by the Massachusetts Nurse of the Future Core Competencies (2010) and the National League for Nursing (NLN) Education Competencies Model (2010). The frameworks are also supported by the *Institute of Medicine's Future of Nursing* recommendations. Together, these national frameworks support program outcomes/EPSLOs emphasize patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, informatics and technology, professionalism, leadership, and systems-based practice, clinical reasoning and decision-making. These concepts provide the foundation for preparing graduates to deliver safe, quality nursing care across diverse healthcare settings.

The nursing programs adopted a conceptual approach to curriculum design as described by Giddens, Caputi, ATI, and others. This approach requires coordinated curriculum planning across each program's approved course sequence - four semesters in the ADN program and three semesters in the VNC program - so concepts are introduced, reinforced, and applied with increasing depth and complexity, and role expectations appropriate to each level of nursing practice. The curricula also emphasize engaged and active student involvement. Students are expected to take responsibility for their learning through thoughtfully planned classroom, laboratory, simulation, and clinical activities that deepen understanding and promote clinical judgment. Application of concepts to nursing practice occurs in both classroom settings and clinical settings, allowing students to connect theoretical knowledge with patient care experiences.

The ADN program identified 43 curricular concepts using *Giddens Concepts for Nursing Practice* (2017) as a guiding resource. For each concept, faculty selected exemplars based on the most serious and commonly occurring health problems in the United States and /or local community. Exemplars are used as how concepts are studied, applied, and brought to life in the curriculum. The goal of the concept-based curriculum is for students to develop a deep understanding of nursing concepts that can be transferred across multiple disease states, populations, and healthcare settings rather than learning

isolated content. Through this structure, students build conceptual understanding and make connections that support clinical reasoning, clinical judgment, and the ability to adapt as new knowledge and patient care situations emerge. For example, the ADN concept of Patient Protection and Safety progresses from simple to complex across the curriculum. In NURS 1, students are introduced to fundamental patient protection and safety concepts. In NURS 2, students apply patient protection and safety concepts across the lifespan, including medication administration. In NURS 3, the concept is applied in psychiatric-mental health and medical-surgical settings through difficult communication, policies, and standards. In NURS 4, students integrate patient protection and safety at the capstone level through quality performance indicators and evidence-based practice. This progression demonstrates how single concepts are introduced, reinforced, applied, and evaluated with increasing complexity across the program's curriculum. Alignment of EPSLOs with the organizing frameworks and national competency expectations is demonstrated through the EPSLO crosswalk in Appendices 4.1a and 4.1b.

Course Outcomes Support Achievement of EPSLOs and Apply to All Options

Course student learning outcomes are organized to demonstrate progression and facilitate student achievement of the end-of-program of student learning outcomes (EPSLOs). The Associate Degree Nursing Program and Licensed Vocational Nursing Program each maintain one unified set of EPSLOs that reflect preparation for the appropriate level of entry-level nursing practice. These EPSLOs are reflected in course student learning outcomes, course objectives, teaching-learning strategies, laboratory and clinical learning experiences, and student evaluation methods throughout each curriculum. The ADN curricula is delivered through two pathways. Students in the Traditional Track progress through NURS 1, NURS 2, NURS 3, and NURS 4. Students in the Advanced Placement pathway, including LVN/Paramedic to RN Career Mobility students and LVN to RN 30-unit Option students, complete NURS 20 as a transition/bridge course prior to entering NURS 3 and progressing through NURS 4.

The VNC curriculum is delivered through VNC 101, VNC 102, and VNC 103. Course outcomes in the VNC program support achievement of the VNC EPSLOs by progressing from foundational nursing knowledge, basic skills, and supervised client care to more complex application of nursing concepts, disease processes, clinical decision-making with the LVN scope of practice, professional standards, and participation as a member of the healthcare team. Students who complete the VNC program and meet ADN admission and prerequisite requirements may apply to the appropriate ADN advanced placement pathway. Course student learning outcomes are linked to the EPSLOs through each program's organizing framework and concept-based curriculum design.

The progression of course outcomes is also reflected in laboratory and clinical learning experiences. Students begin with structured skills laboratory, simulation, and closely supervised clinical experiences involving foundational care and lower-risk patient care activities. For example, NURS 1 introduces basic assessment, nursing skills, safety, communication, and foundational patient care concepts, with skills laboratory experiences occurring before hospital-based clinical experiences. In later courses, students progress to more complex settings and expectations, including NURS 3 medical-surgical and psychiatric/mental health experiences and NURS 4 capstone-level care coordination, leadership, quality, and clinical judgment expectations.

Assessment expectations also increased in difficulty across the curriculum. Early assessments emphasized foundational knowledge, basic skill competence, medication safety, and beginning application of the nursing process. As students' progress, assessments require greater integration of concepts, clinical reasoning, prioritization, application of evidence, patient teaching, care coordination, and decision-making in increasingly complex patient care situations. Detailed discussion of course evaluation methods and outcome achievement are addressed in Criterion 4.10. One example of this progression is the ADN concept of Patient Protection and Safety. In NURS 1, students are introduced to fundamental patient protection and safety concepts. In NURS 2, students apply patient protection and safety concepts across the lifespan, including medication administration. In NURS 3, the concept is applied in psychiatric mental health and medical-surgical settings through therapeutic and difficult communication, policies, and standards. In NURS 4, students integrate patient protection and safety at the capstone level through quality performance indicators and evidence-based practice. This progression demonstrates how course outcomes support increasing depth, complexity, and achievement of ADN EPSLOs. Tables 4.2a and 4.2b demonstrate how course student learning outcomes support achievement of the EPSLOs in the ADN and VNC programs. The full tables are included in Appendix 4.2a and Appendix 4.2b. Table 4.2a maps ADN course student learning outcomes to the ADN EPSLOs across both ADN pathways: the Traditional Track and Advanced Placement pathway. Table 4.2b maps VNC course student learning outcomes to the VNC EPSLOs across VNC 101, 102, and 103. Table 4.2c provides additional evidence of concept progression by showing how selected nursing concepts are introduced, reinforced, applied, and integrated across the ADN curriculum. **Table: 4.2a, 4.2b, and 4.2c are included in the appendices.**

Criterion 4.3 Teaching/Learning Methodologies and Evaluation Methods

Teaching/instructional strategies and learning activities across all learning environments in both the RN and LVN programs are varied, appropriate to the method of delivery, and intentionally designed to facilitate student achievement of course student learning outcomes. Faculty use an active, student-centered approach in which brief, focused lecture is combined with guided application of concepts to

clinical scenarios, exemplars, and patient-care situations. Instruction emphasizes the development of clinical reasoning, prioritization, communication, and safe decision-making consistent with contemporary nursing practice expectations. Learning experiences are implemented across classroom, laboratory/skills, simulation, and clinical settings for both the RN and LVN programs.

In skills laboratory and simulation environments, students develop psychomotor skills and clinical judgment through deliberate practice, faculty feedback, and structured debriefing. In the clinical settings, students apply course concepts to direct patient care under faculty supervision, progressively increasing complexity and accountability as they advance through the curriculum. Clinical accountability begins with strict, visual verification of student competency. Before performing any invasive or complex patient care task in the clinical setting, student skills are visually verified 1:1 with program faculty within the skills laboratory environment. Once a student demonstrates a safe, independent technique, they receive initial validation. As students advance over the course of the programs, this competency is further verified and reinforced in the practice setting by licensed staff nurses (preceptors/co-assigned nurses), who collaborate with faculty to monitor real-time clinical performance and sign off on daily clinical verification sheets.

To monitor this progression objectively, the programs implement structured formative and summative clinical assessments every 8 weeks. Formative assessments occur at the mid-term mark of a clinical rotation to provide students with targeted feedback on their clinical judgment, time management, and safety protocols, highlighting areas needing remediation. Summative assessments are administered at the conclusion of the rotation and serve as the final gatekeeper, ensuring the student has met all leveled clinical objectives required to progress to the next, more complex tier of training. Accountability and workload management are scaled progressively over time. As students demonstrate the clinical judgment and stamina required to handle a larger patient load, their clinical assignments are incrementally expanded. Beginning semesters assign a single low-complexity patient to focus strictly on basic nursing care and assessment. Mid-curriculum assignments increase to two patients of moderate acuity, requiring students to practice prioritization and multi-patient time management. Advanced or capstone semesters challenge students to manage a realistic, multi-patient workload under direct supervision to prepare them for immediate entry into practice upon graduation. While both programs follow this rigorous, progressive pathway, the complexity of their assignments and accountability structures vary according to their respective scopes of practice defined by the State Board of Nursing:

- **LVN Clinical Progression:** Focuses heavily on the mastery of psychomotor skills, data collection, focused assessments, and the execution of standardized care plans for patients with

predictable healthcare needs. Their progressive complexity centers on managing stable, multi-patient assignments and reinforcing patient education.

- **RN Clinical Progression:** Extends beyond technical execution to encompass comprehensive, independent physical assessments, the formulation of nursing diagnoses, and autonomous care planning. Their progressive complexity focuses on patients with acute, unpredictable, and highly complex multi-system failures, alongside mastering the skills of clinical delegation, leadership, and interdisciplinary collaboration.

Learning activities may include case studies, interactive concept application exercises, collaborative group work, reflective journaling, and development of a professional portfolio to support professional identity formation and reflective practice.

Both the RN and LVN programs integrate learning and technology resources to support instruction, communication, and student engagement. Course materials, learning activities, announcements, and communications are supported through the learning management system. These programs have expanded delivery using a hybrid format to support learning across two campuses, incorporating both synchronous and asynchronous learning activities. Distance education courses within the hybrid framework are deliberately structured around regular and substantive interaction (RSI) systematically initiated by faculty to drive student engagement. Substantive interaction is achieved during scheduled weekly synchronous sessions, where faculty deliver direct instruction through targeted mini lectures, facilitate real-time virtual case study analyses, and lead interactive concept application exercises. Asynchronously, faculty maintain academic engagement by providing individualized, qualitative feedback on clinical reasoning markers within student reflective journals and professional e-portfolio milestones. Faculty also actively moderate online discussion boards by posting complex clinical scenarios, challenging students' theoretical assumptions, and correcting practice misconceptions. To ensure this interaction remains regular and predictable, courses are organized into weekly sequential modules that open with a faculty-delivered video overview of learning objectives and conclude with live, faculty-led sessions for peer collaboration and debriefing. Additionally, instructors review Learning Management System (LMS) analytics on a fixed weekly schedule to identify disengaged or at-risk students, proactively initiating targeted academic outreach and virtual office-hour interventions.

Students access objectives, readings, modules, and recorded content asynchronously and participate in scheduled synchronous sessions for faculty-facilitated discussion, collaborative learning, and application of concepts. Telepresence has also been used intermittently to support instruction between campuses, enhancing access while maintaining consistent course expectations and learning outcomes. Standardized resources are incorporated to support content mastery and preparation for licensure. These

resources are used to reinforce key concepts, identify areas for remediation, and support students in meeting courses and program outcomes.

Evaluation methods for all programs are aligned with course outcomes and include both formative and summative measures. Assessment methods include quizzes and examinations, written assignments, presentations, medication calculation and medication administration competency assessment, clinical performance evaluations, simulation-based performance measures, and nationally normed computerized testing. Required remediation processes are implemented as indicated to support student success and progression. Collectively, these teaching/learning strategies, technology-enhanced learning activities, and evaluation methods provide multiple opportunities for students to demonstrate achievement of course outcomes and progression toward end-of-program outcomes in preparation for safe, entry-level registered nursing practice. **Tables 4.3a, 4.3b, and 4.3c in appendices for review.**

Criterion 4.6 Course Credits, Clock Hours, and Contact-Hour Ratios

The College of the Redwoods Associate Degree Nursing Program and Vocational Nursing Certificate Program ensure that nursing course credits, clock hours, laboratory hours, simulation hours, and clinical practice hours comply with requirements established by the College of the Redwoods, the California Community Colleges Chancellor's Office, the Accrediting Commission for Community and Junior Colleges, the California Board of Registered Nursing, and the California Board of Vocational Nursing and Psychiatric Technicians. Course credit assignments are calculated using approved California Community College credit-hour standards and are reviewed through the college curriculum approval and governance process.

The nursing programs use the college-approved credit-to-contact-hour structure in which one semester unit of lecture equals 18 contact hours, and one semester unit of laboratory, simulation, or clinical instruction equals 54 contact hours. These ratios are reflected in official Course Outlines of Record, curriculum committee approvals, college catalog publications, student schedules, faculty workload calculations, and program curriculum plans. The draft 4.6 evidence already identifies these ratios and supporting verification sources, including CORs, the College Catalog, Title 5 credit-hour regulations, ACCJC expectations, BRN/BVNPT regulations, curriculum plans, and faculty workload/scheduling records.

Associate Degree Nursing Program

The College of the Redwoods Associate Degree Nursing Program is approved by the California Board of Registered Nursing and is designed to prepare graduates for safe entry-level registered nursing practice and eligibility to apply for the National Council Licensure Examination for Registered Nurses. The ADN curriculum includes nursing theory, skills laboratory, simulation, and supervised direct patient care clinical experiences that support achievement of course student learning outcomes and end-of-program student learning outcomes. The curriculum also integrates prerequisite science and general education coursework required for the Associate of Science Degree in Nursing.

The ADN curriculum is delivered through the Traditional Track and the Advanced Placement pathway. Traditional Track students complete NURS 1, NURS 2, NURS 3, and NURS 4. Advanced Placement students, including LVN/Paramedic to RN Career Mobility students and LVN to RN 30-Unit Option students, complete NURS 20 prior to entering NURS 3 and progressing through NURS 4. The ADN Course Outlines of Record identify the approved units and contact hours for each nursing course, and the program verifies that theory, laboratory, simulation, and clinical hours meet applicable institutional and BRN requirements.

Vocational Nursing Certificate Program

The College of the Redwoods Vocational Nursing Certificate Program is approved by the California Board of Vocational Nursing and Psychiatric Technicians and is designed to prepare graduates for safe entry-level vocational nursing practice and eligibility to apply for the National Council Licensure Examination for Practical/Vocational Nurses. The VN curriculum includes a planned sequence of nursing theory, laboratory practice, simulation, and supervised clinical experiences across the lifespan and in a variety of healthcare settings.

The VN curriculum is delivered through VNC 101, VNC 102, and VNC 103. These courses provide progressive learning experiences that move students from foundational vocational nursing concepts, basic skills, and supervised client care to more complex application of nursing concepts, disease processes, medication safety, clinical decision-making within the LVN scope of practice, professional standards, leadership, supervision, and participation as a member of the healthcare team. Students must successfully complete all required vocational nursing coursework, laboratory experiences, simulation activities, and clinical competencies with a grade of “C” or better to earn the Vocational Nursing

Certificate and become eligible to apply for licensure through the BVNPT and the NCLEX-PN examination.

Curriculum Review and Compliance

Course credits, clock hours, laboratory hours, simulation activities, and clinical hours are reviewed through the nursing program curriculum management process, the College of the Redwoods curriculum approval process, and applicable regulatory agency review. Any curriculum revision affecting course units, laboratory hours, simulation activities, clinical hours, or program completion requirements undergoes formal review and approval prior to implementation. Through these processes, the ADN and VN programs ensure that all nursing courses maintain appropriate credit-to-contact-hour ratios and remain consistent with institutional, accreditation, and regulatory requirements while supporting student achievement of program outcomes and licensure preparation. **Tables 4.6a, 4.6b, 4.6c, 4.6d, 4.6e are in appendices for review.**

Criterion 4.9 Clinical/Practicum Learning Environments and Experiences

The College of the Redwoods Associate Degree Nursing Program and Vocational Nursing Certificate Program provide clinical/practicum learning environments and experiences that support student achievement of course student learning outcomes and end-of-program student learning outcomes. Clinical learning experiences are planned, sequenced, and supervised to reflect the educational level for which students are being prepared: entry-level registered nursing practice in the ADN program and entry-level vocational nursing practice in the VN program.

The nursing programs maintain current written clinical affiliation agreements with approved healthcare agencies. These agreements specify expectations for the college, clinical agency, faculty, and students and support the protection of students while participating in clinical/practicum learning experiences. Clinical partners include acute care hospitals, skilled nursing facilities, rehabilitation centers, outpatient clinics, community health agencies, behavioral health settings, and other approved healthcare environments in Humboldt and Del Norte Counties. The program's draft 4.9 evidence identifies major clinical partners such as Providence St. Joseph Hospital Eureka, Sutter Coast Hospital, Mad River Community Hospital, and regional long-term care and rehabilitation facilities.

Clinical experiences are aligned with course content and are designed to provide opportunities for students to apply nursing concepts, evidence-based practice, communication, clinical reasoning, patient-centered care, safety, professionalism, and role-specific nursing competencies. In the ADN program,

students' progress from foundational skills and lower-complexity patient care in early semesters to more complex medical-surgical, psychiatric/mental health, maternal-newborn, pediatric, community, leadership, and capstone-level clinical experiences. Traditional ADN students complete NURS 1, NURS 2, NURS 3, and NURS 4. Advanced placement students complete NURS 20 as a transition course and then enter the shared second-year sequence in NURS 3 and NURS 4. NURS 20 includes clinical learning at approved sites in Eureka and Del Norte, including St. Joseph Hospital and Sutter Coast Hospital, and supports transition into the ADN program through assessment, IV therapy, clinical judgment, professionalism, patient education, and evidence-based practice.

In the VN program, student's progress through VNC 101, VNC 102, and VNC 103. Clinical experiences support achievement of the VN EPSLOs by moving students from foundational vocational nursing concepts, basic skills, and supervised client care to more complex application of nursing concepts, disease processes, medication safety, communication, clinical judgment within the LVN scope of practice, professional standards, leadership, supervision, and participation as a member of the healthcare team. The VN curriculum includes theory, laboratory practice, simulation, and supervised clinical experiences across the lifespan and in acute care, long-term care, rehabilitation, skilled nursing, and community-based healthcare environments.

Clinical learning experiences occur under the supervision of qualified nursing faculty and in accordance with applicable California Board of Registered Nursing and California Board of Vocational Nursing and Psychiatric Technicians requirements. Faculty maintain communication with clinical agencies to ensure that learning experiences remain current, safe, and appropriate to course outcomes, student level, scope of practice, and regulatory expectations. Clinical performance is evaluated using clinical evaluation tools aligned with course outcomes, program outcomes, professional standards, and safe practice expectations; detailed evaluation methods are addressed in Criterion 4.10.

Clinical learning environments are reviewed through faculty feedback, student evaluations, clinical agency communication, advisory committee input, and program outcome data. Information obtained from these processes is used to support ongoing curriculum review, clinical placement planning, and continuous quality improvement. Through these processes, the ADN and VN programs ensure that clinical/practicum learning environments provide students with appropriate opportunities to achieve course outcomes, demonstrate clinical competence, and progress toward safe entry-level nursing practice. **Tables 9a and 9b are noted in the appendices.**

Criterion 4.10

The College of the Redwoods Associate Degree Nursing Program and Vocational Nursing Certificate Program use varied formative and summative student evaluation methods throughout the curriculum and across all learning environments. Evaluation methods are designed to measure student achievement of course student learning outcomes, support progression toward end-of-program student learning outcomes and provide evidence of readiness for entry-level nursing practice appropriate to each program level. The ADN program evaluates student progression toward entry-level registered nursing practice, and the VN program evaluates student progression toward entry-level vocational nursing practice.

Student evaluation methods are aligned with the method of delivery and the learning environment. In the classroom, student evaluation methods are aligned with the method of delivery and the learning environment. In the classroom, to ensure absolute educational equity and equivalence in the measurement of student learning outcomes, the program utilizes identical assessment formats, grading metrics, and evaluation schedules across traditional face-to-face, hybrid, and fully online learning environments. All academic courses are housed within the Canvas Learning Management System (LMS), ensuring a centralized repository for blueprints, rubrics, and assignments. High-stakes cognitive evaluations—including midterm exams, final exams, and standardized ATI proctored exams—are built or tracked directly within the Canvas infrastructure using a unified test blueprint tied strictly to Course SLOs. This structural alignment guarantees that students across all delivery formats encounter identical question distributions, grading weights, and Next Generation NCLEX-style item formatting. For distance education pathways, such as hybrid and online modalities, examination security and equivalence are strictly maintained through the mandatory integration of Respondus Lockdown Browser and Respondus Monitor within the Canvas quiz engine. This secure remote proctoring infrastructure employs multi-factor identity verification, automated environment checks, and continuous webcam surveillance to directly replicate the rigor, timing, and security of an on-campus proctored testing environment.

Evaluation methods for all programs are aligned with course outcomes and include both formative and summative measures. Assessment methods include quizzes and examinations, written assignments, presentations, medication calculation and medication administration competency assessment, clinical performance evaluations, simulation-based performance measures, and nationally normed computerized testing. Required remediation processes are implemented as indicated to support student success and progression.

The ADN program uses both formative and summative evaluation methods. In early courses, evaluation emphasizes foundational nursing knowledge, basic skills, safety, medication calculation,

communication, use of the nursing process, and beginning clinical judgment. In later courses, evaluation methods require increasing integration of evidence-based practice, pharmacology, pathophysiology, clinical reasoning, prioritization, interprofessional communication, leadership, quality improvement, and management of complex patient situations. For example, NURS 1 includes quizzes, midterm and final examinations, ATI testing and remediation, skills competencies, dosage calculation competency, and clinical pass/fail evaluation. NURS 2 expands evaluation to include knowledge checks, collaborative quizzes, midterm and final examinations, ATI maternal-newborn and pediatric assessments with remediation, dosage calculation testing, portfolio evaluation, and clinical pass/fail requirements. In NURS 4, capstone-level evaluation includes weekly ATI module tests, midterm and final examinations, ATI pharmacology and medical-surgical assessments with remediation, portfolio/critical thinking assignments, dosage calculation competency, Virtual ATI/NCLEX preparation activities, ATI NCLEX Live Review, and clinical evaluation requiring minimal competence.

Transition bridge students complete NURS 20 prior to entering the shared second-year ADN sequence. NURS 20 includes formative and summative evaluation methods such as ATI exams, weekly knowledge checks, nursing care plan/concept map assignments, clinical paperwork, clinical self-evaluation journals, skills laboratory checkoffs, and formal clinical evaluation. These evaluation methods support the transition into the registered nursing role and prepare advanced placement of students for progression into NURS 3 and NURS 4.

The LVN program uses formative and summative evaluation methods across VNC 101, VNC 102, and VNC 103 to support progression toward achievement of the five LVN program outcomes. Evaluation methods include written examinations, skills validation, simulation performance, clinical evaluations, medication safety evaluation, documentation review, care planning activities, patient teaching assignments, and faculty observation. These methods evaluate student achievement of vocational nursing knowledge, safe psychomotor performance, clinical judgment within the LVN scope of practice, professional standards, communication, and participation as a member of the healthcare team. The LVN curriculum requires students to successfully complete all required vocational nursing coursework and clinical competencies with a grade of “C” or better.

Evaluation methods are intentionally sequenced to align with the progression of course student learning outcomes. The nursing program’s curriculum and evaluation framework are structurally scaffolded to ensure a deliberate, measurable progression from simple to complex competencies across all learning environments. Early-semester evaluation methods focus heavily on foundational nursing knowledge, fundamental skills verification, medication safety, and initial application of the nursing

process. As students advance through the curriculum, evaluation methods adapt dynamically, requiring an increased integration of intricate concepts, advanced clinical reasoning, emergency prioritization, therapeutic communication, evidence-based practice, independent patient teaching, multi-disciplinary care coordination, and professional role expectations. This systemic escalation ensures that evaluation methods remain robustly aligned with the specific delivery formats and distinct learning environments utilized by the program.

To guarantee absolute educational equity and equivalence in the measurement of student learning outcomes, the program utilizes identical assessment formats, grading metrics, and evaluation schedules across traditional face-to-face, hybrid, and fully online learning environments. All academic courses are housed within the Canvas Learning Management System (LMS), ensuring a centralized repository for blueprints, rubrics, and assignments. Academic and cognitive progression is operationalized through a comprehensive partnership with ATI Complete, which serves as the core infrastructure for coursework, clinical sign-off sheets, assigned readings, interactive learning modules, and formative testing.

High-stakes cognitive evaluations—including midterm exams, final exams, and standardized ATI proctored exams—are explicitly built, administered, and tracked across both the ATI and Canvas platforms. High-stakes tests are tracked in ATI and Canvas concurrently to maintain comprehensive data redundancy and streamlined grade book integration. In foundational courses, exam blueprints allocate a higher percentage of items to lower-level Bloom's Taxonomy domains (Knowledge and Comprehension), utilizing ATI foundational learning modules and basic dosage calculation checks to establish safety parameters. Conversely, advanced course blueprints deliberately invert this weighting, shifting most exam items to higher-order domains (Application and Analysis) dominated by complex case studies and Next Generation NCLEX (NGN) style clinical judgment questions. For distance education pathways, such as hybrid and online modalities, examination security and equivalence are strictly maintained through the mandatory integration of Respondus LockDown Browser and Respondus Monitor within the Canvas quiz engine. This secure remote proctoring infrastructure employs multi-factor identity verification, automated environment checks, and continuous webcam surveillance to directly replicate the rigor, timing, and security of an on-campus proctored testing environment.

Formative, summative, and continuous working evaluations that measure clinical reasoning and collaborative competencies are carefully designed so that evaluation methods are dynamically aligned with the delivery format and learning environment. Standardized Canvas Speed Grader rubrics are systematically deployed across all modalities for evaluating written assignments, clinical presentations, comprehensive portfolios, and asynchronous discussion activities. Whether a case-by-case learning

exercise or low-stakes knowledge check is executed synchronously in a physical classroom or asynchronously online, the evaluation tools are deliberately adapted to fit the environment without sacrificing academic rigor. For instance, low-stakes knowledge checks are embedded as live, interactive polls in face-to-face lectures, while online environments utilize timed Canvas quiz modules.

Furthermore, interactive methodologies such as collaborative testing are mirrored equitably across cohorts; on-campus students complete group testing rounds in person, while hybrid and online students leverage synchronized Canvas group locking and video-conferencing breakout configurations to collaborate under uniform time limits. Continuous working evaluations—including self-assessments, peer-review cycles, and formative faculty checkpoints—ensure that the tracking of student competency remains continuous and transparent in every learning environment.

This progressive escalation is mirrored exactly within the program's physical and digital Clinical Evaluation Tools (CETs). The behavioral rubrics and weekly sign-off sheets scale in cognitive complexity across the semesters; early clinical tools measure a student's ability to "identify" risk factors or "perform" skills under direct supervision, whereas senior-level CETs evaluate the student's capacity to "anticipate" clinical deterioration, "prioritize" competing client needs, and "manage" care coordination seamlessly. Faculty regularly review Canvas-generated quiz statistics and pooled item analysis across all instructional cohorts to ensure that test-item performance metrics (such as item difficulty and discrimination indices) remain stable and fair across all delivery streams, fully satisfying the requirements of ACEN Criterion 4.10, the California BRN, and the California BVNPT. Table 4.10c demonstrates how major assessment types of measure achievement of the ADN EPSLOs and LVN PLOs. **Tables 10. A-10-C is noted in the Appendices.**

Table 10d: California BRN (Registered Nursing) Compliance Crosswalk

ACEN Section 4.10 Standard	California BRN Regulatory Mandate (RN)	Specific Evidence & Compliance Actions
Formative Evaluation Protocols	CCR Title 16 § 1427: Requires consistent faculty presence to monitor clinical progression and provide weekly feedback against course objectives.	Weekly clinical grading rubrics mapped to Course SLOs and signed by assigned faculty.
Summative Assessment	CCR Title 16 § 1424(b): Curriculum must systematically assess student clinical safety and readiness before advancement or graduation.	Final Clinical Performance Evaluation Tools (CPET) documenting competency sign-off.
Learning Environment Equivalency	BRN Guidelines: Simulation hours (up to 50% max) must mirror identical clinical objectives and evaluation of strictness as acute care.	Use of the same evaluation rubrics in both the physical hospital unit and high-fidelity simulation labs.

Progression of Complexity	CCR Title 16 § 1427(c): Sites must accommodate the advancing theoretical depth and increasing independence of the student.	Scaffolded evaluation parameters across semesters (e.g., advancing from 1 patient to full team leadership).
Stakeholder Input on Tools	CCR Title 16 § 1424(c): Requires active nursing faculty participation in the continuous revision of student evaluation policies.	Faculty Curriculum/Evaluation Committee meeting minutes demonstrating regular review of evaluation tools.

Table 10d: California BVNPT (Vocational Nursing) Compliance Crosswalk

ACEN Section 4.10 Standard	California BVNPT Regulatory Mandate (LVN)	Specific Evidence & Compliance Actions
Formative Evaluation Protocols	CCR Title 16 § 2534: Mandates continuous on-the-ground oversight to track fundamental vocational skill progression and safety.	Daily or weekly clinical logs signed by faculty at the designated facility.
Summative Assessment	CCR Title 16 § 2534: Explicit competency tracking across all required core rotations (medical, surgical, pediatric, obstetric).	Comprehensive vocational nursing skill checklist verification prior to graduation.
Learning Environment Equivalency	BVNPT Guidelines: Strict limits alternative/simulation hours; alternative settings must retain identical skill validation standards.	Direct verification that alternative/lab competency scoring mirrors real-world bedside standards.
Progression of Complexity	CCR Title 16 § 2533: Curriculum structure must move sequentially from simple basic care to complex nursing tasks.	Clinical evaluation criteria that increase scope from foundational ADLs to complex medication administration.
Stakeholder Input on Tools	CCR Title 16 § 2524: Program directors and instructors must formally review, document, and approve student policy updates.	Documented annual program reviews and Board meeting minutes showing evaluation framework adjustments.

Standard 5 Outcomes

Criterion 5.1

The systematic plan for evaluation describes the process for regular summative nursing program-level assessment of student learning outcome achievement. The faculty will:

- a. *Use a variety of appropriate direct outcome assessment methods to ensure comprehensive summative assessment for each end-of-program student learning outcome;*

Systematic Plan for Evaluation of End-of-Program Student Learning Outcomes (EPSLOs)

The College of the Redwoods Health Occupations Department maintains a comprehensive, faculty-driven Systematic Plan for Evaluation (SPE) for both the associate degree Nursing (ADN) Program and the Vocational Nursing (VN) Program. The SPE provides an organized framework for

ongoing evaluation of End-of-Program Student Learning Outcomes (EPSLOs) and supports continuous quality improvement through systematic collection, analysis, and use of program outcome data. The evaluation process is implemented consistently across all instructional sites and aligns with the mission of the College of the Redwoods, California Board of Registered Nursing (BRN) requirements for the ADN program, California Board of Vocational Nursing and Psychiatric Technicians (BVNPT) requirements for the VN program, and ACEN Accreditation Standards.

Although each nursing program has distinct student learning outcomes and licensure requirements, both programs utilize the same continuous quality improvement process. Faculty regularly review student performance data, evaluate achievement of program outcomes, implement improvement strategies when indicated, and monitor the effectiveness of those actions through subsequent evaluation cycles. The Nursing Program at the College of the Redwoods maintains a systematic, faculty-driven evaluation plan to ensure continuous, data-informed improvement of end-of-program student learning outcomes (EPSLOs). This process is implemented consistently across the Humboldt and Del Norte County sites.

Use of Direct Assessment Methods

Faculty employ multiple direct, summative assessment methods to comprehensively evaluate each EPSLO. These include:

- Standardized exit exams (e.g., ATI Comprehensive Predictor)
- NCLEX-RN first-time pass rates
- Simulation performance evaluations
- Final course assessments mapped to EPSLOs

Vocational Nursing (VN)

- ATI PN Comprehensive Predictor (or other standardized exit examination)
- NCLEX-PN licensure examination pass rates
- Clinical competency evaluations
- Simulation performance evaluations
- Final course assessments mapped to VN program outcomes

Each End-of-Program Student Learning Outcome is measured using at least two direct assessment methods to ensure comprehensive evaluation of student achievement. Each EPSLO is measured using at least two direct methods to ensure validity and reliability of findings.

Table 5.1a

Assessment Method	ADN Expected Level	VN Expected Level
Licensure Examination	≥85% NCLEX-RN first-time pass rate	≥85% NCLEX-PN first-time pass rate*
ATI Comprehensive Predictor	≥90% Level 2 or higher	≥90% benchmark established by ATI PN predictor
Clinical Competency	≥90% Competent	≥90% Competent

Expected Levels of Achievement (ELA)

For each assessment method, faculty have established specific, measurable expected levels of achievement. These benchmarks are reviewed annually and revised as needed to reflect program rigor and regulatory expectations.

Examples include:

Table 5.b-ADN

Assessment Method	Expected Level of Achievement
NCLEX-RN First-Time Pass Rate	≥ 85% of graduates pass the NCLEX-RN on the first attempt or meet the current ACEN/BRN benchmark.
ATI Comprehensive Predictor	≥ 90% of students score at or above Level 2 on the ATI Comprehensive Predictor examination.
Clinical Capstone Evaluation	≥ 90% of students are rated Competent or higher on the final clinical evaluation.

Table 5.1c- VNC

Assessment Method	Expected Level of Achievement
NCLEX-PN First-Time Pass Rate	≥ 85% of graduates pass the NCLEX-PN on the first attempt or meet the current BVNPT benchmark.

ATI PN Comprehensive Predictor* $\geq 90\%$ of students score at or above the established proficiency benchmark (e.g., Level 2) on the ATI PN Comprehensive Predictor or other standardized exit examination used by the program.

Clinical Competency Evaluation $\geq 90\%$ of students are rated **Competent** or higher on the final clinical evaluation.

- b. *Collect aggregate assessment data at regular intervals (determined by the faculty) to ensure sufficiency of data to inform decision-making and disaggregate the data to promote meaningful analysis; provide justification for data that are not disaggregated;*

Data Collection and Aggregation

The nursing faculty collect assessment data throughout the academic year according to the established Systematic Plan for Evaluation.

Assessment data are collected at the following intervals:

- Each semester for course outcomes, simulation evaluations, and clinical performance
- Annually for standardized testing and NCLEX-RN outcomes

Data are maintained in both aggregate and disaggregated formats whenever possible. Faculty review data by:

- Program option (Traditional ADN and Bridge ADN)
- Campus location (Humboldt and Del Norte)
- Student cohort
- Individual assessment measure

Disaggregating the data allows faculty to identify trends, compare outcomes among student populations, and implement targeted improvement strategies. When disaggregation is not feasible because of limited sample sizes or unavailable external data, the rationale is documented within the program's evaluation records.

Data Analysis and Use for Improvement

Faculty review and analyze assessment data annually during scheduled program evaluation meetings and more frequently when trends indicate concerns requiring timely intervention. Analysis of student learning outcomes supports evidence-based program improvement and guides curriculum development, instructional strategies, and student support initiatives.

