

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Registered Nursing Program

Academic Year 2025-2026

1. Has your program mission or primary function changed in the last year?

No changes have been made to the program mission or primary function over the past year. The Registered Nursing (RN) program continues to align with the mission of Allan Hancock College by fostering an inclusive learning environment that supports student success, academic progression, and career readiness.

The mission is unchanged. The program has implemented targeted innovations to better support student learning and success, including supplemental faculty skills and clinical instruction.

2. Were there any noteworthy changes to the program over the past year? (e.g., new courses, degrees, certificates, articulation agreements).

The Associate degree in Nursing program is updated to include Common Course Numbering. There are no net changes in courses, hours, and units. There is ongoing efforts to modify the course outlines to integrate IDEAA+ (inclusion, diversity, equity, antiracism, accessibility, and others) and Universal Design for Learning as mandated by Title 5. These anticipated course modifications have been communicated with the nurse education consultant from the California Board of Registered Nursing.

The RN program continues to have successful offerings of the noncredit support courses:

- NURX 7113 Think Like a Registered Nurse. A spring-summer-fall semester course offering supplements instruction. The course continues to evolve to meet the needs of the student. It continues to be taught by program faculty that allows alignment of nursing curriculum and provides consistency of instruction. It also introduces continued preparation for the licensure exams. A summer offering of this course focused on obstetrics provide a refresher for the students to revisit prior learning in the specific care specialty that is also covered in the licensure exams.
- NURX 7112 Practicing Nursing Skills. A summer offering that refreshes RN level medication administration skills in preparation for the fall and final semester. The course is taught by team of nursing instructors who also teach clinical practicum.

The RN program also implemented a clinical facility orientation prior to the spring semester. The increased onboarding requirements of the clinical facilities was beginning to infringe on

didactic instruction. With this in mind, the program offered an 8-hour session to complete the facility requirement.

The RN program continues to offer **Bootcamp for New Students**. The 24-hour offering was scheduled the week before the start of the spring semester. The session welcomes students who have not been in college for at least one year. It covers survival skills in navigating college resources, learning platforms, and clinical facility electronic documentation. It also revisits study habits and time management to help with life-work-college balance.

Discussions are underway to create **integrated pathways for dose calculation from NURS 310 Pharmacology to NURS 111-112 RN Skills**. The use of a standard pathway allows consistent instruction on dose calculation with increasing complexity as the student progresses from the LVN program to the RN program. A similar model is suggested regarding patient assessments.

Is your two-year program map in place and were there any challenges maintaining the planned schedule?

The two-year program map is in place. There are no schedule changes. 100% nursing students are traditional students who balance academic loads with personal and professional work commitments. There is continued full enrollment of the courses.

3. Were there any staffing changes?

The RN Program has four full-time tenure – tenure track faculty. The faculty continue to meet their respective teaching loads including program director and assistant program director release assignments.

Through grant-funding, **clinical instruction has been augmented** to a ratio of 1 faculty for every 6-8 students with support faculty to address the needs of the students who are identified as at risk for not meeting clinical objectives. Enhanced staffing has been instrumental in early identification of students and reduction to elimination of intensive faculty one-on-one regular (every clinical day) monitoring of student with specific corrective action.

Through the request for enhanced faculty support in the skills laboratory for NURS 111 (RN Skills 1), grant-funded staffing was instituted during the ten scheduled skills days (6-hour Friday sessions). The enhanced staff increased student engagement in practicing and improving newly learned skills. The supplemental staffing increased faculty oversight of students. It provided timely one-on-one real-time faculty feedback and overall increased student confidence in safe performance of nursing skills on actual patients. Also, it created an opportunity for the part-time faculty to be involved in teaching nursing skills.

Although funded by soft monies, supplemental faculty staffing enhanced student learning and overall success in the nursing program and eventual nursing practice.

4. What were your program successes in your area of focus last year?

The program continues to have 90% and above first-time pass rates over the past three years.

- For the 2023–2024 cohort, 46 students tested with a first-time pass rate of 97.83%.
- For the 2024–2025 cohort, 49 students tested with a first-time pass rate of 93.88%.
- Preliminary results for the 2025–2026 cohort indicate a first-time pass rate of approximately 95.35%, with 41 of 43 students passing on the first attempt and one student still pending.
- Aside from first-time pass rates, subsequent attempts of students who did pass on their first attempt, pass were successful.

