**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**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.)

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| **Discipline: Nursing** | **09/10/12** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

|  |  |  |  |  |  |  |  |
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|  |  |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |  |
|  |  | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** | |
| **Enrollment at Census** | | 674 | 601 | 639 | 494 | *Self Explanatory* | |
| **Census Enrollment Load %** | | 91.95% | 93.76% | 93.28% | 89.01% | Enrollment at Census Divided By Sum of Caps (aka "Seats") | |
| **WSCH** | | 3,272 | 2,748 | 3,440 | 2,346 | Weekly Student Contact Hours | |
| **FTES** | | 109.08 | 91.60 | 114.67 | 78.18 | One Full-Time Equivalent Student = 30 WSCH | |
| **Total FTEF** | | 17.48 | 17.38 | 17.08 | 17.16 | Total Full-Time Equivalent Faculty | |
| **WSCH/FTEF** | | 187 | 158 | 201 | 137 | WSCH Generated per Full-Time Equivalent Faculty Member | |
| **Full-time FTEF** | | 9.20 | 11.20 | 9.20 | 10.21 | FTEF from Contract Faculty | |
| **Hourly FTEF** | | 6.47 | 4.40 | 6.22 | 4.94 | FTEF from Hourly Faculty | |
| **Overload FTEF** | | 1.80 | 1.78 | 1.65 | 2.01 | FTEF from Contract Faculty Overload | |
| **Part-Time FTEF** | | 8.28 | 6.18 | 7.88 | 6.96 | Hourly FTEF + Overload FTEF | |
| **Part-Time/(Total FTEF) %** | | 47.37% | 35.55% | 46.13% | 40.53% | Percent of Total FTEF Taught By Part-Time Faculty | |
| Student Achievement: **Non Distance Education Courses** | | | |  |  | Those NOT taught via Distance Ed (see below) methods of instruction | |
| **● Retention Rate** | | 98.12% | 95.22% | 98.05% | 95.90% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 89.10% | 83.67% | 84.44% | 86.15% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| Student Achievement: **Distance Education Courses** | | | |  |  | Those taught via Internet, TV or non line-of-sight interactive methods | |
| **● Retention Rate** | | - | - | - | - | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | - | - | - | - | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| **Degrees Awarded** | | 72 | 56 | 54 | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2011-12) | |
| **Certificates Awarded:** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |
| **- Under 18 Units** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |
| **- 18 or More Units** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **The Nursing Department has had a major drop in enrollment starting in fall 2011 since the program has been unable to admit students into the Option 2 cohort (previously called the Evening/Weekend cohort). This reduction in enrollment was a result of changes mandated by local acute care agencies utilized for clinical placements. Several local hospitals reduced the number of students allowed to attend during a clinical rotation since they felt they have too many students coming to their facilities and the staff were overwhelmed. This has been found at more than one local hospital and other Nursing programs in the state report the same problems with clinical placements, so this is not a negative reflection of Palomar College's Nursing program. An increase in the number of students we are able to place is not expected to improve in the near future so the program enrollments will be maintained at lower numbers for awhile to ensure that all students in the program have appropriate clinical placements and they can all graduate on time.**  **For Palomar's Nursing program these reductions have been a new experience since our graduates have traditionally been in high demand. In addition to the staff being overwhelmed, there are two other major factors causing this change in student clinical placements. First many local hospitals are attempting to obtain Magnet status (an outside accreditation that reflects Excellence in Nursing and in the facility). Hospitals who are designated as a Magnet facility are told that they must have the majority of their RN staff educated at the BSN level or higher, so many facilities are granting more clinical placements to BSN programs. The second major factor that is impacting clinical placements is the 2010 Institution of Medicine (IOM) report on the Future of Nursing. One of the key components of the IOM report was that, as a result of the upcoming changes in healthcare, the IOM report endorsed that 80% of all RNs have their BSN by the year 2020. Therefore, although local hospitals still need nurses and there is a nursing shortage, the emphasis is on graduates with their BSN or Associate Degree nurses who have already enrolled in and are getting their BSN.** |

