

COLLEGE OF THE REDWOODS

Associate Degree Nursing Program

Continuing Approval Self-Study Report

This report covers program review for the last five-year timeframe.

Program Name: College of the Redwoods	Date of Report 7/21/2025
Check type(s) of program offered: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate	Options Available: <input type="checkbox"/> Accelerated BSN
Date of Last Approval Visit: September 2020	<input type="checkbox"/> Evening/Weekend Program
<p> Date of Last Major Curriculum Change: 4/18/2017 (Concept-based curriculum) Date of Last Minor Curriculum Change: 5/2024 (Enrollment expansion, and Concurrent Enrollment with Cal Poly Humboldt) Total Number of Students Currently Enrolled: 127 (48 first year, 79 second year) Enrollment Cycle Pattern (students/cycle, frequency): Students are admitted to RN tracks (AD-RN, Paramedic/LVN-to-RN Career Mobility, and 30-unit options once a year. There are (48) traditional students admitted each Fall (approved for 60), and (40) Career Mobility students admitted each Spring (20 in Eureka and 20 in Del Norte). For the traditional AD-RN program, application instructions are available on the website starting December 1st. A free informational session on programs, application process, and prerequisites is hosted on campus and via Zoom in January. The application period is open for the first two weeks in February. Students are ranked using a merit-based system. The top scoring applicants are admitted to the program. Students who are not offered a seat can reapply the following application cycle. For the Career Mobility programs (Paramedic/LVN-to-RN and 30-unit option), application instructions are posted on the website in July. The application period is open for the first two weeks in September. Students are ranked using a merit-based system. The top scoring applicants are admitted to the program. Students who are not offered a </p>	

seat can reapply the following application cycle.	
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SECTION 1:

A. PROGRAM DIRECTOR AND ASSISTANT DIRECTOR INFORMATION

[CCR sections [1424 \(e\)](#); [1424\(f\)](#); [1425](#)]

Name of the Program Director and Title: Jessica Howard, Dean of Nursing & Healthcare Pathways		Name of the Assistant Director and Title: Heather Payne, Assistant Professor of Nursing/Assistant Director	
Date appointed to the position:	12/15/2022	Date appointed to the position:	5/4/2023
Percentage of release time:	100	Percentage of release time:	50
Additional program(s) managed by the Program Director	LVN, CNA, EMT, Paramedic, Dental Assistant, Psychiatric Technician		
Benchmark: There must be sufficient release time for the Director to administer the program. Indicate any changes in the Director's release time and describe how these changes impact the Director's ability to administer the prelicensure RN Program. [CCR 1424 (e);1424(f); 1425]			
<p>The Program Director (PD) currently has 100% release time for administrative duties. The PD also manages the Certified Nurse Assistant Program, Licensed Vocational Nursing Program, Psychiatric Technician Program, and oversees the Dental Assistant Program, Emergency Medical Technician Program and Paramedic Program. In addition, the PD oversees two Allied Health classes — Medical Terminology and Nutrition. These programs all represent competing priorities. While these responsibilities do require attention, the PD has sufficient time dedicated to the RN program to support its continued success and improvement. The PD is committed to balancing these demands to ensure each program receives the leadership and oversight necessary to thrive within our educational framework.</p> <p>In addition, there is an Assistant Director (AD) with 50% release time. This is a significant mitigating factor that greatly enhances the ability to balance the workload among the various nursing programs. This additional leadership resource allows for shared responsibilities, which is crucial given the diverse demands of managing the prelicensure RN Program alongside other programs.</p>			

Supporting Documents (Section 1):

Job Description – Dean of Nursing & Healthcare Pathways

Job Description – Nursing Program Assistant Director

Nursing & Healthcare Pathways Organizational Chart

College of the Redwoods Organizational Chart

B. Program Summary Statement

Summarize the major program events, changes, and improvements that have occurred over the last five years. Discuss anticipated changes in the program, including changes in the curriculum. Attach this summary statement to the report.

Over the past five years, the nursing program has undergone significant developments and improvements that have substantially enhanced its capacity and effectiveness. Notably, we received approval to expand our admissions, increasing our enrollment from 44 traditional RN students annually to 60 and from 20 Career Mobility students to 40. Additionally, we successfully established a Concurrent Enrollment program in collaboration with Cal Poly Humboldt, allowing students to pursue both their Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) simultaneously. Our first cohort commenced in Fall 2024, with a second cohort set to begin in Fall 2025. To support this growth, we have strategically hired seven new full-time faculty members (Natalie McNitt, Patricia Harris, Paula Amis, Geraldine Fitzgerald, Peter Korin, Tiffany Martell, Julie Przepiora), ensuring that our program remains robust and capable of meeting the needs of an expanding student body while stabilizing our service area. College of the Redwoods also completed an MOU with Grand Canyon University to provide additional options for students to pursue a bachelor's degree while enrolled in our ADN program.

Over the past 5 years the following retirements have occurred within the Nursing & Healthcare Pathways Division. Director Roberta Farrar retired in December 2022. Jessica Howard, the Pediatric content expert and Assistant Director, moved to the Director's position on January 2, 2023, and was promoted to Dean of Nursing and Healthcare Pathways on July 1, 2024. The following faculty retired; Janis Polos in May 2024 and Caroline Haug, our Psych/Mental Health content expert, in May 2025. Deana Ward was hired for a temporary position and serves as our Psych/Mental Health content expert. Megan Uphoff, our OB content expert, moved from a full-time tenure track position to a temporary position and continues to serve as our OB content expert.

We hired two part-time (20 hours/week, 10 months a year) Instructional Support Specialists, one on each campus. These individuals support student learning by ensuring we have adequate supplies for each lab day and operating simulation equipment. In addition, we hired a second full-time Administrative Office Coordinator who will start on August 6, 2025. We currently have a half-time advisor on the Eureka campus and are leveraging grant money to support an advisor on the Del Norte campus as well.

Our largest classroom (AT103/104) has been updated with additional large screen monitors, Zoom rooms and additional AV equipment. This room is used for videoconferencing/telepresence classes with the Career Mobility Program students on the Del Norte campus.

The skills labs (AT126 and DN2) have both been upgraded with new simulation equipment, including high fidelity birthing and pediatric and infant manikins, as well as low fidelity adult manikins. We have also purchased one adult AI manikin. We are adding an additional small skills lab in the Creative Arts building to help support the expansion until construction is complete at the Arcata Healthcare Hub.

Looking ahead, we anticipate several key changes that will further elevate the quality of our program, including the pursuit of ACEN accreditation to ensure adherence to the highest educational standards. Additionally, a major curriculum revision is planned to integrate emerging trends in nursing education and healthcare, aligning our programs with contemporary practice. We are also preparing for a transition to the new Arcata Healthcare Hub, which will offer enhanced resources and facilities to support our students' learning experiences. In addition, a new Healthcare Education Center is being built on the Del Norte campus. We are currently in the design phase of this project with anticipated occupancy in Fall 2028. Collectively, these initiatives reflect our commitment to continuous improvement and excellence in nursing education.

