

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name LVN-to-RN Program Academic Year 2025-26

- a. Has your program mission or primary function changed in the last year? No.
- b. Were there any noteworthy changes to the program over the past year? (e.g., new courses, degrees, certificates, articulation agreements). Yes.
- Continued successful offering of noncredit support courses: HLTH 7113 Think Like a Registered Nurse. Expansion of the support course line-up to include jumpstart to fall semester, life-long learning, and hybrid course modality.
 - Updated associate degree requirements for the program to align with new AHC GE (including CCN and Ethnic Studies) and graduation requirements (MCGS and Health & Wellness), Cal-GETC, and waiver for prior baccalaureate degreed students from accredited institutions.
 - Removed pediatrics and obstetric course content in the RN program.
 - Continuing partnership with CSU Channel Islands with prospects of local baccalaureate course offerings.
 - Initiate ACEN accreditation.
- c. Is your two-year program map in place? Were there any challenges maintaining the planned schedule?
- The two-year program map is in place. The current posted program map is incorrect. There are no challenges maintaining the planned schedule. The program continues to have successful offerings with less than 10% program attrition rate.
- d. Were there any staffing changes?
- Full-time RN faculty remains stable. There are adjustments in the teaching assignments due to pursuit of doctorate education and health issues.
- Part-time faculty also remains stable. The program welcomed four new part-time faculty this year.
- The program continues to have grant-funded staffing to: (1) augment clinical practicum, (2) provide additional open skills laboratory opportunities (4 hours/week x 14-15 weeks spring and 4 hours/week x 10-11 weeks fall), (3) 24-hour spring bootcamp to welcome new entrants to the program, and (4) 24-hour electronic medical record support for new entrants.
- e. What were your program successes in your area of focus last year?
- **Early identification of gaps** in knowledge and nursing application of pharmacology and dose calculation.
 - **RN licensure exam** first attempt pass rate: 93.88% (46 out of 49 students). The three students reached out for additional instruction to do better on the subsequent attempt.
 - **CSU Channel Islands outreach.** The RN faculty has maintained collaborative relations with the CSU CI nursing program. With the recent Nursing Infrastructure grant award, there will be

continued partnerships that include but not limited to strategies to promote academic progression, share faculty professional development and educational opportunities, and consider options for local offering of baccalaureate courses.

- **Noncredit Support Courses.** The program has successful offering of a noncredit support course, HLTH 7113. Think Like a Registered Nurse (new prefix: NURX 7113 with DE option). A new course, NURX 7112 Practicing RN Clinical Skills (Jumpstart) will be offered in summer 2025.
- **NURS 422 EKG/Monitor Observer.** The CNA program director oversees the course. Beth Conner continues to teach the course and is proposing to offer the course DE. She believes that the course would allow student flexibility and one-on-one instruction with ECG tracing interpretation. The course continues to have successful offering.
- **Onboarding to Clinical Facilities Workshop.** A 6-hour session was provided at least 2 weeks before the start of the spring semester to complete the clinical facility requirements for Dignity Health facility – Marian Regional Medical Center. This allowed onboarding process on incoming RN students in preparation for clinical practicum on the second week of the spring semester.

Learning Outcomes Assessment

- a. Summarize the key results from this year's assessment.

PLO assessment. All program completers have met the PLOs. The metric is based on program completion.

TEAS Assessment. The data combined both 2024 and 2025 cohorts to a total of 87 students. It excluded students who have previously completed the test in another institution or prior completion. The academic preparedness categories are: (a) developmental (0%); (2) basic (33 students or 37.9%); (3) proficient (49 students or 49%); (4) advanced (5 students or 5.7%); and (5) exemplary (0%).

The set standard for TEAS score for admission to nursing program is 62%. The score varies among community colleges.

The TEAS data is further broken down to:

	Reading	Math	Science	Language Use
Group Score	74.3%	72.9%	54.2%	63.1%
Individual Program Mean	73.8%	74.7%	56.5%	64.4%
% of Group Above Program Mean	51.7%	41.4%	41.4%	29.9%
Individual National Mean	72.9%	72.9%	54.2%	63.1%
% of Group Above National Mean	51.7%	44.8%	49.4%	36.8%

- Individual program mean. Average score of all examinees within the specific program type.
- % of group above program mean. Percentage of examinees in the group who scored above the program mean.
- Individual national mean. Average score of all examinees.
- % of group above national mean. Percentage of examinees in the group who scored above the national mean.

Pharmacology Screen. Six students ($6/49 = 12.4\%$) did not meet 75% after two attempts. The faculty implemented: “Students who scored less than 80% after the second attempt on either one or both pharmacology and dose calculation required the student/s to review and complete the Kaplan modules on pharmacology including the practice tests. The faculty supervised medication administration during the remediation period.” One student who did not meet 75% was not successful on her first attempt at the RN licensure exam (NCLEX-RN).

