# Signature Page

## Nursing-2011

### I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sara Lefkowitz</td>
<td>Team Member</td>
<td><a href="mailto:sara.lefkowitz@marin.edu">sara.lefkowitz@marin.edu</a></td>
<td>7352</td>
<td>Entire Report</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laura McCarty and Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sara McKinnon</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sara McKinnon, Yolanda Bellisimo and Anne Gearhart</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Access and Success Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### III. Vice President of Academic Affairs

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nick Chang</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva Long</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructional Equipment
Nursing-2011

This section will be filled out by faculty and reviewed by the Department Chair, the ARea Dean, the Instructional Equipment Committee, PRAC.

Please enter items that will be used over a period of semesters BY STUDENTS...(Note: These should be NEW items that you are requesting one time only - not ongoing or consumable. Ongoing and consumable requests go under "Other Instructional Equipment". Technology-related requests should go under "Technology Requests".

Select whether the item is less than or more than $200 each. If you are a large discipline with several areas, please include which area this item is for. Include Tax, Shipping and Handling in the total cost for each item.

Importance:
• 'A' means that your discipline cannot teach your course(s) without the requested equipment.
• 'B' means that your course(s) would be greatly enhanced with the requested equipment.
• 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

I. Instructional Equipment/Materials Requirements

Importance: Priority: To Support Annually: Category Discipline Area
A 01 92 Students Over $200 Each Nursing

Description and part number for ordering:
Alaris 8000 PCU and Alaris 8100 Pump Modules (2) (industry standard IV pumps for the nursing skills lab)

<table>
<thead>
<tr>
<th>Qty</th>
<th>Unit Cost</th>
<th>Tax</th>
<th>Shipping</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$5,520.00</td>
<td>$441.00</td>
<td>$50.00</td>
<td>$6,011.00</td>
</tr>
</tbody>
</table>

One-time expenses: (e.g. construction, electrical, installation)

N/A

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)

Maintenance will be handled by the nursing skills lab technician.

Item to be shared with the following Department/Program: (Include any shared expenses)

N/A

Do you have space for this equipment?

Yes

Justification for Item (See Rating Rubric)

1. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

BRN guidelines and accreditation standards from the National League for Nursing Accrediting Commission address the need for skills lab experiences using industry standard equipment. It is important that students have the opportunity to practice in a safe and controlled environment using equipment found in their clinical sites.

2. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

As noted above, students need the opportunity to practice skills on equipment similar to that found in their clinical sites in order to provide timely and safe patient care.
3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

Students will have the opportunity to practice skills on the same type of equipment found in their clinical site. Feedback from students regarding skills lab have frequently noted that equipment in the lab is dated and not similar to that which they use in their clinical practice.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

A program outcome is preparation for entry level nursing practice. To achieve this goal, students must have the opportunity to fully participate in skills lab and clinical experiences that utilize industry standard equipment to provide patient care. Program survey done for graduates six months after graduation and employers of graduates are utilized to verify the program has met the stated outcome of preparation for entry-level practice.

5. Additional Justification for this item:
## Technology Requests

### Part I: Software

#### Nursing-2011

#### I. Technology/Software Requests
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

**Importance:**
- 'A' means that your discipline cannot teach your course(s) without the requested equipment.
- 'B' means that your course(s) would be greatly enhanced with the requested equipment.
- 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

<table>
<thead>
<tr>
<th>Importance</th>
<th>Priority</th>
<th>To Support Annually</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>01</td>
<td>92 Students</td>
<td>Discipline-Related</td>
<td>Nursing</td>
</tr>
</tbody>
</table>

**Description and part number for ordering. Please include system requirement.**
Software program for electronic chart management.

<table>
<thead>
<tr>
<th>Qty</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>$800.00</td>
<td>$100.00</td>
<td>$40.00</td>
<td>$3,340.00</td>
</tr>
</tbody>
</table>

**Type**
- College-wide
- Discipline-Specific

**Item to be shared with the following Department/Program:** (Include any shared expenses)

**Justification for Item (See Rating Rubric)**

1. **Is this software required to meet Title 5 and/or Ed Code? If so, how? (Cite code)**
   Is this software required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
   This software program is needed to allow students to experience the newly evolving health care charting methods using computer based assessment and documentation.