| **I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.B.1 Summarize Course SLO assessment results beginning on the next line.**  **Each Nursing clinical course has a SLO that addresses critical thinking, evidence based practice, and nursing process as they relate to the application of theoretical concepts in the delivery of client care. All clinical courses also have SLOs that focus on providing safe, effective care to diverse clients, demonstrating professional responsibility and accountability, and being a client advocate while using appropriate communication techniques. Non-clinical courses in Nursing have SLOs that require students verbalize an understanding of nursing concepts, demonstrate their ability to utilize infomatics, and identify techniques needed to care for culturally diverse patients. Specific methods of assessment are provided in each course for each SLO. From fall 2009 through spring 2012, SLO assessment results for Nursing courses have been very positive. Although all SLOs are not met every semester, the overwhelming majority of the assessment results over the past 3 years have been positive and have verified that students are meeting the stated course SLOs. Faculty have reviewed, reevaluated, and provided action on all course SLOs. All course SLOs are coorelated to specific College GE SLOs.**  **I.B.2 Summarize Program SLO assessment results beginning on the next line.**  **Nursing has identifed two program SLOs, one on NCLEX-RN pass rates (which all students must pass in order to obtain an RN license) and one on graduation rates (which reflects student retention). Assessment results are identified using students throughout the program and after graduation (when they sit for the NCLEX-RN exam). The two program SLOs are also coorelated to specific College GE SLOs. From fall 2009 through spring 2012, the program SLO assessment findings have clearly demonstrated that students are passing the NCLEX-RN exam so after analysis and review, the Nursing faculty decided to continue with that SLO as stated. In terms of the program SLO on graduation rates, Nursing has not been able to consistently meet the 70% benchmark that was established. However, after deliberation and analysis, the faculty felt this SLO is critical and must be continued as written.** |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.C.1 Please reflect upon the Course SLO findings in Box B (above) beginning on the next line.**  **After careful review and analysis, Nursing faculty felt all clinical course SLOs must be continued even when they did not meet the benchmark standard for a semester or two since each of these SLO concepts are critical components of Nursing Education. For the non-clinical course SLOs, there had been several changes in the faculty teaching the courses so the department felt even though the assessment findings did not consistently meet the benchmarks, the concepts are crucial for students to continue to learn. As the faculty in the department has become more stable, it is felt that the clinical course SLOs and the non-clinical course SLOs will improve since there will be more consistency in the methods utilzed by the instructors in each course. 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 full time Student Success Advisor in the department and in open lab so students can promptly get the help they need to be successful.**  **I.C.2 And, please reflect upon the Program SLO findings in Box B beginning on the next line.**  **Upon reflection of the program SLO findings, the department felt several factors had a negative impact on the program SLO of graduation rates. First there have recently been frequent changes in faculty, there was a rapid expansion of enrollment (with Option 2 students), and the tenured faculty had increased pressure to continually mentor new people. Now that the faculty have become more stable, it is hoped that this should have a positive impact on the program SLO addressing graduation rates. However, the department is very aware that students also do not complete the program when they are not safe in the clinical setting. To help students be safe and successful in the clinical setting more time is needed for students to be able to have supervised practice time in the skills lab. A full time Student Success Advisor needs to be hired so that person can be available to students in open lab before the student becomes unsafe in the clinical setting.**  **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. Faculty felt both program SLOs are crucial to the success of the program and decided not to alter either of them.** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **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 student enrollments which has increased the number of new RNs looking for employment. Although new graduates from Palomar are not finding RN jobs as quickly as they did 2-3 years ago, they are slowly getting hired, especially if they have already enrolled in a BSN program. According to the Employment Development Department, Labor Market Information Division, San Diego County expects a 21.1% increase in RN employment, or 4,520 additional openings, between 2008 and 2018.** |

