

Status: **Reviewed**

Entry #: 200

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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year
2020-2021

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Nursing Education

Discipline Name
Nursing (NURS)

Department Chair Name
Julie Van Houten

Division Name
Mathematics, Science and Engineering

Website address for your discipline
<https://www2.palomar.edu/pages/nursing/>

Discipline Mission statement

To provide a high quality nursing education to qualified and diverse students for the development of entry level registered nurses who are prepared to meet the evolving healthcare needs of the community. The faculty strive to create a student-centered environment of collaboration, lifelong learning, and mentorship to promote academic excellence and compassionate nursing care.

(click here for information on how to create a mission statement)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs TOP coded as vocational (CTE/CE)?
Yes

List all degrees and certificates offered within this discipline.

AA Nursing
AA LVN to RN Nursing
AS Nursing
AS LVN to RN Nursing
Certificate Nursing: Non-Degree 30 Unit Option for LVN to RN

Please list the names and positions of everyone who helped to complete this document.

Julie Van Houten, Department Chair/ Program Director
Amy Hinchman, ADA
Jena Lansford, CTPS

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

Full-time Faculty (total number of FT faculty in your discipline)

11

Full-time Faculty (FTEF)

9.80

Part-time faculty (FTEF)

12.22

Classified and other permanent staff positions that support this discipline

Amy Hinchman, ADA - 12 months - 100% (1 FTE)

Jena Lansford, CTPS - 12 months - 100% (1 FTE)

Additional hourly staff that support this discipline and/or department

Kathleen Diamond- RN lab assistant - 5 hours per week average

Andre Allen - Student Success Advisor - 23.75 hours per week average

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?

The Nursing Education Department's program learning outcomes represent the scope and depth of the degree offered and align with the employer and transfer expectations. Many of our students are concurrently enrolled in BSN programs and beyond that, enroll in BSN programs shortly after graduating from the program.

Our current Program Learning Outcomes are as follows:

- 1.) 70% of the students who enter the program will graduate.
- 2.) 85% of the graduates will pass the NCLEX-RN licensure exam on the first attempt.
- 3.) 70% of Graduates will be employed as a registered nurse or enrolled in a program to advance their education within 12 months of graduation.

The Palomar College nursing program maintains high standards and rigor. We communicate frequently and intentionally with our community partners and employers in order to ensure that our curriculum is adequately preparing the students to enter the workforce as Registered Nurses.

Students must demonstrate competency in three domains which include, theory, laboratory and clinical practice. Students must attain theoretical knowledge, and they must be able to link the knowledge to their clinical practice demonstrating critical thinking and clinical reasoning. Scope and depth are demonstrated in the high rate of student's who graduate and the high rate of graduates who pass NCLEX-RN licensure exam. Our graduates also have a very high rate of employment within the first year following graduation and passing of the licensure exam.

Palomar's Nursing program is a well respected program. Our graduates have a very high rate of employment within 6 months following graduation and passing of their licensure exam. This demonstrates our program learning outcomes align with employer expectations, as Palomar Nursing Graduates are typically sought for entry level nursing jobs.

How do they align with employer and transfer expectations?

The program learning outcomes align with employer expectations. Employers will only hire RNs who have graduated from an accredited RN program and who pass the NCLEX.

Describe your program's plan for assessing program learning outcomes.

The Nursing Education Department (NED) assesses the program learning outcomes at the end of each semester and during each faculty workshop in August and January. The Student Learning Outcomes (SLO) facilitator reviews outcomes and inputs them into TracDat. The NED has also collaborates with Institutional Research and Planning (IRP) for data collection and analysis. Our Career Technical Program Specialist (CTPS) also collects and reports out on the data and collaborates with IRP to ensure the accuracy and efficiency of the reports. This process has allowed the NED to also identify and correct problems in a timely manner.

The National standards/ benchmarks are set in which a minimum must be consistently met for continued licensing and accreditation, and this data is reported to the BRN and the ACEN annually.

Summarize the major findings of your program outcomes assessments.

PLO 1: 70% of the students who enter the program will graduate.

Assessment - 88% of Palomar nursing students entering the nursing program graduated.

PLO 2: 85% of the graduates will pass the NCLEX-RN licensure exam on the first attempt.

