**YEAR 2**

**ACADEMIC YEAR 2013-14**

Program Review and Planning Year 2 form is an evaluation of the progress on last year’s goals (Year 1 PRP) and is also planning of goals and activities for the current year (2013-2014).

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| **Discipline: Nursing** | **Date 01/29/2014** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date (00/00/2014)** |

**Purpose of Program Review and Planning:**

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.).

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **Program/Discipline Mission** |
| **List everyone who participated in completing this Year 2 Program Review and Planning Document.**  **Judy Eckhart, Hope Farquharson, Karen Donovan, Chantal Flanagan, Karen McGurk, Marilee Nebelsick-Tagg, Nancy Pince, Julie Robinson, Maryellen Ross, Julie Van Houten, Andre Allen, Susan Parker, and Gail Rodriques** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The Mission of the Associate Degree Nursing Program:**  **The Nursing Education Department at Palomar College offers a quality program of study to individuals from varied backgrounds leading to an associate degree in nursing. The program provides theoretical and clinical learning experiences in nursing, incorporates knowledge from related disciplines, and adapts to the ever-changing world. The philosophy and program competencies serve as the basis for the structure of the curriculum. The goal of the program is to prepare a competent entry-level nurse to provide quality care in diverse health care settings. On completion of the program, the graduate will be prepared to take the National Council Licensing Examination for Registered Nursing (NCLEX-RN).**  **Philosophy**  **Nature of Humanity**  **Individuals are holistic in nature. They are unique biopsychosocial, cultural, and spiritual beings who possess dignity, worth, and the right to self-determination. Individuals operate within a unique framework based on inherent factors, values, cultural heritage, ethnic background, and personal life experiences. Each person has the ability to seek personal meaning for their lives, manage their own care, adapt to change, and strive to meet their optimal level of functioning. These fundamental concepts provide the foundation for nursing activities, the environment, and the health-illness continuum.**  **Nursing**  **Nursing is the diagnosis and treatment of human responses to actual or potential health problems. Nursing is a dynamic, evolving discipline that involves application of knowledge from the arts and sciences as well as technical skills. The practice of nursing provides an essential service to clients across the lifespan, families, and individuals within a variety of community settings. Evidence based nursing interventions are directed toward disease prevention, wellness promotion, health maintenance, and restoration of health, or the creation of an environment supportive of a dignified death.**  **Nurses function in a variety of health care settings as teachers, communicators, coordinators, and decision makers. Nurses serve as advocates, collaborators, and leaders working toward the provision of appropriate resources and availability of complete basic health care for all individuals. Through nurse-client collaboration, caring, and empathy, the health needs of individuals from diverse cultural backgrounds and lifestyles are addressed in order to promote optimal levels of functioning.**  **In an ever-changing health care system, nurses make complex decisions, adapt to new situations, utilize technology, and continually update knowledge and skills. Nursing process and critical thinking are the basis for the nurse’s application and use of knowledge and experience in making ethical clinical decisions. The ethics of nursing contributes to moral choices based on legal and ethical principles.**  **Nursing Education**  **Nursing education is an active process that directs and facilitates the acquisition of knowledge. A broad education in the liberal arts, sciences, and nursing theory provides a foundation for the development of critical thinking in nursing. Learning, an interactive, continuous, life-long process, involves expansion of knowledge from related disciplines and actual or potential changes in attitudes and behaviors. Learning, teaching, and evaluation are shared processes that support personal development and stimulate inquiry. The development of critical thinking skills is a salient process necessary for professional nursing practice.**  **Faculty facilitate, direct, and evaluate learning to promote self direction, creativity, and critical thinking. Ethnic and cultural differences as well as individual differences, learning styles, goals, and support systems are considered when developing an active learning environment. A blend of classroom and applied learning experiences contribute to the development of competencies related to the roles of a professional nurse.**  **Students utilize a variety of resources to acquire evidence based knowledge inherent in the practice of ethical and professional nursing. An active role in learning is assumed by sharing responsibility in meeting learning outcomes and participation in the evaluation process. Students accept change as a product of life-long learning by being flexible and adaptable. Students develop awareness of self and others’ culture, values, beliefs, and behaviors, and how they relate to nursing practice.**  **Conceptual Framework**  **The conceptual framework is based on the Nursing Education Department philosophy and forms the basis for the curricular structure, designation of content, and selection of learning experiences.**  **A multiplicity of learning experiences and teaching strategies are utilized throughout the curriculum. Theoretical content is drawn from a variety of resources and is directed toward disease prevention, wellness promotion, health maintenance, and restoration of health or the creation of an environment supportive of a dignified death. The nursing process provides the framework for the organization and application of theory and students are expected to apply critical thinking skills within the framework of the nursing process. Students are required to use knowledge from the natural, behavioral, and social and nursing sciences and humanities to assess, plan, implement, and evaluate care. Gordon’s Functional Health Patterns provide a framework for assessing and documenting client care.**  **Each course addresses components of the threads with specific content increasing in complexity throughout the curricula. Concepts related to nutrition, pharmacology, and cultural diversity are integrated throughout the curriculum. Threads that construct the curricula include: Communication Process; Nursing Process and critical thinking; Nursing Skills; Client Teaching and Learning; Managing Client Care; Legal and Ethical Aspects of Nursing Practice; and Accountability within the Student Role.