

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name LVN-to-RN (AD in Nursing) Program, **Academic Year** 2023-24

1. Has your program mission or primary function changed in the last year?
The program's mission or primary function has not changed. It continues to intake students in January and complete in December. The program admitted 50 students in Jan 2024.
2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)
 - 2023. Development of noncredit support courses with a new course prefix, NURX.
 - NURX 7110 Lifelong Learning in Nursing 1 and NURX 7111. Lifelong Learning in Nursing 2 – These courses were designed to enable students to use currently available resources to improve academic performance and develop lifelong learning habits.
 - NURX 7112 Practicing RN Clinical Skills was created to provide a skills and clinical practicum refresher before the final fall semester. The students found that they needed to practice previously learned RN skills that include but not limited to IV medication administration and clinical decision-making.
 - NURX 7113 Think Like a Registered Nurse supports current nursing program to enhance learning experience and promote deep dive on the nursing theory and assignments.
 - These courses are going to be offered in summer 2025.
 - 2023. Development of culturally responsive curriculum. The full-time RN faculty have completed the college workshops using the Culturally Responsive Curriculum Assessment Tool created by Leeanne McNulty and Rick Rantz. NURS 101 was refocused to highlight the underrepresented groups in nursing. It also applies teaching strategies that enable students to improve course engagement, participation, and success.
 - 2023. Integration of distance education best practices in creating student-friendly Canvas sites. A couple of instructors attended the college-sponsored DE training that highlighted best practices that afforded substantial student-instructor contact and overall course engagement and participation.
 - 2023. Consideration of low-cost and open educational resources for nursing instructions to alleviate the burden of costly required texts. The faculty are carefully considering this option while maintaining nursing practice relevance and currency.
 - 2022-23. Megan M and Jennifer S continue their work on simulation handbooks that may include but not limited to policies and procedures, curriculum plans, etc.
3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?
 - There are no program changes. However, there is a need to review the current public facing program map that includes merit based criteria and related admission policies and procedures.
 - With the implementation of the Title 5 General Education requirements and the upcoming implementation of Cal-GETC, the RN program is in a state of program revision that includes notification of the Ca BRN.
4. Were there any staffing changes?
 - The CCCC awarded a two-year grant for enrollment growth. This provides for additional

- part-time faculty coverage for the increase in enrollment. The faculty-to-student ratio is currently at 1 instructor for 6-8 students. It also affords counselling coverage for 5 weeks during the summer RN application period and office and laboratory assistant for 10-months.
- The Foundation for California Community Colleges Culturally Responsive Grant award afforded faculty education on culturally responsive teaching practices and augmented faculty staffing for the LVN program.
 - The SWF Innovation Grant award provided for resource staffing and a study on the predictors of student performance based on TEAS scores, program completion, and NCLEX-RN pass rates.
5. What were your program successes in your area of focus last year?
- Early identification of high priority student needs. The RN program conducted a pharmacology and dose calculation competency screen to all the nursing students. The students were given focused materials to study. The competency was in two parts: pharmacology concepts and applications and dose calculations.
 - 7 students met the 85% benchmark and 16 students had 80% or better for pharmacology competency on the first attempt (n=50)
 - 35 students met the 85% benchmark, 44 students met the 80% or better in dose calculation on the first attempt (n=50)
 - 28 students had 80% or better on their pharmacology competency on their second attempt. (n= 42).
 - 12 students had 80% or better on their dose calculation competency on their second attempt. (n= 14).
 - Although there were students who did not meet the 80% benchmark on the second attempts for pharmacology and dose calculation competencies, the students were provided with specific strategies to improve their competencies.
 - The RN program continues to have spring-fall student rates.
 - Spring 2023. Course retention. 46-49/50 retention rates for all nursing courses.
 - The third quarter BRN report on NCLEX-RN Pass Rates showed that 43 out of 44 (97.73%) completers of 2023 RN class were successful on their first attempt.

Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.
The RN Program is a Jan-to-Dec program.

Forty-six (46) students completed the RN program in Dec 2023. 0 attrition. Third Quarter RN licensure exam results: 43 out of 44 students were successful (97.3% Pass Rate) with two students still waiting for testing.

The program admitted 50 students in Jan 2024. One student dropped the program to deal with personal issues and reduce anxiety associated with preparing for the LVN licensure exam.

The number of students who did not meet the 80% benchmark after two attempts at the pharmacology and dose calculation competency test.

	2023	2024
Pharmacology Competency	9/48 (18.8%)	14/49 (28.6%)
Dose Calculation Competency	2/48 (4.2%)	3/49 (6.1%)

The number of students who did not meet the Tests for Essential Academic Skills (TEAS) composite score of 62. The measure is used by other colleges to determine eligibility for admission in the RN program. To date, the measure has not been used to determine student eligibility for the AHC RN Program.

	2023	2024
ATI Tests of Essential Academic Skills	18/49 (36.7%)	20/46 (43.5%)

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

There are slight variations in the student cohorts within the last two years that the program increased enrollment from 35 to 50 students.

- Pharmacology and dose calculation competencies are early predictors of academic recency. Students who did not meet the 80% score after two attempts in one or both competencies are required to follow a study and clinical practice plan.
- Student entrants continue to not meet the composite score for TEAS at high percentage. The faculty attributes the low scores to lack of academic preparation due to multiple factors including but not limited to language preferences and skills, prolonged absence from academic environments, attitudes toward taking the TEAS test that did not affect their admission to the nursing program, etc.
- The high percentage of the NCLEX-RN first attempt pass rate is attributed to recent changes in the test plan, increase in program support resources, early identification of student performance issues, etc. Please summarize recommendations and/or accolades that were made within the program/department.