Based on analysis conducted between 2023 and 2025, faculty implemented several program improvements, including:

- Curriculum revisions to strengthen clinical judgment and pharmacology integration
- Increased simulation experiences targeting competencies identified as needing improvement
- Enhanced NCLEX preparation through adaptive quizzing and structured remediation plans
- Faculty development related to examination construction, assessment strategies, and evaluation methods

Faculty continue to monitor the effectiveness of these interventions through subsequent assessment cycles to determine whether improvements in student achievement have occurred. The College of the Redwoods ADN Program maintains documentation supporting the assessment of End-of-Program Student Learning Outcomes for the three most recent academic years. Documentation includes:

- Aggregate and disaggregated assessment data
- Faculty meeting minutes
- Annual Program Evaluation reports
- ATI reports
- NCLEX-RN reports
- Simulation evaluation summaries
- Curriculum Committee minutes
- Program improvement action plans
- Evidence demonstrating implementation and evaluation of improvement strategies

These records demonstrate the ongoing use of assessment data to support continuous quality improvement and provide evidence of compliance with ACEN accreditation standards.

Analysis of End of Program Student Learning Outcomes

Analysis of End-of-Program Student Learning Outcomes is shared with communities of interest through multiple communication channels to promote transparency and stakeholder engagement.

Communities of interest include:

- Nursing faculty
- Students
- College administration
- Chief Instructional Officer
- Advisory Committee members
- Clinical agency partners
- District leadership

Program outcome data are shared through faculty meetings, annual program review reports, advisory committee meetings, administrative reports, and other scheduled program evaluation activities. Feedback from communities of interest is considered during ongoing program evaluation and continuous quality improvement activities.

Criterion 5.3

The College of the Redwoods Associate Degree Nursing Program includes annual evaluation of NCLEX-RN licensure examination performance as an essential component of its Systematic Plan for Evaluation. Faculty monitor licensure outcomes to evaluate graduate readiness for entry-level nursing practice and to ensure compliance with California Board of Registered Nursing (BRN) requirements and ACEN accreditation standards.

- a. The most recent annual pass rate OR the mean pass rate for three most recent years must meet at least one of the following based on the total number of test-takers:
 - 80% or greater for all first-time test-takers; or
 - 80% or greater for all first-time test-takers and repeaters; or
 - at or above the national/territorial mean based on the nursing program type.

The program receives NCLEX-RN pass rate reports quarterly from the California Board of Registered Nursing (BRN). Historically, faculty reviewed annual reports because graduates completed the examination over several months following graduation. Beginning with future graduating cohorts, the program will maintain cohort-specific tracking spreadsheets to facilitate ongoing analysis throughout the year and improve the timeliness of program evaluation.

Table 5.3a

Year	BRIDGE (LVN/Paramedic)	Traditional	Aggregate
2024	N = 23 students 19 students pass 1 st attempt 3 students pass on consecutive attempts 1 student fail	N = 34 students 34 students pass 1 st attempt 34/34 = 100% pass on 1 st	N=57 students with attempts 56/57= 98% pass on 1 st and repeat

2025	N=16 students 10 pass 1 st attempt 1 pass 2 nd attempt (Oregon) 4 fail 1 no attempt	N=46 students 36 students pass 1 st attempt 2 pass 2 nd attempt 6 fail 2 no attempt	N=59 student's with attempts 49/59 = 83% passed on 1 st and repeat
2026	TBD	TBD	TBD

- b. ***Disaggregate the pass rate data to promote meaningful analysis; provide justification for data that are not disaggregated;***

The College of the Redwoods admits students through two educational pathways: the Traditional Associate Degree Nursing Program and the Bridge Program for Licensed Vocational Nurses (LVNs) and Paramedics seeking RN licensure. Faculty analyze NCLEX-RN outcomes separately for each program option. Disaggregation allows faculty to identify trends unique to each student population and implement targeted interventions that support student success. When additional disaggregation is not possible because of limited sample sizes or unavailable external data, faculty documents the rationale within program evaluation records.

Analyze program licensure and/or certification examination pass rate data (aggregate and/or disaggregate) annually and when necessary, implement actions based on the analysis to maintain and/or improve students' examination pass rate success;

The College of the Redwoods ADN Program has consistently met ACEN expectations for NCLEX-RN performance. Faculty conduct annual analysis of aggregate and disaggregated pass rate data to identify trends and determine whether program improvements are warranted.

Although the program maintained acceptable pass rates in 2025, faculty noted a decline in overall success from 98% in 2024 to 83% in 2025. Faculty determined that one contributing factor may have been implementation of the Next Generation NCLEX (NGN), as NGN-style clinical judgment questions had not yet been fully integrated throughout the curriculum.

Based on these findings, faculty implemented several improvement initiatives, including:

- Incorporating NGN-style questions into classroom instruction and examinations
- Increasing clinical judgment activities within simulation experiences
- Expanding adaptive quizzing and remediation strategies
- Providing faculty development on NGN item writing and assessment practices
- Conducting a comprehensive curriculum revision

Pending California Board of Registered Nursing approval, the revised curriculum is scheduled for implementation beginning Fall 2027.

Table 5.3 b

Finding	Program Action	Expected Outcome
Decline in NCLEX-RN pass rate following NGN implementation	Integrate NGN-style questions throughout curriculum	Improved NCLEX-RN performance and clinical judgment
Students requiring additional clinical reasoning practice	Expanded simulation and case-based learning	Improved clinical judgment and decision-making
Need for additional licensure preparation	Increased adaptive quizzing and individualized remediation	Improved licensure examination readiness
Need for improved assessment quality	Faculty development in test construction and NGN item writing	Improved alignment of classroom testing with licensure examination
Curriculum alignment with current practice	Comprehensive curriculum revision	Improved graduate preparation for entry-level nursing practice

Analyze program licensure and/or certification examination pass rate data (aggregate and/or disaggregate) annually and when necessary, implement actions based on the analysis to maintain and/or improve students' examination pass rate success.

The College of the Redwoods Health Occupations Department conducts an annual analysis of licensure examination pass rate data for both the Associate Degree Nursing (ADN) Program and the Vocational Nursing (VN) Program as part of its Systematic Plan for Evaluation. Aggregate and, when available, disaggregated data are reviewed to identify trends, evaluate program effectiveness, and determine whether program improvements are necessary to support graduate success on licensure examinations.

For the **Associate Degree Nursing Program**, NCLEX-RN pass rate data are analyzed by program option (Traditional and Bridge), graduating cohort, and aggregate outcomes. Although the ADN Program continued to meet ACEN expectations for licensure examination performance in 2025, faculty identified a decline in aggregate pass rates from 98% in 2024 to 83% in 2025. Following review of program assessment data, faculty determined that one contributing factor may have been the implementation of the Next Generation NCLEX (NGN), as NGN-style clinical judgment questions had not yet been fully integrated throughout the curriculum.

Based on this analysis, the ADN faculty implemented several quality improvement initiatives to strengthen graduate readiness for licensure, including:

- Integrating Next Generation NCLEX-style questions into classroom instruction, examinations, and formative assessments.
- Increasing clinical judgment learning activities through simulation and case-based learning experiences.
- Expanding adaptive quizzing, standardized testing, and individualized remediation plans.
- Providing faculty development related to NGN item writing, assessment strategies, and evaluation methods.
- Conducting a comprehensive curriculum revision designed to strengthen concept-based learning, clinical reasoning, and preparation for contemporary nursing practice.

Pending approval by the California Board of Registered Nursing (BRN), the revised ADN curriculum is scheduled for implementation beginning in Fall 2027.

For the **Vocational Nursing Program**, faculty annually review available NCLEX-PN licensure examination data, standardized assessment results, clinical competency evaluations, and other program outcome measures to evaluate graduate readiness for vocational nursing practice. Because the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT) does not provide the same level of detailed cohort reporting available through the BRN, faculty supplement licensure examination data with internal program assessment data, standardized testing results, graduate surveys, employer feedback, and clinical evaluation outcomes to support meaningful analysis.

Analysis of these data informs continuous quality improvement within the VN Program. When opportunities for improvement are identified, faculty implement targeted interventions to strengthen student success, including:

- Increasing the integration of clinical judgment and decision-making activities throughout the curriculum.
- Expanding simulation experiences that reinforce safe, evidence-based patient care.

- Enhancing standardized testing, adaptive quizzing, and individualized remediation strategies to improve NCLEX-PN readiness.
- Providing ongoing faculty development focused on current NCLEX-PN test plans, item writing, and evidence-based evaluation practices.
- Reviewing and revising course content to ensure continued alignment with BVNPT requirements, current standards of practice, and employer expectations.

Faculty evaluate the effectiveness of implemented actions during subsequent assessment cycles through continued review of licensure examination outcomes and other program performance indicators. This ongoing process ensures that both the ADN and Vocational Nursing Programs use evidence-based decision-making to maintain and improve graduate success on licensure examinations and fulfill the College of the Redwoods' commitment to continuous quality improvement.

- c. *Maintain documentation for the three most recent years of the aggregated and/or disaggregated data, the analysis of data, and the use of data analysis in program decision-making to maintain and/or improve students' success in passing the licensure and/or certification examination; and*

The College of the Redwoods Health Occupations Department maintains documentation for the three most recent years of licensure examination data, including aggregate and, when available, disaggregated results for both the Associate Degree Nursing (ADN) and Vocational Nursing (VN) programs. Documentation is maintained in accordance with the Systematic Plan for Evaluation and includes quarterly California Board of Registered Nursing (BRN) NCLEX-RN reports, available California Board of Vocational Nursing and Psychiatric Technicians (BVNPT) NCLEX-PN reports, cohort tracking spreadsheets, faculty meeting minutes, annual program evaluation reports, curriculum committee minutes, action plans, and evidence demonstrating implementation and evaluation of quality improvement initiatives.

The Health Occupations Department reviews NCLEX-RN data provided quarterly by the California Board of Registered Nursing to monitor trends in graduate performance. These data are analyzed annually and used to identify strengths, opportunities for improvement, and the effectiveness of program interventions. To improve longitudinal analysis, the ADN program has implemented cohort-specific tracking of licensure outcomes, allowing faculty to more readily identify trends and develop evidence-based action plans when pass rates fall below established benchmarks.

For the Vocational Nursing Program, faculty review available NCLEX-PN data provided by the California Board of Vocational Nursing and Psychiatric Technicians in conjunction with internal program

assessment data, standardized testing results, graduate surveys, employer feedback, and clinical competency evaluations. Although BVNPT reporting provides less detailed cohort information than BRN reports, these multiple sources of evidence enable faculty to evaluate program effectiveness and guide continuous quality improvement.

Documentation of licensure examination outcomes, faculty analyses, program decisions, implemented action plans, and follow-up evaluations demonstrates the program's ongoing commitment to maintaining and improving graduate success on licensure examinations through a systematic, evidence-based evaluation process.

Table 5.3c Documentation Maintained to Support Licensure Examination Evaluation and Continuous Quality Improvement

Documentation Maintained	ADN Program	VN Program	Frequency/Retention	Use in Program Decision-Making
California BRN NCLEX-RN Reports	✓	—	Quarterly; retained for three most recent years	Monitor NCLEX-RN trends and evaluate licensure success.
California BVNPT NCLEX-PN Reports (when available)	—	✓	As available; retained for three most recent years	Monitor NCLEX-PN outcomes and identify trends.
Cohort Licensure Tracking Spreadsheets	✓	✓	Updated after each graduating cohort	Track first-time and repeat pass rates; identify cohort trends.
Standardized Exit Examination Results	✓	✓	Each graduating cohort	Evaluate graduate readiness for licensure examinations.
Faculty Meeting Minutes	✓	✓	Ongoing; retained for three most recent years	Document analysis of outcomes and resulting program decisions.
Annual Program Evaluation Reports	✓	✓	Annually	Summarize program outcomes, trends, and improvement initiatives.
Curriculum Committee Minutes	✓	✓	Ongoing	Document curriculum revisions based on outcome data.
Quality Improvement Action Plans	✓	✓	As needed	Identify interventions, responsible parties, timelines, and expected outcomes.

Follow-up Evaluation of Implemented Actions	✓	✓	Annually	Determine effectiveness of improvement strategies and need for additional action.
Graduate and Employer Survey Results	✓	✓	Annually	Supplement of licensure data and evaluate graduate preparedness.
Clinical Competency Evaluation Summaries	✓	✓	Each semester	Identify strengths and opportunities for improvement in clinical performance.

d. ***Share the analysis of the licensure and/or certification examination, and pass rate data with communities of interest.***

Analysis of licensure examination pass rates and related program outcome data is shared regularly with the College of the Redwoods' communities of interest to promote transparency, accountability, and continuous quality improvement. NCLEX-RN and NCLEX-PN outcome data are communicated annually and, as appropriate, throughout the academic year to the Chief Instructional Officer (CIO), nursing faculty, Health Occupations leadership, and district administration through annual program review reports, faculty meetings, department meetings, and scheduled program evaluation activities.

Licensure examination results and program analyses are also shared with the College's Advisory Committee and other community stakeholders, including clinical agency partners, during advisory meetings and upon request. As part of the program's ongoing quality improvement efforts, the Health Occupations Department plans to provide more comprehensive, program-specific licensure outcome reports at advisory committee meetings to facilitate stakeholder feedback and strengthen collaborative program planning.

Input received from faculty, administrators, advisory committee members, employers, graduates, and clinical partners is incorporated into the systematic evaluation process and is used to inform curriculum revisions, student support strategies, and other program improvements designed to maintain or improve graduate success on the NCLEX-RN and NCLEX-PN licensure examinations. This collaborative

approach ensures that communities of interest remain informed of program outcomes and actively participate in the continuous improvement of the nursing programs.

SECTION III: Appendices

Table 2.2a

All Faculty - Full and Part-Time Teaching Spring 2026

Faculty Name Alphabetically By last name, first	RN License #	License Exp Date	Teaching Areas BRN Specialties List all MS-G-O-C-PMH	BRN Qualification Approved as List one AI, I, CTA	Current Teaching Assignments Semester ADN (RN) LVN (VNC)	Faculty Approval On Breeze Program to keep current copy Y/N	BRN Program Content Expert Only need one for each specialty. Must meet regulations Y/N	BVNPT Qualification Approved as List one I, AF, TA
Amis, Paula	752071	11/30/2026	MS, C, G	AI	RN	Y	N	I-DN, E
Bachemin, Cynthia	818077	9/30/2027	MS, G	I	RN	N	N	---
Barker, Mary	825933	10/31/2027	MS, G	CTA	RN	Y	N	I-E
Bernal-Acosta, Stephanie	95188155	1/31/2027	MS, C, G	AI	RN	Y	N	---
Black, Laura	439885	12/31/2026	MG, G	I	RN	Y	N	I-DN, E
Coleman, Lisa	845630	8/31/2027	MS, G	AI	RN	Y	N	---
Daniels, Mary	308153	4/30/2027	MS, C, G	CTA	RN	N	N	---
Davis Jr., Mike	95338098	4/30/2027	MS, PMH, G	CTA	RN	Y	N	---
Fitzgerald, Geraldine	638984	1/31/2028	MS, O, G	AI	RN	Y	N	I-DN, E
Flagler, Kristina	95167496	10/31/2027	MS, G	AI	RN	Y	N	---

Gibbs, Janne	211680	7/31/2026	MS, O	CTA (MS), I (O)	RN	Y	N	I-E
Gibson, Tyler	95338777	10/31/2026	P/MH	AI	RN	Y	N	I-DN, E
Gonzaga, Suzanne	425465	10/31/2027	MS, O, G	AI	RN	Y	N	I-DN, E
Gordon, James	731647	7/31/2026	MS	CTA	RN	Y	N	I-E
Harris, Patricia	524828	7/31/2026	MS, O, G	I	VNC	Y	Y (G)	I-DN, E
Harvey, Elizabeth	586936	8/31/2027	O	AI	RN	Y	N	---
Hewson, Graham	806394	1/31/2027	MS, G	I	RN	Y	N	---
Hillman, Gretchen	95300359	5/31/2026	G, MS	AI	RN/VNC	Y	N	I-DN, E
Howard, Amber	818758	6/30/2027	MS, G	CTA	RN/VNC	Y	N	I-DN
Howard, Jessica	620566	1/31/2027	MS, C	I	RN	Y	Y (C)	I-DN, E
Korin, Peter	512500	8/31/2026	MS, G	AI	VNC	Y	N	I-DN, E
Lee, Ryan	95196376	6/30/2027	MS, G	AI	RN	Y	N	I-DN, E
Lien, Breanna	95253006	3/31/2027	MS, C, G	AI	RN	Y	N	---
Mariano-Smith, Francesca	95221352	9/30/2027	MS, G	CTA	VNC	Y	N	I-E
Martell, Tiffany (Dodson)	95023443	12/31/2027	MS, G	AI	RN	Y	N	I-DN, E
McComas, Sallie	843380	10/31/2026	MS, G	AI	RN	Y	N	---
Payne, Heather	761973	12/31/2026	MS, G	I	RN/VNC	Y	N	I-DN, E
Polos, Janis	378176	6/30/2026	MS, G	I	RN	Y	N	I-E
Przepiora, Julie	829094	10/31/2027	P/MH	AI	RN/VNC	Y	N	I-DN, E
Reeves, Marian	358544	7/31/2026	G	CTA	RN	N	N	---
Rincon-Taylor, Joanna	95196644	8/31/2026	MS, G	AI	RN	Y	N	---
Rojo, James	95198668	3/31/2027	MS, G	AI	RN	Y	N	---
Rose, Sonya	332507	1/31/2027	MS, G	AI	RN	Y	N	---

Stevens, Matthew	95167471	12/31/2027	MS, G	CTA	RN	Y	N	---
Sturdevant, Sharyl	571220	6/30/2028	MS, G	AI	RN	Y	N	I-E
Sullivan, Ann	135980	9/30/2027	MS, G	AI	RN	Y	N	I-E
Terkelsen, Hillary	95065883	9/30/2026	MS, G	AI	RN	Y	N	I-E
Tomkiel, Katarzyna	95275331	4/30/2027	MS, G	AI	VNC	Y	V	I-E
Tucker, Julie	722300	8/31/2027	MS, G	AI	RN	Y	N	---
Urban, Sally	304883	12/31/2026	MS, G	I	RN	Y	Y (MS)	I-DN, E
Weisend, Thomas	459118	3/31/2028	MS, G	AI	RN	Y	N	---
Yialelis, Natalie	95135863	8/31/2027	MS, G	AI	VNC	Y	N	I-DN, E

Table 2.2b

ACEN Criterion 2.2	
College of the Redwoods ADN Program Evidence	
Requirement Qualified part-time faculty are employed to support the nursing program.	The College of the Redwoods associate degree Nursing (ADN) Program employs qualified part-time nursing faculty to supplement instruction and provide expertise in classroom, laboratory, simulation, and clinical learning environments.
Part-time faculty meet established educational qualifications.	Part-time faculty meet the educational qualifications established by the College of the Redwoods Board of Trustees, California Community Colleges Minimum Qualifications, and the California Board of Registered Nursing (BRN).
Faculty maintained current licensure and required certifications.	All part-time nursing faculty hold current, active, and unencumbered California Registered Nurse licenses. Faculty maintain specialty certifications appropriate to their assigned teaching responsibilities and clinical practice areas.
Credentials and compliance	Prior to appointment and throughout employment, documentation of licensure, certifications, educational preparation, and required compliance records is verified and maintained according to institutional policies and regulatory requirements.

documentation are verified and maintained.	
Faculty possess appropriate educational preparation and professional experience.	Part-time faculty possess the educational preparation and professional experience necessary to support student learning and provide safe clinical instruction. Faculty are selected based on specialty expertise, demonstrated clinical competence, and current professional practice.
Faculty expertise supports curriculum and student learning.	Faculty members' diverse clinical backgrounds contribute current knowledge of contemporary nursing practice, enhancing instruction across classroom, laboratory, simulation, and clinical settings while supporting achievement of student learning outcomes.
Orientation is provided for newly hired part-time faculty.	The nursing program provides a comprehensive orientation for all newly hired part-time faculty to ensure consistency in curriculum implementation, student evaluation, instructional expectations, and adherence to program policies.
Ongoing support and professional development are available.	Part-time faculty have access to institutional resources, curriculum materials, faculty meetings, instructional support, and professional development opportunities to promote continuous improvement and alignment with program outcomes and educational standards.
Sufficient numbers of qualified part-time faculty are available to support the program.	The number of part-time faculty is sufficient to meet enrollment demands, maintain required clinical faculty-to-student ratios, and provide appropriate supervision in laboratory, simulation, and clinical learning environments.
Faculty assignments are based on qualifications and program needs.	Part-time faculty assignments are based on educational qualifications, clinical expertise, course objectives, specialty practice areas, and program needs to ensure safe, effective instruction.

Staffing practices support program quality and flexibility.	The strategic use of qualified adjunct faculty enables the program to maintain instructional quality while responding to fluctuations in enrollment, clinical placement availability, and scheduling requirements.
Program demonstrates compliance with ACEN Criterion 2.2.	Through established hiring practices, credential verification, orientation, ongoing evaluation, and appropriate staffing, the College of the Redwoods ADN Program demonstrates that part-time faculty possess the required educational qualifications, licensure, certifications, relevant professional experience, and sufficient numbers to support student success, achievement of program outcomes, and fulfillment of the program's mission.

Table 2.2 C- Faculty Profile Table

FACULTY PROFILE TABLE Coversheet with Educational Qualification Requirements	
Agency	Faculty Educational Requirements
California Board of Registered Nursing	Reference: California Code Regulations Title 16, § 1425 Full-Time Faculty Requirements: Required educational degree(s) for role and responsibilities: <i>All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02 Rev 09/2012), which is incorporated herein by reference. A program shall report to the board all changes in faculty, including changes in teaching areas, prior to employment of, or within 30 days after, termination of employment of a faculty member. Such changes shall be reported on forms provided by the board: Faculty Approval/Resignation Notification form (EDP-P-02, Rev 09/2012) and Director or Assistant Director Approval form (EDP-P-03, Rev 09/2012), which are herein incorporated by reference. Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:</i> <i>(c) An instructor shall meet the following minimum qualifications:</i> <i>(1) The education requirements set forth in subsection (a)(1); and</i> <i>(2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by:</i> <i>(A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or</i> <i>(B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency; and</i> <i>(3) Completion of at least one (1) years' experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered</i>

	<i>nursing.</i> <i>(d) An assistant instructor shall meet the following minimum qualifications:</i> <i>(1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;</i> <i>(2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by:</i> <i>(A) One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or</i> <i>(B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.</i> <i>(e) A clinical teaching assistant shall have at least one (1) year continuous, full-time or equivalent experience in the designated nursing area within the previous five (5) years as a registered nurse providing direct patient care.</i> <i>(f) A content expert shall be an instructor and shall possess the following minimum qualifications:</i> <i>(1) A master's degree in the designated nursing area; or</i> <i>(2) A master's degree that is not in the designated nursing area and shall:</i> <i>(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</i> <i>(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</i> • Is a waiver/exception possible if educational requirements are not met? No Part-Time Faculty Requirements: ☒ The requirements for part-time faculty are the same as full-time faculty. ☐ The requirements for part-time faculty are different than full-time faculty: • Required educational degree(s) for role and responsibilities: • Is a waiver/exception possible if the requirement is not met? <i>Yes or No</i>
Board of Vocational Nursing & Psychiatric Technicians	Reference: California Code Regulations Title 16, § 2529 and 2584 Full-Time Faculty Requirements: • Required educational degree(s) for role and responsibilities: <i>An instructor in a vocational nursing program shall have or be currently attending a course offered by an approved school in teaching; and shall meet the requirements in Subsection A or B below:</i> <i>(A) Registered Nurse:</i>

	1. <i>Hold a current California active license as a Registered Nurse; and</i> 2. <i>Hold a baccalaureate degree from an approved school; or a valid teaching credential; or have completed a minimum of one-year full-time teaching experience in a state approved registered nursing or vocational or practical nursing, or psychiatric technician school within the last five years; or met community college or state university teaching requirements in California; and</i> 3. <i>Have a minimum of two years' experience as a registered nurse or licensed vocational nursing within the last five years.</i> (B) <i>Licensed Vocational Nurse:</i> 1. <i>Hold a current California active license as a Vocational Nurse; and</i> 2. <i>Hold a baccalaureate degree from an approved school; or a valid teaching credential; or have completed a minimum of one-year full-time teaching experience in a state approved registered nursing or vocational or practical nursing, or psychiatric technician school within the last five years; or met community college or state university teaching requirements in California; and</i> 3. <i>Have a minimum of two years' experience as a vocational nurse within the last five years.</i> • Is a waiver/exception possible if educational requirements are not met? No Part-Time Faculty Requirements: ☒ The requirements for part-time faculty are the same as full-time faculty. ☐ The requirements for part-time faculty are different than full-time faculty: • Required educational degree(s) for role and responsibilities: Is a waiver/exception possible if the requirement is not met? <i>Yes or No</i>
California Community College Chancellor's Office	Reference: Minimum Qualifications for Faculty and Administrators in California Community Colleges, 19th Edition) ☐ N/A: The regulatory agency does not identify educational requirements for full- or part-time faculty. Full-Time Faculty Requirements: • Required educational degree(s) for role and responsibilities: <i><u>Nursing:</u> Master's in nursing or bachelor's in nursing AND master's in health education or health science or the equivalent or the minimum qualifications as set by the Board of Registered Nursing.</i> <i>Nursing Science Clinical Practice & Licensed Vocational Nursing: Bachelor's degree or higher and two years of professional experience or specifically named associate degree and six years of professional experience.</i> • Is a waiver/exception possible if a requirement(s) is/are not met? Yes or No Part-Time Faculty Requirements: ☒ The requirements for part-time faculty are the same as full-time faculty. ☐ The requirements for part-time faculty are different than full-time faculty: • Required educational degree(s) for role and responsibilities: • Is a waiver/exception possible if the requirements are not met? <i>Yes or No</i>

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON- TEACHING AREA(S) OF RESPONSIBILITY
Amis, Paula Part time (Jan 2023-Jul 2024); Full-time Assistant Professor (Aug 2024-Present)	Associate Degree in Nursing (ADN), May 2009 Bachelor of Science in Nursing (BSN), July 2023	California Registered Nurse License #752071 (Expires 11/30/2026) BLS/CPR (09/2026) ACLS (09/2026) PALS (11/2026) Adult Learning: Theories, Principles & Applications (2023) Simulation Certification (05/2026)	Spring 2026 Nurs 2 (Nursing Science & Practice Concepts) Role: Co-lead Instructor: Teaching 2nd semester RN students Pediatric theory and clinical content. <u>Teaching Responsibilities</u> Clinical Instructor and Assistant Professor in the associate degree Nursing (ADN) Program. Provide clinical and classroom instruction to prelicensure nursing students using evidence-based teaching strategies. Facilitate student achievement of course and program learning outcomes through clinical supervision, skills instruction, simulation, and classroom teaching. Evaluate student performance using established course objectives, clinical evaluation tools, and formative and summative assessment methods. Promote clinical judgment, patient safety, quality improvement, professionalism, ethical practice, and effective communication in accordance with current nursing standards.

			Mentor students in the application of evidence-based practice, interdisciplinary collaboration, therapeutic communication, and compassionate, patient-centered care. Maintain current clinical expertise to ensure instructional content reflects contemporary nursing practice and regulatory standards <u>Non-Teaching Responsibilities</u> College Committee Work: Redwoods Online Committee (distance education); Health Occupations Hiring Committee; College of the Redwoods Student Conduct Committee. Participate in curriculum planning, program evaluation, and continuous quality improvement activities. Collaborate with faculty to ensure course content aligns with program outcomes, accreditation standards, and California Board of Registered Nursing requirements. Contribute to student advising, mentoring, and retention initiatives. Maintain clinical competency through active nursing practices in acute care and palliative care settings. Participate in faculty meetings, professional development activities, and
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			other departmental responsibilities as assigned.
Expertise	• More than 17 years of progressively responsible nursing experience in acute care, telemetry, pediatrics, emergency nursing, oncology, and outpatient palliative care. • Current clinical practice as a Medical-Surgical/Telemetry/Pediatrics Registered Nurse, ensuring instructional content reflects current standards of nursing practice. • Extensive expertise in palliative and hospice principles, symptom management, advance care planning, interdisciplinary team collaboration, family-centered care, and pediatric palliative care. • Experience in nursing education including clinical instruction, classroom teaching, student mentoring, competency evaluation, and curriculum implementation. • Clinical leadership experience as Relief Charge Nurse, Clinical Manager, and RN Trainer, including staff development, quality improvement, and mentoring new nurses. • Demonstrated commitment to evidence-based practice, patient safety, quality improvement, and culturally responsive, compassionate care across diverse patient populations. • Certified in Adult Learning: Theories, Principles & Applications and Simulation, supporting effective instructional design, active learning strategies, and clinical simulation. • Active professional development through maintenance of California RN licensure and current BLS, ACLS, and PALS certifications. • Experience collaborating with interdisciplinary healthcare teams to improve patient outcomes, care coordination, and transitions of care. • Committed to fostering an inclusive learning environment that promotes critical thinking, clinical reasoning, professionalism, lifelong learning, and adherence to professional nursing standards. • Pediatric Nursing Education Program through Providence and UCSF-April 2025.		

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON- TEACHING AREA(S) OF RESPONSIBILITY
Fitzgerald, Geraldine Associate Faculty 1/1/2018- 8/1/2025 Full time	Bachelor of Science in Nursing May 2004 Currently enrolled: MSN Nurse Educator Program at West Coast University	California Registered Nurse: 638984 exp. 1/31/2028 California Public Health Nurse 72902 exp. 1/31/2028	Course taught during the term of the site visit: Nurs 2 Nursing Science & Practice II; Co-Lead Instructor, primarily responsible for Obstetric Content/Instruction in Theory/Lecture, Dosage

			Calculations, and Clinical/Skills Lab
			Committees: ELEVATE, Hiring Committees
Expertise	• OB Clinical Instructor • Acute OB RN • Perinatal Staff RN • Perinatal Charge RN • Childbirth Educator RNC-OB Advanced Certification • Glendale Community College Teaching Adult Learners certificate completed May 2020 Certifications: • Neonatal Resuscitation Program • Advanced Life Support for Obstetrics (ALSO) • Continuing Education Units/Classes • Spinning Babies, April 2026 • ALSO, March 2026 • American Heart Association (AHA), Hypertensive Disorders of Pregnancy: Opportunity for Postpartum Health Optimization, July 2025 • American Heart Association (AHA), The Role of Cardiovascular Health in Maternal Health, July 2025 • University of California at San Francisco (UCSF) Inpatient Obstetric Certification Review: April 17, 2025, April 24, 2025, May 1, 2025 • UCSF Caring for the Complex OB Patient, April 2025 • UCSF Neonatal Lab Work: From Blood Sugar to Blood Gases, April 2025 • Bundle Birth RNC-OB Prep Class, October 2024 • HealthStream/Dynamed: Shoulder Dystocia Staff Education, January 2024 • Association of Women's Health, Obstetric, and Neonatal Nurses (AWHONN), Intermediate Fetal Monitoring Course, January 2024 • AWHONN Fertility Knowledge and Awareness Practices, January 2024 • Professional Delegate with the Association for Women's Health, Obstetric, and Neonatal Nurses (AWHONN) Citizens Ambassador Program, Havana, Cuba. Employment History: Non-obstetric related • College of the Redwoods Vocational Nursing Program, Eureka, CA: August 2025 – Present: Assistant Professor of Nursing; Instructor and Clinical Instructor • College of the Redwoods Vocational Nursing Program, Eureka, CA: January 2018 – August 2025: Instructor and Clinical Instructor • Fortuna Rehabilitation & Wellness Center: Director of Nurses: November 2021 – December 2022 • Fortuna Rehabilitation & Wellness Center: Charge Nurse: April 2020 – September 2021		

	• Lilyan Navarro, McKinleyville, CA: Private In-Home Registered Nurse: (RN) April 2015 – November 2021 • Mad River Community Hospital, Arcata, CA: June 2004 – June 2005: Medical Surgical RN5 Continuing Education Units/Classes • The Rupe Foundation/Santa Rose Junior College; 12th Annual CNA Directors Meeting • HealthImpact: Curriculum Development, April 30, 2026, May 1, 2026 • HealthImpact: Understanding, Developing, and Implementing a Practice-Ready Curriculum for Nursing Education, February 5, 2026, and February 6, 2026 • CDC Nursing Home Infection Preventionist Training Course - WB4448R, July 2025 • Healthstream/Mosby's Medical-Surgical Nursing Orientation: Communication and Collaboration with the Interprofessional Team, September 2023 • The Institute for Natural Resources (INR), Sepsis and Antibiotic Resistance, February 2023
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LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
Harris, Patricia 8/1/2023 Full time	Undergraduate and Graduate Degree(s): BSN 5/1996, MSN Nursing Education & Clinical Nurse Specialist 1/2006, PhD Nursing 6/2012	California Registered Nurse: 524828 exp. 7/31/2028 Current certifications: Clinical Nurse Specialist- 11/10/2009, Public Health Nurse- 2/7/1997, Geriatric Care Professional-2005, Advanced Cardiac Life Support-2012	[Course taught during the term of the site visit: VNC 102-Intermediate Vocational Nursing Concepts; MA-201-Medical Assisting Training Vocational Nursing Role: Co-Lead Faculty for Theory course and Clinical Course Responsibilities: Teaching 2 nd semester vocational nursing students; ensuring students are competent in their role; program development; assessment of student learning outcomes; program learning outcomes; Providing guidance and advice to students; Ensuring that course outlines of record are current and reflective of effective practices for

			outcomes and assessment; attending and engaging in department and division meetings; engaging in college service activities. Medical Assisting Training Program 1 Role: Faculty for Injections and Venipuncture Certification Courses Responsibilities: Teaching semester Medical Assisting students safe clinical practice guidelines for injections and venipuncture; Ensuring students are competent in their practice Participating in program development: Providing guidance and advice to students; Ensuring that course outlines of record are current and reflective of effective practices for outcomes and assessment. Committees: Academic Senate. Professional Development Committee, Hiring Committees
Expertise	Professional Development Recent Relevant Practice & Teaching Experience/Expertise (within the last year): Voluntary - American Lung Association, Volunteer Better Breathers Club, Facilitator of monthly support group for people with lung disease, 2007 – present Clinical teaching – VNC-102 (Spring 2026) • Mad River Community Hospital, Medical-Surgical Unit (primary) – 96 hours • Redwood Memorial Hospital, Medical-Surgical Unit (primary) – 72 hours • College of the Redwoods, Skills Lab – 84 hours Previous Relevant Practice and Teaching Experience/Expertise: College of the Redwoods, Eureka CA • Assistant Professor, tenure-track, Nursing (Aug 2023 - Present)		

