



# Program Review

Golden West College

## General Information

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### Important Information

Some people have expressed concerns about losing information after being logged off. There are some ways to avoid this.

- Please type your information into a Word document then paste the information here.
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Submitter's First Name:

Submitter's Last Name:

Submitter's Email:

Submitter's ID:

Submitter's Phone Number:

Type of review? \*

- Administrative
- Instruction (Please note: Library and Counseling should submit individual Program Reviews: One for Instruction and one for Student Services)
- Student Services

Who is your Dean/Supervisor?

- Robyn Brammer
- Joseph Dowling
- Rick Hicks
- Janet Houlihan
- Danny Johnson
- Claudia Lee
- Alice Martanegara
- Carla Martinez
- Alex Miranda
- Kay Nguyen
- Meredith Randall
- Christina Ryan Rodriguez
- Matthew Valerius
- Tim Vu
- Chris Whiteside

Are you the Department Chair? \*

- Yes
- No
- Not applicable

Who is your Vice President? \*

- Lee, Claudia
- Houlihan, Janet
- Randall, Meredith

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If you experience any technical difficulties completing this form, please contact [Damien Jordan](#).

### Program Review Purpose

*“Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices” –Academic Senate for California Community Colleges, 2009-*

## Data Driven Decision Making

- *Continual improvement*
- *Evaluation of program resource needs*
- *Fiscal stewardship and transparency*
- *Culture of evidence*

### Program Review Reporting Cycle

1. Program Review will be conducted every two years beginning Fall semester 2021.
2. Department Chair/Originator will be given feedback at each step in the process.
3. Data provided by ORPIE, including statewide data for success given to departments the first week of October (October 8, 2021).  
Originator: The originator owns this information (usually the Department Chair). The document is "locked" unless sent back.(October 22, 2021).
4. Department Chair: If the Department Chair did not submit the document, it will go to the Department Chair for general feedback (November 1, 2021).
5. Dean/Supervisor: The Dean/Supervisor provides feedback in a single text box. The Dean/Supervisor may send back to the Department Chair if something needs to be changed. (November 8, 2021).
6. IEC: IEC provides feedback for a technical review. (November 15, 2021).
7. CCD: provides feedback on curriculum or instruction section. (November 22, 2021).
8. Vice President: The identified VP provides feedback and can send the document back for edits (December 1, 2021).
9. Review: The Department Chair incorporates the feedback and resubmits. The Dean/Supervisor can send back if there is still something missing (January 31, 2022).
10. Submission: Once the originator (Department Chair) submits the document, it will be locked (February 11, 2022).
11. Committee Reviews: Requests for funding will be sent to committees for their review (February 11, 2022). Reviews by committees must be submitted to Planning and Budget by March 15, 2022.
12. Hiring Deadline: Approved requests for faculty positions will be provided by the Executive Team (February 25, 2022).
13. Hiring Deadline: Ratings for classified professional positions will be provided to the Executive Team by April 22, 2022.
14. Funding Deadline: Planning and Budget will make determinations on Catorically funded requests (April 22, 2022).
15. General Funds and Classified positions: Items funded through general funds and available Classified Professional Positions will be determined (October 7, 2022).

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## Program Information

Name of Program (Academic Programs should be listed per discipline)

\* Nursing

Please provide a brief description and any significant change in your program since the last program review cycle.

Since the last review cycle in Spring 2019, the program has had a change in leadership. The previous Associate Dean/Director (Dr. Diane Resetelli) and Assistant Director/Department Chair (Denise Sekins) retired at the end of Spring 2019. The current Associate Dean/Director (Dr. Alice Martanegara) started her tenure in Spring 2020. The current Assistant Director, Dr. Barbara Miyadi, started her tenure in Fall 2021. Amy Thach has been the Department Chair since Fall 2019. In addition to the changes in leadership, the program has experienced a reduction in full time faculty in the past 5 years due to retirements/movement into administrative roles. By May 2022, the Nursing Department will have lost 6 of the 13 full-time faculty it had 5 years ago. This is becoming a grave concern as the Board of Registered Nursing (BRN) and Accreditation Commission of Nursing Education (ACEN) both have standards and criteria which addresses the number of faculty and content expertise. The ratio of full-time faculty will be less when compared to the number of employed adjunct faculty. The Nursing program may be in jeopardy if long term substitutes are not in place or full-time faculty positions are awarded to replace identified vacancies within the nursing program.

As a result of teaching classes remotely due to the Stay-at-Home order mandated as a result of Covid-19, nursing faculty developed and utilized virtual simulation experiences with the assistance of Lippincott Wolters-Kluwer products. The students participated in simulations that mimic real life situations in a virtual environment. In addition to the use of virtual simulations, the Nursing Department was able to continue its program during the Covid pandemic via community-based clinical sites.

In Fall 2021, the transition of the G099 Introduction to Nursing course successfully underwent CCI approval with the goal of it converting to a college level transfer course. As a result, the department doubled its offering of the G101 Introduction to Nursing course. Each course has a max capacity of 50 students and each course has a full waiting list.

What are your program's strengths?

Program strengths include: (1) current 1st time NCLEX pass rate of 92.86% (2) obtaining clinical placement during the pandemic (3) increasing enrollment in fall 2021 by 4 students (4) major curriculum revision launch in Fall 2022 (5) initiation of yearly Program Advisory meetings during which hospital and community agencies offer feedback (6) shift from paper to a fully on-line admission process for applicants to the School of Nursing.

What are the challenges for your program? (If there are regulations or requirements for your program that require additional support, please note those here.)

The Nursing Department has experienced a decline in the staffing for its programmatic needs. In addition to the above mentioned faculty needs, there is currently only 1 classified position who supports the Nursing program. As the nursing specialist, she assists the Director with grants and yearly BRN/ACEN reports, tracks nonstandard clinical affiliation contracts, processes load sheets with multiple complicated revisions to the schedule automation, monitors an outside agency (Complio) to ensure incoming students are compliant with clinical requirements, coordinate faculty evaluation packets, coordinate incoming student orientations bi-yearly, provides data management for program compliance to PEC and the Dean, communicates with vendors for lab kits/uniforms/course materials and assists graduates with NCLEX preparation. In addition, she handles a myriad of current student questions, phone calls/emails from potential nursing students, maintains the program's files, sets up room reservations, process time cards, and multiple office duties such as processing purchase orders and conference requests. Since the spring of 2020, the program has lost a full-time classified staff and a grant-funded 160 employee. At minimum, the Department needs two full time Classified Staff to perform the vast amount of highly skilled duties required by accrediting and regulating bodies in addition to campus and district needs.

As the nursing program prepares for an increase in simulation experiences and undergoes a lab redesign, the construction if not done timely, may potentially interfere with spacing needs as the current lab provides a space where students can practice necessary psychomotor skills and demonstrate application of theoretical concepts to the clinical situation.