2. **How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?**
   With the use of this program, student will have the opportunity to practice this documentation method in a safe and controlled environment which will prepare them for patient charting on similar systems in their clinical sites. Due to access and time constraints, it is very difficult for students to have the opportunity to master this type of process while in clinical. If the student does not have adequate practice on this type of system, they may not have the opportunity to chart during their clinical practicum which is an essential component of nursing practice.

3. **How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?**
   All students in the nursing program will have the opportunity to utilize this program. As noted above, exposing students to this method and allowing time for practice and mastery, it will improve their overall clinical learning experience.
4. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

Preparation for entry-level practice is an outcome of the nursing program. Incorporation of clinical experiences that allow adequate time and opportunity for charting is an essential component in meeting this outcome.

5. Additional Justification for this item:
I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

Importance:
• 'A' means that your discipline cannot teach your course(s) without the requested equipment.
• 'B' means that your course(s) would be greatly enhanced with the requested equipment.
• 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

<table>
<thead>
<tr>
<th>Broad Category (for example in Chemistry - &quot;Chemicals&quot;)</th>
<th>To Support</th>
<th>Priority</th>
<th>Importance</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATI TEAS tests used in the nursing program admission process.</td>
<td>None</td>
<td>01</td>
<td>100 Students</td>
<td>Nursing</td>
</tr>
</tbody>
</table>

Annual Cost  Previous Cost  Amount of Increase
3500.0  0.0  3500.0

Type  How Long?
New  Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Is it necessary for students to succeed in a series of courses?

This standardized test is part of the nursing program admission process and one of the few approved for use by the Chancellor's Office. Funding for the exam has been provided by the nursing grant but with the ending of this grant, and due to the fact this is a required test, funds are needed for purchasing the exams each year.

2. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

Providing access to this test is required for admission into the nursing program. The admission policy approves 100 of the program applicants to complete the exam during each application period in the spring semester. Providing this exam without cost to the student is a positive in attracting new students to apply to this program.

3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

The validity of this exam has been reviewed and accepted by the Chancellor's Office. In addition to providing a "cut" score to determine eligibility for admission into the nursing program, it provides valuable information related to applicant knowledge and competency levels in areas that have been proven to impact successful completion of nursing programs: sciences, reading comprehension and critical thinking.
I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

Importance:
- 'A' means that your discipline cannot teach your course(s) without the requested equipment.
- 'B' means that your course(s) would be greatly enhanced with the requested equipment.
- 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

<table>
<thead>
<tr>
<th>Importance</th>
<th>Priority</th>
<th>To Support</th>
<th>Broad Category (for example in Chemistry - &quot;Chemicals&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Annually:</td>
<td>Supplies for nursing skills labs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discipline Area</td>
<td>Nursing</td>
</tr>
</tbody>
</table>

Annual Cost | Previous Cost | Amount of Increase |
-------------|---------------|--------------------|
7200.0       | 3700.0        | 3500.0             |

Type      | How Long?      |
-----------|----------------|
New        | Ongoing/Recurring |

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Is it necessary for students to succeed in a series of courses?

For the past several years, the nursing program has received a sizeable grant which has funded several student support projects, travel costs and a portion of the program supply costs. This is the final year of the grant and these costs must now be covered with district funds.

State regulations through the California Board of Registered Nursing require students to practice skills in a controlled environment like a skills lab prior to using these techniques in care of patients. It is essential to provide a realistic learning environment using industry-standard equipment and supplies which also means a heavy use of disposable supplies which results in ongoing costs.

2. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

Providing appropriate learning experiences for current nursing students serves several purposes: 1) improve safety for patient and student; 2) serve as a marketing tool when students perform well on the hospital units; 3) train graduates with the knowledge and skills to make them desirable in the job market and to employers.

