Program Planning and Assessment (PPA)
for Academic Programs

Comprehensive Review, Annual Review & Action Plan

Spring 2015

The purpose of Program Planning and Assessment at Hartnell College is to obtain an honest and authentic view of a program and to assess its strengths, opportunities, needs, and connection to the mission and goals of the college. The process is based on the premise that each academic program reviews assessment data and uses these data to plan for improvement. The results of these annual cycles provide data for a periodic comprehensive review that shows evidence of improvement and outlines long-range goals.

The Program Planning and Assessment process improves and increases the flow of information about student learning, student success and student c9TJ 0 Tc 0 Tw 1.609 0 Td (c)T5t

Dean’s Comments(required) : The Associate Degree in Nursing program is integral to the success of Hartnell College. Its strong reputation is a draw to many potential students. 1equired)

admitted each spring to begin in the Fall Semester. Because of attrition, approximately 30-38 students are enrolled in the second year. Two to four LVN-RN students are enrolled in the RN Program depending on space availability, placed in the appropriate semester according to scores on national computerized tests. See Nursing and Allied Health Policies 2d & 2F for admission procedures and "Unique aspects of the Program".

Both full-time and part-time faculty members teach in the RN Program. Currently, six full time faculty members teach in the RN and LVN Nursing Programs combined: three teach exclusively in the RN program, two teach in both nursing programs, and one teaches exclusively in the LVN Program. A new full-time nursing faculty, hired in February 2015, will begin teaching in April 2015. At the present time, 12 part-time faculty teach in the clinical and skills lab courses. A Program Assistant, an Administrative Assistant, and a simulation lab technician, support the operations of all four programs (RN, LVN, RCP, and EMT) within the Nursing and Allied Health Department.

What are the unique aspects of the program?

1. Interprofessional Education

In 2013, the ADN program began a philosophical shift to interprofessional education. Having vocational nursing, emergency medical technician, and new respiratory care practitioner programs offered a unique opportunity for ADN students to learn with allied students. With support from faculty and clinical partners, Hartnell College created an interprofessional educational environment in which nursing and allied health students learn together in selected seminars and simulated learning environments. Shared skill certification opportunities help students gain desired soft and advanced technical skills, making graduates more marketable in an employment environment unable to sponsor new nurse orientation programs. Each semester, Nursing and Allied Health hosts two interprofessional education (IPE) sessions that are open to other nursing and allied health programs and Hartnell students interested in healthcare careers. Keith Reicher (Keith RN) spoke on men in nursing, incivility, bringing theory to clinical, and tools to avoid it to faculty and students. Mr. Reicher spent two hours with faculty reviewing clinical portfolio tools and discussing validated educational trends in nursing.

how to communicate with each other in a team, knowing what can and cannot be delegated, and having authentic interprofessional dialogues among students during pre-briefing and debriefing sessions are beneficial.

3. Standardized Assessments

Based on evaluation of NCLEX-PN pass rates, course grades, and attrition rates, the faculty chose to incorporate more standardized assessments in the curriculum. In 2012, standardized assessments were embedded into the curriculum. The standardized assessments remain free to students. Students take practice and proctored assessments that align with course work. Practice assessment helps students prepare for the proctored exams by identifying areas for review. Empowering students to be successful on the NCLEX-PN engages them in recognizing their abilities and learning needs. The goal is for students to assume greater accountability for their success. Anecdotally, the faculty reports higher student test scores and confidence levels. Standardized assessment student scores are used when evaluating course and program outcomes.

4. Multi-criteria Admission Process

In recent years, Hartnell College has received an increase in qualified applicants from outside the Salinas area. To better address the mission of the college and need for culturally competent healthcare providers in Salinas, Hartnell College adopted components of multi-criteria admission screening factors as recommended by the California Community College Consortium.

Starting in 2013, student selection became multi-faceted. Currently, the student selection process is based on criteria established by the Hartnell College's Nursing and Allied Health Admissions Committee and the California Community College Associate Degree Nursing Prerequisite Model for Admissions to Nursing Programs. Qualities listed on the published criteria multi-screening list and final comprehensive scores on the ATI Testing's TEAS V are considered. Applicants who score below the cut scores on the Chancellor's Success Index Score or the nursing preparedness assessment are referred to academic counselors for individualized student success remediation plans.