Assessment - 92% of the Palomar graduates passed the NCLEX-RN exam on the first attempt.

National benchmark set at 75%

PLO 3: 70% of Graduates will be employed as a registered nurse or enrolled in a program to advance their education within 12 months of graduation.

Assessment - 96% of Palomar graduates are employed within 12 months of graduation

Assessment - 67% of the Palomar graduates continue to advance their education

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

A total of 43 Nursing degrees were granted for 2019-2020

AA Nursing - 10

AS Nursing - 33

Certificate - Non-Degree 30-unit option = 0/0

The number of degrees completed in the 2019 - 2020 year decreased from previous years due to COVID-19, which prevented any students from completing the program in the Spring 2020 semester.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Decreased

What factors have influenced your completion trends?

Several factors have attributed to our program completion rates:

COVID has decreased our completion rate for Spring 2020 semester.

- Full complement of dedicated faculty and staff
- Assessment Technology Institute (ATI) resources
- ATI Capstone
- Virtual ATI
- ATI Live Review
- Student Success Advisor
- Performance Improvement Plans
- Peer to Peer Mentor program
- ATI Complete Partnership
- Community partnerships for clinical sites

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

Having a full complement of full-time faculty and staff really makes a difference for our students. The faculty and staff are truly committed to the students. The support of faculty and staff paired with ATI resources

How have these factors presented challenges for your program(s)?

The community partnerships for clinical sites are always a challenge. Our facilities are allowing fewer students in each site and there are more programs, so it has been challenging to find placements for all of the stud

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

70.0%

Why did you choose this standard?

We chose this standard based off of the college's standard success rate. The nursing curriculum is very rigorous and our exams are mostly application, especially during the final semesters of the program. Setting the standard at 70% is also in line with the National Certification Licensing Exam (NCLEX) in that we are preparing students to meet a minimum, basic competency as an entry level nurse.

What is your stretch goal for course success rates?

80.0%

How did you decide upon the goal?

Healthcare is a fast evolving field and the role of the nurse has steadily been expanding over the past several decades. In the past, curriculum was content based and students had to learn about certain disease processes and interventions related to each disease process. There has been a call for our nurses to be prepared to enter the workforce with increased clinical reasoning skills in order to take concepts and apply their knowledge and skills in order to be better prepared for the wide variety of illness/disease they will encounter that may or may not have been encountered by them as students. This concept allows for our program to move away from content saturation and train our students to be able to think like nurses and apply concepts when formulating their plans of care. We are quite confident that our students will rise to the expectations set for them.

COURSE LEARNING OUTCOMES

How have you improved course-level assessment methods since the last PRP?

The CTPS is able to collect and provide more data as needed for faculty and accreditation purposes. Data assessed includes completion based on demographics, reason for attrition, grade distribution, and by faculty and student evaluation of the course.

Each semester has committed to provide at least one proctored ATI exam. Most semesters are doing many more proctored assessments. This data provides the students and faculty a score that reflects the students success percentage of passing the NCLEX. We have upgraded ATI to the complete partnership where we will be able to track even more student centered data.

We encourage the students to attend meetings and be a part of the various committees. The students are encouraged to be part of the Learning resource Materials Committee and the Curriculum Committees. We ask for a class representative to attend faculty meetings. In addition we encourage involvement in Student Nurses of Palomar College (SNAP). SNAP provides a "Round Table" where students provide their feedback on the program to faculty and it helps to inspire program improvements. Many of the students participate in the Peer to Peer mentoring program.

Summarize the major findings of your course outcomes assessments.

The current curriculum is over 20 years old. The faculty are working diligently to provide a new concept based curriculum.

This curriculum revision will align the Student Learning Outcomes and Program Learning outcomes. The evaluation process should be easier for the students to understand. The students will learn by concepts and should improve retention rates.

Our students consistently represent a diverse group. Increasing number of ESL and DRC students may indicate need for increased student support and resources.