**  **The curriculum also reflects all competencies identified in the Quality and Safety Education for Nursing (QSEN) standards. Throughout the program students learn the knowledge, skills, and attitudes (KSAs) incorporated in the QSEN competencies. Each course identifies the appropriate QSEN concepts as threads using the definitions provided by the QSEN Institute (QSEN Institute. 2009. Pre-licensure KSAs/QSEN, retrieved from http://qsen.org):**  **• Patient Centered Care (PCC): Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.**  **• Teamwork and Collaboration (T/C): Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.**  **• Evidence-Based Practice (EBP): Integrate best current evidence with clinical expertise and patient/family preference and values for delivery of optimal health care.**  **• Quality Improvement (QI): Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.**  **• Safety (S): Minimizes risk of harm to patient and providers through both system effectiveness and individual performance.**  **• Informatics (I): Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.**  **In the first semester, students are introduced to the concepts of functional health patterns, nursing process, critical thinking, nursing skills, delegation, resource and time management, and therapeutic communication. The students provide care for stable adult clients with expected or predictable outcomes. Clinical experiences are provided in long-term health care, community, and acute care settings.**  **In the second semester, content builds on the foundation of the first semester with continued application of the nursing process and critical thinking in caring for the childbearing family, pediatric, and medical surgical clients. Theoretical content related to growth and development, child abuse, and human sexuality is included. Concepts are expanded to include the recognition of changes in clients with predictable outcomes and the utilization of evidence based interventions. Students work collaboratively with the interdisciplinary team to manage and coordinate care for a group of clients. Students utilize critical thinking when exploring historical, political, educational, legal, ethical, and bioethical issues that impact nursing practice. Managerial concepts focusing on decision making, resource and time management, delegation, and supervision are further developed. Multiple community agencies and acute care settings are used for clinical experiences.**  **In the third semester, content builds on the foundation of the first year with continued application of previously learned concepts for clients with unpredictable outcomes. Students collaborate with the interdisciplinary team to manage and modify care for a group of clients. Students work with adult and gerontologic clients with multiple acute and chronic health care problems. In addition, students work in the psychiatric mental health setting providing care for children, adolescents, adults, and gerontologic clients with acute and chronic problems. Multiple community agencies and acute care settings are used for clinical experiences.**  **In the fourth semester, content builds on the foundation of the previous semesters. Students use complex decision-making when caring for acutely ill medical-surgical clients with unstable, life threatening, health problems. Students expand their roles as coordinators, facilitators, and client advocates. Students provide care for a group of clients focusing on management skills, such as delegation, collaborative team work, appropriate utilization of resources, and critical thinking. Multiple community agencies, acute care settings, and preceptorships are used for clinical experiences.**  **Program Competencies**  **By the end of the program, the student will be able to:**  **• Apply theoretical concepts and the nursing process in the care of clients.**  **• Utilize evidence based nursing practice and critical thinking skills when developing a plan of care for a group of clients across the life span.**  **• Provide safe, effective care with appropriate resource utilization in health care settings for clients from diverse cultural backgrounds and lifestyles across the health-illness continuum.**  **• Utilize effective communication when providing client-centered care using oral, written, and electronic formats.**  **• Demonstrate a collaborative approach involving the client, family, and the interdisciplinary team when managing client care.**  **• Serve as clients’ advocate by initiating appropriate interventions to facilitate client decisions and actions regarding health care.**  **• Serve as a teacher, role model, and facilitator to client, families, and the interdisciplinary team.**  **• Practice professional responsibility and accountability for nursing practice within ethical and legal standards.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **The program and the College mission statements blend very nicely. The Nursing Department and the College focus on a teaching-learning environment for students of varied and diverse backgrounds, abilities, needs, and goals. Nursing supports the student's training for a career and technical education as well as supporting life-long learning, both of which are stated in the Department and the College statements. In addition, both statements note that students must be prepared to function in an ever-changing environment, which is the healthcare environment for Nursing and the world for the College. The College and the program promote planning and self-evaluation. In Nursing this is accomplished through the Master Plan for Evaluation which provides a systematic method for planning, self-evaluation, and modification of the program to improve student success.**  **The Nursing conceptual framework for education includes a multiplicity of learning experiences and teaching strategies which aligns with the College's value of diversity in learning environments. In Nursing all persons are recognized as having the ability to manage their own care and students have an active role in their learning by sharing responsibility to meet learning outcomes and participating in the evaluation process. This component is reflected in the College statement as a value of creativity and engaging students. Finally, the College states we must prepare student to contribute to society and Nursing educates students to be able to successfully complete the National Council Licensing Examination for Registered Nursing (NCLEX-RN) which then allows them to provide quality health care as a competent entry-level nurse.** |

