JUSTIFICATION: NEW FULL-TIME FACULTY POSITION
Academic Year 2014-2015

Full-Time Faculty Hiring Prioritization Committee
A Standing Committee of the Academic Senate

Title of the Full-Time Faculty Position Requested: Nursing

ACADEMIC UNIT - Check One
☐ Advanced Technology & Applied Science
☐ Business Science and Economic Workforce Development
☐ Counseling Services
☐ Emeritus Institute
☐ Fine Arts and Media Technology
☐ Health Sciences & Human Services
☐ Kinesiology & Athletics
☐ Liberal Arts
☐ Mathematics, Science & Engineering
☐ Online Education and Learning Resources
☐ Social & Behavioral Sciences
☐ Transfer, Career, and Special Programs

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<th>Classroom ☐</th>
<th>OR</th>
<th>Library/Counseling/Coaching Instruction ☐</th>
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<td>Name of Division: HSHS</td>
<td>Name of Department: Nursing</td>
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Signed: Jamie Rice
Print Name of Dean: Donna Rage-Szostak
Assist Dean: Jamie Rice

Date: 8.15.13 Phone: 4324

Department/Program Chair Signature
Print of Name Chair/Program: Jennifer Forouzesh

Date: 8.15.13 Phone: 4243

This Justification for Hiring form is composed of three parts.

Part A: OBJECTIVE DATA

Requires objective data-driven information and is divided into ten areas:

- College Mission, Vision and Values
- Strategic Plan Alignment
- Institutional Need
- Supplemental Funding
- Current Program/Discipline Data
- Projected Program/Discipline Data
- Program/Discipline Limitations
- Census and Student Contact Data
- Capacity Enrollment
- Program Review Alignment

Part B: NARRATIVE

A narrative argument for the position is required. More detail on the structure of the Narrative is given in Part B below.

Part C: ATTACHMENTS: JOB DESCRIPTION AND ANNOUNCEMENT, INFORM REPORTS
PART A: OBJECTIVE DATA

1. COLLEGE MISSION, VISION AND VALUES

The College Mission is:

Saddleback College enriches its students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.

The College Vision is:

Saddleback College will be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.

The College Values are:

1. **Commitment**
   We commit to fulfilling our mission to serve the south Orange County community.

2. **Excellence**
   We dedicate ourselves to excellence in academics, student support, and community service.

3. **Collegiality**
   We foster a climate of integrity, honesty, and respect.

4. **Success**
   We place our highest priority on student learning and delivering comprehensive support for student success.

5. **Partnership**
   We strive to develop strong and lasting partnerships among students, faculty, staff, and the community.

6. **Innovation**
   We anticipate and welcome change by encouraging innovation and creativity.

7. **Academic Freedom**
   We endorse academic freedom and the open exchange of ideas.

8. **Sustainability**
   We promote environmental sustainability and use our resources responsibly to reduce our ecological impact.

9. **Inclusiveness**
   We cultivate equity and diversity by embracing all culture, ideas, and perspectives.

10. **Global Awareness**
    We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.

Approved by Consultation Council 7/21/09

List the item number(s) of the relevant College Values the program/discipline fulfills.

1, 2, 4, 6
2. STRATEGIC PLAN ALIGNMENT

As approved February 9, 2010, the elements of the strategic plan are as follows:

I. Improve Student Preparedness
   Saddleback College will ensure that student gain the foundational skills necessary to
   complete college level work and achieve career goals.

   I.1 80% of all students who seek certificates, associate degrees, and declare
   transfer as a goal will be assessed, placed and complete a professional
   educational plan.

   I.2 by 5% the number of individuals with an identified career goal who receive
   career assessments and job acquisition skill development services.

   I.3 Improve the progression rate of students in Math, English and the ESL
   program sequence from levels 300 to 200 and from 200 to transfer courses by
   5% in each level.

II. Excel in College Transfer
    Saddleback College will increase student transfers to four-year colleges and universities.

    II.1 Improve by 5% student transfers to four-year institutions.

    II.2 Improve by 15% the number of students classified as transfer ready.