	Dominican University of California, San Rafael CA • Adjunct Professor, Nursing (Aug 2023 – Present) • Associate Professor, tenured, Nursing (Mar 2020 – Aug 2023) • Assistant Professor, tenure-track, Nursing (Aug 2014 - Mar 2020) • Assistant Professor, term/adjunct, Nursing (Aug 2010 - Dec 2011) University of California, San Francisco, School of Nursing, Dept of Physiological Nursing • Volunteer Adjunct Assistant Professor (Oct 2014 – Jun 2026) • Assistant Professional Researcher & Adjunct Professor (2012 - Sept 2014) • Lab Coordinator, Electrocardiographic (ECG) Monitoring Research Laboratory (2009-2014) • Graduate Student Researcher (2007-2012) • Clinical Teaching Resident, Teaching Assistant (2009-2010) Humboldt State University, Arcata CA • Lecturer and Clinical Educator, BSN Program (Jan 2005 - Aug 2007) • RN-BSN Program (2006) Mad River Community Hospital, Arcata • Staff Development RN Educator (1996 – 2007) • Medical-Surgical Floor, Staff RN (1996 -1997) • Birth Center, Labor & Delivery, Maternal, Newborn RN (1997-1998) • Intensive Care Unit, Staff & Charge RN (1998 - 2003, 2004 - 2007) • Home Health Service, RN Clinician & Case Manager (2003 - 2004) • Emergency Department, Staff RN, per diem (2003-2005) • Certifications: - o Certified Geriatric Care Professional, Evergreen Certification (Certificate #208293), 2025 – Present - o Registered Nurse, California Board Certified (License 524828), 1996 – present - o Clinical Nurse Specialist, Adult Health (License 3313), 2009 – present
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	- o Public Health Nurse Certification (License 56949), 1997 – present - o American Heart Association, Advanced Cardiac Life Support, 1995 – present - o American Heart Association, Basic Life Support, 1991 – present - o American Association of Critical Care Nurses, Critical Care Certification, Emeritus, 2012 - present - o American Association of Critical Care Nurses, Critical Care Certification, Active, 2000 – 2012 - o Neonatal Resuscitation Certification, American Academy of Pediatrics, 2023 – 2025 • Continuing Education (2023 - present) - o ACCN – Teamwork & Collaboration, Nursing (1.5 hr, Jul 5, 2026) - o Impact Health Curriculum Workshop II (14 hr, Apr 30-May 1, 2026) - o Impact Health Curriculum Workshop I (12 hr, Feb 5-6, 2026) - o American Heart Association - Advanced Cardiac Life Support - Online & Hands-On Course (6.0 hr, Dec 4, 2025) - o PESI – Challenging Geriatric Behaviors (6.0 hr, Mar 15, 2025) - o PESI – Treatment of Individuals with Dementia, TBI, Concussion, Stroke and Cognitive Decline; Foundations in Brain Science as it Relates to Cognitive Rehabilitation and Neuroplasticity (6.0 hr, Mar 15, 2025) - o PESI – Nearing the End of Life: Dare to Care (6.0 hr, Mar 16, 2025) - o PESI – Effective Fall Prevention in the Geriatric Population: Strategies from the CDC’s Dynamic Trio (2.0 hr, Mar 15, 2025) - o AACN - 90 Is the New 60: Geriatric Cardiovascular Case Studies (1.0 hr, Jan 24, 2025) - o AACN - Challenges in Managing the Geriatric Trauma Patient (1.25 hr, Jan 26, 2025) - o PESI – Certified Geriatric Care Professional Training (2-Day Conference recorded in 2021), including Differentiating Dementias, Geriatric Pharmacology, Pain Management in the Elderly, Managing Geriatric Behaviors, Geriatric Emergencies, Geriatric Dosing Guidelines & Polypharmacy Management by Steven Atkinson, PA-C, MS (14.0 hr, Feb 23-24, 2025)
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	- o UCSF – STABLE, Stabilization & Care of Sick Infants (8.0 hr, Mar 7, 2024) - o PESI – Gestational Diabetes (2.0 hr, Dec 11, 2023) - o PESI – Perinatal Mood Disorder (2.0 hr, Dec 10, 2023) - o PESI – Traumatic Birth (2.0 hr, Dec 6, 2023) - o PESI – Maternal Healthcare’s Future (1.0 hr, Dec 6, 2023) - o PESI – Hypertension & Stress Management in Pregnancy (2.0 hr, Dec 6, 2023) - o PESI – Environmental Factors Impacting Women’s Health (1.0 hr, Nov 29, 2023) - o AACN – Decreasing Heart Readmission Rates in Heart Failure Patients (1.0 hr, Nov 29, 2023) - o PESI – Cervical Ripening((1.0 hr, Nov 29, 2023) - o PESI – Maternal Health Equity (1.0 hr, Oct 17, 2023) - o AAP (Academy of Pediatrics) – Neonatal Resuscitation (12.0 hrs, Jun 6 2023, Hands-on Jun 24, 2023) - o ANCC – Neonatal Evaluation (1.5 hr, Jun 3, 2026) - o ANCC – Depression Screening in Children (1.0 hr, Jun 3, 2026) - o ANCC – Maternity Morbidity & Mortality in U.S. (1.5 hr, Jun 2, 2023) - o ANCC – Hyperemesis Gravidarum (1.0 hr, Jun 2, 2023) - o ANCC – Infertility (1.0 hr, Jun 2, 2023) - o ANCC – Diabetes in Pregnancy (2.0 hr, May 27, 2023) - o ANCC – Peripartum Mood Disorders & Mental Health (1.5 hr, May 27, 2023) - o ANCC – Amniotic Fluid Embolism (1.5 hr, May 27, 2026) - o ANCC – APGAR Score (1.5. hr, May 26, 2023) - o ANCC – Breastfeeding Nursing (1.5. hr, May 26, 2023) - o ANCC – Blood Clotting in Pregnancy-Postpartum (3.0 hr, May 26, 2023) - o ANCC – Newborn Screening (1.5 hr, May 25, 2023) - o ANCC – Venous Thrombosis (2.0 hr, May 25, 2023) • Scholarly Work - o Peer-Reviewed Journal Publications, Original Research - o Harris PR, Zègre-Hemsey JK, Schindler D, Bai Y, Pelter MM, Hu X. Patient characteristics associated with false arrhythmia alarms in intensive care. Ther Clin Risk Manag. 2017 Apr 19;13:499-513. doi: 10.2147/TCRM.S126191. eCollection 2017. PMID: 28458554. - o Cvach M, Kitchens M, Smith K, Harris P, Flack MN. Customizing Alarm limits based on specific needs of
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patients. *Biomed Instrum Technol.* 2017 May/Jun;51(3):227-234. doi: 10.2345/0899-8205-51.3.227.

- o **Harris PRE.** The normal electrocardiogram: Resting 12-lead and electrocardiographic monitoring in the hospital. *Crit Care Nurs Clin N Am* 2016; 28:2896.
- o Fink M, Daunt D, **Harris PR**, McCamish B. A comparison of skills competency test scores among Philippine-educated nursing students after an intensive medical-surgical course. *Jour Nurs Education and Practice.* 2015;5(11):42-50.
- o Bai Y, Do DH, **Harris PRE**, Schindler D, Boyle NG, Drew BJ, Hu X. Integrating Monitor Alarms with Laboratory Test Results to Enhance Patient Deterioration Prediction. *J Biomed Inform.* 2015;53:892.
- o Drew J, **Harris P**, Zegre-Hemsey JK, Mammone T, Schindler D, Salas-Boni R, Bai Y, Tinoco A, Ding Q, Hu X. Insights into the problem of alarm fatigue with physiologic monitor devices: a comprehensive observational study of consecutive intensive care unit patients. *PLoS One* 2014 Oct 22; 9(10):e110274. doi: 10.1371/ journal.pone. 0110274. eCollection 2014.
- o Salas-Bono R, Yong B, **Harris PRE**, Drew BJ, Hu, X. False ventricular tachycardia alarm suppression in the ICU based on the discrete wavelet transform in the ECG signal. *J Electro Card* 2014.07.016
- o **Harris PR**, Stein PK, Fung GL, Drew BJ. Heart rate variability measured early in patients with evolving acute coronary syndrome and one-year outcomes of rehospitalization. *Vasc Health Risk Manag.* 2014;10:4564.
- o **Harris PR**, Sommargren, C, Stein PK, Fung GL, Drew BJ. Heart rate variability measurement and clinical depression in acute coronary syndrome patients: Narrative review of recent literature. *Neuropsychiatric Disease& Health* 2014;10:1335-47.
- o **Harris PR**, Stein PK, Fung GL, Drew BJ. Prognostic value of heart rate turbulence for risk assessment in patients with unstable angina and non-ST elevation myocardial infarction. *Vasc Health Risk Manag.* 2013; 9:465-73. PMID: 23976860.
- o Hasanien AA, Drew BJ, Howie-Esquivel J, Fung G, **Harris P**. Prevalence and prognostic significance of long QT interval among patients with chest pain: selecting an optimum QT rate correction formula. *J Electrocardiol.* 2013 Jul-Aug; 46(4):336-42. PMID: 23597403.

	- o Carter EV, Hickey KT, Pickham DM, Doering LV, Chen B, Harris PR, Drew BJ. Feasibility and compliance with daily home electrocardiogram monitoring of the QT interval in heart transplant recipients. <i>Heart Lung</i>. 2012 Jul-Aug; 41(4):368-73. PMID: 22459508. - o Harris PRE. Out of the comfort zone. <i>J of Cultural Diversity</i>. 1997 4(2), 57-8 (Lisle, IL: Tucker Publications, Inc). PMID: 9287598.
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LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON- TEACHING AREA(S) OF RESPONSIBILITY
Howard, Jessica 10/1/2013 Full time Associate Faculty 1/1/2011- 10/1/2013	Undergraduate and Graduate Degree(s): Master of Science in Nursing (MSN) 2011, Bachelor of Science in Nursing (BSN), Humboldt State University, 2007, Associate of Science in Nursing (ASN), College of the Redwoods, 2003, Certification for Licensed Vocational Nursing (LVN), College of the Redwoods, 2001 Currently enrolled: EdD- University of St. Augustine-May 2027	California Registered Nurse: 620566 exp. 1/31/202 Public Health Nurse-5/2007, Mental Health First Aid for Higher Education 11/26/2024, PALS exp 11/2026, BLS Provider exp. 11/2026, ACLS exp. 11/2026	Course taught during the term of the site visit: Nurs 2: Nursing Science & & Practice Concepts Role: Pediatric Content Expert; Clinical Supervision for students in the pediatric setting Responsibilities: Provide expert oversight for pediatric theory and clinical content; Teaching 2 nd semester registered nursing students; ensuring students are competent in their role; program development; assessment of student learning outcomes; program learning outcomes; Providing guidance and advice to students; Ensuring that course outlines of record are current and reflective of effective practices for outcomes and assessment; attending and engaging in department and division meetings; engaging in college service activities. Committees: Student Equity Planning Committee, Hiring Committees, Probationary

			Faculty Evaluation Committees
Expertise	EXPERTISE (Practice, Teaching, and Professional Development) • Teaching & Educational Leadership: - o Dean of Nursing & Healthcare Pathways (July 2024–Present) College of the Redwoods - o Director of Nursing (January 2023–Present) at College of the Redwoods. - o Professor of Nursing & Assistant Director, Health Occupations at College of the Redwoods (August 2011–January 2023). • Relevant Clinical Practice: - o Per Diem RN Visit Nurse at Hospice of Humboldt (December 2024–Present), providing direct patient care, care coordination, and managing medications. - o Per Diem RN Infusion Nurse at Eureka and Seaview Rehabilitation & Wellness Centers (May 2024–Present), overseeing intravenous therapy and monitoring patients. - o Head & Neck, Colorectal, Anal Nurse Navigator at St. Joseph Hospital (July 2017–March 2023), guiding patients through their cancer journeys, providing chemotherapy education, and serving on the Tumor Board. - o RN Case Manager at ResolutionCare (May 2016–June 2017), managing and coordinating home base palliative patient care. - o Extensive prior clinical and leadership experience at St. Joseph Hospital (2004–2017), including roles as a SART Team Lead and Forensic Nurse Examiner, Chemotherapy Clinic Staff Nurse, Ambulatory Infusion Nurse, Chemotherapy Infusion Nurse, Emergency Department Staff Nurse, Pediatric Nurse Liaison, Pre-Hospital Nurse Coordinator, Manager of Emergency Services, and Lead Clinical Supervisor, Break Nurse, Med/Surg-Peds-Tele Nurse. • Professional Affiliations: Member of the Oncology Nursing Society, Academy of Oncology Nurse & Patient Navigators, American Society for Bioethics and Humanities, International Association of Forensic Nurses, California Vocational Nursing Educators, and the California Organization of associate degree Nursing Continuing Education: • Annual CNA Directors Meeting 6/3/2026 (6 CEUs) • COADN Spring Conference 4/15-17, 2026 (12.5 CEUs) • Benner Institute Annual Conference: Educating Nurses: A Radical Transformation 7-15-16, 2026 (7 CEUs) • Understanding & Implementing a Practice-Ready Curriculum for Nursing Education 2/5-2/6, 2026 (12.75 CEUs) • Benner Institute Nurse Preceptor Course, HRSA 21 10/24-25, 2025 (20 CEUs) • Conflict Management Resolution 12/4/2026 (1 CEU) • OADN Leadership Institute 8/5, 8/26, 9/16, 10/7, 10/28, 11/20, 2026 (16		

	CEUs) • OADN 2025 Convention: Elevating Nursing Education 11/20-11/22, 2025 (11 CEUs) • COADN Spring 2025 Conference 3/9-3/11, 2025 (17 CEUs) • Benner Institute CFE Course, HRSA 24 8/6-8/8, 2025 (30 CEUs) • Pediatric Patients and Medical Management 9/11/2025 (1 CEU) • Autism Spectrum Disorder 9/11/2025 (1 CEU) • A Healthy Home for Children 9/10/2025 (1 CEU) • Pediatrics: Physical, Emotional, Social, and Environmental Needs 9/10/2025 (1 CEU) • Children with Lead Poisoning 9/10/25 (1 CEU) • Use of Defibrillation in the Pediatric Population 9/10/2025 (1 CEU) • Pediatric Abuse: Head Trauma 9/10/2025 (1.5 CEUs) • Pediatric Problems in Ambulatory Care 9/10/2025 (2 CEUs) • The Pediatric Population: Short Bowel Syndrome 9/10/2025 (0.5 CEUs) • Tracheostomy Emergencies: Pediatric 9/10/2025 (0.5 CEUs) • Pediatric Patients and Concussion Management 9/10/2025 (1 CEU) • Pediatric Suctioning and Manual Chest Physiotherapy 9/10/2025 (1 CEU) • Childhood and Adolescent Immunizations 9/8/2025 (1 CEU) • Internet Safety for Children & Adolescents 9/8/2025 (0.5 CEUs) • Supporting Parent of Children with Special Healthcare Needs 9/8/2025 (1 CEU) • Children with Dog Bites 9/8/2025 (0.5 CEU) • Pediatrics: Developmental Milestones 9/8/2025 (1 CEU) • Managing Obesity in Children 9/8/2025 (0.5 CEU) • Type II Diabetes in Children & Adolescents 2/13/2025 (1 CEU)
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LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON- TEACHING AREA(S) OF RESPONSIBILITY
Korin, Peter 8/1/2025 Full time Associate faculty 1/1/2025- 8/1/2025	Master of Science: NURSING Leadership and Management Western Governors' University, April 2, 2024. Bachelors of Science: NURSING Western Governors' University, October 3, 2022. Associate of Science: NURSING; Mount San	California Registered Nurse: 620566 exp. 08/31/2026 Current certifications: PALS: exp 11/2026 BLS: exp 11/2026, ACLS exp. 11/2026	Course taught during the term of the site visit: VNC 103 (D1773) Advanced Vocational Nursing Concepts Role: Lead instructor; Clinical Supervision for students in the clinical setting. Responsibilities: Provide expert oversight for advanced vocational theory and clinical content. Ensuring competency for vocational

	Jacinto College, June 1995.		students in the clinical setting. Program development; assessment of student learning outcomes; program learning outcomes; Providing guidance and advice to students; Ensuring that course outlines of record are current and reflective of effective practices for outcomes and assessment; attending and engaging in department and division meetings; engaging in college service activities. Committees: Conduct Review Committee
Expertise	EXPERTISE (Practice, Teaching, and Professional Development) • Teaching & Educational Leadership: Lead faculty in the LVN program at College of the Redwoods. Assisting in curriculum design, evaluated student performance, and participated in simulation training scenarios with students and faculty. • Relevant Clinical Practice: Emergency Charge RN at Mad River Community Hospital (11/24 - present) working with an interdisciplinary team to provide safe care and advocacy for adult and pediatric emergency patients. Performed autonomous patient assessments, procedures, and administered treatments. - o Under standard emergency nursing protocols or a healthcare provider's direction. Serve as a mentor to new hires, travelers, and newer RNs. Manage pre-hospital care and direct pre-hospital personnel over the radio. Educate patients and their families on their emergency care and work closely with the house supervisor to ensure the hospital's and patients' needs are met. • Professional Affiliations: American Nurses Association, Emergency Nurses Association. Continuing Education: • Benner Institute Annual Conference: Educating Nurses: A Radical Transformation 7-15-16, 2026 (7 CEUs) • Understanding & Implementing a Practice-Ready Curriculum for Nursing Education 2/5-2/6, 2026 (12.75 CEUs) • Certification in Healthcare Simulations, Drexel University, 27.25 CEUs.		

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON- TEACHING AREA(S) OF RESPONSIBILITY	
Martell, Tiffany 8/1/2025 Full time Associate faculty 8/1/2021- 8/1/2025	ACADEMIC DEGREES Master of Science in Nursing Education (MSN-Ed), Chamberlain University, October 2025 Bachelor of Science in Nursing (BSN), Chamberlain University, December 2023 Associate Degree in Nursing (ADN), College of the Redwoods, May 2013 Associate of Science – Licensed Vocational Nursing (LVN), College of the Redwoods, May 2009	California Registered Nurse (RN), License #95023443 Current Certifications Certified Emergency Nurse (CEN), expires 2027 Trauma Nursing Core Course (TNCC), expires 2029 Basic Life Support (BLS), expires 2027 Advanced Cardiovascular Life Support (ACLS), expires 2026 Pediatric Advanced Life Support (PALS), expires 2027 Simulation Certification (Drexel University), 2026 Benner Institute Health Impact Preceptorship Course, 2025	N4 N3 N20 VNC 103 VNC 102	Medical-Surgical Nursing Medical-Surgical Nursing Nursing Clinical Vocational Nursing Vocational Nursing Committees: Assessment Committee and CRFO – 2025-26 Participates in curriculum implementation and continuous quality improvement activities. Applies evidence-based nursing practice and current clinical standards in classroom, laboratory, simulation, and clinical instruction. Uses formative and summative evaluation methods to assess student achievement of learning outcomes. Promotes student success through mentoring, individualized feedback, and remediation. Maintains clinical competency through active practice as an Emergency Department Registered Nurse

			and ongoing continuing education. Incorporates simulation, active learning, and clinical reasoning strategies into nursing education. Demonstrates commitment to professional development through graduate education, specialty certification, and continuing education.
Expertise	• More than 13 years of progressive nursing experience in emergency, critical care, obstetric, medical-surgical, and long-term care settings. • Emergency Department Registered Nurse and Charge Nurse at Sutter Coast Hospital since 2015. • Clinical preceptor for newly hired nurses and nursing students. • Associate Faculty at College of the Redwoods since 2021 providing clinical instruction, student evaluation, and mentoring. • Experienced in simulation-based education and competency assessment. • Completed Master of Science in Nursing Education with emphasis on evidence-based teaching strategies, curriculum development, and learner assessment. • Certified Emergency Nurse (CEN) with current advanced life support certifications (ACLS, PALS, TNCC, BLS). • Member of the National League for Nursing (NLN) and Sigma Theta Tau International Honor Society of Nursing. • DAISY Award nominee (2024). • Participates in curriculum implementation and continuous quality improvement activities. • Applies evidence-based nursing practice and current clinical standards in classroom, laboratory, simulation, and clinical instruction. • Uses formative and summative evaluation methods to assess student achievement of learning outcomes. • Promotes student success through mentoring, individualized feedback, and remediation. • Maintains clinical competency through active practice as an Emergency Department Registered Nurse and ongoing continuing education. • Incorporates simulation, active learning, and clinical reasoning strategies into nursing education. • Demonstrates commitment to professional development through graduate education, specialty certification, and continuing education.		
	Date	Course Title	Contact Hours

	January 2025	Theoretical Foundations & Instructional Strategies for the Nurse Educator	30
	January 22, 2025	Legal Issues for Nurse Educators	1
	January 6, 2025	Innovative Ways to Engage Diverse Learners	1
	2025	Assessment and Evaluation in Education	30
	April 25, 2025	Curriculum Development	30
	April 25, 2025	Advanced Health Assessment, Pathophysiology, Pharmacology for Advanced Nursing Practice	30
	2025	Benner Institute Health Impact Preceptorship Course	16
	2025	Trauma Nursing Core Course (TNCC) Provider Renewal	13.75
	2025	Pediatric Advanced Life Support (PALS) Renewal	4
	October 26, 2024 (Current through 2026)	Advanced Cardiovascular Life Support (ACLS) Renewal	4
	February 5, 2025	Chest Tubes Nursing Care	4
	February 5/6, 2025	Nursing Management of Personality Disorders	3
	2025	Psychiatric Mental Health Nursing Certification Review	14
	April 23, 2026	Psychiatric Mental Health Nursing Certification Practice IQ	19
	May 2026	Drexel University Simulation Certification	12

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
Payne, Heather 1/1/2023 Full time Associate faculty 1/1/2021- 1/1/2023	• <u>DNP</u> - Aspen University 2023 • <u>MSN – Nursing Education</u> Aspen University, 2019 • <u>BSN</u> Simpson University, 2015 • <u>ADN</u> - College of the Redwoods, 2009 • <u>LVN- Certificate</u> College of the Redwoods, 2002 • Chamberlain University- Post	California Registered Nurse: 761973 Oregon Registered Nurse: 201800725RN ACLS: Exp: 2027 PALS- Exp: 2027 BLS- Exp:2027 SIMS Certification- 2024	<u>HO-110-CNA: 2026-</u> Didactic, Lab, Clinical <u>VNC 2026</u> Didactic, Lab, Clinical <u>Committees:</u> Hire committees-2026. Nursing application committees- 2026

	Grad Certificate Program – FNP - In Progress		
Expertise	<u>2020–Present College of the Redwoods</u> <u>Associate Faculty / Assistant Nursing Director</u> Nursing education (LVN, RN, CNA), Classroom, laboratory, simulation, and clinical instruction, Curriculum development and revision, Faculty mentoring and onboarding, Program administration, Canvas course development, Committee participation and program review, BRN, BVNPT, and ACEN accreditation support, new program development. <u>2019–Present Sutter Coast Hospital</u> <u>Registered Nurse – Medical Care Unit/Acute Rehabilitation</u> Medical-surgical nursing, Rehabilitation nursing, Telemetry monitoring, Charge nurse relief, Preceptor for new nurses, Adult, pediatric, and geriatric patient care. <u>CEU</u> • Benner Institute Nurse Preceptor Course: 10/24-25, 2025 (20 CEUs) • COADN Spring Conference :4/15-17, 2026 (12.5 CEUs) • COADN Spring 2025 Conference: 3/9-3/11, 2025 (17 CEUs) • ACLS: 2/2025-2/2027 (4CUEs) • PALS:2/2025-2/2027 (4CEU's) • BLS: 2/2025-2/2027 (2CEU's) • SIMS: 2025 (12 CEU)		

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
Przepiora, Julie 8/1/2025 Full time Associate faculty 8/1/2019- 8/1/2025	Undergraduate and Graduate Degree(s): Master of Education (MEd), National University, 2026 Bachelor of Science in Nursing (BSN)	Current licensure: California Registered Nurse (RN) Current certifications: Psychiatric-Mental Health Nurse – Board Certified (PMH-BC) BLS ACLS CPI	Course taught during the term of the site visit: RN Psychiatric/Mental Health Nursing LVN Mental Health Nursing Psychiatric Technician Program Support Responsibilities: Classroom, clinical, post conference instruction; curriculum development; student evaluation; mentoring; program development; committee participation; fostering psychologically safe learning environments.

Expertise	Teaching & Educational Leadership: • Associate Professor of Nursing with experience teaching RN and LVN • Develops curriculum, evaluates student learning outcomes, mentors students, and participates in program development and continuous quality improvement. Relevant Clinical Practice: More than 30 years of healthcare experience in inpatient psychiatric nursing, behavioral health leadership, corrections, emergency/trauma nursing, and military medicine. • Active psychiatric mental health clinician with expertise in therapeutic communication, psychopharmacology, crisis intervention, suicide risk assessment, de-escalation, and recovery-oriented care. Professional Development: • Ongoing psychiatric and behavioral health continuing education. • PMH-BC review coursework. • Professional development in nursing education, simulation, curriculum development, and psychological safety. Scholarly Interests: Psychological safety in nursing education. • Simulation based learning. • Trauma Informed nursing education.
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LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
Urban, Sally RETIRED 05/31/26 Full time- RETIRED 7/1/2012- 5/31/2026 Associate faculty 10/1/2008- 7/1/2012	Undergraduate and Graduate Degree(s): name of degree/date of completion]	California Registered Nurse: 304883	[Course taught during the term of the site visit: Nurs 4 Committees: NA RETIRED
Expertise	N/A		

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
Yialelis-McNitt, Natalie 8/1/2023 Full time	MA in Education from UC Berkeley in 2005 BSN from Pacific Union College in 2018 BA in English with emphasis in Education from Pacific Union College in 2003 RN from Pacific Union College in 2017	California Registered Nurse: 95135863 exp 8/31/2027 Current certifications: PALS exp 5/27 ACLS exp 5/27 BLS exp 5/27	Course taught during the term of the site visit: VNC 102 Theory and clinical instructor Committees: Curriculum Committee

	Minor in Spanish from Pacific Union College in 2003 AS in Photography from Pacific Union College in 2000		
Expertise	Nursing Instructor at College of the Redwoods - (2023 to present) I have taught N1, N4, N20, VNC 102, and CNA courses. In this role I have designed curriculum, evaluated student performance, followed and taught students in clinical sites, and participated in simulation training scenarios with students and faculty. Nursing Instructor at Pacific Union College as a part-time Contract Instructor - (2025 to present) I have taught their 1st quarter theory, Health Assessment, and 3rd quarter Theory courses. In this role I have designed curriculum, evaluated student performance, followed and taught students in clinical sites, and participated in simulation training scenarios with students and faculty. Per Diem Nurse at the Humboldt County Jail (12/2022 to present) Per Diem floor Nurse in the Med Surge/Tele unit at Howard Memorial Hospital (3/2023 to 11/2025) Med Surg/Ortho units for various Adventist Health hospitals (4/2018 to 11/2025) Attended several curriculum development committees Created 5 new courses (Intro to Health Occupations - credit and non-credit, Principles of Health & Disease, RNSG 10 and RSNG 11) Professional Development: Curriculum Meeting and CE's Clinical Practice Records: During Fall semester of 2025 worked as a Med Surg Nurse on the floor. During Fall and Spring semesters worked at the jail as a nurse. Faculty Meetings: Participation in faculty meetings in Fall 2025 (was teaching during faculty meetings in the Spring of 2026, so only attended a few)		

Part Time Faculty:

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
Bachemin, Cynthia 8/1/2013 Part time	Undergraduate and Graduate Degree(s): Associates, Nursing 199 BSN/MSN Nursing-Ed 2011	California Registered Nurse: 818077 Current certifications: Certs: NPD-BC, CCRN, TNCC, TCAR	Course taught during the term of the site visit: Nurs 20: RN Transition Concepts-Clinical Instructor N1- N20 – Skills, Clinical Instructor Committees; NA-Part-time Associate Faculty

Expertise	St. Joseph Hospital and Medical Center 1992-1999: NICU staff RN Loving Care home Care Pediatric agency 2000-2001: Staff RN home care coordinator for medically fragile children Hackensack University Medical Center 2001-2013: Staff RN NICU and PICU Ramapo State College 2011-2013: Peds Clinical Instructor BSN year 3 students Mad River Community Hospital 2013-2016: ICU/ED RN staff College of the Redwoods: 2013-2020: adjunct for didactic/clinical and skills lab St. Joseph Hospital/Providence 2016-current: ICU staff RN (including Rapid Response RN) 2016-2020, Clinical educator NPD 2020-current I have 30 plus years' ICU experience in three demographic groups (NICU. PICU. Adult ICU). I have attended the Benner institute conferences on curriculum development, educator development, and preceptor development. I have my NPD cert and build relevant curriculum for the hospital I work at for the Critical Care units.
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LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
Bernal-Acosta, Stephanie 1/1/2022 Part time	Undergraduate and Graduate Degree): Bachelor of Science in Nursing (BSN)- University of San Francisco - (12/2019), Associate degree of Biology, Pre-Nursing, General Science, and Liberal Arts-Cosumnes River College (06/2016)	California Registered Nurse: 95188155Expires: 01/31/2027 Current certifications: TNCC-Trauma Nurse Core Course-Acquired 04/30/2026 Expires- 04/30/2030) Clinical Faculty & Educator Certificate Program-August 08,2025 ACLS-Expires-09/30/26 PALS-Expires- 09/30/26 BLS-Expires-09/30/26	Course taught during term of the site visit: Nurse 2-Nursing Science and Nursing Concepts- Nursing Clinical Instructor Role-Medical Surgical and Geriatrics Instructor Responsibilities: Guide and oversee students in clinical setting. Ensure safety during student interventions. Make daily assignment sheets with students and patient care teams. Supervise students during medication administration and bedside procedures. Evaluate student performance and provide constructive criticism for best outcomes. Facilitate development of student communication, technical skills, clinical reasoning, and critical thinking. Serve as professional liaison between

			nursing program and clinical site.
Expertise	Relevant Clinical Practice: • Providence St. Joseph Hospital-Emergency Department Staff Nurse March 2021-Current Demonstrates skills in caring for the infant, pediatric, adolescent, adult, and geriatric patients. Assumes primary care for up to 4 patients, planning for all patients with emergent and acute issues. Collects current symptoms, as well as a detailed patient history and consults/coordinates with the health care team members to assess, plan, implement, and evaluate patient care plans. • Providence St. Joseph Hospital-Medical Surgical Nurse and Pediatric Staff Nurse-(August 2019-March 2021)- Demonstrated skills in caring for the infant, pediatric, adolescent, adult and geriatric patients. Assumed primary care for up to 5 patients, planning for adults with acute and chronic issues. Collaborated with interdisciplinary teams in the development and implementation of patients plans of care. • Nursing Clinical Instructor (Pediatrics and Geriatrics) April 2022-Current. Certification Course: Clinical Faculty & Educator Certificate Program- August 8,2025 Continuing Education: • TNCC- Trauma Nurse Core Course-Acquired 04/30/2026 Expires-04/30/2030)-19.5 CEU's. • Benner Institute CFE Course, HRSA 24-Clinical Faculty & Educator Certificate Program 8/6-8/8/2025 -30 CEU • Top selling herbal supplements-01/08/2025 (3 CEU's) • The Coronavirus Disease Pandemic-01/08/2025 (2 CEU's) • Addressing Implicit Bias to Improve patient care-01/13/2025 (1 CEU) • Alternative Therapies for Depression and Anxiety-01/13/2025 (5 CEU's) • Diagnosis and Management of Sepsis- 01/14/2025 (4 CEU's) • Pediatric abusive head trauma-12/17/2025 (1.5 CEU)		

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
Black, Laura 1/1/2026 Part time	Undergraduate and Graduate Degree(s): Master of Science-Nursing: 12/2012	Current licensure: California Registered Nurse: 439885	Skills lab coordinator Committees: NA-Part-Associate Faculty
Expertise			

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON- TEACHING AREA(S) OF RESPONSIBILITY
Chapman, Kayla 1/1/2026 [Part time]	Undergraduate and Graduate Degree(s): ADN 5/2012]	[Current licensure: California Registered Nurse: 822048-exp. 5/31/2028] • RNC-LRN • NRP • BLS	• OB Clinical (ADN) – clinical only • Clinical supervision and evaluation of associate degree Nursing students Committees: NA-Part-Associate Faculty
Expertise	• Providence St. Joseph Hospital, 2012–2015: Medical-Surgical staff nurse. • Providence St. Joseph Hospital, 2015–2016: Obstetrics staff nurse. • Providence St. Joseph Hospital, 2016–Present: Neonatal Intensive Care Unit staff nurse. • College of the Redwoods, 2025-Present: Clinical instructor for associate degree Nursing students during obstetric clinical rotations. • Certified in Low-Risk Neonatal Intensive Care Nursing (RNC-LRN). • Neonatal Resuscitation Program (NRP) and Basic Life Support (BLS) certified. • Co-Chair, NICU Professional Governance Committee. • Hearing Screening Co-Coordinator. • Development of nurse-driven clinical practice guidelines and quality improvement initiatives. • Eat, Sleep, Console (ESC) implementation workgroup. • Clinical mentoring, supervision, and evaluation of nursing students. • Current practice in maternal-newborn and neonatal nursing.		

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON- TEACHING AREA(S) OF RESPONSIBILITY
Coleman, Lisa 1/1/2025 Part time	Bachelor of Science (BSN) Western Governors University, 2020. Associate of Science in Nursing ASN, College of the Redwoods (CR), 2013.	Current licensure: California Registered Nurse: License Number: 845630 Expiration date: 8/31/2027 End-of-Life Nursing education Consortium	Course Role/Responsibilities: Role: On-site clinical supervision instructor for N-20, N-1 N-3, N-4 nursing students in the hospital setting. Responsibilities: Planning and coordinating clinical learning experiences that align with nursing program objectives. Supervising students during

	Associate in science, AS degree, CR 2010. Certification for Licensed Vocational Nursing (LVN) CR, 2009	Palliative care Nursing 10/8/2018 ACLS 6/2026 Sigma: Frontline Leader 11/11/2025	patient care activities to ensure safe, ethical, and evidence-based practice. Teaching clinical skills, critical thinking, and professional communication. Evaluating students' clinical performance and providing constructive feedback to promote growth and competency. Ensuring compliance with hospital policies, procedures, patient safety protocols, and nursing regulations. Serving as a role model by demonstrating professionalism, compassion, and high standards of nursing practice. Collaborating with hospital staff, faculty members, and healthcare teams to support student learning and quality patient care. Assisting students in developing clinical judgment, problem-solving skills, and confidence in delivering patient-centered care. Identifying learning needs and providing additional instruction or remediation when necessary. Committees: NA-If Part-Associate Faculty
Expertise	Practice and/or teaching expertise, professional development, roles and responsibilities. Lisa served for 10 years as a nurse preceptor to new Nurses and hires from 2014-2025 by providing the role to help new nurses, nursing students, or newly hired staff transition from classroom learning to safe, confident clinical practice. Lisa was both a teacher and a mentor, ensuring they develop the knowledge, skills, and judgment needed to provide high-quality safe patient care. Lisa taught new nurse hires skills on special skills day provided by the hospital with the Nurse educators. Relevant clinical practice: · Currently employed by Providence St. Joseph as the Medical Surgical Charge Nurse 2024 to present. · Frontline Leader certificate 11/20/2025 · Primary staff nurse 2013-2024 on the medical/surgical unit · Chemo certified with ONS to preform in-patient chemo when needed from 2017-2020 · Involved with the Fall safety committee (current), Unit Based Counsel(current)and assisted with sepsis awareness in-hospital and community out-reach.		