SECTION 2: TOTAL PROGRAM EVALUATION [CCR section [1424\(b\)\(1\)](#)]

Benchmarks:

1. NCLEX Results: The program must achieve at least a 75% annual pass rate of first-time takers on NCLEX for the last two years.

Discuss pass rates for the past two years. Discuss last quarter's report. Move to ATI COMPLETE which includes Virtual ATI and NCLEX prep course.

2020-2021	2021-2022	2022-2023	2023-2024
94.34%	85%	91.25%	85.92%

2. There must be a persistent, substantive pattern of student satisfaction with the program based on periodic anonymous student surveys.

At College of the Redwoods, faculty are evaluated based on the Collective Bargaining Agreement with College of the Redwoods Faculty Organization. Students are sent anonymous course surveys and clinical facility surveys at the end of each semester. Survey links are posted on the course Canvas site. Additionally, students are also surveyed regarding overall satisfaction with the program at the end of their last semester and 10 months after graduation. Response rates for the surveys vary but are generally around 50%. The survey results are discussed during faculty meetings. Overall satisfaction with the course, clinical sites, and the program overall remain above 85%.

3. There must be a persistent substantive pattern of the performance of graduates meeting community needs based on identified program evaluation plan elements. (For example, employer surveys or other methods used)
4. There must be evidence of action taken on the problems identified in the program's total evaluation plan.
 - a. Provide explanation for attrition rate > 25%.

The nursing program's attrition rate is below 25% consistently.

Describe how the program is implementing the evaluation plan and utilizing the evaluation data for program improvement. Attach a copy of the Total Program Evaluation Plan used by the program and a summary of data, analysis, and action plan made. Sample table is made available.

A Total Program Evaluation Plan has been developed that includes 8 benchmarks (see below). Several student surveys are administered to determine satisfaction with each course and clinical agency at the end of each semester. The students are polled using Survey Monkey with the link being posted on the course Canvas website. Ten-month post-graduation, students are polled on their satisfaction with the nursing program. The data from student surveys are compiled and provided to the lead faculty for the course. The course faculty of record reviews the information and creates a summary report. The summary includes a thoughtful review of factors that support each survey question for determination to be made regarding satisfaction. The summary includes the percentage of satisfaction for each survey question. If the level of satisfaction is less than the program benchmark of 85%, a comment is written. The course instructor may provide an explanation for the low satisfaction rating or decide to keep the activity and share their rationale for doing so. Feedback from students is valued and good suggestions lead to change in the course.

The nursing program is actively implementing its evaluation plan by systematically collecting and analyzing data across multiple metrics to assess program effectiveness and identify areas for improvement. Key components of our evaluation strategy include student outcomes, faculty performance, curriculum relevance, and stakeholder feedback from both students and industry partners.

Data collection occurs at various points throughout the academic year, utilizing tools such as student assessments, course evaluations, exit surveys, and Mountain Measurement data from NCSBN. This data is aggregated and analyzed to identify trends, successes, and areas needing enhancement.

The evaluation data is then utilized to inform action planning. For example, if analysis reveals that students are struggling in specific courses, we implement targeted interventions such as faculty development workshops or curricular adjustments to address identified weaknesses. Additionally, feedback from industry stakeholders leads to curriculum revisions to ensure alignment with current healthcare practices and workforce needs.

In addition, the faculty must complete a college level assessment for each course taught during the term. Data from the end of the semester summary reports provide information used to document course effectiveness. Faculty also complete a Program Review assessment annually and a systematic evaluation of program outcomes.

Attached you will find a copy of the Total Program Evaluation Plan, which outlines our comprehensive approach to evaluation, as well as a recent summary of data, analyses conducted, and the subsequent action plan. This plan serves as a foundational document guiding our continuous improvement efforts and ensuring that our nursing program maintains high standards of excellence in education and practice.

The Total Program Evaluation Plan found in the **Section 2 folder** contains the following information:

- Course satisfaction
- Clinical site satisfaction
- Attrition
- Student Pre-Graduation Program Satisfaction

- NCLEX RN Pass Rates
- Employer Satisfaction
- Student Post-Graduate Program Satisfaction

SECTION 3: SUFFICIENCY OF RESOURCES [CCR section [1424\(d\)](#)]

Describe how program resources (faculty, support staff, library, physical space, equipment, skills/simulation, computer lab availability, student learning materials, etc.) have been updated and improved to achieve the program's objectives.

To support and achieve the objectives of our nursing program, we have made strategic enhancements to our program resources across various dimensions. Over the past four years, we have successfully hired seven new full-time tenure-track faculty members, significantly enriching our instructional capabilities and diversifying the expertise available to our students. This expansion of faculty not only alleviates workload demands but also enhances the quality of education through more personalized attention and mentorship for students. Three of the faculty hired were to replace faculty who retired or left the institution for other reasons.

Recognizing the need for expanded practical training opportunities, we have also added an additional small skills lab on campus, which is essential for accommodating the growth of our program and providing hands-on learning experiences. Looking to the future, the Arcata Healthcare Hub is well underway and is anticipated to open in Fall 2027, promising state-of-the-art facilities that will further enhance our educational offerings and real-world training environment. In addition, we are in the planning phase of a Healthcare Hub on the Del Norte campus which is anticipated to be open in Fall of 2028.

In addition to faculty resources, we have made significant investments in instructional support. We have hired a part-time instructional support specialist on both campuses, which has improved student support and helped facilitate the learning process. Furthermore, we are in the process of hiring a second full-time administrative assistant to ensure smooth operations and provide adequate support to faculty and students alike. The Nursing & Healthcare Pathways Division also helps to support academic advising by providing funding for a half-time advisor.

To optimize student learning materials, we have transitioned to the ATI Complete Partnership. This initiative allows us to update our educational resources and provides students with access to a more comprehensive suite of learning tools that better prepares them for both academic success and clinical practice.

We have enhanced our simulation capabilities by purchasing several new mid-fidelity simulation manikins along with a high-fidelity AI manikin. These upgrades not only provide students with realistic clinical scenarios but also allow for more effective training and assessment of skills in a safe, controlled environment.

Benchmark: There must be sufficient resources to achieve the program's objectives.

1. Describe major changes in the organizational structure of the institution that impact the nursing program.

In January 2023 Kayer Mayer, the Interim Vice President of Instruction (VPI), moved to an Interim Senior Vice President Strategic Initiatives position and was replaced by Dr. Lisa Gaetje. Dr. Gaetje severed as the VPI for 18 months then resigned her position. Dr. Crystal Morse, the Vice President of Student Services, was then appointed as the Vice President of Student Services and Instruction and has remained in the role since July 1, 2024.