    II.3 Increase by 20% the number of students in the Honors Program.

III. Enhance Resources
     Saddleback College will improve its ability to expand and develop alternative sources of
     revenue to support college priorities.

     III.1 Increase external foundation contributions to $1 million annually.

     III.2 Realize a minimum of $1 million in savings per year through the
     implementation of college efficiencies.

     III.3 Meet funding requirements to fulfill the “20-year Facilities and Scheduled
     Maintenance Plan”.

IV. Foster Innovation
    IV.1 Double the training services offered to faculty in the areas of teaching
    innovation and best teaching practices.

    IV.2 Improve by 20% the efficiency of college-wide communications in marketing
    strategies through a centralized system.

List the item number(s) of the relevant Strategic Direction(s) or Strategic Goal(s).

1.1 & 1.2
3. **INSTITUTIONAL NEED**

Check all appropriate statements explaining the college-wide role of the program or discipline:

- **Basic Language Skills:** The program/discipline provides basic language skills necessary for success in all courses.
- **Student Support Services:** The program provides essential student support services such as library, counseling and disabled student services affecting all areas of instruction or the program.
- **Relevance to General Education Requirements:** The program/discipline provides courses that are required of students as part of the General Education requirement.
- **Relevance to Other Certificates or Majors:** Applicable to an AA degree or transfer requirements. The program/discipline offers a certificate or a major.

If applicable, please check ONE of the following:

- The program/discipline provides courses which are prerequisites to **two or three** certificates and/or majors. List the certificates and/or majors:

  

- The program/discipline provides courses which are prerequisites for **four or five** certificates and/or majors. List the certificates and/or majors:

  

- The program/discipline provides courses which are prerequisites for **six or more** certificates and/or majors. List the certificates and/or majors:

  

- The program/discipline provides services for student retention and success in **all areas**.

4. **SUPPLEMENTAL FUNDING FOR POSITION**

Full time faculty positions are paid from the college’s allocation of the general fund.

Is any part of this position to be permanently funded by an outside source? No ❌ Yes ☑

If yes, what percentage: _____

What source(s): _____

Add further information to the Narrative.
5. CURRENT PROGRAM/DISCIPLINE DATA

For classroom faculty position:
Using CTR WFCH and TOT WFCH data for the previous three academic years, the committee will calculate the percentage of full-time load (%FTLD) for the program/discipline.

For faculty assigned to library/counseling/coaching instruction:
What percentage of direct student contact and services is provided by full-time faculty for load in the program for which the position is requested?
Fall 2012 ______ Spring 2013 ______
Fall 2011 ______ Spring 2012 ______
Fall 2010 ______ Spring 2011 ______

6. PROJECTED PROGRAM/DISCIPLINE DATA

For classroom faculty position:
Using adjusted CTR WFCH and TOT WFCH data for the previous three academic years, the committee will calculate the percentage of full-time load (%FTLD) for the program/discipline.

For faculty assigned to library/counseling/coaching instruction:
If this position is filled, what will be the NEW percentage of direct student contact and/or services provided by full-time load in the program?
Fall 2012 ______ Spring 2013 ______
Fall 2011 ______ Spring 2012 ______
Fall 2010 ______ Spring 2011 ______

7. PROGRAM/DISCIPLINE LIMITATIONS

A. Mandates
Is the program/discipline mandated to limit class or lab size due to state requirements, college/board approved caps, or accreditation regulations? Yes

If yes, by whom? National League of Nursing & the Board of Registered Nursing

Is there a mandated faculty to student ratio for the program/discipline? Yes

If yes, by whom? National League of Nursing & the Board of Registered Nursing
What is that ratio? 1:10

B. Recommendations
Is there a recommended faculty to student ratio for the program/discipline?

If yes, by whom? ________
What is that ratio? ________

For faculty assigned to library/counseling/coaching instruction:
What is the program’s faculty/student ratio for the previous three academic years?
AY = 20____ - 20____ AY = 20____ - 20____ AY = 20____ - 20____
Fall _______ Fall _______ Fall _______
8. CENSUS AND STUDENT CONTACT

For classroom faculty position:
Using C1 ENRL data for the previous three academic years, the committee will calculate the census enrollment for the program/discipline in which the position is requested.