- c. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

1. There are no changes in the PLO rubrics, associations, and cycles planning. With the anticipated shift toward program learning outcomes reporting instead of individual student, the program needs to work on gathering student data that correlate with college data like demographics, first generation, etc.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*).

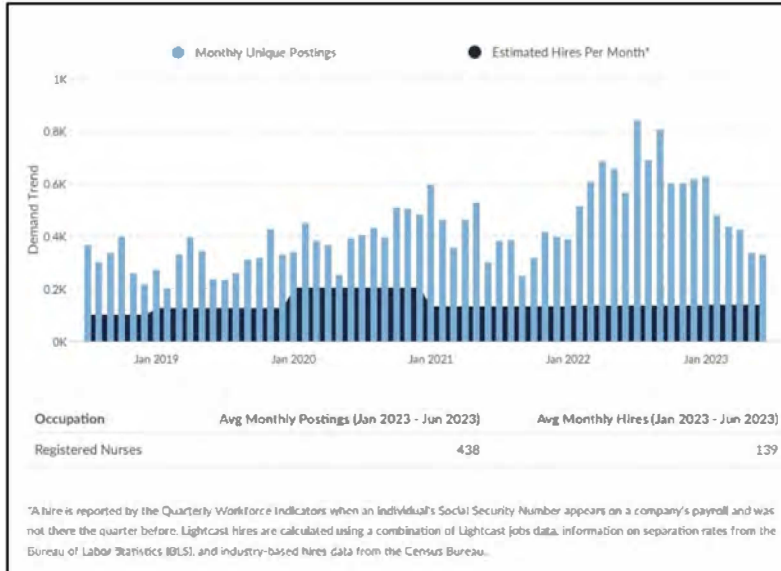
- a. Which courses were reviewed for regular and substantive interactions (RSI)?
- b. What were some key findings regarding RSI?
 - Some strengths:
 - Some areas of possible improvement:
- c. What is the plan for improvement?

The RN courses are offered face-to-face.

The RN full-time faculty are currently working on improving the layout of the learning management system to better serve the students. Both part-time and full-time faculty have completed distance education and open education resources training.

CTE two-year review of labor market data and pre-requisite review.

a. Does the program meet documented labor market demand?



The RN graduates continue to have job opportunities in both SB and SLO counties. There are more job postings than available workforce.

b. How does the program address needs that are not met by similar programs?

The RN program increased enrollment from 35 to 50 students since January 2023. With enrollment increase, the program sought support resources to meet the needs of students who may need more assistance in meeting the program benchmarks, improving test performance, and increasing the odds of passing the RN licensure examinations (NCLEX-RN).

c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

Local community partners continue to hire RN graduates. There is a 90-100% program completion rate. Students view the program to attain career goals and gainful employment. The program continues to have a full class enrollment with a dwindling waitlist due to the 2023 enrollment increase.

d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others? There are no changes in the course requisites.

e. Have recommendations from the previous report been addressed?

Recommendations and Planning Initiative	Status
G1 Planning Initiative (P)1. The full-time RN faculty will review the merit-based admission criteria study conducted in 2010 and gather comparable data to determine continued applicability to the current student demographics (2018- 2023).	The project has not been started.
G1P2. The RN faculty (both full-time and part-time) will develop culturally responsive curriculum and innovative teaching methodologies.	Ongoing conversations with Leeanne McNulty regarding plans for conducting culturally responsive sessions that are tailored for nursing theory and practica.
G1P3. The RN faculty will implement and evaluate student outcomes of the changes in curriculum and teaching methodologies.	Ongoing. The RN faculty continue to discuss culturally responsive and innovative approaches to teaching theory, skills, and clinical decision-making.
G1P4. The RN faculty will develop a simulation plan that includes policies, procedures, and lesson plans.	Megan McComas completed the simulation policy and plans in Spring 2024.
G2P1. Provide two (2) hour weekly open skills laboratory opportunities.	Beth Conner continues to conduct a two-hour weekly open skills laboratory every Friday. It is funded by the Strong Workforce Initiative.
G2P2. Provide four (4) hour clinical practicum support.	A part-time faculty decided to teach medical assisting during the spring semester 2024. This reduced the available faculty to take on resource roles for the students. The resource is funded by Innovation Grant and the Culturally Responsive Grant.
G2P3. Provide twenty-four (24) hours of bootcamp for new entrants to the program.	Megan McComas conducted the session in January 2024. The students were appreciative of the gradual introduction to both the college and the program. The resources are funded by the Strong Workforce Initiative.
G2P4. Offer HLTH 7113. Create different versions of the course to meet the needs of the students.	The full-time RN faculty, Leanne Wolfram and Beth Conner conduct to use innovative approaches enhance student learning experiences.
G2P5. Provide Kaplan resources for NCLEX-RN preparation that includes a live review class.	The CCCC Growth Grant continues to provide Kaplan resources including the live review. The faculty continues to implement specific proctored tests to measure student preparation and