The multi-criteria selection process has resulted in an increase in the number of Latino nursing students, a goal of the ADN faculty. Faculty understands the consequences of the current underrepresentation of racial and ethnic groups in California's healthcare workforce. According to state data, Latinos comprise more than 60% of the Salinas Valley population. However, Latinos comprise less than 22% of local registered nurses, a serious risk to the large numbers of migrant workers and residents with limited English language proficiency. (OSHPD, 2012).

5. Student Success Program

A series of academic courses was developed for students who are academically unsuccessful or who desire tutoring with extra time with instructors. In addition to nursing science content, the student success courses include nursing skill instruction, learning and study strategies. Mrs. Nancy Schreymer, the full-time faculty member assigned to the student success program, provides case management support for all nursing students and acts as a mentor and advisor. She works with faculty and students to identify potential

classroom and clinical problem areas that negatively impact student success. Mrs. Sydnor supports students while they develop successful strategies for academic success. Student success is accomplished through individualized learning plans, course content reviews, computer-assisted learning programs, and one-on-one academic interaction. Students are referred to the Nursing and Allied Health academic counselor when necessary.

6. NRN-110

Incoming students take Foundations for Success for RN Students, a 1.5 unit course designed to introduce new nursing students to professional behaviors, attitudes, and values that lead to academic and professional success. NRN 110 Foundations for Success for RN Students, a health professions adapted Academy of College Excellence course, is approved by BRN. It emphasizes experiential learning, cohort building, personal "working" styles, and communication and conflict resolution strategies. Topics include effective leadership and participation in teams, identification of opportunities and threats to success, test taking strategies, study skills, individual learning styles, and stress reduction techniques. According to course evaluation results and personal accounts by students, NRN 110 has led to a strong sense of community and has been credited with strengthening student self-efficacy.

7. Collaboration with California State University (CSUMB), Monterey Bay, Maurine Church Coburn School of Nursing, Cabrillo, and Gavilan Colleges

In 2011, the Hartnell ADN Program, along with Monterey Peninsula, Cabrillo, and Gavilan Colleges, joined a collaborative with CSUMB to graduate ADN students at the BSN level. Students who met the admission requirements of CSUMB's BSN Program were dually enrolled at one of the consortium colleges. A grant advanced the collaborative efforts.

The CSUMB students dually enrolled in the Hartnell Associate Degree RN Program have had variable success. One of the four stud who began the first semester at Hartnell in Fall 2014 advanced. Two students who were academically unsuccessful completed a remediation course and are scheduled to graduate May 2016. Eight CSUMB students attended Hartnell in the Fall 2014. One dropp because of personal choice and one failed clinical. Eleven CSUMB students are scheduled to attend Hartnell College in Fall 2015 as dually-enrolled students. In the future, students will only be able to enroll in a traditional upper division BSN Program at CSUMB.

The CSUMB Collaborative has enabled nursing

rotate to Clinica de Salud's facilities located next door to each other. Other community agencies available for clinical experiences include Coastal Kids Homecare, the Visiting Nurses Association, the Monterey County Health Department, Pacific Coast Cancer Center, Pacific Coast Skilled Nursing Facility, and the Hartnell Child Development Center. Additionally, the students participate in community-focused activities such as a "windshield survey" of a zip code area to determine access to health care, a home visit to determine the family's ability to follow hospital discharge instructions, and investigation of community agencies which serve the elderly or mentally ill populations. (See also Service Learning under "How the Program relates to the community.")

9. Accreditation Commission for Education in Nursing (ACEN) 46.704 T14(ar)3(E3(l[(4(rsMCID.0(,)2(f)5(o)2(llo)2(w)4(-u)-8(n)2(t

The multi-criteria selection process has resulted in an increase in the number of Latino nursing students, a goal of the ADN faculty. The

When nursing students are placed in the clinical agencies, the employees ar

Only a few courses have multiple sections because RN students enroll in defined courses as a cohort each semester. There are multi
sections of clinical and skills lab courses. Usually the same faculty member will teach all sections of the skills lab courses, so
consistency is not an issue. In the clinical courses, students from all sections meet together during the first week of the semester. The
course coordinator (or level leader) explains expectations for the clinical course and the highlights of the syllabus to all students an
instructors at the same time. The course coordinator arranges clinical instructor meetings 2-3 times during the semester to discuss
student issues and ensure consistent expectations among all clinical instructors consct

Hartnell Nursing and Science Faculty have met at least yearly to discuss common concerns. Hartnell Science Faculty also attended the RN Advisory Committee meetings. Nursing faculty have encouraged science faculty to increase the depth of critical thinking so that students are better prepared for the "application level" content in the RN Program. Nursing faculty asked that standards for science course be consistent, including courses offered during the summer session. Science faculty described pressure they receive to "give" A's to students seeking acceptance into the RN Program. Both faculty discussed topics of common interest (e.g. fluid balance) that nursing students use in the clinical setting.

