

NURSING DEPARTMENT DEPARTMENT & PROGRAM REVIEW 2025-2026

Section 1: Report on Previous Goals & Requests

Previous APR Goal (2020-21)	What Happened (support with data/evidence)												
Increasing cohort size to 56 in Fall 2021 may require teaching remotely by Zoom to accommodate distancing requirements. Improve classroom technology and internet capabilities in HCC 330 to support distance learning.	The cohort size increased to 56 students in Fall 2021. Distance learning was not mandated. Enrollment by Course Gray line = Section Max Enrollment <table><tr><th>CRN (copy)</th><th>Course</th><th>Course Title</th><th>Campus</th><th>Instruction ..</th><th>Fall 2021</th></tr><tr><td>40633</td><td>NUR 106</td><td>Nursing I</td><td>Bend Campus</td><td>Hybrid</td><td>56</td></tr></table> Technology was improved in Summer 2025 to stream live lectures to Madras campus cohort by COCC IT Department.	CRN (copy)	Course	Course Title	Campus	Instruction ..	Fall 2021	40633	NUR 106	Nursing I	Bend Campus	Hybrid	56
CRN (copy)	Course	Course Title	Campus	Instruction ..	Fall 2021								
40633	NUR 106	Nursing I	Bend Campus	Hybrid	56								
Use simulation capabilities to full potential to ease demand for in-person clinical. Hire additional LRC assistance; also upgraded technology would improve simulation experience.	-To date, additional simulation has not been needed to satisfy clinical hours. LRC Coordinator, Amy Wheary, is completing certification as a Healthcare Simulation Educator and credentialing by the Society for Simulation in Healthcare to better serve future department simulation needs. -No additional LRC simulation faculty have been added to date -A COCC capital budget request of \$48,557 was granted and improvements made to the high-fidelity simulation lab in AY 2024-2025 (equipment \$30,952+ Simulation Technology \$17,605)												
Increasing cohort size to 56 in Fall 2021 increases workload for LRC Coordinator. Hire an RN or LPN to assist and improve efficiency of lab coordination.	Cohort size increased to 56 students in Fall 2021 with no change in staffing for LRC. First year cohort increased in size to 64 students in Fall 2025. Two part time irregular wage lab assistants were hired in Fall 2025 for assistance; hours depend on department needs and their availability. Neither of the assistants is an RN or LPN.												

Section 2: Fulfilling Your Mission

COCC Nursing Department Mission Statement: Prepare Associate Degree Nurses for the future of healthcare.

Overview and Regulatory Impact

COCC's Nursing Program is nationally accredited and provides comprehensive, clinical-centered training to best prepare students for rewarding careers in healthcare. Beginning in 1954 and having recently celebrated their 70th year, the Nursing Program embraces strong learning partnerships with the community and diverse clinical opportunities. All courses are compliant with Oregon State Board of Nursing regulations and curriculum standards; the OSBN's last program review was October 2019, and approval is granted up to eight years or until 2027. COCC Nursing is also nationally accredited by the Accreditation Commission for Education in Nursing (ACEN). Initial accreditation was October 2018, and at their most recent visit in October 2024, continuing accreditation was granted until 2032. ACEN accreditation indicates to the public that a nursing program has clear and appropriate educational

objectives and is working to achieve these objectives. Additionally, accreditation demonstrates that graduates are prepared to enter the workforce and contribute to positive outcomes in public health.

Fulfilling Our Mission: NUR Courses 106, 107, 108, 206, 207, 208

Cohort Year+	Admitted Students	# % of students completed 6 terms consecutively	Total # of students who did not complete in 6 terms	# of students not completing in 6 terms due to failure	# of students not completing in 6 terms due to other reason
2021	48	42 88%	6	3	3
2022	48	40 83%	8	5	3
2023	56	53 95%	3	1	2
2024	56	49 88%	7	5	2
2025	56	50 89%	6 **	4	2
2026	56	<i>In progress</i>			
2027	56+8 = 64*	<i>In progress</i>			

+ "Cohort Year" is defined as the class that graduated in June of that Cohort Year; e.g. the class that is admitted in Fall 2025 is "Cohort Year 2027".