## INSTRUCTIONAL PROGRAMS

**Do any of the courses in your program have a CTE TOP code?**

- \*  Yes  
 No

What was the date of your last advisory committee meeting? \* 10/15/2020

**What type of awards does your program offer?**

- Certificates  
 AA/AS Degree  
 Associate Degree for Transfer

**Please provide the information for the number awards for Associate Degrees (CCI-approved), Associate Degrees for Transfer (State-approved), and Certificates of Achievement for this program. Please put N/A if an area is not applicable for your program.**

	3-years ago	2-years ago	1-year ago
Certificates	* N/A	* N/A	* N/A
Associate Degrees	* 82	* 85	* 85
Associate Degrees for Transfer	* N/A	* N/A	* N/A

**Please comment on the trends for the number of awards. You may then comment on any other relevant information provided by the Office of Research, Planning, and Institutional Effectiveness (ORPIE).**

\*The number of awards for the ADN remains consistent. The enrollment, fill rate, success and retention of students for the Nursing Department remains greater than the college's 3 year trend. As nursing has historically been a profession chosen by predominantly females, it has been encouraging to see that the enrollment of males has increased to currently 25%. Retention and success of males are also in the mid-90's percentage. Of note also is that the 3 year trend for enrollment by special population (ie economically disadvantaged, DSPS, veterans, EOPS/Care, etc) has increased.

**For the below questions, please provide your FTES (full-time-equivalent students, resident) divided by your FTEF (full-time-equivalent faculty). Please submit your rates from four years ago, two years ago, and this year.**

**Please note:** For programs with earned credit, please use FTES/FTEF. For non-credit or the International Students Program, please use FTESm/FTEF.

**FTES/FTEF ratio from 3 years ago**

13

**FTES/FTEF ratio from 2 years ago**

12

**FTES/FTEF ratio from last year**

10

**Outside of hiring new faculty (which should be included in your program goals, if needed), please discuss this trend and your plan for improving efficiency**

Nursing is governed by regulations from the State Board of California, which stipulates safe staffing ratios in the clinical setting. The program is extremely impacted and also has limitations to the number of students to faculty permitted per clinical agency site.

**Using the data received from Office of Research, Planning, and Institutional Effectiveness (ORPIE), what strategies has your department implemented over the past two years to be more inclusive of the distinct student populations you serve?**

Nursing faculty offer test taking and study strategies to students who are identified as having difficulty with grasping the content. The department also works closely with the DSPS, financial aid, and academic success center on campus. Multiple copies of the textbooks are located in the library so students may check them out. Furthermore, a Student Success Coordinator, who is grant-funded, offers open lab 3 evening/week. The coordinator is also available to work 1:1 with students upon faculty referral.

**Identify challenges and successes with respect to mode of delivery and/or technology. For instructional programs, address any differences between on-campus and distance education.**

Since nursing is a practice discipline, the ability to teach in the traditional classroom and clinical lab or hospital environment using a web-based platform (ZOOM) was a challenge for faculty and students. In Spring 2020, the 1st semester student cohort experienced a higher than normal attrition rate as 10 students withdrew from the program. Despite this, the majority of the program student learning outcomes were achieved.

Currently, the nursing lab is being re-designed with the purpose of incorporating additional simulation to coincide with the launch of the major curriculum revision in Fall 2022. Simulation has been proven through the NCSBN longitudinal study to be just as effective for student learning & clinical decision-making, NCLEX success, and translation to practice as bedside clinical hours. As the Nursing program recently received funding to obtain state of the art technology and Laerdal scenarios, a challenge is for a simulation technician with a Registered Nursing background that is reflective of the health care industry standard.

## Program Review Curriculum

**After a thorough review of your courses, provided by CCI...**

Do you have any courses that have not been updated to CCI within the required timeframe (6 or more years for a transfer-level-course; 3 or more years for a CTE course)?

- Yes
- No

Do any of your SLOs use the exact wording as the course objectives?

(SLOs should be written to reflect and encompass the course objectives while not using the exact same language as the course objectives)

- Yes
- No

Are there courses in your Program (Degree/Certificate) that have not been successfully offered since the last Program Review? (Please note, classes that were cancelled, they were not successfully offered).

- Yes
- No

CCI will be providing a list of all courses not successfully offered within 2 years. These classes should be suspended or retired through CCI prior to the next Program Review. If there are extenuating circumstances, please provide those here.

Nursing is undergoing a major curriculum revision and will suspend the Nurs G070 course in spring 2022 once the program revisions are completed in fall 2021. CCI has been most helpful in assisting Nursing in this process.

Thank you.

Do you have active courses that are not part of a degree or certificate?

- Yes
- No

Please indicate the name of the course(s) and the name(s) of the certificate(s) or degree(s) you intend to connect it to when you submit your revision to CCI.

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**Once we finalize the above, we will make multiple options available for faculty to complete.**

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**How are you using your Program SAOs/SLOs to improve your program outcomes? (If you are not actively using SAOs/SLOs to improve program outcomes, discuss how you plan to do so in this coming Program Review Cycle.)**

The Nursing Department is required by its regulatory agencies to assess the effectiveness of the total program. The program's SLOs are embedded within the Systematic Program Evaluation Plan (SPE). The SPE stands as a dynamic document that encompasses data totaling a period of 3 years, and is in compliance with the 2017 Accreditation Commission for Education in Nursing (ACEN) standards and California Board of Registered Nursing (BRN) standards. The document provides for the assessment and evaluation of student learning and program outcomes. Benchmarks are selected for outcomes based on historical data, student performance and faculty discussions. Faculty are involved in updating, completing and evaluating the plan, and aspects of the SPE are discussed within the Program Evaluation Committee. As a component of the feedback loop, all of the student learning outcomes for each course and the program are compared to the expected level of achievement at the end of each semester (ELA). Outcomes that do not achieve the ELA are observed for trends, and action plans are developed to correct negative variances. The faculty assess and evaluate the course student learning outcomes according to the data provided by the following assessment tools: ATI course specific exams, Clinical Evaluation Tool, and various student assignments. Data for the program learning outcomes are extracted from the following assessment tools: ATI Comprehensive Exam and the clinical attrition rate on Health and Illness IV.

# Program Review Goals and Requests for Funding

**Requests – If you are requesting any of the following, they *MUST* be addressed within your Department goals.**

- Faculty
- Equipment, Facilities, Technology
- Support Staff

(When you click that you need any of the above (Faculty, Equipment, Facilities, Technology or Support Staff) you will be provided the appropriate form on subsequent pages of this document)

## **Vision 2030 Goals Legend**

1. **Enrollment:** GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
2. **Equity and Success:** GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.
3. **Completion:** GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.
4. **Workforce Preparation:** GWC will support student success by developing and offering academic programs and student services that maximize career opportunities.
5. **Facilities:** GWC will provide flexible, accessible, and sustainable learning environments that support the success of students, faculty, staff, and communities.
6. **Professional Development:** GWC will support the success of all employees by providing professional development opportunities that focus on the achievement of College Goals.
7. **Communication:** GWC will effectively communicate and collaborate within the College and its communities.

## **Goals from Previous Program Review Cycle**

Please refer back to the goals from your previous Program Review cycle and summarize all outcomes for each goal.

