Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Associate Degree Nursing

Program Code: 1200 - NURSING: ADN

Review Type: Instructional

Does this review contain any career technical education (occupational) programs?
Yes

External Regulations:
Yes

Chaffey College Mission Statement
Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
The Associate Degree Nursing (ADN) Program's mission is in keeping with the college's mission. It provides competent nurses for this community, offering an Associate in Science Degree with a major in nursing. The program provides students from diverse backgrounds the opportunity to complete the course of study in nursing and become eligible to take the National Council for Licensure Examination (NCLEX). Upon successful completion, the student becomes licensed as a Registered Nurse in the state of California. The majority of our students are employed at area hospitals. The pass rate of the NCLEX has consistently been 96%-100%. This is far above the state average of 86%. Annual surveys of local healthcare agencies that employ this program's graduates continue to state that our graduates perform well above competency level. Coursework in the ADN Program is transferrable to UC, CSU, and private universities that offer Bachelor's of Science in Nursing degrees.

Review Team Response
Clearly support's Chaffey College's mission.
### Program Data

#### Enrollment

**Enrollment by Day, Evening, Online, Arranged (NURADN)**

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>-2.22%</td>
<td>-14.62%</td>
</tr>
<tr>
<td>Day</td>
<td>-16.99%</td>
<td>-13.5%</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Enrollment Table

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1350</td>
<td>1320</td>
<td>1127</td>
</tr>
<tr>
<td>Day</td>
<td>1071</td>
<td>889</td>
<td>769</td>
</tr>
<tr>
<td>Evening</td>
<td>279</td>
<td>431</td>
<td>358</td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranged</td>
<td>279</td>
<td>431</td>
<td>358</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.
The decline in enrollment is a reflection of students not taking the critical thinking courses that have been incorporated into the core nursing classes. This was a recommendation by our accrediting agency, the NLNAC to reduce the required units for the program.

Retention
Retention Rate by Day, Evening, Online, Arranged (NURADN)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>2.5%</td>
<td>-1.2%</td>
</tr>
<tr>
<td>Day</td>
<td>2.04%</td>
<td>-0.04%</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>2.04%</td>
<td>-0.04%</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

There are no significant changes or trends identified in the ethnicity/gender retention data.

Success
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

The lower statistical success data are Asian ethnicity and male gender. ADN faculty have long been aware of this trend. ESL students and males have been referred to ESL labs and males have been provided male RN role models. Male student retention and ESL retention are both being examined by faculty.

**Review Team Response**
Data and trends are interpreted properly. Implications for the program are included.

**DEGREE/CERTIFICATE DATA**

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>08/09</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>09/10</td>
<td>43</td>
<td></td>
</tr>
</tbody>
</table>
Given the data, is the number of majors and certificates what you would expect? Please comment.
Has the number of majors and certificates increased or decreased over time? Why?
The fall in degrees noted in 08/09 had come to the attention of the program. A grant has been provided by the State that provides remediation. 09/10 degrees granted improved and faculty are committed to this goal.

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>08/09</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>09/10</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment.
Has the number of majors and certificates increased or decreased over time? Why?
The degrees earned for the VN to RN students are determined by the number that enter the program in the second year as advanced placement students. The enrollment for advanced placement varies from 2-5 students per semester.

Review Team Response
Information on the number of degrees awarded is consistent with the number of students enrolled in the program

STUDENT LEARNING OUTCOMES
By successfully completing the Associate Degree Nursing Program, students will be able to demonstrate the components of delivery of care: coordination, delegation and prioritization to meet the...

By successfully completing the Associate Degree in Nursing program, students will demonstrate the ability to communicate with client/family healthcare team to cope with and resolve problems.

Discuss how the number, type, depth, and breadth of the courses support program SLO's.
The program's courses are designed sequentially according to the accreditation requirements of the Board of Registered Nursing (BRN) and the NLNAC. The first semester's curriculum has students identifying components and demonstrating at a level that allows growth and mastery in later semesters.

Discuss how courses in the program articulate with or complement each other.
The curriculum is designed as Nursing Process I in the first semester to Nursing Process IV in the fourth semester. For example, the curriculum has the first semester students learning how to assess respiratory diseases and
intervene with the assistance of the instructor. The fourth semester student now has care of a patient with an acute respiratory disease, in an ICU setting, and is responsible for patient care in a more autonomous manner.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).
The prerequisites for the ADN program are Anatomy, Physiology, Microbiology, Microbiology Lab and English 1A. A requirement for licensure by the BRN is Psych 25, a choice of courses in Sociology and Communication Studies. In addition, all nursing students must complete their General Education.