**STEP I. Review and Evaluation of Year 1  
In this section, evaluate the program plans you described in last year’s Program Review and Planning Document.   
Refer to “STEP II: PLANNING” in your 2012-13 YEAR 1 PRP document at:** <http://www.palomar.edu/irp/PRPCollection.htm>.

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| 1. **Progress on Current Plans. For each planning area below, summarize your program plans as documented in the Year 1 form (last year’s form) and evaluate your progress on completing them.**   **Curriculum (Step II.A. of Year 1 PRP)**   1. **Summarize the plans you made regarding curriculum? (Consider how SLO assessment results influenced curriculum planning.)**   **In Year 1 the Department addressed curriculum changes that supported our students' educational goals. An increased focus was spent on helping students meet accreditation standards by promoting innovative teaching strategies in the Nursing Simulation Lab where critical thinking skills and problem solving techniques can be learned without putting a patient at risk of harm. We are continuing this focus which has been supported in the SLOs by consistent successful student performance on their final clinical evaluation forms.**  **Student retention and student success were stressed in Year 1 as part of the curriculum focus and this continues to be a high priority in Year 2. The Department currently has an hourly worker, the Student Success Advisor, who maintains open skills lab and works diligently with students who are at risk to help them with skills, critical thinking, and the application of theory to practice. The Nursing faculty have repeatedly requested in PRPs and in requests for a new classified position, a Nursing Student Success Coordinator, that the open skills lab position be converted from an hourly position to a permanent full time or even a permanent part time position, but to date, no success has been achieved. The Nursing program SLOs show that retention is a major issue for the department so additional help for student retention is critical. The current open skills lab position has been funded for many years with grant funding but there are no guarantees that grant funds will be continue to be available in the future, so that is another reason the department needs this position to be converted to a College position. The BRN and ACEN strongly recommend that all programs provide positions like the Nursing Student Success Coordinator in order to promote patient safety, student retention, and student success. During Year 2 the conversion of this position remains a high focus since this position directly impacts student success which is the outcome of curriculum.**  **In Year 1, the Nursing faculty finalized the alignment of all course objectives to the Quality and Safety Education for Nurses Standards (QSEN). Accrediting bodies and hospital agencies expect Nursing programs to teach QSEN components so a very detailed review of all course curriculum was conducted. Documentation was revised to show how the QSEN components are integrated in the unit objectives for each Nursing course. In fall 2013 the Board of Registered Nursing (BRN) approved this curriculum change and the package now goes to the Accrediting Commission for Education in Nursing (ACEN).**  **In fall 2013 based on changes the Science Department made in some of their science courses, the BRN approved a reduction in the units for the Nursing program. The AS degree was approved for a total of 71 units and the AA degree was approved for a total of 77 units.**     1. **How did you implement and evaluate those curriculum changes?**   **Evaluation of the student experience and learning in the Sim Lab is included as a student evaluation for each Nursing course. The Simulation Faculty member and the full time faculty in each course review the evaluations and make changes in the experience as needed. Student evaluations have been very positive and they repeatedly ask for additional time and experiences in the Sim Lab but since there is only one person in the Sim Lab, it is not possible to increase Sim time for students.**  **The Department has a request for a new classified position that has been submitted to convert the Student Success Advisor to a permanent employee, a Nursing Student Support Coordinator, but there has not been any action on that request at this time. The Department plans to continue to present this request to Administration in an attempt to get this position approved before the end of the spring 2014 semester. The faculty feel very strongly that this position is critical to help students meet their learning outcomes, be successful, and to get the assistance they need be able to remain in and complete the program successfully. Student resources to facilitate retention and success are also strongly encouraged by the BRN and ACEN. Student evaluations in all courses consistently request more time in open skills lab and comment on how helpful this resource is for their education. The ability of students to complete the program in 2 years, one of the program SLOs, is directly related to the amount of student support the program can provide and this position is imperative to help with the retention of students.**  **The curriculum changes demonstrating how the QSEN standards are integrated in each Nursing course will be presented as soon as possible to ACEN for their approval. ACEN also will be reviewing the unit reduction for the AS & AA degrees. They are expected to approve these changes without a problem.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **In Year 1 changes in scheduling focused on increasing the hours in the Sim Lab as well as in the open skills lab where students can practice their skills and be tutored. Both of these items are needed to promote student success.**   1. **How did you implement and evaluate those class scheduling changes?**   **No additional time has been able to be scheduled in the Sim Lab or in the open skills lab sessions due to limitations on the faculty and staff positions. There is only one faculty member and no staff assistant in the Sim Lab while the open skills lab is limited to being staffed by an hourly employee for only 18 hours a week. The Department's initial request for a full time Nursing Student Support Coordinator would have allowed that individual to have some time to spend in the Sim Lab as well as providing more open skills lab experiences. However, the request for a new classified Nursing Student Support Coordinator position had to be reduced to a part time, 18 hour a week position, and it has still not been approved.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **In Year 1 the faculty needs focused on the problems of finding qualified full time and part time faculty to teach the various nursing content areas, the need for a full time Nursing Student Success Coordinator, the need for a full time Pediatric faculty member, and the need to replace the Health Programs Specialist (HPS). Although the Student Success Coordinator and the HPS are not faculty positions, they directly impact the program SLO for successful student completion of the program as well as student recruitment and retention.**   1. **What is the current status of the plan you articulated?**   **Over the past two years, the Department has repeatedly advertised and attempted to recruit a full time Pediatric faculty member but the application pools have not been adequate for interviewing and hiring. At this time there is another hiring committee working on filling the position. They will be conducting interviews during spring 2014 and, if hired, a new full time Pediatric faculty member will start in August 2014. Although it was not part of the Year 1 PRP, one of the full time Medical-Surgical faculty members has announced they will retire at the end of the Spring 2014 semester, so that will result in another full time opening within the department.**  **The request for a permanent part time Nursing Student Support Coordinator is still in the process of being considered but there has been no feedback or action on that request. The Department will continue to pursue that actively this spring.**  **The HPS position was replaced in Year 1 of the PRP.** |