Dose Calculation Screen. One student ($1/49 = 2\%$) scored less than 75% in the dose calculation screen after two attempts.

- b. Summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

The RN faculty continue to use completion of the courses in spring semester and program completion in the fall semester as benchmarks for the rating of the PLOs.

The RN faculty also records the results of the pharmacology and dose calculation screen tests to engage students who need refresher modules on pharmacology and dose calculation. These screening tests helped identify students who are at risk of struggling in the courses that deal with deeper understanding and application of knowledge and nursing concepts.

The RN faculty reviews the Tests for Essential Academic Skills (TEAS), a test that is required for the CCCCCO Enrollment Growth Grant, to provide an measure of student’s English, Math, Science, and Writing abilities. The RN faculty believes that these essential skills are the foundation of the level of discussions in the different nursing courses. The AHC 2025 cohort ranked less than 50% in comparison to the program mean and the national mean. With 31 students coming from the 2024 LVN program out of a total of 47 (66%), the data comparing the cohort with program mean (all associate degree programs) and the national mean pose consideration regarding competency in the essential academic skills and how these translate to nursing proficiency*.

*Applied to nursing students, competency refers to the broad ability to understand and apply academic tasks to learning while proficiency is the specific ability to understand and apply perform nursing knowledge and skills.

The first attempt at National Council Licensure Examination for Registered Nurses (NCLEX-RN) of 75% or better is a benchmark for nursing programs mandated by the California Board of Registered Nursing. Since the enrollment increase in 2023 and the changes in the NCLEX-RN test plan, the program witnessed a steady increase in the first attempt pass rate to 87% to 94%. The RN faculty is optimistic that the program maintains a 90% first attempt pass rate. Also, the RN faculty attributed the success to implementation of multiple strategies including:

- Pharmacology and dose calculation screening.
- Bootcamp for new entrants to the program.
- Supplemented clinical faculty in the clinical practica (Maintain: 6-8 students per instructor and add resource to help with high priority students).
- Open skills laboratory of 2-4 hours a week.
- Noncredit support classes: HLTH 7113 Think Like a Registered Nurse and Jumpstart to Fall Skills.
- Encourage enrollment in NURS 422 ECG/Monitor Observer
- Continue simulation using hi-fidelity manikin and focused scenarios.

The AHC LVN-to-RN program currently uses the merit-based eligibility criteria (Grade-point average, number of science repeats for anatomy, physiology, and microbiology, and calculated Assessment Technologies Incorporated (ATI) Practice Nurse Predictor Test) to screen eligibility for enrollment to the program. The formula is based on a 75% probability of completing the program and 75% of first attempt success on the NCLEX-RN.

c. Summarize recommendations and/or accolades that were made within the program/department.

- The AHC LVN-to-RN has a first attempt NCLEX-RN of >94% for two years in a row.
- The program is working on the candidacy for the Accreditation Commission for Education in Nursing (ACEN) accreditation.
- The program has submitted curriculum revisions that allowed multiple pathways to obtain the associate degree requirements. The California Board of Registered Nursing has approved the changes.
- The program is forging partnership with CSU Channel islands and is currently investigating creating similar partnerships with other CSU campuses.

- The program continues to have a program attrition of 1-2 students (2-4%) rate. These students had either failed to meet course and program requirements or were having to deal with personal challenges.
 - The program has adopted culturally responsive curriculum and teaching strategies and continues to seek ways to support student success. The full-time faculty had attended a culturally responsive workshop and have been innovating teaching strategies in the respective courses.
- d. Review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.
- In reviewing the planning documentation, there is a need to reconfigure outcomes specifically: (1) first attempt on NCLEX-RN; (2) pharmacology screen; (3) dose calculation screen; and (4) TEAS results. The TEAS results can be further broken down to reading, math, science, and language use.
 - These elements can be measured during the fall semester and will be associated with these courses:
 - NURS 103 for all measures except first attempt on NCLEX-RN.
 - NURS 108 for the first attempt on NCLEX-RN.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

All core courses of the RN program continue to be offered face-to-face. The RN faculty is conducting support courses in hybrid instructional modality to promote flexibility and student access.

- a. Which courses were reviewed for regular and substantive interactions (RSI)?
- b. What were some key findings regarding RSI?
 - Some strengths:
 - Some areas of possible improvement:
- c. What is the plan for improvement?