In the last year, science faculty considered adding a prerequisite general science course to Anatomy and Physiology because of significant attrition. The situation prompted nursing faculty to protest because of national trends to lower the number of units in RN programs. As a result of further conversation, the science faculty decided to establish eligibility for English 1A as a prerequisite instead of adding another science course. English 1A is already a prerequisite course for the RN Program.

Success in English 1A and the ability to read and write proficiently in English continues to be a necessary skill for success in all Nursing and Allied Health Programs. At times, a high grade earned in English 1A does not predict this ability. Fortunately, the use of multi-criteria allows the Hartnell RN Program to emphasize ATI scores (Test of Essential Academic Skills) to combat grade inflation and inconsistent preparation in prerequisite courses.

Since the RN students take a standard sequence of courses, the question about pre-requisite courses does not apply, in regard to campus-wide courses. Co-requisite nursing courses will be addressed in the context of SLO's and PLO's.

What professional activities have faculty recently (last three years) participated in?

Faculty members have completed required Flex Activities for Hartnell College yearly as well as clinical nursing and nursing education continuing education courses and workshops. Over the past three years, four faculty members have earned the CNE credential (certified nurse educator), one full-time faculty completed a Doctorate in Nursing Practice, and another full-time faculty earned a Master's Degree in Nursing. One part-time faculty member earned a Bachelor's Degree in Nursing. One faculty member is currently a PhD (in Nursing) candidate.

Refer to reports submitted to the Board of Registered Nursing in March 2015 regarding each faculty's report on professional activities and continuing education.

B. INSTRUCTIONAL STAFFING

1. In the table below enter the number of sections offered and the number of full time and adjunct faculty in your program/discipline by term over the past several years.

Term	No. of Active Sections	Full-time Faculty*	Adjunct Faculty (RN Program only)
Spring 2015	22	7 (1 hired April 2015 to equal 7)	12
Fall 2014	26	7	11
Spring 2014	25	7	11
Fall 2013	26	7	12
Spring 2013	22	7	11
Fall 2012	22	7	11

*Full-time faculty for both nursing programs (RN and LVN).

2. What staffing factors/challenges have influenced the effectiveness of the program?

Recruiting qualified clinical faculty with Master of Science degrees in Nursing remains a challenge because Hartnell College is located i
a designated Registered Nursing Shortage Area (California Office of Statewide Health Planning and Development, 2011). The Bureau
Labor Statistics' Employment Projections 2010-2020 released in February 2012 reported that the number of nurses with advanced degrees
in Monterey County is well below state and country averages and the RN workforce in Monterey and surrounding counties is the top
occupation in terms of job growth through 2020. Although Hartnell College maintains an aggressive faculty recruitment program, there is
considerable difficulty in finding qualified full-time nursing faculty. In the last year, applicants for an unfilled full-time nursing faculty
position lacked recent acute care generalist (medical-surgical) clinical experience and/or the required Master's Degree. A remediation
plan is often needed for newly hired faculty in order to meet BRN requirements.

There is also difficulty is finding adjunct clinical faculty who have sufficient and recent clinical experience and the required degrees
simultaneously. Adjunct faculty must be willing to work for the comparatively low pay rates at the community college without benefits.
Pay rates are low when as compared to hospital or acute care setting nursing positions. These requirements limit the adjunct applicant
pool to those who already have another full-time job (for benefits) or whose financial situation allows them to work part-time at

D. PROGRAM GOALS

1. List and describe program / disciplinary goals for the next comp re s

   b. offer quality clinical experiences in community settings in at least 2 out of 4 semesters
   c. offer quality clinical experiences in acute care settings
   d. explore the concept of a dedicated education unit in a local hospital
5. Develop and implement a revised curriculum based on IOM Report recommendations, QSEN KSA's, conceptual threads, alignment with BSN curricular and transfer models, and leveling of clinical expectations by semester
6. Apply for national external accreditation after revising curriculum.
7. Foster student success in all levels of the program
   a. Monitor attrition in the first semester and factors leading to withdrawal/failure
   b. Evaluate effectiveness of Success courses aiming at retaining and remediating students
   c. Offer support outside scheduled classes for course-specific learning needs and emotional concerns
8. Expand and refine analysis of ATI content exam scores to
   a. set benchmark scores for RN Program
   b. evaluate course and program level outcomes
   c. increase pass rates for first attempt on NCLEX-RN Exam
9. Recruit and retain qualified nursing faculty to fully support Program Outcomes