	learning.
G2P6. Provide Keith RN. Think Like a Nurse Textbook.	This is no longer used. The faculty are developing their own materials for the support classes.
G3P1. Faculty Resources. Provide faculty professional development opportunities to maintain BRN content currency requirements. Includes continuing education to maintain currency and relevance in content areas (medical surgical, geriatrics, mental health, and simulation).	The RN faculty continue to grapple with schedules and life commitments. There are scant opportunities to carve out time for professional development and seminars. There is continued interest in professional development courses in nursing, teaching strategies, and simulation.
G3P2. Instructional Technician. Nursing Skills Laboratory. Hire a skills laboratory assistant.	To date, the designated hours for the lab technician have been used up. It was funded by both the CCCC Growth grant and the Strong Workforce Initiative.
G3P3. Faculty Resources. Provide seventeen (17) i-pads or two (2) laptops to parttime and full-time faculty to improve communication.	The number of i-Pads was increased to 20 units and two laptops for the faculty. These purchases are pending. Financed by Strong Workforce Initiative.
G3P4. Technology. Purchase ECG teaching software.	Pending. The Strong Workforce Initiative monies will be used to purchase the software and the dedicated laptop.
G3P5. Equipment. Replace hi-fidelity manikin (i-STAN). The manikin is no longer supported by the manufacturer.	In progress. With one of the hi-fidelity manikins at senescence, the SWFI will be funding the purchase of the new manikin.
G3P6. Faculty Resource. Maintain subscription to instructional strategies – Keith RN	The subscription is currently covered by the CCCC Growth grant.
G3P7. Student Laptops. Purchase an additional 20 laptops for online testing in the nursing classroom.	Ongoing discussion regarding the purchase of additional laptops in the nursing classroom.
G3P8. Student Laptops. Request for regular maintenance of the nursing classroom laptops.	
G3P9. Equipment. Purchase 15 venipuncture manikins.	Completed.
G3P10. Equipment. Purchase 10 Alaris IV pumps.	Completed. There is a need for repairs and maintenance.
G3P11. Equipment. Purchase 10 Chester Chest manikins.	Completed.
G3P12. Equipment. Purchase 10 heavy duty IV poles.	Completed.
G3P13. Facility. Update tables and chairs in the nursing classroom (M118-M120) to remove weight-bias. Maintain capacity for 60 students.	No action currently. Will continue to pursue.
G3P14. Facility. Update tables and chairs in the skills laboratory (M108) on the RN side. Maintain capacity for	No action currently. Will continue to pursue.

22 students.	
G3P15. Facility. Update faculty chairs in the respective offices.	No action currently. Will continue to pursue

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics. This section is only used if there are new planning initiatives and resources requested.**

These program goals for 2024-25 are entered in SPOL.

Program Goal

G1 Curriculum and Enrollment

1. REVIEW and CLARIFY entry to the nursing program to close equity gaps.

G2 Student Services

1. PROVIDE student success support to stay on the career and academic path.
2. PROMOTE culturally responsive teaching strategies and course and program content.

G3 Faculty Resources

1. PROVIDE resources for faculty including educational technology and professional development.

G4 Student Support Resources

1. PROVIDE conducive learning environments in the classroom, skills laboratory, and clinical experiences.
2. UPDATE, MAINTAIN, REPAIR, and REPLACE presentation stations, computers for student testing, remote instruction capabilities, etc.

G5 Equipment and Supplies

1. MAINTAIN care technology, task trainers, low-fidelity manikins, and hi-fidelity manikins.
2. REPLACE care technology task trainers, low-fidelity manikins, and hi-fidelity manikins.
3. AUGMENT perishable supplies like demo-dose medications, saline flushes, non-coring needles, venous catheters, and simulation supplies.

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	G1-1. The full-time RN faculty will review the merit-based admission criteria study conducted in 2010 and gather comparable data to determine continued applicability to the current student demographics (2018- 2023). EMP Goal B. Strategy B.1. B.3. Category: MISC Needs
Planning years:	2021-22 to 2024-25
Description	
The study will review current merit-based admission criteria for predicting student RN program completion	

and first attempt success in RN licensure exam. It may address additional variables like emergency withdraw (EW) as a factor in determining number of science repeats.

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705
 Technology Plan Facilities Plan Strong Workforce Equal Emp Opp
 Title V

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number): G1-1. Counseling and Student Education Plan. Continue grant-funded counseling coverage during RN application cycle (June-August). Include associate degree requirement evaluation and preparation for transfer to a 4-year institution (2018-2023).
EMP: Goal A. A.1. A.2. A.8.
Category: Staffing

Planning years: 2021-22 to 2024-25

Description

The counseling department will provide student academic maps toward program completion and transfer to CSU/UC systems. The counsel ensures that students have completed the requirements for associate degree in nursing and meet the CSU/UC lower division requirements. Goal: RN Program Completion and Transfer to baccalaureate program.

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705
 Technology Plan Facilities Plan Strong Workforce Equal Emp Opp
 Title V

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number): G2-1. Ca BRN Reporting of associate degree requirements. Report college compliance with Title V requirements for General Education, seamless transition to CSU/UC baccalaureate program, and auto-awarding associate degree requirements for students with baccalaureate degree.
EMP Goal E. E1.
Category: MISC

Planning years: 2021-22 to 2024-25

Description

The program director, in consultation with faculty and counseling will develop college pathways to legislative mandates in General Education and Transfer patterns. The program director will report the college compliance plans to the California Board of Registered Nursing.

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705
 Technology Plan Facilities Plan Strong Workforce Equal Emp Opp
 Title V

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	G2-2. Design culturally responsive assessment tool for nursing theory and practicum. Continue culturally responsive workshops among full-time and part-time faculty within the next six months. Goal B. B3. B4. B5. B7. C3. C4. C5. C7. C8. Category: MISC
Planning years:	2021-22 to 2024-25
Description	
Culturally responsive curriculum and teaching strategies are inherent in teaching professional nursing practice. It is important to provide opportunities for full-time and part-time faculty to engage in discussions on culturally responsive teaching practices.	
What college plans are associated with this Objective? (Please select from the list below):	
<input checked="" type="checkbox"/> Ed Master Plan <input checked="" type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Emp Opp <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	G2-2. Promote faculty engagement on developing culturally responsive curriculum and teaching strategies for nursing theory and practicum. Goal B. B3. B4. B5. B7. C3. C4. C5. C7. C8. Category: MISC
Planning years:	2021-22 to 2024-25
Description	
Provides an opportunity for faculty to develop culturally responsive curriculum and teaching strategies that may include review of content, course and program policies, and evaluate impact on student engagement, participation, and inclusion.	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input checked="" type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Emp Opp <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	G3-1. Incorporate educational technology in the classroom. ECG simulation DART software. Unit Cost: \$ 499 + Apple Laptop. Quantity 4. EMP: D. D.6 Category: Technology
Planning years:	2021-22 to 2024-25
Description	
The simulation software provides additional context to patient situations. The RN faculty is currently investigating how the software can be integrated in the NURS 112 and ECG classes. The IT is currently working on checking computer compatibility with the software.	
What college plans are associated with this Objective? (Please select from the list below):	