*56 students in Bend Cohort; 8 students in Madras Cohort = 64 total

** 3 of these students readmitted and are currently in the 2nd year cohort aiming to graduate in June 2026

Enrollment by Course					
Gray line = Section Max Enrollment					
CRN (copy)	Course	Course Title	Campus	Instruction ..	Fall 2025
40694	NUR 106	Nursing I	Bend Campus	In-Person	56
40813	NUR 106	Nursing I	Madras Campus	In-Person	8

Staffing

AY	Full Time Faculty	Adjunct Faculty	Part Time Faculty
2020-21	7	3	5
2021-22	7	6	4
2022-23	7	7	2
2023-24	8	8	4
2024-25	9	5	4
2025-2026*	10	1	7

*Current Academic Year: One FT tenure-track Faculty position has been added to support and facilitate learning in the Madras Cohort and we have one full-time temporary faculty member. In 2026-2027, we will have 10 FT tenure-track faculty due to the backfilling of Kristin Lambert's position due to her BSN duties expanding.

Section 3: College Goals and Initiatives

The Nursing Program has partnered to support and further the College's 2023-2027 Strategic Plan/Goals as seen in the table below:

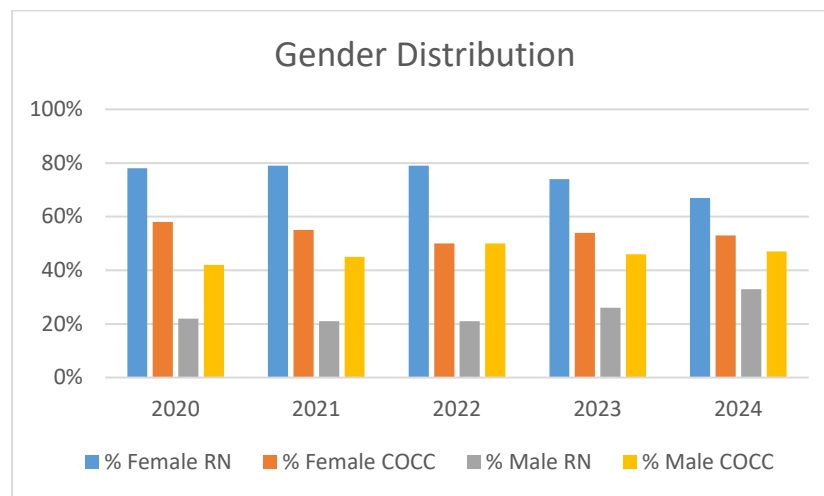
COCC GOALS	1. Student-Ready College	2. Access	3. Community Engagement	4. Workforce Development	5. College Sustainability
Goal Statement	COCC welcomes all students by addressing their individual needs and helping them achieve their goals.	COCC expands access by providing students with equitable opportunities and the resources needed to achieve their goals.	COCC engages with and responds to the needs of the communities we serve.	COCC develops and aligns educational opportunities with regional workforce needs and industry standards.	COCC creates processes and systems to foster high-quality and operationally sustainable work, learning, and natural environments.
GOAL	1. Student-Ready College	2. Access	3. Community Engagement	4. Workforce Development	5. College Sustainability
Relation to Nursing Program	Nursing students graduate from the nursing program, thus having positively impacted completion rates college wide.	The Madras Campus Expansion impacts students and their families by expanding education options closer to home, saving them money and time. Nursing students in the Madras cohort are admitted, among other criteria, based on residence in Jefferson County or members of the Confederated Tribes of Warm Springs, and residents of Crook County are considered.	As Central Oregon has grown, opportunities for leadership and collaboration in the community have increased, particularly in the community of Madras, where a need for expansion was identified. Nursing collaborates with area health care clinics for student clinical hours and has strong clinical partnerships.	Enrollment in the nursing program increased from 48 to 56 in 2021 in direct response to community and clinical partner needs/request. Frequently, nursing students go to work at local clinics upon program completion. In Fall 2025, the Madras Campus Expansion accommodated a new cohort of 8 nursing students. These students will progress through the two-year nursing program and can enter the workforce in Jefferson County as Registered Nurses to address the	Beginning Winter 2026 Catalog, NUR 207 will have a sustainability designation. A new learning outcome is introduced: "Analyze the major environmental, social and economic challenges and potential solutions of our time using a system thinking approach." NUR 112 (Community Health elective) and NUR 107 have been approved for Sustainability Designations beginning Fall 2027.