For faculty assigned to library/counseling/coaching instruction:
What is the number of service contacts in the previous three academic years?

AY = 20____ - 20____  AY = 20____ - 20____  AY = 20____ - 20____
Fall ______          Fall ______          Fall ______
Spring ______        Spring ______        Spring ______

Describe the types of contact:_____

9. CAPACITY ENROLLMENT

For classroom faculty position:
Using C1 ENRL and CRS CAP data for the previous three academic years, the committee will calculate the capacity utilization for the program/discipline.

10. PROGRAM REVIEW ALIGNMENT

Please indicate the portions of your most recent Program Review that address the need for this position.

One of the goals set forth in the program review was to maintain faculty stability and to mentor and support development of new faculty. Also addressed in the review was the need to hire
new faculty when the new contract changed lab loads from 5/6:1 to 1:1. It was noted in this report that the labs loaded at 1:1 would necessitate the hiring of 4 full time faculty. Since this new load of 1:1 for labs went into effect fall of 2012, many of our faculty are teaching maximum overload. Last year we did hire 3 faculty (all replacements). We were attempting to hire the new position that we were approved for last year, but due to the high number of replacement positions we were not able to hire for the new position. So we are repertitioning the committee to allow us to hire for a new nursing position. In essence, this is the same new position that we applied for and received permission to hire for last year.
Narrative
Potential Loss of Enrollment & Program Jeopardy

As a result of nursing labs being loaded 1:1 since the fall of 2012, the nursing program has had to hire more part time faculty and more full time faculty are teaching at maximum overload. As of yet we have not had to reduce class size, but that is a real possibility of we are unable to receive a new full time nursing position. For the fall 2013 class, we had 202 qualified applicants for 60 spaces meaning we had to turn away approximately 70% of those who applied to the program. The labs being 1:1 has created the equivalency of 4 fulltime faculty vacancies.

The Board of Registered Nursing (BRN) mandates that the majority of faculty must be fulltime. For the fall 2013 semester we will be utilizing 11 adjunct faculty and 18 full time faculty. We will also have 80% of the faculty on overload for the third semester in a row. We usually use 4 to 8 part time faculty per semester, so now we are almost three times are normal amount. This can potentially put our program in noncompliance and in jeopardy.

Unique Hiring Issues Associated with the Nursing Program

Due to the large number of LHEs associated with the nursing labs, most labs are more than 67% of a FT load, which translates into having to hire 2 PT faculty members to teach one class. For instance, last fall in N170 we had 6 hospital labs. For the 6 labs we had 4 full time faculty and 6 part time faculty teaching them. This creates an environment for potential confusion among the students and inconsistencies between the faculty. Since safety is the number one concern of all hospital labs within the nursing program, one of our highest priorities is that faculty are familiar with all policies and practices at the hospitals they teach in and that they remain consistent in executing them with the students. This semester in N171 we have 6 sections; 5 of the 6 sections are taught by part time faculty and 4 of the 5 faculty are brand new to Saddleback College. We are concerned about maintaining our high quality program and reputation in the community and also keeping our patients and students safe.

Being a National League of Nursing (NLN) accredited program, we must have all MSN prepared fulltime faculty and half of our part-time faculty must also have a MSN. It is difficult to hire MSN prepared adjunct faculty (especially in the specialty areas) because most desire fulltime work; which forces us to hire less qualified faculty. Also because our part-time faculty must have an income associated with a fulltime salary, all are working other jobs to supplement their income. The problem with this is they become confused about their priorities and do not have the time to do proper counseling and support of students so that they can be successful. This sets our program up for student grievances, two of which we have had with part-time faculty in the past year 2 years.

Currently we have an agreement with the state chancellor to allow part-time faculty to teach fulltime for 4 out of 6 semesters without any penalty. This agreement expires May 2014; at that time we will have even more problems hiring enough part time faculty. We have already lost 2 part time faculty because they have reached the 4 semester limit hence why one course is taught by almost all new part time faculty.