	Continuing education: · Bipolar disorder in adults 6/8/2026 (0.5 CEU) · Colonoscopy guidelines 6/8/2026 (0.5 CEU) · Charcot-marie-tooth diseases 5/14/2026 (0.5 CEU) · Lipid management with diet and dietary supplement 5/5/2026, (0.5 CEU) · Overview of the evaluation of stroke 5/5/2026 (0.5 CEU) · Suicidal Ideation and behavior in adults 5/5/2026 (0.5 CEU) · Wound care basics 7/7/2025 (2 CEU) · Benign and pathogenic bacteria 7/8/2025 (5 CEU) · ABC's of AIBP 8/16/2025 (5 CEU) · Addisons disease 8/16/2025 (5CEU) · HIPPA-understanding your responsibility 3/24/2025 (2 CEU) · Techniques to communicate effectively 3/24/2025 (2 CEU) · Discussing nurse-doctor relationships 3/24/2025 (2CEU) · Infection Control 5/31/2024 (2CEU)
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LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON- TEACHING AREA(S) OF RESPONSIBILITY
Daniels, Mary 1/1/2002 Part time	Bachelor of Science Nursing, Humboldt State University 1979	California Registered Nurse: 308153 exp 4/1/2027 PALS exp 3/2027 ALS exp 3/2027 BLS exp 3/2027	Nurs2; Nursing Science & Practice Concepts Role: Pediatric clinical instructor; provide Clinical supervision for students in the pediatric setting Responsibilities: Provide expert oversight for 2 nd semester students in various pediatric clinical settings

Expertise	Teaching and Educational Leadership Pediatric/MedSurg Clinical instructor College of the Redwoods 1997-present Pediatric Clinical Instructor Humboldt State University 2008-2010 Relevant Clinical Practice Relief PACU Staff Nurse Providence St. Joseph Hospital (2023-present) Providing direct patient care and education to adults and children Full-Time PACU Staff Nurse Providence St. Joseph Hospital (2012-2023) Providing direct patient care and education to adults and children Full-Time Staff Nurse North Coast Surgery Center (2007-2012) Providing preop and postop care and education to adults and children in the surgical setting Full-Time Staff Nurse Pediatrics Providence St. Joseph Hospital (1983-2012) Providing general medical surgical care to children infant to adolescent including chemotherapy administration and pre- and post-surgical care Full-Time Staff Nurse Med/Surg St. Joseph Hospital (1980-1983) Continuing Education: Asthma Management Across the Lifespan 1/20/26 (2CEUs) Anxiety Disorders in Adult and Pediatrics 1/20/26 (1CEU) Breastfeeding 1/27/26 (3CEUs) Care of the Patient with ADHD 2/7/26 (1CEU) Chronic and Medically Complex Conditions in Children and Adolescents 2/7/26 (2CEUs) PALS 3/23/26 (6 CEUs) ALS 3/23/26 (6 CEUs) RQI Healthcare Provider 3/23/26 Neonatal Abstinence Syndrome 4/8/26 (1CEU) Pediatric Abusive Head Trauma 4/8/26 (1.5 CEUs) Pediatric Mental Health 4/19/26 (1.5 CEUs)
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LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
Davis Jr., Mike [1/1/2026] [Part time]	[Undergraduate and Graduate Degree(s): name of degree/date of completion]	[Current licensure: California Registered Nurse: 95338098]	TA N 4-Clinical [Committees: NA-Part-Associate Faculty] [Committees: NA-Part-Associate Faculty]
Expertise	Assistance with the lead instructor in making sure students are competent and practicing safe medication administration and nursing tasks.		

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON- TEACHING AREA(S) OF RESPONSIBILITY
Flagler, Kristina 1/1/2022 Part time	Undergraduate and Graduate Degree(s): BSN, 2020 MSN, 2023	Current licensure: California Registered Nurse: 95167496 BLS ACLS PALS TNCC	Med-Surg Clinical Instructor supervises students during hospital shifts to ensure safe bedside care, medication administration, and procedural skill execution. They facilitate critical thinking by helping students connect classroom pathophysiology to real-time patient symptoms and care plans. Through pre- and post- conferences, they guide reflective debriefs and evaluate student performance using formal rubric assessments. Additionally, instructors serve as a vital liaison between the academic institution and hospital staff to maintain seamless unit workflow and policy compliance. They model professional nursing ethics and interdisciplinary communication to prepare students for independent practice. Committees: NA-Part- Associate Faculty
Expertise	Sutter Coast Hospital 2018-Current- Medical Surgical Floor Staff X 3 years, Charge Nurse X 2 years, Emergency Department Floor Nurse since 2024. • <u>Med-Surg Curriculum Delivery:</u> Translating complex, multi-system pathophysiology's into structured, digestible clinical lessons for nursing students. • <u>ER-to-Floor Continuity Education:</u> Teaching students how to bridge the gap between emergency stabilization and long-term medical-surgical management. • <u>Evidence-Based Practice Integration:</u> Guiding students to connect textbook concepts with current, bedside evidence-based safety bundles. • <u>Diverse Patient Care Simulation:</u> Sharing authentic clinical case studies from ER and Med-Surg settings to build students' medical knowledge. • <u>Clinical Preceptorship & Coaching:</u> Utilizing Charge Nurse leadership to mentor, support, and build confidence in novice student nurses.		

	• <u>Formative & Summative Assessments</u>: Evaluating student performance on medication administration, care planning, and head-to-toe assessments. • <u>Constructive Feedback & Debriefing</u>: Conducting psychological safe debriefs after clinical shifts to help students identify areas for growth. • <u>Conflict Resolution & Class Management</u>: Applying crisis management skills to maintain a productive, respectful, and safe learning environment. • <u>Prioritization & Time Management Instruction</u>: Teaching students how to cluster care and manage a 4-to-5 patient load using Charge Nurse strategies. • <u>Triage-Mindset & Critical Thinking</u>: Training students to recognize early signs of patient deterioration and implement rapid clinical reasoning. • <u>Meticulous Documentation Standards</u>: Instructing students on legally defensive electronic health record (EHR) charting and objective data entry. • <u>Technical Skills Mastery Supervision</u>: Providing hands-on instruction for complex skills like IV therapy, wound vacs, trachs, and foley insertions. • <u>SBAR & Interprofessional Collaboration</u>: Modeling assertive communication for students when pageing physicians or collaborating with therapy teams. • <u>Patient Advocacy & Cultural Humility</u>: Teaching future nurses how to deliver compassionate, culturally competent care and discharge education. • <u>Role Modeling Professional Identity</u>: Demonstrating nursing ethics, accountability, and the realistic expectations of a professional RN career.
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LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON- TEACHING AREA(S) OF RESPONSIBILITY
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Gibbs, Janne 1/1/2016 Part time Full time 9/1/1985- 1/1/2016	FNP Cert/1995 MSN/1987 BSN/1979 Diploma in Nursing 1970	California BRN Licenses: RN Lic # 211680, NP Lic # 8097 NP Furnishing Lic #8097 Public Health Nurse Lic # 28726 *All Exp 07/31/2028 Certifications: ANCC Pain Management Nurse: 2008 – present AHNCC Advanced Holistic Nurse: 1995 – present AHNCC Advanced Holistic Nurse & Nurse Coach: 2017 – present HBB Healing Touch Practitioner: 1994 - present	In Spring 2026: N2 ASN/RN Program: 3 wks: nursing skills lab 12 wks Taught one section of the OB Clinicals at the college with focus on OB Simulation/Case Study modules Worked with lead FT OB faculty in clinical course organization of OB simulation & case study activities. Did not serve on any other committees.
Expertise	• Taught N22 OB clinicals within RN program and was an OB content expert for many of my teaching years as a full-time tenured nursing professor. • Taught OB clinicals in RN program, LVN program & RN bridge program as an Associate faculty from Spring 2016 to present • In Summer 2025, I attended the 24-hour nursing instructor Inservice workshop, facilitated by the HealthImpact Benner Institute HRSA: to enrich our teaching methodology in nursing. One of the instructional tools, “The Clinical Reasoning Process with descriptions” was adopted and introduced within one of the N2 OB comprehensive simulation case studies this Spring 2026. • Held position of OB Content Expert for CR between 2023-2024 & mentored new OB faculty member while becoming BRN approved for OB lead instructor position.		

	For the past few years, I have been involved in coursework that deals with a somatic approach of working with clients who have experienced developmental, social, and situational trauma. This has been very instrumental in my trauma-informed approach when working as a nurse practitioner in my private practice and within my teaching role as nursing students become triggered by various client situations that can induce a trauma reaction.		
	Date Completed	Course	Contact Hrs
	09-2025 to 02-2026	2025-2026 Innate Somatic Intelligence™ Trauma Therapy Approach Training	66
	12-17-2025	Somatic Developmental Trauma	24
	7-11-25	A Mindful Path to Indigenous and Global Majority Healing	5.0
	6-6-2025	Somatic Anxiety Therapy	13
	6-4-25	Complex PTSD from a Somatic Perspective	8
	10-24 to 10-25-24	2024 IFS Conference	13.5
	10-27-24	Birthing a New World w Imagery	9
	10-17 to 10-20-24	2024 Healing Beyond Borders Conference (Online)	44
	10-10-24	Coaching Like a Pro: Mastering Key Coaching Skills	1
	9-15-2024	Dialog Coach. Tool: Parts Work	1
	8-16-24	SCOPE of Pain: Safer/Competent Opioid Prescribing Education	3
	3-7-24	OB Class on R.E.A.C.H. for OB updates	8
	2-12-24 to 7-13-24	Embody Lab – Somatic EMDR Therapy Course	48

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
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Gibson, Tyler 8/1/2024 Part time	Bachelorette of Science Nursing Ball State University 2021	Current licensure: California RN: #95338777 Indiana RN# 2828067A Indiana RN Compact# 28268067C BLS: Exp 2027 CPI: Exp 2027	NURS-3-D9510. Nursing Science and Practice Concepts III. (Fall 2024) A Psychiatric Nurse Clinical Instructor is responsible for guiding nursing students through their mental health clinical rotations by combining hands-on supervision with professional mentorship. The role focuses on ensuring safe patient care, teaching therapeutic communication, modeling psychiatric nursing skills, and helping students connect classroom knowledge with real clinical situations. Instructors oversee student interactions with patients, teach de-escalation and crisis-management techniques, and evaluate students on professional behavior, clinical competency, and critical thinking. They also collaborate with psychiatric unit staff, maintain compliance with school and facility policies, and provide structured learning through pre- and post-conference discussions. Overall, the instructor plays a key role in shaping future psychiatric nurses by ensuring students deliver safe, ethical, trauma-informed care and develop confidence in the mental health setting. NURS-3-D9510. Nursing Science and Practice Concepts III. (Fall 2025) (See above) NURS-4-D0095. Nursing Science and Practice Concepts IV (Spring 2026)
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			A community nursing clinical instructor supervises and mentors nursing students as they deliver preventive, population-focused care in diverse community settings such as public health clinics, schools, shelters, and outreach programs. They guide students in applying public health principles, conducting holistic assessments, and developing care plans that address social determinants of health. The instructor collaborates with local agencies to coordinate learning opportunities, ensures students provide culturally sensitive and ethical care, and facilitates reflective discussions to help students connect community experiences with broader public health goals. They also evaluate student performance, reinforce safety and professionalism, and model effective communication and advocacy for community wellness.
Expertise	CEUs 1. Recognizing Psychiatric Symptoms in Medical-Surgical Patients PSYC-RECO-5725 2.0 2. De-Escalation Techniques for Behavioral Health Emergencies PSYC-DEES-5725 2.0 3. Trauma-Informed Nursing: Core Concepts and Skills PSYC-TRAU-5725 2.0 4. Providing Culturally Responsive Nursing Care LEAD-PROV-5725 2.0 5. Combating Diabetes and Depression CDD0622 2.0 6. Update on Types of Mental Disorders TMD121019 2.0 7. Techniques to Communicate Effectively TCE1222 2.0 8. Nursing Ethics: Principles for Everyday Clinical Decisions LEGA-NURS-5725 2.0		

	9. Reducing Health Disparities through Equitable Nursing Practice LEAD-REDU-5725 2.0 10. Managing Ethical Dilemmas in Complex Patient Care Scenarios LEGA-MANA-5725 2.0 11. Facts About Infection Control INFCON1022 3.0 12. If Your Patient Has Dementia PHD121019 3.0 13. MRSA Infections in the Hospital and Community MRSA0522 4.0 14. Guidelines for Infection Control GIC062521 5.0 15. ABCs of Hepatitis H060221 3.0 16. Opioid Crisis OPIOID-21 2.0 17. Obesity Updated OBU051319 2.0 18. Bedsores/Pressure Ulcers: What You Need to Know BPU061121 1.0 19. Discussing Shock DS042020 1.0 20. All About Behavior B072520 1.0 21. A Review of Autism ARA042220 1.0 22. Acetaminophen Toxicity AT0419201.0 23. Treating Women with Depression TWD020320 1.0 24. Teamwork Updated TEAM092419 1.0 25. Personality Disorders 101 PD060418 1.0 26. Substance Use Disorder SUBABUSE-23 2.0 27. Bulimia Nervosa BN062820 2.0 28. Suicide – Risks and Prevention SRP043019 2.0 29. Turner Syndrome TUS0522 4.0 30. Pain Management PM062118 4.0 31. Understanding and Improving Communication Styles ICS061621 3.0 32. Child Abuse & Consequences of Child Abuse Revised CAR061521 4.0 33. Effective Nursing Documentation END-21 4.0 34. Gender Confirmation Surgery: Male-to-Female (MTF) and Female-to-Male (FTM) MTF073018 5.0
	2021-2023 Ball Memorial Hospital Registered Nurse / Psychiatric Inpatient unit 2022-2023 Ball Memorial Hospital Registered Nurse / Emergency Department 2023-2023 IU Health Medical Psychiatric Facility Registered Nurse / Medical Psych Inpatient 2023-2024 Trustaff Nursing Agency Registered Nurse / Sempervirens Psychiatric Facility 2024-2025 Nightingale Nursing Agency Supervising Registered Nurse / Sempervirens Psychiatric Facility 2025-Prsent Nightingale Nursing Agency

	Interim Assistant Director of Nursing / Sempervirens Psychiatric Facility 2024-Present College of the Redwoods Clinical Nursing Instructor
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LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
Gilmore, Sandy 5/1/2006 Part-time	[Undergraduate and Graduate Degree(s):] [Currently enrolled: NA]	[Current licensure: California, Registered Nurse:]	[Course taught during the term of the site visit: Nurs 2: Nursing Science & Practice Concepts II- Pediatrics; Lecture & Clinical] [Committees: NA-Part-Associate Faculty]
Expertise	Instruct students in proper care of nursing science and pediatrics. Monitor students in the clinical and skill setting to make sure proper processes and skill sets are developed. Monitor and instruct safe care practices in the clinical setting. Observe safe medication administration and tasks.		

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
Gonzaga, Suzanne [1/18/2020] [Part time]	[Undergraduate and Graduate Degree(s): name of degree/date of completion] [Currently enrolled: NA]	[Current licensure: California Registered Nurse: 425465] [Current certifications: type/date acquired]	[Course taught during the term of the site visit: N2-OB] [Committees: NA-Part-Associate Faculty]
Expertise	Instruct students in proper care of nursing science and pediatrics. Monitor students in the clinical and skill setting to make sure proper processes and skill sets are developed. Monitor and instruct safe care practices in the clinical setting. Observe safe medication administration and tasks.		

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
Gordon, James 8/1/2019 Part time	Associate of Science in Nursing May 2008	CA RN 731647	Lead Clinical instructor Nurs-4 Instructed supervised and evaluated clinical skills for Senior Assoc degree RN students
Expertise	2008-2019 – Scripps Memorial Hospital La Jolla CA. Emergency Dept RN Mobile Intensive Care Nurse ED Charge RN (casual) Trauma Nurse Team Leader (casual) Staff trainer for Midlines, External Juglar IV access and Ultrasound Guided Peripheral IV 2019-Present College of the Redwoods, Eureka CA LVN (LVN-123,VNC-101) Med-Surg Clinical Instructor Nurs-20 Med-Surg Clinical Instructor Nurs-1 Med-Surg Clinical and Skills Lab Instructor Nurs-2 Med-Surg Clinical Instructor Nurs-3 Med-Surg Clinical Instructor (TA) Nurs-4 Med-Surg Clinical Instructor (Lead and TA) LVN IV Access and Venipuncture Instructor. 2021-2025 College of the Redwoods Adult and Community ED Eureka CA Director Of Phlebotomy Phlebotomy Instructor (Didactic and Lab) Community ED Injections and Venipuncture Instructor CEs Pathophysiology: The Hematologic System. – Apr 2026 Asthma Diagnosis and Management – Apr 2026 Supplements for the Aging – Apr 2026		

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
Harvey, Elizabeth 1/1/2025 Part time	Undergraduate and Graduate Degree(s): BSN, Cal Poly Humboldt, 2001	California Registered Nurse: 586936 exp 8/31/2026 IBCLC #L-311464	[Course taught during the term of the site visit: N2-OB Committees: NA-Part-Associate Faculty
Expertise	- Registered Nurse/Lactation Specialist/Staff Nurse/Childbirth Center/MedSurge/Short Stay RN – Providence St. Joseph Hospital, 2001-Present - Experienced registered nurse in the Childbirth Center for over 18 years, worked in labor & delivery, postpartum, and second in the NICU. Focused work in lactation and teach childbirth classes, tours of the Childbirth Center, and host a postpartum Baby & Me group weekly. - Assess dyads and develop individualized care plans regarding breastfeeding. and/or supplementing - Educate patients & families about breastfeeding benefits & techniques, labor positioning, hunger cues, feeding frequencies & volumes Provide physical & emotional support - Collaborate with the health care team including doctors, nurses, and social workers to facilitate the best care possible - Troubleshoot lactation issues such as mastitis, engorgement. clogged ducts.		

	low milk supply, oversupply • Teach prenatal breastfeeding course monthly online • Provide physical and emotional, and medical support 10 patients during labor & delivery and the postpartum period • Monitor vitals. labor progression, contractions, fetal heart rate patterns • Administer medications & prepare patients with c-sections • Communicate & collaborate care with healthcare team • Educate patient & families about labor & delivery postpartum, breastfeeding • Maintain accurate & precise records • Perform basic tests on newborns such as hearing screens & lab draws • Teach childbirth classes weekly online • Facilitate Baby & Me postpartum group weekly • Provide medical & emotional support to patients on the medical surgical floor & short stay surgery
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LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON- TEACHING AREA(S) OF RESPONSIBILITY
Hewson, Graham 8/1/2015 Part time	MSN, 2012 MA English, 1992 BA English 1981	CA BRN 806394, 1/31/27 CA PHN 81723, 1/31/27	N3: Nursing Science & Practice Concepts Role: Clinical Supervision for students in the Med-Surg setting. Responsibilities: Provide oversight for theory and MS clinical content to 3rd semester nursing students; ensure student competency within their current experience and scope; contribute to program development; assessment of student progress; provide guidance and support to students; ensure course outlines are current and reflect evidence-based practice.

Expertise	College of the Redwoods, Clinical Instructor, 2022 - present Cal-Ore Life Flight, critical care flight RN, 2016 – 2022 Mad River Community Hospital, ER RN, 2012 – 2016 Continuing Education: Opioid Prescribing, Chronic Pain, and Opioid Use Disorder 1/14/25 Managing Risks of Hospitalization in Older Adults 1/14/25 Implicit Bias in Healthcare 1/14/25 Pressure Injury: Treatment considerations 1/13/25 Integrated Care for Mental Health & Substance Use Disorders 1/13/25 Veterans & Mental Health Conditions 1/12/25 Stress & Immunity 1/9/25 Working with Individuals Experiencing Homelessness 1/8/25 Nursing Documentation; Legal Aspects 1/8/25 Screening & Prevention of Cervical Cancer 1/7/25 HIPAA & Confidentiality for Licensed Professionals 1/6/25 Suicide Prevention in Acute Settings 1/6/25 Ethics for Licensed Professionals 1/6/25 LGBTQ+: An Introduction 1/6/25 Domestic Violence: Recognizing & Preventing 1/4/25 Professional Responsibility in Infection Prevention 1/4/25 Mistreatment of Older Adults 12/26/24 Working with Various Generations 12/25/24 Cultural Perspectives in Childbearing 12/24/24 Medication Error Prevention 12/24/24 Communication with Patients 12/23/24
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LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON- TEACHING AREA(S) OF RESPONSIBILITY
Hillman, Gretchen 1/1/202 Part time	Undergraduate and Graduate Degree(s): Doctor of Nursing Practice (Family Medicine) — Oregon Health & Science University, Jun 2022	California Registered Nurse: 95300359 exp. 5/31/2028 California FNP license #NP95022820 expires 05/31/2028, Provider BLS Provider — American Heart Association BLS Provider 04/09/2026. Exp 04/2028	N4 Clinical TA Committees: NA-Part- Associate Faculty
Expertise	University of Texas, Arlington — Graduate Nursing Clinical Education Specialist (Apr 2025–Present) Committees: Providence Medical Group Humboldt County Advanced Practice Providers Group Executive Committee, President-Elect (Jan 2025–Jan 2026) 36 hours per week (ongoing) practicing family primary care at Fortuna Family Medicine: diagnosis & management; procedures (joint and carpal tunnel injections, PAP smears, shave & punch biopsies).		

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON- TEACHING AREA(S) OF RESPONSIBILITY
Howard (Foust), Amber 8/1/2021 Part time	Associate Degree in Nursing (ADN) American River College December 2011	California Registered Nurse License #818758 Basic Life Support (BLS) Advanced Cardiovascular Life Support (ACLS) Pediatric Advanced Life Support (PALS)	NUR 4 D0095 – Clinical Site Instructor Clinical instruction, supervision, evaluation, competency assessment, and mentoring of nursing students in the acute care setting. Committee: • Active Member, Sutter Coast Professional Practice Committee (PPC) Professional Service: • Union Representative, California Nurses Association (CNA) Associate Faculty]
Expertise	• Registered Nurse with over 15 years of progressive acute care nursing experience in PACU, ICU, Medical-Surgical, Telemetry, Orthopedics, Neurology, Radiology, Infusion Center, Pediatrics, and Correctional Nursing. • Current PACU Registered Nurse with previous ICU experience managing critically ill patients requiring ventilator support, BiPAP therapy, vasoactive medication infusions, postoperative recovery, and interdisciplinary care. • Clinical Nursing Instructor since August 2021 providing supervision, instruction, evaluation, competency assessment, and mentoring of nursing students during acute care clinical rotations. • Serves as a mentor for nursing students and newly hired nurses, promoting clinical judgment, critical thinking, professionalism, communication, and evidence-based practice. • Active member of the Sutter Coast Professional Practice Committee (PPC), participating in nursing practice initiatives, quality improvement, and advancement of professional nursing standards. • Union Representative for the California Nurses Association (CNA), advocating for professional nursing practice, workplace safety, and quality patient care. • Professional Development and Continuing Education: Updated Hand Hygiene Guidelines; MRSA Infections; HIPAA Compliance; Infection Control Guidelines; Effective Communication; Techniques for Communicating Effectively; Understanding and Improving Communication Styles; Effective Nursing Documentation. • Attended the Global Nurse Summit (October 2025) with education in Artificial Intelligence in Healthcare, healthcare disparities, reducing bias in healthcare, and advancing equitable access to healthcare. • Maintains current clinical competency through active nursing practice and ongoing continuing education.		

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON- TEACHING AREA(S) OF RESPONSIBILITY
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Lee, Ryan 8/1/2021 Part time	Undergraduate and Graduate Degree(s): Master's degree in nursing education-3/2024 Currently enrolled: Doctor of Nursing Practice: Adult-Gerontological Acute Care Nurse Practitioner Program - Spring 2029	Current licensure: California Registered Nurse: 95196376 exp. 6/30/2027; Oregon Registered Nurse: 201906987RN exp. 5/27/2027 Current certifications: Certified Critical Care Nurse (CCRN) exp. 3/31/2027	Course taught during the term of the site visit: Nurs 2: Nursing Science & Clinical Practice II Role: Associate Faculty/Instructor Responsibilities: Delivering assigned nursing course content, facilitating student learning, evaluating achievement of course outcomes, supporting the development of clinical judgment, reinforcing safe and evidence-based nursing practice, and collaborating with the NURS 2 faculty team. Assisting students in integrating nursing theory with clinical practice, applying the nursing process, prioritizing patient-care needs, interpreting clinical information, and developing safe plans of care for patients with acute and complex health conditions. Committees: NA-Part-Associate Faculty
Expertise	EXPERTISE Master's-prepared nurse educator and certified critical care registered nurse with professional experience in critical care nursing, acute-care nursing education, vocational and associate-degree nursing education, simulation, clinical coordination, faculty support, mentoring, and student evaluation. Professional nursing experience: • Intensive care registered nursing, 2019–2023 and 2024–Present • Undergraduate nursing education at OHSU, 2021–Present • Associate faculty teaching at College of the Redwoods, 2021–Present • Simulation and intensive care technician experience, 2018–2019 • Palliative-care licensed vocational nursing, 2017–2018 Areas of teaching and practice expertise: • Acute and critical-care nursing • Adult medical-surgical nursing • Clinical judgment and clinical reasoning • ECG interpretation • Simulation-based nursing education • Clinical instruction and coordination		

	• Student evaluation and feedback • Faculty and preceptor support • Chronic illness and end-of-life care • Leadership in healthcare-delivery systems • Evidence-based nursing practice • Academic-practice partnerships • Mentoring, advising, and student supervision PROFESSIONAL DEVELOPMENT, SCHOLARSHIP, AND POSTER PRESENTATIONS 2026 Oregon Consortium for Nursing Education Conference Navigating a 3-1 Clinician-Educator Model: Lessons From the ONEPIR Academic-Practice Partnership Authors: Ryan Lee, MN, RN, CCRN; Cathy L. Emeis, PhD, CNM, FACNM; Alissa Phelps, MPH; Linda Paul, PhD, RN, CMSRN; and Molly Campbell, PhD, RN. This poster described lessons learned from implementation of the ONEPIR academic-practice partnership and the 3-1 clinician-educator model. The work addressed clinical faculty development, academic-practice collaboration, student learning, faculty-role integration, and implementation of an innovative clinical nursing education model. Before the Nitro: From Unfolding Case Study to Low-Fidelity Simulation in Acute Care Nursing Education Author: Ryan Lee, MN, RN, CCRN. This poster described the development of an unfolding acute-care case study into a low-fidelity simulation designed to strengthen nursing students' clinical judgment, prioritization, recognition of patient deterioration, communication, and safe medication decision-making. Additional Professional Development and Recognition • Oregon Nursing Education Academy Clinical Nurse Faculty Scholar, 2024 • Certificate of Appreciation, Oregon Health & Science University School of Nursing, 2022 • Member, American Association of Critical-Care Nurses, 2018–Present • Member, Sigma Theta Tau International, Beta Psi Chapter, 2024–Present • Continuing education required to maintain RN licensure and CCRN certification • Ongoing graduate education in the Adult-Gerontology Acute Care Nurse Practitioner DNP program
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Lien, Breanna 8/1/2024 Part time	Bachelor of Science in Nursing (BSN), Cal Poly Humboldt State University, 2023 Associate of Science in Nursing (ASN), College of the Redwoods, 2021	California Registered Nurse: 95253006 Current Certifications: Trauma Care after Resuscitation (TCAR) 11/19/2024 Trauma Nursing Core Course 08/05/2025 BLS, ACLS, PALS exp: 07/2/2028	Course taught during the term of the site visit: N20 LVN/Paramedic to RN Transitional Concepts Role: Clinical Supervision Medical-Surgical clinical setting Responsibilities: Provide oversight in the clinical setting to ensure safe, competent practice and care of patients. Ensure safe demonstration of nursing skills and assessments, interdisciplinary communication, care planning, policy review, documentation in the eHR, grading clinical paperwork and providing constructive feedback to further develop students as they transition into RN practice.]
Expertise	· Teaching Fall 2024 -N3 Spring 2025 – N4 and N20 Fall 2025 – N3 Spring 2026 – N20 · Relevant Clinical Practice - Providence St Joseph Hospital Acute Care RN: Med Surg/Tele/Peds October 2021-September 2023 - Providence St Joseph Hospital Acute Care RN and Intermittent Rapid Response RN: Intensive Care Unit September 2023- Present · Professional Affiliations: Member of American Association of Critical-Care Nurses since September 2023 Member of California Nurses Association since October 2021 Continuing Education Being There: An Empirical Logic Model for Family Presence During Resuscitation and Invasive Procedures 1 contact hour – 6/29/25 Benner Institute CFE Course for Nursing Education 30 contact hours - 8/8/25 Global Nurse Solidarity Conference 10/7-10/8/25 - An Injury to One is an Injury to All: Social Justice and Global Health – 1 contact hour - Assessing Ais Impact on Nurses and Patients – 2 contact hours - Building the Labor Movement We Need – 2 contact hours - Fighting for a Just Global Care Economy – 2 contact hours - Global Nurses Rising: Resilience Beyond Borders – 1 contact hour - Healing the Planet: Nurses’ Global Fight for Climate Justice – 1 contact hour - Solidarity is Global: Resisting the International Attack on the Working Class – 1 contact hour Hemodynamic Monitoring Mini Boot Camp 3.75 contact hours 6/26/24 Impact of Guided Interventions on Terminal Extubation: A pilot Project 1 contact hour - 7/11/2025 See You Now: Rooting Out Racism in Health Care – 4 contact hours 8/16/2024 The 8 Ds of High-Flow Nasal Cannula Risk: A Scoping Review 1 contact hour – 4/16/2025 Trauma Care After Resuscitation (TCAR) 18 contact hours – 11/19/2024 Trauma Nursing Core Course (TNCC) 19.5 contact hours – 8/5/2025 Update of the Pharmacologic Management of Aneurysmal Subarachnoid Hemorrhage 1 contact hour – 8/11/2024 Using the Modified		

	Minnesota Detoxification Scale to Evaluate Alcohol Withdrawal Syndrome: An Integrative Review 1 contact hour – 4/16/25
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LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON- TEACHING AREA(S) OF RESPONSIBILITY
Mariano-Smith, Francesca 1/1/2022 Part time	College of the Redwoods, Associates of LVN May, 2012 College of the Redwoods, LVN to RN Program Completion May 2019 College of the Redwoods, Liberal Arts of Behavioral and Social Science Degree May 2019	Registered Nurses License RN 95221352 Exp Date: September 30, 2027 BLS Exp Date: January 2028 ACLS Exp Date: January 2028 PALS Exp Date: January 2028	NURS1: Med-Surg/Hospital Clinical Instructor - Clinical supervision and evaluation of associate degree Nursing students. - Skills lab, including IM injections, Foley-Cath placement, NG tube placement, case scenarios, assist with lecture - Clinical paperwork evaluations, end of clinical rotation cumulative evaluation, provide feedback-Part-Associate Faculty
Expertise	Mad River Hospital, 2012 - 2023, Emergency Department staff nurse - Provide comprehensive nursing care for patients with acute illnesses, injuries, and medical emergencies. - Perform rapid patient assessments, triage, and prioritize care based on acuity. - Administer medications, IV therapy, blood products, and emergency treatments. - Monitor patient conditions and respond promptly to changes in clinical status. Mad River Hospital, 2020 - 2023, Emergency Charge Nurse - Coordinate daily operations and patient flow within the Emergency Department. - Assign nursing staff based on patient acuity, staffing levels, and clinical needs. - Provide clinical leadership, guidance, and support to nursing and interdisciplinary staff. - Respond to high-acuity emergencies, trauma activations, and code situations. - Mentor, coach, and support new nurses, preceptors, and nursing students. Mad River Hospital, 2023 - current, OR Recovery Nurse and PR & House Supervisor - Provide post-anesthesia nursing care to patients recovering from surgical and procedural interventions. - Assess and monitor airway, breathing, circulation, neurological status, and pain management. - Recognize and respond to postoperative complications and changes in patient condition. - Provide administrative and clinical leadership during assigned shifts across the hospital. - Coordinate hospital operations, staffing, patient placement, and resource allocation. - Serve as the clinical resource and support for nursing staff and interdisciplinary teams. - Respond to emergencies, patient safety events, and complex clinical situations. - Clinical Instructor, College of the Redwoods (2020–Present), supervising associate degree Nursing (ADN) students in clinical settings.		

	- Provide clinical mentoring, supervision, and evaluation of nursing students to support the development of safe, competent nursing practice. - Facilitate student learning during clinical rotations in Medical-Surgical, Emergency Department, Operating Room, Intensive Care Unit, and Wound Care. - Evaluate student performance using course objectives, clinical competencies, and evidence-based nursing standards. - Maintain current knowledge of evidence-based nursing practice through ongoing professional development and continuing education.
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LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
McComas, Sallie 8/1/2015 Part time	Bachelor of Science in Nursing Western Governor University 2024 Associate Degree in Nursing College of the Redwoods 2013 Bachelor of Arts, Liberal Studies Multiple Subjects (Elementary Education) Cal Poly Humboldt 1997	Current licensure: California Registered Nurse: 843380, expires 10/31/2026 ACLS: Exp 6/30/2028 PALS: Exp 6/30/2028 BLS: Exp 6/30/2028 PCCN: Exp 11/30/2026	NURS-20-E0092 – Teaching Assistant – Assisted Lead Clinical Instructor in hospital. Committees: NA-Part-Associate Faculty
Expertise	• 2013 – 2019: Staff Nurse, Providence St. Joseph on Progressive Care Unit. • 2015 – present: Assistant Faculty, College of the Redwoods. Clinical Instructor in hospital teaching, prepare and deliver lecture material one semester, assist with skills lessons, taught Medical Terminology for 3 semesters, teaching assistant to main clinical instructors. • 2019 – 2023: Charge Nurse, Providence St. Joseph on Progressive Care Unit • 2023 – Present: Nursing Professional Development Practitioner, Providence St. Joseph for med surg, med surg telemetry and pediatric units. CEs • Efficiency for Nursing: Clinical Review, Task Management & Medication Administration - Virtual Instructor Led, 3.75 CEs – 12/4/2026 • NPD Workshop - Learning Through Play: The Educator's Game Plan – 1 CE – Oct. 28th, 2025 • PROVNOCAL: Fall Nursing Symposium – 4 CEs – 9/18/2025 • Nursing Professional Development Exam Review – 13 CEs – 10/24/2026-10/25/2026 • Level III – Basic ECG Assessment – 3.5 CEs – 6/1/2026 Transition to NPD Practice Modules – 2.9 CEs – 10/7/2024 - 5/1/2026		

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON- TEACHING AREA(S) OF RESPONSIBILITY
O'Donnell, Kelsey 1/1/2026 Part time	Undergraduate and Graduate Degree(s): Master's degree in nursing	California Registered Nurse: 95079581 exp. 7/31/2027 MSN completed 12- 18-2015, "Clinical Nurse Leader" PALS: 7-6-2026 ACLS: 7-6-2026 TNCC: 7-31-2023 ENPC: 5-22-2025 STABLE: 12-18- 2025 NRP: 11-4-2025	Course taught during the term of the site visit: Nurs 2: Committees: NA-Part- Associate Faculty
Expertise	Professional Development: • CEU: STABLE 2025, 7.5 units • CEU: NRP 2025, 1 unit • CEU: Up to Date various educational articles 2025, 20 units • Neonatal Readiness Pilot Program: become a subject matter expert in neonatal emergency procedures and resuscitation, cross-train to OB and NICU, disseminate information and drills to ER staff. Employed as Emergency Department RN @ Providence St. Joseph Hospital (8/2019- present):per diem department RN, charge nurse, nurse preceptor for students and new nurses, ultrasound IV certification and proctor.		