				shortage of health care workers in that geographic region.	
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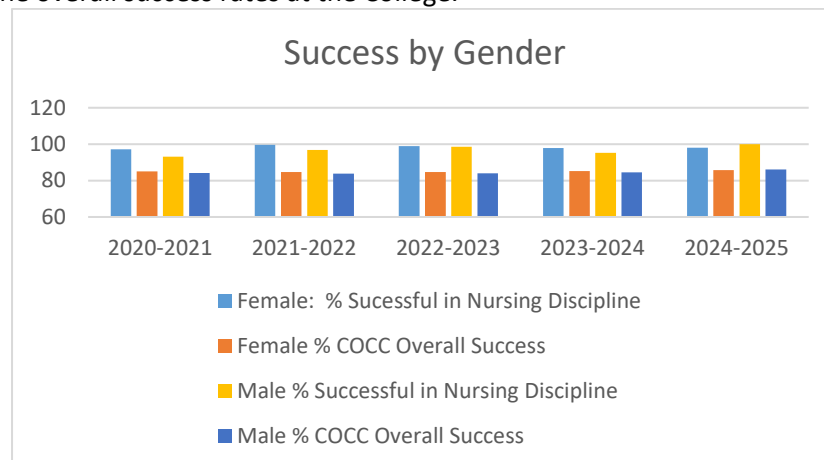
Section 4: Diversity and Inclusion Insights

Gender Distribution

Nursing is historically a female-dominated field, and our program follows that trend. However, the percentage of male students enrolled in the nursing program has been increasing since 2022.



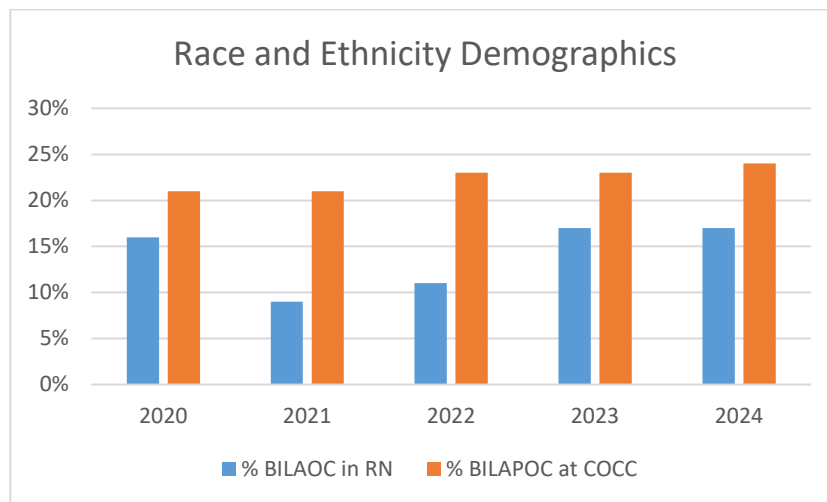
A greater percentage of both male and female nursing students are successful in the discipline of nursing than the overall success rates at the College.



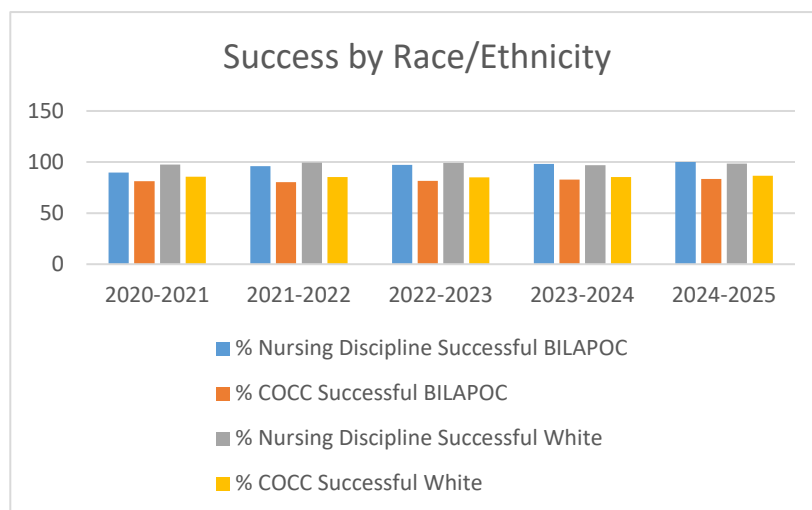
BILAPOC

In 2021, we began to see an increase in BILAPOC students enrolled in the RN Program. However, the percentage of BILAPOC nursing students is less than the College's percentage of enrolled BILAPOC students. We hope to continue to see an increase in the number of BILAPOC students in the nursing

program, especially with the development of the Madras expansion and Madras nursing cohort that began in Fall 2025.



Since 2023, the percentage of successful BILAPOC nursing students has exceeded the percentage of both successful white nursing students and COCC's successful BILAPOC population. Nursing is proud to serve this community and foster their success. BILAPOC student success could be attributed to COCC's diversity plan which provides an equitable and respectful climate for this population, as well as a well-developed retention program for these students.



Age

By comparing enrollment of RN students by age group to enrollment of all COCC students, we find we are most like COCC enrollment in the age groups 20-24, and over 40. Most RN students are in the age group 30-39 years old.