How and when has your department assessed Program SLO's and how have you responded to the results?
The ADN Evaluation Plan has a formal review of the curriculum every 2 years. The ADN program has 5 faculty members on the program's curriculum committee. The BRN requires a content expert as part of the nursing program's faculty to review and update curriculum (medical/surgical, obstetrics, pediatrics, gerontology, psych). This review is also a requirement for our NLNAC accreditation. The program has a chronological assessment plan for course SLOs arranged by semester. A copy of that is attached to this report.

What program or course changes have been made based on the result of the assessed outcome?
Based on the evidence from course level SLO assessment, curriculum changes were made to lengthen the time for medical/surgical nursing in each semester.

Review Team Response
Overall Program Level Implementation of SLOs is Developmental. Due to a lack of space in the team response box, the SLO Rubric and a detailed reader's report will be emailed to you and your dean.

Discuss how your services help maintain a high level of student satisfaction.

Discuss how you evaluate your effectiveness in meeting students' needs.

How and when has your service reviewed or revised SLO?s and/or AUO?s.

How has your program utilized SLO/AUO assessment results for program improvement?

Review Team Response

**CURRICULUM UPDATE**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURADN 38L Family-Child Nursing Laboratory - Active</td>
<td>04/16/2008</td>
</tr>
<tr>
<td>NURADN 44 Nursing Process IV - Active</td>
<td>02/20/2008</td>
</tr>
<tr>
<td>NURADN 403 Pathophysiology for Nursing - Active</td>
<td>10/10/2007</td>
</tr>
<tr>
<td>NURADN 470 Nursing Seminar - Active</td>
<td>02/11/2009</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>NURADN 34L</td>
<td>Nursing Process III lab - Active</td>
</tr>
<tr>
<td>NURADN 38</td>
<td>Family-Child Nursing - Active</td>
</tr>
<tr>
<td>NURADN 50</td>
<td>Professional Issues in Nursing - Active</td>
</tr>
<tr>
<td>NURADN 92A-H</td>
<td>Special Topics: Nursing - Active</td>
</tr>
<tr>
<td>NURADN 96ABCD</td>
<td>Cooperative Education: Nursing A.D.N. - Active</td>
</tr>
<tr>
<td>NURADN 13</td>
<td>Mental Health and Psychiatric Nursing - Active</td>
</tr>
<tr>
<td>NURADN 13L</td>
<td>Mental Health and Psychiatric Nursing Laboratory - Active</td>
</tr>
<tr>
<td>NURADN 26</td>
<td>Maternal-Newborn Nursing - Active</td>
</tr>
<tr>
<td>NURADN 26L</td>
<td>Maternal-Newborn Nursing Laboratory - Active</td>
</tr>
<tr>
<td>NURADN 12</td>
<td>Nursing Process I - Active</td>
</tr>
<tr>
<td>NURADN 12L</td>
<td>Nursing Process I Laboratory - Active</td>
</tr>
<tr>
<td>NURADN 25</td>
<td>Nursing Process II - Active</td>
</tr>
<tr>
<td>NURADN 3L</td>
<td>Transition in Nursing Laboratory - Active</td>
</tr>
<tr>
<td>NURADN 3</td>
<td>Transition in Nursing - Active</td>
</tr>
<tr>
<td>NURADN 25L</td>
<td>Nursing Process II Laboratory - Active</td>
</tr>
<tr>
<td>NURADN 6</td>
<td>Clinical Nursing Skills - Active</td>
</tr>
<tr>
<td>NURADN 34</td>
<td>Nursing Process III - Active</td>
</tr>
<tr>
<td>NURADN 44L</td>
<td>Nursing Process IV Laboratory - Active</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURADN Registered Nurse Ladder Program - Active</td>
<td></td>
</tr>
<tr>
<td>NURADN Nursing VN to RN - Active</td>
<td>04/16/2008</td>
</tr>
<tr>
<td>NURADN Nursing VN to RN: Non-Degree Option - Active</td>
<td>04/16/2008</td>
</tr>
<tr>
<td>NURADN Nursing: ADN - Active</td>
<td>04/16/2008</td>
</tr>
</tbody>
</table>

Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:
All courses are updated. The courses highlighted have been dropped from our curriculum. The ADN faculty are in discussion with curriculum experts as to the future of these critical thinking courses and how they will be integrated.
What steps has your program taken to proactively respond to changing and emerging student and community needs?