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON- TEACHING AREA(S) OF RESPONSIBILITY
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Polos, Janis 1/1/2004 Part time Full time 8/3/2022- 8/1/2025	Undergraduate and Graduate Degree(s): BSN 6/1984, MSN 5/2000, FNP 5/2000	California Registered Nurse: 378176 exp. 6/30/2028 Current certifications: Basic Life Support- 3/2025, Public Health Nurse 39912 exp. 6/30/2028	Course taught during the term of the site visit: Nurs 4: Role: Clinical Supervision for students in the community health setting Responsibilities: Teaching 4th semester registered nursing students; ensuring students are competent in their role; assessment of student learning outcomes; program learning outcomes; Providing guidance and advice to students in the clinical setting; attending and engaging in department and division meetings. [Committees: NA-Part-Associate Faculty]
Expertise	<u>TEACHING EXPERIENCE</u> College of the Redwoods, Eureka, Ca 2021-2022; 2025- current Associate Faculty Oversaw clinical experiences for first year nursing students in the campus lab and clinical placements for RN students and LVNs. Worked with the graduating students in the geriatric and community health rotations. College of the Redwoods, Eureka, Ca 2022-2024 Assistant Professor Worked with another instructor providing didactic education and clinical experiences promoting future nurses that are well-prepared in both theory and practice while contributing to the scholarly and administrative life of the nursing department and college. Provided lectures, laboratory sessions, and clinical-based courses aligned with the curriculum; modified, or updated course content to meet educational goals; and supported student engagement. Humboldt State University, Arcata, Ca. 2021 Lecturer Supervised ADN- BSN students in the clinical placements for Community Health aspect of the nursing program. This was primarily done remotely, hosting group discussions, reviewing work in the Canvas educational platform, establishing a relationship with hosting organizations, and meeting with students during the semester. Humboldt State University, Arcata, Ca. Lecturer/Lab Instructor/Lab Coordinator/SNA Advisor 2007-2012 Developed syllabus for Capstone/preceptor class as well as taught in the Fundamentals Class lab sections, managed the Nursing Lab, served on multiple department committees to conduct department business; facilitated intercultural		

	nursing education exchange with Swiss colleagues over 2 years. College of the Redwoods, Eureka, Ca Assistant Lab Instructor 2004 CEUs: Generative AI- March 2026 Community Health Nursing-STTI March 2026 The Continued evolution of Public Health: Recent Federal and State Changes- CDPH, Jan 2026 Trust Me! Enhancing Trust in Today's Healthcare Environment - STTI 10/2025 SYFY: Dealing With Disruptive Patients and Families-STTI; Sept 2025 Individualized Music as an Intervention to Reduce Agitation in Person with Dementia; STTI;7/2025 Coaching in Nursing-STTI, 6/2025 Scholarly Work: Presentations, Publications and Papers Community Super Utilizer Huddles , Poster Presentation at the American Academy of Ambulatory Care Nurses Conference May 2016 Future of Nursing- Community Nursing in Humboldt County Speaker at the Redwood Memorial Hospital Annual Nursing Symposium April 2016 The Role of Open Door Community Health Centers in Humboldt County Dec. 2015 Speaker at the Humboldt County Public Health Nurses Meeting “Climbing the Educational Ladder in Northern California” Local Nursing Honor Society Educational Program Panel member, presented information regarding my personal educational experiences Oct. 2013 “Rehabilitation and You” Video recorded <u>Orientation to Rehabilitation</u> for rehabilitation patients at the General Hospital Acute Rehab Unit, Eureka, Ca. Presented at the Association of Rehabilitation Nurses Conference 1995 “The Power of Nursing” author Rehabilitation Nursing Journal, January-February issue 1994 <i>Clinical Practice Experiences.</i> Open Door Community Health Centers 2021-2022 Supervised Medical Assistants and the medical aspect of COVID vaccine delivery. Open Door Community Health Centers, Arcata, Ca Director of Nursing 2013 – 2021 Responsible for overall direction and supervision of nursing personnel. Responsible for assuring the quality of the clinical practice of RNs, LVNs, and MAs to maximize patient access, quality care, and satisfaction while ensuring appropriate use of resources. Planned, developed, coordinated, and implemented
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	education programs and workflows that support the mission of Open Door, and Patient Centered Medical Home. Planned and implemented workflows in response to the COVID pandemic. Six Rivers Planned Parenthood, Eureka, Ca Nurse Practitioner 2008 – 2013 Provided care in an expanded role in ambulatory reproductive health for people using affiliate medical protocols. Worked independently in an outreach setting providing reproductive services to young adults. St. Joseph’s Hospital, Eureka, Ca. Rehabilitation Case Manager 2006-2013 Screened individuals for admission to Acute Rehabilitation program assessing medical and physical suitability as well as financial support; worked with insurance case managers, the rehabilitation team, and the hospital inpatient team to facilitate the patient’s admission and progress in the program. Northcoast Family Practice, Eureka, Ca. (no longer in business) Family Nurse Practitioner 2007– 2008 Assisted in the Chronic care of adults. Skills used included assessments, patient education, limited basic procedures, medication management, combined with documentation, planning, and evaluating care. St. Joseph’s Hospital, Eureka, Ca Rehabilitation Nurse Manager 2004-2006 Duties included planning, implementing, and evaluating the overall delivery of care to patients in the rehabilitation setting; provide managerial support, supervision, and evaluation of nursing personnel; communication with all aspects of the rehabilitation team in a wide variety of formats displaying the spirit of teamwork and cooperation. • Clinical Practice Records: Documentation of current clinical hours worked, active direct patient care, or continuing education specifically related to clinical nursing standards. • Faculty Meetings: I have participated in several faculty meetings this past academic year
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LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON- TEACHING AREA(S) OF RESPONSIBILITY
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Reeves, Marian 1/1/2015 Part time	Academic Degrees: -College of the Redwoods, Eureka, CA A.S Degree: Registered Nurse Degree with Honors -Humboldt State University (now Cal Poly Humboldt), Arcata, California B.A. Degree: Philosophy	Current Licensure/Certification: California Registered Nurse: 358544	Areas of Responsibility: N4 Community Rotation N4 Geriatric Rotation Associate Faculty Clinical instructor: Provide student oversight and guidance in the clinical setting, as well as directing Post Conference group discussion. This includes review of course objectives, application in the clinical setting, integration of clinical practice with current academic topics of focus. Providing a safe environment for students to ask questions and express concerns as well as accomplishments in meeting clinical objectives. Also includes reading and commenting on student homework and personal journal entries regarding course content. [Committees: NA-Part-Associate Faculty]
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Expertise	Expertise: • -Extensive experience in End-of-Life Care as a Hospice Case Manager (ten years of experience) • -Working closely with seniors with complex health challenges at Adult Day Health Care • -Med-Surg relief charge nurse for approx 5 years; ICU Charge Nurse for over 10 years; Cardiology Nurse in primary care clinic for approx 5 years; Hospice Case Manager for approx 10 years and RN working at Adult Day Healthcare for approx 5 years. 2016-Present: Associate faculty teaching Community and Geriatric rotations Award: Sigma Theta Tau Omicron Omega Excellence in Nursing Practice Continuing Education Courses within the last 2 years: (July 2024) • -Counseling Patients at End of Life • -Substance use Disorders and Pain Management • -Pharmacologic and Medical Advances in Obesity Management • -Pulmonary Embolism
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LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
Rincon-Taylor, Joanna 8/1/2022 Part time	Undergraduate and Graduate Degree(s): name of degree/date of completion	Current licensure: California Registered Nurse: 95196644	Course taught during the term of the site visit: Clinical instructor for N1, N2, N3, N4 Committees: NA-Part-Associate Faculty
Expertise	· Working with new graduate RN's on their transition into practice in as a critical care RN. · Attended NTI 2024 taking courses on precepting new RN's. Course Name National Teaching Institute Denver Confe-05/19/2024 -11CEU Course Name Reducing Harm: New Practice Alert on Adult-04/07/2023 -1CEU Course Name Patient Safety: Cognitive Assessment at-04/07/2023-1CEU Course Name Implementing a Unit-Based Alarm Manageme-04/07/2023 -1CEU Course Name Refining Diagnostic Reasoning and Avoidi-04/07/2023 -1CEU Course Name Not Your Grandpa's Stroke: Recognizing A-03/30/2023 -1 CEU Course Name Pituitary and Adrenal Disorders-08/25/2022 -15 CEU		

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON- TEACHING AREA(S) OF RESPONSIBILITY
Rojo, James Month/Year of Initial Appointment - Associate 8/2022 Part time	Undergraduate and Graduate Degree(s): BSN 5/2019	Current licensure: California Registered Nurse: Licensing details for: 95198668 3/31/27	Course taught during the term of the site visit: NURS 20 Head lab instructor Committees: NA-Part- Associate Faculty]
Expertise	I have worked on the med surg at providence st joseph hospital eureka ca for the last 7 years. I have worked as a TA at CR for the last 4 years in the hospital and head lab instructor for NURS 20 Acceptable Evidence Includes: I currently work 36 hrs. a week at providence Continuing educations A Comprehensive Guide to Autism in Pediatrics and Adults (Completed: November 20, 2025) A Comprehensive Guide to Blood Products (Completed: November 17, 2025) A Comprehensive Guide to CPR Basics and First Aid (Completed: February 20, 2026) A Comprehensive Guide to Forensic Nursing (Completed: March 7, 2026) A Comprehensive Guide to Health Education in the Adult Client (Completed: November 20, 2025) A Comprehensive Guide to Infection Prevention and Isolation Precautions (Completed: February 19, 2026) A Comprehensive Nurses' Guide to Heparin Drips (Completed: June 19, 2025) A Comprehensive Review of Nursing Informatics Concepts & Theories (Completed: March 7, 2026) A Healthcare Worker's Guide to De-Escalation Techniques (Completed: March 7, 2026) A Nurse's Comprehensive Review of Acute Coronary Syndrome (Completed: September 22, 2025)		

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON- TEACHING AREA(S) OF RESPONSIBILITY
Rose, Sonya 8/1/2021 Part time	Undergraduate and Graduate Degree(s): name of degree/date of completion Bachelor of Science in Physiology, University of California, Davis,	[Current licensure: California Registered Nurse: License number 332507 exp 12/31/2026	Last course taught: Clinical Nursing 4, teaching assistant; supported primary clinical instructor in supervising 12 students, supervised students in all aspects of nursing practice, including med

	1974. Bachelor of Science in Nursing, California State University, Sacramento, 1981 [Currently enrolled: NA]	ACLS & PALS expired 2012 BLS last renewed 12/17/22	administration, procedures, application of nursing practice, assessment, documentation, and care planning [Committees: NA-If Part-Associate Faculty]
Expertise	• Teaching and educational leadership 1. Currently part time clinical instructor for College of the Redwoods 2. Previously full time clinical Instructor in LVN program,, Butte Community College , Oroville, Ca: (2011-2019) Lead in LVN program 2015-2019 2016: Full Tenure Status <u>Responsibilities:</u> Taught across the program in multiple classes: Fundamentals, Clinical Nursing, Role development, Peri-operative Nursing, Cardio/pulmonary Nursing, Gastrointestinal/ Genitourinary nursing, Neuro/Rehabilitation Nursing, Vocational relations./leadership nursing 3. Previously part-time Instructor in LVN program, Butte Community College, Oroville, Ca (2004-2011) <u>Responsibilities</u> : Taught Clinical nursing, Fundamentals , Gastrointestinal/Genitourinary Nursing, Neuro/Rehab Nursing ■ • Relevant Clinical practice: 1. <u>Feather River Hospital , Paradise, Ca,</u> Staff RN, Critical Care Unit 1993-2013 (Full time until 2011, then part time to 2013) Relief charge for intensive Care unit and Definitive care unit Developed Comprehensive Orientation Program in Critical Car Unit Preceptor for new employees as well as for students in the Rural California Nursing Preceptorship Program Member, Hospital wide Confidentiality Performance Improvement Team Maintained ACLS< PALS and BLS certifications throughout employment 2. <u>North Valley Rehab Hospital, Chico, Ca</u> Weekend Supervisor 1992-1993 : Staffing, supervisory duties: Clinical Resource person to rehab staff, Clinical Staff Inservices 3. <u>Arroyo Grande Community Hospital, Arroyo Grande, Ca</u> 1990-1993 Staff RN, Definitive Observation Unit: primary care, step down telemetry unit 4. <u>French Hospital Medical Center, San Luis Obsispo, Ca.</u> 1990 only: Staff RN, Cardiac telemetry Unit: primary care, cardiac, post open heart care 5. <u>Mercy Hospital and Medical Center San Diego, Ca</u> 1982-1990 <u>Clinical Nurse II:</u> staff RN , Cardiac and Respiratory Care Unit Primary Care for high acuity clients in a teaching hospital setting: patient teaching, assisted Clinical Educator, preceptor for		

	new employees, QA committee, Unit Environment/remodeling committee, Mercy Heart Institute Patient Education Committee, wrote staff manual on electrophysiology studies/cardiac drugs Cardiac education coordinator 9 temp relief position): Implemented post MI and post open heart teaching protocols, collaboration with cardiac Rehab Dept and Cardiologists. - Continuing education: 1/15/2025: Overview of Pulmonary Hypertension 2 CEU 1/15/2025: Acute Kidney Injury: Inpatient Management and Treatment 1.5 CEU 1/15/2025: A nurses guide : how to deal with difficult patients 2 CEU 1/15/2025: Afib and Stroke Risk 1.5 CEU 1/16/2025: Alcohol Use Disorder 2 CEU 1/16/2025: Acute Glomerulonephritis: Management and Treatment 1 CEU 1/16/2025: Acute Pneumothorax 1 CEU 1/17/2025: Bloodborne Pathogens 1 CEU 1/17/2025: A Review of Orthostatic Hypotension 1 CEU 1/18/2025: Bioethics in Nursing 2 CEU 1/18/2025: Abdominal Aortic Aneurism 1 CEU 1/18/2025: Bullying in Nursing 1 CEU 1/20/2025: Alzheimer's Nursing Care 1 CEU 1/20/2025: Assessing Head Injuries in the ER 2 CEU 1/20/2025: Atherosclerosis and Erectile Dysfunction; Whats the Connection? 1 CEU 1/21/2025: Bundle Branch Block 101 1 CEU 1/21/2025: Heart Failure Updates 1 CEU 1/21/2025: California Implicit Bias Training 1.5 CEU 1/21/2025; Cardiac Unit Guide 3 CEU 1/22/2025: Diabetic ketocidosis Management 3 CEU
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LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
Stevens, Matthew 8/1/2022 Part time	Undergraduate and Graduate Degree(s): ASSOCIATES OF SCIENCE IN NURSING (ASN), 7/4/2018 Currently enrolled in: BACHELOR OF SCIENCE IN NURSING (BSN). 6/2027 ANTICIPATED COMPLETION	Current licensure: California Registered Nurse: 95167471 EXPIRES: DECEMBER 31, 2027 Current Certifications: BLS ACLS PALS TNCC; ex: 1/31/30	Course taught during the term of the site visit: Prefix, Number, Course Role/Responsibilities (if teaching in more than one program type, list programs): NURS1: Med-Surg/Hospital Clinical Instructor NURS4: Med-Surg/Hospital Clinical Instructor Clinical supervision and evaluation of associate degree Nursing
Expertise	List any relevant practice and/or teaching expertise, professional development, and/or scholarly Providence St. Joseph Hospital, 2/2019-8/2020: Medical-Surgical & Pediatrics staff nurse. Providence St. Joseph Hospital, 8/2020-9/2022: Progressive Care Unit staff nurse. Providence St. Joseph Hospital, 9/2022-Present: Emergency Department staff nurse. Director of Phlebotomy. 12/2025-Present: College of the Redwoods Injection Instructor, 2025: College of the Redwoods Internal Emergency Department Sepsis Nurse Project, 2/2025-7/2025 Trauma Nurse Core Curriculum: 1/20226: (19.5 CEUs) Benner Institute Nurse Preceptor Course, HRSA 21 10/24-25/2025		

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
Sturdevant, Sharyl 8/1/2022 Part time	Graduate Degree: Master of Education, MEd Concentration: Higher Education Leadership DeVry University Degree: 3/2019 Undergraduate Degree/s: RN, BSN w/ Minors in Psych & Soc	[Current licensure: California Registered Nurse: 571220 exp. 6/30/2028] [Current certifications: California Public Health Nurse #62663 Exp. Date: 6/30/28, BLS	Clinical Rotations: Providence SJH Or Providence RWM Practicum Lab at CR No committees

	Humboldt State University Degree: 5/2000	Provider w/ American Heart Association exp. 10/2026]	
Expertise	• BLS Provider w/ American Heart Association • Working with Adults w/Disabilities Direct Care Team • Hands-on and/or zoom w/ pp Renew by: 10/2026 • Training Center: Northern California Safety Consortium • Monthly Teaching and Certifications on Proper Safety of Medications- Psychotropic Meds Instructor I.D.#06113442275 • Butler Valley, Inc. • Approx. 20hrs/wk		

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
Sullivan, Ann P. 3/1/2016 Part time	Academic Degrees: BSN, PHN	Current licensure: California Registered Nurse: 135980 Expires 9/2028	1. 2026 Community Health Geriatrics (Spring) 2. N1 – 1st year students – 7 weeks classroom Basic Skills RN (Fall) 3. Open lab – RN and LVN Committees: NA-Part-Associate Faculty
Expertise	Expertise: 1. Radiation Therapy tour for senior RNs and speaker 2. Hospice tour for end-of-life care for seniors – speaker 3. Documentation and reading from AJN, Critical Care RN, Journal of Emergency Nursing Read and teste		

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
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Terkelsen, Hillary 8/1/2023 Part time	Bachelor of Science in Nursing Wester Governor's University 2023 Associate Degree in Nursing College of the Redwoods 2015 Currently enrolled: Southern New Hampshire University Master of Science in Nursing – Nursing Education Projected completion: December 2027	[Current licensure: California Registered Nurse: 95065883] BLS ACLS	Course taught during the term of the site visit: N2 MS-clinical-2026 Medical-Surgical/Progressive Care Unit Clinical Role/Responsibilities: Clinical instructor responsible for supervising students during direct patient care, integrating classroom concepts into clinical practice, reinforcing safe medication administration and nursing skills, evaluating clinical performance, providing feedback, and ensuring safe, patient-centered care. Committees: NA-Part-Associate Faculty
Expertise	In addition to serving as a clinical instructor, I currently work as a Virtual Registered Nurse in an acute care setting. My primary responsibilities include patient education, discharge planning, care coordination, and collaboration with the interdisciplinary healthcare team. I also have approximately 10 years of acute care nursing experience, including experience as a Resource RN and Charge RN. As a Medical-Surgical/Progressive Care Unit (MS/PCU) clinical instructor, I supervise nursing students in the clinical setting, provide bedside instruction, facilitate clinical reasoning and critical thinking, oversee medication administration and nursing skills, evaluate student performance, and ensure the delivery of safe, evidence-based patient care CUE's 9/2024 Whooping Cough: Threat to Healthcare Workers -1.0 u 5/2025 Diabetes Management in an Acute Care Setting -4.0 u 6/2025 NIH Stroke Scale Training -3.0 u 8/2025 Benner Institute CFE Course -30.0 u 4/2026 Blood Transfusion -1.5 u		

	7/2026 Pathophysiology: The Hematologic System-15 u 7/2026 Asthma: Diagnosis and Management -10 u 7/2026 Supplements for Aging-5u
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LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON- TEACHING AREA(S) OF RESPONSIBILITY
Tomkiel, Katarzyna 1/1/2026 [Part time]	Undergraduate and Graduate Degree(s): name of degree/date of completion Currently enrolled: NA	Current licensure: California Registered Nurse: 95275331 exp. 4/30/2027 Current certifications: BLS - expires 03/2027, ACLS - expires 03/2027, PALS - expires 04/2027, NIHHS - expires 12/2026, TNCC - expires 11/2029	Course taught during the term of the site visit: Prefix, Number, Course Role/Responsibilities (if teaching in more than one program type, list programs) Committees: NA-Part- Associate Faculty
Expertise	• Worked in ICU from January 2021 until present • First year working at College of the Redwoods in Spring of 2026 • Continues to do CEUs for licensure every year		

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON- TEACHING AREA(S) OF RESPONSIBILITY
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Tucker, Julie 1/1/2022 Part time	Californias State University, Sacramento - BSN 200	Current licensure: California Registered Nurse: 722300 Current certifications: BLS instructor, #258938829999, expires 3/2027 ACLS- 265405464036 exp September 2007 PALS- 265425464133 exp September 2007	A Med-Surg Clinical Instructor supervises nursing students during hospital shifts to ensure safe bedside care, medication administration, and procedural skill execution. They facilitate critical thinking by helping students connect classroom pathophysiology to real-time patient symptoms and care plans. Through pre- and post-conferences, they guide reflective debriefs and evaluate student performance using formal rubric assessments. Additionally, instructors serve as a vital liaison between the academic institution and hospital staff to maintain seamless unit workflow and policy compliance. Ultimately, they model professional nursing ethics and interdisciplinary communication to prepare students for independent practice.
Expertise	Work and Continuing Education Sutter Coast Hospital: 2015-current. Medical Care Unit, charge nurse. 2025 CEUS: Bipolar Disorder, Advanced Financial Concepts in Healthcare, Medicare and Medicaid, Pharmacology: Current Practice, Domestic Violence, Sexual Violence, Intimate Partner Violence, Age-Specific Guidelines, Palliative Care and Hospice, Adult Obesity, Diabetic Medications, Pneumonia, Implicit Bias in Healthcare, Chronic Kidney Disease Management Academic & Instructional Expertise Clinical Reasoning Cultivation: Training students to identify early patient deterioration and prioritize acute interventions using a charge nurse mindset. Curriculum-to-Bedside Integration: Translating complex pathophysiology, lab diagnostics, and pharmacology into digestible, real-time bedside lessons. Objective Competency Evaluation: Assessing student performance in medication administration, sterile techniques, and electronic charting using formal academic rubrics.		

	Reflective Debrief Facilitation: Leading psychological safe post-conferences to analyze clinical victories, analyze errors, and build student confidence. Leadership & Clinical Operations Expertise High-Acuity Unit Leadership: Directing daily clinical operations, managing multi-patient workloads, and driving throughput across busy medical-surgical units. Crisis Management & De-escalation: Maintaining emotional control, managing unit surges, and resolving conflicts under extreme stress. Strategic Staff & Student Placement: Delegating patient assignments to optimize nurse-to-patient ratios while maximizing student learning opportunities. Preceptorship & Culture Building: Onboarding new nurses, orienting new staff, and fostering a supportive learning culture. Patient Safety & Compliance Expertise Evidence-Based Care Standards: Modeling and enforcing strict adherence to Joint Commission safety goals, infection controls, and fall prevention bundles. Interdisciplinary Communication (SBAR): Training future nurses in assertive, professional communication when paging physicians or collaborating with therapy teams. Legally Defensive EHR Charting: Auditing student and staff documentation within major healthcare software platforms to guarantee accurate record-keeping. Patient Advocacy & Discharge Literacy: Teaching students how to synthesize complex diagnoses into clear, effective health education for patients and families.
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LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON- TEACHING AREA(S) OF RESPONSIBILITY
Weisend, Thomas 1/1/2019 Part time My initial return to CR as associate was in 2019	Graduated from HSU 06/1990 BSN RN #459118, exp 3/31/2028 PHN#48041, exp 3/31/2028.	Current licensure: California Registered Nurse: 459118	Qualified as assistant instructor in Med Surg and Geriatrics Last assignment: NURS 4, lead clinical instructor, Spring 2026. No Committees Committees: NA-Part- Associate Faculty
Expertise	Experienced in medical-surgical and adult acute care nursing with expertise in patient assessment, clinical judgment, medication safety, care coordination, evidence-based practice, patient education, and clinical instruction of prelicensure nursing students in the acute care setting.		

LAST NAME, FIRST NAME	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
Bernal-Acosta, Stephanie March-2022 Part-time Faculty	Undergraduate and Graduate Degree: Bachelor of Science in Nursing (BSN)-University of San Francisco - (12/2019), Associate degree of Biology, Pre-Nursing, General Science, and Liberal Arts- Cosumnes River College (06/2016)	California Registered Nurse: 95188155Expires: 01/31/2027 TNCC-Trauma Nurse Core Course-Acquired 04/30/2026 Expires- 04/30/2030) Clinical Faculty & Educator Certificate Program-August 08,2025 ACLS-Expires-09/30/26 PALS-Expires- 09/30/26 BLS-Expires-09/30/26	Course taught during the term of the site visit: Nurse 2-Nursing Science and Nursing Concepts-Nursing Clinical Instructor Role-Medical Surgical and Geriatrics Nursing Clinical Instructor. Responsibilities: Directly guide and oversee students in the clinical setting. Ensure safety with nursing students during student interventions. Make daily assignment sheets with nursing students and patient care teams. Supervise nursing students during medication administration and bedside procedures. Evaluate student performance and provide constructive criticism for best student outcomes. Facilitate the development of student communication, technical skills, clinical reasoning skills, and critical thinking skills. Serve as a professional liaison between the nursing program and clinical site. Integrate evidence-based practices with teaching and nursing practices.

Expertise	Relevant Clinical Practice: Providence St. Joseph Hospital-Emergency Department Staff Nurse March 2021-Current Demonstrates skills in caring for the infant, pediatric, adolescent, adult, and geriatric patients. Assumes primary care for up to 4 patients, planning for all patients with emergent and acute issues. Collects current symptoms, as well as a detailed patient history and consults/coordinates with the health care team members to assess, plan, implement, and evaluate patient care plans. -Providence St. Joseph Hospital-Medical Surgical Nurse and Pediatric Staff Nurse-(August 2019-March 2021)- Demonstrated skills in caring for the infant, pediatric, adolescent, adult and geriatric patients. Assumed primary care for up to 5 patients, planning for adults with acute and chronic issues. Collaborated with interdisciplinary teams in the development and implementation of patients' plan of care. -Nursing Clinical Instructor (Pediatrics and Geriatrics) April 2022-Current. Certification Course: -Clinical Faculty & Educator Certificate Program- August 8,2025 https://credsverse.com/credentials/52b1ef6b-923b-49a4-8f27-7d1f92b88600 Continuing Education: • TNCC- Trauma Nurse Core Course-Acquired 04/30/2026 Expires-04/30/2030)-19.5 CEU's. • Benner Institute CFE Course, HRSA 24-Clinical Faculty & Educator Certificate Program- 08/06/25-/08/08/25-30 CEU hours. • Top selling herbal supplements-01/08/2025 (3 CEU's) • The Coronavirus Disease Pandemic-01/08/2025 (2 CEU's) • Addressing Implicit Bias to Improve patient care-01/13/2025 (1 CEU) • Alternative Therapies for Depression and Anxiety-01/13/2025 (5 CEU's) • Diagnosis and Management of Sepsis- 01/14/2025 (4 CEU's) • Pediatric abusive head trauma-12/17/2025 (1.5 CEU)
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Appendix 4.1a ADN End-of-Program Student Learning Outcomes (EPSLOs) Linked to National Competency Standards

<i>ADN End-of-Program Student Learning Outcomes (EPSLOs) Competency Crosswalk</i>			
EPSLOs	QSEN Competency	Massachusetts Nurse of the Future	NLN Education Competencies Model
1. The student will implement nursing care to patients, families, and groups from diverse backgrounds in a variety of settings that is compassionate, age and culturally appropriate and based on a <i>patient's preferences, values and needs.</i>	Patient-Centered Care: This outcome reflects individualized, compassionate nursing care that recognizes the patient, family, and/or group as central to care. It emphasizes respect for patient preferences, values, culture, developmental needs, and care needs across diverse settings.	Patient-Centered Care: This outcome aligns with holistic, respectful, and culturally responsive care that recognizes the patient and family as partners in care planning and implementation.	Human Flourishing: This outcome supports care that promotes dignity, advocacy, well-being, and respect for diversity across the lifespan and across healthcare settings.
2. The student will participate as a <i>member of</i> the interprofessional healthcare team in the provision	Teamwork and Collaboration: This outcome reflects the student's ability to function as a member of nursing and	Teamwork and Collaboration: This outcome aligns with collaborative practice among nurses, providers, patients, families, and other members	Professional Identity: This outcome supports development of the graduate's role as a professional nurse

of safe, quality patient-centered care.	interprofessional teams through communication, mutual respect, shared decision-making, and collaboration to support quality patient care.	of the healthcare team to achieve safe, quality outcomes.	who communicates effectively, collaborates with others, and contributes to the healthcare team.
3. The student will identify the best current evidence from scientific and other credible sources as a basis for developing individualized patient-centered plans of care.	Evidence-Based Practice: This outcome reflects the use of best current evidence, clinical expertise, and patient preferences to support individualized nursing care and clinical decision-making.	Evidence-Based Practice: This outcome aligns with the use of research, clinical guidelines, credible sources, and patient data to develop individualized plans of care.	Spirit of Inquiry: This outcome supports questioning, seeking credible evidence, and applying best practices to improve care and patient outcomes.
4. The student will participate in data collection processes that support established quality improvement initiatives	Quality Improvement: This outcome reflects the use of data to monitor care processes, identify opportunities for improvement, and support established quality improvement activities.	Quality Improvement: This outcome aligns with participation in data collection and evaluation processes that contribute to improvement in healthcare quality and patient outcomes.	Spirit of Inquiry: This outcome supports curiosity, questioning, and the use of evidence and data to improve nursing practice and care processes.

5. The student will implement strategies that minimize risk and provide a safe environment for patients, self, and others.	Safety: This outcome reflects actions that reduce the risk of harm to patients, self, and others through safe nursing practice, risk recognition, and appropriate intervention.	Safety: This outcome aligns with the implementation of safety standards, risk reduction strategies, infection prevention, medication safety, and environmental safety.	Nursing Judgment: This outcome requires the student to recognize risks, prioritize safety concerns, and select appropriate nursing actions to prevent harm.
6. The student will use evidence-based information and patient care technology in the provision of safe, quality patient-centered care.	Informatics: This outcome reflects the use of information and patient care technology to communicate, manage knowledge, reduce error, and support decision-making in patient care.	Informatics and Technology: This outcome aligns with the use of healthcare technology, electronic information, patient care data, and digital resources to support safe and effective care.	Nursing Judgment: This outcome supports clinical decision-making through the appropriate use of evidence-based information, patient care technology, and clinical data.
7. The student will practice nursing in a professional, ethical, and legal manner while providing patient-centered standard-based nursing care.	Safety/Patient-Centered Care: This outcome reflects professional accountability for safe, ethical, legal, and respectful care that meets standards of nursing practice and protects patient well-being.	Professionalism: This outcome aligns with ethical conduct, legal accountability, professional standards, integrity, and responsibility in the registered nurse role.	Professional Identity: This outcome supports formation of the professional nurse role through accountability, ethical behavior, legal responsibility, integrity, and

			standards-based practice.
8. The student will describe how leadership, management, and priority-setting skills are used to support safe, quality patient-centered care.	Teamwork & Collaboration/Quality Improvement: This outcome reflects the use of leadership, management, prioritization, delegation, communication, and coordination to support safe, efficient, and quality patient care.	Leadership: This outcome aligns with the nurse's role in coordinating care, managing resources, setting priorities, supporting team communication, and promoting quality outcomes.	Nursing Judgment: This outcome requires clinical reasoning and decision-making to prioritize care, manage competing patient needs, and support safe outcomes.
9. The student will utilize clinical reasoning to make adjustments in a plan of care based on changing conditions and intervene to minimize risks and vulnerabilities.	Safety: This outcome reflects the student's ability to recognize changes in patient condition, identify actual and potential risks, revise care as needed, and implement interventions that reduce the risk of harm to patients, self, and others.	Safety/Evidence-Based Practice: This outcome aligns with the use of safe nursing practice and evidenced-based decision-making to respond to changing patient conditions, reduce risk, and protect vulnerable patients.	Nursing Judgment: This outcome directly supports the development of nursing judgment through clinical reasoning, prioritization, decision-making, and timely adjustment of the plan of care based on patient response and changing conditions.

Note. The program utilizes an organizing framework identifying QSEN as the foundational framework, noting supplementation by Massachusetts Nurse of the Future and NLN Education Competencies.

