

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name RN Program **Academic Year** Spring 2023 (AY 2022-23)

1. Has your program mission or primary function changed in the last year?
 - The program continues to have a Jan-Dec offering.
 - There are no changes in the mission and primary function of the program.

2. Were there any noteworthy changes to the program over the past year? (eg. new courses, degrees, certificates, articulation agreements)
 - Summer 2020: MOU Partnership with CSU Channel Islands
 - Jan 2022: Implemented additional electronic health record (EHR) orientation for new return-to-college students.
 - Jan 2022: Initiated Kaplan resources curriculum integration.
 - Jan 2022: Implemented Pharmacology and Dose Calculation Competency screening.
 - Jan 2022: Implemented Bootcamp. A college and nursing program orientation for students who are entering the RN program who have not been in college setting for at least one year.
 - Aug 2022: Implemented HLTH 7113 Think Like a RN, a noncredit support course.
 - Nov 2022: Awarded continued California Board of Registered Nursing (BRN) approval.
 - Nov 2022: Awarded California BRN approval for enrollment increase from 35 to 50 students.
 - Jan 2023: Admitted 49 students. One student from prior year will be joining the class in fall 2023.

Learning Outcomes Assessment

- a. Summarize key results from this year's assessment.

Program completion indicates attainment of the PLOs. The two-point Likert rating is simple and redundant. As a cohort program, the data are based on the same student population. Course completion rates are the same as program completion rates.

- b. Summarize reflections, analysis, and interpretation of the learning outcome assessment and data.
 - SPOL data entry within the last five years was incomplete.
 - The two-point Likert scale does not identify program strengths and weaknesses.
 - The two-point Likert scale does not include an option for "no data". The graduates are encouraged to take the licensure exams (NCLEX-RN) within two months after program completion. High priority (at-risk) students tend to delay taking the test and are of higher risk for not meeting the required passing score. The timing for entering data in SPOL may not include the students who delayed their test taking.
 - The faculty needs to review the outcome measures to be able to capture program strengths and weaknesses. As of 2023, the faculty added two new measures: pharmacology competency and dose calculations.

- c. Summarize recommendations and/or accolades that were made within the program/department.

Accolade: Dec 8, 2022. The LVN and RN programs continued to have full enrollment during the pandemic and had conducted the first resumption of pinning ceremony in the PCPA auditorium.

Accolade: 2017-2022. The RN National Council Licensure Examination (NCLEX) first attempt pass rates continue to meet the Ca-BRN benchmark of 75% at 78.79-97.44% in 2017-2022. The RN faculty reviewed the upcoming changes in the licensure exam test plan referred as Next generation NCLEX and developed teaching strategies to improve preparation for the licensure exam.

Accolade: Nov 9-10, 2022. The California Board of Registered Nursing (Ca-BRN) conducted a continuing approval visit on Nov 9-10, 2022, and granted program approval with recommendations.

Approval Criteria: 1424 (b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.

Recommendation 1:

- Refine graduate and employer surveys and processes as planned.

Plan:

- Continue part-time and full-time faculty evaluations as stipulated in the faculty association agreements.
- Conduct course evaluation at the end of the academic year. Review findings with the students upon program completion by spring-fall 2023 onward.
- Conduct annual employer and post-graduate evaluation every summer 2023 onward.
- Design the post-graduate and employer surveys based on NCSBN Practice Analysis reports by spring-fall 2023.
- Continue collaboration and reporting of nursing graduate transition to practice in advisory meetings and dialogue with nurse recruiters-residency specialists.

Approval Criteria: 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will focus on delivering safe, therapeutic, effective, patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social, and ethical aspects of nursing, and nursing leadership and management.

Recommendation 2:

- Continue as planned to refine integration of Kaplan related learning/remediation and testing activities across the curriculum.

- Develop a written simulation plan describing/mapping use of NCLEX RN Next Generation Clinical Judgment type scenarios, content topics, required clinical competencies and outcomes to be achieved.

Plan: Kaplan Integration

- Integrate Kaplan products based on Kaplan education consultant recommendations by spring-fall 2023.
- Use Kaplan best practice recommendations on grading and evaluation and proctored exam scheduling by spring-fall 2023.
- Align support noncredit course, HLTH 7113 Think Like a Registered Nurse, with theory courses to promote student success in both coursework and licensure exam by spring-fall 2023.
- Schedule proctored integrated tests to provide NGN licensure exam preparation by spring-fall 2023.

Plan: Simulation Plan

These plans will be implemented in spring 2023 (and onward).

- Conduct simulation within the allowable percentage of direct patient care.
- Develop policy and template for orientation, pre-briefing, and de-briefing.
- Level simulation learning experiences according to nursing content and status in the nursing program.
- Develop a psychological safety net for simulation. Review role of simulation in student learning and performance evaluation.
- Evaluate conduct of simulation at the end of the program.

Accolade: Nov 14-15, 2022. The Ca-BRN voted to “approve substantive changes to an approved program, Allan Hancock College Associate Degree Nursing Program. Enrollment pattern 50 students annually starting spring 2023.”

The Allan Hancock College RN program welcomed 49 students in the spring of 2023. To date, the program anticipates a returning student in fall 2023.

- d. Review and attach any changes to **planning documentation**, including PLO rubrics, associations, and cycles planning.
 - There are no planned changes in the program learning outcomes and the 2-point rubric and associations.
 - Maintain annual reporting data with a target of 70%.
 - The RN faculty is proposing a review of Kelly Brune’s study of the merit-based admission criteria and possibly repeating the study to account for the curriculum changes, change in faculty due to retirements and enrollment increase, and changes in modality of instruction during the pandemic.

3. Is your two-year **program map** in place and were there any challenges maintaining the planned schedule?

There are no challenges in maintaining the planned schedule. The program has had full enrollment within the past years (2018-2023). The current program maps are incorrect. There is specific program information that needs revision. Refer to the table of proposed changes to the program maps.


 Nursing: Registered Nursing (LVN to RN) Associate in Science		
Program Requirements:		
Program Requirements specify the courses required for this program. See suggested course sequence for additional information.		
A major of 26.5 units is required for the associate in science degree.		
Spring Semester		
COURSE	TITLE	UNITS
<input type="checkbox"/> NURS 101	Transitions to Professional Practice	1
<input type="checkbox"/> NURS 102	Med Surg Nursing 1	3
<input type="checkbox"/> NURS 103	RN Practicum 1	5
<input type="checkbox"/> NURS 104	Med Surg Nursing 2	3
<input type="checkbox"/> NURS 111	RN Skills 1	1
Fall Semester		
COURSE	TITLE	UNITS
<input type="checkbox"/> NURS 106	Leadership & Management	1
<input type="checkbox"/> NURS 108	RN Practicum 2	5
<input type="checkbox"/> NURS 109	Med Surg Nursing 3	3
<input type="checkbox"/> NURS 110	Mental Health Nursing	3
<input type="checkbox"/> NURS 112	RN Skills 2	0.5

Figure 1: RN Program Requirements.