These outcomes reflect a notable improvement compared to previous years, where first-time NCLEX-RN pass rates ranged from 84% to 88% between 2020 and 2023. This upward trend suggests that recent program innovations and targeted instructional support strategies have positively impacted student preparedness and success. Key program successes contributing to these outcomes include improved student-to-faculty ratios during critical clinical learning periods through grant-funded instructional support, enhanced skills laboratory access and efficiency, and continued emphasis on clinical judgment, medication safety, and hands-on skill development. These efforts have strengthened the alignment between instructional delivery and expected student outcomes, contributing to improved licensure success rates and overall program effectiveness.

The RN program forged academic progression to CSU Channel Islands. The enrollment remains less than 10 students since summer 2025. Both institutions collaborate on a multi-tiered approach to promoting the BSN Pathway program through the CSU Channel Islands Extended University that include (1) regular outreach to the current RN program; (2) Success liaisons to address student inquiries regarding the program and related onboarding processes; and (3) intentional targeted advertising by the AHC Public Affairs team.

The AHC-CSU Channel Islands partnership also includes opportunities for professional development in curriculum design and simulation.

The RN program faculty continue to teach for the LVN program. Full-time faculty teach NURS 310 Pharmacology and the LVN summer offerings on overload. These overlap enables early identification of student needs and cohesive nursing instruction.

Learning Outcomes Assessment

1. Please summarize key results from this year's assessment.

2025. Student attrition. Five students (out of 47 total: 10.6%) did not continue from spring to fall semester due to academic failure (less than C rating). One student returned in fall semester. 43 students completed the program.

All student completers met the program learning outcomes that are embedded in the clinical courses. The students attained the outcomes in clinical judgment, medication safety, and safe patient care.

Student performance on standard content mastery tests (Kaplan) continues to provide a formative and summative assessment of student readiness for the state licensure exams. The faculty found that students who did not consistently use the resource struggled and did not even succeed in their first attempt at the licensure exam. Graduates reach out to the program director to extend their access to the Kaplan exam readiness tools.

5. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

The program completers meet the program learning outcomes. Additional outcomes were added: metrics for student readiness (TEAS scores) and licensure first attempt pass rates.

The TEAS scores in addition to pharmacology competency and dose calculation competency have been predictive of student recency of academic experience and competency in navigating online resources and instructional support like Kaplan materials.

The first attempt pass rates reinforce faculty assessment of high priority students who struggled during the nursing program. These students who failed their first attempt at the licensure exam are encouraged to revisit the Kaplan review materials prior to scheduling for their subsequent attempt.

The nursing faculty continue to monitor student trends related to failure in the first attempt in the licensure exam. Anecdotal findings include:

- Language preferences. Non-English learners continue to struggle with test items. The nursing faculty continue to refer students to the learning assistance program (LAP). Although language proficiency is not deemed an impediment to learning, the LAP supported providing additional time accommodations to enable processing of language and nursing content.
- Financial hardships. Students juggle conflicting life commitments – personal, family, academic pursuit, and work. These life-work-college balance remains and will continue to remain a norm for adult learners enrolled in a traditional nursing program. Nursing faculty continue to seek resources for students in dire need on a “these situations occur” basis.
- Academic readiness. The review of Tests for Essential Academic Skills reveal that students with basic to foundation ratings in English, math, and reading struggle with understanding assignments and test items. Basic to foundational ratings for sciences indicate academic recency associated with “return-to-college” syndrome. New entrants to the college and the nursing program demonstrate a steep learning curve in using the

learning management system (Canvas), Kaplan online resources, and developing a habit of studying while gainfully employed. The nursing faculty continues to address student underperformance with every quiz or assignment. The nursing faculty continue to offer opportunities for consultation and open practice sessions for students.

6. Please summarize recommendations and/or accolades that were made within the program/department.

Recommendation: Recent changes in Title 5 will require the integration of language and teaching strategies that promote inclusion, diversity, equity, antiracism, accessibility, etc. (IDEAA+) and Universal Design for Learning teaching strategies.

Accolades: The first time pass rates continue to be 90% and above in 2025.

Accolade: Leanne Wolfram created mini videos for the RN skills class that enable students to practice and revisit classroom instruction on RN level skills.

Accolade: Beth Conner continue to integrate applications of artificial intelligence in teaching and reviewing student work. She also spearheaded providing AI use in her classes.

Accolade: Both Leanne Wolfram and Beth Conner are pursuing doctorates in nursing. Mia Datuin completed her doctorate degree in 2025.