Appendix 4.1b VNC End-of-Program Student Learning Outcomes (EPSLOs) Linked to National Competency Standards

<i>VNC End-of-Program Student Learning Outcomes (EPSLOs) Competency Crosswalk</i>			
EPSLOs	QSEN Competency	Massachusetts Nurse of the Future	NLN Education Competencies Model
1. Incorporate principles from the nursing, behavioral and physical sciences in the promotion of competent care to clients of different ages with different biopsychosocial needs.	Patient-Centered Care/Evidence-Based Practice: This outcome reflects the use of nursing knowledge, behavioral science, and physical science to provide individualized care that considers the client's age, developmental level, culture, psychosocial needs, and physical health status.	Patient-Centered Care: This outcome aligns with holistic and individualized care that recognizes the client as a whole person with biological, psychological, social, cultural, and developmental needs.	Human Flourishing: This outcome supports care that promotes dignity, well-being, respect for diversity, and client care across the lifespan.
2. Apply knowledge of specific disease conditions in the prevention, treatment, nursing care, and rehabilitation of all clients.	Evidence-Based Practice/Safety: This outcome reflects the use of current nursing knowledge and established standards of care to support prevention, treatment, rehabilitation, and safe nursing care for clients with specific disease conditions.	Evidence-Based Practice: This outcome aligns with the application of scientific knowledge, clinical information, and established practices to support safe and effective care for clients experiencing health alterations.	Nursing Judgment: This outcome supports the use of nursing knowledge and clinical reasoning to recognize client needs, contribute to appropriate interventions, and support prevention, treatment, and rehabilitation.
3. Differentiate the role of the Licensed Vocational Nurse and the healthcare team.	Teamwork and Collaboration: This outcome reflects the student's understanding of the LVN role within the healthcare team, including	Teamwork and Collaboration: This outcome aligns with functioning effectively with clients, families, registered nurses, providers, and other	Professional Identity: This outcome supports development of the vocational nursing role, including accountability,

	communication, collaboration, scope of practice, and contribution to safe, quality client care.	members of the healthcare team while recognizing the responsibilities and limitations of the LVN role.	communication, collaboration, and understanding of the LVN's contribution to the healthcare team.
4. Conform to professional standards incorporating ethical and legal responsibilities of the LVN.	Safety/Patient-Centered Care: This outcome reflects accountability for providing safe, ethical, legal, and respectful care that protects client rights and promotes client well-being within the LVN scope of practice.	Professionalism: This outcome aligns with ethical behavior, legal responsibility, professional standards, accountability, integrity, and adherence to the vocational nursing scope of practice.	Professional Identity: This outcome supports formation of the vocational nurse role through ethical conduct, legal accountability, professional behavior, and standards-based nursing practice.
5. Utilize critical thinking and assessment, planning, intervention, and evaluation of client care, and in the development and implementation of a teaching plan with the LVN practice.	Safety/Patient-Centered Care/Evidence-Based Practice: This outcome reflects the use of critical thinking to collect client data, contribute to planning care, implement nursing interventions, evaluate client response, provide teaching, and promote safe care within the LVN role.	Safety/Evidence-Based Practice: This outcome aligns with the use of safe nursing practice, client data, established evidence, and appropriate decision-making to support care planning, intervention, evaluation, and client teaching within the LVN scope of practice.	Nursing Judgment: This outcome directly supports the development of nursing judgment through critical thinking, assessment, prioritization, implementation of interventions, evaluation of client response, and teaching within vocational nursing practice.

Note. Demonstrates alignment between the Licensed Vocational Nursing Program's end-of-program student learning outcomes/program learning outcomes and contemporary professional nursing competency frameworks. The VNC outcomes align with QSEN competences, the Massachusetts Nurse of the Future Core Competencies, and the NLN Education Competencies Model.

Table 4.2a ADN Course Student Learning Outcomes Progression Toward Achievement of EPSLOs Across Program Options

Key: I = Introduced, R= Reinforced/Developed, A = Applied, E = Evaluated/Capstone

<i>ADN Course Learning Outcomes (CLOs) Support ADN Program EPSLO Achievement (Examples)</i>					
Student Learning	NURS1	NURS2	NURS3	NURS4	NURS20

Outcomes (SLOs)					
1. Patient-Centered Care The student will implement nursing care to patients, families, and groups from diverse backgrounds in a variety of settings that is compassionate, age- and culturally appropriate, and based on patient preferences, values, and needs.	I: Students apply beginning concepts of professionalism and the nursing process to safe, quality patient care. Students integrate foundational concepts of health promotion, culture, communication, safety, and patient-centered care.	R: Students develop patient-centered, age-appropriate plans of care using the nursing process and integrate patient education, developmental concepts, and lifespan considerations.	A: Students develop individualized, evidence-based plans of care, perform mental and behavioral health assessments, use therapeutic communication, and address psychosocial and physiologic needs in medical-surgical and psychiatric/mental health settings.	E: Students demonstrate holistic, evidence-based care for adults and older adults with complex health alterations and evaluate the nurse's role in supporting psychosocial and physiological needs.	Bridge: Students incorporate holism, including culture, sexuality, and developmental level, when providing patient-centered care. Students also provide patient education and apply concept-based learning to patient care.
2. Teamwork & Collaboration The student will participate as a member of the interprofessional healthcare team in the provision of safe, quality, patient-centered care.	I: Students are introduced to communication, professionalism, safety, and the nurse's role within patient care settings.	R: Students communicate relevant patient information and continue to apply teamwork concepts in age-appropriate and family-centered care situations	A: Students collaborate with members of the interprofessional healthcare team while acting as patient advocates in the provision of safe, quality care.	E: Students collaborate with the interprofessional healthcare team while leading and coordinating safe, quality care for adult and older adult patients with complex health alterations.	Bridge: Students transition to the RN role through communication, professionalism, patient education, and foundational competencies needed for RN practice.
3. Evidence-Based Practice The student will identify best current evidence from scientific and other credible sources as a	I: Students are introduced to evidence-based practice and apply knowledge of pharmacology, pathophysiology, nutrition, and established	R: Students integrate pharmacology, pathophysiology, nutrition, and established evidence-based practices when caring for patients	A: Students apply pharmacology, pathophysiology, nutrition, and established evidence-based practices when developing	E: Students demonstrate use of holistic evidence-based care and integrate pharmacology and pathophysiology when	Bridge: Students use the nursing process and evidence-based practice as a decision-making framework to further

basis for developing individualized patient-centered plans of care.	evidence to patient care.	across the lifespan.	individualized plans of care.	caring for adults and older adults with complex health alterations.	develop clinical judgment.
4. Quality Improvement The student will participate in data collection processes that support established quality improvement initiatives.	I: Students are introduced to safe, quality patient-centered care and foundational quality concepts through basic nursing care, clinical performance, and patient safety expectations.	R: Students reinforce safe, quality care through age-appropriate care planning, patient education, clinical skills, and use of evidence and technology to reduce error.	A: Students implement strategies that promote coordination of quality care across healthcare settings and integrate concepts of healthcare organizations and care coordination.	E: Students analyze strategies that provide a safe environment while supporting quality improvement initiatives and examine healthcare quality, near misses, sentinel events, and system-level quality concerns.	Bridge: Students review quality improvement concepts, standardized processes, healthcare systems, and safety processes that support improved patient outcomes.
5. Safety The student will implement strategies that minimize risk and provide a safe environment for patients, self, and others.	I: Students demonstrate basic nursing skills using proper techniques and measures to promote safe, quality patient-centered care.	R: Students demonstrate specialized and advanced nursing skills using proper techniques to promote safe, quality, and age-appropriate patient-centered care.	A: Students implement strategies that provide a safe environment and promote coordination of quality care across healthcare settings, including medical-surgical and psychiatric/mental health settings.	E: Students analyze safety strategies for patients, self, and others and demonstrate effective use of strategies to mitigate errors in healthcare, home, and community settings.	Bridge: Students demonstrate foundational RN competencies and proficiency in selected nursing skills, including urinary catheterization, injections, IV therapy, central lines, and blood administration.
6. Informatics and Technology The student will use	I: Students are introduced to informatics and technology as part of safe, quality patient-	R: Students use healthcare information technology and best current evidence to	A: Students use healthcare information technology and best current evidence to	E: Students appraise health information systems and patient care	Bridge: Students review informatics concepts, health

evidence-based information and patient care technology in the provision of safe, quality patient-centered care.	centered care and evidence-based practice.	mitigate errors and communicate relevant information with members of the healthcare team.	mitigate errors and communicate relevant patient information with healthcare team members.	technologies that support a safe environment and promote coordination of quality care across healthcare settings.	information management, privacy/security, standardized systems, electronic health records, and documentation in the clinical setting.
7. Professionalism The student will practice nursing in a professional, ethical, and legal manner while providing patient-centered, standards-based nursing care.	I: Students apply selected concepts related to professionalism, including the nursing process, to the provision of safe, quality patient care.	R: Students adhere to ethical, legal, and professional standards while caring for patients across the lifespan.	A: Students adhere to ethical, legal, and professional standards while recognizing ethical dilemmas affecting patient care.	E: Students promote ethical, legal, and professional standards in the care of adults and older adults with complex health alterations and analyze the impact of the Nurse Practice Act and health policy on nursing practice.	Bridge: Students construct a framework for professionalism in the transition to the role of the registered nurse and review ethical/legal concepts related to RN practice.
8. Leadership, Management, and Priority Setting The student will describe how leadership, management, and priority-setting skills are used to support safe, quality patient-centered care.	I: Students are introduced to professional role expectations, time management, prioritization, and beginning organization of patient care.	R: Students further develop leadership, management, and priority-setting concepts through clinical learning, age-appropriate care, patient education, and safe skill performance.	A: Students apply care coordination, communication, advocacy, and clinical decision-making while working with the interprofessional team.	E: Students use organizational, time management, priority-setting, leadership, management, and decision-making skills in the provision of care to patients with complex health alterations.	Bridge: Students review leadership concepts, RN role transition, delegation, interprofessional collaboration, and professional accountability.

9. Clinical Reasoning and Judgment / Systems-Based Practice The student will apply clinical reasoning and judgment while considering patient trajectory, risks, vulnerabilities, and the relationship between microsystems and macrosystems in healthcare.	I: Students use the nursing process and evidence-based practice as a beginning decision-making framework to develop clinical judgment. Foundational concepts include micro and macro healthcare systems, safety, communication, informatics, and health promotion.	R: Students apply clinical reasoning to consider patient trajectory, risks, and vulnerabilities while caring for patients across the lifespan.	A: Students demonstrate clinical decision-making and judgment when participating in care, coordinate care across healthcare settings, and examine healthcare organizations and care coordination.	E: Students demonstrate clinical judgment and reasoning in complex care, make adjustments based on changing patient conditions, and analyze the impact of microsystems and macrosystems, including health policy, leadership, and the Nurse Practice Act, on patient care and the profession of nursing.	Bridge: Students develop clinical judgment using the nursing process, evidence-based practice, concept-based learning, patient assessment, and RN transition concepts.
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Note: NURS 20 is included in Table 4.2a to demonstrate the advanced placement pathway for LVN/Paramedic to RN Career Mobility and LVN to RN 30-Unit Option students. Advanced placement students complete NURS 20 as a transition course before entering the shared second-year curriculum. After NURS 20, advanced placement students join traditional track students in NURS 3 and progress through NURS 4. Therefore, all program options are aligned with the same EPSLOs and culminate in the same capstone-level expectations.

Table 4.2b VNC Course Student Learning Outcomes Progression Toward Achievement of EPSLOs Across Program Options

Key: I = Introduced, R= Reinforced/Developed, A/E= Applied/Evaluated at Program Completion

Student Learning Outcomes (SLOs)	VNC 101	VNC 102	VNC 103
1. Incorporate principles from the nursing, behavioral, and physical sciences in the promotion of competent care to clients of different ages with different biopsychosocial needs.	I: Students are introduced to foundational vocational nursing concepts, including professionalism, ethical-legal principles, clinical judgment, communication, safety, culture, health promotion, patient education, evidence, technology and informatics, development, functional ability, elimination, and glucose regulation. Students demonstrate beginning vocational nursing skills related to assessment, data collection, medication administration, documentation, and the nursing process while considering the patient's physiological, psychological, sociological, cultural, and spiritual dimensions.	R: Students perform focused health assessments that address physiological, psychological, and sociological needs of patients across the lifespan. Students apply knowledge of pharmacology, pathophysiology, nutrition, and information technology to assist in developing evidence-based plans of care that include cultural, spiritual, and developmentally appropriate interventions.	A/E: Students perform focused assessments on patients, including newborns and women with perinatal healthcare concerns. Students apply knowledge of pharmacology, pathophysiology, and nutrition within a concept-based framework to support psychosocial and physiologic needs of adults, older adults, children, newborns, and women with perinatal healthcare needs.
2. Apply knowledge of specific disease conditions in the prevention, treatment, nursing care, and rehabilitation of all clients.	I: Students apply foundational concepts related to safe, quality, patient-centered care and begin using the nursing process to support patient care. Concepts such as health promotion, functional ability, elimination, glucose regulation, safety, medication administration, and patient education provide the foundation for understanding common	R: Students apply pharmacology, pathophysiology, and nutrition to common health problems across the lifespan. Students integrate concepts such as fluid and electrolyte balance, tissue integrity, thermoregulation, sensory perception, cognition, mood and affect, anxiety, psychosis, interpersonal violence, perfusion, and	A/E: Students apply knowledge of more complex and specialized health concepts, including inflammation, immunity, reproduction, pain, clotting, gas exchange, intracranial regulation, and acid-base balance. Students use this knowledge to support prevention, treatment, nursing care, and rehabilitation for adults, older adults, children, newborns, women with

	health needs and prevention-focused care.	infection to provide safe patient-centered care for adults, older adults, children, and patients with mental health concerns.	perinatal healthcare needs, and their families.
3. Differentiate the role of the Licensed Vocational Nurse in the healthcare team.	I: Students are introduced to the role of the vocational nurse, scope of practice, ethical and legal principles, the nurse practice act, professional regulations, and established codes of ethics.	R: Students use verbal, nonverbal, and written communication, including documentation and information technology, to promote therapeutic relationships with patients and professional relationships with members of the healthcare team. Students also begin using organizational and priority-setting skills when providing care to patients across the lifespan.	A/E: Students analyze healthcare organizations, healthcare teams, and the role of the vocational nurse. Students apply principles of leadership, supervision of unlicensed assistive personnel, care coordination, time management, and priority setting in activities that promote performance improvement.
4. Conform to professional standards incorporating legal and ethical responsibilities of the LVN.	I: Students demonstrate beginning understanding of professional standards, scope of practice, ethical-legal principles, nurse practice acts, professional regulations, and the code of ethics. Students begin applying these standards through safe nursing skills, documentation, medication administration, and patient-centered care.	R: Students demonstrate the nurse's role ethically, legally, and within professional standards while supporting patients' psychosocial and physiological needs. Students maintain accountability and responsibility for care while applying concepts within a concept-based framework.	A/E: Students adhere to ethical, legal, and professional standards while caring for adults, older adults, children, newborns, women with perinatal healthcare needs, and families. Students demonstrate accountability and responsibility for care provided within the LVN scope of practice.
5. Utilize critical thinking in assessment, planning, intervention, and evaluation	I: Students are introduced to clinical judgment, assessment, data collection, medication administration, documentation, and the	R: Students perform focused health assessments, identify and report significant health-related deviations and patient concerns,	A/E: Students perform focused assessments, including assessment of newborns and women with perinatal healthcare concerns, identify

of client care, and in the development and implementation of a teaching plan within the scope of LVN practice.	nursing process. Students begin applying critical thinking to provide safe, quality care and to support patient education within the vocational nursing role.	assist in the development of evidence-based plans of care, identify health education and safety needs, and reinforce education provided by members of the healthcare team. Students also use organizational and priority-setting skills when providing care.	deviations from normal, assist in the development of evidence-based plans of care, and include cultural, spiritual, developmental, educational, and safety needs. Students apply critical thinking through leadership, supervision, care coordination, time management, priority setting, and safe patient-centered care within the LVN scope of practice.
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Note: Table 4.2b demonstrates that VNC course student learning outcomes progress from foundational knowledge and basic vocational nursing skills in VNC 101, to reinforced application across the lifespan in VNC 102, and to more complex application and program-level expectations in VNC 103. The table also demonstrates that the VNC course outcomes support achievement of the five VNC EPSLOs/PLOs and prepare students for safe, competent, ethical entry-level vocational nursing practices.

Table 4.2c Nursing Concepts mapping through Curriculum

Nursing Concepts mapping through Curriculum		
CONCEPTS	NURS 1	NURS 2
Critical thinking, Clinical reasoning and judgment	Beginning concepts and all components of the nursing process	Application of the nursing process across the lifespan
Personal Hygiene	Introductory concepts and skills	Application to lifespan
Patient Protection and Safety	Fundamental concepts Medication administration	Application to lifespan Medication Administration
Pain Management	Introduction to pain management concepts	Application to lifespan
Human Sexuality		Communicable diseases sexually transmitted infections; conception; male and female reproduction
Client Abuse	Introduction to ethical legal concepts; client rights; HIPPA; introduction to adult and elder abuse	Child/fetal abuse; age-specific screening
Cultural Diversity	Introduction to concepts and application to nursing care	Application to lifespan; family-centered nursing
Nutrition (program requirement- HO15 or equivalent nutrition course)	Assessment, integration of concepts in caring for the hospitalized patient	Nutrition and interventions across the lifespan; introduction to enteral feeding; parenteral nutrition
Pharmacology (integrated with safe, quality, evidence)	Fundamentals of medication administration (skills) and med math Pharmacological	Medication administration skills (including IV) Medication administration across the

	principles are integrated with exemplars and beginning med research in the clinical setting.	lifespan Integrate with exemplars in the clinical setting
Patient Advocacy	Nurse's role in supporting patients' psychosocial and physiological needs	Integrate with exemplars in the classroom and clinical settings
Legal, Social and Ethical	Introduction to basic principles; code of ethics, nurse practice act Integrate with exemplars in the classroom and clinical settings	Issues and concepts across the lifespan. Integrate with exemplars in the classroom and clinical settings
Nursing leadership and management	Introductory concepts of professionalism: Time management and priority setting	On-going integration of professionalism into clinical practice

Table 4.2d

Nursing Concepts mapping through Curriculum		
CONCEPTS	NURS 3	NURS 4
Critical thinking, Clinical reasoning and judgment	Application of the nursing process in Med-Surg & PMH	Integration of concepts with emphasis on prioritization and delegation Tanner's model of clinical reasoning and judgment
Personal Hygiene	Challenges in PMH	Concepts integrated into practice
Patient Protection and Safety	PMH; Difficult communication; Policies and standards	Quality performance indicators; Evidence based practice
Pain Management	Application in PMH; addiction and substance abuse	Concepts integrated into practice
Human Sexuality	Psychiatric disorders and psychopharmacology –including adverse effects, aging	Effects of complex and acute illnesses; ethics and ethical issues; HIV/AIDS
Client Abuse	PMH client rights and removal of rights; family violence and sexual assault; older adult abuse	Application in all clinical settings
Cultural Diversity	Application to MS and PMH, including patient and care- giver	Community based nursing
Nutrition (program requirement- HO15 or equivalent nutrition course)	Application to disease processes, medical interventions and nursing care throughout	Application to disease processes, medical interventions and nursing care integrated throughout
Pharmacology (integrated with safe, quality, evidence)	Integrate with exemplars	Integrate with clinical exemplars in the clinical setting
Patient Advocacy	Special considerations related to psych mental health and geriatric populations Integrate with exemplars in the classroom and clinical settings	Special considerations related to end-of-life planning Integrate with

		exemplars in the classroom and clinical setting
Legal, Social and Ethical	Issue & concepts related to PMH & geriatric populations. Integrate with exemplars in the classroom and clinical settings	In depth exploration of the code of ethics, nurse practice act and health policy. Emphasis on professional integrity and accountability
Nursing leadership and management	On-going integration of professionalism into clinical practice	Leadership and Management concepts are a major focus to promote leadership skills and self-directed life-long learning

Table 4.3a Teaching Methodologies and Evaluation Components

Hybrid and Clinical Learning Components		
Program Component	Implementation	Evaluation Method
Hybrid Delivery	Concept Based didactic content is delivered through asynchronous online modules, recorded lectures, assigned readings, and synchronous faculty-led sessions. Synchronous/asynchronous sessions focus on the application of concepts, case studies, discussion, clinical reasoning, and debriefing activities. Telepresence technology is utilized intermittently to connect students and faculty between the Eureka and Del Norte campuses. Face to Face delivery can be scheduled per instructor and is at times lead on test days when students are already on campus.	Participation in synchronous sessions, quizzes, assignments, discussion boards, ATI standardized assessments, formative and summative examinations, and course evaluations.
Simulation & Skills Laboratory	Students participate in faculty-guided skills practice, competency validation, simulation scenarios, and structured debriefing sessions. Activities focus on psychomotor skill development, communication, patient safety, teamwork, and clinical judgment	Skills check-offs, competency validation forms, simulation performance rubrics, and faculty observation.
Clinical Evaluation	Students provide direct patient care in approved healthcare facilities under faculty	Clinical Evaluation Tools (CETs) aligned with course outcomes, program student

	supervision. Clinical experiences are designed to support course outcomes and progression through the program.	learning outcomes, and progression expectations. Faculty evaluate professionalism, clinical judgment, communication, safety, and technical skills.
Standardized Testing (ATI)	ATI learning resources, practice assessments, and proctored examinations are integrated throughout the curriculum to support content mastery and NCLEX readiness. Required remediation plans are implemented for students not meeting benchmark scores.	ATI practice assessments, ATI proctored examinations, remediation completion documentation, and faculty review of student performance data.
Medication Safety	Medication safety content is integrated throughout theory, laboratory, simulation, and clinical experiences. Students demonstrate competency in medication calculations and safe medication administration practices each semester.	Medication calculation examinations, medication administration competency checkoffs, simulation evaluation, and direct clinical observation by faculty in clinical sites.

Table 4.3b Proof and Verification

Program Component / Setting	Learning Experiences Implemented (The Proof)	Verification / Method of Evidence
Cross-program implementation	Equal deployment of learning experiences across classroom, lab, simulation, and clinical settings for both RN and LVN programs.	• Curriculum Maps: Cross-referencing RN and LVN syllabi. • Schedules: Master rotation schedules for both tracks.
Skills Laboratory & Simulation	Deliberate practice of psychomotor skills. • Faculty feedback sessions. • Structured debriefing.	Lab Manuals & Checklists: Signed student skill checkoffs. • Debriefing Logs: Completed simulation evaluation tools. • Lesson Plans: Laboratory guides showing allocated practice time.
Clinical Setting	• Direct patient care under faculty supervision. • Progressive increase of clinical complexity. • Graded advancement of student accountability.	Clinical Evaluation Tools (CETs): Progressively graded weekly evaluations. • Faculty Logs: Ratios and student clinical assignment sheets. • Syllabi: Objectives showing advanced expectations per semester.
Active Learning Activities	Case studies and interactive concept application exercises.	Learning Management System (LMS): Assignment modules

	• Collaborative group work assignments	and grading rubrics. • Student Work: Samples of completed group projects and case study answers.
Professional Identity & Reflection	Reflective journaling assignments. • Development of a professional portfolio.	Reflection Rubrics: Graded journals mapping to identity formation. • Portfolio Guidelines: Capstone project guidelines and student portfolio samples.

Table 4.3c Abbreviated Syllabi

NURS 1 - Nursing Science & Practice Concepts I

College of the Redwoods RN Program | Course ID/Sections: E9508/E9509 | 2025F

Course Snapshot

Course title	Nursing Science & Practice Concepts I
Units	9.5
Term	Fall 2025*
Location	AT 103/104
Faculty	Sally Urban, RN, MSN; Natalie Yialelis, RN
Proctored exams	5
Required ATI	Online ATI access; ATI Fundamentals, Adult Med-Surg, Pharmacology texts
Prep	ATI Launch: Nurse Academic Readiness; ATI Test-Taking Strategies suggested
Prereq/coreq	BIOL 2 Microbiology; BIOL 7 Human Physiology; ENGL 1A College Composition
Practice sites	Redwood Memorial Hospital; Mad River Community Hospital

Catalog Description

Introduction to nursing and the roles of the nurse in micro and macro health care systems, including profession-related and patient-care concepts. Major concepts include professionalism, safety, communication, culture, functional ability, perfusion, evidence, informatics/technology, fluid and electrolytes, thermoregulation, pain, elimination, and health promotion. Students develop basic assessment and nursing skills using the nursing process and evidence-based practice as decision-making frameworks for clinical judgment.

Course Student Learning Outcomes

1. Apply selected professionalism concepts, including the nursing process, to safe, quality patient care.

4. Integrate knowledge within a concept-based framework for application to patient care.

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| <p>2. Integrate fundamental concepts for safe, quality, patient-centered care: health promotion, culture, evidence, informatics, professionalism, communication, and safety.</p> <p>3. Demonstrate basic nursing skills using proper techniques and measures that promote safe, quality patient-centered care.</p> | <p>5. Demonstrate the nurse's role in supporting psychosocial needs, functional ability, pain, perfusion, and fluid/electrolyte balance.</p> <p>6. Apply knowledge of pharmacology, pathophysiology, nutrition, and established evidence to patient care.</p> |
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Class, Skills Lab, Simulation, and Clinical Experiences

Component	Schedule/Experience
Theory/lecture	Mondays 0825-1135 and 1200-1510.
Skills lab	First 7 weeks, Tue/Wed or Thu/Fri, 0700-1430; core skills include vital signs, assessment/documentation, hygiene, mobility/transfers, oxygen therapy, suctioning, feeding/diets, intake/output, NG/feeding tubes, Foley/specimen collection, wound care/asepsis, medication research/calculation/administration, injections, mock medication pass, and check-offs.
Simulation	Post-operative patient simulation included during fluid/electrolyte and documentation/check-off week.
Hospital clinical	Second 7 weeks: Redwood Memorial Hospital 0615-1345; Mad River Community Hospital 0645-1415. Experiences include orientation plus med/surg, ICU, emergency department, short stay, and operating room exposure as assigned.

Content and Concept Overview

Weeks	Major concepts, skills, and learning activities
Weeks 1-4	Orientation/professionalism; infection control, standard precautions, isolation, handwashing; vital signs and physical assessment/documentation; institutional bias; culture; therapeutic communication; feeding/diets, I&O, NG/feeding tubes; oxygen therapy, suctioning, inhalers; medication safety/drug calculations; Foley insertion, specimen collection; wound care, asepsis, pressure ulcer, colostomy.
Weeks 5-8	Mobility and safety; professional communication; medication research/calculation practice; medication administration; pharmacology safety with insulins, anticoagulants, and dosing; injection practice; mock medication pass; fluid/electrolytes, dehydration and over-fluid; documentation check-off; simulation; midterm; thermoregulation/thyroid; hospital orientation.

Weeks 9-12	Thrombosis - venous versus arterial - and pulmonary embolus; ATI Fundamentals Practice A and remediation; hypertension and medication management; hypovolemic shock; urinary and bowel elimination; acute and chronic pain.
Weeks 13-16	Evidence-based practice and clinical practice guidelines; ATI Fundamentals exam; information technology; healthcare disparities; health promotion and patient education; final exam. Thanksgiving week: no lecture or clinical.

Evaluation, Grading, and Progression Requirements

Area	Requirement/summary
Academic grade	Formative academic grade combines quizzes, midterm, ATI proctored exam/remediation, and final exam. A minimum 75% academic grade is required to pass and progress. Summative course grade adds CTA/portfolio assignments.
Course assessments	Midterm 50 pts; final 50 pts; weekly self-study quizzes (10 x 10 pts); proctored cumulative quizzes (2 x 20 pts); portfolio assignment; ATI Fundamentals exam and remediation.
Pass/fail requirements	Skills competencies: complete/incomplete. ATI dose calculations: pass/fail. Clinical: pass/fail. Drug calculation, skills lab competency, or clinical failure results in course failure.
Important note	If cumulative exam scores (all quizzes, midterm, final, and ATI) are below 75%, the student receives a non-pass letter grade. Portfolio points cannot be used to pass the course.
Grade scale	A 95-100; A- 90-94; B+ 87-89; B 84-86; B- 81-83; C+ 78-80; C 75-77; D 65-74 no progression; F <64 or clinical failure no progression.

ATI, Assignment, and Course Policies

Policy area	Abbreviated summary
ATI	ATI Content Mastery Series adopted. Students complete required practice assessments and focused review/remediation before proctored ATI testing; incomplete practice/remediation by 1800 the day before the exam results in zero points for proficiency/remediation.
Late work	Written assignments are due by course calendar/Canvas deadline. Late work is reduced 5% per day beginning one hour after the due time; after five days, assignment score is zero, although satisfactory completion may still be required.
Clinical paperwork	Due weekly as specified. Late or incomplete clinical paperwork may result in a Statement of Concern; patterns may lead to clinical failure.

Professional standards

Academic integrity per Student Code of Conduct/AP 5500; disruptive conduct is not tolerated; inclusive and respectful language is expected; SASS accommodations are available for qualified students.

Source: NURS-1-E9508/E9509 Nursing Science & Practice Concepts I syllabus, 2025F, pages 1-23.

NURS 2 - Nursing Science and Practice II

College of the Redwoods ADN Program | Spring 2026 | ACEN Standard 4 Appendix

Course Snapshot

Course ID/sections	NURS-2-E0093 (060093) and NURS-2-E0094 (060094)
Units	9.5
Faculty	Paula Amis, BSN, RN; Jeri Fitzgerald, BSN, RNC-OB, PHN; Ryan Lee, MN, RN, CCRN
Prerequisite	NURS 1
Theory schedule/location	Mondays 0825-1110 and 1200-1445; AT 103/104 or Zoom per posted schedule; course also includes asynchronous weekly coursework.
Clinical/lab schedule	Tue/Wed or Thu/Fri 0545-1415 at Providence St. Joseph Hospital, other clinical facilities, or CR Skills Lab; skills labs scheduled Weeks 1, 2, and 9 in AT 126.
Required ATI resources	RN Pediatric Nursing Ed. 12; RN Maternal Newborn Nursing Ed. 12; RN Adult Medical Surgical Nursing Ed. 12; Fundamentals for Nursing Ed. 11; RN Pharmacology for Nursing Ed. 9.
Major evaluations	10 knowledge checks; 2 collaborative quizzes; midterm; final; ATI Pediatric and Maternal-Newborn proctored exams; 2 ATI dosage calculation competency exams; portfolio; clinical evaluation.

Catalog Description

This course provides an integrative, family-centered approach to care of mothers, newborns, children, adults, and older adults with health alterations. Concepts include development, patient education, reproduction, sexuality, gas exchange, acid-base balance, glucose regulation, elimination, and thermoregulation. Clinical, laboratory, and simulation experiences support integration of concepts and safe patient care in selected settings while promoting leadership skills and self-directed lifelong learning.

Course Student Learning Outcomes

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| 1. Develop a patient-centered, age-appropriate plan of care using the nursing process.
2. Integrate health promotion, culture, evidence, informatics, professionalism, communication, and safety into safe, quality, patient-centered care.
3. Demonstrate basic nursing skills using proper techniques and safety measures. | 4. Integrate knowledge within a concept-based framework for application to patient care.
5. Demonstrate the nurse's role in supporting psychosocial and physiological needs, including functional ability, pain, perfusion, and fluid/electrolyte balance.
6. Apply pharmacology, pathophysiology, nutrition, and established evidence to care of patients. |
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Class, Skills Lab, Simulation, and Clinical Experiences

Teaching/learning methods	Active learning with brief lecture, concept application, student-driven activities, case-based learning, ATI resources, Canvas modules, Zoom/in-person meetings, skills lab, simulation, and clinical experiences.
Skills/lab emphases	IV therapy/peripheral access, IV medication administration, central venous access, pediatric assessment and medication calculation, maternal-newborn and postpartum assessment, blood administration, chest drainage, ostomy care, oxygen delivery, suction, and related check-offs.
Clinical/simulation emphases	Maternal-newborn, pediatric, medical-surgical, and geriatric care. Simulation/case studies include postpartum care, normal newborn, intrapartum and postpartum hemorrhage, antepartum cases, newborn hypothermia/cold stress, and OB family-centered situations.
Program outcomes supported	Patient-centered care, teamwork/collaboration, evidence-based practice, quality improvement, safety, informatics, professionalism, leadership, and clinical reasoning/judgment.

Content and Concept Overview

Weeks 1-4	IV therapy and medication administration; course orientation; pediatric growth/development, failure to thrive, physical assessment, medication safety, immunizations, choking/CPR; maternal-newborn and postpartum assessment/care; breastfeeding; postpartum and newborn complications; antepartum complications including hypertensive disorders, gestational diabetes, preterm labor, placenta accreta/bleeding.
Weeks 5-8	Clinical/simulation emphasis; patient/parent education; drug-administration education; developmental and age-specific screenings; Down syndrome, expressive/receptive language, ASD, immunizations; sexuality and STIs; prenatal, intrapartum, fetal well-being, labor/delivery, pain, and complications; midterm; pediatric gas exchange, asthma, respiratory problems, congenital and cardiac anomalies.

Weeks 9-12	Gas exchange, ventilatory support, oxygenation, adult asthma/COPD, chest tubes, respiratory management and mechanical ventilation; pediatric respiratory conditions; ostomy care and blood administration; glucose regulation with Type 1 and Type 2 diabetes, diabetic complications, chronic kidney injury, patient education; acid-base balance with metabolic acidosis/alkalosis, DKA, dehydration/vomiting; respiratory acidosis with asthma, pulmonary edema, and opioid overdose.
Weeks 13-16	Respiratory alkalosis and acute anxiety; cellular regulation with breast, colon, and hematologic cancers; pain and cancer care concepts; ATI Pediatric and ATI Maternal-Newborn comprehensive exams; final course review; final exam covering content after the midterm.

Evaluation, Grading, and Progression Requirements

Preliminary grade	Knowledge checks, collaborative quizzes, midterm, ATI proctored exams/remediation, and final exam are combined for the Preliminary Course Score. A minimum 75% Preliminary Course Score is required to pass and progress.
Grade weights	Knowledge checks 10%; collaborative quizzes 20%; midterm 25%; final 25%; ATI Pediatric testing/remediation 5%; ATI Maternal-Newborn testing/remediation 5%; portfolio 10%.
Pass/fail requirements	Two ATI dosage calculation competency tests are pass/fail and require 100% competency; clinical is pass/fail. Failure to meet pass/fail requirements results in course failure/no progression.
Portfolio	Portfolio is included in the final course grade only after the student earns at least 75% on the Preliminary Course Score. Portfolio includes the Critical Thinking Assignment, proof of mandatory reporter training, medication sheets, and required program forms if applicable.
Grading scale	A 95-100; A- 90-94; B+ 87-89; B 84-86; B- 81-83; C+ 78-80; C 75-77; D 65-74 (no progression); F <65 or clinical failure (no progression). A grade of C or better is required for progression and completion.

ATI, Assignment, and Course Policies

ATI	ATI Content Mastery Series supports comprehension, academic performance, and NCLEX-RN preparation. Required exams include Nursing Care of Children and Maternal-Newborn Nursing; students complete practice tests, focused review, and remediation using ATI templates or critical points.
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Testing	Quizzes/tests occur at scheduled times, usually Mondays. Collaborative quizzes include a proctored review component; testing materials are retained by faculty. Makeup testing is allowed only in extreme circumstances approved by course faculty and the department director.
Academic/professional standards	Students follow the 2025-2026 Nursing Programs Handbook and course policies for ethics, attendance, academic honesty/integrity, clinical, simulation, and skills lab participation. Inclusive language, appropriate classroom behavior, and SASS accommodation processes are included in the full syllabus.

Source: NURS 2 Nursing Science and Practice II syllabus, Spring 2026, pages 1-36.

