

Entry #: 46 - Mathematics, Science and Engineering**Status:** Submitted**Submitted:** 3/13/2024 7:30 PM**DRAFT****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.

ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.

BASIC PROGRAM INFORMATION**Division Name**

Mathematics, Science and Engineering

Department Name

Nursing Education

Microsoft_List_ID**Discipline Name**

Nursing (NURS)

Department Chair Name

Julie Van Houten

Department Chair email

jvanhouten@palomar.edu

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

Ruth Ortiz MSN (C)

Website address for your discipline<https://www.palomar.edu/nursing/>**Discipline Mission statement**

The Nursing Education Department at Palomar College offers a quality program of study to individuals from varied backgrounds leading to an associate degree in nursing. The program provides theoretical and clinical learning experiences in nursing, incorporates knowledge from related disciplines, and adapts to the ever changing world. The goal of the program is to prepare a competent entry level nurse to provide quality care in diverse health care settings. On completion of the program, the graduate will be prepared to take the National Council Licensing Examination for Registered Nursing (NCLEX-RN).

[\(Click here for information on how to create a mission statement.\)](#)

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

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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

10

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

10

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

19

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

1 ADA 12 month 10%

1 PT staff 12 month 75%

1 CTPS 12 month 100%

List additional hourly staff that support this discipline and/or department. Include weekly hours.

1 PT faculty student success advisor 24 hours per week

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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 to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

COURSE SUCCESS AND RETENTION**Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?**

Increased

Was this expected? Please explain.

Yes, we are recovering due to covid

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?

Increased

Was this expected? Please explain.

Yes, the retention rates are improving after COVID and with a new curriculum change

Are there differences in success or retention rates in the following groups? (choose all that apply)

Modality (Online, Face to Face, Hyflex, etc.)

Modality: What did you find and why do you think differences based on the modality in which courses were offered exists? What do you need to help close the gap? (Please specify the modalities in which you see gaps, i.e. online synchronous or asynchronous, face-to-face, hybrid, hyflex, etc.)

The students had a higher attrition rate with the online courses and during COVID

Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.

Changed entire curriculum to a concept based curriculum

Provided student tutors in nursing

Research regarding student attrition

COURSE STUDENT LEARNING OUTCOMES (SLOs)**Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?**

Yes

Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")**PROGRAM INFORMATION**

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

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.

Link: [Program Completions](#)

Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

Degrees and Certificates Awarded (Count)

Academic Year AT APD Student Count Column Labels

Row Labels 2016-17 2017-18 2018-19 2019-20 2020-21 2021-22

AA/AS

Associate in Arts Degree 20 18 25 9 28 28

Associate in Science Degree 44 50 42 34 48 45

AA/AS Total 64 68 67 43 76 73

Grand Total 64 68 67 43 76 73

PROGRAM LEARNING OUTCOMES

Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?

Yes

Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").

Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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:-

Assessment Technology Institute (ATI)

resources

-Carer Technical Program Specialist for our department

-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

Faculty working together to get through accreditation

All of these factors help to graduate a competent student nurse who is capable of passing the NCLEX and starting in the field of nursing.

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

We need a full time ADA- Nursing is a unique department and we have multiple ADA needs that are different from the other departments on campus. We need accreditation requirements that are difficult for PT staff to understand.

We need a full complement of FT faculty- Having PT faculty do not help the student achieve their goals. We need FT faculty to have consistency with Lecture, Lab and Clinical.

Issues with latex sensitivities- The entire lab needed to be latex free. We have needed to eliminate equipment and are working without the equipment or waiting to get replacement

Newer faculty with challenges learning the role of FT faculty- Newer faculty do not always appreciate the time it takes to affect change or the ways the changes need to be brought about in academia.

High turnover rate with Administration- We have been through multiple Deans, Presidents and VPI in the last 5 years. Nursing is a unique department and it usually takes a Dean about 1-2 years to understand the needs of the department

Challenges obtaining clinical sites- We need to have clinical site cooperation to get the student the clinical hours they need to graduate the program

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 O*net Link below) 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)

There are many exciting opportunities for nurses. Nurses are used in every aspect of healthcare.