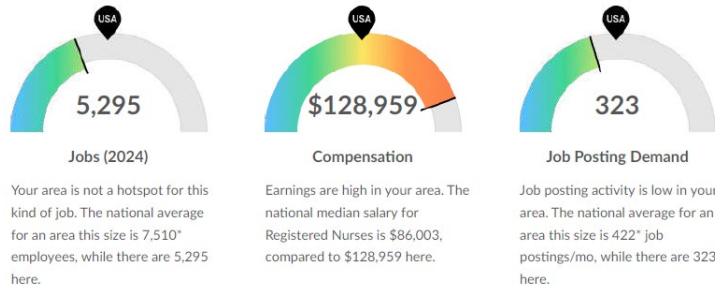
CTE two-year review of labor market data and pre-requisite review

- a. Does the program meet documented labor market demand?

Yes. The graduates of the program continue to have job opportunities in both SLO and SB counties.

The 2024 South Central Regional Consortium Regional Labor Market Information listed nurse practitioners and registered nurses in the Life Sciences and Biotechnology fields. The AHC RN program is not listed in the continuing education and training. The information is not RN specific.

Lightcast (2024) reported 5,295 RN jobs, with compensation at \$128,959, and 323 job postings.



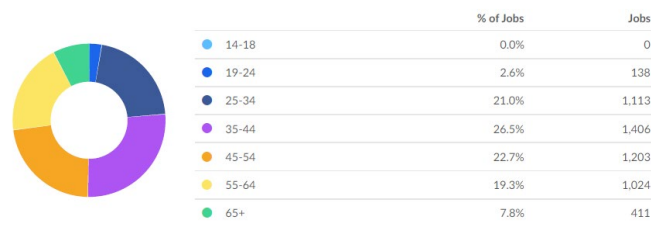
Comparison of SB and SLO counties to national averages.

Region	2024 Jobs	2025 Jobs	Change	% Change
● 2 California Counties	5,295	5,365	70	1.3%
● National Average	7,510	7,620	110	1.5%

*National average values are derived by taking the national value for Registered Nurses and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

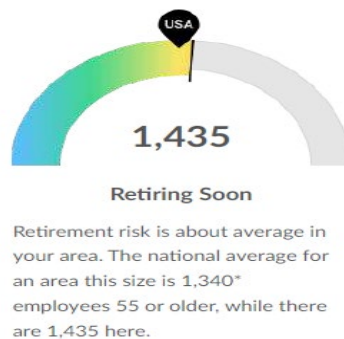
The Santa Barbara and San Luis Obispo counties continue to have a demand for RNs with a reported 1.3% increase in jobs one year.

Occupation Age Breakdown



Lightcast Q1 2025 Data Set | lightcast.io

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Retirement is a factor. There were 1,435 retirees in 2024. The 55-64 years (1,024 or 19.3%) and 65+ (411 or 7.8%) did not match the increase in jobs in 2024.

- b. How does the program address needs that are not met by similar programs?
There are similar RN programs in SLO and SB counties. All programs have increased enrollment to meet the current and projected need for RNs.
- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

The RN program had 49 completers in Dec 2024.
Spring 2024. One returning student from 2023 cohort. One student withdrew from the program due to overwhelming stress. One student deferred from fall semester due to pregnancy. The attrition rate for 2024 is 3/52 (1.9%).

The RN licensure first attempt pass rate is 46/49 (93.9%). Three students have reached out to the program director for continued access to licensure exam resources. To date, one student had successfully passed the RN licensure exam.

Gathering employment data remains elusive. The RN program does not have access to students after graduation while there are unaccounted employers of registered nurses that are not reported to the college.

- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 years for CTE programs and every 5 years for all others?
There are no changes to course requisites.
- e. Have the recommendations from the previous report been addressed? The recommendations from last year's report are categorized as: (1) completed; (2) continuing; (3) in progress or work is just getting started; (4) modified; and (5) discontinued.

Planning Initiatives: Completed.

- **G3PI3.** The college will provide seventeen (17) i-pads for full-time and part-time faculty. [Update: COMPLETED. The i-pads have been received. The RN program director gave five i-pads to the MA director, Mary Nelson. The RN program director requested an additional ten \(10\) i-Pads for the faculty.](#)
- **G3PI4.** The college will purchase ECG teaching software. [Update: COMPLETED. The RN faculty has access to three laptops that have DART software installed.](#)
- **G3PI5.** The college will replace the hi-fidelity manikin.
- **G3PI7.** The college will purchase an additional 20 laptops for student use.
- **G3PI9.** The college will purchase 15 venipuncture manikins.
- **G3PI10.** The college will purchase 10 IV pumps.
- **G3PI11.** The college will purchase 10 IV poles.
- **G3PI12.** The college will purchase/acquire 60 classroom tables and chairs.
- **G3PI13.** The college will purchase/acquire tables and chairs to accommodate 22 students in the skills laboratory. [Update: Repurposed tables and chairs were provided in the skills laboratory.](#)

Planning Initiatives: Continuing.