LVNs continue to struggle even after implementation of LVN Workshops. One of the changes with the new curriculum will be to start the LVN students in second semester rather than the third semester. This will give them more exposure to the program expectations/rigor and allow for additional experience and time to acclimate and form supportive bonds with their classmates and peer to peer mentors. Earlier entry into the program will also provide them with the RN focus on the specialties of Pediatrics and Maternity which, will better prepare them for the NCLEX. The LVNs who have mastered these areas will be allowed to test out of specialty areas.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

Registered Nurses are very versatile. There are opportunities for RNs to be Charge Nurse, Director of Nursing (DON), Emergency Department RN (Emergency Department Registered Nurse), Oncology RN (Oncology Registered Nurse), Operating Room Registered Nurse (OR RN), Public Health Nurse (PHN), Registered Nurse (RN), School Nurse, Staff Nurse, Staff RN (Staff Registered Nurse).

During the RN program, the student nurses can challenge and obtain a license to work as a Certified Nurses Assistant (CNA).

There continues to be new and exciting opportunities for nurses in healthcare on a regular basis. With a little bit more education, RNs can also be Director of Nurses, Clinical Nurse Specialists, Advance Practice Nurses, Physician Assistance, Nurse Practitioners, Nurse Educators and more.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Knowledge

- Medicine and Dentistry — Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities. This includes symptoms, treatment alternatives, drug properties and interactions, and preventive health-care measures.
- Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- Therapy and Counseling — Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
- Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
- Biology — Knowledge of plant and animal organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment.
- Sociology and Anthropology — Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.
- Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

Skills

- Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.
- Service Orientation — Actively looking for ways to help people.
- Speaking — Talking to others to convey information effectively.
- Coordination — Adjusting actions in relation to others' actions.
- Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
- Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Writing — Communicating effectively in writing as appropriate for the needs of the audience.
- Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.
- Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- Instructing — Teaching others how to do something.
- Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- Persuasion — Persuading others to change their minds or behavior.
- Time Management — Managing one's own time and the time of others.

Abilities

- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
- Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- Written Comprehension — The ability to read and understand information and ideas presented in writing.
- Speech Clarity — The ability to speak clearly so others can understand you.

- **Speech Recognition** — The ability to identify and understand the speech of another person.
- **Information Ordering** — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- **Near Vision** — The ability to see details at close range (within a few feet of the observer).
- **Written Expression** — The ability to communicate information and ideas in writing so others will understand.
- **Category Flexibility** — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- **Trunk Strength** — The ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without 'giving out' or fatiguing.
- **Far Vision** — The ability to see details at a distance.
- **Flexibility of Closure** — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- **Perceptual Speed** — The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.
- **Selective Attention** — The ability to concentrate on a task over a period of time without being distracted.
- **Arm-Hand Steadiness** — The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.
- **Finger Dexterity** — The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.
- **Fluency of Ideas** — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

How does your program help students build these KSA's?

The RN program at Palomar College encourages these KSAs from the the first day of nursing school. The students have the opportunity to learn skills in the lab, the theory behind the skills and then practice them on real patients out in the community in all 4 semesters. The students are immersed in nursing for 4 semesters and it allows them to develop the KSA it takes to be an outstanding RN.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

No

Do you want more information about or need assistance integrating work-based learning into your program?

No

How do you engage with the community to keep them apprised of opportunities in your program?

Outreach events with local high school and new college students, regular meetings with community partners and participation in nursing community events like the San Diego Nursing Consortium and COADN meetings. Attendance at various meetings in community including Regional K-14 Health Sector Discussion Forums.

What is the regional three-year projected occupational growth for your program(s)?

Per labormarketinfo at EDD, jobs for RNs are expected to increase by 16.2 percent by 2026. These projections were done prior to COVID. RNs are in even more demand than predicted with the healthcare changes brought on by COVID-19.

What is being done at the program level to assist students with job placement and workforce preparedness?

The faculty immerse the students in nursing from the first day of the program. The students are encouraged to continue their education. Palomar partners with many RN to BSN programs so the students have options for concurrent enrollment or to continue their education after the finish their ADN degree.

The faculty and students come together for a career fair once a year. Potential employers and accredited colleges are encouraged to attend. The faculty provide the students with mock interviews and resume reviews and provide the students feedback to impress potential employers.

When was your program's last advisory meeting held? What significant information was learned from that meeting?

The last advisory meeting between local colleges/universities and community partners took place on 5/1/2020. A large part of the discussion centered around how COVID had affected the colleges/universities.

What are the San Diego County/Imperial County Job Openings?