Accolade: Megan McComas provided 12 years of simulation as part of clinical instruction and championed seeking clinical agency partners to enhance diverse learning experiences for student. She will be retiring in spring 2025.

Recommendation: Due to the nature of the RN program, there is a need to fill the tenure-track position vacated due to retirement.

Accolade: The RN program was awarded the Restructuring Nursing Infrastructure (RNI) Grant that will fund BSN pathway partnership with CSU Channel Islands, renovation of the nursing classroom and skills laboratory, computer lending program with hotspots for BSN-bound students, dedicated nursing counselor, and instructional support for nursing majors.

Accolade: The RN program continues to recruit local RNs to teach the program. To date, the RN program has former graduates teaching in the program: Adelita Cheadle, Allison Youngern, Joseph Domingos, and Ricardo Arenas.

7. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

There are no changes in program learning outcome (PLO) rubrics, associations, or assessment cycle planning. The current reporting continues to support periodic measurement and analysis of student performance.

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*)

- 8. Which courses were reviewed for regular and substantive interactions (RSI)?
- 9. What were some key findings regarding RSI? What is the plan for improvement?

Although the program does not have any DE offerings, the nursing faculty are exploring developing curriculum design that allows seamless transitions from one course to another. The faculty aim to align with the CSUCI DE design.

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

a. Does the program meet documented labor market demand?

Yes, the RN program continues to meet the criteria for South Central Coast Consortium endorsement based on meeting all the labor market criteria namely supply gap, self-sufficiency standard living wage, and education.

Program LMI Endorsement	Endorsed: All LMI Criteria Met <input checked="" type="checkbox"/>	Endorsed: Some LMI Criteria Met <input type="checkbox"/>	Not LMI Endorsed <input type="checkbox"/>
Program LMI Endorsement Criteria			
	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Supply Gap:	<i>Comments: there is projected to be 1,060 annual job openings in the South Central Coast (SCC) Region for Registered Nurses (29-1141), which is more than the 472 awards conferred by educational institutions.</i>		
	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Self-Sufficiency Standard Living Wage ¹ :	<i>Comments: Typical entry level wages for Registered Nurses (29-1141) are \$53.85, which is above the Santa Barbara County living wage of \$29.80.</i>		
	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Education:	<i>Comments: The typical entry-level education for Registered Nurses (24-1141) is a bachelor's degree. However, 34% of workers in the field have completed some college or an associate degree as their highest level of education.</i>		
Additional Considerations			
Emerging Occupation(s):	Yes <input type="checkbox"/>	Some <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	<i>Comments: N/A</i>		

The South Central Cost LMI endorses the program for meeting the supply gap, self-sufficiency standard living wage, and education.

Demand. The annual openings are 1,060.

- The number of jobs related to Registered Nurses (29-1141) is projected to increase 6% through 2029 in the SCC region. There is projected to be 1,060 annual openings due to new job creation and replacements.
- Hourly entry-level wages for Registered Nurses (29-1141) in Santa Barbara County are \$53.85 which is above the Self-sufficiency Standard living wage (\$29.80 for Santa Barbara County).
- There were 9,877 online job postings for Registered Nurses (29-1141) over the past 12 months. The highest number of postings were for registered nurses, home health registered nurses, and labor and delivery registered nurses.
- The typical entry-level education for Registered Nurses (29-1141) is a bachelor's degree.
- Approximately 34% of workers in the field have completed some college or an associate degree as their highest level of education.

Supply (CC and non-CC) 472.

- There was an average of 472 awards conferred by seven community colleges in the SCC region in 2021-2024.
- Non-community college institutions conferred 99 awards in 2020-2023.
- SCC community college students that exited the Registered Nurses (29-1141) programs in the 2022-23 academic year had a median annual wage of \$81,012 (\$38.95 per hour) after exiting the program and 65% attained the regional living wage (Self-sufficiency standard).
- Throughout the SCC region, 90% of Registered Nurses (29-1141) students that exited their program in 2021-2022 reported that they are working in a job closely related to their field of study.

Demand. Occupational Projections.

Exhibit 2 compares historical and projected changes in employment for Registered Nurses (29-1141) compared to the number of jobs in 2019. Notably, employment for this occupation in Santa Barbara County declined 15% from 2019 to 2024, which is significantly lower when compared to all the other regions. From 2024 to 2029, employment is projected to increase in both Ventura County and Northern LA County.