- **G1PI2.** The RN faculty will develop culturally responsive curriculum and innovative teaching methods. [Update: The RN continue to review and update curriculum and teaching methods.](#)
- **G1PI3.** The RN faculty will implement and evaluate student outcomes of the changes in curriculum and teaching methods. [Update: The RN faculty continue to innovate teaching methods and student evaluation including use of test security tools in the learning management system; reconfigure class seating that promote interactions; combine individual and group activities in the course; and provide individualized instruction to students.](#)
- **G2PI1.** The RN faculty provide two (2) hours weekly open skills laboratory opportunities. [Update: Both Leanne Wolfram and Bethany Conner are providing two-hour open laboratory sessions for spring 2025. The open sessions will be funded by the CCCC Enrollment Growth Grant.](#)
- **G2PI2.** The RN faculty provide four (4) hours clinical practicum support. [Update: With grant funding, the program was able to have 8-16 hours of additional clinical support depending on part-time faculty availability.](#)
- **G2PI3.** The RN program will provide a 24-hour bootcamp for new entrants to the RN program. [Update: With grant funding, the RN program is able to provide the bootcamp in spring 2025.](#)
- **G2PI4.** The RN program will offer HLTH 7113. Create different versions of the course to meet the needs of the students. [Updates:](#)
 - [HLTH 7113 has had a successful offering in fall 2024 and spring 2025. The course was revised to NURX 7113 with the same title to allow listing with the nursing courses in the schedule.](#)
 - [HLTH 7113 subtitled Obstetrics is offered in summer 2025 as a pilot refresher.](#)
 - [NURX 7112 Practicing RN Clinical Skills. A skills jumpstart to prepare the RN students for their final fall semester.](#)
- **G2PI5.** The RN program will provide Kaplan resources for NCLEX-RN preparation that includes a live review class. [Update: The grant continues to fund subscription to Kaplan resources.](#)
- **G3PI1.** The college will provide staff development opportunities to maintain BRN currency requirements for content areas (medical surgical, mental health, and geriatrics). [Update: The RN faculty continue to use these resources as deemed accessible to personal time, date, and life-and work commitments.](#)
- **G3PI6.** The college will maintain subscription to Keith RN faculty resources. [Update: CONTINUED SUBSCRIPTION.](#)
- **G3PI8.** The college will maintain laptop computers for student use. [Update: ONGOING.](#)

Planning Initiatives: In-progress or work is just getting started.

- **G1. PI1.** The RN faculty will review the 2010 merit-based admission criteria study. [Update: The program director, Larry Manalo Jr., contacted the Institutional Research Craig Bach regarding duplicating the study.](#)
- **G3PI14.** The college will purchase faculty chairs in the respective offices. [Update: No progress.](#)

Planning Initiatives: Modified.

- **G1PI4.** The RN faculty will develop a simulation plan that includes policies, procedures, and lesson plans. [Update: Megan McComas completed the simulation packet. Training on the operation of the hi-fidelity manikin is scheduled for summer 2025 for additional faculty to increase use of the manikin for code management.](#)
- **G3PI2.** The college will hire an instructional technician for the skills laboratory. [Update: There is no progress. The RN faculty are currently using two instructors to conduct simulation. The RN](#)

faculty decided that the use of a skills laboratory assistant has decreased relevance through time and additional faculty staffing.

Planning Initiatives: Discontinued.

- **G2PI6.** The RN program will provide Keith RN's "Think Like a Nurse" textbook. [Update: The resource is no longer used.](#)

Use the tables below to fill in NEW resources and planning initiatives that do not apply directly to core topics. This section is only used if there are new planning initiatives and resources requested.

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
Planning years:	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
Description: <i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i> The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the students' speech provides a very constructive approach to review and improve their oratory skills.	
What college plans are associated with this Objective? (Please select from the list below): <input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

The goals are aligned with the student learning experience in the college. The continuing and modified.

Goal: Connect with Students.

- **G1PI2.** The RN faculty will develop culturally responsive curriculum and innovative teaching methods. [Update: The RN continue to review and update curriculum and teaching methods.](#)

Goal: Successful Entry into an Area of Interest.