### **Summary and Outcomes of Previous Goals (from the last Program Review), including resource requests and if they were funded or not.**

- a. Goal 1 met. (Meet the continuing/worsening challenges of clinical displacement in area hospitals.) The current Director has been able to secure additional clinical site placements for the program. During the Covid pandemic, students were sent to (1) Marley's preschool (2) Covid testing sites with 360 Clinic (3) home health with 24/7 HomeCare (4) telehealth with St. Joseph's. During fall 2021, Fountain Valley Regional Hospital provided for 5 clinical groups to rotate through its facility. Huntington Beach Hospital has also provided for 1 clinical group to rotate through its mental health floor.
- b. Goal 2 was not met. (Increase NCLEX scores.) The first cohort for the new concept-based curriculum graduated in spring 2018. The 1st time NCLEX pass rate in 2018/2019 took a dive and was 82.14%. Since then, the NCLEX pass rate has increased and is currently at 92.86%, which is reflective of the past years of performance.
- c. Goal 3 met. (Replace program director and assistant director in a timely manner.) The District was able to post the job description and a search committee was formed.

Resource requests were not made for the above goals.

## **Goals for Current Program Review Cycle**

Current goals should be connected to Vision 2030.

### **Goal 1 (Required)**

#### **Description of Program's Goal**

\*Successful graduate: Maintain a pass rate at or above the California first time pass rate for the NCLEX-RN during the same 12 month period

#### **What actions will the program take to accomplish this goal?**

\*Posted NCLEX-RN pass rates on the California BRN website

#### **What metric will you use to measure your goal?**

\*Continued professional faculty development as needed for NexGen, curricular revisions to incorporate additional ATI resources, monitor and evaluate program learning outcomes to improve teaching and learning

#### **Which of the College's missions and goals does this goal support? (Vision 2030)**

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation
- Facilities
- Professional Development
- Communication

#### **Requests: What do you need to accomplish this goal? (Mark any or all that apply)**

Please note: Indicating one of the following will create a form to appear on a subsequent page.

- Faculty
- Facilities
- Technology
- Equipment
- Professional Development (funding request)
- Support Staff (permanent classified)
- None of the above

#### **Please describe the type of Professional Development required.**

\*The BRN is scheduled to change the NCLEX (State Licensure Board Examination) and the new NEXGEN format starting with the Fall 2021 cohort has a complex format and cases leveraging new technology to be integrated in the redesign of the nursing curriculum. Faculty need adequate time to prepare for this transition for training, update teaching materials and delivery to prepare students for the new NCLEX.

When do you plan to implement this Professional Development.

Fall 2021, Spring 2022

What budget will this require?

TBD

## Goal 2 (Required)

### Description of Program's Goal

Expand feasibility of partnerships with community agencies in anticipation of changes to the curriculum and to health care environments

### What actions will the program take to accomplish this goal?

Increase in contracts to community agencies

### What metric will you use to measure your goal?

Maintain a fully accredited program, conduct community outreach as needed/requested

### Which of the College's missions and goals does this goal support? (Vision 2030)

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation
- Facilities
- Professional Development
- Communication

### Requests: What do you need to accomplish this goal? (Mark any or all that apply)

- Faculty
- Facilities
- Technology
- Equipment
- Professional Development (funding request)
- Support Staff (permanent classified)
- None of the above

## Goal 3 (Required)

### Description of Program's Goal

Integrate simulation across all 4 nursing semester with the roll-out of the new curriculum

### What actions will the program take to accomplish this goal?

Increased simulation/technology use

### What metric will you use to measure your goal?

Development of a simulation policy and a grading rubric for simulation. In addition, will incorporate simulation language into SLOs.

### Which of the College's missions and goals does this goal support? (Vision 2030)

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation
- Facilities
- Professional Development
- Communication

### Requests: What do you need to accomplish this goal? (Mark any or all that apply)

- Faculty
- Facilities
- Technology
- Equipment
- Professional Development (funding request)
- Support Staff (permanent classified)
- None of the above

## Goal 4 (Optional)

### Description of Department's Goal

OTHER INFORMATION

What additional information would you like to share about your program?

The GWC associate degree nursing program meets standards and criteria of the BRN for ongoing program approval and the ACEN for program accreditation. The next BRN self-study report and visit will occur in Spring 2022 (conducted every 5 years). The next ACEN accreditation self-study report and visit will occur the same time as the BRN in Spring 2022 (conducted every 8 years).

Optional file upload (if desired)

Administrative Assistant I Job Description.pdf

Optional file upload (if desired)

**Which of the following apply to any of the goals mentioned above? (Skip if none are applicable.)**

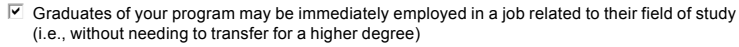


Attainment of 9+ credit CTE units or a noncredit workforce milestone

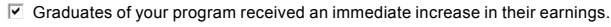
(completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit career education or workforce preparation course)



Attainment of CTE degrees/certificates  
(i.e., AA/AS/AD-T, Chancellor's Office approved certificates, Noncredit certificates of at least 48 contact hours)



Graduates of your program may be immediately employed in a job related to their field of study  
(i.e., without needing to transfer for a higher degree)



Graduates of your program received an immediate increase in their earnings.

You may be eligible for CTE special funding. Would you be interested in this funding?

Yes

No

**The Career Education Office will follow up with you about the process.**



# Program Review

Academic Senate  
Faculty Request

## Faculty Hiring Criteria:

The primary sources of information for ranking/rating program/department needs are:

- Faculty Request Form
- Program Review Reports
- Program Vitality Reports (PVR) if applicable
- Data tables summarizing key program measures

All data listed will be provided by the Office of Research, Planning and Institutional Effectiveness (ORPIE).

NOTE: All analysis of data is trend over the past 4 to 6 years (3 PR cycles = 1 SP cycle)

## PROGRAM NAME & CONTACT

### Program Review Unit/Department:

Nursing

How many faculty requests would you like to submit?

- 1
- 2
- 3
- 4

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## First Faculty Request - Position Information

### Position title and area of specialization (if applicable).

MSN, Critical Care

Please post your job description (or upload below)

If desired, please upload your job description

### Program Classification (*Check all that apply*).

- Instructor (Transfer-level classes)
- Instructor (CTE classes)
- Instructor (ELL/ESL or Non-Credit)
- Counselor
- Librarian
- Other

Does this faculty request meet the criteria for **Extenuating Circumstances** beyond the department/program control since the last 2 PR cycles? (*Check all that apply and describe or leave all blank if none apply*)

- Untimely death or loss of faculty member due to health conditions
- Sudden unexpected retirement or resignation
- Failed Search since last PR cycle (i.e., the position was approved by the executive but not filled for any reason).
- Loss of Tenure-track faculty
- Legal/Mandatory requirements

Please describe what you checked above.

1 FT faculty retired due to health conditions. 1 faculty will retire starting spring 22 due to out of state move. 5 oti

Respond fully to each of the following two prompts. Your responses to the listed criteria and data parameters are the basis from which Senators apply the criteria to determine the rating/ranking of this request. Be as specific as possible in your responses.