AY	RN <19	COCC<19	RN 20- 24	COCC 20- 24	RN 25- 29	COCC 25- 29	RN 30- 39	COCC 30- 39	RN 40+	COCC 40+
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2020-2021	4%	36%	26%	27%	28%	14%	36%	13%	7%	10%
2021-2022	0%	36%	24%	26%	20%	14%	46%	14%	9%	10%
2022-2023	1%	38%	25%	26%	28%	12%	36%	13%	10%	11%
2023-2024	4%	37%	19%	25%	18%	11%	48%	14%	11%	12%
2024-2025	3%	36%	18%	25%	17%	11%	46%	14%	14%	13%

Success by Age Group: RN Discipline Success vs. COCC Overall Success

COCC RN Program success exceeds that of COCC overall success in nearly every age group; this speaks to the quality of our program and the tenacity of our nursing student population. This success might be credited to our faculty to student ratios in clinical/lab settings (1:8) as mandated by OSBN, providing exam review sessions, and referring students to the many resources available to them at COCC to assist in their learning.

AY	RN <19	COCC <19	RN 20-24	COCC 20-24	RN 25-29	COCC 25-29	RN 30-39	COCC 30-39	RN 40+	COCC 40+
2020-2021	80%	83%	94%	84%	97%	87%	98%	88%	95%	87%
2021-2022	100%	82%	99%	84%	98%	88%	99%	87%	100%	86%
2022-2023	100%	82%	99%	84%	99%	88%	98%	88%	100%	88%
2023-2024	92%	83%	100%	86%	100%	87%	96%	88%	94%	87%
2024-2025	100%	84%	100%	86%	98%	89%	99%	89%	96%	86%

Other Diversity and Inclusion Successes

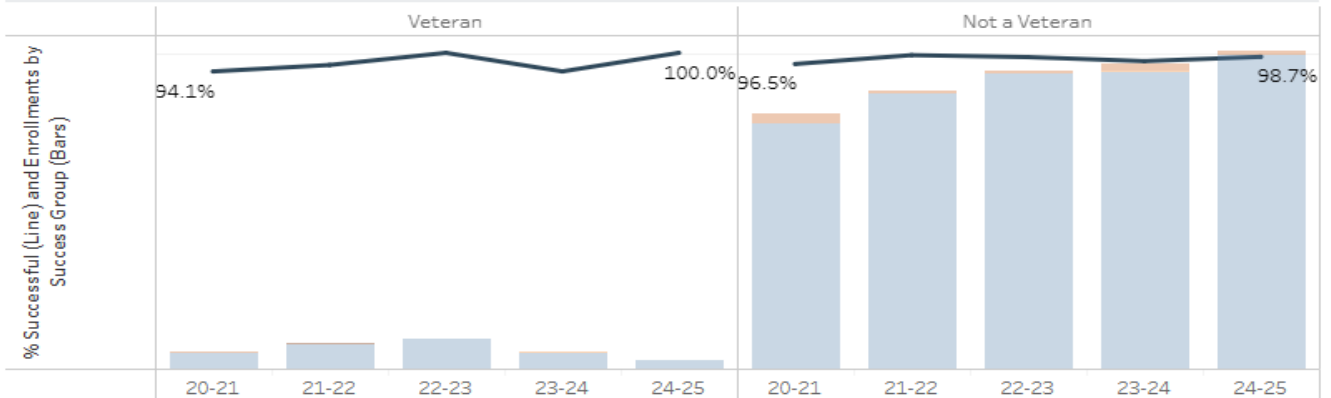
COCC is committed to championing diversity, equity, inclusion, and belonging. The Nursing Program also embraces that commitment to creating and supporting a climate of mutual respect for all students. Some examples of supporting diversity are championing the success of our Veteran students and students in financial need.

Veteran Status

Our Veteran nursing students exceeded non-veteran students in program success in 2024-2025 and exceeded the success of COCC students overall.

Discipline Course Success by Veteran

Discipline Selected: Nursing, Subject: All, Course: NUR 106, NUR 107, NUR 108 and 3 more