- **G2PI3.** The RN program will provide a 24-hour bootcamp for new entrants to the RN program. [Update: With grant funding, the RN program is able to provide the bootcamp in spring 2025.](#)
- **G1. PI1.** The RN faculty will review the 2010 merit-based admission criteria study. [Update: The program director, Larry Manalo Jr., contacted the Institutional Research Craig Bach regarding duplicating the study.](#)

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	2025 PI 1. The college will provide prospective students counselling services toward attainment of associate degree in nursing and lower division and transfer requirements for baccalaureate degree.
Planning years:	AY 2025-26, 2026-27, and 2027-28.
<p align="center">Description:</p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>The program-specific counselor will provide program maps for meeting both the local associate degree requirements (AHC GE and Graduation Requirements) and transfer to CSU requirements (Cal-GETC). The program-specific counselor will help with enrollment management.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input checked="" type="checkbox"/> Ed Master Plan <input checked="" type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p>	

Goal: Student Progression through Program of Study.

- **G1PI3.** The RN faculty will implement and evaluate student outcomes of the changes in curriculum and teaching methods. [Update: The RN faculty continue to innovate teaching methods and student evaluation including use of test security tools in the learning management system; reconfigure class seating that promote interactions; combine individual and group activities in the course; and provide individualized instruction to students.](#)
- **G2PI1.** The RN faculty provide two (2) hours weekly open skills laboratory opportunities. [Update: Both Leanne Wolfram and Bethany Conner are providing two-hour open laboratory sessions for spring 2025. The open sessions will be funded by the CCCC Enrollment Growth Grant.](#)
- **G2PI2.** The RN faculty provide four (4) hours clinical practicum support. [Update: With grant funding, the program was able to have 8-16 hours of additional clinical support depending on part-time faculty availability.](#)
- **G2PI4.** The RN program will offer HLTH 7113. Create different versions of the course to meet the needs of the students. [Updates:](#)
 - [HLTH 7113 has had a successful offering in fall 2024 and spring 2025. The course was revised to NURX 7113 with the same title to allow listing with the nursing courses in the schedule.](#)
 - [HLTH 7113 subtitled Obstetrics is offered in summer 2025 as a pilot refresher.](#)

- NURX 7112 Practicing RN Clinical Skills. A skills jumpstart to prepare the RN students for their final fall semester.
- **G2PI5.** The RN program will provide Kaplan resources for NCLEX-RN preparation that includes a live review class. [Update: The grant continues to fund subscription to Kaplan resources.](#)
- **G3PI1.** The college will provide staff development opportunities to maintain BRN currency requirements for content areas (medical surgical, mental health, and geriatrics). [Update: The RN faculty continue to use these resources as deemed accessible to personal time, date, and life-and work commitments.](#)
- **G3PI8.** The college will maintain laptop computers for student use. [Update: ONGOING.](#)

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	2025 PI 2. The college will maintain, repair, and/or replace 10 infusion pumps.
Planning years:	AY 2025-26, 2026-27, and 2027-28.
<p align="center">Description:</p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>The current collection of IV pumps are now at various levels of operation. There is a need to align the database of the units to enhance instruction on programming the infusion pumps.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input checked="" type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input checked="" type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p>	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	2025 PI 3. The RN faculty will explore innovative uses of artificial intelligence in promoting nursing scholarship and professionalism.
Planning years:	AY 2025-26, 2026-27, and 2027-28.
<p align="center">Description:</p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>The use of artificial intelligence in healthcare is considered assimilative. While AI may have an extensive data bank, it ushers the need for the students to develop competency on judicious use of AI when completing academic requirements and augmenting understanding of patient conditions.</p>	

What college plans are associated with this Objective? (Please select from the list below):

- ☒ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705
- ☒ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.
- ☐ Title V

Goal: Student Completion.

Goal: Transition to Transfer and/or Gainful Employment.

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	2025 PI 4. The program will promote opportunities for local community partners to recruit current students and graduates to pursue a baccalaureate degree in nursing.
Planning years:	AY 2025-26, 2026-27, and 2027-28.
<p style="text-align: center;">Description:</p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>The Institute of Medicine 2010 Report on the “Future of Nursing: Leading Change, Advancing Health” aspired for a nursing workforce of 80% baccalaureate prepared. The monumental aspiration remains current and overdue. Baccalaureate prepared nurses were linked with better patient outcomes and quality of care.</p> <p>What college plans are associated with this Objective? (Please select from the list below):</p> <p><input checked="" type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705</p> <p><input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.</p> <p><input type="checkbox"/> Title V</p>	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	2025 PI 5 The program will provide academic and financial counseling to ensure student awareness of the cost of current and further education.
Planning years:	AY 2025-26, 2026-27, and 2027-28.
<p style="text-align: center;">Description:</p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p>	

The mounting cost of living and education is a barrier to pursuing further education. The 2025 RN class reported the need for financial support (29/32 or 74%) as the top reason for not continuing enrollment into the baccalaureate program.

What college plans are associated with this Objective? (Please select from the list below):

☒ Ed Master Plan ☒ Student Equity Plan ☐ Guided Pathways ☐ AB 705
☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.