<input type="checkbox"/> Ed Master Plan	<input type="checkbox"/> Student Equity Plan	<input type="checkbox"/> Guided Pathways	<input type="checkbox"/> AB 705
<input checked="" type="checkbox"/> Technology Plan	<input type="checkbox"/> Facilities Plan	<input type="checkbox"/> Strong Workforce	<input type="checkbox"/> Equal Emp Opp
<input type="checkbox"/> Title V			

New Program Planning Initiative (Objective) – Yearly Planning Only			
Title (including number):	G3-1. Faculty stipend on implementing the ECG software in courses – NURS 112 and NURS 422 Monitor Observer. EMP: C5. D6. Category: Misc		
Planning years:	2021-22 to 2024-25		
Description			
The use of educational technology like DART provides real-world patient scenarios to the classroom. Simulated cardiac monitoring opens opportunities to enhance existing courses and consideration of intermediate and advanced versions of the courses.			
What college plans are associated with this Objective? (Please select from the list below):			
<input type="checkbox"/> Ed Master Plan	<input type="checkbox"/> Student Equity Plan	<input type="checkbox"/> Guided Pathways	<input type="checkbox"/> AB 705
<input checked="" type="checkbox"/> Technology Plan	<input type="checkbox"/> Facilities Plan	<input type="checkbox"/> Strong Workforce	<input type="checkbox"/> Equal Emp Opp
<input type="checkbox"/> Title V			

New Program Planning Initiative (Objective) – Yearly Planning Only			
Title (including number):	G4-1. Replace M-118/123 nursing classroom seating 50-60 capacity with tables and chairs to eliminate weight-bias and allow collaborative class activities. Current desks are in various levels of disrepair. EMP: C3. C4. C5. Category: Facilities		
Planning years:	2021-22 to 2024-25		
Description			
The current nursing classroom has desks that are weight-biased (not adjustable to body size) and are in various stages of malfunction.			
What college plans are associated with this Objective? (Please select from the list below):			
<input type="checkbox"/> Ed Master Plan	<input type="checkbox"/> Student Equity Plan	<input type="checkbox"/> Guided Pathways	<input type="checkbox"/> AB 705
<input type="checkbox"/> Technology Plan	<input checked="" type="checkbox"/> Facilities Plan	<input type="checkbox"/> Strong Workforce	<input type="checkbox"/> Equal Emp Opp
<input type="checkbox"/> Title V			

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	G4-1. Update M-108 RN side of the skills lab seating for 24. Current seating and tables are mix-and-match and in various stages of disrepair. EMP: C3. C4. C5. Category: Facilities
Planning years:	2021-22 to 2024-25
Description	
The current nursing skills lab – RN side has 4 tables and 20 chairs in various stages of disrepair.	

Need 20 chairs and 10 tables.			
What college plans are associated with this Objective? (Please select from the list below):			
<input type="checkbox"/> Ed Master Plan	<input type="checkbox"/> Student Equity Plan	<input type="checkbox"/> Guided Pathways	<input type="checkbox"/> AB 705
<input type="checkbox"/> Technology Plan	<input checked="" type="checkbox"/> Facilities Plan	<input type="checkbox"/> Strong Workforce	<input type="checkbox"/> Equal Emp Opp
<input type="checkbox"/> Title V			

New Program Planning Initiative (Objective) – Yearly Planning Only			
Title (including number):	G4-2. Maintain, repair, and replace presentation stations and remote instruction capabilities. EMP: C1. C3. C4. C5. Category: Technology		
Planning years:	2021-22 to 2024-25		
Description			
Periodic maintenance of presentation stations, computers for student testing, and remote instruction capabilities. Work order submissions as needed.			
What college plans are associated with this Objective? (Please select from the list below):			
<input type="checkbox"/> Ed Master Plan	<input type="checkbox"/> Student Equity Plan	<input type="checkbox"/> Guided Pathways	<input type="checkbox"/> AB 705
<input checked="" type="checkbox"/> Technology Plan	<input type="checkbox"/> Facilities Plan	<input type="checkbox"/> Strong Workforce	<input type="checkbox"/> Equal Emp Opp
<input type="checkbox"/> Title V			

New Program Planning Initiative (Objective) – Yearly Planning Only			
Title (including number):	G4-2. Update, maintain, repair, or replace computers for student testing. EMP: C1. C3. C4. C5. Category: Technology		
Planning years:	2021-22 to 2024-25		
Description			
Periodic maintenance and replacement of computers for student testing. Work order submissions as needed.			
What college plans are associated with this Objective? (Please select from the list below):			
<input type="checkbox"/> Ed Master Plan	<input type="checkbox"/> Student Equity Plan	<input type="checkbox"/> Guided Pathways	<input type="checkbox"/> AB 705
<input checked="" type="checkbox"/> Technology Plan	<input type="checkbox"/> Facilities Plan	<input type="checkbox"/> Strong Workforce	<input type="checkbox"/> Equal Emp Opp
<input type="checkbox"/> Title V			