Advisory Committees
Needs Assessment
Demographic Trends
Labor Market Studies/Projections
Develop New Courses/Programs
Other

Briefly explain:
The ADN Advisory committee meets annually and discusses the trends, labor market and gives valuable feedback as to what courses are needed for employment. An EKG course, a pathophysiology and a pharmacology course were developed in response to community and labor market needs. In addition to these measures, a professional curriculum consultant from nursing was hired and presented 2 workshops to faculty that would allow knowledge, skills and abilities to be infused throughout the curriculum. Resulting curriculum modifications are in process for review by our accrediting bodies before presenting to Chaffey’s curriculum committee.

Review Team Response
All courses are current and several have been dropped from the curriculum. The program provided information regarding advisory committees and responds well to the community needs to determine relevant courses.

ADVISORY COMMITTEE INFORMATION

An occupational program is required to have an active advisory board. Describe the advisory board membership, how often it meets, its role and involvement with the program, and how the program responds to advisory board recommendations (give examples).
The annual ADN Advisory membership consists of representatives from the clinical agencies/partnerships that serve the community (acute hospitals, skilled nursing facilites, etc.) where our students practice. The Advisory meeting has participation from interdisciplinary Chaffey faculty as well as representatives from the Success Centers. The ADN curriculum has had significant input from the Schools of Math and Science, Social and Behavioral Sciences and the School of Language Arts. Simulation mannikins have been suggested, approved and purchased as recommended by the Advisory committee to meet simulated clinical experiences in our on-campus lab. The CNA and VN programs have combined their advisory meetings with the ADN’s Advisory meetings. This has been proven to be a successful collaboration, monetarily as well as respecting time constraints for community representatives.

Review Team Response

EXTERNAL REGULATIONS

Organization:
Last Review:
Recommendations:
Budgetary Recommendations:
Addressed Satisfactorily: Yes
Status of Recommendation:
Next Review:

Organization: National League for Nursing Accrediting Commission (NLNAC)
Last Review: 09/22/2009
Recommendations: Decrease the number of program's units of critical thinking sections. Incorporate prenursing skills section into the first semester of the program. Ensure majority of part-time faculty have a Master's Degree in Nursing. Ensure resources to support professional development. Collect data and implement strategies to increase survey return rates.
Budgetary Recommendations:
Addressed Satisfactorily: Yes
Status of Recommendation: Critical thinking classes have been eliminated and threaded into curriculum. The prenursing skills class has been added to the first 5 weeks of the first semester. Masters prepared faculty are aggressively sought after. Policy and evaluation committee are having graduate surveys available on-line.
Next Review: 09/22/2017

Organization: Board of Registered Nursing (BRN)
Last Review: 11/10/2010
Recommendations: Evaluate the release time for the Assistant Director and consider increasing it to meet the responsibilities of the position. Increase retention.
Budgetary Recommendations: Release time for the Assistant Director's FTEF will have an impact on the budget. The amount will be determined dependent on the amount of release time given.
Addressed Satisfactorily: No
Status of Recommendation: Increased release time has been discussed with administration since this was first recommended in 2001. A FOSA was granted for 1 year in 2006, but has not been continued. Student success/retention is an ongoing goal and has been addressed.
Next Review: 11/10/2014

Review Team Response
The program faculty are commended for continuing to address the regulations of external agencies in light of a fiscal crisis.

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)
How does your program evaluate its effectiveness?

Review Team Response

**STUDENT SUPPORT - ACCESS**

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

**STUDENT SUPPORT - SUPPORT**

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

**STUDENT SUPPORT - OTHER**

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Additional information:

Review Team Response

VISIONARY IMPROVEMENT PLAN (VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:
Improve the retention rate in the ADN program by 25% to increase the demand for nurses in the community.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
CTE pathway development
Connectedness
Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:
Assess reasons students have not completed the ADN program.
Program Director will have an exit interview with each student and examine why students have dropped the program.

Year 2 Steps to Success (activities) and VIP Assessment:
Put into action how to meet the needs of the students with remediation, financial considerations, etc. Revise curriculum, review assignments and grading criteria as a faculty. Have students assigned 1:1 with instructors for remediation.

Year Three Goal:
Provide state-of-the-art media and equipment that will increase student learning.
To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
CTE pathway development
Connectedness
Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:
Assess clinical facilites equipment and media by having faculty research equipment and currency of media.
Completion of facility equipment and media research.

Year 2 Steps to Success (activities) and VIP Assessment:
Replace outdated equipment and media to meet the needs of the students to assist in their learning.
Purchase and utilize new equipment and media.

Review Team Response
The goals are clear, concise, attainable, measurable, and are clearly tied to data and SLO assessment results.