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

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, medium 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.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

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

Employment of registered nurses is projected to grow 6 percent from 2022 to 2032, faster than the average for all occupations.

About 193,100 openings for registered nurses are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

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?

April 28, 2023

We reviewed labor market needs and heard from local hospitals and facilities what the needs are when educating the student nurses

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

Occupational Projections of Employment within a 50 mile radius for 92069 zip code:

Area Estimated Year-Projected Year Employment Employment Change Total Job Openings

Estimated Projected Number Percent

California 2018 - 2028 319,800 373,200 53,400 16.7 238,430

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals. Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Prior Year PRP Goal 1

Brief Description

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

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

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 Concept-Based Curriculum started in Fall 2022 and is finishing Spring 2024.

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 evaluate possible accommodations that can be made for learning disabilities while students are in the lecture, lab and clinical setting that are reasonable

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.

Prior Year PRP Goal 2

Brief Description

To expand the nursing program by providing the students with meaningful and realistic simulation experiences to supplement clinical experiences, increase clinical site availability, and prepare the students to be a RN

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

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 they are taught

either in the clinical setting or in simulation.

1. The faculty will meet certain student outcomes with simulation. Simulation will address gaps in the clinical experience . Nursing simulation continues to evolve and technologies continue to improve.

2. The faculty will provide virtual simulation to meet the needs of the students. The simulation experiences will supplement the actual clinical experiences.

3. The faculty and administration will continue to foster the current clinical partnerships in the community to maintain direct patient care hours. The biggest challenge will be getting clinical sites to allow us to rotate students in and out of the clinical sites. This has been a huge barrier. At this time Palomar

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Hospital is the only partnership that allows us to do this.

4. The faculty will actively seek to expand or find new clinical experiences for the students to obtain direct patient care hours. Administration is working with Kaiser to allow for a partnership with the college so we can have access to the clinical sites that are necessary to expand the program.

5. The faculty will request a part-time classified person to assist in simulation lab.

6. The faculty will stay up to date on the latest technology to prepare the nursing students for real world experiences.

Technology is always changing. Nurses use virtual resources more and more since these resources can be updated frequently. Having the students use products like Micromedex and Up-to-date prepares them for real-world experiences and to use these resources in the field. The library has purchased 1 year access to Micromedex and up to date. These products would benefit nursing and EME and the paramedic programs on campus. The library can only purchase 1 year and we would like this resource to continue.

There are changes at the BRN level with the % of direct patient care hours each student needs. The mandate is 75% of the student's hours need to be in direct patient care. Starting January 2023, the BRN will mandate 500 total direct hours with 30 hours in each specialty. This means we have an opportunity to expand our program using simulation without extra clinical sites.

There is a need to change the Simulation faculty position to a Non-Instructional position and to have a full-time faculty nurse in charge of the Simulation Lab. This will increase the hours available to students

in the Simulation Lab. There is a need for a faculty assistant or ISA or tech to assist in running the Simulation lab so the faculty can focus more on the pedagogy of the simulation and not the technical aspects of the equipment.

There were plans for physical expansion of simulation lab into HS 106. We met with an architect and had plan drawn up for the expansion. the project was on hold due to the project going over budget. This project is currently on hold..

Prior Year PRP Goal 3

Brief Description

Expansion of continuing education units offered by the Nursing Education Department

Goal Status

Completed

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

he Nursing Education Department currently provides BRN approved CEUs for "The Role of the Preceptor." The faculty would like to expand the CEU offerings to include CPR, Telemetry classes, IV courses and other beneficial courses. This could be a benefit for all healthcare professionals and multiple students in the community.

Students are going to very expensive private organizations to take these courses. The nursing education department would need more PT faculty and supplies to provide these courses.

Prior Year PRP Goal 4

Brief Description

Provide necessary support services for the nursing education students. ADA, ISA and potential for in office counselor

Goal Status

Ongoing

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

The nursing students need many support services. They currently have a student success advisor available to them. They could also benefit from a counselor in the nursing department and an ISA to help with the lab and supplies.

The student success advisor has been a valuable resource for students. We need to continue his support in the program. We would like to expand student support by possibly having a counselor in the nursing education offices 1-2 times per week.