3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

The funding for supplies is tied to specific skill outcomes which are measured through the courses and program. These skills are part of the nursing program curriculum.
which is approved and subject to review by the Board of Registered Nursing. Survey results from graduates and employers indicate that graduates do possess the essential skills to practice in the role of a registered nurse. This requested funding is needed to continue to provide the learning opportunities needed for these type of survey results.

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

Importance:
• 'A' means that your discipline cannot teach your course(s) without the requested equipment.
• 'B' means that your course(s) would be greatly enhanced with the requested equipment.
• 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

<table>
<thead>
<tr>
<th>Importance</th>
<th>Priority</th>
<th>To Support</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>01</td>
<td>Annually:</td>
<td>Nursing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>92 Students</td>
<td></td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")

Tubing for specialized IV pump

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>350.0</td>
<td>0.0</td>
<td>350.0</td>
</tr>
</tbody>
</table>

Type: New  How Long?: Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Is it necessary for students to succeed in a series of courses?

This tubing is needed to allow use of the Alaris 8000 PCU noted under Instructional Equipment.

2. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

As noted in the request for the Alaris IV pump, this is the tubing needed for an industry-standard piece of equipment needed to provide a realistic learning experience in the nursing skills lab.

3. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

Preparation for entry level practice is a program outcome. Practice in the skills lab is a component of the nursing program and required prior to practicing new skills in the clinical area. Utilizing this level of equipment and required supplies will provide appropriate preparation for both clinical experiences and meeting outcomes at
the conclusion of the program.
## Non-Instructional Requests

### Part I: Non-Instructional Equipment and Supplies

*This section will be filled out by the Department Chair*

**Nursing-2011**

### I. Non-Instructional Equipment and Supplies

*This section will be filled out by the Department Chair, and reviewed by the Area Dean, PRAC.*

<table>
<thead>
<tr>
<th>Priority:</th>
<th>To Support Annually:</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>500 Students</td>
<td>Other Office Equipment</td>
</tr>
</tbody>
</table>

**Type**

- Replacement

**Status**

- New and will be ongoing

**Description and part number for ordering:**

Scanner

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$1,600.00</td>
<td>$1,600.00</td>
<td>$100.00</td>
<td>$3,300.00</td>
</tr>
</tbody>
</table>

**If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:**

The current scanner is limited in the ability to make multiple copies.

**Item to be shared with the following Department/Program:** (Include any shared expenses)

This scanner will serve the needs of the health science programs: Nursing, EMT, ECE, Medical Assisting and Dental Assisting.

**Justification for Item (See Rating Rubric)**

1. **Who will use these supplies or equipment?**

   The scanner will be housed in the office of the department administrative assistant. This individual is responsible for collecting and maintaining student records, program materials and personnel documents that pertain to all the health science programs.

2. **How will access for students be improved?**

   The scanner will allow for rapid copying, electronic storage and transmission of program and student documents. Clinical facilities require extensive documentation for each student prior to placement. Equipment that will facilitate the collection, storage and transmission of this information and documents will aid in meeting contractual obligations and improve access for students to clinical sites.
Non-Instructional Requests

Part II : Other Non-Instructional Costs/Contract Services

This section will be filled out by the Department Chair

Nursing-2011

II. Other Non-Instructional Costs

This section will be filled out by the Department Chair and reviewed by the Area Dean, PRAC.

Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>New and will be ongoing</td>
</tr>
</tbody>
</table>

Description and part number for ordering:

Standardized testing through ATI (TEAS V test) required for admission into the nursing program.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>3500.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Justification

Please comment on request in terms of how it benefits your program, faculty and/or students:

The nursing program must follow an approved admission process consistent with regulatory language and legislation. ADN program have been allowed to utilize specific types of standardized tests as part of the admission process in their programs. The test used at College of Marin is the ATI TEAS V test at a cost of $35 per test. Each spring 100 students are tests for a cost of $3500. The cost for testing has been funded by the nursing grant but must now revert to district funds. In addition to serving as a component of the admission process, the test also provided validated data regarding knowledge in the sciences, critical thinking and reading comprehension all of which are essential factors for nursing student success.
Faculty Members
Nursing-2011

I. Program Faculty
Additional Teaching Unit Requests

II. Additional Unit requests for NEW classes or extra sections
(requests for returned units has different process).

<table>
<thead>
<tr>
<th>Specialty:</th>
<th>Units/Class</th>
<th>Number of Sections/Year</th>
<th>Existing or New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Simulation Lab</td>
<td>.5</td>
<td>6</td>
<td>New Course</td>
</tr>
</tbody>
</table>

To meet Program requirements for the following:

- Health/Safety
- Scheduling
- Title 5/Ed.Code
- Waitlists

Other:

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

Outline
is in development for submission.

Justification for new units:

1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

Current best practice in nursing education is to provide opportunities for students to practice complex nursing care utilizing high fidelity human patient simulators. Students are given unfolding case studies which are about patients who are dressed for the part. The simulator is programmed with a computer to generate vital signs and other physiologic functions.

The simulator speaks in real time and has physiologic changes in response to student nurse interventions. Case scenarios include heart attacks, strokes, and cardiac arrests. The students get to practice being the lead nurse and make crucial patient care decisions and interventions. All scenarios are followed by a debriefing session which analyzes the events and emphasize key learning concepts and objectives.

Simulation has been an integral part of the COM nursing program since we got our first simulator in 2004. Our accrediting body; the National League of Nursing Accrediting Commission has published numbers books and studies showing the positive effect of simulation on meeting student learning outcomes. This proposal seeks to establish six simulation lab sections. Three for first year students and 3 for second year students. In these courses students will be in uniform, assess the simulation patient, interpret physical symptoms and lab results, and develop and implement a plan of care which includes medication administration. The Quality and Safety in Nursing Education (QSEN) Organization has set national standards for nursing. Attached are the QSEN competencies for simulation. These student learning objectives are divided into Knowledge, Skills and Attitudes that relate to the following categories: Patient Centered Care, Safety, Informatics, Team Work and Collaboration, Evidence Based Practice, Quality Improvement. Simulation is the most effective way nursing educators can teach the application of knowledge; which is the foundation of modern nursing education.

These simulation classes will utilize human simulators as "patients" for which students will provide care within the context of clinical scenarios developed and monitored by program faculty. This lab will support and augment existing clinical activities, provide enrichment opportunities, and also serve as a process to aid in remediation of students who are at risk of failing a nursing course due to poor clinical skills.

The program has experienced difficulty securing adequate clinical sites to fully meet the learning needs of students. The use of simulation is a Board of Registered Nursing approved option to provide realistic learning experiences.
opportunities in a safe and controlled environment. State regulations allow up to 25% of clinical hours to be utilized for simulation experiences. The program has simulation equipment in place with faculty who have been trained in its use.

Feedback from students consistently identify simulation as a valuable learning experience. In addition to providing enrichment activities, it is possible to offer a scenario for patient diagnoses that have been discussed in lecture but students may not have had the opportunity to observe or implement during their clinical experience. A program outcome is preparation of graduates fully prepared for entry-level practice. Simulation is an effective method to achieve this outcome.

We currently send students to the Regional Simulation Center at IVC. This center will close at the end of the semester. Students’ access to simulation will be limited once that center closes. We are building a new state of the art simulation center in the Science Building. In order to make this Simulation Center a success, the nursing program needs simulation units.

Shared Resources: If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

This request is for the registered nursing program for which there are 7 full time faculty.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

This request is for an instructor to coordinate, teach and manage the simulation experiences in the nursing program in addition to providing skills lab instruction. Faculty who are fully trained in the use and teaching of simulation experiences are difficult to identify and employ.

3. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

Two full time faculty have been hired in the last ten years.
Molly Johnson was hired as a full time instructor in _____ and Mary Pieper-Warren was hired as a full time instructor in ________.

4. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

No retirements are anticipated at this time.

5. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

There have not been a reduction in units as the program must provide courses within the curriculum approved by the Board of Registered Nursing. What has changed is the ability to access clinical sites that can accommodate all the students in a clinical group and the number of sites that are available to the program. Within the last five years, the program has lost a significant number of hospital-based clinical placements which makes it very difficult to provide appropriate and adequate clinical learning experiences for students. Pediatric and mental health placements are particularly difficult to find.

6. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

The enrollment is stable, but the type of instruction has changed. There is a need for faculty trained and experienced in the use of simulation to provide clinical experiences and education for students to augment those experiences found in the hospital setting. Many of the skill labs are taught by adjunct faculty. A full time instructor would provide consistency in learning and provide specialized training in the use of...
Simulation. Running the simulator requires proficiency in a specialized computer program.

7. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

Hospitals continue to limit the number of clinical groups that can access their units and are also lowering the number of students that can be on a unit at any one time. This has required the use of community agencies, outside experiences and simulation to provide appropriate and quality learning experiences for students outside of the hospital setting. As the number of hospital beds continues to decline, it is anticipated that programs will be forced to decrease the size of their clinical groups making it even more difficult for each student to receive an equal and quality learning experience.

8. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

It is difficult to identify and employ nursing faculty, especially those with specialized skills like expertise in simulation. Registered nurses with masters degrees can earn a substantially higher income in nursing practice as compared to teaching limits the number of applicants for nursing faculty positions. It is common for programs to have unfilled full time positions in nursing due to lack of applicants. Workforce education is one of the mission statement components. The nursing program prepares high quality graduates prepared for entry-level practice which is consistent with the college mission. Faculty with knowledge and expertise in nursing, especially specialized areas like simulation, are needed to continue meeting this program outcome and contributing toward the college mission.

9. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

10. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Non-Instructional Support Staff
Nursing-2011

I. Current Support Staff
II. Request for additional support staff (clerical, lab tech, IS, comp tech, tutor, etc.)

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Type</th>
<th>Approx. hours per week</th>
<th>To support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical Full-Time</td>
<td>37.5</td>
<td></td>
<td>450 Students</td>
</tr>
</tbody>
</table>

**Justification:** Please address the following areas as applicable. How will it be used? How will instruction be improved for student learning and success? How will access be improved? What student learning outcomes are expected? How will the outcomes be measured? What data or evidence is supplied to support your justification?

The Health Science Department has one full time administrative assistant at the KTD campus to meet the support needs for all the programs, faculty, staff and students at both campuses. The workload of this individual is excessive and while she does an excellent job, her responsibilities far exceed those of others in similar positions. Courses in nursing, medical assisting, fire technology and dental assisting all contain clinical components in health care facilities. Contractual agreements with each facility require complex health clearance documentation that requires communication with each student, compiling and monitoring information for each student and providing reports to each clinical facility several times each semester. The department places students in over 30 clinical facilities which involves an inordinate amount of time for this individual to focus on this responsibility. Failure to meet all of these contractual obligations can place the department and the college in jeopardy since students are providing care to human patients. These programs also have a high level of student contact by phone, email and in person. The lack of a contact person at IVC places the burden upon the program coordinator and faculty, many of which are part-time, thus limiting student access.

**Shared Resources:** If you have requested additional staff that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

The requested clerical position will have primary responsibility to support the medical assisting, dental assisting and fire technology programs located at the IVC campus. They will work with the existing department administrative assistant to coordinate services to all program faculty and staff.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Type</th>
<th>Approx. hours per week</th>
<th>To support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring Hourly</td>
<td>10</td>
<td></td>
<td>92 Students</td>
</tr>
</tbody>
</table>

**Justification:** Please address the following areas as applicable. How will it be used? How will instruction be improved for student learning and success? How will access be improved? What student learning outcomes are expected? How will the outcomes be measured? What data or evidence is supplied to support your justification?