In July 2024 the Program Director was appointed as the Dean of Nursing and Healthcare Pathways. This new role encompasses greater responsibility for overseeing not only the nursing program but also all healthcare programs within the college. This expanded oversight is expected to enhance collaboration and integration among healthcare programs, allowing for a more cohesive approach to curriculum development, resource allocation, and student support services. The Dean's leadership brings a comprehensive perspective to healthcare education, fostering interprofessional education initiatives, and improving the overall quality of training for all healthcare students.

2. Describe major changes in resources that impact the nursing program, i.e., financial, clinical sites, faculty, and other resources.

The nursing program has experienced substantial enhancements in its resource landscape, which positively impacts its operation and student outcomes. Notably, we continue to receive funding from the Chancellor's Office through the Nursing Enrollment Grant, ensuring that we can maintain and expand our enrollment capacity. Additionally, we have been awarded the Rebuilding Nursing Infrastructure Grant, which provides crucial financial support for program improvements and infrastructure development.

College of the Redwoods has successfully secured local funding opportunities as well, such as grants from the Humboldt Area Foundation, which specifically supports students on the Del Norte campus, and funding from the Del Norte County Healthcare District aimed at the purchase of essential equipment for the Del Norte site. These resources not only aid in enhancing the educational environment but also improve the clinical training opportunities available to our students. Collectively, these financial and resource changes position our nursing program to thrive, thereby enriching student experiences and preparing them for successful careers in healthcare.

SECTION 4: PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS:

Provide figures for the total number of faculty teaching in pre-licensure RN program in the school term at the time **this report** is written. Attach a list of teaching faculty, noting full-time and part-time status, faculty assignments, noting theory and clinical responsibilities, and BRN approved category.

Full-Time Faculty Teaching in ADN Program Fall 2025

Faculty Name	RN	License	Teaching	BRN	Current	EDP-P-	BRN
Alphabetically	License #	Exp Date	Areas	Qualification	Teaching	10	Program
By last name,			BRN	Approved	Assignments	Included	Content
first			Specialties	as	Semester or	in CAV	Expert -
			List all	List one	CAV	docs	Only need
			MS-G-O-	AI, I, CTA	Theory (T)	(needed)	one for
			C-PMH		Clinical (C)	All yes	each
							specialty.

							Must meet regulations Y/N
Martell, Tiffany (Dodson)	95023443	12/31/2025	MS, G	AI	T, C	Y	N
Harris, Patricia	524828	7/31/2026	MS, O, G	I	T, C	Y	Y (G)
Przepiora, Julie	829094	10/31/2025	P/MH	AI	T, C	Y	N
Urban, Sally	304883	12/31/2026	MS, G	I	T, C	Y	Y (MS)
Yialelis, Natalie (McNitt)	95135863	8/31/2027	MS, G	AI	T, C	Y	N

Part-Time Faculty Teaching in ADN Program Fall 2025

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 or CAV Theory (T) Clinical (C)	EDP-P- 10 Included in CAV docs (needed) All yes	BRN Program Content Expert Only need one for each specialty. Must meet regulations Y/N
Bachemin, Cynthia	818077	9/30/2025	MS, G	I	C	N	N
O'Shaughnessy (Brinkhaus), Korina	95035029	3/31/2026	MS, G	AI	C	Y	N
Coleman, Lisa	845630	8/31/2027	MS, G	AI	C	Y	N
Daniels, Mary	308153	4/30/2027	MS, C, G	CTA	C	Y	N
Evers, Amanda	95174167	7/31/2026	P/MH	AI	C	Y	N
Flagler, Kristina	95167496	10/31/2025	MS, G	AI	C	Y	N
Gibson, Tyler	95338777	10/31/2026	P/MH	AI	C	Y	N
Gonzaga, Suzanne	425465	10/31/2025	MS, O, G	AI	C	Y	N
Gordon, James	731647	7/31/2026	MS	CTA	C	Y	N
Hewson, Graham	806394	1/31/2027	MS, G	I	C	Y	N
Howard, Amber (Foust)	818758	6/30/2027	MS, G	CTA	C	Y	N
Lien, Breanna	95253006	3/31/2027	MS, C, G	AI	C	Y	N
Mariano-Smith, Francesca	95221352	9/30/2027	MS, G	CTA	C	Y	N
Polos, Janis	378176	6/30/2026	MS, G	I	C	Y	N
Rincon-Taylor,	95196644	8/31/2026	MS, G	AI	C	Y	N

Joanna							
Rojo, James	95198668	3/31/2027	MS, G	AI	C	Y	N
Rose, Sonya	332507	1/31/2027	MS, G	AI	C	Y	N
Sabia, Joy (Koscielak)	684962	4/30/2026	P/MH		C	Y	N
Stevens, Matthew	95167471	12/31/2025	MS, G	CTA	C	Y	N
Stubbs, Maryruth	742991	3/31/2026	MS, G	AI	C	Y	N
Sturdevant, Sharyl	571220	6/30/2026	MS, G	AI	C	Y	N
Sullivan, Ann	135980	9/30/2025	MS, G	AI	C	Y	N
Terkelsen, Hillary	95065883	9/30/2026	MS, G	AI	C	Y	N
Toogood- Reynolds, Caitlyn	95313103	7/31/2026	P/MH	CTA	C	Y	N
Weisend, Thomas	459118	3/31/2026	MS, G	AI	C	Y	N

Approved Part-Time & Full-time Faculty Not Teaching in ADN Program Fall 2025

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 or CAV Theory (T) Clinical (C)	EDP-P- 10 Included in CAV docs (needed) All yes	BRN Program Content Expert Only need one for each specialty. Must meet regulations Y/N
Amis, Paula	752071	11/30/2026	MS, C, G	AI	T, C	Y	N
Anderson, Sean	95067738	7/31/2027	MS, G	CTA	C	N	N
Fitzgerald, Geraldine	638984	1/31/2026	MS, O, G	AI	C	N	N
Gibbs, Janne	211680	7/31/2026	MS, O	CTA (MS), I (O)	C	Y	N
Harvey, Elizabeth	586936	8/31/2027	O	AI	C	Y	N
Haug, Caroline	589356	1/31/2027	P/MH	I	T, C	N	N
Howard, Jessica	620566	1/31/2027	MS, C	I	T, C	Y	Y (C)
Ives, Andrea	95147706	2/28/2027	MS, G	AI	C	N	N

Korin, Peter	512500	8/31/2026	MS, G	AI	T, C	Y	N
LaBelle, Kathleen	424586	5/31/2026	MS, G	AI	C	Y	N
Labinsky, Jaqueline (Vickerman)	95132923	8/31/2025	O	AI	C	N	N
McComas, Sallie	843380	10/31/2026	MS, G	AI	T, C	N	N
Payne, Heather	761973	12/31/2026	MS, G	I	T, C	Y	N
Raybin, Shoshanna	751883	7/31/2026	O	AI	C	Y	N
Reeves, Marian	358544	7/31/2026	MS, G	CTA	C	N	N
Stell, Juliann	95104302	7/31/2026	P/MH	AI	C	N	N
Stockdale, Kel	798371	1/31/2027	MS, G	AI	C	N	N
Tucker, Julie	722300	8/31/2025	MS, G	AI	C	N	N
Turner, Shamara	585620	1/31/2027	MS, G	AI	C	N	N
Uphoff, Megan	95319460	1/31/2027	MS, O, G	I	T, C	Y	Y (O)

Benchmark: There must be identified content experts for the five required content areas. Document how content expert role is implemented.