Hartnell Associate Degree in Nursing graduates first time NCLEX pass rates have been above the national mean National Council of State Boards of Nursing (NCSBN) for the past several years. The first time pass rates for Hartnell RN graduates range is between 97% and 100% compared to a national mean each year (the national mean has varied between 80% and 91% depending on the year).

The number of Hartnell students who graduate with the Associate Degree is influenced by the availability of clinical sites and number of clinical faculty in addition to attrition and completion* rates. The number graduates has varied from 27-39 in the last three years. A class of 32 is expected to graduate in Spring 2015. The number of graduates was temporarily higher in 2011 because of a grant funded (additional) Night/Weekend cohort.

*Completion rates take into account students who return to the Program for a second attempt and finish one year later than expected.

B. TEACHING MODALITY—

1. Enter the number of Distance Education Courses, both fully online and hybrid sections, along w

3. Describe the process to change and improv

Courses scheduled for review during AY 2014-15	Faculty member(s) responsible for coordinating	Target semester and year—Fa 2015 or Sp 2016
NRN 43 and 44 series (revised curriculum for second year courses)	Barbara Durham/Mary Cousineau	Spring 2016
NRN 41 and 42 series (revised curriculum for first year courses)	Mary Cousineau/Barbara Durham	Spring 2016

D. OUTCOMES

Use your Program Outcome Maps to assist you in this subsection. As you plan your course assessments, keep the higher level program outcome in mind. While course level assessment serves the purpose of examining the teaching and learning for that particular course, it also provides the data that will be viewed collectively for assessment of the associated program level outcomes.

PROGRAM LEVEL OUTCOMES

1. Please complete the following tables.

List Program level outcome(s) scheduled for assessment as previously specified	What changes have occurred in the program/discipline as a result of dialogue?	Was the Program Outcome Assessment Summary completed?
1. communicate with clarity, purpose and sensitivity with patients, families, communities, and inter-professional team members.	Improved use of clinical communication portfolio tools in general. Students will upload electronic portfolios and compare communication tools across all 4 semesters;	

6.		

In the table above, note that selected PLO's have been assessed, and some partially assessed. The remaining PLO's will be assessed in Spring 2015 to provide guidance for curriculum revision.

The original RN Curriculum was developed by a consultant in 2005, revised in 2011, and different Program Outcomes added in between. Subsequent changes in weekly objectives and differing emphasis in the first and second years influence the linkage between SLO's and PLO's. Consequently, the faculty plan to revise curriculum "from top down" so PLO's direct SLO' in Summer 2015 with a consultant.

All CSLO's assessed Fall 2014; 95% enrollment (43.1x1 sect., 41.1-1 SLO); See chart below; The RN faculty plans to assess course

In general, faculty have been more focused on reporting data related to assessment of course level SLO's than linking the course level SLO analyses to the Program outcome success measures. Evaluation of each Program Level Outcome, based on linkages of a myriad of SLO's to nine (9) Program Outcomes, continues to be a challenging task. This is one of the reasons why faculty has decided to start over with new a new curriculum in which the PLO's truly 'drive' the SLO's

In the process of entering SLO information into elumen software, faculty members have had new insights about how to develop more precise rubrics for assignments. With success from detailed rubrics implemented that correlate to actual rubric used, we will be able to track students' progress from semester to semester, a trend of particular interest to nursing faculty, improvement in clinical courses.

Additional data were collected and analyzed by individual faculty and then shared in the context of preparing for the ACEN Candidacy Report and for the BRN approval visit. Data required by state regulatory agencies and external accreditation bodies can also guide changes in curriculum and teaching strategies in addition to the SLO insights. Reviewers of the 2015 PPA are referred to Standard 6 of the ACEN candidacy report (July 2014) and the BRN 10 year approval report (March 2105).

