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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year

2021-2022

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Mathematics, Science and Engineering

Department Name

Nursing Education

Department Chair Name

Julia Robinson

Discipline Name

Nursing (NURS)

Department Chair email

jrobinson@palomar.edu

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

Julia Robinson, Department Chair/ Program Director/ Professor

Rebecca Mattson, Assistant Chair/ Faculty

Karen Donovan, Faculty

Amy Hinchman, ADA

Jena Lansford, CTPS

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

AS - Nursing

AA - Nursing LVN-RN

AS - Nursing LVN-RN

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

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**2) **FTEF LINK****How many permanent or full-time faculty support your discipline (program)?**

11

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

8.83

For this past fall semester, what was your Part-time FTEF assigned to teach classes?

11.42

List the classified and other permanent staff positions that support this discipline.

Amy Hinchman, ADA - 12 months - 50% (0.5 FTE)

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

List 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 and evaluate your programs, including their program 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 the TracDat system. 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:

Fall 2020: 95% completion

Spring 2021: 88% completion

PLO 2:

Fall 2020: 100% pass rate

Spring 2021: 92% pass rate

PLO 3:

Fall 2020 (results of Fall 19 graduates): 89% working within 12 months; 56% enrolled in BSN programs

Spring 2021 (results of Spring 20 graduates): no results – did not have Spring 2021 graduates > COVID

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.

Academic yr. 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21

AA Degree 30 20 18 25 9 28

AS Degree 35 44 50 42 34 48

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

AA/AS Total 65 64 68 67 43 76

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

Increased

What factors have influenced your completion trends?

Completion trends are typically consistent each year. However, 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. The 2020-2021 year was slightly higher, but again this was due to the delay in program completion during the previous year due to COVID.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

Several factors have attributed to our program completion rates:

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

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

Securing clinical sites for nursing training has consistently been a challenge. The clinical training sites (medical centers) are allowing fewer students at each site, this and the number of nursing programs creating competition has made it a challenge to secure placement for all students in the program.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to **Course Information**

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/>)

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

70.0%

Why did you choose this standard?

We chose this standard based to be consistent with 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 with higher knowledge and skill expectations over the past several decades.

In the past, curriculum was content based/ disease specific where students learned specific disease processes and interventions

related to each disease process. Nurses must now be trained to enter the workforce with increased clinical reasoning/ judgement skills. The NED is working toward a concept-based curriculum to allow the student to apply their knowledge and skills with the broad variety of illness/disease they will encounter as nurses. This 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.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.

The current curriculum is outdated. The faculty recently wrote a new concept-based curriculum. This new curriculum is currently in college and BRN review, with plans to enroll students to the new curriculum fall 2022.

This curriculum revision aligns with the Student Learning Outcomes and Program Learning outcomes, and the evaluation process will be more understandable. The students will learn nursing using concepts, allowing for increased knowledge and skill level which 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 have always struggled when returning to school and entering the 2nd year of the program. 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 Pediatric, Obstetric and Psychiatric nursing, will better prepare them for the NCLEX. The LVNs who have mastered these areas will be allowed to test out of specialty areas.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.

Yes

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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? If so, how would the new or emerging careers impact your future planning?

Registered Nurses (RN) have many opportunities.

- Staff Nurse
- Office Nurse
- Charge Nurse
- Director of Nursing (DON),
- Emergency Department RN
- Oncology RN
- Operating Room Registered Nurse
- Public Health Nurse
- School Nurse
- Clinical Nurse Specialist (CNS)
- Nurse Practitioner (NP)
- Nurse Anesthetist (CRNA)
- Nurse Midwife (CNM)
- Nurse Educator (CNE)

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.

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- 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 use and build upon KSAs throughout the program beginning in the first semester and continuing throughout the program. The students first learn nursing theory in the classroom, then they are given the opportunity to learn and practice skills in state of the art laboratories with low, med and high fidelity manikin/ simulators, and finally to apply theory into practice on live patients out in the community in all 4 semesters. The students are immersed in nursing with increasing complexity for 4 semesters along with a final individual preceptorship to allow them to develop the KSAs that are required to be a knowledgeable and competent 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 include:

Local events with high school and new college students

Regular meetings with community partners

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)?