### PROGRAM/DEPARTMENT NEEDS (1 – 10 points)

- 1 - 4 points: Little or no contribution or impact
- 5 - 7 points: Some contribution or impact
- 8 - 10 points: Significant contribution or impact

### How does this request for a faculty position meet the following criteria?

Important considerations in this prioritization process are conditions unique to the program/department which support the need for additional full-time faculty, such as: (*Check all that apply and describe*)

- Programs/departments with no or few full-time faculty to teach high demand area or for maintaining on-going (sequential) majors or certificates.
- Programs/departments with no or few full-time faculty
- Negative impact created by the loss of full-time faculty due to retirement or non-replacement of full-time positions.



- There is not sufficient full-time faculty to develop and maintain current curriculum for the program/department.
- The program/department cannot maintain a stable core of FT to PT ratio to provide a quality program or program growth.
- There are substantial problems of coordination/supervision of the program's/department's PT faculty.  
(There are not enough FT faculty to coordinate, train, and supervise the PT faculty.)
- There is difficulty in finding and keeping qualified PT faculty.
- Relevant, necessary courses are not taught or are cancelled because of the absence of qualified full or part-time faculty.
- New developments and/or trends in the service area that would influence a determination of need for the position.
- Supervision is required to reduce health and safety hazards.
- Preparation for careers/employment in fields with strong current and future prospects.

Please describe what you checked above.

\*\* Continued from "extenuating circumstances" section - 3 out of the last 4 faculty have retired with a specialization of critical care. With the 1 remaining faculty who is moving out of state, the nursing program will have 0 qualified FT faculty to teach critical care. There will be no FT faculty to oversee the critical care PT faculty for the lecture portion to ensure the consistent content is taught and students are being safely monitored while in the critical care settings. This leads to safety concerns with the possibility of legal issues that can ensue in the event of patient harm. Need to meet BRN regulations for safe staffing in clinical areas.

Since 2012, the nursing dept has experienced a loss of 7 full-time tenured faculty with only 1 FT on tenure-track faculty hired to replace the loss.  
The BRN is scheduled to change the NCLEX (State Licensure Board Examination) and the new NEXGEN format starting the Fall 2021 cohort with a complex format and cases leveraging new technology to be integrated in the redesign of nursing curriculum, and current FT faculty do not have adequate time to prepare for this transition for training, update our teaching materials and delivery to prepare students for the new NCLEX.  
The loss of faculty and lack of consistency have contributed to a drop on the program's NCLEX pass rate. There are not enough FT faculty to coordinate, train, and supervise the PT faculty. The loss of FT faculty has resulted in additional hire of inexperienced PT faculty each semester which results in a lack of consistency, quality due to errors, increased orientation, lack of substitutes, complaints from clinical partners.  
PT nursing faculty leave as educational pay is less comparable than earnings as an RN outside of academia. There is a large shortage of nursing faculty and at the hospital as a result of Covid.  
The program has closed the LVN to RN and LVN 30-unit option pathway and the transfer student option. All pathways are required per the BRN regulations.  
# of admissions per semester cohort decreased from 60 to 45. Loss of clinical placements due to lack of stable faculty.  
The constant turnover of new PT faculty without teaching experience sets students up for failure and potentially can result in harm to a patient and the public. Reason: lack of no time for professional development, mentoring by FT faculty shortage and oversight, and training.  
Nationally and in California, the future demand for registered nurses still exceeds the supply. Employment of registered nurses is projected to grow 7-16.7% from 2019 to 2029, much faster than the average for all occupations. (US Bureau of Labor Statistics, 2021, labormarketinfo.edd.ca.gov). Gainful earning for a new grad RN is \$53-58 per hour plus retention bonuses.

What program/department conditions (such as cutbacks, lack of offerings, no replacements, facilities, coordination of part-time faculty, new program requirements, etc.) support the need for additional full-time faculty?

See above. In addition, there is a nationwide nursing faculty shortage compounding the search of qualified and experienced PT faculty hire to meet the need for safe clinical staffing.

#### COLLEGE-WIDE NEEDS (1 – 10 points)

- 1 - 4 points: Little or no contribution or impact
- 5 - 7 points: Some contribution or impact
- 8 - 10 points: Significant contribution or impact

How does this request for a faculty position meet the following criteria?

Where other considerations are relatively equal, does the request for this position contribute/impact the operations of other college programs such as: (Check all that apply and describe)?

- Coursework required or recommended for several degree/certificate programs,
- Significant general education requirements
- Serve substantial numbers of the student population
- Serve a special population of students not served by other programs
- Application to Statewide Community College Goals of serving students in Transfer, Degree and CTE programs
- New programs the college wants to develop and support through resources, facilities
- Contributions to college and district goals including student equity
- Negative fiscal impact to college created by the lack of full-time faculty due to retirement or non-replacement of full-time positions

Please describe what you checked above.

Nursing is the only program of its kind in the Coast District. Nursing has been unable to take transfer students or LVN students due to the lack of experienced and stable faculty pool.  
The decreased number of students admitted to the program due to lack of faculty results in fewer students who can transfer to CSUs and add to the workforce. Approximately half of our graduates transfer to pursue their BSN at the CSU level (source: 6 month graduate survey).  
An average of 400 applicants apply for the GWC nursing program. The loss of FT faculty and decreased admissions have directly impacted in the loss of clinical placements. The decreased contribution to the workforce for gainful employment is impacted as applicants who are rejected from the community college seek to fulfill their goal of becoming a RN at private colleges costing \$78-130K.

Upload additional information (if desired)

If there are any licenses, certificates, or degrees required for this faculty position, please describe them here.

Master's of Science in Nursing  
5 years recency as a nurse or equivalency  
BRN regulations apply

Advisory board recommendations or requests.

At the previous Program Advisory Committee (PAC) meeting with community and clinical constituents, our clinical partners expressed growing concerns of a general decrease of stable and consistent faculty due to a large turnover of PT faculty, lack of resources to continuously train new PT faculty in preparation for clinical

student rotations, lack of nurses available to work with students due to pandemic-related burn-out.

How does this position address stated long-term college plans and Vision 2030 Goals?

The nursing program's mission and philosophy are congruent with the college's vision 2030 goals. Quality education, student success, education for gainful employment, and transferability are at the core.

You have more than 1 faculty request.

**Please rank this request against your others.** For example, if you are requesting 3 faculty for this discipline, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

1

#### Supervisor's Review

As the supervisor of this program, I have reviewed this request.

- No concerns
- I have concerns

Comments:

This is a critical need faculty who teaches the 4th semester students. A part-time faculty is not fully invested in learning how to aggregate the student assessment data for State Licensure probability to pass NCLEX (RN State Licensure Exam) on the 1st attempt. Without such faculty, our program will not have the high NCLEX pass rates which places the program at a risk for state program approval if our NCLEX rates drops below the state accepted #.