CORE COMPETENCIES (2015)

families, communities, and interprofessional team members.	comprehend at a college level.
2: Access information required to assess, plan, implement, and evaluate patient care in accordance with legal and ethical standards.	Information skills: Students should define information needs, access information efficiently and effectively, evaluate information critically, and use information ethically.
3: Utilize evidenced based practice and critical thinking skills when applying the nursing process to the nursing care of patients throughout the lifespan.	Critical Thinking: Students should use quantitative and logical reasoning to analyze information, evaluate ideas, and solve problems
4: Integrate cultural competence in providing holistic nursing care across the lifespan based on knowledge of physical, social, and behavioral sciences.	Personal Growth and Responsibility: Students should develop individual responsibility and personal integrity as well as contribute to their well-being and that of others, their community, and the world. Global awareness

All NRN 4 All NRN 43 courses NRN 110 and NRN 30	Fall 2014	Yes in elumen
All NRN 42 and NRN 44 courses	Spring 2015	Will enter into elumen by June 1, 2015
NRN 225-228	Fall 2014	Yes, all Fall 2014 courses in elumen
NRN 225, 226	Spring 2015	Will enter into elumen by June 1, 2015
NRN 50. 41, 50.43	Fall 2014	Yes, all Fall 2014 courses in elumen
NRN 50.42, 50.44	[redacted]	Will enter into elumen by June 1, 2015

data for specific courses. Faculty have made changes in the weekly objectives, order and depth of content, teaching and evaluation methods (including rubrics) based on SLO's. ATI scores were reported related to SLO's for theory courses (NRN 41.1, 42.1, 43.1, 44.1) A "closing the Loop" conversation about communication, cultural competence, and caring in the clinical setting led to the further changes in clinical portfolio tools. Students will be asked to create an electronic portfolio for their personal and professional growth. Faculty members from all levels of the RN Program are being trained to explain the electronic portfolio to students in Spring 2015. Conversations about meaningful student reflections in the clinical reasoning course SLO's (NRN 41.2, 42.2, 43.2, 44.2) has prompted adoption of improved methods of evaluation based on reasonable expectations per semester level. Faculty members agree that the Skills Lab Competency Checklists are valuable and that difficulty with skills competencies predicts clinical failure (again). This was predicted the early withdrawal of two students within the first semester of Fall 2014, however these students are no longer listed in elumen because of early withdrawal. The capstone assessment in the f(s)-1(2ae)6(mb)2(epr)3(e)4(drem)-6(es

	Graduating Class of…								
Score Level II or greater	2009	2010	2011	2012	2013	2014	2015	2016	2017
Fundamentals Form B (SLO for NRN 41)			80.5%	93.3%	87.8% 2010	85.7% 2010	90.3% 2010	46% ¨2013	
RN Maternal Newborn Form B (SLO for NRN 42)			47%	66.7%	67.7% 2010	85.7% 2010	83.8% ¨2013		
Nursing Care of Children Form B (SLO for NRN 42)			39.3%	40.5%	63.3% 2010	74.1% 2010	87% ¨2013		
Community Health Form A WEB									

110	redundant. Met SLO regarding conflict resolution (90% of students). Did not meet SLO for written strategies based on working styles because students didn't follow rubric. (86% met SLO vs. expectation of 100%). Students who don't follow rubric for reflection paper have been the same students who eventually withdraw/fail from the first semester. May be a "red flag.
NRN 41	Fall 2014 Update: SLO #1: 75% of students will pass the ATI exam earning a score of Level 2 or higher on the following exams (Fundamentals Exam only 46.8% of students reached Level 2. This is the first class not to meet this SLO. ATI testing started in the first semester. Conferences with students who earned Level 1 occurred. Students were advised at the start of the Spring Semester 2015 that they are in jeopardy of not passing NCLEX-RN if they don't study for ATI exams. Many did not realize importance of the ATI exams and or how to interpret what the question was really asking (its main idea or concept). SLO #2 met – more than 70% answered instructor written quiz questions correctly on infection control. Will need to keep a close watch on students' scores in ATI exams in the Spring 2015 Semester.
NRN 41.1	Fall 2014 Update: Even though faculty plan to refine and revise clinical tools and evaluations according to level I/II 100% of students submitted communication and diversity portfolio tools (SLO #2 & SLO #3); 90% submitted satisfactory care plans (SLO #1). The two who didn't meet the SLO did not progress to the second se9(e)-2(c)-2(l)6(i)-5(-5(d no)11(t)-5(pr)-4)-9(l)( )Tj gATI e-5(n)1(on)11(s)-2(on)-2(s)o Twr

	Adaptive quizzing for the pharmacology textbook to offer additional practice of pharm NCLEX-style questions but will change the expectations and the grading process for adaptive quizzing. Will plan to offer practice using drug reference guide in Fall 2015.
NRN 225	SLO that measures progress with ATI Learning Systems questions will be implemented as a better predictor of student's ability to answer NCLEX-RN style questions. Will monitor trends in this SLO closely.