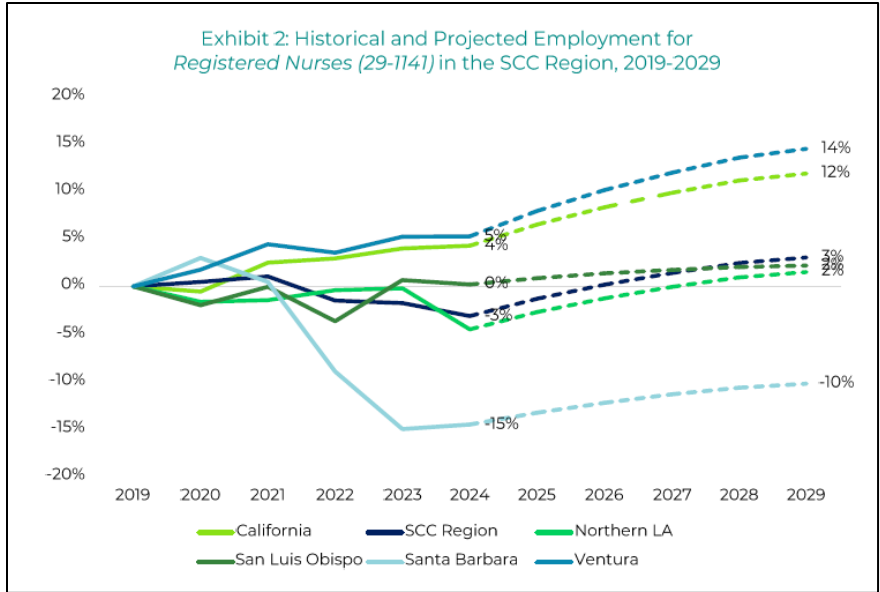


Exhibit 3. Five-year occupational demand projections for Registered Nurses (29-1141). In the SCC Region, the number of jobs related to this occupation is projected to increase 6% until 2029. There is projected to be 1,060 jobs available annually. Ventura County has the highest number of jobs and annual openings followed by Northern LA County.

Exhibit 3: Occupational Demand in the SCC Region²

Geography	2024 Jobs	2029 Jobs	2024-2029 Change	2024-2029 % Change	Annual Openings
Northern LA	5,236	5,567	331	6%	347
San Luis Obispo	1,968	2,007	39	2%	109
Santa Barbara	3,223	3,385	162	5%	201
Ventura	5,557	6,043	485	9%	393
SCC Region	15,982	16,999	1,017	6%	1,060

Wages.

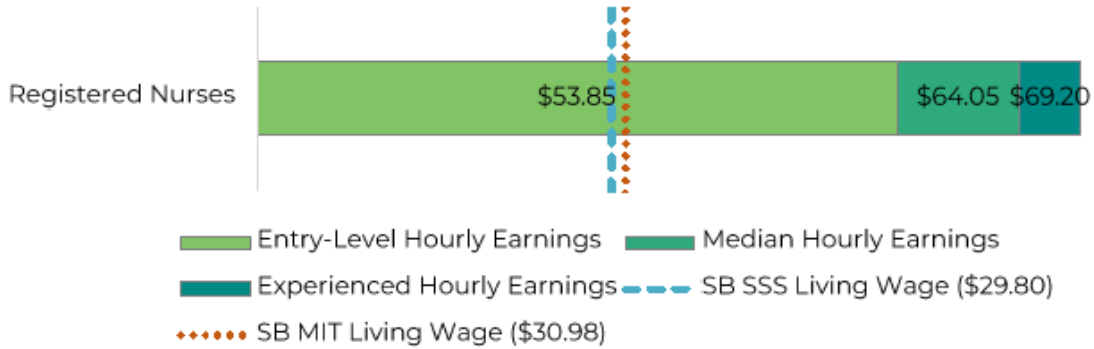
The labor market endorsement in the report considers the entry-level hourly wages for projections Registered Nurses (29-1141) in relation to the living wage of the Santa Barbara County. Wages for other counties are included below to provide a complete analysis of the SCC Region.

Santa Barbara County

In addition to the Self Sufficiency Standard living wage, data for the MIT Living Wage, updated on February 10, 2025, is provided as a reference. Currently, the MIT Living Wage in Santa Barbara County is \$30.98. Both figures account for geographic-specific costs of necessities such as housing, food, health care, and transportation to assess the cost of living and are notated as follow.

Typical entry-hourly wages for *Registered Nurses (29-1141)* are \$53.85 which is above the Self-Sufficiency Standard living wage for one adult (\$29.80) in Santa Barbara County. Exhibit 4 shows the wage range for *Registered Nurses (29-1141)* in Santa Barbara County and how it compares to the regional living wage.