This request is for funding to provide tutoring services to nursing students. The learning needs are unique for these students and often cannot be met by student tutors due to the complexity of the subject matter and time constraints. The funding will provide tutoring by nurses, faculty or former faculty to students who self-identify or are referred by faculty. Student attendance will be monitored with feedback provided to the referring instructor. Success will be measured by successful completion of their current nursing course and the program. The Board of Registered Nursing and the program accrediting agency, NLNAC, required monitoring on student attrition, success and methods to address these needs. Due to the nursing grant, extensive tutoring services have been available to nursing students for several years which has results in a very low attrition rate of approximately 6% per student cohort. Students who fail a nursing course, must leave the program. Since courses are only offered once per year, this will require an extended amount of...
time before a student could return which decreases their chances for success. Retaining students and timely completion of the program is supported by offering specialized tutoring services.

**Shared Resources:** If you have requested additional staff that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Program Summary
Nursing-2011

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Assessment of Previous Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?
   1. The ProQuest electronic data base has been purchased and is housed in the KTD campus library. Additional funds were added to the nursing budget to cover the cost of membership in the accrediting organizations and the clinical placement system that is used by the majority of clinical sites.
   2. The ProQuest system will be used to support student learning and enrich classroom activities. Evidence-based practice is an essential component of nursing education which can be supported by a system that improves student access to professional journals.

II. Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.
   1. It is difficult to decrease the priority of these requests as they are all essential to maintaining high quality learning experiences. The most important requests are those that will maintain services that have been funded by the nursing program grant especially instruction in simulation. It is a major concern to the faculty that the ending of the grant and loss of the Regional Simulation Center may have a significant impact upon the quality of clinical learning experiences for students. Supporting the request for an instructor and classes focusing on simulation are critical for continued success of the program. Adequate supportive staff is also important for the program. As noted, the administrative assistant has an excessive workload. Due to increasing demands from the clinical sites, it is not anticipated that this workload will decrease especially in complexity. An additional administrative assistant at the IVC campus is crucial. Tutors to provide services to nursing students is also important to aid in retention, completion and success on the nursing licensure exam. While the college has tutoring services, the needs of nursing students are unique and often cannot be met by student tutors with limited hours and knowledge.
   
   As with any program, adequate equipment and supplies are needed to meet student learning needs. Students need realistic lab experiences which requires the use of disposable supplies which can be costly but are similar to that they will utilize in their patient care. The majority of supplies have been purchased by the nursing grant. With the ending of the grant, district funds will be needed to cover this deficit.

III. Other concluding remarks.
The program has been heavily funded for several years by a substantial grant which was used to provide supportive services to students. The program has an excellent retention and completion rate in addition to pass rates for graduates on their licensing exam in the 90 percent range. While the faculty do an excellent job of teaching the students, they need adequate and appropriate resources to continue to meet student needs.

Area Directors and Deans Comments
Nursing-2011

1. Please rank the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

The supplies that have been requested are needed to continue the same level of services to students and future students. As noted throughout this review, many of the requested staff and equipment/supplies have been funded by an outside source. As with any grant, the expectation is "institutionalization" of grant activities. Along with the supplies, the requested instructional and non-instructional equipment is needed to provide direct learning experiences for students in realistic settings and to provide adequate support to program faculty.

2. Please comment if additional units, faculty, or staff have been requested.

I agree with the personnel requests that have been requested. The practice of nursing, the process for student access into clinical sites, and the changing learning needs of students all support the need for faculty with expertise in simulation learning along with classes focusing on that learning strategy. Supportive personnel are important to support students and faculty which will promote a stronger, more effective program.

3. Please itemize expenses currently covered by external funds that may revert back to general funds.

As noted in the review, the nursing grant has provided funding for a significant portion of the skills lab supplies and equipment. The grant has paid for nursing tutors, funded a part-time instructor to provide simulation lab experiences in addition to a number of other supportive services.

4. Other comments