 Nursing: Registered Nursing (LVN to RN) Associate in Science		
Suggested Course Sequence		
The "Suggested Course Sequence" is an example of how to complete the requirements plus any additional general education that may be needed. If you would like to create a personalized Student Education Plan (SEP), schedule a meeting with a counselor.		
FALL SEMESTER (YEAR 1)		
Course	Title	Units
	If you have not completed all general education/ graduation requirements see the LVN Associate in Science tab	
<input type="checkbox"/> NURS 106	Leadership & Management	1
<input type="checkbox"/> NURS 108	RN Practicum 2	5
<input type="checkbox"/> NURS 109	Med Surg Nursing 3	3
<input type="checkbox"/> NURS 110	Mental Health Nursing	3
<input type="checkbox"/> NURS 111	RN Skills 1	1
<input type="checkbox"/> NURS 112	RN Skills 2	0.5
Total Units		13
Tasks:		
<ul style="list-style-type: none"> • Complete Career Exploration • Meet with Counselor (SEP) • Visit library & tutoring • Review Financial Aid Requirements • Apply AHC Scholarship 		
SPRING SEMESTER (YEAR 1)		
Course	Title	Units
<input type="checkbox"/> NURS 101	Transitions to Professional Practice	1
<input type="checkbox"/> NURS 102	Med Surg Nursing 1	3
<input type="checkbox"/> NURS 103	RN Practicum 1	5
<input type="checkbox"/> NURS 104	Med Surg Nursing 2	3
Total Units		13
Tasks:		
<ul style="list-style-type: none"> • Set up Jobspeaker • Attend Career Exploration Day • Apply for Degree with Counseling • FAFSA or Dream Act due March 2 • Apply AHC Scholarship 		

Figure 2: Suggested Course Sequence.

Reference: Online Program Maps [Nursing \(hancockcollege.edu\)](http://nursing(hancockcollege.edu))

As posted, there are inaccuracies in the RN Program map as posted. These are the required corrections.

Posted Program Map	Required Corrections
Figure 1: RN Program Requirements.	
NURS 101 Transitions	The number of units should be changed to 1.5 units.
NURS 106 Leadership	The number of units should be changed to 1.5 units.
Figure 2: Suggested Course Sequence.	
The course sequence of fall to spring semester.	The RN program has a fixed course sequence that begins in spring and completes in fall. The SEP should reflect that there is a program application, merit-based admission criteria, and wait-list.
The total spring semester is 13 units.	The total unit for spring is 13.5 units.
NURS 101 Transitions	The number of units should be changed to 1.5 units.
NURS 111 RN Skills 1 is not included in the spring semester.	NURS 111 (1 unit) is included in the spring semester.
“If you have not completed all general education/graduation requirements, see the LVN Associate in Science tab.”	NOTE: The student must complete all the program requirements when applying to the RN program because the merit-based admission criteria is based on grade point average, number of science repeats, and score on the ATI PN Predictor exam based on the formula. Recommend: Remove the language.

- The RN Program continues to be a 2-semester (spring and fall) offering. It starts every spring semester. The students are placed on the waitlist upon meeting the merit-based admission criteria and continued complete reapplication to the program.
- The merit-based admission criteria based on science repeats, GPA, and ATI PN Predictor Test.
- It remains stable in its yearly offering at 35-student annual enrollment. In Jan 2023, the program was approved for enrollment increase to 50 students.
- CSU Channel Islands continues to provide concurrent summer courses toward baccalaureate degree. The dean of the BSN program continues to provide outreach information sessions to the students.
- 33-35 students (attrition rate: 5.7%) complete the program requirements with an associate degree in nursing. They are eligible to take the national nursing licensure exam (NCLEX-RN).

4. Were there any staffing changes?

- The staffing changes are due to an enrolment increase. One (1) full-time tenure-track nursing faculty position was filled on Jan 2023. Three (3) part-time faculty were hired for the enrollment increase.
- With district and grant funding (CCCCO Assessment and Enrollment Growth Grant), the RN program can have 6-8 students per nursing faculty in the clinical setting.
- The Innovation Grant afforded a three-hours student success faculty to assist with high-priority students in the clinical setting. The grant is effective only in spring 2023.

5. What were your program successes in your area of focus last year?
Although an area of focus study was not conducted last year (2022), the RN faculty identified these overall program successes.
- Timely student completion rate: 33/35 (94.3%) in 2022.
 - Admission of 49 students in Jan 2023 with an additional student planning to reenter the program in fall 2023.
 - The NCLEX-RN pass rate continues to meet the BRN benchmark of 75%.

CTE Two-year Review of Labor Market Data and Prerequisite Review

6. Does the program meet documented labor market demand?
Reference: S Central Coast. Center for Excellence. Mar 2023.
- The number of RN jobs are expected to increase. RN is anticipated to experience a low risk of automation. In 2021, there are 598 regional completers in RN and related programs and 1,185 job openings – indicative of undersupply.
 - The typical entry-level education is a baccalaureate degree in nursing. In 2022, the minimum advertised education per job posting was 44% of the employers requested a baccalaureate degree and 38% pf the employers requested an associate degree.
 - 82% of nursing graduates are employed within a year. 72% attained a living wage within a year of completion. Graduates had an average of >90% change in earnings. Median hourly earnings in the region: \$52.38.
 - 86% of students were part-time, 6% skill builders, 39% first-generation, and 80% economically disadvantaged.

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

11 Regional Institutions had related programs (2021)	598 Regional completions (2021)	1,185 Annual Job Openings (2021)
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Exhibit 14 – CCC and Non-CCC Awards the South Central Coast, 2021

CCC Programs	Completers
Antelope Valley College	102
Ventura College	82
College of the Canyons	76
Moorpark College	68
Santa Barbara City College	68
Cuesta College	45
Allan Hancock College	32
Non-CCC Programs	Completers
California State University-Channel Islands	99
Career Care Institute	26

Source: Economic Modeling Specialists International (EMSI)

Refer: Exhibit 14.

The number of RN completers in the different nursing programs in the area continued to lag the demand for the registered nurses.

The enrollment increase from 35 to 50 students minimally increase the nursing workforce. It needs to be noted that new graduate RNs do not offset or in any way replace the loss of experienced RN professionals. Health care facilities must develop measures to reduce the practice gaps.

8. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Explain.

Employment, completion, and success data of students indicate program effectiveness and vitality.

- Employment: There is an undersupply of nurses. Upon completing the program and successful attempt at passing the licensure exams, 82% of the graduates are gainfully employed and attaining a living wage within a year.
- Completion: The program witnesses an attrition of 2-3 (5.7-8.6%) students per year. The students withdraw from the program to avoid impending course failure and/or to meet other personal-socio-economic priorities.
- Success Data: The completion rate 32-33 (91.4 - 94.3%) and NCLEX-RN first attempt pass rates of 78.79-97.44% indicate that students can complete the program and continue to baccalaureate education and stable employment.

9. Have recommendations from the previous report been addressed?

As an initial yearly report, there is no completed core topic study to review.

Validation for Program Planning Process

10. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners, or higher education partners). Validation study may include but not limited to RN faculty, LVN faculty, community partners, institution of higher learning partners, students, and graduates.
11. Are there specific recommendations regarding the core topic responses from the validation team? None currently.

Area of Focus Discussion Template

CURRICULUM AND TEACHING DESIGN

Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

Possible topics:

- Review courses and programs through an equity lens to assess access and success.
- Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there disproportionate impact within certain demographic groups?
- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- Assess and integrate program learning outcomes (PLO).