In California, the number of Registered Nurses is expected to grow much faster than average growth rate for all occupations. Jobs for Registered Nurses are expected to increase by 16.7 percent, or 53,400 jobs between 2018 and 2028.

In San Diego County, employment for Registered Nurses are expected to increase by 10.8 percent as projected by the year 2028.

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 College partners with many RN to BSN programs so the students have options for concurrent enrollment or to continue their education after they complete their ADN degree. The faculty and students come together for a career fair once a year, where 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 improve when interviewing with potential employers.

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

The last joint advisory meeting between local colleges/universities and community partners took place via Zoom on 4/23/2021.

The discussion centered around clinical placements and moving forward with the understanding of the new COVID norms. It was noted that while COVID played a significant role in clinical placements, the community partners and the nursing programs are working together to provide sufficient placements for all students.

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

The National Labor Exchange indicates the following:

City of San Diego (San Diego County) and within 50 miles: 1981 jobs, 100 miles: 7857 jobs

City of El Centro (Imperial County) and within 50 miles: 38 jobs, 100 miles: 2224 jobs

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](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

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 with integration in all semesters, 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. Implementation of the major curriculum change to reflect a Hybrid Concept-Based Curriculum starting fall 2022. This curriculum was designed 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 was in response to the changing needs and demands of the novice nurse in today's healthcare arena.
4. The NED continues to use ExamSoft secured test proctoring 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)

1. Improved completion and retention rates, lower attrition.
2. Increased student and faculty satisfaction.
3. 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

12/31/2022

Goal 2

Goal Status

Ongoing

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?

Existing

How will you complete this goal?

1. The faculty will continue to research which outcomes can be best met with simulation
2. The faculty will continue to 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% 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

12/31/2022

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. Implement the new curriculum revision that will allow for 5 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 the three online elective courses (Pharmacology for Nurses I, Pharmacology for Nurses II, and health assessment) to support nursing students, nurses and those wishing to enter this field.
6. Physical expansion of the simulation lab and hiring of the Simulation Tech Lab Assistant or additional 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. Curriculum Revision is complete with expectation of approval and implementation by Fall of 2022. Our goal is to maintain our current program completion rate and NCLEX pass rate during the implementation for our new curriculum.
3. Promote and encourage Veterans to apply with 2 veteran students to enter and complete the RN program.
4. Provide summer academy to high school students to promote the Palomar College Nursing program as well as the other health career programs.
5. Continue to offer and promote the online elective courses for nursing pharmacology and health assessment to allow for early preparation and to promote success upon entering in the nursing program
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

12/31/2022

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.
 - a. Offer CEU self study course "The Role of the RN Preceptor"
2. Provide 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. Working RNs in the community will be incentivized to facilitate students as preceptors when provided with CEUs. This self-study course will prepare the RN to successfully facilitate the student upon completion.
2. The online elective courses will strengthen the knowledge and preparedness of current nursing students, those interested in the nursing profession, as well as working nurses at all levels seeking a review and CEUs on these topics.

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

12/31/2022

Goal 5

Brief Description

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

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

1. Attend outreach events using Palomar Powered materials
 - a. Events on all Palomar campuses.
 - b. Continue and update (as needed) printed marketing materials
 - c. Promote the nursing program and summer academy at local high schools.

Outcome(s) expected (qualitative/quantitative)

1. Increase enrollment of diverse student population
 - a. 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.
 - b. 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

12/31/2022

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 fiscal year 2019, 2020, 2021. 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 nursing department budget continues to include high cost items such as the lab equipment and disposable supplies, as well as the simulation lab disposable supplies and equipment maintenance. Preventive maintenance and warranties for the simulators cost approximately \$35,000 + each year.

The nursing department typically pays for accreditation costs (BRN, NLN and ACEN annual fees and/ or site visits for accreditations). The ACEN annual accreditation fee costs \$2875/ year, and site visit costs approximately \$23,000. The next ACEN site visit is due fall 2023 and is scheduled every 8 years. The nursing budget would be easier to manage if the department was able to spread routine anticipated costs out over several years instead of spending most of the budget in one year on high cost items when annual fees and/ or site visits do not occur. 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, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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

Technology Request

Technology Request 1

What are you requesting?