6. Describe assessment activities that need to be strengthened or improved. What are the challenges to achieving these improvements?

[Begin response here]
Need for improvement in:

- Assessment of Success Courses (NRN 225, 226, etc.) GOAL NEXT YEAR
- Completion of a "full" analysis of PLO's using ALL linked course level SLO's to a specific PLO (still in progress) according the Final Program Assessment Plan dated 01.22.2014 (incorporated into elumen course mapping)

Challenges in achieving these improvements:

- Curriculum and program outcomes that have been modified over the years and may not link as well compared to the original plan

For Spring 2015:

- The transition to using Elumen is a learning curve but may help overall process of keeping track of data and outcomes
- Using a new format each year for the PPA report is confusing. Instructions on PLO's and SLO's ar

Activity scheduled	What success has been achieved to date on this activity?	What challenges existed or continue to exist?	Will activity continue into AY 15-16?	Will activity continue into AY 16-17?*
Continuing Activity : Space Issue In Nursing and Allied Health Department: Continued from 2013-2014 and 2014-2015	Solving space issues is a long-term fix. In-between solution providing additional space in the B Building			

#1 Priority

including adjunct faculty Load assigned to one faculty in Simulation Lab in lieu of a clinical setting group for entire AY2014-2015	realistic experience for students. A full time sim tech is critical to prepare, program, inventory, and clean up. The sim tech has his hands full just maintaining the equipment as well as preparing and running the simulations. Additional

New AY 2014-2015: Activity: Program Curricular Revision Priority #4	Faculty Retreat in June 2015 w focus on curricular revision; Linda Caputi has been hired as a consultant. Will require BRN Major Curriculum Change and taking 20+ courses to Campus Curriculum Committee Outcomes will be measured after implementation.	Reduction of units less compelling since minimal emphasis on state level; national accreditation bodies mandate fewer units than Hartnell's Program, but Hartnell decided NOT to pursue ACEN candidacy until after curricula revision c	Yes	Yes - likely

	understand something to teach to someone else."). Qualitative data for PLO #9. Student workshops discussed (not yet implemented) on the following topicsusing			

Continuing Activity: Foster Student success in first semester

Continued from 2013-2014 and 2014-2015

Priority #6

A campus orientation for adjun
faculty occurs at the start of each
semester.

Full-time faculty members follo
campus guidelines for tenure

thinking	introduced in Jan 2015 for one medication experience (IV push) only. Challenge: Need scanners, work stations on wheels, and computers, and monitors to interface; space problems for storage of equipment; Only a few faculty have learned	

III. ANNUAL ACTION PLAN

This section must be completed for ALL academic programs, whether scheduled for annual or comprehensive review in spring 2015.

A. NEW ACTIVITIES

This subsection addresses new activities for, and continuing new activities into, AY 2015-16. An activity can address many different aspects of your program/discipline, and ultimately is undertaken to improve, enhance, and or keep your program/discipline area current. A new activity may or may not require additional resources. Activities can include but are not limited to:

a. NEW CURRICULUM
b. FURTHER DEVELOPMENT OF THE PROGRAM OR SERVICE
c. GRANT DEVELOPMENT AND PROPOSALS
d. FACULTY AND STAFF TRAINING
e. MARKETING/OUTREACH
f. ENROLLMENT MANAGEMENT
g. STUDENT SERVICES
h. ADMINISTRATIVE SERVICES
i. SUPPORT OPERATIONS
j. FACILITIES