At College of the Redwoods, the content expert role for each of the required areas is assigned to faculty who hold specialized expertise in each content area. The content experts ensure that curriculum in each specialty area is both current and aligned with state regulations and the NCLEX test plan. The content experts review and develop course outlines, ensure clinical objectives match required competencies, and verify that instructional materials reflect best practices and emerging evidence in the field. The content experts collaborate with other faculty to integrate their specialty content into both didactic and clinical components and serve as the go-to authority for questions about scope, standards, and current clinical expectations in their assigned area.

The content expert's role also involves maintaining open communication with the program director, especially during curriculum reviews, program evaluations, and site visits. The content expert documents how their assigned courses meet BRN regulations, provides remediation plans for faculty qualifications in their specialty, and participates in program improvement efforts when student outcomes indicate a need for change. Through clinical site evaluation, the content experts ensure clinical placements align with their content area, ensuring students have direct, supervised experiences that meet regulatory and competency requirements. The content experts also mentor new faculty in their specialty, ensuring continuity and consistency in meeting the BRN's expectations.

A. Program and Faculty Data [CCR section [1424\(h\)](#)]:

Total number of Faculty	50	Total number of Full-Time Faculty	9	Total number of Part-Time Faculty	41
Number of Instructors	10	Number of Asst. Instructors	31	Number of Clinical Teaching Asst.	9
Content Experts:	Medical-Surgical	Obstetrics	Pediatrics	Mental Health/ Psych	Geriatrics
	Sally Urban	Megan Uphoff	Jessica Howard	Deana Ward	Patricia Harris
Use of non-faculty [CCR 1424(i)]	List courses in which non-faculty are used, i.e., preceptors. Preceptors are used in Nurs 4.				

B. Planning, Implementation, and Evaluation of Curriculum and the Program. [CCR sections [1424\(g\)](#); [1425.1\(a\)](#)]

Benchmark: All faculty members must participate in curriculum development and implementation. Describe how faculty (**full-time/part-time**) in the program are involved in policy making, curriculum development and implementation, and evaluation of all aspects of the program.

The faculty are aware that they are responsible for guidance in developing, organizing, implementing, and evaluating all aspects of the program. The faculty have maintained a high level of classroom and clinical instruction. The nursing faculty meet regularly throughout the semester to discuss aspects of the nursing program that need attention. Nursing program policies and procedures are updated by the faculty each year during the handbook revision.

At the end of each semester all faculty are required by contract to participate in college-level assessment. This activity reveals how well students have met the learning outcomes established by each course offered at College of the Redwoods. As mentioned, faculty use information gathered from student surveys on course and clinical satisfaction and compile it into an in-depth analysis.

Nursing meetings are attended by the full-time faculty and twice a semester by the student representatives from each course. Part-time faculty are encouraged to attend these meetings; however, most are challenged by work schedules and often cannot. Full-time faculty communicate important information to the associate faculty as needed. Agendas are provided and meeting schedules are set at the beginning of each semester. Meeting minutes are sent to the faculty and kept in the Administrative Office.

A summary of faculty collaboration in planning, organizing, implementing and evaluating the program:

- Agreement on textbook(s), and online testing format to be used in the program
- Agreement on medication administration policy and semester where skills are taught
- Maintenance of student handbook
- Collaboration with clinical agencies to implement changes and align with agency policy updates, new technology, patient safety, and quality initiatives
- Collaborate resolution of student issues related to retention, discipline, and problem behaviors
- Incorporate formal and informal student feedback into course curriculum

Supporting Documents (Section 4 folder):

Nursing Curriculum & Clinical Facilities EDP-P-11

Report on Faculty EDP-P-10 (All faculty teaching Fall 2025)

SECTION 5: CURRICULUM

Benchmark: There must be continuous curricular review, evaluation, and revision as needed. Describe any major changes in the curriculum that impact the program.

There have not been any major changes in the curriculum in the past five years. There was a minor change with the expansion of enrollment and development of a concurrent enrollment program with Cal Poly Humboldt.

A. Program Organization/Philosophy [CCR section [1424\(a\)](#)]

Briefly describe how the program philosophy, conceptual framework/unifying theme, and objectives have been implemented throughout the program. Attach a copy of the program philosophy, unifying theme/conceptual framework, and terminal program objectives/outcomes.

Organizing Framework

College of the Redwoods Associate Degree Nursing Program has adopted an organizing framework based on QSEN (2007) supplemented by Massachusetts Nurse of the Future (2010) and NLN Education Competencies Model (2010). This curriculum supports the IOM Future of Nursing recommendations to educate nurses in new ways that better prepare them to meet the needs of the population.

There are 9 program outcomes as follows:

- Patient centered care
- Teamwork and collaboration
- Evidence based practice
- Quality improvement
- Safety
- Informatics
- Professionalism
- Leadership
- Clinical reasoning and decision making

The nursing programs adopted the conceptual approach as described by Giddens, Caputi and others. The conceptual approach requires several critical elements: 1) collaboration so that every element of the curriculum is planned and coordinated across the four semesters of the program. Concepts are introduced and reinforced to develop a deep understanding of principles and complexity, 2) engaged and active involvement – students are empowered and responsible for their own learning. This means a complete transformation from traditional methods of teaching/learning to thoughtfully planned activities that deepen understanding and develop clinical judgment, and 3) application of concepts to clinical practice - This must occur both in the classroom and in clinical settings.

The RN program identified 43 curricular concepts. The concepts were chosen using Giddens Concepts for Nursing Practice (2017). For each concept, exemplars were chosen based on the most serious and commonly occurring health problems in the US and/or our community. Exemplars are the means by which concepts are studied and brought to life. The goal of the concept-based curriculum is to have a deep understanding of concepts applied across many disease states. Students develop conceptual understandings and connections that provide the tools to adjust in knowledge as new information arises. As a result, students learn how to learn and develop clinical judgment and reasoning skills. The organizing framework of the Nursing Program is integrated into the vision and mission of the program.

Nursing Program Mission

College of the Redwoods Nursing Program strives to promote excellence in nursing education to build a strong nursing workforce that addresses the diverse healthcare needs of our community and region in collaboration with members of the interprofessional healthcare team. Our nursing program partners with students in the teaching/learning arena so they can achieve their career goals. We partner with the community and healthcare agencies of our region to promote the preparation of a nursing workforce that contributes to healthcare quality and safety using evidence and technology.

Nursing Program Vision

College of the Redwoods Nursing Program will prepare graduates who are caring, professional, lifelong learners that provide high quality, safe patient-centered care and leadership in the communities they serve.