For all the above issues, is it imperative that we hire 2 fulltime nursing faculty as soon as possible. Thank you for reading our justification for hiring new fulltime faculty.
Job
Announcement
APPLICATION PROCEDURE
To be considered a candidate for this position, the following materials must be electronically uploaded at https://jobs.socccd.edu:

- A completed South Orange County Community College District online application including education, experience, and references.
- A current résumé and/or Curriculum Vitae.
- Three current letters of recommendation from individuals familiar with the applicant’s academic abilities. Letters must reference job opening ID.
- Academic transcripts of all college level work showing the degree awarded from an accredited institution (for consideration, degrees must be awarded at the time of application, or applicant must complete Supplemental Application for Equivalency with online application. Unofficial transcripts are acceptable at this time. Successful candidate must provide official transcripts upon hire. Non-U.S. transcripts must include a certified U.S. evaluation with translation, i.e. NACES agency: www.nacses.org) at the time of application.

Incomplete application packages will not be considered.

All submitted materials become the property of the South Orange County Community College District, and will not be returned or copied, and will be considered for this position only.

Applicant bears the sole responsibility for ensuring that the application package is complete when submitted. All travel arrangements will be at applicant’s expense. Application materials must be received by 5:00 P.M. on the day the position closes. Application materials (i.e., letters of recommendation) received after the closing deadline will not be accepted.

For an online application, information and instructions, visit the District Job Opportunities website at jobs.socccd.edu or call (949) 582-4850.

Inquiries should be addressed to:
Office of Human Resources
South Orange County Community College District
28000 Marguerite Parkway
Mission Viejo, CA 92692-3635

SELECTION PROCEDURE
A screening committee will review application materials which are complete and received by the filing deadline. A limited number of applicants will be invited to the District for an initial interview at their own expense. Possession of the minimum qualifications does not ensure an interview.

COMPENSATION AND FRINGE BENEFITS
Full-time faculty are paid on the Academic Salary Schedule (see Wages for salary placement criteria in Academic Employee Master Agreement located under Contracts on the District website). The District offers a comprehensive package of insurance benefits which includes medical and dental insurance, vision-care plan, life insurance and dependent life coverage, accidental death and dismemberment coverage, long-term disability plan, and legal plan. Federal law requires every new employee to present documentation showing eligibility to work in the U.S. SOCCCD
Enrollment Comparison Reports
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**Excludes Cancelled Classes**

Comprising Fall Terms (Data for past terms is as of end of term)

Saddleback College

Enrollment Composition by Department
Program Review Needs Assessment
C. Student Success

In 2005 the nursing program was awarded a Fostering Student Success (FSS) Grant. The focus of the 5 year grant was to improve retention and decrease attrition. In 2005 the attrition (a key indicator of success) was 28%. In an effort to decrease attrition and improve retention a case management model was developed with a preliminary risk assessment completed to identify factors that put a student at risk for failure. Since the inception of the Fostering Student Success Grant, early risk factor identification, and resource referral, the attrition in our program has decreased from 28% to 14%. The program goal for attrition is < 15% with retention greater than 85%. Although the program goal was met it was with increased categorically funded support. Long term success will continue to be monitored.

A new law was passed that allows the use of a multi-criteria process to be used to evaluate students for admission to nursing in the community college. Saddleback decided to use the multi-criteria admission process to try to decrease student attrition related to realizing that “nursing isn’t for them.” The multi-criteria process was developed and utilized for the first time with the nursing class who entered Jan 2011 the impact of the new admission process and its impact on attrition/retention and student success remains to be seen. To date attrition from the 1st cohort was 7%.

Constituency Satisfaction

Each nursing theory course and clinical section conducts student surveys every semester using the Class Climate online survey system. Students are surveyed to monitor their satisfaction with instruction, the courses, the program and the clinical agencies. The student survey results and any actions taken as a part of the surveys are maintained in the Division Office in the Nursing Survey book, as well as with the course and program level SLOs, as appropriate. It is very typical to consistently have > 90% satisfaction with all aspects of instruction, the course and clinical agencies each semester.