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| **STEP II. PLANNING**  **Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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| **The Nursing Department directly supports the College's Strategic Goal #2 (Strengthen programs and services in order to support our students' educational goals). Grant funds and college support have allowed the department to bring several new faculty on board and be able to continue to meet mandatory accreditation standards. Innovative teaching and learning has been accomplished through the Nursing Simulation Lab and students are able to learn critical thinking and problem solving without harming a real patient.**  **Student retention and student success is being promoted with the part time Student Success Advisor, however, the department feels all 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. Students who jeopardize patient safety in the clinical setting often have to be removed so being able to provide more resources on campus to facilitate patient safety is critical.**  **The department is also working on a collaborative grant with CSUSM's BSN program. Following the guidelines for transfer model curriculum (TMC), CSUSM, Mira Costa College, Mt. San Janicto College, and Palomar have been working on establishing a smooth transitional course of study. This would allow our ADN students to continue their education and obtain their BSN.**  **Annually the Student Nurses Association of Palomar (SNAP) holds a Career Fair/Education Day to promote the articulation of our ADN students into various BSN programs in the San Diego area.** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **Completion and utilzation of the Nursing Simulation Lab has allowed all Nursing students to participate in at least one day of simulation a semester. Student evalutaions consistently show that in the Sim Lab they were able to critically think, prioritize, implement, and evaluate how their actions directly impact their patients (both negatively and positively). As a result of the reduction in clinical placements, many students in the program will be able to attend more than one simulation experiences during the fall 2012 semester. This will allow them to continue to grow, learn, and meet their educational objectives.**  **The Student Success Advisor has been able to provide open lab hours 4 days a week, for a max of only 18 hours, at alternative times making it possible for students to have supervision while they practice their skills or receive tutoring. Emphasis in both the program and with the Student Success Advisor has been placed on student retention and the application of always providing safe clinical practice.** |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **Finding appropriately trained faculty to cover all the required disciplines in Nursing continues to be an on-going problem. Accreditation mandates that all faculty be current in their clinical area of expertise with current experience as a bedside nurse, not as a nurse administrator. In several courses if it were possible to hire faculty who are cross trained in more than one discipline, the number of adjunct faculty needed in the department could be reduced. However, RNs make more money working in healthcare than it is possible for them to make with a teaching position. So the department often has to advertise an open positon more than once and hire faculty who are only able to teach in one clinical area.**  **As previously mentioned, the Student Success Advisor position needs to be converted to a full time position. The program SLOs reflect the fact that many students are not able to complete our program in only two years, so more focus and support needs to be provided so students have more supervised time to practice skills, learn theory, and be able to then maintain patient safety standards in the clinical setting.**  **At this time the department is going back out to try and hire a full time Pediatric instructor as mandated by our accreditation boards. The efforts to find a qualified individual were not successful last spring so it is hoped that going back out again this fall will be better. More and more people are graduating with their MSN degree so it is hoped that over time there will be more qualified Nursing faculty from which an appropriate instructor can be selected.**  **In addition, this fall the program is expecting the retirement of our Health Programs Specialist. The person in this position actively promotes student success by helping the public and incoming students identify what someone needs to do in order to be success in our program. The accrediting bodies mandate that the program provide students with academic advisement, counseling, and career placement and that the program has sufficient support services to meet the needs of potential and current students. Since the standards from the Board of Registerd Nursing (BRN) and the National League for Nursing Accrediting Commission (NLNAC) change quickly it has not been possible for our department to provide updated accurate information by simply referring students to the College's Counseling Department. The contact person needs to be located within the department since often the potential student has questions about aspects of the program that change so often, the Health Program Specialist needs to bring in the department Chairperson to help clarify issues for the person who wants to get into Nursing. Issues such as background checks and whether someone could get enough points to be able to enter the program are a few examples of items that change rapidly. The accrediting bodies also require that student recruitment be provided and accurate information consistently be available to the general public and prospective students on how to get into a nursing career. Without a full time health programs specialist, the Nursing department will not be able to provide many the services that are now available to potential students and the public, such as being able to devote 30-60 minutes to numerous individuals who come every day to the department asking questions about nursing, holding monthly general orientation meetings for the public (where 20-30 people attend each month), and going to local high schools and grade schools as requested to have general information meetings for their students. Even though the department's web site provides information for the public, we find that everyone needs to be able to speak to a real person to learn whether or not their previous courses or background may qualify them for some additional assistance. Entering a career in Nursing is very difficult since the accreditation standards fequently change, they are very complex and hard for many people to understand, and the people who seek guidance are often very frustrated and angry since they do not feel anyone has been able to provide them with a straight answer. Having a full time Health Programs Specialist has allowed us to quickly deescalate angry individuals and provide accurate information while continuing to reinforce the fact that the requirements can and do change. It will be imperative for the department to replace this position as soon as the person retires so we can meet the needs of the community and the accrediation standards.** |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:** |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results.  NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.** | **Electronic Medical Record Sytem for the Sim Lab** | **3** | **Goal 2.6. & Goal 2.7** | **Students need to learn how to use electronic medical records since this is expected at local hospitals and is necessary to promote student success.** | **$1,000** | **On-going maintanence annual fee.** | **This year is funded by grants but there are no grants for next year.** |
| **a2.** | **Simview camera system (6 cameras for 3 rooms), microphone, and set up for Sim Lab** | **3** | **Goal 2.6 & Goal 2.7** | **The Sim Lab needs a more effective camera system to facilitate learning and debriefing for students. This is also necessary to promote student success.** | **$5,000** | **On-going replacment costs.** | **This year is funded by grants but there are no grants for next year … and these will need to be updated and/or replaced.** |
| **a3.** |  |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.** | **Updated laptop computers for all faculty members and the student success advisor (12 total) - Dell Latitude E6520, Intel Core i5-2520M, 3MB chache, 6GB memory, NVIDIA NVS 4200M 512MBDDR3 Discrete Graphics, 250GB Hard Drive, 7200RPM, Dell WEb Cam Complete Care Accidental Damage Protection, 5 year** | **2** | **Goal 2.7** | **Faculty computers were last replaced in 2006 so updates are needed. Laptops are necessary since faculty need to be able to take them home to work. Faculty must remain current in their material, be prepared, and be available to students in order to promote student success.** | **$1,920 x 12 = $23,040** | **one time purchase and also on-going replacments** | **No** |
| **b2.** | **Updated computers for all support staff (2 total) - Dell OptiPlex 990-i5-2500 3.3GHz Processor, 16GB memory, 24" flat panel, 250 GB SATA 3.0Gb/s and 16MB Data Burst Cache, 1GB AMD Radeon HD 6670 with Single DP/DVI, 6x Blu-ray writer SATA, DVD/Bluray reader** | **3** | **Goal 2.7** | **Staff computers were last replaced in 2009 so updates are needed. The department support staff must be able to provide appropriate computer services for the department, faculty, students, and the public to promote recruitment of students and student success.** | **$1,700 x 2 = $3,400** | **one time purchase and also on-going replacments** | **No** |
| **b3.** | **BIzhub black & white copier #423 with 3 drawers and the ability to fax, scan, & staple** | **2** | **Goal 2.7** | **The department has a lot of forms that have to be fax'd to outside agencies, information that must be scanned and sent to the accrediting agencies, and print work that must be down within the department.** | **$5,000** | **one-time replacement** | **No** |
| **b4.** |  |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.** | **Various office supplies** | **1** | | **Goal 2.6 & Goal 2.7** | | **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.** | | **$8,000** | | **on-going** | | **This year is funded by grants but there are no grants for next year.** | |
| **c2.** | **TEAS exams for incoming students** | **1** | | **Goal 2.6** | | **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.** | | **$8,000** | | **on-going** | | **This year is funded by grants but there are no grants for next year.** | |
| **c3.** | **Campus lab supplies & laundry** | **1** | | **Goal 2.6 & Goal 2.7** | | **Students purchase supplies for their own use 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. These link to the program SLO of being prepared to pass the NCLEX-RN exam and the SLO on graduation rates.** | | **$22,000** | | **on-going** | | **This year is funded by grants but there are no grants for next year.** | |
| **c4** | **Pagers for faculty use in clinical** | **1** | | **Goal 2.6 & Goal 2.7** | | **Faculty must work with students while they preform 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 facilites 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.** | | **$1,000** | | **on-going** | | **No** | |
| **c5.** | **Pinning Ceremony** | **1** | | **Goal 2.6 & Goal 2.7** | | **Each semester the graduatng 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.** | | **$1000** | | **on-going** | | **No** | |