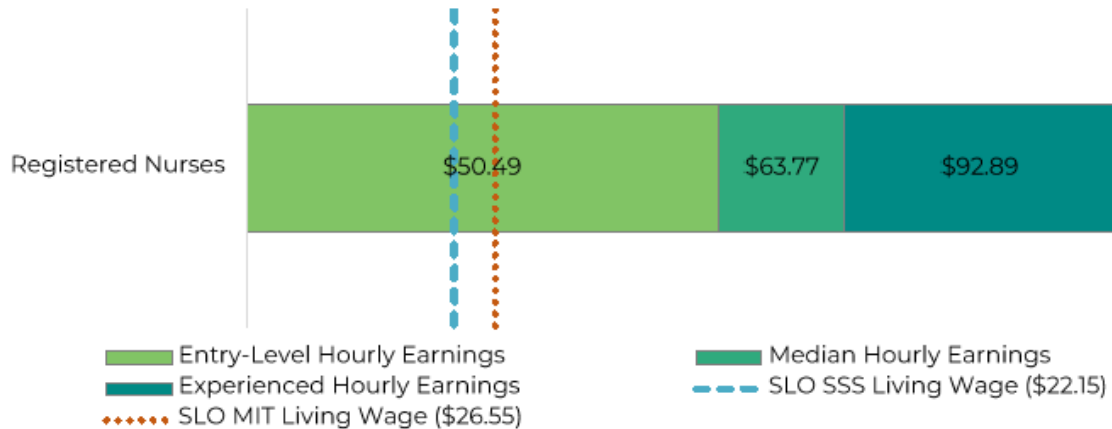
Exhibit 4: Wages by Occupation in Santa Barbara County



San Luis Obispo County

Typical entry-hourly wages for Registered Nurses (29-1141) are \$50.49 which is above the Self-Sufficiency Standard living wage for one adult (\$22.15) in San Luis Obispo County. Exhibit 6 shows the wage range for Registered Nurses (29-1141) in San Luis Obispo and how it compares to the regional living wage.

Exhibit 6: Wages by Occupation in San Luis Obispo County



Job Postings.

There were 9,877 online job postings related to Registered Nurses (29-1141) listed in the past 12 months in the SCC Region. Exhibit 8 shows the number of job postings by county. Approximately 36% of job postings were in Ventura County.

Job Postings:

There were 9,877 online job postings related to *Registered Nurses (29-1141)* listed in the past 12 months in the SCC Region. Exhibit 8 shows the number of job postings by county. Approximately 36% of job postings were in Ventura County.

Exhibit 8: Number of Job Postings by County (n=9,877)

County	Job Postings	Percentage of Job Postings
Ventura	3570	36%
Santa Barbara	2363	24%
San Luis Obispo	1978	20%
Northern Los Angeles	1966	20%
Total Postings	9,877	100%

Exhibit 9: Number of Job Postings by Occupation (n=9,877)

Occupation	Job Postings	Percentage of Job Postings
Registered Nurses	9,877	100%
Total Postings	9,877	100%

Exhibit 10: Top Employers by Number of Job Postings (n=9,877)

Employer	Job Postings	Percentage of Job Postings
CommonSpirit Health	356	24%
Aya Healthcare	350	24%
Vetted Health	277	19%
Adventist Health	271	19%
HCA Healthcare	254	17%
Soliant Health	204	14%
Providence	186	13%
Medical Solutions	185	13%
Titan Medical	150	10%
AMN Healthcare	149	10%

b. How does the program address needs that are not met by similar programs?

The RN program contributes to the entry-level RN workforce every year. To ensure that there is a steady supply of new nurses, the RN program continues to start in January and end in December which is staggered with the neighboring nursing programs at Cuesta College in the north and Santa Barbara City College in the south.

A local proprietary LVN program, Carrington College, continues to offer LVN program in rolling cohort blocks. There is a remarkable incremental increase from 12 graduates in June 2022 to 37 graduates in

2023. The Carrington College LVN program is approved for 24-40 students per cohort cycle of 30-54 weeks. The RN program has at least 15 seats available to accommodate non-AHC LVNs.