PeriopSim is a surgical training and assessment platform

Provide a detailed description of the item 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.

PeriopSim is a surgical training and assessment platform that combines virtual simulations, nursing education, and game-based learning to save time. When experience is in short supply or too expensive/challenging to attain, simulation training is ideal. Airline Pilots have been using simulation for years, measuring it the gold standard for certifying and re-certifying competence to flying some of the most complex aircrafts worldwide. Healthcare education is catching up. PeriopSim takes live video footage of a 1-hour lengthy procedure and creates a Virtual Simulation that is 10 minutes long, giving a 6x in time savings for that experience. 1 Experience Hour = 10 minutes in simulation with PeriopSim. B PeriopSim combines with other learning tools such as AORN's Periop 101, videos, live simulations, and preceptor job shadowing. PeriopSim is used to bridge the gap between the classroom and the operating room.

Students are expected to observe a surgical procedure in the operating room. (HP, AC, T/C) Describe the functions of the members of the surgical team. (AC, CO, T/C) Describe operative protocols that nursing personnel implement to prevent contamination of the surgical wound. (CT, HP, NU, PH, S).

Additionally, students are expected to perform sterile technique when inserting a foley catheter in both test our and clinical.

Every semester students struggle with the concept of sterility. This technology would help improve safety outcomes, as well as meet the specific course objectives and goals.

Also, if limited clinical placements occur or if students are prevented from rotating into the OR due to the COVID-19 pandemic this would ensure that they are still able to meet their student learning objectives and complete the course.

This program should be implemented in the Spring semester. Training for the second semester faculty will need to occur prior to the start of semester in February. Students will also need to be trained on how to use the VR during the start of the Spring 2022 semester.

Estimated Amount of Request.

\$37,440.00

If any, list ongoing costs for the technology (licences, support, maintenance, etc.)

\$1,000.00

Do you already have a budget for this request, or will you need additional funds?

No

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

Nursing Goal #1: Provide high quality education for all students to ensure student success and preparedness, #2: Provide the students with meaningful simulation experiences to meet outcomes unable to be met by community experiences

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

1:3

2:4

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)

1

Do you think that your request for technology will require changes to a facility?

No

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- *Your dean/director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
 - *You must complete this checklist and return it to your dean no later than 11/19/2021.*
 - *Once the dean approves the form and the request, the dean will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
 - *The results of the review will be sent to the dean and chair with feedback.*
 - *The dean will determine whether or not the request moves forward for prioritization and/or implementation.*
 - *Requests for one-time funding will move forward for prioritization.*
 - *Requests that use funding from your department budget may move forward for purchase.*

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

Yes

Part 4: Facilities Requests

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

Yes

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, #2: Provide the students with meaningful simulation experiences to meet outcomes unable to be met by community experiences

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

1:3

2:4

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 has desired to expand the simulation lab for many years recognizing the need due to scarcity of clinical placement sites and the importance placed on simulation as nursing pedagogy in nursing education.

The simulation lab in HS105 was originally designed to eventually expand into HS106. The additional simulation space now critically necessary as the simulation needs for the program continue to increase with decreased clinical capacity at the community clinical sites. Also, the BRN has traditionally only allowed 25% of the content to be in simulation and lab and have been working to allow 50% of simulation in place of community clinical placements. This is based on the landmark simulation study completed in 2015 by NCSBN. The study provides substantial evidence that up to 50% simulation instruction can be effectively substituted for traditional clinical experiences in all prelicensure core nursing courses.

During the state of emergency with COVID, the BRN allowed between 50-75% of instruction to be in simulation. This allowance has been extended in case of new COVID anticipated needs.

With the increased need for simulation lab instruction, the small 4 bed simulation lab has proven to 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.

PART 5: OTHER ONE-TIME NEEDS

Requests

Item 1

What are you requesting?