| 1. **Analysis and Impact of Resources Received (Step III – Year 1 – Resource Requests for Discipline)** 2. **What is the dollar amount you received from IPC last year (2012-2013)? You can access the 2012-13 IPC PRP allocations by clicking on this link:** <http://www.palomar.edu/irp/201213resourceallocations.pdf>   **$1000**   1. **How were those funds spent?**   **Pagers for faculty in the clinical setting.**   1. **Identify permanent employees requested and prioritized by IPC, i.e., classified/CAST/administrative. You can access this information by clicking on this link:** <http://www.palomar.edu/irp/staffingplan.pdf>   **The new HPS was ranked 12th in the 2013-2014 Instructional Staffing Plan, IPC Position Priorities list. The College did allow the department to rehire the person and the salary was again paid with College funds.**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **Some hospitals mandate that faculty must be available to their students by pager and the faculty cannot use their cell phones. So the department has had to cover this expense.**   1. **Number of students affected**   **All the students in the program, a current max of 128, are impacted by the need for faculty pagers in the clinical setting. It is not possible to identify how many students are affected by the HPS. The HPS spends the majority of her time interacting with potential students, current students, and members of the community. When the HPS holds monthly public information meetings or attends meetings at local high schools, it is common for the HPS to address 30+ individuals at time. During a regular work day, the HPS can easily get 30-40 e-mails, phone calls, or visits per day asking about how to enter our specific program or how to start a career in nursing. Some of these people never enter our program while others then begin to enroll in courses they will need.**   1. **Other**   **For the past several years there are many other necessary items the Nursing Department needs that have been funded by grants. However, there is no guarantee from year to year that grants funds will continue to be available and when they are gone, additional funding will be needed for the program. The accrediting agencies mandate that supplies and resources must be available for the faculty to do their job and for the students to work on their skills. Three of these expenses are included in this PRP (in the appropriate section). One of them is department membership in ACEN, the SD Consortium, and the Southern CA Organization of A.D.N. Directors. These memberships are critical to maintain clinical placements for the students. The second item that is included in this PRP is to cover expenses for lab and office supplies for the Sim Lab, student use, office supplies, postage, and printing costs. All of these supply items are vital for the department and while they are currently being purchase with grant funds, there is no guarantee that the grant will be available for the 2013-2014 year. The third item that is included in this PRP is the purchase of TEAS exams for incoming students. The State Chancellor's Office mandates that all students must take the TEAS exam as part of their admission process into the program and the College must pay for the exam. Grant funds have been covering the TEAS exam along with the other items listed, however, without grant funding, all of these items would need to be provided by College funds so they are included in this PRP.**  **There are also long term expenses that will become critical for the department in the near future if grant funds are not extended. Since they are not expenses for the 2013-2014 year, they were not included in this PRP but they are necessary for the program and will need to be purchased in the next couple of years. These items include:**  **a. Sim Man Essential Mannequin with software, compressor, and warranty: One mannequin currently costs $70,000 and will need to be replaced in about 3 years. Simulation is an advanced training methodology that is strongly supported and expected to be included in basic RN education by accrediting agencies. Simulation promotes critical thinking and allows students to explore how their action directly impacts patient care in an environment that does not harm a real patient. Improved critical thinking and safe patient care are part of Nursing course and program SLOs.**  **b. 5 year service agreement for the Sim Man Essentials Mannequin: Currently it costs $20,000 for a 5 year agreement. Due to the complex, integrative nature of simulation, the department has utilized the service agreement at least 3-4 times a year. Specialists are needed to provide technical support, repairs, and updates for this piece of high tech equipment. Simulation links to the program SLO of graduation rates and the SLO of being prepared to pass the NCLEX-RN exam. The mannequin is very sensitive and must be updated and re-serviced often in order to keep it running and usable for student use in the Nursing Sim Lab.**  **c. Annual membership for the PYXIS medication machine: This currently costs $2,500 per year. The PYXIS machine is used by students in the campus lab and in simulation to teach them how to properly administer medications in the clinical setting. Having the PYXIS machine available links to the course SLOs of critical thinking, evidence-based practice, and nursing process which are also linked to the College SLO of critical and creative thinking.**  **d. Bizhub black & white copier #423 with 3 drawers and the ability to fax, scan, & staple: The current machine is 5-6 years old, costs $5,000, and will need to be replaced in about 3-4 years. Constant communication with local health care agencies is critical for the Nursing students to obtain appropriate clinical placements and to meet the program SLO of completing the program. The department has many forms that must be faxed to outside agencies, information that must be scanned and sent to the accrediting agencies, and printed work that must be made available to students.**  **e. Alaris IV pumps: Currently a pump costs $11,600 and they are used by all the students in the program. The department has 6 Alaris pumps and they will need to be replaced in about 3-4 years. Accrediting agencies mandate that students must be provided with adequate resources in order to be successful. Students must practice with the equipment they will be using in the various clinical settings in order to be prepared to provide safe patient care which is an SLO for each clinicial course.**     1. **Describe unmet funding requests as they apply to your planning and priorities.**   **The new classified Nursing Student Support Coordinator position needs to be filled, even if only at a part time, 18 hour a week limit. Patient safety, student retention, and student success are critical to meet program SLOs and the BRN and ACEN accreditation standards. Students need as much time as possible with a consistent person who does not have to be replaced every 2 years (which is the new College ruling for hourly employees). Students have to have supervised practice time before they go into a clinical setting to work on patients. So this position is also directly related to patient safety and the ability of students to provide quality patient care.** |