☐ Title V

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number): 2025 PI 6. The program will broker partnerships with CSU campuses.

Planning years: AY 2025-26, 2026-27, and 2027-28.

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

The RN program currently has an MOU with CSU Channel Islands. The program needs to further investigate other CSU campuses and other affordable institutions of higher learning that include CSU Fullerton, CSU Dominguez Hills, San Diego State University, etc.

What college plans are associated with this Objective? (Please select from the list below):

☒ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705
☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.

☐ Title V

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number): 2025 PI 7. The program will encourage local partners to create innovative ways to financially support RNs to pursue baccalaureate in nursing or higher.

Planning years: AY 2025-26, 2026-27, and 2027-28.

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

Continued collaboration with the local community partnerships may create opportunities to provide financial assistance to RNs who wish to pursue a baccalaureate degree or higher.

What college plans are associated with this Objective? (Please select from the list below):

- ☒ Ed Master Plan
 ☐ Student Equity Plan
 ☐ Guided Pathways
 ☐ AB 705
☐ Technology Plan
 ☐ Facilities Plan
 ☐ Strong Workforce
 ☐ Equal Employment Opp.
☐ Title V

Goal: Support RN Faculty.

- **G1PI4.** The RN faculty will develop a simulation plan that includes policies, procedures, and lesson plans. [Update: Megan McComas completed the simulation packet. Training on the operation of the hi-fidelity manikin is scheduled for summer 2025 for additional faculty to increase use of the manikin for code management.](#)
- **G3PI14.** The college will purchase faculty chairs in the respective offices. [Update: No progress.](#)
- **G3PI6.** The college will maintain subscription to Keith RN faculty resources. [Update: CONTINUED SUBSCRIPTION.](#)

<ul style="list-style-type: none"> • New Program Planning Initiative (Objective) – Yearly Planning Only 	
Title (including number):	2025 PI 8. The college will provide professional development opportunities for simulation, teaching strategies, artificial intelligence, and clinical practice updates.
Planning years:	AY 2025-26, 2026-27, and 2027-28.
<p align="center">Description:</p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>The California Board of registered Nursing requires 30 continuing education units on specific content of nursing. Providing professional development helps relieve the cost of these required updates that keep the RN program relevant and current to professional practice.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input checked="" type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p>	

Area of Focus Discussion Template

EDUCATION AND INDUSTRY PARTNERSHIPS

Education and Industry Partnerships – review relationships with four-year institutions including preparation for transfer and changes in major requirements assess employment as well as review employment and the needs of employers and regional partners. Sample activities include the following:

Possible topics:

- Review academic transfers and associate degree for transfer alignments.
- Review articulation agreements.
- Review C-ID (course identification system) modifications.
- Integrate advisory committee recommendations and regional training needs.
- Review career and technical education (CTE) labor market information and trends.
- Explore collaborations, internships and externships, and cooperative work experience opportunities.
- CTE unit completion goals in the Student-Centered Funding Formula and CCCC Vision for Success.

a. What data were analyzed and what were the main conclusions?

Review academic transfers and associate degree for transfer alignments.

The RN program is currently working with CSU Channel islands for a seamless academic progression to the baccalaureate program.

Review articulation agreements. The recent legislative mandates for common course numbering, local general education, and CSU-UC transfer pathways (Cal-GETC) provide a concerted mandate to promote seamless transition from associate degree to baccalaureate in nursing.

Review C-ID (course identification system) modifications. RN courses are not listed in the C-ID system.

Integrate advisory committee recommendations and regional training needs. The RN program, with LVN and CNA programs, conducts an annual advisory committee meeting in November. The local partners continue to request more nurses.

Review career and technical education (CTE) labor market information and trends.

Explore collaborations, internships and externships, and cooperative work experience opportunities.

The California Board of Registered Nursing approves the RN program. The curriculum plan is reported and is set unless there are new mandates or faculty-driven identified needs that warrant curriculum revision.

- The program is collaborating with the CSU Channel Islands for baccalaureate offering.
- A preceptorship of 60 hours with 4 hours of leadership and management is integrated in NURS 108 RN Practicum 2. There are no plans for modifying work-based experiences.

CTE unit completion goals in the Student-Centered Funding Formula and CCCC Vision for Success.
The RN program continues to have a low attrition rate of less than 10%.

- b. Based on data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

The needs of the English Language Learners, low-scores in the tests for academic skills (TEAS), and return-to-college syndrome are identified challenges to success in the RN program.

The Needs of ELL students. Prior to enrollment in the RN program, students have completed the associate degree and RN program requirements. They have developed study and language skills that enable processing and application of information at various levels of complexities. The faculty continues to address these needs individually. The HLTH 7113 Think Like a Registered Nurse, a noncredit course, continues to provide opportunities for students to interface with the nursing faculty to support the student understanding of the course materials.