NURS 20 - LVN/Paramedic to RN Transitional Concepts

College of the Redwoods ADN Program | Spring 2025 | ACEN Standard 4 Appendix

Course Snapshot

Course ID/sections	NURS-20 D4932 and E4933.
Units	3 units.
Faculty	Heather Payne; Natalie Yialelis McNitt; Tiffany Dodson. Each clinical faculty member provides preferred contact information during the first week.
Prerequisite/entry	Not applicable in the syllabus. Course prepares LVN/Paramedic-to-RN transition students for entry into the ADN program of study.
Schedule/location	Hybrid format with weekly asynchronous online modules opening Monday and closing Sunday; required synchronous Zoom orientation Friday 01/24/2025 at 1700; proctored ATI exams on campus Fridays at 1700 in Weeks 6, 10, and 14; synchronous Zoom group Real Life Scenario Friday 05/09/2025 at 1700.
Clinical/lab sites	Eureka: Skills Lab AT 126 and St. Joseph Hospital, Saturdays 0545-1115. Del Norte: Skills Lab DN 2 and Sutter Coast Hospital, Saturdays 1200-1730.
Required resources	ATI materials, Unbound Medicine application, and the 2024-2025 Nursing Programs Handbook.
Major evaluations	Weekly knowledge checks, three ATI proctored exams, Personal Education Plan, Nursing Care Plan, ATI Real Life Scenario, weekly discussions, skills demonstrations/clinical performance, and ATI dosage/calculation competency.

Catalog Description

Preparation for entry into the ADN program of study. Students develop basic assessment and nursing IV therapy skills. Concept-based learning, communication, clinical judgment, professionalism, ethical-legal content, and patient education are integrated. Nursing process and evidence-based practice provide a decision-making framework to further develop clinical judgment skills.

Course Student Learning Outcomes

1. Integrate knowledge within a concept-based framework for application to patient care.	4. Demonstrate competencies that serve as a foundation for practice as a registered nurse.
2. Construct a framework regarding professionalism in the transition to the role of the registered nurse.	5. Demonstrate proficiency in nursing skills: urinary catheterization, IM/SQ injections, IVPB, IVP and IV starts, central lines, and blood administration.
3. Provide patient education to a variety of patients.	6. Incorporate concepts of holism, including culture, sexuality, and developmental level, in providing patient-centered care.

Teaching, Learning, and Clinical Experiences

Methods	Hybrid delivery includes asynchronous modules, recorded lecture content, required synchronous Zoom meetings, discussion boards, weekly knowledge checks, ATI learning modules, practice tests, focused review/remediation, resource videos, and Canvas submissions.
Skills/lab	Skills lab and practice include hygiene, urinary catheterization, medication math, IM/SQ injections, IV therapy/peripheral access, central line dressing changes/CVADs, IV medication administration, and chest tubes. Assigned ATI Skills Modules require a 90% or higher post-test before lab participation.
Clinical focus	Clinical includes skills lab, simulation/workshops/conferences as assigned, and agency learning at St. Joseph Hospital or Sutter Coast Hospital. Clinical paperwork is required weekly, and clinical attendance hours must be completed or made up.

Content and Concept Overview

Weeks 1-4	Orientation to NURS 20; introduction to concept-based learning and nursing concepts; medication math and Personal Education Plan; IV therapy and RN role/complications; communication and collaboration, RN scope, therapeutic/interpersonal communication, EHR documentation, handoff reporting, and interprofessional education.
Weeks 5-8	IV medication administration and safe medication administration; chest tube management and impaired gas exchange; ATI Fundamentals proctored exam; nursing process and nursing care plans; critical thinking, clinical judgment, evidence-based practice, clinical skills, and

	initiation/orientation for clinical experiences.
Weeks 9-12	Professional identity, scope and attributes, advocacy, and human flourishing; patient education, discharge teaching, and age-specific screening; ATI Nursing Care of Children proctored exam; delegation, leadership types, social power/shared leadership; ethical/legal scope of practice, safe medication administration, confidentiality, advance directives, and ethical dilemmas.
Weeks 13-16	ATI Maternal Newborn practice/remediation and proctored assessment; communication/collaboration, interprofessional teams, documentation and SBAR; ATI Real Life Scenario group presentation; completion of clinical paperwork, outstanding assignments, and summative clinical evaluations.

Evaluation, Grading, and Progression Requirements

Formative grade	The formative academic grade includes the average of Weekly Knowledge Checks 3 and 5 and ATI exams. Students must earn at least 75% on the formative academic grade to pass and progress.
Cumulative grade	The cumulative academic course grade includes Nursing Care Plan, Personal Education Plan, ATI Real Life Scenario, weekly knowledge checks not included in the formative calculation, and weekly discussions/critical thinking exercises.
Grade weights	Personal Education Plan 20%; Nursing Care Plan 20%; Weekly Knowledge Checks 20%; ATI 15%; ATI Real Life Scenario 10%; Weekly Discussions 15%; Skills Demonstrations/Clinical pass/fail; ATI Dosage and Calculations pass/fail.
Pass/fail requirements	Skills demonstrations, clinical performance, and drug calculation competency are pass/fail. Failure in skills demonstration, clinical, or drug calculation competency results in course failure. ATI dosage/calculation competency must be passed.
Grading scale	A 95-100; A- 90-94; B+ 87-89; B 84-86; B- 81-83; C+ 78-80; C 75-77; D 65-74 (no progression); F <64 or clinical failure (no progression). CTA scoring cannot be used to pass the course if cumulative ATI/knowledge check scores are below 75%.

ATI, Assignment, and Course Policies

ATI	ATI Content Mastery Series participation is required and is 15% of the overall grade. Proctored ATI exams are scheduled Weeks 6, 10, and 14 and must be taken at the assigned date/time. Practice assessments and required remediation are due by 1800 the day before the proctored exam.
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Clinical/skills	BRN-related clinical hours must be completed; missed/cancelled clinical days require make-up work. Students must notify the clinical instructor and facility at least one hour before an absence when applicable. Three episodes of clinical lateness count as one absence. Clinical orientation requirements are mandatory.
Written work/testing	Knowledge checks and ATI exams are administered per schedule; no make-ups except extreme circumstances as determined by course faculty and department director. Late written assignments lose 5 percentage points per day including weekends and receive zero after five days, although satisfactory completion may still be required.
Support/policies	Full syllabus includes SASS/accessibility, student support, wellness, Canvas, academic honesty, disruptive behavior, inclusive language, emergency procedures, clinical safety, skills lab, clinical evaluation, discussion post, and late-work policies.

Source: NURS 20 - LVN/Paramedic to RN Transitional Concepts syllabus, Spring 2025, revised 02/05/2025.

NURS 3 - Nursing Science and Practice III

College of the Redwoods ADN Program | Fall 2025 | ACEN Standard 4 Appendix

Course Snapshot

Course ID/sections	NURS-3-D9510 (059510), NURS-3-E9511 (059511), NURS-3-E9512 (059512), and NURS-3-E9513 (059513) - Nurs Sci & Pract Concepts III.
Units	9 units, including theory and clinical classes.
Theory faculty	Patricia Harris, BSN, MSN, PhD, RN, CNS; Tiffany Martell, BSN, RN, CEN; Julie Przepiora, BSN, RN, PMH-BC.
Prerequisite/entry	Admission to the RN program and completion of NURS 2 with minimum grade C, or admission to LVN/Paramedic to RN Career Mobility/LVN to RN 30-Unit Option and completion of NURS 20 with minimum grade C.
Format/location	Hybrid course: asynchronous modules plus required in-person Tuesday/Thursday sessions 0825-1100 on specified dates. Eureka: AT 103/104; Del Norte: DA 1 via synchronous distance education when required.
Required resources	ATItesting.com; ATI RN Pharmacology 9.0, Mental Health 12.0, Adult Med-Surg 12.0, Fundamentals 11.0, Community Health 9.0, Leadership/Management 9.0; Nursing Central by Unbound Medicine.
Major evaluations	10 online knowledge checks (lowest dropped), 2 collaborative quizzes, 50-question midterm, 50-question final, ATI dosage calculation assessment, ATI Psychiatric Mental Health RN proctored exam, portfolio/CTA, and clinical evaluation.

Catalog Description

Care of adult and older adult patients with complex medical-surgical health problems and patients experiencing mental health and behavioral disorders. The course includes care coordination and health care organizations and integrates concepts such as mood and affect, anxiety, addiction, interpersonal violence, psychosis, cognition, mobility, sensory perception, and tissue integrity, with emphasis on communication, advocacy, and clinical reasoning/judgment.

Course Student Learning Outcomes

1. Perform mental and behavioral health assessments using standardized protocols and tools.	6. Apply pharmacology, pathophysiology, nutrition, and evidence-based practices in patient care.
2. Implement strategies that provide a safe environment and coordinate quality care across health care settings.	7. Integrate safe, quality, patient-centered care, health care organizations, and care coordination concepts.
3. Develop individualized, evidence-based plans of care incorporating teaching-learning strategies, health promotion, and recovery principles.	8. Use verbal and nonverbal communication that promotes caring, therapeutic patient/family relationships.
4. Collaborate with the interprofessional team while advocating for safe, quality patient care.	9. Adhere to ethical, legal, and professional standards while recognizing ethical dilemmas in patient care.
5. Demonstrate clinical decision-making and judgment when participating in patient care.	10. Support psychosocial and physiologic needs: psychosis, mood/affect, anxiety, addiction, interpersonal violence, sensory perception, cognition, perfusion, elimination, immunity, and gas exchange.

Teaching, Learning, and Clinical Experiences

Methods	Active learning; brief supportive lecture; student-driven concept learning activities; Canvas modules; assigned readings, ATI videos, research, case studies, and end-of-chapter questions.
Clinical focus	Medical-surgical and psychiatric/mental health clinical experiences. Clinical performance, clinical assignments, and required skills/tests are evaluated pass/fail with formative and summative clinical evaluations.
Preparation	Students prepare before class/clinical, review prerequisite content from NURS 1 and NURS 2, use ATI and supplemental resources, and participate in group work for the Critical Thinking Assignment/portfolio.

Content and Concept Overview

Weeks 1-4	Course orientation; health care organizations; care navigation; psychosis with schizophrenia; care coordination, case management, patient navigation, and heart failure; mood and affect with mania and bipolar disorder.
Weeks 5-8	Collaborative Quiz 1; mood and affect with depression and suicide; care coordination with acute/chronic kidney disease and metabolic imbalance; ATI dosage calculation assessment; interpersonal violence, neglect, and physical abuse; anxiety, PTSD, and generalized anxiety disorder; clinical rotation orientation.
Weeks 9-12	Midterm; cognition with delirium; addiction and substance use disorders including methamphetamine, opioids, and alcohol; Collaborative Quiz 2; cognition with Alzheimer disease; mobility, immobility, fractures, and Parkinson disease.
Weeks 13-16	Tissue integrity with dermal ulcers and burn injuries; fall break/Thanksgiving; ATI RN Mental Health exam; sensory perception with vision and hearing loss and diabetic neuropathy; portfolio/student presentations; final exam.

Evaluation, Grading, and Progression Requirements

Preliminary grade	Knowledge checks (lowest dropped), collaborative quizzes, ATI Psychiatric/Mental Health testing/remediation, midterm, and final are combined. A minimum 75% Preliminary Academic Course Grade (375/500) is required to pass and progress.
Grade weights	Knowledge checks 10%; collaborative quizzes 20%; ATI Psychiatric Mental Health testing/remediation 5%; midterm 30%; final 30%; portfolio/Critical Thinking Assignment 5%.
Portfolio/CTA	Portfolio/CTA is added to the cumulative grade only if the preliminary score is at least 75%. Portfolio includes a group presentation and documentation of critical thinking, collaboration, teaching, leadership, and outcome attainment.
Pass/fail requirements	Online discussion questions/class assignments must be completed to document theory attendance. ATI dosage calculation assessment and the clinical component are pass/fail. Clinical requires satisfactory assignments, skills/tests, and at least minimal competence on summative evaluation.
Grading scale	A 95-100; A- 90-94; B+ 87-89; B 84-86; B- 81-83; C+ 78-80; C 75-77; D 65-74 (no progression); F <65 or clinical failure (no progression). Grade C or better is required for ADN progression/completion.

ATI, Assignment, and Course Policies

ATI	ATI Content Mastery Series participation is required to support course mastery and NCLEX preparation. Students must complete assigned practice assessments and remediation before proctored assessment testing; incomplete practice/remediation may result in zero points for related assessment components.
Course policies	Canvas is the course communication and learning management platform. Academic honesty, disruptive behavior, inclusive language, SASS accommodation processes, student support resources, and emergency procedures are included in the full syllabus.
Program forms	Skills Lab Referral, Statement of Concern, and Faculty-Student Conference processes follow the Department of Nursing and Health Occupations Nursing Programs Handbook 2025-2026.

Source: NURS 3 Nursing Science and Practice III syllabus, Fall 2025, pages 1-24.

NURS 4 - Nursing Science and Practice Concepts IV

College of the Redwoods ADN Program | Spring 2026 | ACEN Standard 4 Appendix

Course Snapshot

Course ID/sections	NURS-4-D0095 (060095), NURS-4-E0096 (060096), and NURS-4-E0097 (060097) - Nurs Sci & Pract Concepts IV.
Units	10 units.
Faculty	Sally Urban, MSN-RN; Julie Przepiora, BSN (MSN in March 2026), RN, PMH-BC; Tiffany Martell, MSN-Ed, RN, CEN.
Prerequisite/entry	Admission to the RN program and completion of NURS 3 with minimum grade C, or admission to the LVN/Paramedic to RN Career Mobility Program or LVN to RN 30-Unit Option and completion of NURS 20 with minimum grade C. No corequisite.
Schedule/location	Wednesdays 0825-1100 and 1200-1430 plus scheduled clinical days on Monday/Tuesday or Thursday/Friday. Hybrid delivery includes in-person dates 01/21, 03/04, 04/01, 04/15, 05/06, and a 2-day 18-hour ATI intensive TBD; Eureka AT 103/104; Del Norte DA1; Zoom 05/06; remote proctoring 02/25 and 04/29.
Required resources	ATItesting.com; ATI RN Review Modules: Pharmacology 9.0, Mental Health 12.0, Adult Medical-Surgical 12.0, Fundamentals 11.0, Community Health 9.0, and Leadership/Management 9.0; Nursing Central by Unbound Medicine.
Major evaluations	10 ATI weekly module lesson tests, midterm, final, ATI Pharmacology and Medical-Surgical proctored assessments, ATI Comprehensive assessment, ATI Medical-Surgical

dosage calculation pass/fail, CTAs/portfolio, discussions/assignments, Virtual-ATI, ATI NCLEX Live Review, and clinical evaluation.

Catalog Description

A capstone course emphasizing quality collaboration, leadership, and ethical/legal issues in nursing clinical judgment. Students explore and implement leadership and management roles, with emphasis on health policy and healthcare quality. Final semester content includes acute and chronic health alterations and concepts of clotting, intracranial regulation, infection, inflammation, and immunity.

Course Student Learning Outcomes

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| 1. Demonstrate clinical judgment and reasoning in holistic evidence-based care that integrates pharmacology and pathophysiology for adults and older adults with complex health alterations. | 5. Analyze strategies that provide a safe environment for patients, self, and others while supporting quality improvement initiatives. |
| 2. Collaborate with the interprofessional health care team while advocating and leading the provision of safe, quality care for adults and older adults with complex health alterations. | 6. Promote ethical, legal, and professional standards in care of adult and older adult patients with complex health alterations. |
| 3. Appraise health information systems and patient care technologies that support a safe environment and coordination of quality care across settings. | 7. Evaluate the nurse role in supporting psychosocial and physiological needs related to infection, inflammation, immunity, intracranial regulation, and clotting. |
| 4. Use organization, time management, priority-setting, and decision-making skills in care of patients with complex health alterations. | 8. Analyze the impact of microsystem and macrosystem factors, including health policy, leadership, and the Nurse Practice Act, on patient care and nursing practice. |

Teaching, Learning, and Clinical Experiences

Methods	Hybrid learning through asynchronous modules, synchronous Zoom/proctoring, in-person intensive sessions, ATI module engagement, assigned readings, worksheets, skill-building activities, Canvas discussions, and application-focused assignments.
Clinical focus	Scheduled clinical rotations include medical-surgical, community/geriatric, and preceptorship experiences as assigned. Clinical performance, weekly clinical assignments, and required competency activities are evaluated pass/fail.
Preparation	Students maintain reliable computer/internet access, active Canvas notifications and CR email, ATI access for practice/remediation, and Respondus access for

proctored assessments. Assigned readings should be completed before class.

Content and Concept Overview

Weeks 1-4	Clinical judgment with safety/medication management; delegation and prioritization; leadership, including informal and formal leadership; immunity with allergic reaction and HIV exemplars.
Weeks 5-8	Infection with sepsis and MRSA; inflammation with ulcerative colitis and lupus; collaboration through quality improvement projects, near miss/sentinel events, and nurse/patient collaboration; midterm; intracranial regulation/traumatic brain injury.
Weeks 9-12	Traumatic brain injury continued; clotting/arterial thrombi including stroke and AMI; ATI Pharmacology assessment; health policy including Patient Protection and Affordable Care Act; healthcare quality including JCAHO, CMS, IOM, and Magnet; ATI Medical-Surgical assessment.
Weeks 13-16	Healthcare quality continued; ethical-legal content including advanced directives, adherence/non-adherence, ANA Code of Ethics, and Nurse Practice Act; ATI Comprehensive assessment; student presentations; final exam; Virtual-ATI completion and 2-day ATI NCLEX Live Review/intensive.

Evaluation, Grading, and Progression Requirements

Preliminary grade	ATI weekly module lesson tests (10 total), ATI Pharmacology and Medical-Surgical proctored assessments/remediation, midterm, and final are combined to determine the preliminary academic course grade. A minimum 75% preliminary academic grade is required to pass and progress/graduate.
Grade weights	Weekly ATI module lesson tests 10%; midterm 25%; final 25%; ATI Medical-Surgical assessment/remediation 5%; ATI Pharmacology assessment/remediation 5%; weekly discussions/assignments 5%; portfolio/CTA assignments 20%; Virtual-ATI 5%.
Portfolio/CTA	Three CTAs/portfolio projects assess critical thinking, reasoning, and clinical judgment: resume/cover letter, Nurse Practice Act/BRN collaborative presentation, and Transition to Professional Nursing Practice final reflection.
Pass/fail requirements	Clinical component is pass/fail and requires satisfactory clinical performance, assignments, skills/tests, and at least minimal competence on the summative evaluation. ATI Medical-Surgical dosage calculation assessment requires 100% within course attempt limits; ATI Critical Care dosage calculation practice assessment and ATI NCLEX Live Review are completion requirements.
Grading scale	A 95-100; A- 90-94; B+ 87-89; B 84-86; B- 81-83; C+ 78-80; C 75-77; D 65-74 (no

progression); F <64 or clinical failure (no progression). Grade C or better is required for ADN progression/completion.

ATI, Assignment, and Course Policies

ATI	ATI Content Mastery Series participation is required to support content mastery and NCLEX-RN preparation. Pharmacology and Adult Medical-Surgical proctored assessments are each 5% of the grade; ATI Comprehensive is mandatory complete/incomplete. Practice tests, focused review, and remediation follow ATI/Canvas instructions.
Key due dates	ATI Critical Care dosage calculation practice upload due 02/15/2026; ATI Medical-Surgical dosage calculation practice due 02/18/2026; ATI Pharmacology A/B practice and remediation due 03/25/2026; ATI Pharmacology proctored 04/01/2026; ATI Medical-Surgical A/B practice and remediation due 04/08/2026; ATI Medical-Surgical proctored 04/15/2026; Virtual-ATI 50% content due 05/10/2026.
Course policies	Attendance is expected for all lecture, lab, and clinical sessions. Late assignments are reduced 5% per day after the stated grace period and receive zero after five days, although satisfactory completion may still be required. Full syllabus includes AI-use, academic honesty, disruptive behavior, inclusive language, SASS/accommodations, student support, and emergency procedures.

Source: NURS 4 Nursing Science and Practice Concepts IV syllabus, Spring 2026, pages 1-27.

Table 4.6a Nursing Credit-to-Contact-Hour Standard

ADN/LVN Nursing Credit and Contact Hour Standard	
Instructional Type	Contact Hours
1 Theory Unit	18 Contact Hours
1 Lab/Clinical Unit	54 Contact Hours

Table 4.6b Nursing Course Credit and Contact Hour Crosswalks

ADN Program						
Semester 1						
Course	Theory Units	Clinical/ Lab Units	Theory Hours	Clinical Hours	Total Units	Total Contact Hours
NURS 1: Nursing Science and Practice Concepts I	5.50	4	99	216	9.5	315
Semester Total	5.50	4	99	216	9.5	315
Semester 2						

Course	Theory Units	Clinical/ Lab Units	Theory Hours	Clinical Hours	Total Units	Total Contact Hours
NURS 2: Nursing Science and Practice Concepts II	5	4.5	90	243	9.5	333
Semester Total	5	4.5	90	243	9.5	333
Semester 3						
Course	Theory Units	Clinical/ Lab Units	Theory Hours	Clinical Hours	Total Units	Total Contact Hours
NURS 3: Nursing Science and Practice Concepts III	4.50	4.50	81	243	9	324
Semester Total	4.50	4.50	81	243	9	324
Semester 4						
Course	Theory Units	Clinical/ Lab Units	Theory Hours	Clinical Hours	Total Units	Total Contact Hours
NURS 4: Nursing Fundamentals	5	5	90	270	10	360
Semester Total	5	5	90	270	10	360
Transition/Bridge Semester						
Course	Theory Units	Clinical/ Lab Units	Theory Hours	Clinical Hours	Total Units	Total Contact Hours
NURS 20: RN Transitional Concepts	1.50	1.50	27	81	3	108
Semester Total	1.50	1.50	27	81	3	108
Category		Units		Contact Hours		
Total Theory		Traditional 20 units Transition/Bridge 11 units		Traditional 360 hours Transition/Bridge 198 hours		
Total Clinical		Traditional 18 units Transition/Bridge 11 units		Traditional 972 hours Transition/Bridge 594 hours		
Total Nursing Units		Traditional 38 units Transition/Bridge 22 units		Traditional 1332 hours Transition/Bridge 792 hours		
LVN Program						
Semester 1						
Course	Theory Units	Clinical/ Lab Units	Theory Hours	Clinical Hours	Total Units	Total Contact Hours
VNC 101: Fundamental Vocational Nursing Concepts	7	4.5	128.34	259.2	11.5	387.54

Semester Total	7	4.5	128.34	259.2	11.5	387.54
Semester 2						
Course	Theory Units	Clinical/ Lab Units	Theory Hours	Clinical Hours	Total Units	Total Contact Hours
VNC 102: Intermediate Vocational Nursing Concepts	11	6.5	198	360	17.5	558
Semester Total	11	6.5	198	360	17.5	558
Semester 3						
Course	Theory Units	Clinical/ Lab Units	Theory Hours	Clinical Hours	Total Units	Total Contact Hours
VNC 103: Advanced Vocational Nursing Concepts	11	6.5	198	360	17.5	558
Semester Total	11	6.5	198	360	17.5	558
Category		Units		Contact Hours		
Total Theory		29 units		524.34 hours		
Total Clinical		17.5 units		979.2 hours		
Total Nursing Units/Hours		46.5 units		1503.54 hours		

Table 4.6c Nursing (RN & LVN) Credit-to Contact Hour Ratio Standard

Academic Setting	Unit of Credit-to-Contact-Hour Ratio/Equivalency
Didactic (Lecture)	1:1
Laboratory	1:3
Simulation	1:3
Clinical	1:3

Table 4.6d College of the Redwoods Nursing Program Units to Completion Total Curriculum Plan

ADN Program		
Curriculum Component	Units	
Prerequisite Science Courses	7 units	
Nursing Major Courses	46.5 units	
Total Units Required for Graduation	Minimum 53.5 Units	
Nursing Program Curriculum Sequence		
Semester	Nursing Courses	Nursing Units
Semester 1	NURS 1	9.5
Semester 2	NURS 2	9.5
Semester 3	NURS 3	9
Semester 4	NURS 4	10
Transition	NURS 20	3

LVN Program		
Curriculum Component	Units	
Prerequisite Science Courses (Human Biology BIOL8 & HO15 Nutrition)	7 units	
Nursing Major Courses	46.5 units	
Total Units Required for Graduation	Minimum 53.5 units	
Nursing Program Curriculum Sequence		
Semester	LVN Courses	Nursing Units
Semester 1	VNC 101	11.5
Semester 2	VNC 102	17.5
Semester 3	VNC 103	17.5

Table 4.6e Governing Organization and Agency Requirements

Registered Nursing Governing Organization and Agency Requirements	
Governing Organization	Agency Requirements
California Board of Registered Nursing (BRN)	Approval of curriculum, clinical learning experiences, faculty qualifications, and program outcomes; compliance with California Code of Regulations, Title 16, Section 1426.
California Community Colleges Chancellor's Office (CCCCO)	Approval of academic units, credit-hour calculations, associate degree requirements, and curriculum standards.
Accrediting Commission for Community and Junior Colleges (ACCJC)	Institutional accreditation standards related to academic quality, student achievement, curriculum integrity, and educational effectiveness.
College of the Redwoods	Local graduation requirements, curriculum approval processes, general education requirements, and academic policies.
Licensed Vocational Nursing Governing Organization and Agency Requirements	
Governing Organization	Agency Requirements
California Board of Vocational Nursing and Psychiatric Technicians (BVNPT)	Approval of curriculum, clinical experiences, faculty qualifications, program hours, and student competencies required for vocational nursing education.
California Community Colleges Chancellor's Office (CCCCO)	Approval of credit and contact hour calculations, certificate requirements, and curriculum standards.
Accrediting Commission for Community and Junior Colleges (ACCJC)	Institutional accreditation standards related to academic quality, student achievement, curriculum integrity, and educational effectiveness.
College of the Redwoods	Local curriculum approval processes, certificate requirements, academic policies, and student progression standards.

Table 4.9a ADN Clinical/Practicum Learning Environments and Experiences

Clinical/ Practicum Setting	Student Level/ Course	Examples of Learning Experiences	Alignment with CSLOs/ EPSLOs
Acute Care / Medical-Surgical Settings	Traditional: Semesters 1-4 Transition: Bridge N20 Semesters 3 & 4	Basic to complex patient care, focused and comprehensive assessment, medication administration, nursing process, care planning, documentation, interdisciplinary communication, and prioritization	Supports patient-centered care, safety, evidence-based practice, informatics, clinical reasoning, and progression from foundational to complex care.
Long-Term Care / Skilled Nursing/ Rehabilitation Settings	Semester 1, 3, 4	Geriatric care, activities of daily living, chronic disease management, mobility, skin integrity, communication with patients and families, and care coordination	Supports foundational nursing skills, patient-centered care, and geriatric competencies
Maternal/Newborn (Obstetrics)	Traditional: Semester 2 Transition: Bridge N20	Family-centered care, reproductive health concepts, postpartum assessment, newborn care, patient education, and safety	Supports patient-centered care across the lifespan, family-centered care, developmental concepts, safety, and patient education.
Pediatric Clinical Settings	Traditional: Semester 2 Transition: Bridge N20	Pediatric assessment, age-appropriate communication, family-centered care, medication safety, and patient/family teaching	Supports age-appropriate care, safety, communication, pharmacology, patient education, and care planning across the lifespan.
Mental Health / Psychiatric Settings	Semester 3	Mental and behavioral health assessment, therapeutic communication, crisis intervention, safety	Supports psychosocial care, therapeutic communication, safety, professionalism, clinical reasoning, and mental health nursing competencies. NURS 3 includes care of adults and older

		planning, recovery principles, and care planning	adults with complex medical-surgical problems and patients experiencing mental health and behavioral disorders.
Community-Based/ Public Health Settings	Semester 2-4	Health Promotion, disease prevention, patient education, community resources, and population-focused care	Supports patient education, health promotion, systems awareness, and care across diverse settings.
Leadership/ Capstone/ Precepted or Advanced Clinical Experiences	Semester 4	Care coordination, leadership, prioritization, delegation, quality improvement, communication with the healthcare team, and transition-to-practice activities	Supports capstone-level achievement of ADN EPSLOs, including clinical judgment, leadership, safety, quality improvement, professionalism, teamwork, and evidence-based practice. NURS 4 includes leadership, healthcare quality, ethical/legal issues, and complex health alterations.

Table 4.9b LVN Clinical/Practicum Learning Environments and Experiences

LVN Practice Learning Environments			
Clinical/ Practicum Setting	Student Level/ Course	Examples of Learning Experiences	Alignment with CSLOs/ EPSLOs
Acute Care / Medical- Surgical Settings	VNC 102–103	Focused health assessment, reporting deviations from normal, medication administration, infection prevention, care planning support, documentation, communication with the healthcare team, and implementation of nursing interventions within LVN scope	Supports application of disease-condition knowledge, safety, medication safety, clinical judgment, and professional communication.
Long-Term Care / Skilled Nursing / Rehabilitation Settings	VNC 101 and as assigned in later courses	Foundational client care, hygiene, mobility, nutrition, elimination, vital signs, communication, basic assessment/data collection, documentation, and supervised medication administration as appropriate	Supports beginning vocational nursing skills, client-centered care, safety, communication, and understanding of the LVN role.
Maternal- Newborn / Women’s Health Experiences	VNC 103	Focused assessment of newborns and women with perinatal healthcare concerns, identification of deviations from normal, developmentally appropriate interventions, education, and safety needs	Supports care across the lifespan, reproductive/perinatal concepts, patient teaching, safety, and application of nursing science within the LVN role.
Pediatric / Family- Centered Experiences	VNC 102–103 as assigned	Age-appropriate focused assessment, communication with children and families, safety, medication considerations, health education, and reporting significant findings	Supports care of clients of different ages with biopsychosocial needs, family-centered communication, safety, and client education.
Mental Health / Behavioral Health Experiences	VNC 102 as assigned or integrated	Therapeutic communication, psychosocial assessment, safety, anxiety, mood and affect, cognition, interpersonal violence, and reporting concerns to the healthcare team	Supports psychosocial care, communication, safety, critical thinking, and recognition of client needs within vocational nursing practice.

Community-Based / Outpatient Settings	VNC 102–103	Health promotion, disease prevention, client teaching, community resources, communication, and documentation	Supports client education, prevention, rehabilitation, communication, and vocational nursing role development.
Leadership / Role Transition Experiences	VNC 103	Role of the vocational nurse, healthcare organizations, care coordination, time management, priority setting, supervision of unlicensed assistive personnel, and performance improvement activities	Supports differentiation of the LVN role, professional standards, legal/ethical responsibilities, leadership within scope, and preparation for entry-level vocational nursing practice.