**STEP II. Evaluation of Program & SLOAC Data**

**In this section, review and analyze updated program data, the results of SLOACs, and other factors that could influence your program plans for this upcoming year.**

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| 1. **Program Data. Provide an analysis of the past six years (2007-08 through 2012-13) of your discipline’s data. Consider trends in the data and what may be causing them. (For enrollment, WSCH, & FTEF data, use Fall term data only). The links below will take you to the three sets of data to analyze.**     * Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**    * Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**    * Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).   **Describe your analysis and observations.**  **When looking at the data report, we examined enrollment numbers, full-time FTES, and part-time FTES information. It is obvious that there was a drop in enrollment during the 2011-12 year. This reduction was based on two major factors which have impacted all local A.D.N. programs. The first factor is that the acute care agencies utilized for clinical placements markedly reduced the number of students they will allow an instructor to bring to the unit for any given clinical experience. This reduction impacted all clinical areas. In addition, placements for the specialty areas, such as psych, peds, and OB, are very difficult to obtain since there are a limited number of these settings in the community. Therefore our admission numbers cannot be more than we can place each semester. Since clinical placements are very limited throughout the county, the faculty decided to reduce the number of students admitted so all students could be guaranteed a clinical placement while in the program and not have to be delayed at some point in their education due to a lack of clinical sites. The second factor deals with employment opportunities for A.D.N. graduates upon completion of the program. As a result of the 2010 Institute of Medicine (IOM) Report and the fact that local hospitals are seeking Magnet status (an outside accreditation that reflects Excellence in Nursing and in the facility), hospitals are showing hiring preference to new graduates who have a bachelor's degree instead of their A.D.N. degree. The IOM Report endorses the concept that 80% of all RNs must have their BSN by the year 2020 and hospitals with Magnet status are also required to show that the majority of their nurses have a BSN or higher degree. For these reasons the enrollment in the Nursing program is expected to remain at the lower levels seen in 2011-2012 and 2012-2013 for the near future.**  **The data report also includes information on both full-time and part-time FTES. The program's full-time FTES numbers vary based on faculty openings within the department. At this time there is an advertised full-time faculty member position in pediatric nursing. If there is an acceptable applicant pool, we expect to hire a new full-time faculty member to start in the fall 2014 semester. That will increase our full-time FTES. In addition, one of the full-time faculty members will be retiring at the end of the spring 2014 semester, so another full-time position will be needed in the very near future.**  **Although enrollment numbers have decreased, the number of part-time FTES has stayed fairly consistent. This is because the clinical sites are limiting the number of students that can attend any given clinical experience. With fewer students allowed in each clinical, more clinicals and more clinical instructors have been needed to accommodate all students into their clinical rotations.**  **When reviewing the retention data, the College reports show very high overall retention rates (between 95.1% and 98.1%) in the past six years. The retention rates are calculated early in the semester so the Nursing faculty feel the College pass rates (ranging from 78.8% - 90.6%) are more reflective of our students completion rates, even though they are still higher than the statistics tracked by the department. For one of the program SLOs, the department maintains detailed retention and completion rates on each student throughout the program. Our student specific data shows that in the past eight semesters, the completion rate has ranged from 48% - 77%. The program is very aware of the fact that these numbers are not acceptable to the faculty and they are lower than our accrediting bodies, the BRN and ACEN, expect to see, so we must devote more time to student retention and success. This is one of the reasons why the department needs to be able to hire a new classified Nursing Student Support Coordinator and why it is imperative to fill open full-time faculty positions. These are high priority items for the department.**  **When reviewing the data on degrees, information on both AA and AS degrees in Nursing is provided. During the past six years when the enrollment was higher, the number of degrees was also higher, but now that the admission enrollments are lower, the number of degrees is reflecting that trend. Both the AA and the AS in Nursing are transferable degrees. Since the accrediting bodies are promoting degrees for as few units as are possible, the numbers of AS degrees that are being awarded are on the increase, even though only 4 AS degrees were awarded in 2012-2013. More students who have just started the program are selecting the AS degree option, so the number completing that degree should increase over time.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **Nursing is focused and dedicated to making appropriate changes that will improve the issues stated above. The program's Master Plan for Evaluation continually monitors progress on each of these points as well as many other items which are identified by the accrediting agencies. Nursing strongly feels that retention is an issue that must be addressed and more student assistance is needed. Being able to hire a permanent, consistent, Nursing Student Support Coordinator who can continually help students is a high priority. The accrediting bodies also support hiring more full-time than part-time faculty as a way to provide students with appropriate support which facilitates their learning objectives and their ability to be successful.**  **With the increased preference by local facilities to provide clinicals for BSN students and hire BSN graduates, the faculty recently met with College Administration to discuss the development of a BSN program at Palomar College. New state legislation is being proposed that would allow bachelor degrees to be awarded at community colleges. With the increased preference for BSN students in clinical settings and for hiring purposes, the department would like to pursue a possible BSN degree at the College if the State votes to allow such an option. In order to be prepared if and when this legislation is approved, the faculty is going to begin work on a curriculum plan for a BSN degree. The faculty realizes the approval process may take a while but based on reports that have been circulating, it looks like this may be approved and the faculty wants to be ready to implement such a plan if it is possible.** |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, provide a summary and analysis of Student Learning Outcome assessments at the course and program level. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/> 2. **Summarize your SLOAC activities during the 2012-2013 academic year.**   **Each clinical course in Nursing, N117, N118, N217, and N218, has SLOs that address critical thinking, safe and effective care, professional responsibility and accountability, and client advocacy. The specific data collected in each clinical course is reflective of the individual course objectives and assignments for student success in that course. The SLOs for all clinical courses are consistently being met and the faculty feel these SLOs are imperative to the program so they continue to be assessed each semester and reviewed.**  **The non-clinical courses, N103, N203, and N110, have similar but different SLOs depending on the focus of the specific course. N103, a first semester course, has SLOs dealing with critical thinking, patient assessment, and legal, ethical, and multicultural concepts. Students are meeting the benchmarks and faculty feel these SLOs need to continue. In N203, the SLOs focus on critical thinking, education for nurses, managerial concepts, and informatics. Students in N203 consistently meet these SLOs and upon review, faculty feel these SLOs are still appropriate and need to continue to be tracked. N110, a transition course LVN students must take before they enter the Nursing program, has SLOs for critical thinking, safe and effective care, professional responsibility and accountability, and multicultural concepts. Results of the SLOs in N110 are inconsistent and fluctuate with students in some years meeting the SLOs and other times, the student do not meet all the SLOs. During analysis of the results by the faculty, it is noted that the majority of the students in this course are generally working full time and are not strongly focused on this course. In their LVN programs many students found they could work full time and still be successful in their program but part of the N110 course is to teach them that RN programs are different and require more time commitment. Faculty feel the SLOs for N110 are still very appropriate and are reasonable goals to set so the SLOs continue to be assessed, reviewed, and evaluated.**  **Nursing has two program SLOs that are assessed and evaluated. One monitors graduation rates for students who enter and complete the program and the other examines the pass rate for graduates on the national NCLEX-RN licensing exam. As was previously mentioned in this PRP, analysis of the graduation rates shows that the completion rate for the program is lower than the faculty and the accrediting bodies feel is acceptable. Additional time and assistance is needed for student remediation, tutoring, skills practice, and support in order to improve program retention rates and program graduation numbers. The Nursing department has a Recruitment and Retention faculty committee that is also looking for resources and methods to help at risk students before they have to drop or they fail out of the program.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **After careful review and analysis, Nursing faculty felt all clinical and non-clinical course SLOs must be continued even when they did not meet the benchmark for a semester or two since each of these SLO concepts are critical components for Nursing Education. Faculty also noted that full time students need more exposure to tutoring and more practice time for skills so they can safely perform their skills in the clinical setting in order for retention rates to improve. To facilitate patient safety and promote student success, the department knows they must have a consistent classified Nursing Student Success Coordinator in the department and in open lab so students can promptly get the help they need to be successful.