The National Labor Exchange found 397 RN jobs within 5 miles of San Diego and over 500 RN jobs within a 50 mile radius of San Diego.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year **SMART goals** for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

Goals

Goal 1

Brief Description

Provide high quality education for all students to ensure student success and preparedness.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

1. Continue to provide various methodologies for student learning to include active learning in the classroom, electronic resources such as ATI Complete, ATI Capstone, Virtual ATI, and ATI NCLEX-RN predictor exam, as well as increased simulation instruction.
2. Provide ongoing evaluation, education, and training for new faculty to ensure the highest level of program expectations and flexible congruency.
3. Continue to work on a major curriculum change to reflect a Concept-Based Curriculum. This curriculum was proposed to allow students to learn and understand concepts to then apply the learned concepts to a variety of patient conditions, instead of learning individual patient conditions. This change is in response to the changing needs and demands of the novice nurse in today's healthcare arena.
4. The NED has implemented the ExamSoft test security program, to maintain a secure online testing environment which allows students to be familiar with computerized testing before taking the NCLEX-RN licensing exam. This program allows for immediate student feedback, as well as a sophisticated item analysis process. All faculty have free access to educational webinars on exam statistics and test-writing workshops.
5. Collaborations with the Disability Resource Center (DRC) to request clinical site visits to evaluate possible accommodations that can be made for learning disabilities while students are in the clinical setting that are reasonable and feasible given the academic setting.

Outcome(s) expected (qualitative/quantitative)

Improved completion and retention rates, lower attrition.
Increased student and faculty satisfaction.
Maintain or improve NCLEX-RN pass rates.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Aligns with the NED's mission statement to provide high quality nursing education students who are prepared to meet the evolving health care needs of the community. We also strive to prepare students for transfer to complete their upper level courses and pursue a Bachelor's and/or Master's in Nursing.

Goal #1 - To implement instructional strategies that strengthen and connect teaching and learning across the college.

Objective 1.2: Encourage and promote innovated instructional and student support practices and strategies focused on strengthening teaching and learning.

Expected Goal Completion Date

12/19/2021

Goal 2

Brief Description

Provide the students with meaningful simulation experiences to meet outcomes unable to be met by community experiences

Is this a new or existing goal?

New

How will you complete this goal?

- 1) The faculty will research which outcomes can be met with simulation
- 2) The faculty will research which virtual simulation will best meet the needs of the students to meet their outcomes. The simulation experiences will supplement the actual clinical experiences.
- 3) The faculty will continue to foster the current clinical partnerships in the community to maintain direct patient care hours.
- 4) The faculty will actively seek out new clinical experiences for the students to obtain direct patient care hours.

Outcome(s) expected (qualitative/quantitative)

- 1) Allow for the students to have meaningful simulation experiences up to the maximum amount of 25-50 % of their clinical hours as allowed by the BRN.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Goal #2: Strengthen efforts to improve outreach, persistence, and student success.

Objective 2.6: To address opportunity gaps among the college's diverse student body, strengthen and integrate existing programs focused on persistence and student success. Nursing simulation continues to evolve and technologies continue to improve.

The goal of the program is to prepare a competent entry level nurse to provide care in diverse health care settings.

To prepare nurses, the student needs to be able to practice the knowledge, skills and attitudes the faculty are teaching either in the clinical setting or in simulation.

Expected Goal Completion Date

12/26/2021

Goal 3**Brief Description**

To expand the nursing program.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

1. Continue to admit to the LVN-RN cohort into the 2nd year of the program while also offering any available seats in the second semester of the program to allow more seats to those waiting to complete the LVN-RN program.
2. Continue to pursue curriculum revision that will allow for 4, 5 and/or 8 week courses for required nursing specialties. This will allow foreign nurses who only need 1 or 2 specialties to complete deficiencies and apply for licensure in California. This also aligns with the Board of Registered Nursing (BRN) requirement for theory and clinical to be concurrent.
3. Continue to reserve two seats in the first semester for veterans meeting criteria for program acceptance.
4. Continue to offer the summer academy for high school students to receive up to 3 units upon successful completion.
5. Continue to offer three online (Pharmacology for Nurses I, Pharmacology for Nurses II, and health Assessment) courses to support nursing students, nurses and those wishing to enter this field.
6. Physical expansion and hiring of Simulation Tech or faculty to assist in being able to expand our Simulation Lab capacity and capabilities.

