   Motion to approve: Chris Warden
   Second: Gale Carli
   Motion passed.

2. Faculty Presentation: Debra Franklin and Sally Scofield, Registered Nursing.

   The Registered Nursing Program at Ohlone started in 1974, and is accredited by both the CA Board of Reg. Nursing (BRN) and the National League of Nursing Accrediting Commission (NLNAC). The average number of applicants to the program is 216, but only 44 are admitted annually (twice/year: 22 in Fall; 22 in Spring). There are a series of prerequisites students must complete before they can apply (including three BIOs, two ENGL, one MATH, one CFS, one PSY, and one SPCH).

   The program is four semesters in length, with seven core courses, totaling 39 units (a bit more than the 36 BRN prescribed units of both theory and clinical). Courses must be taken sequentially (NUR 301-307), and students may fail a course only once before becoming ineligible to remain in the program. Courses are eight weeks long (except for two courses), each with a theory and a clinical portion. Students must pass both in order to progress. Students are awarded an AS Registered Nursing degree upon completion of the program, and they are eligible to apply for an RN license (NCLEX). They can also go on to complete a BSN degree in four quarters at CSUEB.

   The program is integrated and increases in complexity through the series of courses. Each course relates to a series of Themes and Threads. Themes include critical thinking, communication, management, teaching, nursing process, and professionalism, and Threads include pain management, pharmacology, nutrition, human maturation, cultural diversity, caring, and community.

   SLOs exist and are assessed at every level of the program: Program SLOs, Level Objectives, Course Objectives, and Class Objectives. There are nine Program SLOs and nine Level Objectives each for Levels I through IV. A Program Outcomes Evaluation Plan is used to track assessment at the program level. Program Outcomes are assessed and reported annually (as required) by outside regulatory bodies (BRN and NLNAC). Our program has a high success rate, as evidenced by NCLEX pass rates, which were 94% in 2012, and over 96% the previous year. Additional assessment tools include a Clinical Evaluation Tool and Graduate and Employer Surveys. They also have a Systematic Program Evaluation Plan for comprehensive assessment of
Discussion included the role of advisory committees to keep curriculum updated, to assess what is happening in the hospital that needs to be covered, as well as job information from surveys. Surveys have shown that because of job shortages in the Bay Area, many graduates are finding jobs in correctional facilities, long-term care facilities, laser clinics, and dental surgery offices. Discussion also included rates of attrition, a common problem in both four year and community college programs, usually due to academic failure (sometimes related to problems with work schedules outside the program).

3. **Review ACCJC Annual SLO Report Due March 15.**

This new annual report on the status of Student Learning Outcomes and Assessment is now required by ACCJC and is due for colleges either in Fall or Spring, depending on when each college’s accreditation site visits are scheduled. Ours is due in Spring (March 15). Much of the report aligns with section IIA of our accreditation self-study. Part of what we have to report is the total number of courses that have ongoing assessment, which is why we have been so focused on course assessment recently at Ohlone, and is part of the reason for the creation of the Master Course List for SLO Assessment (which lists “courses offered on the schedule in some rotation”). This is where we came up with the 296 total number of courses, which is also a manageable number to assess.

(See the document on the SLOAC website on the Background and Rationale for selecting courses for the Master List. This also includes the rationale for clusters/cohorts of courses to assess.) (See full ACCJC annual SLOA Report in the Document Index for the March 13, 2013, SLOAC meeting.)

4. **PAC (Process Assessment Committee, assessment of PR and assessment processes) update.**

PAC (made up of faculty leaders, deans, and administrators) was originally formed in response to our 2008 accreditation visit and the recommendation that we link program review more closely to planning. The group worked on this (and developed the PIO and annual PR process), and since then, has assessed the PIO process (last year) and revised the process to make it less cumbersome. Now, PIOs are a formal part of Budget Manager meetings. Deans and Directors sit with the VP of Administrative Services and go through the PIO list to determine allocations. This is the first year we are trying out this new process.

This year, PAC is focusing on the PR and assessment process and cycles, in response to concerns about workflow and workload. PAC has met twice so far and has solicited feedback from PAC members and from faculty at large about how to improve the PR and assessment processes and Curricunet. The committee came up with a common set of concerns/issues to address and has discussed a possible starting point for creating a proposed new set of processes and cycles, based on an initial suggestion from Dr. Wright. A sub-committee was formed of two administrators and two faculty members to work on the details of an initial proposal to bring to PAC for further fine-tuning and discussion before sending it out to Faculty Senate, College Council, and other related committees (i.e. Curriculum, SLOAC, GE) for additional input.
SLOAC will be discussing PAC updates at upcoming meetings on a regular basis and will discuss various ways to streamline the assessment process in light of PAC recommendations (and to make additional recommendations to PAC). So far, purchase of a new software program for assessment tracking and documentation does not look likely, primarily due to budget constraints, but also so that faculty do not have to learn a new program. We are considering extending the course assessment cycle and also will be looking at ways to streamline management (submission, tracking, documentation) of course assessment reports, in addition to retooling the PR Curricunet module, incorporating the use of Word documents more, and adjusting/ extending the PR cycles.

Ideas can be sent to PAC members to present to the committee for consideration. (PAC faculty members: Jeff O’Connell, Jesse MacEwan, KG Greenstein, Alison Kuehner, Rachel Sherman.)

Next PAC meeting: Friday, April 5, 2013.

5. Next SLOAC meeting: Thursday, April 4, 3:00 – 4:30 p.m., 7101.

Meeting adjourned: 3:00 p.m.