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **Upon reflection of the program SLO findings, the department felt several factors have a negative impact on the program SLO of graduation rates. As was previously mentioned, more time in open skills lab with a consistent Nursing Student Success Coordinator is necessary so students can get more tutoring, skills practice, be prepared to demonstrate safe patient practice in clinical, and be successful in the program. Students must be well prepared and safe when providing care to members of the community in the various health care settings they attend for clinical experiences. None of the faculty feel the standards can be reduced but they are aware that more help is needed for students to be safe and well prepared.**  **In addition, faculty find every year that more students do not have adequate financial support to allow them to attend school and not have to work more than 1 day a week in a paid position. Nursing works closely with the College Foundation to award as many scholarships as possible. Even though between $40,000 and $50,000 in scholarships is awarded each year to Nursing students, that is not enough funding to cover all the everyday expenses of the many students in the program who have financial needs. In addition, many students can only maintain health insurance for their family if they work enough hours each week in at their job. The number of hours needed to qualify for health care insurance varies but it is generally a minimum of 50% of a full time work load.**  **As for the program SLO finding on NCLEX pass rates, the benchmark continues to be met and it remains a major indicator of how well prepared the Palomar Nursing students are when they graduate. Although program completion and retention are problems, when the students graduate, the consistently high pass rate on the NCLEX-RN demonstrates that they were each well prepared and are ready to function as an entry-level RN. Faculty felt both program SLOs are crucial to the success of the program and decided not to alter either of them.** |
| 1. **Other Relevant Data and Information.** 2. **Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).**   **The Nursing program is accredited by two agencies. The BRN is a state agency and their accreditation is mandatory in order to provide a nursing program for students. ACEN is an elective accreditation, however, without it many local hospitals will not allow students to come for clinical rotations, the graduates will not be considered for employment at come local hospitals, and the graduates will not have the option of seeking advanced education and employment from military nursing programs.**  **ACEN held their last accreditation visit in fall 2007. Continued accreditation with a 2 year follow up report was stipulated to correct one area of non-compliance and to respond to 4 recommendations. The area of non-compliance was the fact that students had to complete 81 units to get their AA degree in Nursing while ACEN guidelines stated there should be no more than 60-72 units for an Associate's degree. The recommendations were a) that all full time and part time faculty have at least an MSN degree, b) adequate space be provided for the program, c) skills lab supplies be adequate to meet students' needs, and d) all public documents be accurate, clear, and consistent. Since that visit, the area of non-compliance and the 4 recommendations have been addressed, however, although the majority of the faculty have at least an MSN degree, not all current adjuncts have their MSN degree. The program continues to strive to meet that item.**  **The BRN conducted their last full 3 day visit in fall 2009. At that time the program was found to be compliant in all areas of accreditation but 4 recommendations were provided. The specific recommendations were a) the department's philosophy statement needed to reflect all elements of the BRN regulations, b) library holdings needed to be updated and include current resources, c) the assistant director of the program needed to have some release time, and d) the generic contract for facilities needed to include all elements of the BRN regulations. These four recommendations have since been met. In fall 2010, the BRN came for an interim visit to approve the new Nursing classrooms and offices in the Health Science building. No issues were found and they gave their permission for the program to use this new facility.**  **In fall 2013 the BRN approved another reduction in the units for the AS and the AA degrees in Nursing. The AS degree can now be obtained for 71 units and the AA for 77 units. The program has received formal written notice approving these reduced units so that curriculum plan is now being sent to ACEN for their approval.**  **The next ACEN and the next BRN visit are expected in 2015. The department will begin writing the respective reports in fall 2014 so they can be submitted to the accrediting agencies prior to their respective visits.**  **Another major item that will impact assessment and planning for the Nursing program is state legislative changes that are being proposed. Bills are being presented that would allow community colleges to teach at least one bachelor's degree. In case this legislation is approved, Nursing is starting work on a curriculum plan for a BSN program and identifying the various implications such a degree would have for Palomar College.**  **An additional item that must be considered in terms of planning is the availability of grant funding. For the past 10+ years Nursing has had grant funds that have supported many aspects of the program, some specifics of which are increased enrollment, the open lab position, some faculty positions, the TEAS exam for potential students, lab and office supplies, and professional development for faculty. It is hoped that the state will continue to support grant funds for Nursing programs but that is not a guarantee and can change at any time. The extent that grant funds have supported the department is very easy to see in the final section of this PRP where resource requests are identified. If grant funds are lost, these items would need to be absorbed by the College in order to meet the standards dictated by the accrediting bodies and local agencies.**   1. **Given this information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**   **As was previously mentioned, enrollments are not expected to increase at this time due to restrictions placed on the number of students allowed in a clinical group and the preference local hospitals have of giving more clinical placements to BSN students. If the state legislature supports the concept of allowing bachelor's degrees at the community college level, Nursing is preparing a proposal that can be presented to the College for consideration.**  **Community Advisory meetings are held annually. A few years ago Mira Costa College's Nursing program and Palomar's Nursing program agreed to hold joint Community Advisory meetings. That allows the hospitals, clinical agencies, and schools to meet once instead of twice and has improved the turnout at each annual meeting. So the two colleges rotate the hosting duties which has worked out very nicely for all concerned.** |
| 1. **Labor Market Data. For Career/Technical disciplines only, provide a summary of the current labor market outlook. This data can be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**   **Many sources state the demand for RNs in California is still high, however, due to the depressed economy, the number of RNs predicted to retire did not materialize as quickly as was originally expected. In addition, the state of California has provided numerous grants to nursing programs to expand enrollments which have increased the number of new RNs looking for work. For the past 2 years, it has been very difficult for Palomar graduates to get work. New graduates who were able to leave Southern California have been able to find employment without delay but those who stayed in the local community were not as fortunate. Slowly nurses are finally retiring as was expected and now more new graduates are finding jobs. However, as was previously noted in the PRP, preference for employment is being given to students with a BSN or other bachelor's degree. Many of the Palomar students who are getting RN jobs have a previous bachelor's degree in another field. According to the Employment Development Department, Labor Market Information Division, the state expects about a 21.6% increase in RN employment between 2010 and 2020. During the same time frame, the Labor Market data notes that San Diego County expects to hire at least 7,700 RNs.** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **The faculty and staff truly care about their students and want to see them all succeed. All faculty spend countless hours outside of class communicating with students and revising curriculum to help students learn and succeed. Since the students are in a 2 year program, the faculty and staff get to know each student providing a close, positive, bond throughout the program. Students often look up previous instructors to tell them about their successes and faculty seek out previous students who they hear are having problems to be sure the students are getting the resources they need to be successful.**   1. **Weaknesses**   **There is a limited amount of time in any given day or week that can be spent. Students often need more time than the faculty can possibly provide so additional resources like a consistent Nursing Student Success Coordinator in the lab is a valuable resource to help students be successful. More open lab time, additional time in Simulation, and more tutoring are all necessary to improve the program's retention rates. Nursing has requested a part-time classified Nursing Student Support Coordinator, but the program and the students would benefit from having a full-time classified Student Support Coordinator who could provide more student assistance in open skills lab as well as allowing the program to expand the Nursing Sim Lab. The Sim Lab cannot be used to its full capacity by students and faculty unless additional staff are provided. The Sim Lab, like Student Support Coordinator, promotes student success and remediation which are goals for the College and the progam.**   1. **Opportunities**   **The chance to offer a BSN program at Palomar College would allow the program to better meet the needs of the new graduates and the community. BSN graduates will be more likely to be employed and the community will get more BSN educated nurses that they can hire to care for their health care population.**   1. **Challenges**   **It is very difficult to find qualified faculty with a MSN degree and current clinical who are interested in teaching for the reduced salary provided in education. Potential applicants are reminded that teaching is a "10 month commitment" but when they work as an RN in practice, they do not have to spend time outside of the office doing their job. So nurses prefer the higher pay and shorter hours they can get in hospitals and other health care facilities.** |