| **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** | |
| **d1.** | **5 year service agreement for the Sim Man Essential Mannequin** | **1** | | **Goal 2.6 & Goal 2.7** | | **This provides technical support, repairs, and updates for this piece of high tech equipment and links to the program SLO of graduation rates and the SLO on 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.** | | **$19,500 for a 5 year service agreement** | | **on-going** | | **no** | |
| **d2.** | **Travel expenses for faculty to go to clinical assignments** | **1** | | **Goal 2.6 & Goal 2.7** | | **It is a PFF mandate that full time faculty who must travel to off-site to various clinical experiences need 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** | | **on-going** | | **No** | |
| **d3.** | **Annual NLNAC membership** | **1** | | **Goal 2.6 & Goal 2.7** | | **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 being used for student experiences. Costs for NLNAC membership have recently increased and can continue to increase at any time. Membership in this organization links to the program SLO of graduation rates and the program SLO of being prepared to pass the NCLEX-RN exam.** | | **$2,500** | | **on-going** | | **This year is funded partly by the College and partly with grants but there are no grants for next year.** | |
| **d4.** | **Annual SD Consortium fee** | **1** | | **Goal 2.6 & Goal 2.7** | | **The program needs to be a member of the Consortium in order to participate with SD schools and clinical agencies to obtain appropriate clinical experiences for students. The cost of this organization more than doubled during 2010 due to additional expenses necessary to maintain the Consortium web site, support services, and the overall program. Membership in this organization links to the program SLO of graduation rates and the program SLO of being prepared to pass the NCLEX-RN exam.** | | **$850** | | **on-going** | | **This year is funded by grants but there are no grants for next year.** | |
| **d5.** | **Souther CA Organization of A.D.N. Directors**  **Annual support for the PYXIS medcation machine**  **Postage & office printing** | **1**  **2**  **1** | | **Goal 2.6 & Goal 2.7**  **Goal 2.6 & Goal 2.7**  **Goal 2.7** | | **The program needs to participate in this organization and remain aware of any changes in the local health care environment since changes in the various hospitals impact the student's clinical experiences. Membership in this orgranization links to the program SLO of graduation rates and the program SLO of being prepared to pass the NCLEX-RN exam.**  **The PYXIS medication machine is used by student in the campus lab to teach them how to properly adminster medications in the clinical setting. This links to the course SLOs of critical thinking, evidence bsed practice, and nursing process which is linked to the College SLO of critical and creative thinking.**  **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.** | | **$150**  **$2,300**  **$10,000** | | **on-going**  **on-going**  **on-going** | | **This year is funded by grants but there are no grants for next year.**  **This year is funded by grants but there are no grants for next year.**  **This year is funded by grants but there are no grants for next year.** | |