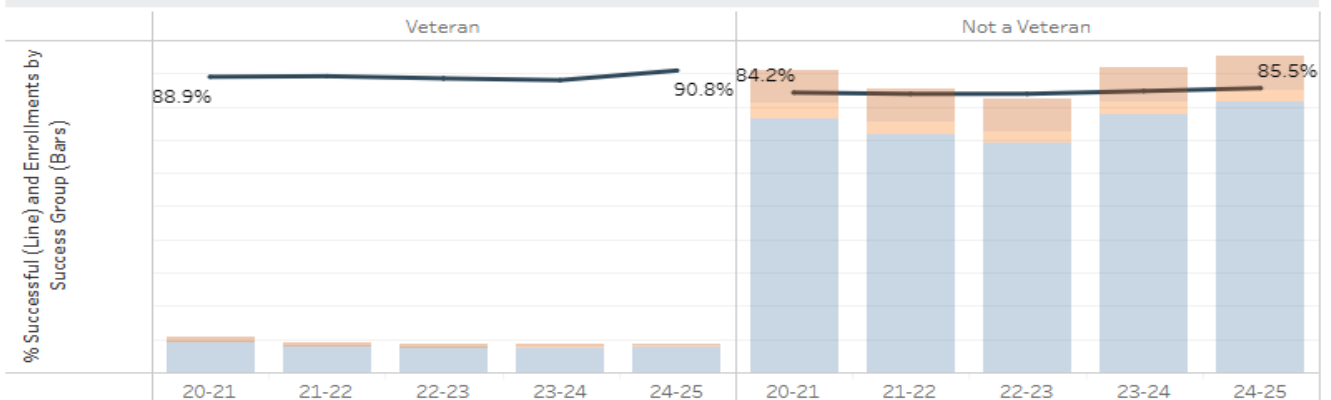


COCC Overall by Veteran

CTE/Transfer Comparator Selected: All

Select Transfer/CTE Comparator:

(All)

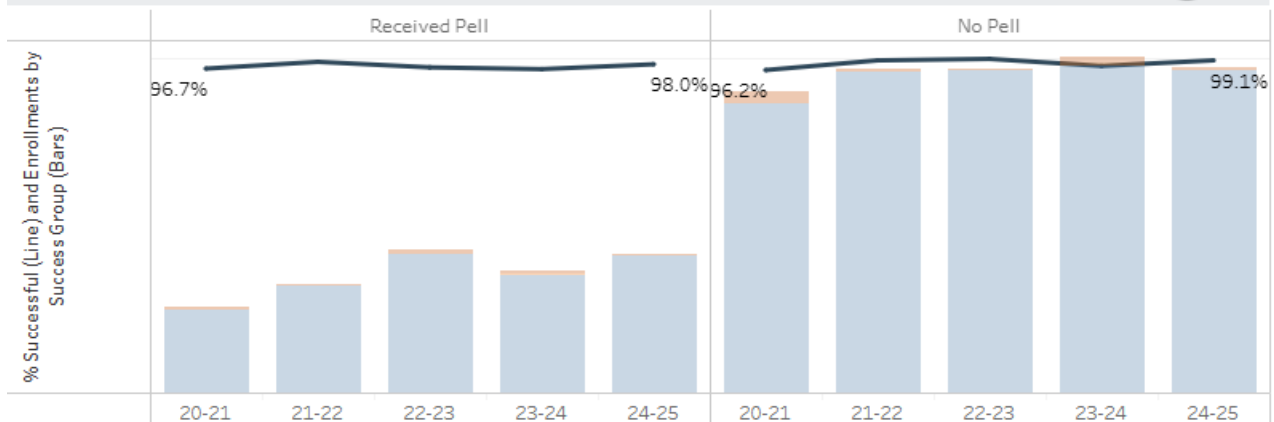


Those with Financial Need

Nursing students who receive financial assistance from Pell nearly match the success of nursing students who do not; additionally, nursing students with financial need have a greater rate of success than other COCC students with need. This might be due to Pell Grant assistance covering educational and living expenses, while combined with the high success rate of nursing students (as described earlier – low student to faculty ratios, referrals to other college resources, and exam reviews), a greater rate of student success is seen over other college programs.

Discipline Course Success by Financial Need

Discipline Selected: Nursing, Subject: All, Course: NUR 106, NUR 107, NUR 108 and 3 more