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

Labor Market Information

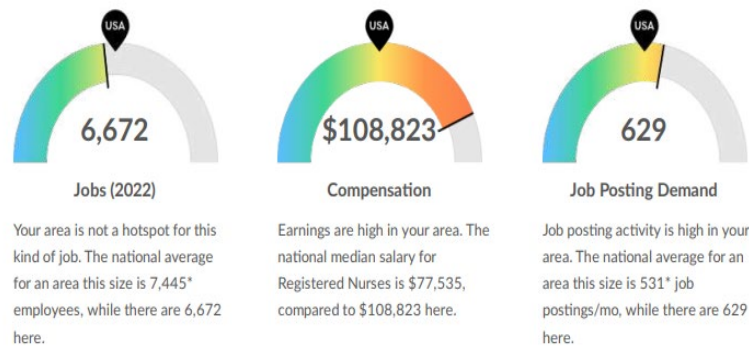


Figure 1. 2022 Job Posting. Regional Jobs. San Luis Obispo and Santa Barbara Counties. Lightcast Occupational Overview.

The Registered Nurse continues to be in demand in the San Luis Obispo and Santa Barbara Counties (Fig 1).

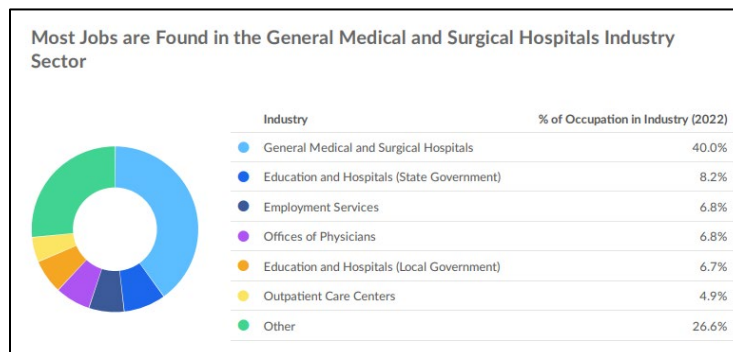


Figure 2. 2022 RN Job Demands. Lightcast Occupational Overview.

Fig 2 shows that most of the jobs are in the general medical and surgical hospitals industry which is considered as the entry level for new graduate nurses. The AHC RN program continues to have full enrollment. As a ladder program, 100% of the LVN students are planning on continuing to the RN program. With an increased enrollment to 50 seats, the RN program can accommodate all the AHC LVN graduates who meet the merit-based admission criteria. The RN program continues to accept continuing students from the AHC LVN program.

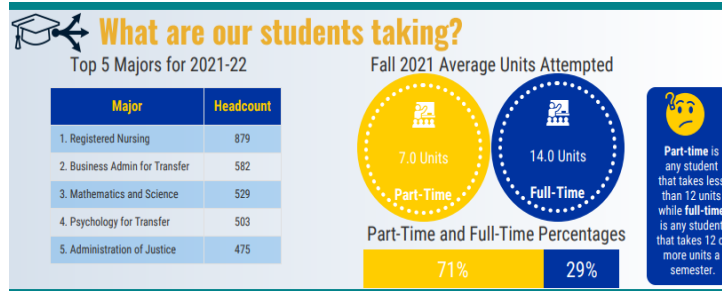


Table 1. AHC Data Quick Facts. Credit. Registered Nursing remains as the top major for 2021-22.

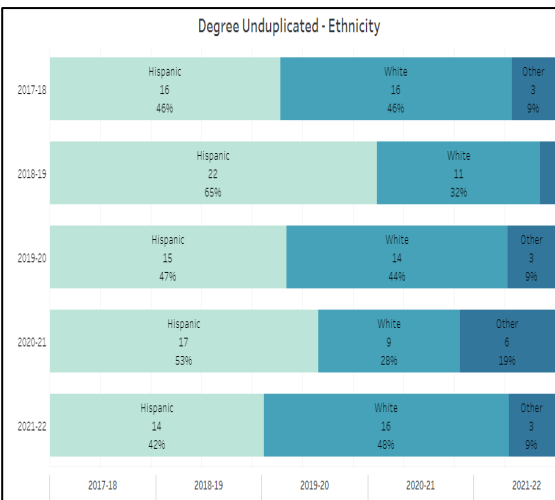
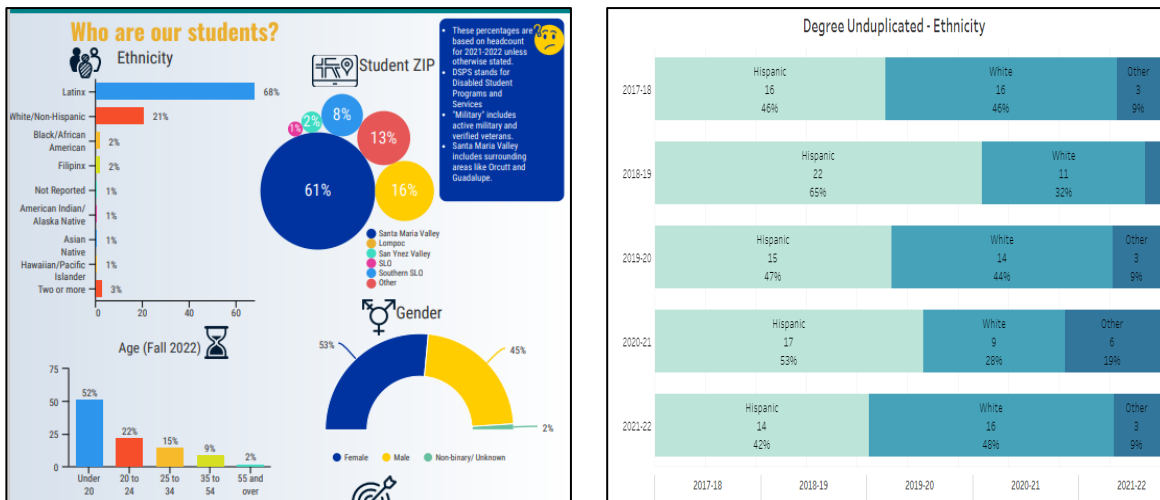


Table 2. AHC Data Quick Facts. Who are our Students. Side-by-side RN Awards.

The RN program continues to lag the college ethnicity. Inclusive 2017-22, the Hispanic students averaged 50.6% compared to the college 68% in 2022.

	2017-18	2018-19	2019-20	2020-21	2021-22
AHC ALL	74% 88%	73% 88%	72% 82%	74% 88%	71% 86%
Grand Total	96% 96%	95% 95%	100% 100%	93% 93%	95% 100%
NURS422 ALL	96% 96%	95% 95%	100% 100%	93% 93%	95% 100%

Table 2: Success and retention. The RN Program continues to have a success rate of 93-100% success rate.

School	2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass
Allan Hancock College	39	97.44%	33	87.88%	33	78.79%	32	84.38%	33	87.88%

Table 3. NCLEX-RN Pass Rates. First Time. California Educated Exam Testers.

There are continued differences between the RN program success rates and the licensure exam first time pass rates (Table 3). Note that the AHC RN program success rates coincide with the NCLEX-RN pass rate the following year. For instance, the graduates of 2019-20 (100% success rate) would have taken the licensure exam the 2021 (84.38%). The RN faculty continue to investigate reasons for unsuccessful first-time testing and to provide interventions that can improve the graduate’s possibility of licensure exam tests first attempt success. To date, the common thread is the diversity of nursing education and experiences of the RN students. The AHC RN program continues to accept LVNs who have varying recency in their academic experiences. This continues to pose challenges in navigating the college resources and clinical practice expectations.

The RN Program Learning Outcomes reporting duplicate the success rates. The PLOs are based on student courses and program completions.