This faculty will need to have knowledge to not only teach Critical Care but also aggregate the assessment data and remediate the students with the knowledge gaps from Semester 1-4 in order for the students to pass the Exit exam. The data from this exam is reported to the Chancellor's Enrollment Grant, BRN, and ACEN (national accrediting body).

The previous four nursing faculty who retired in the past 2 years were Critical Care faculty. At this time, we do not have a fulltime faculty with Critical Care knowledge to teach. All faculty teaching in the specialized area of nursing must also be CA Board of Registered Nursing (BRN) approved to teach as this approval is attached to their RN licensure.

## Second Faculty Request - Position Information

Position title and area of specialization (if applicable).

MSN, Mental Health

Please post your job description (or upload below)

If desired, please upload your job description

Program Classification (*Check all that apply*).

- Instructor (Transfer-level classes)
- Instructor (CTE classes)
- Instructor (ELL/ESL or Non-Credit)
- Counselor
- Librarian
- Other

Does this faculty request meet the criteria for **Extenuating Circumstances** beyond the department/program control since the last 2 PR cycles? (*Check all that apply and describe or leave all blank if none apply*)

- Untimely death or loss of faculty member due to health conditions
- Sudden unexpected retirement or resignation
- Failed Search since last PR cycle (i.e., the position was approved by the executive but not filled for any reason).
- Loss of Tenure-track faculty
- Legal/Mandatory requirements

Please describe what you checked above.

1 FT faculty retired due to health conditions. 1 faculty will retire starting spring 22 due to out of state move. 5 ot

Respond fully to each of the following two prompts. Your responses to the listed criteria and data parameters are the basis from which Senators apply the criteria to determine the rating/ranking of this request. Be as specific as possible in your responses.

#### PROGRAM/DEPARTMENT NEEDS (1 – 10 points)

- 1 - 4 points: Little or no contribution or impact
- 5 - 7 points: Some contribution or impact
- 8 - 10 points: Significant contribution or impact

How does this request for a faculty position meet the following criteria?

Important considerations in this prioritization process are conditions unique to the program/department which support the need for additional full-time faculty, such as: (*Check all that apply and describe*)

- Programs/departments with no or few full-time faculty to teach high demand area or for maintaining on-going (sequential) majors or certificates.

- Programs/departments with no or few full-time faculty
- Negative impact created by the loss of full-time faculty due to retirement or non-replacement of full-time positions.
- There is not sufficient full-time faculty to develop and maintain current curriculum for the program/department.
- The program/department cannot maintain a stable core of FT to PT ratio to provide a quality program or program growth.
- There are substantial problems of coordination/supervision of the program's/department's PT faculty.  
(There are not enough FT faculty to coordinate, train, and supervise the PT faculty.)
- There is difficulty in finding and keeping qualified PT faculty.
- Relevant, necessary courses are not taught or are cancelled because of the absence of qualified full or part-time faculty.
- New developments and/or trends in the service area that would influence a determination of need for the position.
- Supervision is required to reduce health and safety hazards.
- Preparation for careers/employment in fields with strong current and future prospects.

Please describe what you checked above.

Since 2012, the nursing dept has experienced a loss of 7 full-time tenured faculty with only 1 FT on tenure-track faculty hired to replace the loss. Without the addition of FT faculty with specific specializations, there will not be adequate coverage in the event a FT faculty becomes ill.

The BRN is scheduled to change the NCLEX (State Licensure Board Examination) and the new NEXGEN format starting the Fall 2021 cohort with a complex format and cases leveraging new technology to be integrated in the redesign of nursing curriculum, and current FT faculty do not have adequate time to prepare for this transition for training, update our teaching materials and delivery to prepare students for the new NCLEX.

The loss of faculty and lack of consistency have contributed to a drop on the program's NCLEX pass rate. There are not enough FT faculty to coordinate, train, and supervise the PT faculty. The loss of FT faculty has resulted in additional hire of inexperienced PT faculty each semester which results in a lack of consistency, quality due to errors, increased orientation, lack of substitutes, complaints from clinical partners.

PT nursing faculty leave as educational pay is less comparable than earnings as an RN outside of academia. There is a large shortage of nursing faculty and at the hospital as a result of Covid.

The program has closed the LVN to RN and LVN 30-unit option pathway and the transfer student option. All pathways are required per the BRN regulations.

# of admissions per semester cohort decreased from 60 to 45. Loss of clinical placements due to lack of stable faculty.

The constant turnover of new PT faculty without teaching experience sets students up for failure and potentially can result in harm to a patient and the public. Reason: lack of no time for professional development, mentoring by FT faculty shortage and oversight, and training.

Nationally and in California, the future demand for registered nurses still exceeds the supply. Employment of registered nurses is projected to grow 7-16.7% from 2019 to 2029, much faster than the average for all occupations. (US Bureau of Labor Statistics, 2021, labormarketinfo.edd.ca.gov). Gainful earning for a new grad RN is \$53-58 per hour plus retention bonuses.

What program/department conditions (such as cutbacks, lack of offerings, no replacements, facilities, coordination of part-time faculty, new program requirements, etc.) support the need for additional full-time faculty?

\* See above. In addition, there is a nationwide nursing faculty shortage compounding the search of qualified and experienced PT faculty hire to meet the need for safe clinical staffing.

#### COLLEGE-WIDE NEEDS (1 – 10 points)

- 1 - 4 points: Little or no contribution or impact
- 5 - 7 points: Some contribution or impact
- 8 - 10 points: Significant contribution or impact

How does this request for a faculty position meet the following criteria?

Where other considerations are relatively equal, does the request for this position contribute/impact the operations of other college programs such as: (Check all that apply and describe)?

- Coursework required or recommended for several degree/certificate programs,
- Significant general education requirements
- Serve substantial numbers of the student population
- Serve a special population of students not served by other programs
- Application to Statewide Community College Goals of serving students in Transfer, Degree and CTE programs
- New programs the college wants to develop and support through resources, facilities
- Contributions to college and district goals including student equity
- Negative fiscal impact to college created by the lack of full-time faculty due to retirement or non-replacement of full-time positions

Please describe what you checked above.

Nursing is the only program of its kind in the Coast District. Nursing has been unable to take transfer students or LVN students due to the lack of experienced and stable faculty pool.

The decreased number of students admitted to the program due to lack of faculty results in fewer students who can transfer to CSUs and add to the workforce. Approximately half of our graduates transfer to pursue their BSN at the CSU level (source: 6 month graduate survey).

An average of 400 applicants apply for the GWC nursing program. The loss of FT faculty and decreased admissions have directly impacted in the loss of clinical placements. The decreased contribution to the workforce for gainful employment is impacted as applicants who are rejected from the community college seek to fulfill their goal of becoming a RN at private colleges costing \$78-130K.

Upload additional information (if desired)

If there are any licenses, certificates, or degrees required for this faculty position, please describe them here.

Master's of Science in Nursing  
5 years recency as a nurse or equivalency  
BRN regulations apply

Advisory board recommendations or requests.