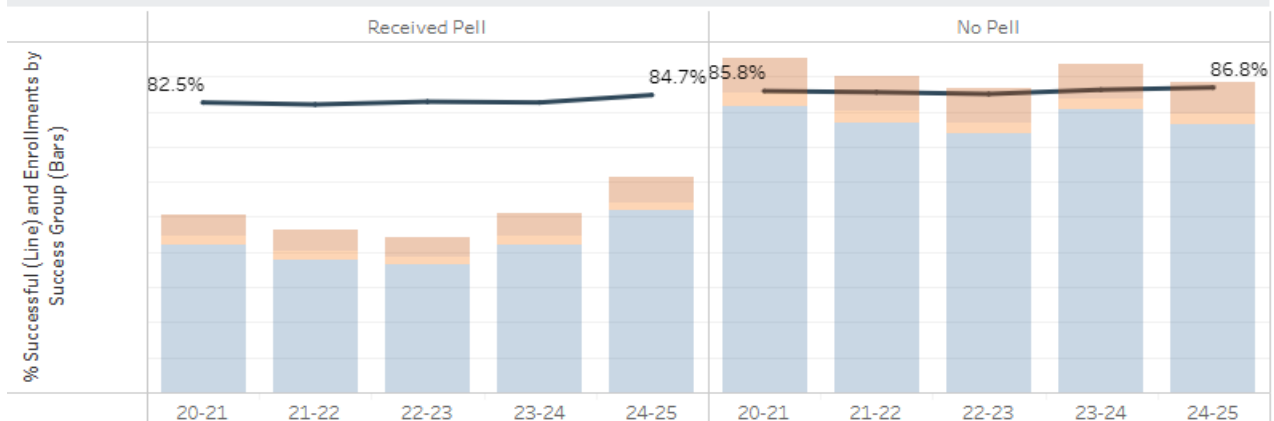


COCC Overall by Financial Need

CTE/Transfer Comparator Selected: All

Select Transfer/CTE Comparator:

(All)



Diversity and Inclusion Challenges

One area of challenge for our department is a lack of gender, race and ethnic diversity in faculty. As mentioned earlier, nursing has been a profession dominated by females, which our faculty reflects. Progress in that area has been made with the hiring of one male/BILAPOC full-time faculty, to date. We will strive to continue to recruit and retain both male and BILAPOC faculty. As the population in Deschutes County is 85.3% white and 14.7% BILAPOC and others (<https://data.census.gov>, 2020), the challenge is evident.

Section 5: Strengths and Accomplishments

- Madras Expansion and Madras Cohort:** The Madras campus expansion impacts students and their families by expanding education options closer to home, saving them money and time. Nursing students in the Madras cohort are admitted, among other criteria, based on residence in Jefferson County or members of the Confederated Tribes of Warm Springs, with residents of Crook County also considered. The Madras Campus Expansion brought in a new cohort of eight

nursing students. Thus far, five of the eight students will progress through the two-year nursing program and can enter the workforce in Jefferson or nearby counties as Registered Nurses to address the shortage of health care workers in that geographic region.

- **COCC's First Bachelor's Degree Offered:** Beginning in Fall 2026, a one-of-a-kind state-wide consortium of six Oregon community colleges, including COCC, will offer a program designed for Associate Degree RNs to build on their education and experience and complete an RN-to-BSN program. The program opens the door to higher-paying, higher-level roles in patient care, leadership, and management.
- **Student Success: NCLEX Pass Rates and Job Placement:** Clinical assessment tools, laboratory performance checklists, and results of theory examinations across the curriculum point to a high level of student success in meeting end-of-program outcomes. Regarding program outcomes, the curriculum plan of study has contributed to high NCLEX-RN® pass rates as compared to other Oregon Community College RN Programs and national results, and high job placement rates, as evidenced in the data below. We often hear unsolicited praise from community partners of student performance in the clinical setting and as they begin their nursing careers after graduation.

Cohort Year	COCC NCLEX 1 st Time Pass Rate / Overall Pass Rate	Other Oregon Community Colleges NCLEX Pass Rate	National NCLEX Pass Rate	COCC Graduate Job Placement Rate
2021	91% 100%	87%	79%	100%
2022	93% 100%	87%	78%	100%
2023	100% 100%	94%	88%	100%
2024	96% 100%	95%	91%	96%
2025	94% 100%	90%	86%	100%

- **Clinical Credits and Direct Patient Care Hours Across the Program:** While clinical opportunities are becoming increasingly limited, faculty have worked in conjunction with our clinical partners to secure meaningful clinical opportunities for our students. Please refer to the table below for clinical care hours per course for 2025.

Course	Clinical Credits	Clinical Care Hours
NUR 106	(3 credits)	74 direct patient care hours, plus 6.25 hours of activities including competency assessments, assignments and case studies; 10 hours of orientation.
NUR 107	(4 credits)	103 direct patient care hours plus 17 hours additional activities which include: orientations, assignments, competency assessments and presentations
NUR 108	(4 credits)	101 direct patient care hours, plus 17 hours of activities including orientation, simulation, and competency assessment.
NUR 206	(4 credits)	96 direct patient care hours, plus 24 hours of clinical orientation, competency assessments and assignments.

NUR 207	(5 credits)	112 direct patient care hours, plus 38 hours of assignments, which include orientation, community health project, and competency assessments.
NUR 208	(5 credits)	144 direct patient care hours, plus 6 hours additional activities which include capstone orientation, IV insertion instruction, and comprehensive assessment.