MERIT-BASED ADMISSION CRITERIA

Cuesta College	Santa Barbara City College	Allan Hancock College
82 (97.56%) 5-year Average: 87.3% 5-year Range: 86.89-98.63%	79 (91.14%) 5-year Average: 97.11% 5-year Range: 93.18 - 100%	33 (87.88%) 5-year Average: 87.3% 5-year Range: 78.79-97.44%
<ul style="list-style-type: none"> Overall grade point average (GPA) of 2.0. English 110 or 110H with a “C” or better. Biomedical Sciences 107 with a “C” or better. Biomedical Sciences 108 with a “C” or better. Biomedical Sciences 127 or 157 with a “C” or better (Note: CHEM 101 or 104 is a prerequisite for BMS 127 and for BMS 157). A minimum composite score of 62% on the Test of Essential Academic Skills (TEAS). 	<ul style="list-style-type: none"> Academic degree, license, or certificate. Prerequisite coursework and Math GPA. Work or volunteer experience in healthcare. Life experiences/special circumstances. Foreign language proficiency A diagnostic assessment test (ATI-TEAS) 	<ul style="list-style-type: none"> Overall grade point average (GPA) Number of science repeats (Anatomy, Physiology, and Microbiology) Merit-based admissions test (ATI PN Predictor Test)

Table 4. Comparison of AHC RN Program with Cuesta College (SLO) and Santa Barbara City College. The above data was presented to the AHC Board of Trustees to explain the merit-based admission criteria. When compared to other local programs, AHC does not use the ATI TEAS diagnostic assessment test. The standard instrument (ATI-TEAS) requires a cut-score of 62 to be deemed eligible for admission to the nursing programs. AHC continues to track the students’ scores and found that 20-30% of the cohort will not meet the benchmark.

<p>AHCRN* = 1.181 (overall GPA) + 0.160 (Merit-based Admission test) – 0.568 (Number of science repeats)</p> <p>AHCRN = 13.355. This refers to a minimum score of 70% probability of completing the AHC RN program and 70% probability of passing the National Council Licensure Examination for Registered Nurses (NCLEX-RN).</p>

Figure 3. Merit-based Admission Formula & Criteria.

Kelly Brune PhD conducted a study in 2010 and concluded that the merit-based admission criteria (Fig 3) be calculated based on grade-point-average, number of science repeats, and ATI PN Predictor. These criteria were calculated on a 70% probability of completing the RN program and 70% probability of passing the nursing licensure exam.

Requisites.

The RN core courses do not have requisites except for:

- NURS 103 has a reciprocal corequisite with NURS 111. The faculty believes that the skills course is reinforced by applications in clinical settings.
- NURS 108 has a reciprocal corequisite with NURS 112. The faculty believes that the skills course is reinforced by applications in clinical settings.
- The California Board of Registered Nursing requires that a nursing theory course be taken concurrently with the nursing skills and practicum courses. The concurrent enrollment in these courses allows application of theory in both simulated and direct patient care.
- HLTH 7113 Think Like a Registered Nurse was piloted in fall 2022 as a support course for nursing program. The intent of the course is to provide opportunities for the student to develop clinical thinking as well as enhance learning and application of learning in clinical environments.

Analysis of Data

- The RN continues to be a viable career and technical offering. It continues to be in demand in both San Luis Obispo and Santa Barbara Counties.
- The NCLEX-RN First-time Pass Rates do not align with program success rates. The faculty continues to investigate individual situations and provide culturally responsive approaches to the students who need assistance and support.
- The AHC RN Program merit-based admission criteria are comparable with the neighboring programs. The faculty will review and conduct a similar study, with the assistance of the institutional research team, on the merit-based admission criteria.
- The merit-based admission criteria may need a review to determine applicability to current student population.
- The RN program has conducted a review of requisites.

The RN faculty plan on embarking in culturally responsive curriculum review and modification. The workshop includes discussions on culturally responsive higher education content and teaching strategies. The RN faculty will collaborate to assess cultural and equity bias in the curriculum using the AHC Culturally Responsive Higher Education Curriculum Assessment Tool (CRHE-CAT). The project dovetails with the recent mandates on including one-hour implicit bias in the nursing curriculum. CRHE-CAT will measure representation of individuals and authors, diversity of portrayals, accuracy of portrayals, social justice, etc.

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?

The RN faculty will review merit-based admission criteria and modify and implement culturally responsive curriculum and teaching strategies.

The RN faculty will investigate the differences in RN program completion rates and first-time licensure test success rates and provide interventions to promote student success.

Challenges

- Part-time faculty participation and involvement in culturally responsive content and innovative teaching strategies. The PT faculty have scheduling conflicts between the RN program and clinical practice, limited opportunities to attend and participate in professional development opportunities, and limited access to college resources.
 - Maintaining faculty momentum in developing and implementing culturally responsive curriculum and teaching strategies and measuring student outcomes.
 - Promote data-driven decisions.
 - Limited resources to pilot innovative strategies.
3. What are your plans for change or *innovation*?
Review merit-based admission criteria. Implement changes as needed.
Develop Simulation Roadmap: Policy, Procedures, and Curriculum
Develop and implement culturally responsive curriculum and teaching strategies
 - Assess curriculum using the AHC Culturally Responsive Higher Education Curriculum Assessment Tool (CRHE-CAT).
 - Review course outlines and syllabi. Integrate innovative strategies and resources.
 - Develop asynchronized outreach workshop on culturally responsive curriculum to the part-time faculty.
 - Implement innovative modifications.
 - Evaluate outcomes. Share data and analysis with the faculty and stakeholders.
 - Continue to seek support and resources for curriculum and teaching strategy implementation.Identify strategies to shift from deficit-mindedness to individualized and culturally humanizing practices.
Seek opportunities to promote faculty and student success.
 4. How will you *measure* the results of your plans to determine if they are successful?
 - Develop measurable outcomes in innovating curriculum and teaching strategies.
 - Conduct student and employer surveys based on the measurable outcomes.
 - Identify next actions based on data gathering and input from stakeholders.
 5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?
The RN program offers DE modality in cases of state and federal mandates (pandemics). The remote instructional modality is reserved in situations when the student has difficulty attending the face-to-face offering of nursing theory classes due to personal reasons or situations beyond their control.

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested.***

Example:

	Definition	Sample
Mission	The values and philosophy of the program, a vision of what the program is supposed to do.	The mission of the English program is to develop students' reading and writing skills by providing opportunities for critical thinking, research, and analysis. Moreover, the program affirms its promotion of equity and diversity among the community by providing opportunities and outreach to eradicate illiteracy.
Mission	<p><u>AHC Mission:</u> Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, academic, and career goals through coursework leading to associate degrees, certificates, transfer, and skills building.</p> <p><u>RN Program Mission:</u> The RN program continues to serve the needs of students who are pursuing careers in nursing. Every year, the program witnesses 33-35 students completing the associate degree in nursing and are eligible to take the registered nursing licensure examination. The graduates continue to have 90-100% employment upon successful passing of the licensure examination. AD in Nursing graduate is encouraged to pursue further education in nursing. The program has a partnership with CSU Channel islands.</p>	
Goals	The general aims or purposes of the program and its curriculum. Effective goals are broadly stated, meaningful, achievable and can lead to assessable outcomes.	Increase literacy and writing competency within the students and college community.
Goals	<p>Academic Program Goals. The program goals are described in detail in the program competencies: patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, informatics, professionalism, leadership, and communication (AKA Program Learning Outcomes).</p> <ol style="list-style-type: none"> 1. The program will review and clarify entry to the nursing program to close equity gaps. 2. The program will provide student success support to stay on the career and academic path. 3. The college will provide resources for faculty and learning environments that promote student learning and preparation for licensure exam and entry-level nursing practice. 	
Program planning initiatives	Program planning initiatives are specific activities that a program would need to complete in order to achieve goals and mission.	Develop community literacy program for historically underrepresented populations.