Nursing Program Philosophy

The faculty believe that individuals are holistic, multi-system beings encompassing mind-body-spirit. A person is viewed as whole and complete, regardless of illness or disease. Each person(s) model of his or her own world is unique and influenced by a multiplicity of factors, including but not limited to culture, spiritual connection, past experiences, genetics, environment and growth and development. In the health care system, a patient can be defined as an individual, a family, a community, or a population. We believe that the healthcare environment encompasses any setting where people access and receive Care.

The faculty believe health is a dynamic condition based upon a person(s) ability to adapt and is not simply the absence of disease or infirmity. Each person(s) perception of health along the

health-illness continuum is unique and personally described.

The faculty believe nursing is a dynamic, interactive relationship between the nurse and the patient. Nursing is both an art and a science, which integrates nursing knowledge with knowledge from other disciplines. We believe nursing empowers the individual to identify, develop, and mobilize their own strengths and resources to reach optimal health outcomes.

The faculty believe the responsibility for learning is shared by both the student and teacher. Students, like patients, vary in experiences, values, ethnic backgrounds, cultural beliefs, needs, goals, learning styles and have different potentials for growth and levels of motivation. We are committed to sensitive, flexible, caring, and creative concept-based education while maintaining high standards of competence and accountability. The teacher's role is to guide student discovery, positively facilitate student capabilities, and motivate growth and clinical reasoning and judgment abilities. This faculty-student partnership promotes the development of professional nurse leaders who communicate effectively and use credible evidence and informatics leading to safe patient-centered care and client education enhanced by collaborative quality improvement processes. These professional nurse leaders, having an awareness of system-based practice, provide care in conjunction with the interprofessional team. We believe the role of faculty is to instill the value of learning as an ongoing, lifelong process, which provides the student with not only professional competency but also personal transformation.

ASSOCIATE DEGREE IN NURSING PROGRAM OUTCOMES

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 a patient's preferences, values and needs.

2. Teamwork and Collaboration

The student will participate as a member of the interprofessional healthcare team in the provision of safe, quality patient-centered care.

3. Evidence Based Practice

The student will identify best current evidence from scientific and other credible sources as a basis for developing individualized patient-centered plan of care.

4. Quality Improvement

The student will participate in data collection processes that support established quality improvement initiatives.

5. Safety

The student will implement strategies that minimize risk and provide a safe environment for patients, self, and others.

6. Informatics

The student will use evidence-based information and patient care technology in the provision of safe, quality patient-centered care.

7. Professionalism

The student will practice nursing in a professional, ethical, and legal manner while providing patient-centered standard-based nursing care.

8. Leadership

The student will describe how leadership, management, and priority-setting skills are used to support safe, quality patient-centered care.

9. System Based Practice

The student will identify the relationship between microsystems and macrosystems in healthcare.

B. Curriculum Planning [CCR section [1424\(g\)](#)]

Summarize activities of the Curriculum Committee over the last five years. Describe specific changes/ improvements in the curriculum the program has made. Describe the role the Content Experts have in the overall curriculum planning.

The Program Director and the Content Experts play a significant role in the planning and implementation of the curriculum. All full-time faculty are required to attend faculty meetings where curriculum is frequently discussed. Faculty also actively participate in both planning and implementation of curriculum. The only change in the curriculum in the past five years is the expansion in the enrollment number and the approval of the concurrent enrollment program with Cal Poly Humboldt. Faculty are planning a major curriculum change in the next year.

C. Concurrent Theory and Clinical Practice [CCR section [1426\(d\)](#)]

Discuss how theory and clinical courses are organized and conducted to ensure concurrency and similar clinical learning experiences.

At College of the Redwoods, nursing theory courses and clinical experiences are deliberately designed to meet the California Board of Registered Nursing (BRN) requirement for concurrency, ensuring that students receive clinical instruction in direct alignment with the theory content being taught during the same instructional period. This approach allows students to apply new knowledge and skills in real-time, creating an immediate bridge between the classroom and the clinical environment. All clinical hours are dedicated to the same content areas being covered in theory courses each semester, in accordance with the BRN's regulations for integrated and concurrent instruction.

In the first semester, students are introduced to the Fundamentals of Nursing, with theory courses covering foundational principles such as basic patient care, infection control, vital signs, safety, and the nursing process. Concurrently, students complete clinical rotations in settings where they can practice these skills under faculty supervision, directly meeting the BRN's requirement that clinical experiences reflect the same subject matter as the theory instruction.

In the second semester, students transition into coursework focused on obstetrics, pediatrics, and geriatrics. Clinical assignments during this term place students in labor and delivery units, pediatric care settings, and long-term care facilities, providing immediate application of concepts such as maternal-newborn health, pediatric development, and geriatric wellness.

The third semester focuses on psychiatric/mental health nursing and intermediate medical-surgical nursing. Theory instruction includes mental health assessment, therapeutic communication, psychopharmacology, and management of common psychiatric conditions, as well as more complex medical-surgical care topics. Clinical experiences during this term occur in acute psychiatric units, community mental health programs, and acute care hospital units, ensuring that the BRN's concurrency requirement is met by linking theory content directly to supervised clinical practice.

In the fourth and final semester, students engage in advanced medical-surgical nursing, community health, and additional geriatric care. Clinical experiences emphasize complex patient care, leadership in the clinical setting, and population health, preparing students for professional practice and NCLEX readiness.

By organizing the curriculum in this way, College of the Redwoods meets the BRN's concurrency requirement by ensuring that every clinical assignment directly reinforces the theoretical instruction of that semester. This structure promotes equitable and consistent clinical learning experiences for all students, supports competency-based education, and strengthens the integration of knowledge and skills across the program.

D. LVN Advanced Placement and 30 Unit Options [CCR sections [1429\(a\)](#); [1429\(b\)](#); [1429\(c\)](#); [1430](#)]

Describe advanced placement options available to LVNs, including the 30-unit option.

The LVN to RN - 30 Unit Option Certificate of Achievement prepares students who are currently licensed as Licensed Vocational Nurses (LVNs) for careers as Registered Nurses (RNs). Upon completion, students are eligible to take the National Council Licensing Exam of Registered Nursing (NCLEX-RN). Students meet with the Dean of Nursing & Healthcare Pathways to discuss pros and cons of the 30-unit option. Students are encouraged to meet with a counselor or advisor to create a learning plan. For the 30-unit option, students complete the following coursework. Since the last BRN visit, College of the Redwoods has had (2) students choose the 30-unit option.

Bio 2-Microbiology	4 units
Bio 7-Human Physiology	4 units
Nurs 20	3 units
Nurs 3	9 units
Nurs 4	10 Units

The other advanced placement option for LVNs is the Paramedic/LVN-to-RN Career Mobility program. The LVN/Paramedic to RN - Career Mobility A.S. Degree prepares students who are currently licensed as Licensed Vocational Nurses (LVNs) or Paramedics for careers as Registered Nurses (RNs). Upon completion, students are eligible to take the National Council Licensing Exam of Registered Nursing (NCLEX-RN). Students complete all pre-requisite work including Bio 2 and Bio 7, all general education requirements for an associate degree and Nurs 20, Nurs 3, and Nurs 4.