1. List information concerning new projects or activities planned.

priority #2	Program Outcome #1 Communication and decrease errors inhealth care caused by poor communication among health

			faculty adopt new teaching strategies; NCLEX-RN pass rights >90%	conceptual models of curriculum Faculty compensation to compete with industry expectations to recruit younger faculty			
#8 External National Accreditation	6A	All RN program outcomes	Achieve national accreditation	Accreditation fees and team visiting campus	Janeen Whitmor And all faculty	no	Yes after curricular revision
#9 Implement simulated Electronic Medical Records throughout program	4C, 5A	PLO #1 and PL #2 (SLO's for 41.1, 42.1, 43.1, 44.1, 41.3, 42.3, 43.3)	Fully functional and integrated electronic medical record in simulation and skills lab; Students report user-friendly format;	Scanners, software interface with simulation scenarios; workstations on wheels at each bedside in skills lab; laptop computers and monitors	Skills Lab Coordinator Simulation tech Skills Lab tech		
#10 AY 2015-2016 Activity: Develop and expand community partnerships for service-based learning and for provision of health ca services to at risk populations	5A, 6A	All RN Program outcomes	Serve patients b providing immunizations, health screening, health teaching, Increased understanding of care of acute conditions in the home and roles in community setting	Primarily coordination Start up costs for new service and coordinator if needed	Debra Kaczmar and Mary Cousineau		

			Start up of new services (asthma camp) Discuss feasibility of designated Education Unit at local hospital with representatives from local hospitals				
New Scantron Machine (not related to an activity)	4C	All RN courses that have exams and quizzes Updated equipment	Accurate interpretation of exam statistics	Cost of new machine; faculty training	Barbara Durham	yes	no
COADN conference for Director and Assistant Director (not related to an activity)	3B, 4A	All PLO's	Directors up to date knowledge of regulations for administration of nursing program				

* See Appendix A for a list of the 11 goals in the college's Strategic Plan.

1. [redacted] (Facilities)

a) Describe the new activity or follow-on activity that this resource will support.
The nursing and allied health department has outgrown the current location. We lack adequate space to provide interprofessional education to at least 120 students. The department has many large items required for teaching aids (i.e. manikins and mechanical ventilators) that have adequate storage space. Faculty offices lack privacy for student1es u

1) Core Competency (Communication Skills, Information Skills, Critical Thinking/Problem Solving, Global Awareness, Aesthetic Appreciation, Personal Growth and Responsibility)
2) Program level Outcome (list applicable program outcome)
#1.

Barriers are many: primarily cost and lack of space.

[redacted]

a) Describe the new activity or follow-on ac ac

2) Core Competency (Communication Skills, Information Skills, Critical Thinking/Problem Solving, Global Awareness, Aesthetic Appreciation, Personal Growth and Responsibility)

2) Program level Outcome (list applicable program outcome)

All Program Outcomes affected by curricular revision.

3) Course level Outcome (list applicable course level outcome)

4) Program/Discipline Goal (list applicable program/discipline goal)

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resources and informatics, math for nursing, application of scientific concepts, being in a female dominated profession, or distracted by family concerns. The plan is to offer workshops on electronic resources prior to start of the program, ½ day long nursing math academies, and offer tutors for special concerns (e.g., men in nursing, test review, math problems, mentoring for professional behavior etc.).

b) Describe how this activity supports all of the following that apply:

1) Core Competency (Communication Skills, Information Skills, Critical Thinking/Problem Solving, Global Awareness,
   a. Aesthetic Appreciation, Personal Growth and Responsibility)
2) Program level Outcome (list applicable program outcome)
3) Course level Outcome (list applicable course level outcome)
4) SLO's for NRN 41, 41.1, 41.2, 41.3, and 110, and 30 (all first semester courses) If students don't progress to the second semester, they will not met any Program Outcomes!
5) Program/Discipline Goal (list applicable program/discipline goal)
6) Foster student success in all levels of the program
7) Monitor attrition in the first semester and factors leading to withdrawal/failure
8) Evaluate effectiveness of Success courses in retaining and remediating students
9) Offer support outside scheduled classes for content specific learning needs and emotional concern
10) Strategic Plan Goal (list applicable strategic plan goal)
11) 2A, 2B increase student success and allow for students with all types of learning styles to be successful
12) Does this activity span multiple academic years? YES NO

If yes, describe the action plan for completion of this activity.