<p>Program planning initiatives</p>	<p>GOAL 1 Curriculum and Enrollment. The program will review and clarify entry to the nursing program to close equity gaps.</p> <p>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).</p> <p>G1P2. The RN faculty (both full-time and part-time) will develop culturally responsive curriculum and innovative teaching methodologies.</p> <p>G1P3. the RN faculty will implement and evaluate student outcomes of the changes in curriculum and teaching methodologies.</p> <p>G1P4. The RN faculty will develop a simulation plan that includes policies, procedures, and lesson plans.</p> <p>GOAL 2 Student Success. The program will provide student success support to stay on the career and academic path.</p> <p>G2P1. Provide two (2) hour weekly open skills laboratory opportunities.</p> <p>G2P2. Provide four (4) hour clinical practicum support.</p> <p>G2P3. Provide two (2) additional clinical days for make-up.</p> <p>G2P4. Offer HLTH 7113. Create different versions of the course to meet the needs of the students.</p> <p>G2P5. Provide Kaplan resources for NCLEX-RN preparation that includes a live review class.</p> <p>G2P6. Provide Keith RN. Think Like a Nurse Textbook.</p> <p>GOAL 3 Resources. The college will provide resources for faculty and learning environments that promote student learning and preparation for licensure exam and entry-level nursing practice.</p> <p>Faculty Needs</p> <p>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).</p> <p>G3P2. Instructional-Laboratory Assistant. Hire a skills laboratory assistant.</p> <p>Technology</p> <p>G3P3. Faculty Resources. Provide seventeen (17) i-pads or two (2) laptops to part-time and full-time faculty to improve communication.</p> <p>G3P4. Technology. Purchase ECG teaching software.</p> <p>G3P5. Faculty Resource. Maintain subscription to instructional strategies – Keith RN.</p> <p>Equipment</p> <p>G3P6. Equipment. Replace hi-fidelity manikin (i-STAN). The manikin is no longer supported by the manufacturer.</p> <p>G3P7. Equipment. Purchase venipuncture manikin.</p> <p>G3P8. Equipment. Purchase Alaris IV pumps.</p> <p>G3P9. Equipment. Purchase IV poles.</p>
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	<p>Facility</p> <p>G3P10. Facility. Update tables and chairs in the nursing classroom (M-118-M120) to remove weight-bias. Maintain capacity for 60 students.</p> <p>G3P11. Facility. Update tables and chairs in the skills laboratory (M-108) on the RN side. Maintain capacity for 22 students.</p> <p>G3P12. Facility. Update faculty chairs in the respective offices.</p>	
<p>Actions/ Resource Request</p>	<p>These are the specific actions/resources needed to complete a planning initiative.</p>	<p>Gather volunteers from students and teachers to tutor at community center. Budget: \$500 for supplies.</p>
<p>Actions/ Resource Request</p>	<p>GOAL 1 Curriculum and Enrollment. The program will review and clarify entry to the nursing program to close equity gaps.</p> <p>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).</p> <p>G1P2. The RN faculty (both full-time and part-time) will develop culturally responsive curriculum and innovative teaching methodologies.</p> <p>G1P3. The RN faculty will implement and evaluate student outcomes of the changes in curriculum and teaching methodologies.</p> <p>G1P4. The RN faculty will develop a simulation plan that includes policies, procedures, and lesson plans.</p> <p>GOAL 2 Student Success. The program will provide student success support to stay on the career and academic path.</p> <p>G2P1. Provide two (2) hour weekly open skills laboratory opportunities.</p> <p>G2P2. Provide four (4) hour clinical practicum support.</p> <p>G2P3. Provide twenty-four (24) hours of bootcamp for new entrants to the program.</p> <p>G2P4. Offer HLTH 7113. Create different versions of the course to meet the needs of the students.</p> <p>G2P5. Provide Kaplan resources for NCLEX-RN preparation that includes a live review class.</p> <p>G2P6. Provide Keith RN. Think Like a Nurse Textbook.</p> <p>Actions:</p> <ul style="list-style-type: none"> ○ Seek grant funding to provide the two-hour weekly open skills laboratory opportunities, four-hour clinical practicum support, and additional make-up days. ○ Collaborate to develop versions of HLTH 7113. <p>GOAL 3 Resources. The college will provide resources for faculty and learning environments that promote student learning and student preparation for licensure exam and entry-level nursing practice.</p> <p>Faculty Needs</p> <p>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).</p> <p>G3P2. Instructional-Laboratory Assistant. Hire a skills laboratory assistant.</p> <p>Actions:</p> <ul style="list-style-type: none"> ○ Plan for faculty attendance in Co-ADN annual nursing conference. 	

- Develop roles and responsibilities for instructional-laboratory assistants.

Technology

G3P3. Faculty Resources. Provide seventeen (17) i-pads or two (2) laptops to part-time and full-time faculty to improve communication.

G3P4. Technology. Purchase ECG teaching software.

G3P5. Equipment. Replace hi-fidelity manikin (i-STAN). The manikin is no longer supported by the manufacturer.

G3P6. Faculty Resource. Maintain subscription to instructional strategies – Keith RN.

G3P7. Student Laptops. Purchase an additional 20 laptops for online testing in the nursing classroom.

G3P8. Student Laptops. Request for regular maintenance of the nursing classroom laptops.

Actions:

- Use the college equipment prioritization process to purchase the above educational technology.
- Complete a work order for update and maintenance of laptops.

Equipment

G3P9. Equipment. Purchase 15 venipuncture manikins.

G3P10. Equipment. Purchase 10 Alaris IV pumps.

G3P11. Equipment. Purchase 10 Chester Chest manikins.

G3P12. Equipment. Purchase 10 heavy duty IV poles.

Actions:

- Use the college equipment prioritization process to purchase the above educational technology.

Facility

G3P13. Facility. Update tables and chairs in the nursing classroom (M118-M120) to remove weight-bias. Maintain capacity for 60 students.

G3P14. Facility. Update tables and chairs in the skills laboratory (M108) on the RN side. Maintain capacity for 22 students.

G3P15. Facility. Update faculty chairs in the respective offices.

Actions:

- Collaborate with facilities and IT to configure nursing classroom and skills laboratory seating.
- Use the college facility request process to purchase the above educational technology.

The tables below are to create objectives/planning initiatives that come from the discussion and narrative above.