Low Scores on TEAS Tests. The standardized TEAS test remains a bellwether for student academic skills. It is not used as part of the merit-based criteria, but it provides a general indication of the student's recency in English, writing, math, and sciences. The RN faculty augment the baseline screening with a module and screening test on pharmacology and dose calculation. The student has two opportunities to meet a cut-score. A student who does not meet the requisite benchmark is assigned a review module on pharmacology and dose calculation.

Return-to-College Syndrome. With program expansion, there are at least 15 students who have at least one-year lag in college education. They demonstrate the need for readjusting to college student life that includes time management, review of LVN skills, refresher on dose calculation, pharmacology, medical terminology, anatomy and physiology, and academic skills. To date, these students are encouraged to attend a January 24-hour bootcamp that reviews college resources and provides overview of the knowledge and competencies for the RN program. The RN program faculty are currently considering obtaining a 6-week online program (Assessment Technologies Incorporated: Launch – Nursing Academic Readiness) that is self-paced for the new entrants to the college and the program.

Transfer to CSU Channel Islands. There are thirty-four (34) respondents to the survey.

- Twenty-two (22-65%) students would enroll in the CSU Channel Islands baccalaureate program.
- The students plan to start the program in spring 2026 (9 respondents or 26%), summer 2026 (11 respondents or 32%), fall 2026 (2 respondents or 6%), and after fall 2026 (12 respondents or 6%).
- Regarding barriers to pursuing the baccalaureate degree, the students identified:

Barrier	n	%
Financial support	24	71
Work-life-school balance (no time)	22	65
Need to complete more CSU requirements	17	50
Eager to work as full-time RN	12	35
Commute to CSU Channel Islands	7	21
Prefer to check other institutions	5	15
Not confident in passing NCLEX-RN	2	6

No interest in baccalaureate degree	1	3
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- The respondents identified their educational goals: (1) baccalaureate degree (18 respondents or 53%), (2) nurse practitioner (13 respondents or 38%); and (3) other: not specified (3 respondents or 9%).

- Regarding instructional modalities, the students preferred:

Instructional Modality	n	%
DE Unsynchronized. No designated class time. Required dates.	13	38
Combination: Face-to-face and DE.	10	29
DE Synchronized. Designated class times.	6	18
Traditional (face-to-face) AHC Campus	5	15

- Thirty-one (31) or 91% respondents agreed that work-related forgivable loan can make them consider obtaining a baccalaureate degree.

c. What are your plans for change or *innovation*?

The RN program is moving forward with plans to be accredited by the Accreditation Commission for Education in Nursing (ACEN) to augment the continuing California Board of Registered Nursing approval and set the groundwork for partnering with a baccalaureate in nursing degree institution.

The RN faculty is working toward implement more simulation (about 25% of the clinical experience during the spring semester) to reinforce student independent and contextual thinking. Faculty discussions regarding simulation and configuring clinical groups and direct patient care experiences are underway.

In compliance with the CCCC Vision for Success, the increasing applications of artificial intelligence in nursing is currently being considered.

As part of the Rebuilding Nursing Infrastructure Grant, (1) the college will provide an student-centered classroom instead of a front-facing “sage on stage” classroom. This can be achieved by providing multiple writable surfaces on all the available classroom wall space and project or screen so students can see class materials from every vantage point; (2) the college will launch an information and recruitment campaign to reach current RN students, associate degree RN graduates, and associate degree prepared RN staff to pursue baccalaureate degree in nursing; and (3) the college will seek partnerships with other institutions of higher learning to provide options for higher education.

d. How will you *measure* the results of your plans to determine if they are successful?

- ACEN accreditation.
- Simulation scheduled and implemented at 25% of total clinical hours.
- Completion of an RN program statement regarding the judicious use of artificial intelligence.
- Increase number of RN pursuing baccalaureate in nursing degrees in institutions of higher learning.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings. The validation is reserved for the 6-year cycle.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners).
Validation Team will include faculty, students, and advisory committee members.
2. Are there specific recommendations regarding the core topic responses from the validation team? NA

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	2025 PI 9. The college will modify the nursing classroom to provide an inclusive and interactive environment: writable boards on the sides and projection on all four walls. Wall panels. 4 feet x 4 feet. 10 pieces total.
Planning years:	(The academic years this will take to complete)
<p align="center">Description:</p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>The nursing faculty requested that there are writable surfaces on the side walls of M 118-123. This allows posting of group activities and interactive learning exercises. The request for multiple screens transform the classroom from front-biased (sage-on-stage) configuration to an inclusive and engaging learning space.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input checked="" type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input checked="" type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p>	

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	2025 PI 10. The college will provide funding for the Accreditation Commission for Education in Nursing (ACEN) accreditation in preparing for baccalaureate program partnerships.
Planning years:	(The academic years this will take to complete)

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

With the recent legislation on piloting Baccalaureate nursing programs in community colleges that was not supported by the state governor, it ushered interest in developing baccalaureate pathways. The legislation included accreditation as a requisite to local offering of baccalaureate courses in nursing. With that in mind, it is prudent to prepare for accreditation in the event that it becomes a requirement for partnering with other institutions.