**STEP III. Updated Goals & Plans**

**Taking the analyses you completed in Steps I and II, describe your program’s goals and plans.**

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| 1. **Goals and Plans: What are your goals for 2013-14? When establishing goals, consider changes you are making to curriculum, schedule, and staffing as a result of the assessments you completed in STEPS I and II above. Goals should reflect your program/discipline’s top priorities for the coming academic year.**   **For EACH goal provide the following:** | |
| **GOAL #1** | |
| **Program or discipline goal** | **Hire a permanent, part-time classified, Nursing Student Support Coordinator** |
| **Plans/Strategies for implementation** | **This position needs to be implemented as soon as possible so hiring can be conducted during the spring 2014 semester. The position needs to be in effect by fall 2014 instead of the department having to replace the person in the currently hourly position.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Accrediting bodies mandate that adequate faculty and resources are available for student success. Students need consistent, solid RN role models, to help with tutoring, skills practice, and remediation in order to provide safe patient care, be successful in their classes, and complete the program so they can be employed as RNs in the community.** |
| **GOAL #2** | |
| **Program or discipline goal** | **Provide high quality education for all students to ensure student success and preparedness** |
| **Plans/Strategies for implementation** | **In spring 2014 the department needs to hire a full-time Pediatric instructor. Based on an upcoming retirement in June 2014, the department will need to hire a full-time Medical-Surgical person during the fall 2014 semester.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Accrediting bodies mandate that adequate faculty and resources be available to promote student success and completion of the program.** |
| **GOAL #3** | |
| **Program or discipline goal** | **Prepare for the BRN and ACEN accreditations which will be conducted in 2015** |
| **Plans/Strategies for implementation** | **Faculty must write two accreditaion reports during the 2014-2015 year in preparation for two accreditaion visits in fall 2015.** |
| **Outcome(s) expected (qualitative/quantitative)** | **The department strives to maintain the high standards they currently have and receive full accreditation status in the upcoming accreditations.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **Prepare a curriculum and full proposal for a BSN degree at Palomar College** |
| **Plans/Strategies for implementation** | **The department needs to work with the College to explain why a BSN degree is needed at Palomar College, discuss how other departments will be impacted from a BSN degree, obtain support from PFF and the Governing Board for these changes, and explain the reasons why this new option is critical for the future of the Palomar College nursing program and the needs of the local community.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Palomar's Nursing program will be able to continue to meet the needs of the community and will be prepared to offer a BSN program when the state legistlature changes.** |

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| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **The College Mission statement promotes technical education and lifelong learning. Nursing goals focus on the continued high quality education for Nursing with the hiring of a permanent classified Nursing Student Support Coordinator, hiring adequate full-time faculty, and preparing for upcoming accreditation visits. The department supports the College goal of lifelong learning with the development of a BSN option at Palomar College.**   1. **How do your goals align with the College’s Strategic Plan Goals? See the College’s Strategic Plan 2016 Goals at:** <http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf>   **The program goals of hiring a classified Nursing Student Support Coordinator, hiring adequate full-time faculty, and preparing for upcoming accreditation visits are well aligned with College Goal #1 of providing academic programs and support services to improve student success. The program goal of preparing a BSN curriculum blends with College Goals #1 and #2 since such a program would promote student success and also strengthen partnerships with local hospitals who are requiring more BSN graduates.**   1. **Based on your program review and planning, describe any issues/concerns that have emerged that require interdisciplinary or College-wide dialogue and/or planning.**   **Interdisciplinary and College-wide dialogue will be required for the development of a BSN degree at Palomar College. Some of the many issues mentioned during discussions of bachelor's degrees at the community college level include which additional courses students would need to take, student tuition and fees, whether or not faculty salaries would need to be increased, and what changes the accrediting bodies would require. The legislation has not been finalized and much discussion is still expected at the state and local level, however, it appears that more changes are coming in education and Palomar College and the Nursing program need to be prepared to respond positively when the opportunity arises.** |

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| **STEP IV. Resources Requested for Academic Year 2013-2014:** |
| **Now that you have completed Steps I – III, Step IV requires you to identify all additional resources you will need to achieve your Goals and Plans/ Strategies (Step III).  First, identify all resource needs in each budget category.  You may have up to five (5) requests per budget category.  Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies.   \*Second, ALL your resource requests must be prioritized as one group; not prioritized within each budget category.  This means, you could have your #1 priority in Technology, your #2 priority in Short-term Hourly, and your #3 priority in Equipment, etc.  If you actually have five (5) requests in each of the five (5) budget categories, you would end up with 25 prioritized requests. IPC will not consider any requests that are not prioritized. Resource requests to simply replace budget cuts from previous years will not be considered.   PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. RESOURCE REQUESTS THAT SUPPORT MORE THAN ONE DISCIPLINE SHOULD BE INCLUDED ON THE ‘ACADEMIC DEPARTMENT RESOURCE REQUESTS” PRP FORM ONLY.** |

**Budget category a. Equipment (600010) (per unit cost is >$500). *Enter requests on lines below. Click here for examples of equipment:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
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| **a1.** | **Four Patty Patient mannequins** | **Goal 2** | **Goal 1 & Goal 2** | **9** | **Accrediting agencies mandate that students must be provided with adequate resources in order to be successful. Students have to practice skills in open skills lab before they can be tested on a skill or perform a skill on a real person in the clinical setting. Due to the continual use the lab mannequins receive, they have to be replaced at least every 2-3 years since even the most high quality mannequins do not last any longer than that - they simply fall apart. The mannequins and the skills practice are directly related to program and course SLOs on critical thinking, safe patient care, and successful completion of the program.** | **$3600 per mannequin for a total price of 4 for $14,400. Currently grant funds are being used but there is no guarantee that the grants will be issued again in the future.** |
| **a2.** |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |

