De Anza College

Program Review – Annual Update Form

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

   > Our program has considered the feedback and will pursue goals beyond success and retention metrics; specifically, we aim to achieve national accreditation from the Accreditation Commission for Education in Nursing (ACEN).

2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))
   a. ACEN Candidacy Presentation has been approved as of 11/19/2025
   b. We created an optional course for students to obtain more nursing skills practice

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).
   a. We are pleased to report enhanced retention and success rates among nursing students, as demonstrated by the increase in the number of students successfully progressing to the subsequent academic quarter.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.
   a. We have a goal of obtaining ACEN national accreditation. ACEN accreditation provides several benefits to nursing students, including eligibility for federal financial aid, easier transfer of credits, better career opportunities, and eligibility to sit for the NCLEX exam. It also indicates that a program meets quality standards, which can improve a student's preparation for practice and advanced-degree programs

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?
   a. Students continue to report high levels of satisfaction regarding the institution's policy of fully funding all associated examination and testing fees.
   b. A faculty member is utilizing a sophisticated cardiopulmonary resuscitation (CPR) mannequin to facilitate a simulation exercise with advanced medical-surgical nursing students, demonstrating proper CPR techniques in a controlled instructional environment.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?
   a. Students from underrepresented groups or lower socioeconomic populations were able to achieve educational outcomes. These resources closed equity gaps as students with financial concerns were provided with educational resources such as educational technology. All students were able to achieve educational success when supported financially.

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (https://www.deanza.edu/slo/) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	SLO: Analyze and apply the principle of normal aging in designing a plan of care for an older adult experiencing a chronic health problem using the nursing process. AUO: The Nursing Department ensures instructional quality and alignment between theory and clinical components to promote student success in achieving program learning outcomes. SSLO: Students will demonstrate the ability to access, utilize, and apply college and department learning resources (Canvas, HESI, tutoring, library, and counseling services) to support academic success and personal well-being.
Method of Assessment of Learning Outcome (please elaborate)	SLO: Student learning was assessed through HESI Gerontology exams, adaptive quizzes, and case study assignments requiring development of nursing care plans integrating pathophysiology, pharmacology, and evidence-based interventions. AUO: Course pass rates, HESI performance data, and end-of-quarter student surveys were analyzed to assess alignment and instructional effectiveness. SSLO: Student self-reflection surveys, Canvas analytics, and faculty observation of engagement with learning resources.
Summary of Assessment Results	SLO: The majority of students achieved the expected benchmark (≥75%) on both HESI and case study evaluations. Students demonstrated strong understanding of age-related physiological changes and their impact on care planning, though some required additional support applying theory to complex cases.

	AUO: Most students successfully met course benchmarks, with strong HESI outcomes and positive feedback highlighting relevant course content and effective coordination between theory and clinical components. SSLO: Most students effectively used academic resources, contributing to improved understanding of course content and higher overall completion rates. Some students underutilized tutoring and advising services.
Reflection on Results	SLO: Results indicate students perform well in recognizing normal aging patterns and adapting care plans accordingly. Continued emphasis is needed on critical thinking and synthesis of multiple data sources in clinical decision-making. AUO: Findings suggest strong collaboration between theory and clinical faculty supports student success and consistency in learning outcomes. SSLO: Students who used available support resources performed better and expressed higher confidence in course material. Greater outreach may help ensure equitable access for all.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	SLO: Future offerings will include simulation-based case discussions, early HESI review sessions, and targeted feedback on care plan development to strengthen critical thinking. Additional emphasis will be placed on inclusive and culturally responsive care examples to promote equity. AUO: Continue faculty coordination across lecture and clinical courses, maintain Canvas resource organization, and enhance early support for at-risk students to strengthen equity and success. SSLO: Implement early-quarter orientation to support services, integrate weekly Canvas reminders, and partner with Student Services to promote awareness and utilization of academic and wellness resources.

Done? Please email this form to your dean/manager.

Dean Manager Comments:
The Nursing Program continues to advance its mission of preparing highly competent registered nurses who meet regional workforce needs and contribute to improved community health outcomes. This year has been marked by significant progress in program quality initiatives, enrollment expansion, and the development of strategic partnerships that enhance student access, opportunity, and success. Student demand for nursing education remains strong, with applications exceeding available seats and consistent evidence of strong employment outcomes for graduates.
A major program priority this year has been the pursuit of national accreditation through the Accreditation Commission for Education in Nursing (ACEN). Substantial progress on the ACEN self-study, data collection, and documentation of program outcomes, governance, resources, and systematic evaluation processes. The program has engaged in comprehensive review of policies, student learning outcomes, clinical partnerships, and faculty qualifications to ensure alignment with ACEN standards. The pursuit of ACEN accreditation is expected to yield multiple benefits, including strengthened program quality, national recognition, enhanced transfer pathways, and expanded

employment opportunities for graduates in healthcare systems. Accreditation efforts have also fostered a culture of continuous improvement and data-informed decision-making within the department.

The program has also initiated development of a Concurrent Enrollment Program (CEP) with San José State University's nursing program. This collaborative pathway is designed to allow students to begin upper-division baccalaureate coursework while completing their ADN program. The CEP expands access to BSN education, shortens time-to-degree, reduces student cost, and responds to employer demands. Implementation of the CEP is expected to increase BSN completion rates among community college nursing students and strengthen regional academic-practice pathways.

This year the Nursing Program has been highly successful in pursuing external funding to expand capacity and student support. Most notably, the program was awarded the Nursing Enrollment Grant, which supports clinical placement coordination and retention strategies. These funds have provided direct support for students entering and progressing through the program.

Priorities for the coming year include completion of the ACEN accreditation process, full implementation of the SJSU concurrent enrollment pathway, continued focus on NCLEX preparation, and expansion of clinical partnerships to meet enrollment growth.

Overall, the Nursing Program demonstrates strong performance, clear strategic direction, and ongoing commitment to quality improvement, workforce alignment, and equitable student success. Through accreditation work, university partnership development, and successful grant acquisition, the program is well positioned to strengthen student outcomes, and continue serving as a critical contributor to the regional healthcare workforce.

Vice President/Associate Vice President Comments:

The Nursing Program continues to demonstrate strong performance in student success, workforce alignment, and program quality. Student demand remains high, with applications exceeding available seats and graduates achieving strong employment outcomes. The program has made significant progress toward national accreditation through the Accreditation Commission for Education in Nursing, strengthening quality assurance, data-informed planning, and continuous improvement. The development of a concurrent enrollment pathway with San José State University expands access to BSN completion and reduces time to degree. External funding through the Nursing Enrollment Grant has further strengthened retention and clinical placement capacity. The program is well positioned to expand access, advance equity, and meet regional healthcare workforce needs.