- Strong Community Partnerships:** Shannon Edgar, Chief Nursing Executive, St. Charles Health System (SCHS), states "COCC has been an essential partner in developing the nursing workforce our region depends on. Graduates come to St. Charles exceptionally well-prepared, grounded in compassion, clinical excellence and a deep commitment to serving our communities." COCC Nursing is proud of our partnerships in the community, dating back to the origination of our program in 1954. SCHS graciously funds a designated full-time clinical instructor for the Madras nursing cohort which further demonstrates their commitment to our partnership. Additionally, COCC has partnered with Oregon Health Sciences University (OHSU) Nursing, allowing them to use Nursing lab and simulation space on our campus at days and times when our program does not need it. See the table below for a list of clinical agencies with whom we partner, and the list continues to grow:

Clinical Partners	
SCHS Acute Care Units: medical, surgical, ortho/neuro, PCU, and IMCU	Deer Ridge Correctional Center
SCHS (includes urgent care, home care and Sage View)	Deschutes County Jail
SCHS Family Birth Center: Bend/Madras	Deschutes Recovery Center
Bend La Pine School District	Deschutes Surgery Center
Bend Surgery Center	Partners in Care
Bend Transitional Care	Regency Care of Central Oregon
BestCare Treatment Services	Redmond School District
Cascade Surgery at the Center	Regency Redmond Rehab
Central Oregon Pediatric Assoc	Summit Bend Memorial Clinic
Crook County Public Health Department	Touchmark Retirement
DaVita Dialysis	Mosaic Medical
Shepherd's House	Deschutes County Behavioral Health

- Experienced and Diverse Specialties of Full-Time Nursing Faculty:** The full-time faculty in nursing have amassed a total of 199 years of nursing experience combined. Nursing specialties and experience are diverse and widely varied, ranging from cardiac, hospice, medical, surgical, orthopedic, urgent care/clinics, perioperative, operating room, hospital corpsman, women's health, community health, neurological, rehabilitation, overseas volunteer work, camp nursing, case management, vascular, nurse practitioner, Health Effectiveness Data and Information Set audit nursing, oncology, travel nursing, emergency department, and long-term care. The varied experience the faculty brings to the program enables them to act as well-rounded role models and guides to nursing students.

- **RENEW Grant:** COCC Nursing received a grant in Fall 2025 from the Oregon Center for Nursing for the purpose of increasing recruitment and retention of nursing faculty amid high turnover and cost pressures. The grant, totaling \$351,571, is to be utilized over a two-year period ending with the 2026-2027 academic year. The grant has enabled our department to provide faculty stipends for professional development, mentorship and orientation, community building, and outreach.
- **Administrative Support:** The nursing program has been able to maintain quality of instruction and clinical partnerships in part due to administrative support and responsiveness to requests.
 - 1) Unanticipated staffing challenges were supported by approval for the transition from an adjunct position to a FT temp position in 2023-24, 2024-25, and 2025-26.
 - 2) Capital Requests granted for the upgrade of the hi-fidelity simulation center and purchase of intravenous pumps to reflect equipment used at primary clinical site.
 - 3) Reduction of Bend cohort from 56 back to 48 to begin 2026-27 cohort.

Section 6: Challenges

Challenge	Dataset
Faculty recruitment	In recent years, recruiting new faculty has become increasingly difficult. Factors that contribute are retiring faculty, higher compensation in other nursing positions, small pools of master's prepared educators, and cost of living in our community. "Faculty shortages at nursing schools across Oregon have been identified as a major barrier to have enough education capacity to prepare students to enter the field and improve nurse supply." (Oregon Health Authority : Nurse Faculty Expansion : Primary Care Office : State of Oregon) Nursing Faculty Shortage Fact Sheet
Faculty retention	COCC Nursing has experienced a lack of retention of part-time and adjunct faculty in recent years, due to retirement, personal reasons, higher compensation in other nursing settings, and others. Oregon Center for Nursing studied trends in Nursing Faculty Retention. This article explores key factors affecting the stability of Oregon's nursing workforce: Why Oregon Nurse Faculty Are Leaving 2017 OCN Report
Clinical placement/hours due to additional nursing programs in the area	Nursing programs new to the area: • OHSU nursing school in Bend, Oregon • Bend Campus Sumner College Locations • Joyce University of Nursing & Health Sciences (pending) In the event clinical hours become less available, an increase in simulation as a substitute may be possible by adding additional resources in space, training, and staffing. Historical data indicates