New Program Planning Initiative (Objective) – Yearly Planning Only			
Title (including number):	G5-2. Replace task trainers: two (2) airway management trainer manikins. Unit Price: \$1292.95 + fees. (~\$3110). EMP: Goal C. C1. C3. C4. C5. D2. Category: Equipment.		
Planning years:	2021-22 to 2024-25		
Description			
Replace worn intubation trainer manikins.			
What college plans are associated with this Objective? (Please select from the list below):			
<input type="checkbox"/> Ed Master Plan	<input type="checkbox"/> Student Equity Plan	<input type="checkbox"/> Guided Pathways	<input type="checkbox"/> AB 705

<input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Emp Opp <input type="checkbox"/> Title V	
New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	G5-2. Replace task trainers: Dark skin. Venipuncture (10) units. EMP: Goal C. C1. C3. C4. C5. D2. Unit Price: \$350 + fees. Category: Equipment.
Planning years:	2021-22 to 2024-25
Description	
Replace worn venipuncture sites.	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input checked="" type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Emp Opp <input type="checkbox"/> Title V	

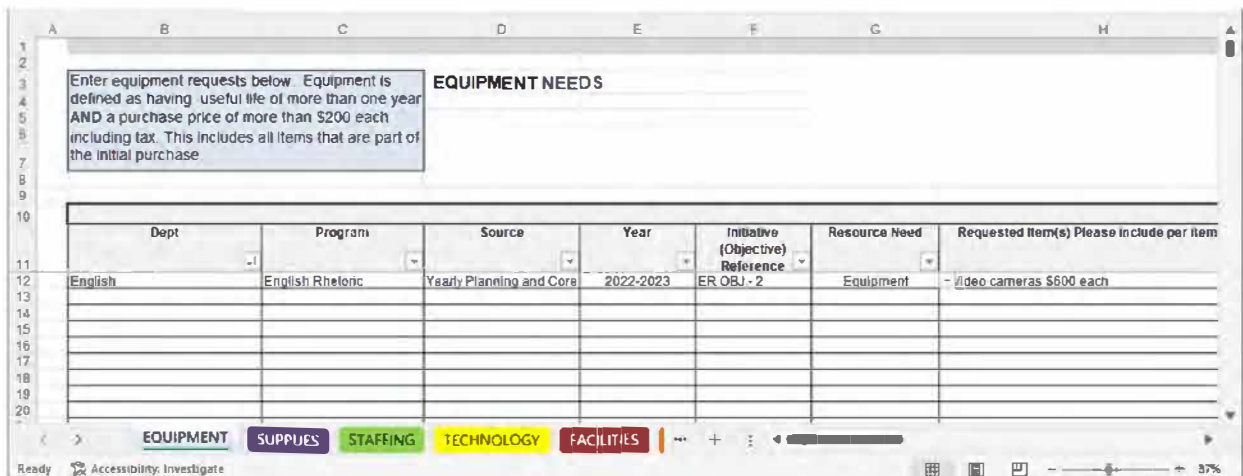
New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	G5-4. Maintain, repair, and replace care technology – IV pumps. EMP: Goal C. C1. C3. C4. C5. D2. Pending service quote. Category: Technology
Planning years:	2021-22 to 2024-25
Description	
The faculty checks if the IV pumps are working. They are in different levels of periodic check-ups.	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input checked="" type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Emp Opp <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	G5-3. AUGMENT perishable supplies like demo-dose medications, saline flushes, non-coring needles, venous catheters, and simulation supplies. EMP: Goal C. C1. C3. C4. C5. D2. \$8000. Category: Supplies
Planning years:	2021-22 to 2024-25
Description	
The faculty conducts an inventory of perishable supplies as listed but not limited to demo-dose medications, saline flushes, venous catheters, and simulation supplies.	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Emp Opp <input type="checkbox"/> Title V	

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	ER Obj-2 Video Speeches for Student Learning and enhancement G4 Student Support Resources 3. PROVIDE conducive learning environments in the classroom, skills laboratory, and clinical experiences.
Planning years:	(The academic years this will take to complete) 2021-22 to 2024-25
Description:	
(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.) The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.








Area of Focus Discussion Template
ENROLLMENT TRENDS AND EFFICIENCY

Enrollment Trends and Efficiency – look for areas of growth or decline, relationship to the college and similar programs, and head count (enrollment and full-time equivalents for students and full-time equivalents faculty). Sample activities include the following:

Possible topics:

- Review FTES, headcount and enrollment trends disaggregated by population groups.
- Assess trends in productivity.
- Review retention and success rates by modality and disaggregated by population groups.
- Analyze the throughput of students from every completion and assess time to completion and disproportionate impact.
- Collaborate with guided pathways success teams to determine if programmatic barriers exist.
- Establish program goals for success rates.