Diversity, Equity, and Inclusion (DEI) Training and support for all faculty and staff, a thorough review of the curriculum to identify any current unconscious bias or misinformation/stereotypes, and to ensure a transcultural curriculum and improved facilitation of such in lecture, lab, simulation, and clinical experiences.

Estimated Amount of Request.

\$65,500.00

Will you accept partial funding?

No

Budget Category

Non-technology Equipment (acct 600010 and per unit cost is >\$500)

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

Nursing Department Goal #1: Provide high quality education for all students to ensure student success and preparedness. #2: Provide the students with meaningful simulation experiences to meet outcomes unable to be met by community experiences

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

1:3

2:4

Provide a detailed description of the item 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.

This project will have several stages. First, we will need to implement education and awareness of the faculty and staff about diversity, equity, and inclusiveness. Our aim is to accomplish this through hiring a consultant to provide Diversity, Equity, and Inclusion (DEI) training and support for our department. We recognize that DEI training itself may not be enough and have found a firm that offers continued support and strategies for sustainability. Equity Praxis will support this initiative through the following deliverables. The firm will work with us in building awareness and a sense of urgency, building trust, relationships, and readiness. This firm will also assist us in leadership development, planned change, implementation, and continuous improvement.

Our college is committed to diversity and will endorse this training and support. We aim to implement this training in August, the week prior to the semester starting. This is a time where our faculty normally attend faculty and curriculum workshops and the college plenary for professional development hours. This training would be in alignment with what the rest of the college faculty are doing during this week prior to the start of the semester. The goal is to remove medical myths and unconscious biases that may be present. Additionally, we want the curriculum to include more diversity in didactic, lab, clinical, simulation, and clinical experiences. This would be done during the Spring of 2022. Our program is currently undergoing a major curriculum revision to a Concept-based Curriculum (CBC) to be implemented in the Spring of 2023, so this would allow us the time to receive feedback and make the necessary changes in time to present the new curriculum to our administration. The roll-out of the new curriculum will occur in a step-wise fashion in Spring of 2022 starting with the first semester of the program.

HOW WILL YOU COMPLETE THIS GOAL

- This DEI training and curriculum revision aims to address systemic racism in nursing education programs, including efforts that aim to diversify education pipelines, reduce harmful bias in learning environments, improve classroom or clinical placement climate for students of color, or enhance curriculum by integrating a focus on eliminating racial discrimination in health care.
- Implement strategies that lead to well-prepared and diverse nursing faculty and chairs/directors

OUTCOMES EXPECTED

- Our faculty has expressed desire and commitment to increase awareness and take action to ensure we educate and hold ourselves accountable for taking action in order to best educate and support our students . Our goal is to prepare students for their roles in the health care workforce and communities.
- Curriculum revision, training, and faculty onboarding to meet Palomar College's student body's needs and future patients are necessary. This change will take time and require reflection and re-evaluation of faculty and student perceptions to determine if these changes adequately address diversity, equity, and inclusiveness in our nursing education program.

ALIGNS WITH MISSION STATEMENT

The groundwork that has already been laid for this project includes Palomar College's call to action and an action plan to further Equity, Diversity, and Inclusion. Our Student Nurses Association at Palomar (SNAP) drafted a Solidarity Letter. This letter outlines the dedication of the faculty and the students to stand behind Palomar College's Call to Action, as well as outside movements fighting systemic racism, discrimination, injustice, and xenophobia.

EXPECTED GOAL COMPLETION DATE

We hope to complete the training and apply the learnings to our curriculum revision by F22/Sp23..

GOAL 2 Provide the students with meaningful simulation experiences to meet outcomes unable to be met by community experiences

One of the ways we would like to diversify our simulation is by increasing the number of simulation scenarios that are culturally competent and diverse. The DEI training and curriculum review will assist in being able to offer more robust simulations that are more realistic experiences our students will need to address out in the community.

Please upload a copy of the quote, if available.



NEIF-2021-budget-template-and-instructions (1) (1).xlsx
90.03 KB



Equity Praxis Proposal - Palomar College Nursing Program.pdf
166.09 KB



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?

Yes

I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

Yes

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

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