Table 4.10a ADN Formative and Summative Student Evaluation Methods Across the Curriculum

Evaluation Method	Formative/Summative	Learning Environment/Delivery Method	Progression Across ADN Curriculum	Primary ADN EPSLO Alignment
Knowledge checks, quizzes, and unit examinations	Primarily formative; may contribute to summative course grade	Classroom, hybrid, online/Canvas, synchronous and asynchronous learning	Introduced in NURS 1 to evaluate foundational knowledge; reinforced in NURS 2 and NURS 3 through increasing content complexity; evaluated at capstone level in NURS 4 through integrated course examinations and NCLEX-style testing	EPSLO 1 Patient-Centered Care; EPSLO 3 Evidence-Based Practice; EPSLO 5 Safety; EPSLO 9 Clinical Reasoning
Midterm and final examinations	Summative course evaluation	Classroom, hybrid, online or proctored testing environment	Used to evaluate course content mastery and progression from foundational nursing	EPSLO 1, 3, 5, 6, 7, 9

			knowledge to complex care, leadership, safety, and clinical judgment	
ATI standardized assessments and remediation	Formative and summative, depending on course grading policy	Online/ATI platform, proctored testing, Canvas-supported remediation	Used throughout the curriculum to reinforce content mastery, identify gaps, support remediation, and prepare students for NCLEX-RN expectations	EPSLO 3 Evidence-Based Practice; EPSLO 5 Safety; EPSLO 6 Informatics/Technology; EPSLO 9 Clinical Reasoning
Dosage calculation competency	Pass/fail progression requirement	Skills laboratory, proctored testing, clinical preparation	Begins with foundational medication safety expectations and progresses to specialty and capstone-level dosage calculation requirements; failure to meet required competency affects clinical progression	EPSLO 5 Safety; EPSLO 6 Informatics/Technology; EPSLO 9 Clinical Reasoning
Medication administration competency	Formative practice and summative validation	Skills laboratory, simulation, clinical setting	Progresses from basic medication administration principles to increasingly complex medication safety expectations in clinical practice	EPSLO 1 Patient-Centered Care; EPSLO 5 Safety; EPSLO 7 Professionalism; EPSLO 9 Clinical Reasoning
Skills competency check-offs	Formative practice and summative validation	Skills laboratory and simulation	Students first demonstrate basic	EPSLO 1, 5, 6, 7, 9

			psychomotor skills and then progress to specialized and advanced skills, including IV therapy and other course-specific competencies	
Simulation performance and debriefing	Formative and summative, depending on scenario and course	Simulation laboratory, skills laboratory, hybrid preparation	Supports application of course concepts, clinical reasoning, prioritization, communication, teamwork, patient safety, and reflection before and alongside direct patient care	EPSLO 1, 2, 5, 8, 9
Clinical Evaluation Tool / clinical performance evaluation	Formative mid-course and summative end-of-course evaluation	Direct patient care clinical settings	Progresses from foundational supervised care in NURS 1 to complex care, coordination, leadership, and capstone-level clinical judgment in NURS 4	EPSLO 1 Patient-Centered Care; EPSLO 2 Teamwork; EPSLO 4 Quality Improvement; EPSLO 5 Safety; EPSLO 7 Professionalism; EPSLO 8 Leadership; EPSLO 9 Clinical Reasoning
Clinical documentation review	Formative and summative	Clinical setting, Canvas, electronic documentation activities	Evaluates accuracy, communication, use of patient data, professional accountability, and information management	EPSLO 2, 5, 6, 7, 9

			across clinical courses	
Care plans, concept maps, and nursing process assignments	Formative and summative	Classroom, Canvas, clinical, simulation	Progresses from basic nursing process application to individualized evidence-based plans of care for increasingly complex patients	EPSLO 1, 3, 5, 6, 9
Portfolio, critical thinking assignments, reflective assignments, and presentations	Summative, with formative feedback as applicable	Classroom, Canvas, hybrid learning, professional development activities	Supports integration of professional identity, ethical/legal standards, clinical reasoning, leadership, and transition-to-practice expectations	EPSLO 2, 4, 7, 8, 9
NURS 20 bridge evaluation methods	Formative and summative	Hybrid, online modules, skills lab, clinical, ATI, Canvas	Evaluates advanced placement students' readiness to enter NURS 3 through ATI exams, knowledge checks, skills check-offs, nursing care plan/concept map, clinical documentation, clinical journals, and formal clinical evaluation	EPSLO 1, 3, 5, 6, 7, 9

Table 4.10b LVN Formative and Summative Student Evaluation Methods Across Curriculum

Evaluation Method	Formative/Summative	Learning Environment/Delivery Method	Progression Across ADN Curriculum	Primary ADNEPSLO Alignment
Written examinations and quizzes	Formative and summative	Classroom, Canvas, hybrid/online learning as applicable	VNC 101 evaluates foundational vocational nursing concepts; VNC 102 evaluates application across the lifespan and common health alterations; VNC 103 evaluates more complex concepts, perinatal/newborn care, leadership, and role expectations	PLO 1 Nursing, behavioral, and physical sciences; PLO 2 Disease conditions; PLO 5 Critical thinking
Skills validation and laboratory check-offs	Formative practice and summative competency validation	Skills laboratory and simulation laboratory	Students progress from basic vocational nursing skills, assessment, data collection, documentation, and medication administration to increasingly complex skill application within the LVN scope of practice	PLO 1, PLO 4 Professional standards, PLO 5 Critical thinking
Medication calculation and medication administration competency	Formative practice and summative competency validation	Skills laboratory, simulation, clinical setting	Students develop medication safety knowledge and demonstrate safe medication administration consistent with vocational nursing scope of practice and patient safety expectations	PLO 1, PLO 2, PLO 4, PLO 5
Simulation performance and debriefing	Formative and summative, depending on course design	Simulation laboratory, skills laboratory	Students apply nursing concepts, communication, safety, patient-centered care, and clinical judgment in controlled learning situations before	PLO 1, PLO 3 LVN role, PLO 5 Critical thinking

			and during clinical application	
Clinical performance evaluation	Formative and summative	Direct patient care clinical settings	Students progress from closely supervised foundational client care in VNC 101 to more complex care across the lifespan, medication safety, communication, professional standards, and leadership/supervision expectations in VNC 103 expectations in clinical practice	PLO 1, PLO 2, PLO 3, PLO 4, PLO 5
Faculty direct observation	Formative and summative	Laboratory, simulation, and clinical settings	Faculty observe professional behavior, communication, safety, data collection, implementation of care, and adherence to the LVN role across all courses	PLO 3, PLO 4, PLO 5
Clinical documentation and care planning assignments	Formative and summative	Clinical setting, Canvas, classroom	Students demonstrate data collection, communication, planning, implementation, evaluation, and documentation consistent with the LVN scope of practice	PLO 1, PLO 2, PLO 4, PLO 5
Patient teaching plan or health	Formative and summative	Classroom, clinical, simulation	Students identify client education needs, reinforce or provide teaching within the LVN	PLO 1, PLO 2, PLO 5

education assignment			scope, and evaluate client understanding as appropriate	
Professional role, leadership, and supervision assignments	Summative, with formative feedback	Classroom, clinical, simulation	VNC 103 evaluates understanding of healthcare organizations, the LVN role, leadership, supervision of unlicensed assistive personnel, care coordination, time management, and performance improvement	PLO 3 LVN role; PLO 4 Legal/ethical standards; PLO 5 Critical thinking
Standardized testing or NCLEX-PN preparation resources, if used	Formative and summative, depending on course policy	Online testing platform, classroom, Canvas	Used to identify content gaps, support remediation, and prepare students for NCLEX-PN expectations	PLO 1, PLO 2, PLO 5

Table 4.10c Assessment Types Mapped to ADN EPSLOS and LVN PLOS

Assessment Type	ADN EPSLOS Measured	LVN PLOS Measured	Evidence Source
Quizzes, knowledge checks, unit exams, midterm exams, and final exams	EPSLO 1 Patient-Centered Care; EPSLO 3 Evidence-Based Practice; EPSLO 5 Safety; EPSLO 6 Informatics/Technology; EPSLO 9 Clinical Reasoning	PLO 1 Nursing, behavioral, and physical sciences; PLO 2 Disease conditions; PLO 5 Critical thinking	Course gradebooks, exam blueprints, Canvas records, syllabi
ATI or standardized assessments and remediation	EPSLO 3 Evidence-Based Practice; EPSLO 5 Safety; EPSLO 6 Informatics/Technology; EPSLO 9 Clinical Reasoning	PLO 1; PLO 2; PLO 5, if used in VN courses	ATI reports, remediation records, course gradebooks
Dosage Calculation competency	EPSLO 5 Safety; EPSLO 6 Informatics/Technology; EPSLO 9 Clinical Reasoning	PLO 1; PLO 2; PLO 4 Legal/ethical responsibilities; PLO 5 Critical thinking	Dosage calculation ATI and Safe medication testing records, remediation records

Medication administration competency	EPSLO 1 Patient-Centered Care; EPSLO 5 Safety; EPSLO 7 Professionalism; EPSLO 9 Clinical Reasoning	PLO 1; PLO 2; PLO 4; PLO 5	Skills checklists, clinical evaluation tools, faculty observation
Skills laboratory competency validation	EPSLO 1; EPSLO 5; EPSLO 6; EPSLO 7; EPSLO 9	PLO 1; PLO 4; PLO 5	Skills check-off forms, faculty documentation, remediation records
Simulation performance and debriefing	EPSLO 1 Patient-Centered Care; EPSLO 2 Teamwork; EPSLO 5 Safety; EPSLO 8 Leadership/Priority Setting; EPSLO 9 Clinical Reasoning	PLO 1; PLO 3 LVN role; PLO 5 Critical thinking	Simulation rubrics, debriefing forms, faculty evaluation
Clinical Evaluation Tool/ clinical performance evaluation	EPSLO 1; EPSLO 2; EPSLO 4 Quality Improvement; EPSLO 5; EPSLO 6; EPSLO 7 Professionalism; EPSLO 8 Leadership; EPSLO 9 Clinical Reasoning	PLO 1; PLO 2; PLO 3; PLO 4; PLO 5	Clinical evaluation tools, faculty observation, clinical assignments
Clinical documentation review	EPSLO 2 Teamwork/Communication; EPSLO 5 Safety; EPSLO 6 Informatics/Technology; EPSLO 7 Professionalism; EPSLO 9 Clinical Reasoning	PLO 3 LVN role; PLO 4 Legal/ethical responsibilities; PLO 5 Critical thinking	Clinical paperwork, electronic documentation assignments, Canvas submissions
Care plans, concept maps, and nursing process assignments	EPSLO 1 Patient-Centered Care; EPSLO 3 Evidence-Based Practice; EPSLO 5 Safety; EPSLO 9 Clinical Reasoning	PLO 1; PLO 2; PLO 5	Assignment rubrics, clinical paperwork, Canvas submissions
Patient teaching assignments	EPSLO 1 Patient-Centered Care; EPSLO 2 Teamwork/Communication; EPSLO 3 Evidence-Based Practice; EPSLO 7 Professionalism	PLO 1; PLO 2; PLO 5	Teaching plan rubrics, patient education assignments
Portfolio, critical thinking assignments, presentations, and reflective assignments	EPSLO 2 Teamwork; EPSLO 4 Quality Improvement; EPSLO 7 Professionalism; EPSLO 8 Leadership; EPSLO 9 Clinical Reasoning	PLO 3 LVN role; PLO 4 Legal/ethical responsibilities; PLO 5 Critical thinking	Portfolio rubrics, CTA rubrics, presentation rubrics, reflection assignments

Appendices 5.1-5.3

Systematic Plan of Evaluation

5.1 EPSLO #1		
The student will implement nursing care to patients, families and groups from diverse backgrounds in a variety of settings that is compassionate, age and culturally appropriate and based on the patient's preferences, values, and needs.		
Assessment Method	Frequency of Data Collection and Frequency of EPSLO Assessment	ELA (Expected Learning Achievement)
ATI RN Comprehensive Predictor 2023/2026 & N4 Final Exam	Annually in 4 th semester	The final course examination provides an additional direct measure of student proficiency within the fourth semester. Students will be at or above a passing grade on the final which is 75%. Each program offered is measured against correct level of degree program they are in. RN Students will be at or above the National mean for the NCLEX predictor for passing NCLEX. The national mean of the ATI comprehensive predictor is 74.6%. This cohort fell just below meeting this ELA. Currently the Comprehensive predictor exam does not weigh into the students' overall grade. As a faculty, we will come together and decide how it should weigh into the grade so students will take the exam more seriously. PN students will be at or above the National mean for the NCLEX predictor for passing NCLEX. The national mean of the ATI comprehensive predictor is 69.1%. This cohort is above the national average scoring 72% as a class average. Currently the Comprehensive predictor exam does not weigh into the students' overall grade. As a faculty, we will come together and decide how it should weigh into the grade so students will take the exam more seriously. Rationale: Benchmarks are based on concept-based curriculum models that emphasize progressive development of student understanding of QSEN Patient-Centered Care across the program.
ATI PN Comprehensive Predictor 2023/2026 & VNC 103 Final Exam	Annually in 3 rd (last) semester	

		Student learning is evaluated using multiple assessment methods, including standardized testing (the Comprehensive Predictor) and course-specific examinations. Performance expectations reflect the increasing complexity of concepts in the final semester and are informed by curriculum mapping and analysis of cohort outcomes rather than fixed external percentage standards.
Data (Aggregate; Disaggregate if applicable)		Analysis/Actions
ATI RN Comprehensive Predictor 2023/2026 2026 <u>Disaggregated</u> Traditional Option: 74.5% Bridge: 73.4% <u>Aggregated: 73.95%</u> 2025 <u>Disaggregated</u> Traditional Option: 75.9% Bridge Option: 75.1% Aggregated: 75.5% 2024 <u>Disaggregated</u> Traditional Option: 75.5% Bridge: 77.6% <u>Aggregated: 76.6%</u>	N4 Final Exam 2026 <u>Disaggregated</u> Traditional Option: 80.2% Bridge Option: 79.6% <u>Aggregated: 79.9%</u> 2025 <u>Disaggregated</u> Traditional Option: 79.1% Bridge Option: 82.7% Aggregated: 80.9% 2024 <u>Disaggregated</u> Traditional Option: 83.8% Bridge Option: 85.7% <u>Aggregated: 84.8%</u>	Spring 2026: After review of the program comprehensive exam for cohort 2026, faculty recognized the need to integrate additional patient centered care activities into all courses. Plan includes completing specific modules that focus on patient centered care. Faculty will continue to monitor QSEN patient center care outcomes on unit exams to note trends. The cohort fell just below the national predictor for passing the questions related to patient center care. Spring 2025: With the aggregated information, the QSEN patient centered care ELA was met, as the goal is the national standard which was 74.6. Spring 2024: With the aggregated information, the QSEN patient centered care ELA was met, as the goal is the national standard which was 74.6.
ATI PN Comprehensive Predictor 2023/2026 2024 <u>Disaggregated</u> Traditional Option: 72% <u>Aggregated: 72%</u>	VNC103 Final Exam 2024 <u>Disaggregated</u> Traditional Option: 80.9% <u>Aggregated: 80.9%</u>	Fall 2024: College of the Redwoods offers one PN program starting every other Fall. There is no aggregated data as only one traditional program is offered. We could consider separating the Del Norte cohort vs the Eureka Cohort, but would need to consider separating these groups in ATI to be able to collect the data appropriately.

5.1 EPSLO #2		
The student will participate as a member of the interprofessional healthcare team in the provision of safe, quality patient-centered care.		
Assessment Method	Frequency of Data Collection and Frequency of EPSLO Assessment	ELA
ATI RN Comprehensive Predictor 2023/2026 & N4 Final Exam	Annually in 4 th semester	Students will be at or above the national mean for the NCLEX predictor for the QSEN Teamwork and Collaboration category on the ATI Comprehensive Predictor. The students will get at least 75% on the final exam. We will review the QSEN category Teamwork and Collaboration and compare that to a 75% passing rate. Rationale: If the students achieve at least 75% on each QSEN question and test above or at the average of the NCLEX predictor exam, the students will achieve a passing grade in the course and achieve passing the NCLEX.
Data (Aggregate; Disaggregate if applicable)		Analysis/Actions
ATI RN Comprehensive Predictor 2023/2026 2026 <u>Disaggregated</u> Traditional Option: 76.1% Bridge: 73.2% <u>Aggregated:</u> 74.65% 2025 <u>Disaggregated</u> Traditional Option: 71% Bridge Option: 61.8% Aggregated: 66.4% 2024 <u>Disaggregated</u> Traditional Option: 78.4% Bridge: 75.8% <u>Aggregated:</u> 77.1%	N4 Final Exam 2026 <u>Disaggregated</u> Traditional Option: 100% Bridge Option: 98.1% <u>Aggregated:</u> 99.05% 2025 <u>Disaggregated</u> Traditional Option: 94.2% Bridge Option: 96.2 % Aggregated: 95.2% 2024 <u>Disaggregated</u> Traditional Option: 90%	Fall 2026: Trending data in generic course options shows the need to increase integration of collaborative learning strategies—such as team-based projects and interprofessional simulations—highlighting a growing emphasis on teamwork and communication skills essential for clinical practice. Fall 2025: The ATI RN comprehensive predictor percentages fell below meeting the ELA. Improvement was made the following year. Fall 2024: ELA was met for both the ATI predictor and final exam.

ATI PN Comprehensive Predictor 2023/2026 2024 <u>Disaggregated</u> Traditional Option: 76% <u>Aggregated: 76%</u>	Bridge Option: 85.7% <u>Aggregated:</u> 87.9% VNC103 Final Exam 2024 <u>Disaggregated</u> Traditional Option: 88.6% <u>Aggregated:</u> 88.6%	
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5.1 EPSLO #3		
The student will identify best current evidence from scientific and other credible sources as a basis for developing individualized patient-centered plans of care.		
Assessment Method	Frequency of Data Collection and Frequency of EPSLO Assessment	ELA
ATI RN Comprehensive Predictor 2023/2026 & N4 Final Exam	Annually in 4 th semester	Students will be at or above national mean for the NCLEX predictor for the QSEN Evidence Based Practice category on the ATI Comprehensive Predictor. The students will get at least 75% on the final exam. We will review the QSEN category Evidence Base Practice and compare that to a 75% passing rate. Rationale: If the students achieve at least 75% on each QSEN question and test above or at the average of the NCLEX predictor exam, the students will achieve a passing grade in the course and achieve passing the NCLEX.
Data (Aggregate; Disaggregate if applicable)		Analysis/Actions
ATI RN Comprehensive Predictor 2023/2026 2026 <u>Disaggregated</u> Traditional Option: 70% Bridge: 69.7% <u>Aggregated:</u> 69.85% 2025 <u>Disaggregated</u> Traditional Option: 64.2% Bridge Option: 62.7% Aggregated: 63.45% 2024 <u>Disaggregated</u> Traditional Option: 71.2% Bridge: 69.1% <u>Aggregated:</u> 70.2%	N4 Final Exam 2026 <u>Disaggregated</u> Traditional Option: 77.7% Bridge Option: 77.8% <u>Aggregated:</u> 77.75% 2025 <u>Disaggregated</u> Traditional Option: 84.7% Bridge Option: 78.2% <u>Aggregated:</u> 81.45% 2024 <u>Disaggregated</u>	Spring 2026: ELA unmet for ATI Comprehensive predictor. Consider Enhancing quality improvement in nursing curricula by integrating data-driven evaluation, evidence-based teaching strategies, and continuous feedback loops to strengthen student outcomes and clinical readiness. Consider reviewing data by comparing disaggregated course data (generic and LPN-RN Option) Fall 2025: ELA unmet for ATI Comprehensive predictor. Improvement was shown with the cohort in 2026. Fall 2024: ELA was unmet. Decreased scores in 2025, then improvement in 2026.

ATI PN Comprehensive Predictor 2023/2026 2024 <u>Disaggregated</u> Traditional Option: 66% <u>Aggregated:</u> 66%	Traditional Option: 83.8% Bridge Option: 79.6% <u>Aggregated:</u> 81.7% VNC103 Final Exam 2024 <u>Disaggregated</u> Traditional Option: 79.2% <u>Aggregated:</u> 79.2%	
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5.1 EPSLO #4 The student will participate in data collection processes that support established quality improvement initiatives.		
Assessment Method	Frequency of Data Collection and Frequency of EPSLO Assessment	ELA
ATI RN Comprehensive Predictor 2023/2026 & N4 Final Exam	Annually in 4th semester	Students will be at or above national mean for the NCLEX predictor for the QSEN Quality category on the ATI Comprehensive Predictor. The students will get at least 75% on the final exam. We will review the QSEN category Quality and compare that to a 75% passing rate.

		Rationale: If the students achieve at least 75% on each QSEN question and test above or at the average of the NCLEX predictor exam, the students will achieve a passing score in the course and achieve proficiency level for the NCLEX.
Data (Aggregate; Disaggregate if applicable)		Analysis/Actions
ATI RN Comprehensive Predictor 2023/2026 2026 <u>Disaggregated</u> Traditional Option: 78.7% Bridge: 72.2% <u>Aggregated: 75.45%</u> 2025 <u>Disaggregated</u> Traditional Option: 79.3% Bridge Option: 78.1% Aggregated: 78.7% 2024 <u>Disaggregated</u> Traditional Option: 84% Bridge: 100% <u>Aggregated: 92%</u> ATI PN Comprehensive Predictor 2023/2026 2024 <u>Disaggregated</u> Traditional Option: 45.5% <u>Aggregated: 45.5%</u>	N4 Final Exam 2026 <u>Disaggregated</u> Traditional Option: 69.3% Bridge Option: 78.8% <u>Aggregated: 74.05%</u> 2025 <u>Disaggregated</u> Traditional Option: % Bridge Option: % <u>Aggregated: %</u> 2024 <u>Disaggregated</u> Traditional Option: % Bridge Option: % <u>Aggregated: %</u> VNC103 Final Exam 2024 <u>Disaggregated</u> Traditional Option: 100% <u>Aggregated: 100%</u>	Fall 2026: ELA was met. Data will continue to be collected and analyzed, looking for trends. If trending down, program adjustments will be considered. Fall 2025: No Quality Assessment for QSEN integrated into the Final Exam this year. No quality for Nursing process or NCLEX RN. Will look to blueprint for exams to ensure categories are used that can be analyzed as part of the ELA. Fall 2024: No Quality Assessment for QSEN integrated into the Final Exam this year. No quality for Nursing process or NCLEX RN. Will look to blueprint for exams to ensure categories are used that can be analyzed as part of the ELA.

5.1 EPSLO #5		
The student will implement strategies that minimize risk and provide a safe environment for patients, self, and others.		
Assessment Method	Frequency of Data Collection and Frequency of EPSLO Assessment	ELA
ATI RN Comprehensive Predictor 2023/2026 & N4 Final Exam	Annually in 4 th semester	Students will be at or above national mean for the NCLEX predictor for the QSEN Safety category on the ATI Comprehensive Predictor. The students will get at least 75% on the final exam. We will review the QSEN category Safety category and compare that to a 75% passing rate. Rationale: If the students achieve at least 75% on each QSEN question and test above or at the average of the NCLEX predictor exam, the students will achieve a passing score in the course and achieve proficiency level for the NCLEX.
Data (Aggregate; Disaggregate if applicable)		Analysis/Actions
ATI RN Comprehensive Predictor 2023/2026 2026 <u>Disaggregated</u> Traditional Option: 81.1% Bridge: 78.6% <u>Aggregated:</u> 79.85% 2025 <u>Disaggregated</u> Traditional Option: 72.7% Bridge Option: 72.3% Aggregated: 72.5% 2024 <u>Disaggregated</u> Traditional Option: 73.7% Bridge: 72.8%	N4 Final Exam 2026 <u>Disaggregated</u> Traditional Option: 85.1% Bridge Option: 84.2% <u>Aggregated:</u> 84.65% 2025 <u>Disaggregated</u> Traditional Option: 89% Bridge Option: 94.2% <u>Aggregated:</u> 91.6% 2024 <u>Disaggregated</u> Traditional Option: 70% Bridge Option: 74.6%	Fall 2026: ELA was met. Data will continue to be collected and analyzed, looking for trends. If trending down, program adjustments will be considered. Fall 2025: ELA unmet for ATI Comprehensive predictor. Improvement was shown with the cohort in 2026. Fall 2024: ELA unmet for ATI Comprehensive predictor. Improvement was shown with the cohort in 2026.

<u>Aggregated: 73.3%</u> ATI PN Comprehensive Predictor 2023/2026 2024 <u>Disaggregated</u> Traditional Option: 72.7% <u>Aggregated: 72.7%</u>	<u>Aggregated: 72.3%</u> VNC103 Final Exam 2024 <u>Disaggregated</u> Traditional Option: 74.1% <u>Aggregated: 74.1%</u>	
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5.1 EPSLO #6		
The student will use evidence-based information and patient care technology in the provision of safe, quality, and patient-centered care.		
Assessment Method	Frequency of Data Collection and Frequency of EPSLO Assessment	ELA
ATI RN Comprehensive Predictor 2023/2026 & N4 Final Exam	Annually in 4 th semester	Students will be at or above national mean for the NCLEX predictor for the QSEN Informatics practice category on the ATI Comprehensive Predictor. The students will get at least 75% on the final exam. We will review the QSEN category Informatics and compare that to a 75% passing rate. Rationale: If the students achieve at least 75% on each QSEN question and test above or at the average of the NCLEX predictor exam, the students will achieve a passing score in the course and achieve proficiency level for the NCLEX.
Data (Aggregate; Disaggregate if applicable)		Analysis/Actions

ATI RN Comprehensive Predictor 2023/2026 2026 <u>Disaggregated</u> Traditional Option: 69.1% Bridge: 85% <u>Aggregated: 77.05%</u> 2025 <u>Disaggregated</u> Traditional Option: 69.6% Bridge Option: 68.8% Aggregated: 69.2% 2024 <u>Disaggregated</u> Traditional Option: 65.7% Bridge: 43.5% <u>Aggregated: 54.6%</u> ATI PN Comprehensive Predictor 2023/2026 2024 <u>Disaggregated</u> Traditional Option: 81.8% <u>Aggregated: 81.8%</u>	N4 Final Exam 2026 <u>Disaggregated</u> Traditional Option: 59.1% Bridge Option: 55.8% <u>Aggregated: 57.45%</u> 2025 <u>Disaggregated</u> Traditional Option: 95.3% Bridge Option: 100% <u>Aggregated: 97.65%</u> 2024 <u>Disaggregated</u> Traditional Option: % Bridge Option: % <u>Aggregated: %</u> VNC103 Final Exam 2024 <u>Disaggregated</u> Traditional Option: <u>Aggregated:</u>	Fall 2026: ELA was met. Data will continue to be collected and analyzed, looking for trends. If trending down, program adjustments will be considered. Fall 2025: ELA unmet for ATI Comprehensive predictor. Improvement was shown with the cohort in 2026. Fall 2024: No Informatics Assessment integrated into the Final Exam in 2024 to be able to review data for QSEN, NCLEX RN or Nursing process. ELA unmet for ATI Comprehensive predictor. Improvement was shown with the cohort in 2026. PN Fall 2024: No informatics available on the final exam. The faculty will review the blueprint for the final exam and ensure that QSEN categories are reflected within the final exam.
5.1 EPSLO #7 The student will practice nursing in a professional, ethical, and legal manner while provided patient-centered standard-based nursing care.		
Assessment Method	Frequency of Data Collection and	ELA

	Frequency of EPSLO Assessment	
ATI RN Comprehensive Predictor 2023/2026 & N4 Final Exam	Annually in 4 th semester	Students will be at or above national mean for the NCLEX predictor for the QSEN Safety/Patient-Centered Care practice category on the ATI Comprehensive Predictor. The students will get at least 75% on the final exam. We will review the QSEN category Safety/Patient-Centered Care Practice and compare that to a 75% passing rate. Rationale: If the students achieve at least 75% on each QSEN question and test above or at the average of the NCLEX predictor exam, the students will achieve a passing score in the course and achieve proficiency level for the NCLEX.
Data (Aggregate; Disaggregate if applicable)		Analysis/Actions
ATI RN Comprehensive Predictor 2023/2026 2026 <u>Disaggregated</u> Traditional Option: 80.7% Bridge: 78.1% <u>Aggregated:</u> 79.4% 2025 <u>Disaggregated</u> Traditional Option: 74.3% Bridge Option: 73.7% Aggregated: 74% 2024 <u>Disaggregated</u> Traditional Option: 74.6% Bridge: 75.2% <u>Aggregated:</u> 74.9% ATI PN Comprehensive Predictor 2023/2026 2024 <u>Disaggregated</u> Traditional Option: 70.3% <u>Aggregated:</u> 70.3%	N4 Final Exam 2026 <u>Disaggregated</u> Traditional Option: 85.2% Bridge Option: 83.2% <u>Aggregated:</u> 84.2% 2025 <u>Disaggregated</u> Traditional Option: 84.05% Bridge Option: 88.45% <u>Aggregated:</u> 86.25% 2024 <u>Disaggregated</u> Traditional Option: 76.9% Bridge Option: 80.2% <u>Aggregated:</u> 78.5%	Fall 2026: ELA was met. Data will continue to be collected and analyzed, looking for trends. If trending down, program adjustments will be considered. Fall 2025: ELA was just below being met. Data will continue to be collected and analyzed, looking for trends. Improvement was made in 2026. Fall 2024: ELA was just below being met. Data will continue to be collected and analyzed, looking for trends. Improvement was made in 2026.

	VNC103 Final Exam 2024 <u>Disaggregated</u> Traditional Option: 78.1% <u>Aggregated:</u> 78.1%	
5.1 EPSLO #8 The student will describe how leadership, management, and priority-setting skills are used to support safe, quality patient-centered care.		
Assessment Method	Frequency of Data Collection and Frequency of EPSLO Assessment	ELA
ATI RN Comprehensive Predictor 2023/2026 & N4 Final Exam	Annually in 4 th semester	Students will be at or above national mean for the NCLEX predictor for the QSEN Teamwork & Collaboration/Quality Improvement category on the ATI Comprehensive Predictor. The students will get at least 75% on the final exam. We will review the QSEN category Teamwork & Collaboration/Quality and compare that to a 75% passing rate. Rationale: If the students achieve at least 75% on each QSEN question and test above or at the average of the NCLEX predictor exam, the students will achieve a passing score in the course and achieve proficiency level for the NCLEX.
Data (Aggregate; Disaggregate if applicable)		Analysis/Actions
ATI RN Comprehensive Predictor 2023/2026 2026 <u>Disaggregated</u> Traditional Option: 81.95% Bridge: 72.7% <u>Aggregated:</u> 77.33% 2025 <u>Disaggregated</u> Traditional Option: 75.15% Bridge Option: 69.95% Aggregated: 72.55%	N4 Final Exam 2026 <u>Disaggregated</u> Traditional Option: 84.65% Bridge Option: 88.45% <u>Aggregated:</u> 86.55% 2025 <u>Disaggregated</u>	Fall 2026: ELA was met. Data will continue to be collected and analyzed, looking for trends. If trending down, program adjustments will be considered. Fall 2025: No Quality related questions integrated into the Final. Assessment numbers only reflect Teamwork statistics. Fall 2024: No Quality related questions integrated into the Final. Assessment numbers only reflect Teamwork statistics.

2024 <u>Disaggregated</u> Traditional Option: 81.2% Bridge: 87.9% <u>Aggregated:</u> 84.6% ATI PN Comprehensive Predictor 2023/2026 2024 <u>Disaggregated</u> Traditional Option: 60.75% <u>Aggregated:</u> 60.75%	Traditional Option: 94.2% Bridge Option: 96.2% <u>Aggregated:</u> 95.2% 2024 <u>Disaggregated</u> Traditional Option: 90% Bridge Option: 85.7% <u>Aggregated:</u> 87.9% VNC103 Final Exam 2024 <u>Disaggregated</u> Traditional Option: 94.3% <u>Aggregated:</u> 94.3%	
5.1 EPSLO #9 The student will utilize clinical reasoning to make adjustments in a plan of care based on changing conditions and intervene to minimize risk and vulnerabilities.		
Assessment Method	Frequency of Data Collection and Frequency of EPSLO Assessment	ELA
ATI RN Comprehensive Predictor 2023/2026 & N4 Final Exam	Annually in 4 th semester	Students will be at or above national mean for the NCLEX predictor for the QSEN Quality Improvement/Safety category on the ATI Comprehensive Predictor. The students will get at least 75% on the final exam. We will review the QSEN category Quality

		Improvement/Safety and compare that to a 75% passing rate. Rationale: If the students achieve at least 75% on each QSEN question and test above or at the average of the NCLEX predictor exam, the students will achieve a passing score in the course and achieve proficiency level for the NCLEX.
Data (Aggregate; Disaggregate if applicable)		Analysis/Actions
ATI RN Comprehensive Predictor 2023/2026 2026 <u>Disaggregated</u> Traditional Option: 79.9% Bridge: 75.4% <u>Aggregated:</u> 77.65% 2025 <u>Disaggregated</u> Traditional Option: 76% Bridge Option: 75.2% Aggregated: 75.6% 2024 <u>Disaggregated</u> Traditional Option: 78.9% Bridge: 86.4% <u>Aggregated:</u> 82.7% ATI PN Comprehensive Predictor 2023/2026 2024 <u>Disaggregated</u> Traditional Option: 59.1% <u>Aggregated:</u> 59.1%	N4 Final Exam 2026 <u>Disaggregated</u> Traditional Option: 77.2% Bridge Option: 81.5% <u>Aggregated:</u> 79.35% 2025 <u>Disaggregated</u> Traditional Option: 89% Bridge Option: 94.2% <u>Aggregated:</u> 91.6% 2024 <u>Disaggregated</u> Traditional Option: 70% Bridge Option: 74.6% <u>Aggregated:</u> 72.3% VNC103 Final Exam 2024 <u>Disaggregated</u> Traditional Option: 87.2%	Fall 2026: ELA was met. Data will continue to be collected and analyzed, looking for trends. If trending down, program adjustments will be considered. Fall 2025: No Quality related questions integrated into the Final. Assessment numbers only reflect Safety statistics. Fall 2024: No Quality related questions integrated into the Final. Assessment numbers only reflect Safety statistics.

	Aggregated: 87.2%	
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5.2 Program Completion Rate RN					
Assessment Method				Frequency of Data Collection	ELA for Each Program Option
Student Database and Office of Institutional Effectiveness (find out the name of the program)				Annually in May	ACEN definition: Program completion rate is the calculation of the percentage of students who enter a program of study and complete the program of study in the advertised program length (i.e., on-time). ELA: Fifty percent (50) % of students admitted to the program will complete the program in 100% of the allotted time.
Data (Aggregate; Disaggregate if applicable)					Annual Analysis/Actions
Year	Location/Program Option	# Of Admits to Initial Cohort	100% On-time Graduates	Aggregated ACEN	2024-Met I returning student graduated with the N4 class of 2024
2024	Bridge	20	20 (100%)		

	Traditional	40	33(82.5%)	88.3% (53/60)	2025-Met 5 returning students graduated with the N4 class of 2025
2025	Bridge	20	18(90%)	87.5% (56/64)	
	Traditional	44	38 (86.4%)		
2026	Bridge	28	26(92.9%)	96.1% (73/76)	2026- Met 3 returning students graduated with the N4 class of 2026
	Traditional	48	47(97.9%)		

5.2 Program Completion Rate PN					
Assessment Method				Frequency of Data Collection	ELA for Each Program Option
Student Database and Office of Institutional Effectiveness (find out the name of the program)				Annually in December	ACEN definition: Program completion rate is the calculation of the percentage of students who enter a program of study and complete the program of study in the advertised program length (i.e., on-time). ELA: Fifty percent (50) % of students admitted to the program will complete the program in 100% of the allotted time.
Annual Analysis/Actions					
Year	Location/Program Option	# Of Admits to Initial Cohort	100% On-time Graduates	Aggregated ACEN	
2024	PN	No data	No data	No data	2024: No disaggregated data as we held one traditional cohort. In the future we could consider discussing breaking data into our Del Norte Cohort and our Eureka cohort. If we decide to do that, we would need to discuss with ATI to create two cohorts within ATI to collect data properly. No data available for completion of the program from the start to end of the cohort. For

					future cohorts, data collection each semester should be kept in similar manners to the RN program.
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5.3 Licensure/Certification Pass Rate RN				
Data (Aggregate; Disaggregate if applicable; include “n” values)				Annual Analysis/Actions
Year	BRIDGE (LVN/Paramedic)	Traditional	Aggregate	
2024	N = 23 students 19 students pass 1 st attempt 3 students pass on consecutive attempts 1 student fail	N = 34 students 34 students pass 1 st attempt 34/34 = 100% pass on 1 st	N=57 students with attempts 56/57= 98% pass on 1 st and repeat	
2025	N=16 students 10 pass 1 st attempt 1 pass 2 nd attempt (Oregon) 4 fail 1 no attempt	N=46 students 36 students pass 1 st attempt 2 pass 2 nd attempt 6 fail 2 no attempt	N=59 student's with attempts 49/59 = 83% passed on 1 st and repeat	
2026	TBD	TBD	TBD	

5.3 Licensure/Certification Pass Rate PN				
Data (Aggregate; Disaggregate if applicable; include “n” values)				Annual Analysis/Actions
Year	PN	PN	PN	2024: No disaggregated data as we held one traditional cohort. In the

2024	No data	No data	No data	future we could consider discussing breaking data into our Del Norte Cohort and our Eureka cohort. If we decide to do that, we would need to discuss with ATI to create two cohorts within ATI to collect data properly. No data available for pass rate of NCLEX as the BVNPT does not send data to us as the BRN does. Faculty will strategize to come up with the most efficient way to collect this data for future cohorts.
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5.4 Job Placement RN					
Assessment Method(s)		Frequency of Data Collection			ELA
Direct Contact through Survey Response followed by Phone Call		Annually by 10 months post-graduation			ELA: Ninety percent (90%) of graduates successful on the NCLEX will have employment as a registered nurse within nine months of graduation. Rationale for ELA:
Data (Aggregate; Disaggregate if applicable)					Annual Analysis/Actions
Year	# Of Graduates	# Of Graduates responding	Placement Rate	Response Rate	2024-Data is not disaggregated and does not specify whether the 47 of the 49 responded vs have employment, 2025- Of the 50 students that responded, 76% reported they have employment. 85% of graduating students we reached to complete the survey. The goal was not met. The local hospital hired nearly every new graduate that applied the prior year and in 2025, they were not hiring as many new grads as many stayed employed from the previous year.
2024	49	47	96%	96%	
2025	59	50	76%	85%	
2026	75	TBD	TBD	TBD	

					2026- Will have results for 2026 around March 2027
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5.4 Job Placement PN					
Assessment Method(s)		Frequency of Data Collection			ELA
Direct Contact through Survey Response followed by Phone Call		Annually by 10 months post-graduation			ELA: Ninety percent (90%) of graduates successful on the NCLEX will have employment as a licensed/practical nurse within nine months of graduation. Rationale for ELA:
Data (Aggregate; Disaggregate if applicable)					Annual Analysis/Actions
Year	# Of Graduates	# Of Graduates responding	Placement Rate	Response Rate	2024: No disaggregated data as we held one traditional cohort. In the future we could consider discussing breaking data into our Del Norte Cohort and our Eureka cohort. If we decide to do that, we would need to discuss with ATI to create two cohorts within ATI to collect data properly. Action plan: This year data was collected via emails; however, very little responses were collected. Phone calls were then made approx. 18 months after graduation. For the next cohort, phone calls will be made within 10 months after graduation to collect data closer to the time of graduation, as done in the RN program.
2024	34	19	18	94.7% job placement 55.9% of the students reached	