1. What data were analyzed and what were the main conclusions?

DATA		5-Year Aggregate Enrollment Data		Spring 2022	Spring 2023
RN111		189	RN103	35	49
RN103		188	RN104	35	49
RN104		188	RN111	35	49
RN101		187	RN101	34	49
RN102		187	RN102	34	49

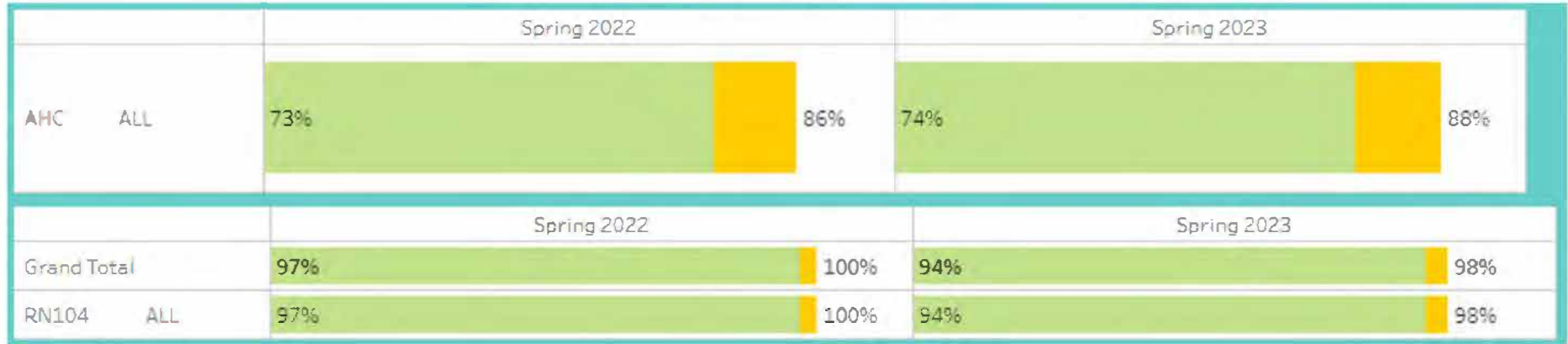
CONCLUSION
Enrollment for the 2022 and 2023 RN cohort remained at full capacity with spaces reserved for returning students midyear (students who only need to complete the Fall semester for graduation). Enrollment increased from 35 students in 2022 to 50 students in 2023. Enrollment during this time was not an issue due to continuing students from the AHC VN Program and waitlisted returning students with current VN licenses.

DATA

Success & Retention

Success %

Retention %

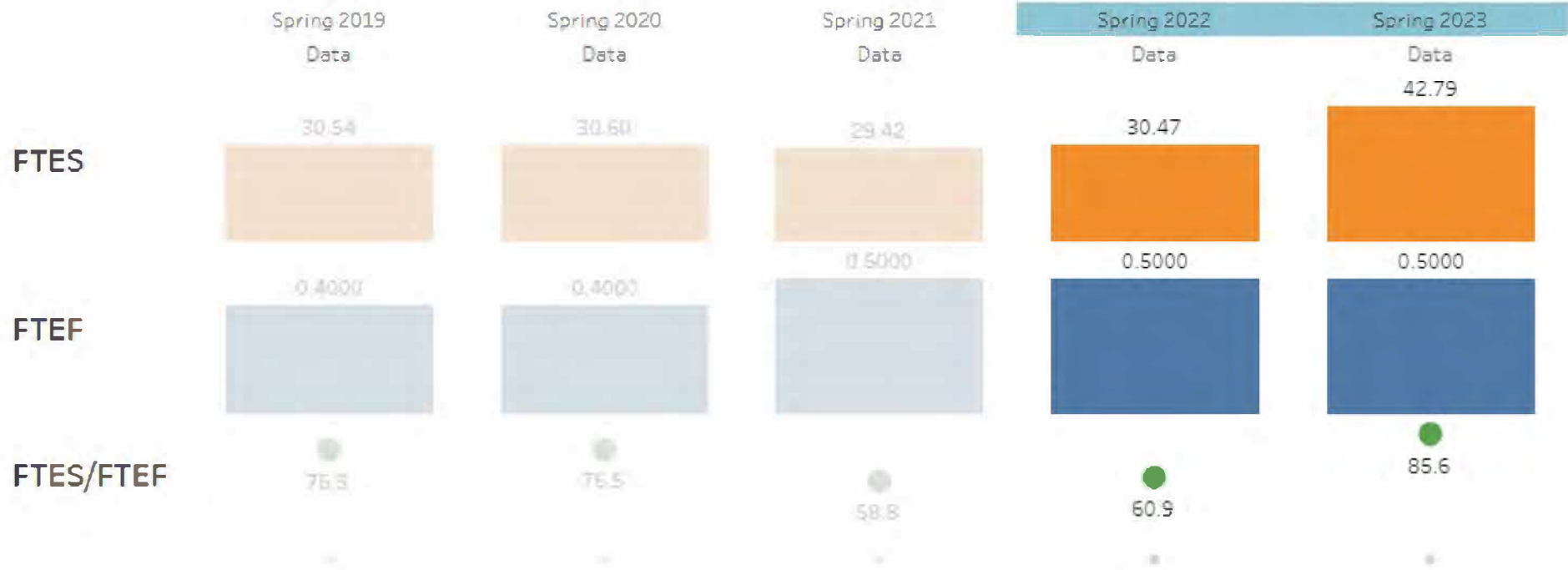


CONCLUSION

Data was analyzed using RN104 due to this course having the greatest variability in student success. Success and retention for the 2022 and 2023 RN cohort remain consistent. Retention for Spring 2023 did not meet 100% due to one student withdrawing from the RN program for repeated clinical absences. This student has since returned to our RN Program as a member of the 2024 Cohort. The enrollment increase has not negatively impacted success or retention.

DATA

Efficiency (only includes instructional FTEF) | Subject - RN



	Spring 2019			Spring 2020			Spring 2021			Spring 2022			Spring 2023		
	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff
RN	30.54	0.4	76.34	30.6	0.4	76.51	29.42	0.5	58.84	30.47	0.5	60.94	42.79	0.5	85.57
Grand Total	30.54	0.4	76.34	30.6	0.4	76.51	29.42	0.5	58.84	30.47	0.5	60.94	42.79	0.5	85.57

CONCLUSION

Efficiency increased from 60.94 to 85.57 due to the increase in cohort size (35 students to 50 students in Spring 2023). Faculty size increased with the addition of one full-time faculty member.