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/ training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>The entire ADN and 2 adjunct faculty have attended Moodle training.</td>
<td>As a requirement for relicensure every 2 years, faculty are required to have 30CEUs.</td>
<td>Faculty have attended at least 30 hours of training related to teaching and/or their specialty.</td>
<td></td>
</tr>
</tbody>
</table>

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
As faculty have currency and state of the art information, the information can be transferred to students to best meet the SLOs.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members are on Faculty Senate, CCFA</td>
<td>ADN faculty have representation on curriculum, professional development, PSRC, budget advisory</td>
<td>numerous advisory committees- athletic, health and safety, gerontology</td>
</tr>
</tbody>
</table>
How does your program benefit from your campus engagement?
Each faculty member has at least one committee which they serve. An estimate has 8 ADN faculty serving on 20 college-wide committees. This allows the program information as well as input and participate in shared governance.

### Teaching/Years of Service

<table>
<thead>
<tr>
<th>Nursing: Associate Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

Given the data how has your program been impacted?
The impact has been from the retirees of S’10. The program had 2 tenured faculty retire with only 1 temporary replacement. Although the temporary 1 year replacement has helped continue the quality and consistent student education the ADN program provides, it is difficult to plan and maintain this outcome. Our faculty must be content experts and have a Master of Science in Nursing Degree as the NLNAC and BRN mandates.

Does your program anticipate retirements within the next 3 years?
No

Review Team Response
Due to Nursing licensure requirements, the entire faculty have attended professional development courses/workshops. This certainly allows the faculty to go above and beyond college requirements, which is apparent. The service to the college community is outstanding.

### PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.
San Antonio Community Hospital provides limited funds to assist in hiring adjunct faculty. The program partners with Arrowhead Regional community Hospital and they have provided adjunct faculty as their budget allows. Enrollment Growth Grant funds have been provided for $110,000/yr for 2 years and VTEA funds were granted for $60,000.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:

Year 1:
1 FTEF

Hiring Criteria:
**Institutional Level Considerations**

Supports diversity of college offerings
Supports institutional growth for programs that support student success (e.g., Success Centers, Counseling, Library, School Nurses)
New and emerging curriculum is necessary for student success (e.g., in Success Centers)
Departments have added additional curriculum requirements (e.g., in Success Centers)
Changes in organization dictate the need for a new position (e.g., in Success Centers)
New direction of the college (e.g., Tech Prep/Career Pathways/CTE, Middle High School College)
Supported by institutional data
Supports retraining to help students become employed or promoted in their professions

**Department Concerns**

Separation of a FT faculty member that creates hardship on the department. Additional consideration needs to be given to replacing the position due to factors such faculty specialization (e.g., not all remaining faculty members can teach all of the classes), seniority of remaining faculty members, etc.
Faculty required by state accrediting body (such as in nursing, rad tech, aero, etc).
Adjunct to FT ratio is extremely skewed (note: The 75/25 ratio state mandate is campus wide not per department)
Adjunct faculty are difficult to find (quality and qualified, high turnover, specific skill sets, external agency licensure requirements)
Programs that have extensive technical requirements which are evolving (e.g., software, complex and varied labs)
Supports diversity of program and course offerings

**Year 2:**

**Hiring Criteria:**

**Year 3:**

**Hiring Criteria:**

**STAFF**

**Year 1**

Clinical Teaching Assistants (STW12-$40.00/hr) are RNs that are assisting students with skills in the clinical setting while the instructor is able to focus on the critical thinking and students' assessment and their application of theory to their practice. 8 hours/wk x 4 clinical groups/first 3 semesters =$61,440.00/semester

**Year 2**

**Year 3**

**EQUIPMENT**

**Year 1**

**Year 2**
Year 3

TECHNOLOGY

Year 1
Nurse squared- Documenting simulation technology to better prepare students for their clinical experience. Documentation is an expectation of the clinical facilities. Having this technology allows more time for student/patient contact not having to take clinical hours to prepare to document practice. $50.00/student x 150 students $7,500.00; SimMan 3G Complete with 17” monitor $93,509.94. This is a state-of-the-art simulated mannikin that will allow students to simulate procedures and safe practice and account for 25% of clinical hours as determined by the BRN.

Year 2

Year 3

SOFTWARE

Year 1
Current interactive media to replace outdated media; Accreditation standards are to have media 5 years current $2,300.00

Year 2
Interactive media replacement. $2300.00

Year 3
Interactive media replacement. $2300.00

OTHER

Year 1

Year 2

Year 3

Review Team Response
The review team commends the nursing program with its partnership with the community to provide valuable fiscal resources that is used to help with instructional goals. The team also feels that the report has substantiated its needs well.

Review Team Response
The program contains excellent information and analysis to be useful for planning, supporting and improving student achievement and SLO's. The resource request seems comprehensive and the committee commends the program for obtaining resources through community partnerships. This is a well thought out and well written report.