The nursing students are in a high stress environment and could use the additional support. The counselors could still have the same number of hours, but changing the location to the nursing offices 1-2 days per week may help to provide access to these support services for our students.

Describe any changes to your goals or three-year plan as a result of this annual update.

Do you have any new goals you would like to add?

No

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Vision Plan 2035](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

Yes

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1**Title of Full-Time Faculty position you are requesting**

Full-time faculty RN Psychaitric, and FT faculty RN any open position

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

For program accreditation, the nursing department needs Full-time faculty members teaching the courses especially in the specialty courses like psychiatric course for the nursing program. This relates to Goal 4 to provide necessary support for the education of nursing students.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

Qualified PT and FT instructors are difficult to find who are qualified with a MSN degree or higher and who are able to be approved by the BRN to teach in nursing, especially the specialty areas such as Psychaitric.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

Yes, Both BRN and ACEN need to approve teaching faculty for the RN program. The lack of faculty in this area can hold up student progress in the entire program.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Nurses are in extremely high demand. Many faculty left the bedside nursing positions after COVID. There are guaranteed jobs for the students, and many have opportunities to do externships.

Is your department affected by faculty on reassigned time? If so, please discuss.

No

Faculty Request 2

Title of Full-Time Faculty position you are requesting

ISA

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

For program accreditation, the nursing department needs the hair to be able to have time to perform their duties. All of the lab ordering and maintenance s currently the responsibility of the Chair of the Department. This relates to Goal 4 to provide necessary support for the education of nursing students.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

No

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

Yes, for program accreditation, the nursing department needs the hair to be able to have time to perform their duties. All of the lab ordering and maintenance s currently the responsibility of the Chair of the Department.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Nurses are in extremely high demand. Many faculty left the bedside nursing positions after COVID. There are guaranteed jobs for the students and many have opportunities to do externships.

Is your department affected by faculty on reassigned time? If so, please discuss.

No

Are you requesting AA, CAST for Classified Staff?

No

PART 2: BUDGET REVIEW

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

Do you have any ongoing needs or needs to augment your regular budget?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Describe the need and the amount of the adjustment.

The nursing budget was cut by the state. We have recieved 215,000 in the past from the state. The budget has been cut 15%. The nursing department may need to additional funds for supplies.

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1.One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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

1.Technology and Facilities Review. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

Yes

Technology Request

Technology Request 1

What are you requesting?

Updated faculty computers for offices

Is this a request to replace technology or is it a request for new technology?

Replacement of Technology

Who is the current user of the requested replacement technology?

All nursing faculty and staff

Provide a detailed description of the the request. Include in your response:**a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)**

The nursing faculty have very outdated computers in their offices. The computers are over 10 years old. The computers are so old that one cannot be on a zoom meeting and share their screen. This makes it difficult to meet with students, clinical partners or other meetings that need to take place. The computers frequently crash making it difficult to perform duties. The CTPS for the department needs to use complex spreadsheets and collect data on the students for accreditation purposes. Having older technology makes this task difficult.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Nursing students, staff and faculty

c. What are the expected outcomes or impacts of implementation?

The nursing department faculty and staff will be able to serve the students in a more efficient and timely fashion.

d. Timeline of implementation

As soon as it is approved

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licenses, support, maintenance, etc.).

\$2700 x 15 computers = \$40,500

Do you already have a budget for this request?

No

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

2

What Educational Vision Plan 2035 Goal/Objective does this request align with?

1:3

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

1

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

The IT department would need to set up and install the computers. Working computers will help us maintain BRN and ACEN accreditation so we have access to the technology we need to process nursing student work, exams, accreditation spreadsheets and do all the work that needs to be completed in the nursing education department.

Will you accept partial funding?

Yes

PART 4: FACILITIES REQUESTS**Do you have resource needs that require physical space or modification to physical space?**

No

PART 5: 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 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.

jvanhouten@palomar.edu

Feedback and Review**Department Chair****I confirm that the PRP is complete.**

Yes

Department Chair Name

Julie Van Houten

Date

4/3/2024