Outcome(s) expected (qualitative/quantitative)

1. Allow for an increased number of LVNs pursuing their RN to enter and complete the program. We expect to be able to increase the number of LVN-RN students by 150% from the current minimum seats held in the third semester.
2. We expect to have our Curriculum Revision completed and approved by Spring of 2022. Our goal is to maintain our current program completion rate and NCLEX pass rate during the implementation for our new curriculum.
3. Continue to admit two Veterans into the first semester cohort.
4. Continue to offer the summer academy and promote the Palomar College Nursing program as well as the other health career programs.
5. Continue to offer and promote the online supplemental courses for nursing pharmacology and health assessment.
6. Be able to expand the simulation lab hours and experiences for our students. Per the BRN, we are able to provide up to 25% of clinical experiences through simulation. This will, in turn, allow for us to accommodate additional students despite the current restraints placed on program expansion by the limited number of students approved for our clinical sites in each rotation.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Through expansion of the program, we are aligned with our department mission statement in that we are striving to prepare our students to meet the changing demands of entry-level nursing position by providing a high quality nursing education that is relevant and that adequately prepares the students to meet the needs of the community and our community partners.

Goal #2: Strengthen efforts to improve outreach, persistence, and student success.

Objective 2.6: To address opportunity gaps among the college's diverse student body, strengthen and integrate existing programs focused on persistence and student success.

Expected Goal Completion Date

1/16/2022

Goal 4**Brief Description**

Development of community continuing education

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

1. Provide BRN approved CEUs and courses to practicing nurses.
 - Offer CEU self study course "The Role of the RN Preceptor"
2. Offer online college credit courses:
 - a. Pharmacology I & II (each a 2 unit course) 8 week course
 - b. Health Assessment (1 unit course) 8 week course

Outcome(s) expected (qualitative/quantitative)

1. RN's in our community partner facilities will be incentivized to be preceptors and will be better prepared for the role once completing the course.
2. These online courses will strengthen the knowledge and preparedness of those in or entering our program as well as those out in the community.
3. The online courses will spark interest in the nursing program at Palomar College

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Goal #2: Strengthen efforts to improve outreach, persistence, and student success.

Objective 2.6: To address opportunity gaps among the college's diverse student body, strengthen and integrate existing programs focused on persistence and student success.

Expected Goal Completion Date

12/19/2021

Goal 5

Goal Status

Ongoing

Brief Description

Outreach potential nursing students, at Palomar college and those in the community

Is this a new or existing goal?

Existing

How will you complete this goal?

Attend outreach events using Palomar Powered materials

- Events on all Palomar campuses.
- Develop new printed marketing materials
- Local high schools for the Summer Academy

Outcome(s) expected (qualitative/quantitative)

-Increase enrollment of diverse student population

-This proactive approach will give potential students the information needed to be more successful and competitive once they reach the applicant process. Students will also be able to avoid actions that will impede their ability to apply to the program.

-Increase interest and knowledge of the health related fields of education offered at Palomar College and to boost enrollment.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Goal #1 - To implement instructional strategies that strengthen and connect teaching and learning across the college.

Objective 1.1: Encourage all employee groups and students to include the campus theme in activities, discussions, and events on campus and in our community.

Expected Goal Completion Date

12/19/2021

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?

No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

The need for more lab time and simulation in the Nursing Department may increase with COVID. Typically, the students complete 75% of their hours to a clinical setting. With COVID and the decrease in clinical hours available, there may be a need for more simulation and lab activities. The budget for SIM instructors and/or Virtual simulations may increase.

Mileage costs may increase. In the past semesters, only FT faculty were asking to be reimbursed for mileage. PT faculty were asking for mileage compensation last semester when the COVID crisis shut down the clinical sites. With PT faculty, it was predicted the mileage costs to increase up to \$9000. However, this semester not many faculty are traveling to clinical sites. When the clinical sites reopen, we are expecting an increase in mileage costs for the department.