DATA

Headcount Demographics



	Spring 2022		Spring 2023	
	Headcount	% Total	Headcount	% Total
Black	1.00	3%		
Filipino	2.00	6%	5.00	10%
Hispanic	22.00	63%	28.00	57%
Pac Isl			1.00	2%
Two or More	2.00	6%		
White	8.00	23%	15.00	31%
Grand Total	35.00	100%	49.00	100%

Race and Hispanic Origin

Santa Barbara
County, California

Population estimates, July 1, 2023, (V2023)

441,257

PEOPLE

Race and Hispanic Origin

White alone, percent	85.0%
Black or African American alone, percent (a)	2.4%
American Indian and Alaska Native alone, percent (a)	2.2%
Asian alone, percent (a)	6.1%
Native Hawaiian and Other Pacific Islander alone, percent (a)	0.3%
Two or More Races, percent	4.1%
Hispanic or Latino, percent (b)	47.5%
White alone, not Hispanic or Latino, percent	42.3%

CONCLUSION

The largest ethnic groups for the 2022 and 2023 RN Program Cohort are Hispanic and White. These numbers were also compared to the Santa Barbara County United States Census Bureau data to understand if our program reflects the demographics of the community. No major change was noted from AHC's 2022 and 2023 RN Program cohort. A larger percentage of the Hispanic population is reflected in the RN program than the SB community. This could be attributed to the Public Relation efforts from the college utilizing images of Hispanic students in healthcare roles on social media and other advertisements. Similar efforts regarding public relations may need to be utilized to reach underrepresented ethnic groups, such as black, indigenous American, mixed race, Hawaiian/Pacific islanders, etc.