E. Policies and Procedures:

1. Policy on Faculty: Student Ratio [CCR sections [1424\(k\)](#)]

Clinical groups consist of no more than 12 students. The maximum faculty-to-student ratio is 1:12. For Med/Surg rotations the clinical instructor is present the entire time. A teaching assistant is present for four hours of the shift when appropriate. The teaching assistant makes it possible for each student to have more one-on-one time with nursing faculty, however when the teaching assistant is not present, the clinical faculty are able to manage the 12 students on their own. Non-faculty work with students with the instructor's permission and guidance.

In obstetrics and pediatrics, there is a reduced faculty-to-student ratio of 1:7. Due to the size of the Child Birth Center no more than seven students are assigned to the unit at a time. This is to ensure an effective learning environment.

The population of pediatric patients in the hospital is low, therefore students participate in pediatric clinical rotations in community placements (Child Birth Center, Pediatric Clinics, Fast Track in the Emergency Department).

For Psych/Mental Health rotations students are divided into three sections. One group is stationed at the acute psychiatric unit, the second is stationed at the long-term care unit, and one to two students attend drug addiction group sessions and are stationed at an in-patient drug rehabilitation center or at the county jail. Students on our Del Norte campus are stationed at Pelican Bay State Prison.

2. Policy on semester/quarter unit calculation of hours for course of instruction. [CCR section [1426\(g\)](#)]

College of the Redwoods is consistent with the federal regulations applicable to federal financial aid eligibility. One unit of theory equals 18 hours of instruction, and one unit of clinical/lab equals 54 hours of instruction.

Nurs 1 has 5.5 units of theory and 4 units of clinical. Nurs 2 has 5 units of theory and 4.5 units of clinical instruction. Nurs 20 has 1 unit of theory and 2 units of clinical instruction. Nurs 3 has 4.5 units of theory and 4.5 units of clinical instruction. Nurs 4 has 5 units of theory and 5 units of clinical instruction.

College of the Redwoods has 16-week semesters. The total amount of clinical hours is divided equally over 15 weeks and theory hours are divided equally over 16 weeks, with the last week dedicated to the final exam and other program testing.

3. Policy on transfer units and challenge examination. [CCR sections [1423.1](#); [1423.2](#); [1429\(a\)](#); [1430](#) and BPC sections [2786.6\(a\)](#); [2786.6\(b\)](#)]

COURSE CHALLENGE/CREDIT BY EXAMINATION

All nursing courses may be challenged by examination. To challenge a course, the student must have applied during the current application process, be eligible for acceptance, and have an accepted

criminal background check on file. The student interested in challenging a course must complete the following:

1. Meet with the Director of Nursing plus course faculty to discuss advanced placement options, challenge eligibility, and challenge procedures before the course begins.

Eligibility is met through:

- Three letters of reference applicable to the course being challenged: one must be from a supervisor/manager in an area applicable to the course being challenged.
- 1,000 hours of work in providing direct patient care; evaluated on a case-by-case basis by the nursing faculty.

Note: The student cannot be enrolled in the course to be challenged. The student should allow sufficient time to complete the challenge process. If the student does not successfully complete the challenge process, the student enrolls in said course to progress through the program.

Eligible candidates will be provided with the course Syllabus at least two weeks prior to the start of the Challenge. A nursing instructor will be assigned to administer the challenge exam. The student pays the registration fees for the course prior to administration of the challenge exam, and any other associated fees. Students who are successful in challenging a course are admitted to the next course on a seat availability basis.

Enrollment in the next course in the program sequence requires meeting all course prerequisites of the courses preceding the successfully challenged course. Example: entering NURS 3/VNC-103 following successful challenge of NURS 2/VNC 102 requires the student pass NURS 1/VNC 101, and all other prerequisites as noted in the current College Catalog.

Students who receive a failing grade in a nursing course at College of the Redwoods or any other nursing program/school may not challenge the failed course to re-enter or enter the RN/LVN Nursing Program. Readmission/transfer policies must be followed.

Failing a challenge exam constitutes a course failure and constitutes one program attempt. The student will only be allowed to return one additional time for a program attempt on a space available basis. Students are reminded that whatever grade is earned on the challenge exam (including a failing grade) is entered on the permanent college transcript.

TRANSFER CREDIT FROM ANOTHER NURSING PROGRAM

Transfer credit is available for successfully completed equivalent course work taken at other regionally accredited institutions. Student advisors/counselors, faculty, and the Dean of Nursing and Healthcare Pathways work together to determine transferable credits.

Students who have attended or wish to transfer from another approved nursing program will be considered as space is available if no more than one failure or withdrawal in a nursing course occurred at the previous nursing school. Space for transfer students is very limited. Students wishing to transfer must meet program requirements and submit: an application, official transcripts, and course syllabi of courses completed at the other nursing school. In addition,

students must submit a letter of recommendation from the director of any previous nursing program utilizing the official Health Occupations “Letter of Reference” which includes an authorization to release information. Students who have failed or been dismissed from other programs due to unsafe, unethical, or unprofessional behaviors may petition for individual case review.

Transfer students must meet College residency and graduation requirements to receive an associate degree or Certificate. Students who transfer into a nursing program with nursing courses taken from other colleges or universities must ensure that course substitution forms have been approved by the Director of Nursing and Health Occupations and are on file with Enrollment Services prior to graduation. If the required forms are not on file with Enrollment Services, graduation cannot occur.

Credits for transfer cannot be older than two years. If it has been more than two years since the course(s) being transferred was passed, the course can be challenged through credit by examination.

All credits from a foreign college or university must be evaluated by a foreign transcript evaluation service (AERC or IERF). The evaluation received from these agencies must show the letter grade received for each course and distinguish between lower and upper division.

A student will be advanced placed into a nursing course only if they have satisfactorily completed the prerequisites for that course with a grade of “C” or better. (See the college catalog for prerequisites for individual nursing courses.)

4. Policy on granting credit to military veterans. [CCR sections [1423.1](#); [1423.2](#); [1424\(d\)\(3\)\(4\)](#); [1426\(d\)\(1\)](#); [1430](#)]

Military Personnel Admission:

Challenge/Advanced Placement into the Nursing Program for Military Personnel Policy

In compliance with Senate Bill 466, Military Personnel and Veterans may be eligible for advanced placement into the College of the Redwoods Associate Degree Nursing Program. Three pathways have been established to assist with obtaining nursing credit for previous education and experience for the Basic Medical Technician Corpsman, Army Medical Specialist, Basic Medical Technician Corpsman with an active California LVN license, the Independent Duty Corpsman, or Army Healthcare Specialist.