Sample:

New Program Planning Initiative	
Title:	<i>(Short description of the planning initiative)</i> Telescope night
Planning years:	<i>(The academic years this will take to complete)</i> 2021-22 to 2024-25
Description:	
<p><i>(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.)</i></p> <p>The success levels of our courses have indicated that students need to have a hands-on experience with finding and pinpointing important celestial objects. Having a telescope night would allow students to learn how to align and find objects.</p>	
Resources:	
<p>Priority Level: Low Medium High</p> <p>Resource Type: Equipment Staff Faculty Supplies and Materials</p> <p>Quantity: 1</p> <p>Per Item Price: \$69.99 Price with taxes/shipping, etc.: \$76.00</p> <p>Description:</p> <p>Telescopes for students to use during the telescope nights. It is a 70mm telescopes for Adults Astronomy & Kids & Beginners, 300mm Portable Refractor Travel Telescope (15X-150X) with A Smartphone Adapter& A Wireless Remote</p> <p>https://www.amazon.com/ToyerBee-Telescope-Telescopes-Professional-Smartphone/dp/B095XQVTNM/ref=sr_1_4?crd=256FVSAQ5EU0P&keywords=telescope&qid=1667944660&sprefix=telescop%2Caps%2C160&sr=8-4&ufe=app_do%3Aamzn1.fos.18ed3cb5-28d5-4975-8bc7-93deae8f9840</p>	

New Program Planning Initiative	
Title:	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).
Planning years:	Fall 2023-Fall 2024
Description:	
<p>The current merit-based admission criteria are based on a 2010 study that was implemented in 2013. In 2018, the RN program had major changes in curriculum and nursing faculty. In review and repeat of the prior study will determine current applicability of the merit-based criteria as well as identify disproportionate impact and equity gaps.</p>	

Resources:**Priority Level:** Low Medium **High****Resource Type:** Equipment Staff **Faculty** Supplies and Materials**Quantity:** Faculty Stipend Pay for Special Projects**Per Item Price:** \$60.00/hour (Stipend Rate) **Price with taxes/shipping, etc.:** \$600 per faculty**Description:**

Three full-time RN faculty are interested in conducting the study. They will need assistance with the college's institutional research team. Each faculty will be awarded \$600 upon completion of the project.

New Program Planning Initiative	
Title:	G1P2. The RN faculty (both full-time and part-time) will develop culturally responsive curriculum and innovative teaching methodologies.
Planning years:	Fall 2023-Fall 2024
Description: The AHC developed a Culturally Responsive Higher Education Curriculum Assessment Tool (CRHE-CAT) that reviews aspects of the curriculum. The RN faculty decided to attend and participate in a workshop that details culturally responsive content and pedagogies. Upon completion of the workshop, the faculty will collaborate on reviewing the nursing curriculum and identifying areas of improvement. The innovative curriculum and teaching strategies will be implemented, and the student response will be collected and analyzed.	
Resources: Priority Level: Low Medium High Resource Type: Equipment Staff Faculty Supplies and Materials Quantity: Faculty Stipend Pay for Special Projects Per Item Price: Varies for PT and FT (Stipend Rate) Price with taxes/shipping, etc.: \$2400/faculty. Description: The RN program serves a largely Latino population. To be relevant, the faculty considers the learning needs of the student population, the standards of entry-level RN practice, and the use of teaching strategies to work with the strengths of the students and not on their deficiencies. The curriculum review is an opportunity to depart from deficit-mindedness.	

New Program Planning Initiative	
Title:	G1P3. The RN faculty will implement and evaluate student outcomes of the changes in curriculum and teaching methodologies.
Planning years:	Fall 2023-Fall 2024
Description: After developing a culturally responsive curriculum, the RN faculty will implement the changes and measure student responses. The RN faculty will measure student learning through first attempt pass rates in the licensure exam, graduate survey (six months after graduation) and employer feedback (new graduate employees). Both surveys would be conducted in summer 2023.	

Resources:**Priority Level:** Low Medium **High****Resource Type:** Equipment **Staff Faculty** Supplies and Materials**Quantity:** NA**Per Item Price:** NA **Price with taxes/shipping, etc.:** NA**Description:**

The surveys are part of the recommendations of the California Board of Registered Nursing. The data will be reviewed and analyzed by the RN faculty. The RN faculty will discuss strategies to address the findings of both surveys.

Title:	G1P4. The RN faculty will develop a simulation plan that includes policies, procedures, and lesson plans.
Planning years:	Fall 2023-Fall 2024
Description: The simulation plan is part of the California BRN recommendations.	
Resources:	
Priority Level: Low Medium High	
Resource Type: Equipment Staff Faculty Supplies and Materials	
Quantity: NA	
Per Item Price: NA Price with taxes/shipping, etc.: NA	
Description: The simulation plan may be a part of the content expert role.	

Title:	G2P1. Provide two (2) hour weekly open skills laboratory opportunities.
Planning years:	Fall 2023-Onwards
Description: In spring semester, the NURS 111 RN Skills 1 provides RN-level skills demonstrations. There are limited opportunities for students to practice and fully develop confidence and competence in performing the skills. The supplemental open skills laboratory opportunities continue to be well-utilized by the students. In fall semester, the students continue to need the practice and review skills learned from the spring semester. These are requisite yet perishable skills and the students need regular practice and reinforcement.	
Resources:	
Priority Level: Low Medium High	
Resource Type: Equipment Staff Faculty Supplies and Materials	
Quantity: Spring: 2 hours x 14 weeks (28 hours). Fall semester: 2 hours x 12 weeks (24 hours)	
Per Item Price: FT Faculty Stipend Rate (\$60/hour) Price with taxes/shipping, etc.: Spring semester: \$1680. Fall semester. \$1440.	
Description: The open skills laboratory opportunities provide a safe and supportive learning environment for students who opt for additional skills laboratory time for skills review and development. The RN program has referred students to work on remediating skills as identified by the clinical faculty.	

Title:	G2P2. Provide four (4) hour clinical practicum support.
Planning years:	Fall 2023-Onwards
Description:	As part of the innovation grant, an additional clinical faculty provided one-on-one coaching of students in the acute care clinical setting.
Resources:	<p>Priority Level: Low Medium <u>High</u></p> <p>Resource Type: Equipment Staff <u>Faculty</u> Supplies and Materials</p> <p>Quantity: Spring: 8 hours x 12 weeks (96 hours). Fall semester: 8 hours x 11 weeks (88 hours)</p> <p>Per Item Price: FT Faculty Stipend Rate (\$60/hour) Price with taxes/shipping, etc.: Spring semester: \$5760. Fall semester. \$5280.</p> <p>Description:</p> <p>The innovative grant provided an additional clinical faculty for 4 hours every Monday and Tuesday. The additional faculty focused on students who had challenges with computer access and “putting all the pieces together (clinical thinking) to formulate clinical decisions, perform tasks in a timely manner, and evaluate patient outcomes. The pilot study found that students progress in the nursing program with greater confidence and understanding of the clinical thinking expected of an entry-level RN. The above request to continue providing the much-needed student support, especially with the increase in new entrants to the RN program (return-to-college syndrome) due to enrollment increase to 50 students.</p>

Title:	G2P3. Provide twenty-four (24) hours of bootcamp for new entrants to the program.
Planning years:	Fall 2023-Onwards
Description:	All new entrants to the nursing program after years of clinical practice reported that returning-to-college was daunting, intimidating, and overwhelming. The program faculty found that there is a need to meet their needs by providing a college and program pre-orientation where they are provided information regarding college resources and conduct of the program. The bootcamp was initially offered in spring 2022 through the Strong Workforce Initiative. The students reported that they felt welcomed and prepared to be returning students in a rigorous nursing program.
Resources:	<p>Priority Level: Low Medium <u>High</u></p> <p>Resource Type: Equipment Staff <u>Faculty</u> Supplies and Materials</p> <p>Quantity: Spring: 24 hours</p> <p>Per Item Price: FT Faculty Stipend Rate (\$60/hour) Price with taxes/shipping, etc.: \$1440.</p> <p>Description:</p> <p>With enrollment increase in spring 2023, the bootcamp provided a good forum for returning students to be familiar with college resources, program requirements, and clinical competencies. The bootcamp includes assessment of cohort needs and provisions of opportunities for hands-on experiences.</p>