Students are also invited to have input into the nursing program by participation in monthly nursing department faculty meetings as well as in meetings at the end of each clinical rotation with the clinical teaching teams to provide feedback, to ask questions and offer suggestions for course, clinical and program improvement. Nursing graduates are also surveyed 6 months after graduation to determine how well Saddleback’s nursing program prepared them for the workforce. Graduates typically respond that they are extremely satisfied with the nursing education and preparation they received at Saddleback.

Surveys are also conducted of our clinical agencies and their staff regarding their satisfaction of the students, graduates, and faculty each semester. Our clinical agencies report > 90% satisfaction on all aspects surveyed. Every year the Saddleback College nursing program invites representatives from each clinical agency to an advisory meeting to solicit feedback and obtain information about changes that have the potential to impact students and instruction.

The ultimate constituencies of the nursing program are the patients for whom our students care. Curriculum and standards related to nursing education and student performance are regulated very closely by both the California Board of Registered Nursing (BRN) and the National League
for Nursing Accrediting Commission (NLNAC). As mentioned earlier, the nursing program has been BRN approved and accredited since 1970, was granted full accreditation for 8 years in 2003 and exceeds state and national pass rates on the NCLEX licensing exam consistently. The nursing program has been NLN accredited since 1988 and in fall 2010 received accreditation with one noncompliance regarding ensuring that all faculty have Masters Degrees in Nursing. An interim report addressing the one area of noncompliance is due to the NLNAC in Feb 2013.

D. Facilities, Technical Infrastructure, and Resources

Although the Health Science and Human Services Division is in a 6 year old building that has excellent technical infrastructure, the growth in Health Sciences and Human Services has resulted in new programs and program growth that now exceed what the building can accommodate, especially in regards to office, classroom, lab and simulation space.

Office space is needed for faculty and support staff for the growing health sciences programs. There isn’t available office space for the Nursing Program Assistant, the new Program Assistant for the Health Information Technician Program or for the Senior Lab Technician for simulation. The need to hire more nursing faculty also increases the need for more faculty offices.

There is a need for more space for high fidelity simulation using human patient simulators. As simulation plays an increasingly larger role in our program to provide clinical experience not available in a clinical setting, to standardize clinical experiences, and to check clinical competencies, the need for simulation space for nursing as well as other health sciences programs will continue to increase.

Finally there is a need for larger classrooms or at least more strategic scheduling to accommodate the increased enrollments from 44 – 60 students each semester in the core nursing courses. A scheduled maintenance plan will also have to be developed to maintain the relatively new Health Sciences building.

Information technology available to the nursing students currently is adequate to meet student needs. However there is the need for technology to be updated on a regular basis which may require infrastructure updates to be factored into the scheduled maintenance plan for the Health Sciences building. There is a need for continued growth in online programs to support nursing skills and student performance.

Other resources that are needed are an increase in academic advising and counseling as well as increased flexibility in student testing through special services.

E. Service, Community Outreach and Economic Development

The HS & HS Division has contracts with more than 225 clinical facilities that provide our students the learning opportunities required to meet their course and program objectives. Fourteen acute care and over twenty community facilities are dedicated to contracts for nursing students.
The nursing program director holds information sessions about the Nursing Program and participates in college wide job fairs and family nights. Annually, the Capistrano District junior highs and high schools bring their students for tours and demonstrations through our division. Nursing has collaborative partnerships with Hoag Memorial Presbyterian Hospital, Memorial Care, and Mission hospitals. The nursing program is actively pursuing collaborative education efforts with California State University Fullerton, the Health Workforce Institution, and with a variety of clinical facilities through the Orange County Long Beach Consortium.

Throughout the nursing program students are involved in service programs and projects particularly though the California Student Nurse Association (CSNA). Students participate in health fairs and screenings, immunization clinics, and community outreach through their community health assignments.