Military Personnel and Veterans must meet the following criteria to receive credit for nursing courses:

1. Military records and transcripts must be reviewed by a counselor.
2. The applicant must have a DD214 showing completion of military coursework and service/discharge under honorable conditions or current active honorable service required (letter from supervisor).
3. Applicants must meet all general entrance requirements of the Associate Degree Nursing Program, including completion of designated prerequisites.
4. Students must pass the applicable written challenge exams with 75% or higher and obtain a satisfactory level of achievement on skills competency.

5. Military Challenge students will not be admitted if they have previously failed a nursing course at another nursing school.
6. Acceptance of Military Challenge students into the Associate Degree Nursing Program is contingent upon seat availability.

Procedure

1. Interested candidates must request an appointment with the Director of Nursing at least eight weeks prior to the application period to discuss eligibility requirements for the Associate Degree Nursing Program.
2. Applicants who may be eligible for advanced placement include those individuals who have satisfactorily completed military education and work experience within the last five years.
3. Applicants applying for credit by exam or transfer credit must submit the following materials verifying education and experience.
 - a. Official transcripts from all colleges attended, course descriptions and/or course syllabi from appropriate education program(s) demonstrating satisfactory completion of coursework and clinical experience.
 - b. Documentation of work experience.
4. Evaluation of the experience(s) or courses will be performed by the nursing director, content expert(s), and lead instructor at the very least.
5. After a review of the applicant's documentation and experience, and upon determination that the applicant has met the educational and experience requirements, as well as the additional nursing program requirements, the student will be required to take and pass challenge examinations.
6. Written and skills competency examinations for placement or challenge must be completed eight weeks prior to admission to the program.
7. Based on results of the challenge exams, pathway placement will be deferred to the discretion of the Director of the Nursing Program and Admissions committee.

Note:

The student cannot be enrolled in the course to be challenged. The student should allow sufficient time to complete the challenge process. If the student does not successfully complete the challenge process, the student must apply to enroll in said course to progress through the program.

Eligible candidates will be provided with the course Syllabus/Syllabi. A nursing instructor will be assigned to administer the challenge exam. The student pays the registration fees for the course prior to the administration of the challenge exam. Students who are successful in challenging a course are admitted to the next course on a seat availability basis.

Enrollment in the next course in the program sequence requires meeting all course prerequisites of the courses preceding the successfully challenged course. Example: entering NURS 3 following successful challenge of NURS 2 requires the student pass NURS 1 and all other prerequisites as noted in the current College Catalog.

Students who receive a failing grade in a nursing course at College of the Redwoods or any other nursing program/school may not challenge the course to re-enter or enter the RN Nursing Program. Readmission/transfer policies must be followed.

Failing a challenge exam constitutes a course failure and constitutes one program attempt. The student will only be allowed to return one additional time for a program attempt on a seat available basis.

Students are reminded that whatever grade is earned on the challenge exam (including a failing grade) is entered on the permanent college transcript.

The challenge examination for each nursing course will consist of:

The student takes an NLCEX-format written exam for course content and must obtain at least 75% to pass. Note: Nursing courses are blended, meaning they consist of several areas of nursing such as pediatrics + obstetrics or medical/surgical + psychiatric nursing.

The student must take and pass the med math exam associated with the course being challenged.

Students will be required to show their work.

Simple calculators may be used. Cell phones or advanced calculators may not be used.

The questions will reflect medication calculations that students in the course being challenged are required to perform.

Answers must contain the appropriate unit of measure (ml/hr., units/hr., etc.).

The student must demonstrate competency in patient care and/or the skills required in the syllabus for the challenged course. A nursing faculty member who teaches the challenged course will evaluate these. A patient care (clinical) evaluation would be administered in the skills laboratory and may include simulation.

Three pathways have been established to assist with obtaining nursing credit for previous education and experience.

Pathway I - Including but not limited to Basic Medical Technician (Navy Hospital Corpsman) or United States Air Force Basic Medical Service Technician or Army Medical Specialist. Applicants eligible for Pathway 1 must successfully pass the challenge exams for the first semester courses, which include:

NURS 1

- Course Final
- Med Math Exam
- Skills competency (all skills normally tested in NURS 1)
- Simulation + clinical documentation + written demonstration of use of the nursing process (plan of care/concept map)

Candidates must also meet the same eligibility requirements for admission into the ADN program as other applicants, including completion of prerequisites.

Pathway II- Basic Medical Technician Corpsman (Navy Hospital Medic or Air Force Basic Medical Technician Corpsman) with an active California LVN license (Licensed Vocational Nurse) either through challenge (BVNPT Method 4) or successful completion of an LVN program.

- May apply to the Paramedic/LVN-RN Career Mobility Track.
- Admission to the program is on a seat available basis as for any Paramedic/LVN to RN student.

- The transition course (NURS 20) requires demonstration of theory and clinical competency.
- All ADN prerequisites must be completed prior to admission, as per admission policies.

Pathway III- Independent Duty Corpsman/Advanced Army Medic/Advanced Airforce Medic

- a) Credit given for first year of the Associate Degree Registered Nursing program.
- b) Completion of Smart Transcript review to determine course credits or challenge opportunities based on College/Department policies.
 - Completion of ADN prerequisite coursework per College/Department policy is required.
 - Transcripts will be evaluated for Anatomy, Physiology, Microbiology, Communication, English, and natural and social science coursework (these courses must be completed in order to take the NCLEX).
- c) If transcript review determines all prerequisites have been met, the individual will be placed on the waitlist for Paramedic/LVN – RN Career Mobility Track.
 - Admission to the program is on a seat available basis as any Paramedic/LVN to RN student.
- d) The transition course (NURS 20) requires demonstration of theory and clinical competency.

F. Attachments needed (Section 5 folder):

1. Course syllabi [CCR section [1426\(e\)](#)]
2. Clinical Evaluation Tool used for each course [CCR section [1426\(f\)](#)]
3. Preceptor handbook, if used. [CCR section [1426.1](#)]
4. EDP-P-05
5. EDP-P-06

SECTION 6: CLINICAL FACILITIES [CCR sections [1427\(a\)](#); [1427\(b\)](#); [1427\(c\)](#)]

- Discuss the type of clinical facilities used for student learning and discuss any problems related to clinical placement, lack of faculty, adequacy of clinical experiences, etc.
- Attach a list of clinical facilities used and provide the contract expiration dates.
- Attach a generic contract (sample contract) used by the program for clinical affiliation.

The selection of a clinical facility for placement of students is based upon the student learning outcomes for each semester, as well as patient acuity, clinical feedback and requirements. Full-time faculty develop specific clinical objectives and student rotation schedules to provide concurrent theory and clinical learning experience. These specific clinical objectives are given to each clinical site during pre-clinical meetings.

At the end of each semester students are surveyed anonymously regarding their satisfaction with each clinical site they rotated through. If necessary, feedback suggestions for improvement of clinical placements are incorporated into changes to the clinical schedule for the subsequent year.

Prior to placement of a student into a new clinical facility, a contract between the college and the clinical agency is initiated. When returning to a previously approved clinical site, the contract's expiration date is reviewed for currency. Each clinical agency used for a clinical experience has been approved by the BRN prior to student placement. BRN facility approval forms are kept in the Health Occupations files.