At the previous Program Advisory Committee (PAC) meeting with community and clinical constituents, our clinical partners expressed growing concerns of a general decrease of stable and consistent faculty due to a large turnover of PT faculty, lack of resources to continuously trained new PT faculty in preparation for clinical student rotations, lack of nurses available to work with students due to pandemic-related burn-out.

How does this position address stated long-term college plans and Vision 2030 Goals?

\* The nursing program's mission and philosophy are congruent with the college's vision 2030 goals. Quality

education, student success, education for gainful employment, and transferability are at the core.

You have more than 1 faculty request.

**Please rank this request against your others.** For example, if you are requesting 3 faculty for this discipline, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

2

#### **Supervisor's Review**

As the supervisor of this program, I have reviewed this request.

- No concerns
- I have concerns

Comments:

This is a specialized faculty who teaches in the area of Mental Health in the 4th semester. We only have one FT Mental Health faculty. The other 2 faculty who retired in the past 3 years were of Mental Health faculty. There is only one PT Mental faculty and will need another to support a possible retirement by Spring 2022. At this time, we will be in the same predicament as the Critical Care faculty. This is difficult to recruit faculty due to the lack of qualified pool.

## Third Faculty Request - Position Information

**Position title and area of specialization (if applicable).**

MSN, Geriatric specialization

Please post your job description (or upload below)

If desired, please upload your job description

**Program Classification (Check all that apply).**

- Instructor (Transfer-level classes)
- Instructor (CTE classes)
- Instructor (ELL/ESL or Non-Credit)
- Counselor
- Librarian
- Other

Does this faculty request meet the criteria for **Extenuating Circumstances** beyond the department/program control since the last 2 PR cycles? (Check all that apply and describe or leave all blank if none apply)

- Untimely death or loss of faculty member due to health conditions
- Sudden unexpected retirement or resignation
- Failed Search since last PR cycle (i.e., the position was approved by the executive but not filled for any reason).
- Loss of Tenure-track faculty
- Legal/Mandatory requirements

Please describe what you checked above.

1 FT faculty retired due to health conditions. 1 faculty will retire starting spring 22 due to out of state move. 5 ot

Respond fully to each of the following two prompts. Your responses to the listed criteria and data parameters are the basis from which Senators apply the criteria to determine the rating/ranking of this request. Be as specific as possible in your responses.

#### **PROGRAM/DEPARTMENT NEEDS (1 – 10 points)**

- 1 - 4 points: Little or no contribution or impact
- 5 - 7 points: Some contribution or impact
- 8 - 10 points: Significant contribution or impact

**How does this request for a faculty position meet the following criteria?**

Important considerations in this prioritization process are conditions unique to the program/department which support the need for additional full-time faculty, such as: (Check all that apply and describe)

- Programs/departments with no or few full-time faculty to teach high demand area or for maintaining on-going (sequential) majors or certificates.
- Programs/departments with no or few full-time faculty
- Negative impact created by the loss of full-time faculty due to retirement or non-replacement of full-time positions.
- There is not sufficient full-time faculty to develop and maintain current curriculum for the program/department.
- The program/department cannot maintain a stable core of FT to PT ratio to provide a quality program or program growth.
- There are substantial problems of coordination/supervision of the program's/department's PT faculty. (There are not enough FT faculty to coordinate, train, and supervise the PT faculty.)
- There is difficulty in finding and keeping qualified PT faculty.
- Relevant, necessary courses are not taught or are cancelled because of the absence of qualified full or part-time faculty.
- New developments and/or trends in the service area that would influence a determination of need for the position.
- Supervision is required to reduce health and safety hazards.
- Preparation for careers/employment in fields with strong current and future prospects.

Please describe what you checked above.

Since 2012, the nursing dept has experienced a loss of 7 full-time tenured faculty with only 1 FT on tenure-track faculty hired to replace the loss. Without the addition of FT faculty with specific specializations, there will not be adequate coverage in the event a FT faculty becomes ill.

The BRN is scheduled to change the NCLEX (State Licensure Board Examination) and the new NEXGEN format starting the Fall 2021 cohort with a complex format and cases leveraging new technology to be integrated in the redesign of nursing curriculum, and current FT faculty do not have adequate time to prepare for this transition for training, update our teaching materials and delivery to prepare students for the new NCLEX.

The loss of faculty and lack of consistency have contributed to a drop on the program's NCLEX pass rate. There are not enough FT faculty to coordinate, train, and supervise the PT faculty. The loss of FT faculty has resulted in additional hire of inexperienced PT faculty each semester which results in a lack of consistency, quality due to errors, increased orientation, lack of substitutes, complaints from clinical partners.

PT nursing faculty leave as educational pay is less comparable than earnings as an RN outside of academia. There is a large shortage of nursing faculty and at the hospital as a result of Covid.

The program has closed the LVN to RN and LVN 30-unit option pathway and the transfer student option. All pathways are required per the BRN regulations.

# of admissions per semester cohort decreased from 60 to 45. Loss of clinical placements due to lack of stable faculty.

The constant turnover of new PT faculty without teaching experience sets students up for failure and potentially can result in harm to a patient and the public. Reason: lack of no time for professional development, mentoring by FT faculty shortage and oversight, and training.

Nationally and in California, the future demand for registered nurses still exceeds the supply. Employment of registered nurses is projected to grow 7-16.7% from 2019 to 2029, much faster than the average for all occupations. (US Bureau of Labor Statistics, 2021, [labormarketinfo.edd.ca.gov](http://labormarketinfo.edd.ca.gov)). Gainful earning for a new grad RN is \$53-58 per hour plus retention bonuses.

What program/department conditions (such as cutbacks, lack of offerings, no replacements, facilities, coordination of part-time faculty, new program requirements, etc.) support the need for additional full-time faculty?

\*See above. In addition, there is a nationwide nursing faculty shortage compounding the search of qualified and experienced PT faculty hire to meet the need for safe clinical staffing.

#### COLLEGE-WIDE NEEDS (1 – 10 points)

- 1 - 4 points: Little or no contribution or impact
- 5 - 7 points: Some contribution or impact
- 8 - 10 points: Significant contribution or impact

How does this request for a faculty position meet the following criteria?

Where other considerations are relatively equal, does the request for this position contribute/impact the operations of other college programs such as: (Check all that apply and describe)?

- Coursework required or recommended for several degree/certificate programs,
- Significant general education requirements
- Serve substantial numbers of the student population
- Serve a special population of students not served by other programs
- Application to Statewide Community College Goals of serving students in Transfer, Degree and CTE programs
- New programs the college wants to develop and support through resources, facilities
- Contributions to college and district goals including student equity
- Negative fiscal impact to college created by the lack of full-time faculty due to retirement or non-replacement of full-time positions

Please describe what you checked above.

Nursing is the only program of its kind in the Coast District. Nursing has been unable to take transfer students or LVN students due to the lack of experienced and stable faculty pool.

The decreased number of students admitted to the program due to lack of faculty results in fewer students who can transfer to CSUs and add to the workforce. Approximately half of our graduates transfer to pursue their BSN at the CSU level (source: 6 month graduate survey).