Hispanic

SB County: 2023 = 47.5%

RN Program: 2022 = 63%; 2023 = 57%

White

SB County: 2023 = 42.3%

RN Program: 2022 = 23%; 2023 = 31%

Asian

SB County: 2023 = 6.1%

RN Program: 2022 = 6%; 2023 = 10%

Black

SB County: 2023 = 2.4%

RN Program: 2022 = 3%; 2023 = 0%

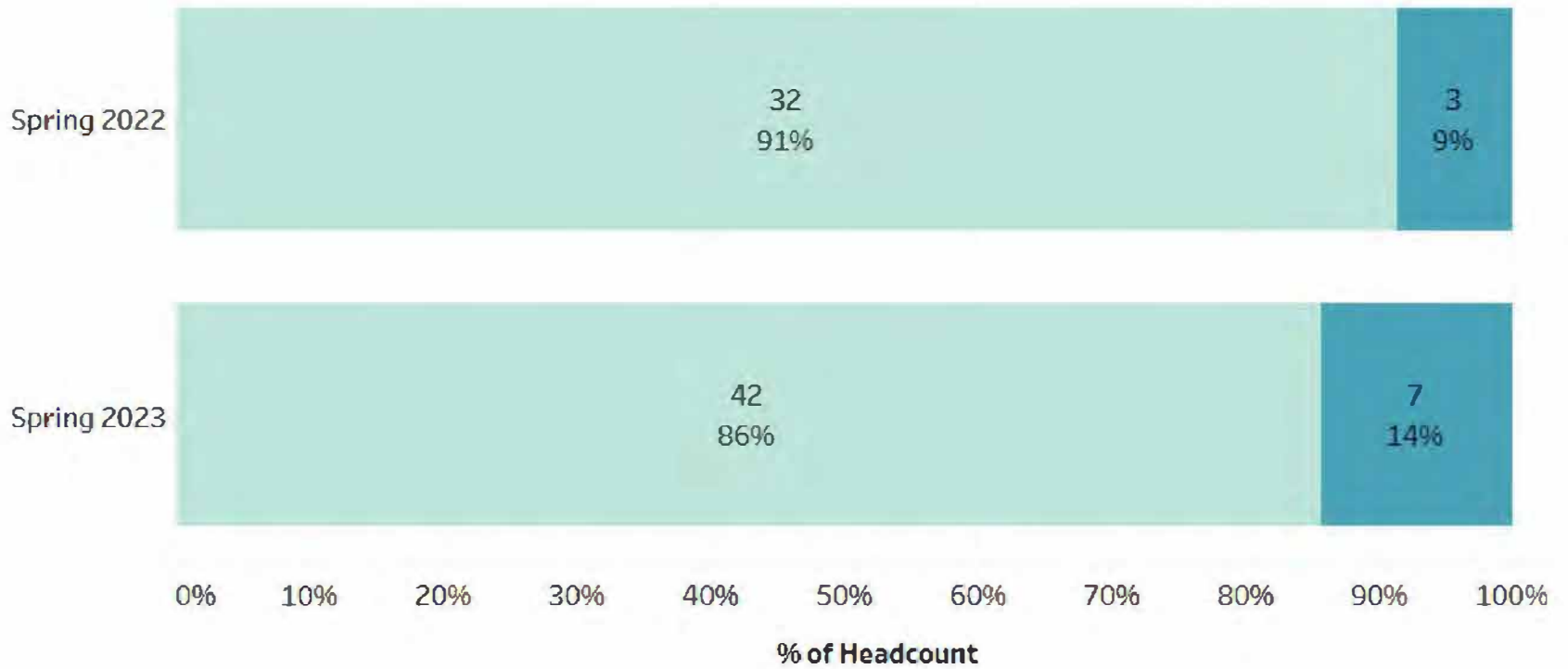
Two or More

SB County: 2023 = 4.1%

RN Program: 2022 = 6%; 2023 = 0%

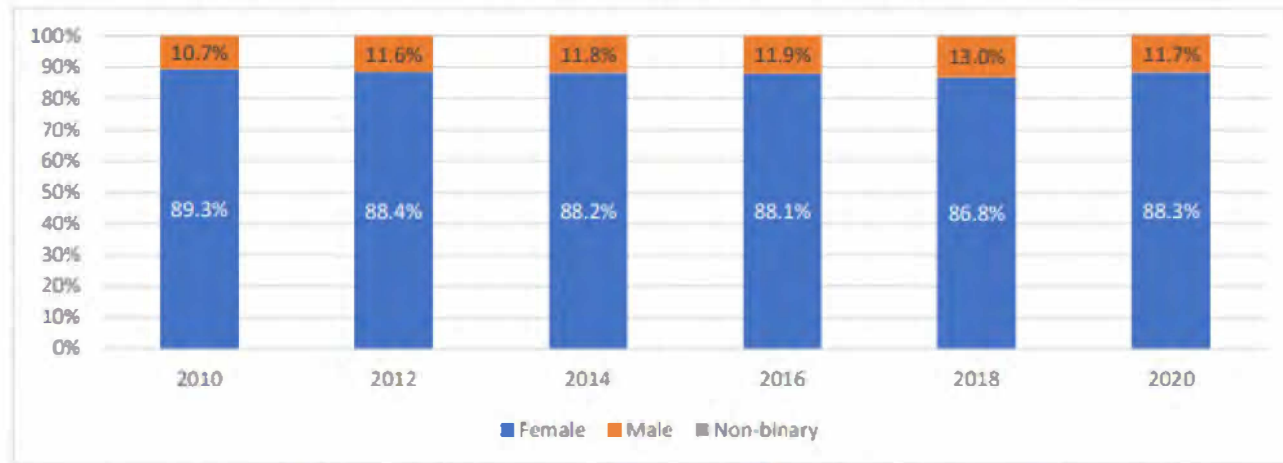
DATA

Headcount Demographics



	Spring 2022		Spring 2023	
	Headcount	% Total	Headcount	% Total
Female	32.00	91%	42.00	86%
Male	3.00	9%	7.00	14%
Grand To..	35.00	100%	49.00	100%

Figure 3.2. Gender of currently working RNs residing in California, by survey year



Note: 2020 number of cases=3,423. Data (2010-2020) are weighted to represent all RNs with active licenses. RNs with missing data are excluded from the calculation.

CONCLUSION

Data analyzed included AHC’s 2022 and 2023 RN Program Cohort. Data from the California Board of Registered Nursing (BON) was also utilized to compare our programs demographics with the State. Nursing is still a predominately female profession with slow changes being made to recruit male and nonbinary individuals. AHC’s RN Program has similar percentages as the state regarding gender. There was a slight increase in male enrollment for the 2023 cohort and this increase brought the percentage above the state’s previous percentiles. This is an area of improvement and should not be limited to the recruitment of male students, but also nonbinary students.

Female

California BON: 2020 = 88.3%
RN Program: 2022 = 91%; 2023 = 86%

Male

California BON: 2020 = 11.7%
RN Program: 2022 = 9%; 2023 = 14%

DATA

Headcount Demographics



	Spring 2022		Spring 2023	
	Headcount	% Total	Headcount	% Total
25-34	27.00	77%	34.00	69%
35-54	8.00	23%	15.00	31%
Grand To..	35.00	100%	49.00	100%

CONCLUSION

Data on the age of students was analyzed from the 2022 and 2023 RN Program Cohort. The age group of 25-34 years was the largest age group of students for both years reviewed. The number of students from the 35-54 age group did see an increase from 23% to 31% and this is most likely attributed to the increased student enrollment of returning students (compared to continuing students from the AHC VN Program).

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

Challenge #1: Increased number of returning students means students are returning to the classroom after a break from formal education. Returning students may require more orientation to AHC services, Canvas platform, and school/work/personal life balance.

Challenge #2: Increasing diversity regarding ethnicity and gender is an area of improvement for the RN Program. Demographics outside of female, Hispanic, or white need additional recruitment.

3. What are your plans for change or *innovation*?

Challenge #1: Support classes have been introduced over the last few years to address some of the challenges for returning students. These support classes currently include Bootcamp (offered before the Spring semester for returning students), Open Lab hours (offered weekly during Spring and Fall semester), JumpStart (offered before the Fall semester for all students) and Think Like A Registered Nurse (offered weekly during Spring and Fall semester). The focus of these classes is to improve student retention and success.

Challenge #2: Discuss the use of alternative images for AHC Nursing propaganda (this should include CNA, VN, and RN focused work). Media that should be reviewed for diversity include website images, social media presence, and printed literature. Students from underrepresented demographics could also be surveyed regarding what methods (if any) of recruitment were most effective for them individually. Student feedback could be used as recommendations for student recruitment measures.

4. How will you *measure* the results of your plans to determine if they are successful?

Challenge #1: Data from Institutional Effectiveness regarding student retention and success will be utilized to track the returning students. Additional feedback is collected from students annually via a Program Climate Survey to determine how helpful these classes were from the students' perspective.

Challenge #2: Data from Institutional Effectiveness regarding student demographics (ethnicity and gender) will be utilized to track student changes.

Program Review Signature Page:

Bethany Conner
Bethany Conner (May 20, 2024 20:27 PDT)

Program Review Lead

Date

May 20, 2024

Thomas Lamica
Thomas Lamica (May 21, 2024 08:14 PDT)

Program Dean

Date

May 21, 2024



Vice President, Academic Affairs

Date






Nursing - RN Enrollment and Efficiency 2023-24

Final Audit Report

2024-06-18

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By:	Christy Lopez (clopez@hancockcollege.edu)
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