Title:	G2P4. Offer HLTH 7113. Create different versions of the course to meet the needs of the students.
Planning years:	Fall 2023-Onwards
Description:	HLTH 7113 was conceived as a support class to promote clinical thinking and nursing judgment in preparation for the upcoming next generation of licensure exams. It was strategically scheduled between the requisite theory nursing courses to promote enrollment. The students had mixed reactions regarding the course but realized that it was designed to help with academic and clinical requirements.
Resources:	<p>Priority Level: Low Medium High</p> <p>Resource Type: Equipment Staff Faculty Supplies and Materials</p> <p>Quantity: Multiple course offerings in spring, fall jumpstart, and fall semester.</p> <p>Per Item Price: Course offering. Price with taxes/shipping, etc.: NA</p> <p>Description: HLTH 7113 (Jumpstart) will be offered 1 week before the start of the fall semester. It is designed to refresh RN level skills and use of electronic medical records prior to the start of the fall semester. It is designed to refresh clinical competencies learned in NURS 111 in the spring semester.</p>

Title:	G2P5. Provide Kaplan resources for NCLEX-RN preparation that includes a live review class.
Planning years:	Fall 2023-Onwards
Description:	The Kaplan resources prepare the student for the licensure exam. These resources provide incremental approaches to learn content and develop clinical thinking through tests, case studies, and supplemental videos. The Kaplan package includes a live review of the nursing licensure exam.
Resources:	<p>Priority Level: Low Medium High</p> <p>Resource Type: Equipment Staff Faculty Supplies and Materials</p> <p>Quantity: 50.</p> <p>Per Item Price: \$540. Price with taxes/shipping, etc.: \$27,000</p> <p>Description: The RN program integrates the Kaplan resources in the curriculum. It augments and reinforces salient nursing knowledge and actions. These resources are currently purchased through a grant.</p>

Title:	G2P6. Provide Keith RN. Think Like a Nurse Textbook.
Planning years:	Fall 2023 Onwards
Description:	The companion text is based on teaching strategies and resources from the Keith RN instructor resources. Since it is part of the support class, HLTH 7113, the RN program wishes to continue providing the students with this valuable resource.
Resources:	<p>Priority Level: Low Medium High</p> <p>Resource Type: Equipment Staff Faculty Supplies and Materials</p> <p>Quantity: 50</p> <p>Per Item Price: 39.95 Price with taxes/shipping, etc.: \$2,248 Inclusive of shipping.</p> <p>Description: The text provides an approach to the support class, HLTH 7113. Keith RN Invoice.</p>

Title:	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).
Planning years:	Ongoing
Description:	The California BRN requires 30 hours of continuing education every five years to maintain competency in the content areas – medical surgical, geriatrics, mental health, and simulation. If unable to complete these requirements, the faculty will not be allowed to conduct nursing courses in both theory and clinical practicum.
Resources:	<p>Priority Level: Low Medium High</p> <p>Resource Type: Equipment Staff Faculty Supplies and Materials</p> <p>Quantity: Multiple professional development opportunities.</p> <p>Per Item Price: Varies. Price with taxes/shipping, etc.: NA</p> <p>Description: Co-ADN provides annual off-site workshops in spring semester. During the pre-pandemic years, the nursing faculty had taken time to attend this conference as part of continuing education requirements as well as team building experiences.</p>

Title:	G3P2. Instructional Technician. Nursing Skills Laboratory . Hire a skills laboratory assistant.
Planning years:	Fall 2023 – onward
Description:	The nursing skills laboratory remains unattended and in dire need of ongoing maintenance of consumable supplies and equipment care, maintenance, and replacement. To date, the nursing faculty seek creative alternatives to obtaining much needed supplies and equipment, take turns in preparing learning environments, and clean-up and up-keep of supplies and equipment.
Resources:	<p>Priority Level: Low Medium High</p> <p>Resource Type: Equipment Staff Faculty Supplies and Materials</p> <p>Quantity:</p> <p>Per Item Price: Salary. \$3471-4430 monthly. Price with taxes/shipping, etc.: 12-months</p> <p>Description: Instructional Technician. Nursing Skills Laboratory . Under supervision of the Dean, Academic Affairs, performs technical work in the skills laboratory preparations, oversee supply stockroom, maintains skills laboratory, monitors need for repair, maintenance, and replacement of care technologies- IV pumps, computers, hi-fidelity manikins as well as adequate supplies for nursing skills and simulation courses.</p> <p>Essential Functions and Qualifications</p> <ul style="list-style-type: none"> ○ Upkeep of the skills laboratory. ○ Inspect and repair laboratory equipment. Ensure working condition of equipment for nursing skills and simulation. ○ Assist with request for services – vendors and college work order requests. ○ Research and recommend timely purchase of supplies and equipment. ○ Identify equipment for surplus. ○ Maintain inventory of consumable supplies – gloves, medications, etc. ○ Manage storeroom. ○ Assemble equipment, materials, and supplies. ○ Safely dispose of medical sharps. Ensure adequate sharps disposal containers. ○ Maintain OSHA compliance. ○ Perform other duties as assigned.

Title:	G3P3. Faculty Resources. Provide seventeen (17) i-pads or two (2) laptops to part-time and full-time faculty to improve communication.
Planning years:	Fall 2023 – onward
Description:	The RN faculty will have improved communication among each other with portable seventeen (17) i-Pads and two (2) laptops. The program has been transitioning to using tools like ONE NOTE and Canvas uploads to stay abreast with the comings and goings of the nursing program.
Resources:	<p>Priority Level: Low Medium High</p> <p>Resource Type: Equipment Staff Faculty Supplies and Materials</p> <p>Quantity: 17 i-Pads and 2 Laptops</p> <p>Per Item Price: Price with taxes/shipping, etc.:</p> <p>Description:</p>

Two RN faculty requested laptops. Seventeen RN faculty opted for i-Pad for clinical reports. With electronic documentation, there will be improved tracking of student performance and ongoing electronic communication among nursing faculty.

Title:	G3P4. Technology. Purchase ECG teaching software.
Planning years:	Fall 2023 – onward
Description:	The ECG interpretation was found to be a diminishing skill among nurses. 60% of nurses did not meet the competency for ECG interpretation. The RN faculty found that teaching ECG interpretation requires a better visual learning experience.
Resources:	<p>Priority Level: Low Medium High</p> <p>Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials</p> <p>Quantity: Subscription.</p> <p>Per Item Price: \$350 Price with taxes/shipping, etc.: \$350 No additional charges.</p> <p>Description: The DART Sim – 3 Windows/MAC Licenses will enable use of the product in various classrooms. The faculty contacted Andy Specht regarding adopting the software.</p>

Title:	G3P5. Equipment. Replace hi-fidelity manikin (i-STAN). The manikin is no longer supported by the manufacturer.
Planning years:	Fall 2023 – onward
Description:	The i-STAN hi-fidelity simulation manikin was purchased more than 10 years ago. To date, the manikin works with occasional failure to start-up. The manufacturer, CAE, no longer supports this manikin and thus, there are no options for check-up, repair, or maintenance.
Resources:	<p>Priority Level: Low Medium High</p> <p>Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials</p> <p>Quantity: 1</p> <p>Per Item Price: \$79,161 (Inclusive of applicable fees and taxes). Price with taxes/shipping, etc.: \$103,161. Inclusive of a 5-year warranty.</p> <p>Description: The nursing faculty opts to purchase an Apollo female manikin with brown complexion. The request is both to replace the outdated manikin that is close to being nonfunctional and to promote cultural sensitivity to the students we serve.</p>

Title:	G3P6. Faculty Resource. Maintain subscription to instructional strategies – Keith RN.
Planning years:	Fall 2023 – onward
Description: The subscription provides case studies, instructional guides, and curriculum planning for both LVN and RN programs. It includes leveled materials to reinforce student progress in the program.	
Resources: Priority Level: Low Medium High Resource Type: Equipment Staff Faculty Supplies and Materials Quantity: 8 Per Item Price: \$395 Price with taxes/shipping, etc.: \$3,195. Inclusive of \$35 processing fee. Description: The site subscription is based on faculty request for access to the site. The subscription provides instructional resources like curriculum planning, instructional strategies, and case studies. Select nursing faculty use the subscription. Thus, access and subscription will be designated to the specific faculty. Pricing is based on recent invoices.	