| **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.** | **Full time Student Success Advisor** | **1** | | **Goal 2.6 & Goal 2.7** | | **This position is funded for only 18 hrs/wk but it needs to be a full time classified position. It links to the program SLO of graduation rates and the SLO on being prepared to pass the NCLEX-RN exam. It also directly impacts patient safety, student success, and student retention.** | | **$55,000** | | **on-going** | | **Nursing is currently using grant funds to support this position but the grants are expected to stop.** | |
| **e2.** | **Health Programs Specialist** | **1** | | **Goal 2.6** | | **This person is expected to retire this fall. The accrediting bodies mandate that recruitment, retention, and public access be provided by the department so this person will need to be replaced once the retirement is formally declared.** | | **$65,000/yr** | | **on-going** | | **The College pays for this position.** | |
| **e3.** |  |  | |  | |  | |  | |  | |  | |
| **e4.** |  |  | |  | |  | |  | |  | |  | |
| **e5.** |  |  | |  | |  | |  | |  | |  | |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.** | **Temporary 18 hour a week sub for the Health Programs Specialist** | **1** | | **Goal 2.6** | | **Additional temporary office help will be needed between the time the Health Program Specialist retires and the point in time when they can be replaced, so we need at least an 18 hour a week person duirng that time frame.** | | **$800/month** | | **one-time funding until the position can be refilled** | | **no** | |
| **f2.** |  |  | |  | |  | |  | |  | |  | |
| **f3.** |  |  | |  | |  | |  | |  | |  | |
| **f4.** |  |  | |  | |  | |  | |  | |  | |
| **f5.** |  |  | |  | |  | |  | |  | |  | |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **Not that we are aware of at this time.** |

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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **Over 90% of Palomar College Nursing graduates continue to pass the NCLEX-RN exam on their first attempt while the state average pass rate for first exam attempts is 83%. The last 2 semesters our pass rate was 91% and 93% for first time takers. Other local Nursing programs have all implemented a mandatory test prep program (at $400+ per student) in order to get their program's pass rates to at least 90%, but Palomar has not needed an expensive, outside testing requirement in order to keep our pass rates high.** |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
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| **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. NLNAC is an elective accreditation, however, without it many local hospitals will not allow our students to come for clinical rotations, the graduates will not be considered the most suitable candidate for employment at come local hospitals, and the graduates will not have the option of seeking advanced education and employment from miliary nursing programs.**  **The NLNAC 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 NLNAC guidelines were for no more than 60-72 units. 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 given. 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 spring 2009 the College Curriculum Committee approved the AS in Nursing degree and the in spring 2010 the Chancellor's office also approved the degree. The AS in Nursing, for 74 units, is another option students can use to complete their Associate's Degree in Nursing. Students in the program now have two fully accreditated, transferrable options by which they can obtain their Associate Degree in Nursing from Palomar College, an AA or an AS in Nursing.**  **In fall 2010, the BRN came for an interium visit in order to approve the Nursing portion fo the Health Science Buiding. The area met with full approval and the program was allowed to use the space for students.**  **The next BRN visit is expected in 2013 and the next NLNAC visit should be in 2015.** |

| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **None at this time.** |

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| **Please identify faculty and staff who participated in the development of the plan for this department:** | | |
| **Hope Farquarson, Nancy Pince, Andre Allen *Name*** | **Marilee Nebelsick-Tagg, Chantal Flanagan *Name*** | **Karen Donovan, Julie Van Houten, Susan Parker *Name*** |

|  |  |  |
| --- | --- | --- |
| **Julie Robinson, Barbara Richards *Name*** | **Mary Ellen Shultz, Debra Browne *Name*** | **Judy Eckhart *Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** [**jdecker@palomar.edu**](mailto:jdecker@palomar.edu) **by September 28, 2012**