What college plans are associated with this Objective? (Please select from the list below):

- ☒ Ed Master Plan
 ☒ Student Equity Plan
 ☐ Guided Pathways
 ☐ AB 705/1705
☐ Technology Plan
 ☐ Facilities Plan
 ☐ Strong Workforce
 ☐ Equal Employment Opp.
☐ Title V

New Program Planning Initiative (Objective) – Core Topic Only

Title (including number): 2025 PI 11. The college will provide funding for program manager software.

Planning years: 2025-26, 2026-27, and 2027-28.

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

The RN and LVN faculty are in continuous discussions regarding the purchase of a subscription for student and program document management system. The faculty is reviewing the pros and cons of different vendors.

What college plans are associated with this Objective? (Please select from the list below):

- ☒ Ed Master Plan
 ☐ Student Equity Plan
 ☐ Guided Pathways
 ☐ AB 705/1705
☒ Technology Plan
 ☐ Facilities Plan
 ☐ Strong Workforce
 ☐ Equal Employment Opp.
☐ Title V

New Program Planning Initiative (Objective) – Core Topic Only

Title (including number): 2025 PI 12. The college will provide a stipend of 40 hours per semester for faculty work in completing the Accreditation Commission for Education in Nursing (ACEN) requirements.

Planning years:	2025-26, 2026-27, and 2027-28.
<p align="center">Description:</p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>ACEN accreditation requires faculty gather and create the requirements for accreditation. The ACEN accreditation coincides with the upcoming California BRN continuing approval visit.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input checked="" type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p>	

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	2025 PI 13. The college will provide funding for professional development on simulation and artificial intelligence.
Planning years:	2025-26, 2026-27, and 2027-28.
<p align="center">Description:</p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>Simulation continues to be a moving target for the RN program. There is a continued need for faculty training and application of simulation teaching strategies to provide real world RN-level clinical judgment, timely decision-making, and safe and best practice action in simulated environments.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input checked="" type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p>	

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	2025 PI 14. The college will provide an student-centered classroom instead of a front-facing “sage on stage” classroom. This can be achieved by providing multiple writable surfaces on all the available classroom wall space (PI 9) and project or screen so students can see class materials from every vantage point.
Planning years:	2025-26, 2026-27, and 2027-28.

<p align="center">Description:</p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>A student-centered learning environment promotes multiple levels of interactions: instructor to student, student-to-instructor, and peer interactions. These environments promote student engagement and participation in the learning process.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input checked="" type="checkbox"/> Ed Master Plan <input checked="" type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p>	

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	2025 PI 15. The college will launch an information and recruitment campaign to reach current RN students, associate degree RN graduates, and associate degree prepared RN staff to pursue baccalaureate degree in nursing. This may require collaboration among counselors, program technician, public affairs, local community partners, and nursing faculty.
Planning years:	2025-26, 2026-27, and 2027-28.
<p align="center">Description:</p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>Increasing RN enrollment in the baccalaureate programs requires a multiple pronged approach to reach student cohorts and associate-degree prepared RN clinicians.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input checked="" type="checkbox"/> Ed Master Plan <input checked="" type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p>	

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	2025 PI 15. The college will seek partnerships with other institutions of higher learning to provide options for higher education. This requires meetings that include the counselor (at least 20 hours) and RN faculty (at least 20 hours).
Planning years:	2025-26, 2026-27, and 2027-28.

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

The RN Infrastructure grant paves the way to more collaboration with neighboring community colleges (Ventura College, Cuesta College, etc.) and CSU campuses (CSU Channel Islands and more).

What college plans are associated with this Objective? (Please select from the list below):

☒ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705/1705
☐ Technology Plan ☐ Facilities Plan ☒ Strong Workforce ☐ Equal Employment Opp.

☐ Title V

Program Review Signature Page:



Program Review Lead

05/29/2025

Date



Thomas Lamica (May 29, 2025 16:24 PDT)

Program Dean

05/29/2025

Date



Vice President, Academic Affairs

07/17/2025

Date











Nursing-RN_2024-25 Program Review_Education and Industry Partnerships

Final Audit Report

2025-07-17

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