| **Budget category b. Technology (600010) (computers, data projectors, document readers, etc.). Enter requests on lines below. *Click here for examples of technology:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | |
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| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **b1.** |  |  |  |  |  |  |
| **b2.** |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

| **Budget Category c. Funds for Supplies (400010) (per unit cost is <$500 supplies) *Enter requests on lines below. Click here for examples of Supplies:***  [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](%20http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
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| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **c1.** | **TEAS exams for incoming student** | **Goal 2 & Goal 3** | **Goal 1** | **7** | **The State Chancellor's Office mandates that all students must take the TEAS exam, the College must pay for the exam, and the students must receive a score of at least 62% to be admitted to a nursing program. This links to the program SLO of graduation rates.** | **$8000 - Currently grant funds are paying this cost but there is no guarantee that the grants will be issued again in the future.** |
| **c2.** | **Supplies for student use in campus lab and in simluation - some examples of the necessary supplies include, but are not limited to, dressings (various types and sizes), gloves (sterile & non-sterile in various sizes), needles, syringes, foley catheter kits, IV needles, IV bags, IV and IVPB tubings, central line dressing kits, trach kits, chest tubes, moulage for simulation, and other supplies needed to provide safe nursing care.** | **Goal 2 & Goal 3** | **Goal 1 & Goal 2** | **2** | **Accrediting bodies require that students have access to supplies as needed for practice and success. Students purchase some supplies for their own use, when appropriate, but the department must also purchase disposable and non-disposable items for lab use. The labs also use a lot of laundry each year as students must learn to provide patient hygiene and make beds. All the lab supplies link to the program SLO of being prepared to pass the NCLEX-RN exam and the SLO on graduation rates.** | **$22,000 - Currently grant funds are paying this cost but there is no guarantee that the grants will be issued again in the future.** |
| **c3.** | **Office supplies to be able to print exams, contact students, and teach classes** | **Goal 2 & Goal 3** | **Goal 1 & Goal 2** | **3** | **The department needs various office supplies in order to function. This links to the program SLO of graduation rates since office supplies are necessary to track students progress and support their success. This links to the program SLO of being prepared to pass the NCELX-RN exam.** | **$8000 - Currently grant funds are paying this cost but there is no guarantee that the grants will be issued again in the future.** |
| **c4.** | **Pagers for faculty use in clnical** | **Goal 2 & Goal 3** | **Goal 1 & Goal 2** | **4** | **Faculty must work with students while they perform skills in the clinical setting so the students must be able to quickly reach their instructor. Pagers are needed for each clinical instructor and many facilities do not allow the use of any cell phones. This links to the program SLO of being prepared to pass the NCLEX-RN exam and the SLO on graduation rates.** | **$1000 - Currently IPC funds are paying this cost.** |
| **c5.** | **Pinning Ceremony** | **Goal 2** | **Goal 1** | **8** | **Each semester the graduating class has a pinning ceremony that reflects the fact that the student has passed the program and is now ready to sit for the NCLEX-RN exam. This links to the program SLO on graduation rates.** | **$150 - $250 - The College provides money for this expense in the non-instruction budget.** |

| **Budget Category d. Funds for Operating Expenses (500010) (printing, travel, maintenance agreements, software license, etc.). *Enter requests on lines below. Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **d1.** | **Membership in ACEN, San Diego Consortium, and the Southern CA Organization of A.D.N. Directors** | **Goal 2 & Goal 3** | **Goal 1 & Goal 2** | **1** | **The program needs to maintain national accreditation in order to be held to high standards, provide high quality education, and be able to attend the local clinical sites currently used for student experiences. Membership in ACEN allows access to various clinical sites for educational experience and facilitates the articulation of the graduates into advanced educational programs.**  **All clinical placements in the county are determined through the San Diego Consortium so membership in that organization is necessary.**  **The Southern CA Org. of A.D.N. Directors provides ongoing support for the faculty and allows the program to stay current on any changes in health care regulations.**  **All these memberships link to the program SLO of graduation rates and the program SLO of students being prepared to pass the NCLEX-RN exam.** | **$2,500 for ACEN; $850 for the San Diego Consortium; and $150 for the Southern CA Org. of A.D.N. Directors - Currently grant funds are paying these costs but there is no guarantee that the grants will be issued again in the future.** |
| **d2.** | **Postage & office printing** | **Goal 2 & Goal 3** | **Goal 1 & Goal 2** | **6** | **The department has to constantly be in touch with potential students, accrediting bodies, and clinical agencies … so the postage and print bills are high. This links to the program SLO on graduation rates.** | **$10,000 - Currently grant funds are paying this cost but there is no guarantee that the grants will be issued again in the future.** |
| **d3.** | **Travel expenses for faculty to go to clinical assignments** | **Goal 2** | **Goal 1 & Goal 2** | **5** | **It is a PFF mandate that full time faculty who must travel off-site to various clinical experiences need to be reimbursed if the distance is more than the distance from their home to the College. This item links to the program SLO of graduation rates and the program SLO of being prepared to pass the NCLEX-RN exam.** | **$4,500 - the College currently covers this expense.** |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

| **Budget Category e. Funds for temporary or student workers (230010/240010) Enter requests on lines below** | | | | | | | | |
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| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| **e1.** |  |  |  |  |  |  |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**STEP V. Classified and administrative (contract) positions requests for academic year 2014-2015**

**Classified, CAST, or Administrator positions:  Enter each position request on the lines below.  You may request up to five (5) positions and they must be prioritized to be considered by IPC.  Contract position requests may include vacancies due to retirements, resignations, lateral transfers, etc., as well as any new positions to be considered.  Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.**

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Priority Number for Position Requests in Step V Only** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | **Currently we have an hourly Student Success Advisor which we have requested be changed to at least a part-time classified Nursing Student Success Coordinator** | **Goal 1, Goal 2, & Goal 3** | **Goal 1 & Goal 3** | **1** | **The need to convert this hourly position to at least a part-time classified position has been formally presented to the College, presented in this PRP report, and included in at least the last 5 PRP reports. This position is directly linked to SLOs on student success, program completion, and accreditation mandates for access to resources.** | **Currently this is a part time hourly position, for $16,000, being paid for with grant funds. If there are no grant funds, this new position will need to be paid for by the College. The salary should increase when the position becomes a classified position.** |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**