An average of 400 applicants apply for the GWC nursing program. The loss of FT faculty and decreased admissions have directly impacted in the loss of clinical placements. The decreased contribution to the workforce for gainful employment is impacted as applicants who are rejected from the community college seek to fulfill their goal of becoming a RN at private colleges costing \$78-130K.

Upload additional information (if desired)

If there are any licenses, certificates, or degrees required for this faculty position, please describe them here.

Master's of Science in Nursing  
5 years recency as a nurse or equivalency  
BRN regulations apply

Advisory board recommendations or requests.

At the previous Program Advisory Committee (PAC) meeting with community and clinical constituents, our clinical partners expressed growing concerns of a general decrease of stable and consistent faculty due to a large turnover of PT faculty, lack of resources to continuously trained new PT faculty in preparation for clinical student rotations, lack of nurses available to work with students due to pandemic-related burn-out.

How does this position address stated long-term college plans and Vision 2030 Goals?

\*The nursing program's mission and philosophy are congruent with the college's vision 2030 goals. Quality education, student success, education for gainful employment, and transferability are at the core.

You have more than 1 faculty request.

Please rank this request against your others. For example, if you are requesting 3 faculty for this discipline, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

\*3

#### Supervisor's Review

As the supervisor of this program, I have reviewed this request.

- No concerns
- I have concerns

Comments:

\*The Geriatric faculty is a specialty required for RN programs and State Licensure. This specialty is integrated through all 4 semesters of the program; therefore a crucial content expert to provide input and guidance on the curriculum instruction.



# Program Review

## General Fund Classified Professional Request

How many Classified Professional Requests would you like to submit?

- 0
- 1
- 2
- 3
- 4

### 1st Classified Position Request

#### POSITION REQUESTED

- Replacement Position (Previously funded/ not currently funded)
- New Position (Never been funded/newly created)

**Previously Approved Job Description** (Please note that an approved job description from our District HR office is required in order to complete the request form. You may not proceed with the request without the job description.)

Refer to the Administrative /

When did this position become vacant (i.e., last day the employee worked)

02/27/2020

Years ago:

1.7

What was the history of this position and how was it funded?

The previous Nursing Specialist was L. French. This was District funded. Since her departure, the School of Nursing only has 1 administrative assistant to fulfill duties that were previously held by 2 classified employees.

#### SALARY REQUESTED (Click here to see the [salary schedules](#))

Salary Schedule (e.g., EE)

Range (e.g., 116) 117

Job Title (should match description below) Administrative Assistant 1

Please use a mid-level step for salary: 72,171.06  
Salary (e.g., \$50,000)

#### Contract

- 12 month
- 11 month
- 10 month
- 100% FTE
- Other FTE %

#### JOB DESCRIPTION SUMMARY

For reference, please see the current [Organizational Chart](#) for the campus.

Please provide the job title and description-URL for your proposed position. You may find a list of approved job descriptions from the [CCCD Position Description portal](#).

For example, Accessible Media Specialist. URL: [https://navigator.cccd.edu/district/hr/classification\\_and\\_compensation\\_study/Documents/Classified%20Specifications%20A/Accessible%20Media%20Specialist.pdf](https://navigator.cccd.edu/district/hr/classification_and_compensation_study/Documents/Classified%20Specifications%20A/Accessible%20Media%20Specialist.pdf)

If the job description is not listed above, you may copy and paste your job description here.

Refer to the Administrative Assistant 1 Job Posting approved by the Board 11/6/19.  
Performs specialized technical and administrative support services usually for a senior level administrator or director of a complex organization, such as a department head who has responsibility over multiple sub-functions, or a District-wide service with substantial administrative needs. Coordinates and performs administrative projects, workflow, and support activities for the office and related functions.

Refer to the attached job description file from HR to the Program Review.

What are the essential duties this position will fulfill?

1. Receives, greets, and directs students and visitors. Determines their needs and provides a variety of routine information.
2. Maintains committee records and assists in the reports by gathering and summarizing information from a variety of sources.
3. Creates internal Rosters, Clinical Rotation Schedules, Student Files including semester "bed Sheets", grades, clinical evaluations.
4. Reviews bedsheets at semester end to verify all documents are completed and signed. (170-200 students per semester)
5. Responds to high volume inquiries by phone and email.
6. Assists with event planning such as Pinning Completion, Advisory Committees, Transfer Events with Co-Enrollment partners, Orientations, and Informational sessions, etc.
7. TEAS registration to include reservations, testing instructions. Proctor exams. Coordinate with DSPS for students needing accommodations. Create rosters, compile data for demographics and TEAS pass rates.
8. Tracking of student payments for semester. Notify faculty of students' non-payments.
9. Assists donors such as HB Assistance League with updating annual application and then screening applications to create log.
10. Creates and disseminate surveys each semester. Send links to faculty. Close surveys and extract data to be used for reporting purposes.
11. Compiles records for Incoming Student files with Packets and Emergency Contact information, students release and HIPPA forms, etc.
12. Creates various flyers for each semester.
13. Monitors inventory levels such as PPE and supplies for lab, maintain order request forms from faculty.
14. Sets up and maintains files. Scans and archives old files. Assembles, collates, and prepares materials for distribution. Posts information and documents to records.
15. Assists others with reports by locating and compiling information onto established formats and

maintaining supporting records. May be required to extract data from existing databases and convert to alternate formats.  
16. Performs administrative support to Assoc. Dean/Director and Faculty.  
17. May schedule and/or arrange meetings, appointments, events, rooms, etc., and may make travel arrangements.  
18. Assists with room reservations and HPS Schedules and supports department functions.

**JUSTIFICATION**

What is the compelling need for the position? Please include any consequences if this position is not filled?

Ashley Bell has been the sole administrator for the department since Lani French's departure. When she goes out for medical and/or has a sick day, there is no coverage for the office.

If the full-time position is approved, will there be a request for funding for short-term temporary position during the hiring process?

- Yes
- No

**Program Needs (50 points):**

Explain the conditions that are unique to the program/department which support the need for additional full-time classified staff and how this position addresses those needs. If this position is not filled, explain the consequences on the program/department that will result. Please use information from program review.

Click here to enter text.

Nursing requires that year reports be completed and filed for our regulatory bodies. The Nursing Specialist, Ashley Bell, has been able to assist the department with these reports. As a result of her data tracking and report filings, she has less time to perform administrative assistant duties. With the increase of hospital requirements for Covid, there has been an associate increase of hospital paperwork needed. The responsibility of meeting hospital requirements falls on the faculty to do and this is accomplished during faculty off-duty days.

**College-Wide Priority (30 points):**

How does this request align and directly support the Strategic Plan? How does this position address stated long-term college priorities identified by [Vision 2030](#).

The nursing program's mission and philosophy are congruent with the college's vision 2030 goals. Quality education, student success, education for gainful employment, and transferability are at the core.

**Contributions to Other College Operations (20 points):**

To what extent would the position requested benefit or serve other departments, programs, or plans?