**Section III: Needs Assessment and Annual Update**

**A. Human Resource Needs**

To support the current division needs and to allow for growth in the HS & HS Division and nursing program, the following positions need to be institutionalized:

- Full time Senior Lab Tech Simulation to make it possible for students to meet course and program competencies
- HSHS Division Program Assistant to manage student calls, questions, and clinical contracts
- 50% program assistant for nursing
- The case manager for Student Success

As a result of recent contract negotiations and anticipated ratification of the faculty contract that will change Nursing Las from 5/6:1 to 1:1 the program will require more fulltime faculty. It is anticipated that this will result in the need for at least 2 new full time faculty.

**B. Instructional/Service Needs**

Supplies are required on a regular basis to replace disposable supplies used while practicing in the nursing skills lab. Outdated or obsolete skills lab supplies including intravenous pumps, mock code supplies, manikins, simulation equipment and skills trainers need replacing every few years. The use of ATI practice tests and remediation materials has had a positive impact on student success. Over the past few years these resources have become increasingly more sophisticated and expensive. Increased budget to offset these expenses is vital for student success.

**C. Research Needs**

The nursing program would benefit from research related to attrition, retention and student success. It would also benefit by working with the OPRG to set up a study to analyze the effectiveness of the new multi-criteria admission process to identify the students most likely to succeed. The program would also benefit by working with the OPRG to develop a system to try to improve the response rate of the graduate survey and employment statistics.
D. Technical, Equipment and Other Resource Needs

The HSHS Division needs to maintain our current computer lab, including 31 computers, and discipline specific software. Many of our courses are supported by software programs that are accessed online and require annual licenses and contract renewals for maintenance and upgrades. The nursing faculty use Par Score routinely to score tests and analyze statistics related to written exams and questions. In order to continue to do so the program will require updated software and a new Par Score scanner.

Our skills lab has very expensive medical equipment, which although most is only 6 years old now, needs scheduled maintenance and often repairs to stay in good working order. There is also the need for 2 new defibrillators with pacing capabilities and end tidal CO2 detectors, 2 intubation manikins and Jr. Sim-man, a pediatric simulator.

The program would benefit by software programs that are accessed online and require annual licenses and contract renewals for maintenance and upgrades. Currently our program relies primarily on "soft money" for equipment, human resources, maintenance agreements and software. The new simulators and the computer lab computers were all funded by grants or donations. Considering the current state and federal budget situation, it is likely that there will be fewer grants available to support our equipment, human resource and technological needs, so it will be necessary to secure funding from other sources.

Facilities Needs

The program would also benefit if there was extra office space for new faculty and staff. The program and students would also benefit if there were more simulation labs and larger classrooms to accommodate our increased enrollments.

Marketing and Outreach Needs

The Nursing Program will need continued support for updating brochures for our nursing program. The nursing program would benefit by increasing the amount of program related information online to meet the growing demand and to minimize workflow disruptions for the Program and Administrative Assistants to the Nursing Program.

Retention Needs

The Nursing Program developed a student success plan through the Fostering Student Success Grant. The most significant outcome (improvement) was a decrease in attrition of 14% from 28% to 14%. For the 2010 2011 academic year, attrition was 14%. Although the grant completed in 2010, through categorical funds we have been able to retain one faculty in the role of "case manager for student success," in order to more closely track and intervene with at risk students. Our data from the Fostering Student Success Grant demonstrated inconsistent patterns of attrition, so after extensive faculty review it was decided to change the admission criteria to the multi-criteria process. The multi-criteria admission process is intended to give more “weight” to students who have job related experience and who have taken more of the classes required to graduate. The initial cohort admitted using the multi-criteria admission
processes have not yet graduated. When they do graduate in Dec. 2012 we need help to review the attrition/retention data to and evaluate the impact of the change in the admission process on student success.

Ideally to improve retention we need to institutionalize the role of the case manager, we need research help from the office of planning and research to closely evaluate causes of attrition and retention and we need to institutionalize the 50% Program Assistant for nursing to track student performance, outcomes and success.