See above description of activities. Will plan Math academies as early as AY 2015. First nursing technology workshop prior to entry into program in Summer 2016. Plan for support groups in ad0.239 3(or)3(s04 Tw 12 0 0 12 78 0 Td (S)Tj 0.543 0 Td ( )Tj 0.272

curriculum and content-specific clinical courses for “content experts”

b) Describe how this activity supports all of the following that apply:

1) Core Competency (Communication Skills, Information Skills, Critical Thinking/Problem Solving, Global Awareness,
   a. Aesthetic Appreciation, Personal Growth and Responsibility)
2) Program level Outcome (list applicable program outcome)
3) It affects all Program Outcomes (previously listed)
4) Course level Outcome (list applicable course level outcome) All course SLO’s because they depend on the faculty who teach the course.
5) Program/Discipline Goal (list applicable program/discipline goal)
6) Recruit and retain qualified nursing faculty to fully support Program Outcomes and meet BRN, college, and external accreditat standards/requirements. When possible, hire qualified nursing faculty of diverse background.
   Provide salaries comparable to industry expectations
7) Strategic Plan Goal (list applicable strategic plan goal)

2a, 3A, 3B attract and retain highly qualified nursing faculty of diverse background-both fulltime(tenured) and adjunct and create a supportive learning environment

c) Does this activity span multiple academic years? YES NO

If yes, describe the action plan for completion of this activity.

See a) above. Training/mentoring as new hires arrive or as needed for content or teaching strategies.

d) What measureable outcomes are expected from this activity? List indicators of success.

Limited turnover of faculty (retention). Faculty feel they are valued; full faculty achieve tenure; faculty adopt new teaching strategies; NCLEX RN pass rights >90%; Nursing faculty specific Handbook up to date and relevant

e) What are the barriers to achieving success in this activity? Cost of training and salaries; faculty union regulations prevent creative solutions; adequate time to mentor faculty

[redacted]

a) Describe the new activity or follow-on activity that this resource will support.

Determine the national accreditation organization and review standards for RN program. Determine if Hartnell is able to comply with the standards.

4) Program/Discipline Goal (list applicable program/discipline goal)
5) Strategic Plan Goal (list applicable strategic plan goal)

6A—an innovative RN Program that will enable students to be employed anywhere nationally and be accepted to high ranking upper division universities and colleges for BSN Degrees and higher

c) Does this activity span multiple academic years? YES NO
to accreditation process begin after curricular revision completed in 2016-2017

If yes, describe the action plan for completion of this activity.

d) What measureable outcomes are expected from this activity? List indicators of success.

Achieve national accreditation

e) What are the barriers to achieving success in this activity?

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with Docucare the EMR we have chosen to use. Need to update and repair equipment. Skills lab and Sim tech will check to be sure equipment is compatible. Need to prepare medications for use with bar code scanners. Need to match medications with skills lab and s lab scenarios. Need at least 6 "ready to go" fully operational workstations (4 for skills lab and 2 for sim lab). Need to train skills lab and sim lab faculty on how to use and integrate these into weekly objectives and activities

d) What measureable outcomes are expected from this activity? List indicators of success.

Fully functional and integrated electronic medical record in simulation and skills lab; Students report user friendly format

e) What are the barriers to achieving success in this activity?

Cost of supplies and faculty learning curve; time for Skills lab and Sim lab technicians to set up software and hardware.

[redacted]are

[redacted]s

a) Describe the new activity or follow-on activity that this resource will support.

Consideration of new services: 1) asthma camp for children as collaborative effort between RCP and RN/LVN disciplines. 2 4 day day camp for school aged children to learn to manage their own asthma symptoms; a combination of activities (swimming, hiking, games, etc.) on Hartnell Campus and direct asthma education with application of self-care; may be funded in cooperation with Salinas Valley Memorial Hospital Foundation and have medical back up by the local allergists.

2) Begin planning process for establishing a dedicated education unit that is a unit in which teaching is a primary goal in an acute care hospital

b) Describe how this activity supports all of the following that apply:

1) Core Competency (Communication Skills, Information Skills, Critical Thinking/Problem Solving, Global Awareness, Aesthetic Appreciation, Personal Growth and Responsibility)

2) Program level Outcome (list applicable program outcome)

All Program outcomes using service learning experiences.

3) Course level Outcome (list applicable course level outcome)

4) Program/Discipline Goal (list applicable program/discipline goal)

Maintain and expand community partnerships to increase service learning experiences in the provision of health services.
offer quality clinical experiences in community settings in at least 2 out of 4 semesters
offer quality clinical experiences in acute care settings
explore the concept of a dedicated education unit in a local hospital

5) Strategic Plan Goal (list applicable strategic plan goal)

APPENDIX A. Strategic Priorities & Goals
(from Hartnell College Strategic Plan 2013-2018)

Priority 1: Student Access

Goal 1A: Hartnell College will provide the le o 3o 3o 383