Historically, the load sheet generation and unique clinical/class structures provide for many challenges while processing payroll. In addition, Nursing has experienced a revolving door of PT faculty hires. These individuals need assistance with departmental processing, including interpretation of load sheets, instructions for obtaining needed items to teach. The current Nursing Specialist has been in constant communication with HR related to faculty issues such as Covid testing and payroll concerns.

You have more than 1 classified professional request.

**Please rank this request against your others.** For example, if you are requesting 3 classified professionals for this program, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

1

**Supervisor's Review**

As the supervisor of this program, I have reviewed this request.

- No concerns
- I have concerns

Comments:

Job description is needed





# Program Review

## One-Time Funding Request Equipment, Technology, and Professional Development

How many funding requests would you like to submit?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

### 1st Equipment/Technology/Facilities/Professional Development Request

**TYPE OF FUNDS REQUESTED** (Note: This form CANNOT be used for any personnel requests, including faculty, classified, and hourly positions.) Please only select one type of request.

- Equipment (Technology)
- Equipment (Non-Technology)
- Facilities (e.g., improvements/repairs to classrooms, offices, and spaces)
- Other (e.g. conferences, funding for professional development)

**Please note** that all requests will need the following information:

- Sales tax
- Installation fee
- Training fee
- Service life agreement/maintenance/fee

Approved requests over \$10,000 will need 3 quotes before purchase.

Total dollar amount for this request:

\* \$ 9,000

Does this request address a clear health and safety issue?

- Yes
- No

**Program Needs:** What program conditions support the need for the requested funds, and how does this request address those needs? Please provide data to support the need for this request.

\*The BRN is scheduled to change the NCLEX (State Licensure Board Examination) and the new NEXGEN format starting the Fall 2021 cohort with a complex format and cases leveraging new technology to be integrated in the redesign of nursing curriculum, and current FT faculty will need to be trained as well as be given training materials and tools for classroom/clinical use. The current full-time faculty are not familiar with simulation utilizing the most evidence-based resources and extensive training will be needed.

**Support of College Goals:** How does this request align and directly support the College's Goals? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of Key Performance Indicators associated with the College goals.

\*The nursing program's mission and philosophy are congruent with the college's vision 2030 goals. Quality education, student success, education for gainful employment, and transferability are at the core. Graduates of the nursing program will contribute to the CTE completion rate as the program has a low attrition and high program completion rate. In addition, approximately half of our graduates transfer to pursue their Bachelor's of Science in Nursing at the CSU level.

**Contributions to Other College Operations:** Will the item requested benefit and/or serve other departments, programs, or plans? If so, how?

\*Research confirms that the most important quality to a student's success in school is the quality of teaching. Professional development is the most effective strategy used to meet this expectation. The request of professional development specific to nursing faculty can tangentially serve other departments that may be similar. For instance, there may be cross-collaboration with the health sciences, kinesiology, or even criminal justice in the sense nursing faculty may be called upon for interprofessional collaboration.

**Demonstrates long-term cost savings or improves program efficiency or effectiveness:** If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

\*Using simulation and having an educator toolbox will reduce the need of hiring further curriculum consultants or simulation faculty to run the simulation.

**Please rank this request against your others.** For example, if you are requesting 3 equipment/facility/professional development requests for this program, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

\* 1

#### Supervisor's Review

As the supervisor of this program, I have reviewed this request.

- No concerns
- I have concerns

Comments:

This is part of the curriculum updates for the new NCLEX Test Plan. The current lab equipment is outdated and not fully functional to meet the curriculum requirements for clinical reasoning.

General Information

You have finished your Program Review! Your supervisor, IEC, and (possibly) CCD will review your submission and provide feedback.

Please note, you will only be able to edit this form again if it is returned to you from your supervisor or your VP. Please stay in touch with your supervisor, if you receive feedback that you wish to incorporate.

...3232313438

Amy Shack  
Signature

11/23/2021, 3:26 PM  
Date

Review Feedback

Dean/Supervisor: Please provide feedback on this Program Review

This program review has described the current state and future state of the Nursing Department. The review has included evidences derived from the industry's standards to update the program. The current faculty ratio of fulltime vs. parttime is unstable to maintain the same standards, quality, and safety for student learning. Currently, the program does not have the complementary of full-time faculty in the content areas to update the curriculum, monitor quality and safety standards for the PT faculty to execute and implement the curriculum per the licensure regulations. Due to the lack of coordination and oversight by FT faculty in each content area, it has been noted by students and clinical partners of the lack of consistent practices of the SLOs by PT faculty. The learning lab currently has outdated or broken equipment that does not allow students to be fully prepared for their clinical training. Students have been asked to pretend that the equipment is working and are making mistakes at the clinical sites that jeopardizes the program's clinical partnerships with the hospitals and most importantly the public's safety. The request for resource is not only to update our clinical faculty in their skills competencies, but also for students to practice using equipment and scenarios that is current to today's industry standards.

IEC: Please provide feedback on this Program Review

Goal 1 - Actions and Metrics may be mixed.

Dean's Second Review

[Empty text box for Dean's Second Review with scroll arrows]

Superuser final check

CCD Reviewer

- 1. Once you click the checkbox button below, scroll to the bottom and
- 2. Click on "Return for Revision" to send the document to the originator. DO NOT CLICK NEXT. When you click on Return for Revision, you will be given a page to provide your feedback.

I have completed the CCD Review

Vice Presidents - If you would like to return this document to the originator, prior to the Dean's 2nd review, please DO NOT CLICK NEXT here. Instead, please click on "Return for Revision" to send the document to the originator. If you want to see the document again, please remove any comments from this page and add your comments on the email page that appears after you return the document.

If you sign the document, it will go back to the dean for a final review. If the dean forwards the document without returning it, the document will be locked, and the originator will not be able to incorporate the feedback from the reviewers.

Please provide feedback here. When finished, click on "Return for Revision" at the bottom of this page.

Vice President: Please provide feedback on this Program Review

[Empty text box for Vice President feedback with scroll arrows]

## DEAN'S ASSESSMENT OF POTENTIAL FUNDING METRICS

Which of the following **might** be a potential funding source for any of your requests? (Mark all that apply - or skip if not applicable)

- Equity:** Help disproportionately impacted students outside the classroom to either come to the college (access), stay in college (retention), complete transfer-level math or English, complete their degree/certificate, or transfer to a 4-year institution.
- Higher Education Emergency Relief Fund (HEERF II):**  
Assist students impacted by the COVID-19 pandemic
- Lottery:**  
Purchase of instructional materials to be used by students in the classroom.
- State Funded Equipment:**  
Any equipment considered that will last more than a year and costs more than \$5,000 that is used within the classroom.
- Workforce Development:**  
Improve the access, retention, or degree/certificate/career attainment for students in non-credit, Career Education, or career development

**Deans/Supervisors - If there are any comments above that have not been incorporated into the document, please DO NOT CLICK NEXT here.**

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Signature

Electronically signed by Alice Martanegara on 11/28/2021 4:28:35 PM

IEC Signature

Electronically signed by Robyn Brammer on 11/29/2021 1:44:09 PM