	decreasing clinical site approvals, number of students permitted to attend, and fewer available shifts.
Classroom technology and faculty training that supports Madras cohort with equity and inclusiveness	There have been ongoing issues with technology both in the Bend and Madras classrooms since the beginning of the Fall 2025 term and the roll out of the Madras cohort. COCC IT worked with our department to get the best outcome from the technology, but despite this effort, there are still technology issues nearly every week on one site or the other. The concern is that the Madras cohort is not receiving clear and inclusive streamed lectures each time.
Increase in non-instructional responsibilities of faculty	Cohort size increases and a branch campus cohort in Madras have resulted in a significant increase in non-instructional responsibilities for faculty, particularly clinical coordinators, LRC Coordinator, Department Chair, and Administrative Assistant without a corresponding increase in non-instructional workload. Areas of concern are clinical coordination, clinical faculty onboarding, staffing, technology, and mentoring. For example, both first- and second-year clinical coordinators, who each receive one load unit for that non-instructional work, estimate having worked 120 –150 hours on clinical coordination preparing for clinical during the summer (while off contract) and during the Fall 2025 term.

Section 7: New Goals and Resources Needed

Goal	Timeline for achieving goal	Resources needed
1. Improve faculty recruitment and retention to better serve students and maintain consistency and quality teaching in theory and clinical. This aligns with achieving excellence.	By August 2027, upon expiration of Renew Grant.	Renew Grant for faculty retention and recruitment to expire June 2027. Invest in faculty retention by funding onboarding, training, orientation to skills lab and clinical by utilizing irregular wage funds. Adopt a collective bargaining MOU similar to other Oregon community college nursing programs that provides a salary differential to nursing faculty in the 2026-2029 cycle of collective bargaining
2. Reevaluate and adjust non-instructional workload to be appropriate for corresponding tasks to better support the evolving needs of the program and	By Fall 2027	Load release should be made appropriate for the task. Current load release for clinical coordinators is 1 LU (25 hours) per term, but the actual hours spent on the task is between

needs of the students; particularly for clinical coordinators where the greatest discrepancy lies. Or, hire additional administrative assistance to balance workload. This aligns with empowering students, engaging our community, and supporting colleagues.		120-150 hours, which equates to 4.8 - 6 LU. Alternatively, hire a part time administrative assistant to assist with clinical coordination tasks appropriate to that position, to free clinical coordinators to spend time cultivating new partners, facilitating contracts and partner site visits. Re-evaluate non-instructional load for department chair and program director that better reflects actual time spent.
3. Maintain positive and collaborative relationships with clinical/community partners. a. Decrease our footprint in acute care clinical settings by purchasing laptops or tablets for students and instructors to complete patient charting and medication administration to relieve the growing burden on partner computers. b. Continue to respond directly to Madras community needs; reflecting community engagement and workforce development in a feasible and sustainable way.	By Fall 2027.	a. Laptops or tablets for students and instructors for patient charting and medication administration purchased with anticipated donor funds. Work with St. Charles CE department for EPIC access/storage of devices. b. Consider all data including: feedback from students and clinical partners, job placement rates, Madras cohort applicant numbers, faculty availability, etc. to determine appropriate cohort size and frequency that best meets the needs of the workforce and the community.
4. Support and recognize faculty time and energy dedicated to the success of the Madras Cohort (technology set up, theory materials, course facilitation). Also, when the number of Madras students doubles in Fall 2026, increase staff to support the Madras Learning Resource Center (LRC). This aligns with achieving	Before the start of Fall 2026/2027, when Madras will be home to both first- and second-year cohorts.	Continued short-term non-instructional load (2 LUs) for LRC co-coordination to continue through the first 2 years (1 full program cycle) of the Madras branch campus (Fa 2026) Trainings from experts in remote instruction and support from IT and E-learning, CAFE, consultants etc. Stipend or non-instructional pay as appropriate.

excellence, supporting colleagues, and empowering students.		(Fa 2026) Permanent LRC co-coordinator – Madras position or non-instructional load to facilitate skills lab in Madras, similar to/proportionate to the LRC coordinator position for the Bend campus: planning, coordination, set up, clean up, organization and storage, etc. (Fa 2027)
5. Encourage and foster student engagement, belonging and inclusion. This aligns with empowering students and championing diversity, equity, inclusion, and belonging.	By Fall 2026	Continued collaboration with IT to develop an optimal plan for equipment and streaming technology which would better serve the Madras cohort and increase student engagement among Bend and Madras cohorts. Continued administrative and e-learning support and advocacy for students and faculty. Incorporate irregular wage trainings for new faculty and evaluation analysis of faculty approachability and student feedback on diversity, equity, inclusion, and belonging in the nursing program.