Supporting documents (Section 6 folder):

- Clinical Affiliation Agreements Spreadsheet
- All Current Clinical Affiliation Agreements

SECTION 7: STUDENT PARTICIPATION [CCR section [1428](#)]

- Give examples of student participation in each aspect of the program.
- List the number and resolution of formal student grievances filed in the last five years.

Two student representatives from each class (first year, second year, and Paramedic/LVN-to-RN) are nominated and elected each semester by their peers. Over the last few years, it has been the trend for the same representatives of the cohort to maintain the position throughout the program.

The pattern has been to invite student representatives to nursing meetings twice a semester at the beginning and at the end of the term. During these meetings, time is set aside for students to report out the concerns, accomplishments, suggestions, etc. from their constituents. Information specific to students is discussed and the representatives take information back to the class.

The last student driven change involved raising the amount of points a student receives for a level one proficiency on the ATI proctored exams. Originally students received seven points out of ten when scoring a “level one” on any ATI proctored competency exam. This equates to 70%. Students asked that the score be increased to 7.5 for level one competency as ATI states level one is minimally competent, meaning level one is the absolute minimum expectation for performance in the content area. Faculty reviewed ATI language and determined level one should receive a passing score of 75% so they changed scoring to 7.5.

Students also participate in evaluation of the course they are enrolled in. End of semester surveys are provided to students during the last two weeks of the term. Each aspect of the course from testing through clinical assignments is evaluated by the students. Their responses are anonymous. Students are also included in the evaluation process for all full-time, part-time, and tenured-track faculty.

There has been a total of four complaints in the past five years. Please see section 7 supporting documents folder for the list of complaints and resolutions.

Supporting Document (Section 7 folder):

- Student Grievance Grid

SECTION 8: CONCLUSION

Summarize major program strengths and plans to address areas needing improvement.

Program Strengths:

- College of the Redwoods offers an Associate Degree Nursing Program in a rural area in an effort to meet the needs of the existing nursing shortage.
- College of the Redwoods provides an educational path for licensed vocational nurses and paramedics to achieve advanced placement by obtaining an RN associate degree in nursing.
- The first-time pass rate for the NCLEX averages about 90%, which has been maintained over the past five years.
- The nursing program has been approved for enrollment expansion and started implementing the expansion in Fall 2024. Full expansion should be realized by Spring 2026.

- The diversity and expertise of the faculty in the nursing program offers a valuable and wide variety of learning opportunities.
- Three faculty members have completed a simulation certificate program and 13 are currently working on a micro-credential for clinical teaching.
- Skills lab, high fidelity simulation lab equipment availability, campus resources, student services and library services are extremely beneficial for student success.
- Supportive and cooperative community organizations (donations of skills lab supplies, clinical placements, etc.) contribute to the success of the nursing program.
- Tremendous college support of the nursing program from College of the Redwoods Board and Administration.
- One part-time Instructional Support Specialist was hired for each campus to support the skills labs and simulation activities.
- The Assistant Director was granted 50% release time.

Areas of Improvement

- Data collection and storage
- Associate faculty involvement

Plans to Address Areas of Improvement

1. Data Collection and Storage

Objective: To enhance the reliability and accessibility of data while ensuring all faculty have tools and processes in place for effective evaluation.

- a. Share Drive: We have created a Share Drive and will ensure that all current faculty have the necessary access, and all data is uploaded in the Share Drive each semester.
- b. Data Backup Protocol: We will work with IT to implement a backup protocol to ensure that all data is regularly archived and can be easily restored if necessary.
- c. Total Program Evaluation Document: We will schedule specific faculty meetings that are dedicated to updating the Total Program Evaluation Document to ensure all relevant data is consistently included.
- d. Survey Enhancements: We will expand surveys to incorporate metrics on program effectiveness, faculty input, and student outcomes.
- e. Training Sessions: We will provide training to all faculty on data entry, usage, and best practices to maximize the use of the shared drive and update surveys accurately.

2. Associate Faculty Involvement

Objective: To foster an inclusive environment where associate faculty feel engaged, valued, and integral to the program's success.

- a. Orientation Program: Review and improve orientation materials to include clear expectations, resources, and an overview of faculty roles within the program.
- b. Integration into Faculty Meetings: Invite associate faculty to all faculty meetings and encourage them to share their insights, experiences, and feedback.
- c. Encouragement of Collaboration: Create working groups that involve both full-time and associate faculty for assessment and curriculum activities.
- d. Mentorship Program: Pair new associate faculty and full-time faculty mentors to help integrate them into the community and provide guidance on best practices.
- e. Feedback Mechanism: Develop an anonymous feedback system for associate faculty to express concerns, suggestions, and ideas for improvement.

- f. Highlight Achievements: Create a regular newsletter or update to celebrate contributions and achievements of full-time and associate faculty.

By implementing this structured plan, we aim to enhance data collection and storage processes while actively engaging associate faculty in our program's continuous improvement. The collaboration and integration of all faculty members will help create a supportive and productive environment leading to better outcomes for the program and its students. Regular assessments of these initiatives will ensure we continually adapt and improve our approach.

Required Documents and Attachments to the Continuing Approval Self-Study Report

Please submit the following documents and attachments with your Continuing Approval Report.

- **Current College/University Catalog (2 copies)**
- **Current Student Handbook (2 copies)**
- **Course Syllabi**
- **Class Schedule**

Section 1A: Program Director and Assistant Director

- Position Descriptions for Program Director and Assistant Director
- Attach nursing program and college/university organizational chart(s)

Section 1B: Summary of major program events

Section 2: Total Program Evaluation Plan

Summary statements on the implementation of the evaluation plan. Include specific data and action plan taken or considered.

Section 3: Sufficiency of Resources – No required attachment.

Section 4: Program Administration and Faculty Qualification

- Attach a list of teaching faculty, noting full-time and part-time status, and BRN approved category.
- Attach a list of faculty assignments, noting theory and clinical responsibilities (Nursing Curriculum and Clinical Facilities, EDP-P-11).
- Attach Report on Faculty, EDP- P-10.

Section 5: Curriculum

- Attach the program philosophy, unifying theme/conceptual framework, and terminal program objectives/outcomes.
- Attach Signed/Approved BRN forms:
 - Total Curriculum Plan (EDP-P-05a)
 - Required Curriculum: Content Required for Licensure (EDP-P-06)
 - Education Requirements for PHN Certificate, form EDP-P-17 (BSN and ELM Programs only)
- Clinical Evaluation Tools
- Any matrices developed for content, outcomes, skills competency, etc.
- Course syllabi
- Preceptor Handbook

Section 6: Clinical Facilities

- Attach a list of clinical facilities used along with contract expiration dates.
- Attach a generic contract used for clinical affiliation.

Section 7: Student Participation – No required attachment.

Section 8: Conclusion – No required attachment.