Budget considerations and high cost items. The nursing department budget includes several high cost items such as the simulation lab equipment maintenance and accreditation costs. Laerdal warranties for the SIM equipment cost about \$32,000 year. This semester it was necessary to spend an additional \$30,000 to upgrade the SIM equipment. The nursing department is being asked to pay for accreditation costs this year with for the BRN accreditation. The ACEN accreditation costs \$2875 year and when they come for a site visit, it costs about \$23,000. The ACEN site visit is every 8 years. The nursing budget would be easier to manage if the department was able to spread these anticipated costs out over several years instead of spending most of the budget in one year on high cost items. This has not been possible in the past and the department has needed to "spend down" funds so our net balance is zero at the end of the fiscal year.

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Facilities Requests

Facility Request 1

What are you requesting?

Expansion of Simulation lab HS105 into HS106 and turning 1 classroom on second floor of HS building into a Nursing Department Lab

What discipline PRP plan goal/objective does this request align with?

Nursing Department Goal #3 to expand the Nursing Program

What Strategic Plan 2022 Goal/Objective does this request align with?

1:1

4:1

Provide a detailed description of the facilities item or space requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

The Nursing Department would like to expand the simulation lab. The simulation lab in HS105 was designed to eventually expand into HS106. The additional simulation space will be necessary as the simulation needs for the program increase with decreased clinical capacity in the community. Also, the BRN has traditionally only allowed 25% of the content to be in simulation and lab. During the state of emergency with COVID the BRN is allowing between 50-75% of instruction to be in simulation. With the increased need for simulation lab instruction, the small 4 bed simulation lab will be inadequate to meet the needs of the entire Nursing Department. With Expanding the simulation lab into HS106, the faculty will lose the ability to use this room as a lab. It would be necessary to turn another room in the HS building into a lab/ classroom for the Nursing Department. The PRP goal 3 for the Nursing Department is to expand the nursing program. If the BRN mandates change to increase the amount of simulation, there is a potential to increase class size. The department receives about 350 applications for 36 placements each semester. The biggest limitation to increasing class size is the lack of clinical placements in the community. With extra simulation there is a potential to increase our class size without impacting the community placements. This aligns with PRP goal number 2 to "Provide the students with meaningful simulation experiences to meet outcomes unable to be met by community experiences"

Is there an associated cost with this request?

Yes

Will you fund the request through your budget or other sources?

One Time Request

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance)?

There will likely be a need for a working sink into one of the upstairs rooms in the HS building. And the removal of a wall in-between HS 105 and HS106 and electrical/ construction needs to turn HS 106 into a simulation room.

Will you be requesting any technology (hardware/software) this upcoming year?

No

Do you have resource needs that require physical space or modification to physical space?

Yes

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that the Program Review is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

jvanhouten@palomar.edu

Review

Chair Review

Chair Comments

I approve the PRP

Chair Name

Julie Van Houten

Chair Sign Date

11/3/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:

The department does an excellent job at participating in outreach events and creating a united environment of learning for students. Students are given the opportunity to participate in committee meetings and provide feedback to the program. The faculty have been focused on curricular revisions to include innovative technologies and have adapted well to the challenges presented by the pandemic.

Areas of Concern, if any:

Learning outcomes are based on completion/pass rates rather than content knowledge.

Recommendations for improvement:

I would recommend that learning outcomes be focused on the desired outcome of the students learning process. The completion/pass rates should be goals of program but not learning outcomes. This revision may help guide the program towards curricular revisions that promote contextualized learning.

Dean Name

Patricia Menchaca

Dean Sign Date

11/5/2020

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)

IPC Review Date

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:

work being done on new curriculum; good changes made as a result of SLO assessments

Areas of Concern, if any:

1. challenges in obtaining clinical sites
2. goals are good; however, consider narrowing the focus in order to reach outcomes in reasonable period of time; then work on new goal for next step
3. ensure that changes to curriculum are realistic given institutional support available

Recommendations for improvement:

1. Consider discussion of course success rates in terms of how to help students succeed at known points of difficulty rather than simply as a matter of maintaining academic rigor.
2. Meet with Nichol Roe and your dean re: WBL and Career Continuum; among other things, it's possible that you could get some institutional support for setting up clinicals
3. incorporate embedding assessments in CANVAS, where possible

Vice President Name

Shayla Sivert

Vice President Sign Date

1/2/2021