Title:	G3P7. Student Laptops. Purchase an additional 20 laptops for online testing in the nursing classroom.
Planning years:	Fall 2023 – onward
Description: There are 40 laptops in the nursing classroom that is not enough for a class of 50 students.	
Resources: Priority Level: Low Medium High Resource Type: Equipment Staff Faculty Supplies and Materials Quantity: 20 Per Item Price: Pending recommendations from IT. Price with taxes/shipping, etc.: Description: Request for IT assistance, Andy Specht, regarding standard specifications of laptops.	

Title:	G3P8. Student Laptops. Request for regular maintenance of the nursing classroom laptops.
Planning years:	Fall 2023 – onward
Description: The 40 laptops in the nursing classroom continue to require ongoing maintenance. An average of 5 laptops were not usable during class hours.	
Resources: Priority Level: Low Medium High Resource Type: Equipment Staff Faculty Supplies and Materials Quantity: All laptops in the health Sciences department classroom areas. Per Item Price: NA Price with taxes/shipping, etc.: NA Description: The request is to ensure adequate functioning laptops in the classroom for testing. The work order will be submitted regularly at the end of each semester and as needed.	

Title:	G3P9. Equipment. Purchase 15 venipuncture manikins.
Planning years:	Fall 2023 – onward
Description:	The venipuncture manikin has high wear and tear as students practice venipuncture in both RN and LVN programs.
Resources:	<p>Priority Level: Low Medium High</p> <p>Resource Type: Equipment Staff Faculty Supplies and Materials</p> <p>Quantity: 15</p> <p>Per Item Price: \$329.00 Price with taxes/shipping, etc.: \$4935 not inclusive of taxes and applicable fees.</p> <p>Description: Vendor: DiaMedical.</p>

Title:	G3P10. Equipment. Purchase 10 Alaris IV pumps.
Planning years:	Fall 2023 – onward
Description:	The care technology – electronic infusion pump is a cornerstone in NURS 111. The course is about developing intravenous medication administration skills that include the use of this pump. With increased enrollment, there is a need to purchase care technology from one source to ensure similarity in SMART features (programming).
Resources:	<p>Priority Level: Low Medium High</p> <p>Resource Type: Equipment Staff Faculty Supplies and Materials</p> <p>Quantity: 10</p> <p>Per Item Price: \$2,095. Price with taxes/shipping, etc.: \$20,950. Not inclusive of taxes and applicable charges.</p> <p>Description: This care technology undergoes multiple programming within a very short period. There is high wear-and-tear with repeated programming. Vendor: DiaMedical. Does not include shipping, handling, and tax. The RN director will explore equipment rentals with Agility.</p>

Title:	G3P11. Equipment. Purchase 10 Chester Chest manikins.
Planning years:	Fall 2023 – onward
Description:	As part of the culturally responsive curriculum and teaching pedagogies, the faculty is seeking ways to better represent the students in various aspects of care.
Resources:	<p>Priority Level: Low Medium High</p> <p>Resource Type: Equipment Staff Faculty Supplies and Materials</p> <p>Quantity: 5</p> <p>Per Item Price: \$861 Price with taxes/shipping, etc.: \$8610.00 not inclusive of tax and applicable charges.</p> <p>Description: Diamedical. Purchase of dark skin manikins.</p>

Title:	G3P12. Equipment. Purchase 10 heavy duty IV poles.
Planning years:	Fall 2023 – onward
Description: The current IV poles do not roll well and had become hazards when moving IV pumps. They tend to topple over and drop the IV pumps.	
Resources: Priority Level: Low Medium High Resource Type: Equipment Staff Faculty Supplies and Materials Quantity: 10 Per Item Price: \$339.95 Price with taxes/shipping, etc.: \$3399.50 not inclusive of taxes and applicable fees. Description: The Blinkman heavy duty pole is currently used in hospitals to prevent accidents as described above. Diamedical. Does not include applicable tax and shipping and handling.	

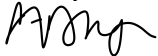
Title:	G3P13. Facility. Update tables and chairs in the nursing classroom (M118-M120) to remove weight-bias. Maintain capacity for 60 students.
Planning years:	Fall 2023 – onward
Description: The current classroom desks are in various states of disrepair. Some chairs no longer adjust to leg length. The desks are not movable and have been weight biased.	
Resources: Priority Level: Low Medium High Resource Type: Equipment Staff Faculty Supplies and Materials Quantity: 60 tables and chairs. Per Item Price: Pending. Price with taxes/shipping, etc.: Description: The replacement is based on facility committee standards and processes regarding classroom seating.	

Title:	G3P14. Facility. Update tables and chairs in the skills laboratory (M108) on the RN side. Maintain capacity for 22 students.
Planning years:	Fall 2023 – onward
Description: With the expansion, there is a need to provide seating for 20-22 students at one time on the RN side of M108. The faculty requests tables and chairs configuration from 20-22 students.	
Resources: Priority Level: Low Medium High Resource Type: Equipment Staff Faculty Supplies and Materials Quantity: 4 tables. 10 chairs. Per Item Price: \$1,349. Price with taxes/shipping, etc.: \$3,158 Description: KI Quote. Trek Fixed leg. Rect. T base. 74P Edge. 36" x 72". Quote for 10 chairs pending.	

Title:	G3P15. Facility. Update faculty chairs in the respective offices.
Planning years:	Fall 2023 – onward
Description:	The faculty offices chairs have not been replaced since the building was built in 2008. There has been faculty turnover and office changes. The current chairs are not configured for the current occupants of these offices.
Resources:	<p>Priority Level: Low Medium High</p> <p>Resource Type: Equipment Staff Faculty Supplies and Materials</p> <p>Quantity: 12 inclusive of 1 instructional technician for dental assisting.</p> <p>Per Item Price: Pending HR Recommendation. Price with taxes/shipping, etc.: Pending.</p> <p>Description:</p> <p>The replacement faculty chairs would be based on the recommendation of HR ergonomic study, Thomas Reynolds. The program director will investigate college processes regarding replacement of faculty office chairs.</p>

Program Review Signature Page:

Larry Manalo Jr.



5/12/2023

Program Review Lead

Date

Thomas Lamica

Thomas Lamica (Jun 1, 2023 15:44 PDT)

Jun 1, 2023

Program Dean

Date



Jul 20, 2023

Vice President, Academic Affairs

Date












RN Program Review_2022-23_Im

Final Audit Report

2023-07-20


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