Exhibit 11: Top Skills by Number of Job Postings (n=9,877)

Top Specialized Skills	Top Soft Skills	Top Computer Skills
Nursing (5,035)	Communication (2,149)	Microsoft Office (294)
Nursing Care (1,760)	Leadership (1,367)	Microsoft Outlook (204)
Medication Administration (1,528)	Management (1,275)	Epic EMR (175)
Home Health Care (1,266)	Planning (951)	HealthStream (150)
Acute Care (1,144)	Compassion (815)	Microsoft Excel (123)
Cardiopulmonary Resuscitation (CPR) (1,117)	Coordinating (713)	Clinic Management Systems (75)
Medical Records (956)	Interpersonal Communications (707)	eClinicalWorks (ECW) (46)
Intensive Care Unit (940)	Critical Thinking (671)	Microsoft Word (45)
Vital Signs (874)	Problem Solving (663)	Spreadsheets (43)
Patient Education And Counseling (866)	Customer Service (642)	MEDITECH EHR (42)

The RN program continues to promote inclusion, diversity, equity, antiracism, accessibility, and more (IDEAA+) in the classroom, the skills laboratory, the clinical settings, and the day-to-day encounters with the nursing students. In consult with California BRN, the nursing course outlines will be modified to integrate IDEAA+ and Universal Design for Learning.

The RN program continues to innovate learning experiences for the students through the stewardship of grants.

- The program continues to offer a bootcamp for the new entrants to the college and the nursing program. It is offered prior to the start of the academic program every January.
- The program continues to collaborate with local health partners with the increasing rigors and requirements for onboarding faculty and students. In 2026, the program offered an onboarding pre-session for all incoming students to meet these requirements.
- The program continues to assess student knowledge in pharmacology and dose calculations. The faculty provides a refresher on pharmacology and dose calculation and conducts a screening test with an 80% cut score. When not able to meet the requisite cut score, the student is required to review pharmacology and dose calculation using Kaplan resources.
- The program continues to offer open labs and flexible schedules for skills practice and skills check-off prior to actual performance on a patient. In spring 2026, additional faculty was scheduled to augment instruction and student competency.

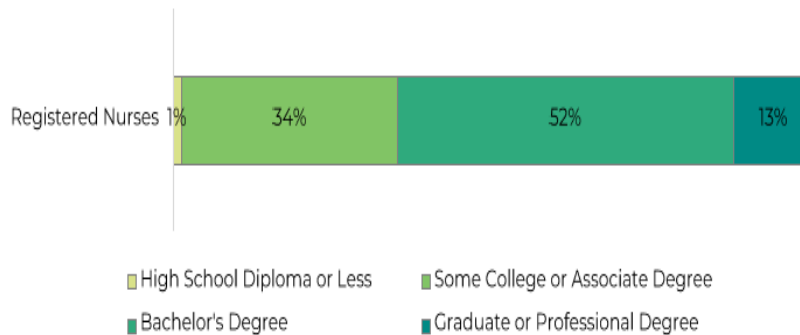
- In collaboration with the LVN faculty, there are ongoing discussion regarding using an integrated module on dose calculation that is used by both programs that is leveled. There are similar conversations regarding the use of assessment modules in both programs to reinforce the importance of accurate and diligent patient assessments.

Educational Attainment.

The Bureau of Labor Statistics (BLS) lists the typical entry-level education for this registered nursing. Bachelor’s Degree Registered Nurses (29-1141)

The national-level educational attainment data indicates 34% of workers in the field have completed some college or an associate degree as their highest level of education.

Exhibit 12: National-level Educational Attainment for Registered Nurses (29-1141)



Of the 27% of the cumulative job postings for Registered Nurses (29-1141) that listed a minimum education requirement in the SCC Region, 48% (1,260) requested a high school diploma or an associate degree, 45% (1,186) requested a bachelor’s degree, and 7% (194) requested a graduate or professional degree.

Exhibit 13: Regional Community College Awards (Certificates and Degrees), 2021-2024

TOP Code	Program	College	2021-2022 Awards	2022-2023 Awards	2023-2024 Awards	3-Year Award Average
1230.10	Registered Nursing	Allen Hancock	33	32	49	38
		Antelope Valley	126	102	126	118
		Canyons	88	93	102	94
		Cuesta	41	44	15	33
		Moorpark	67	51	59	59
		Santa Barbara	77	68	38	61
		Ventura	71	56	77	68
		Supply Subtotal/Average			503	446
Supply Total/Average			503	446	466	472

Exhibit 13 shows a three-year average of awards conferred by community colleges Registered Nursing (TOP Code 1230.10).

Exhibit 14: Annual Average Community College Awards by Type, 2021-2024

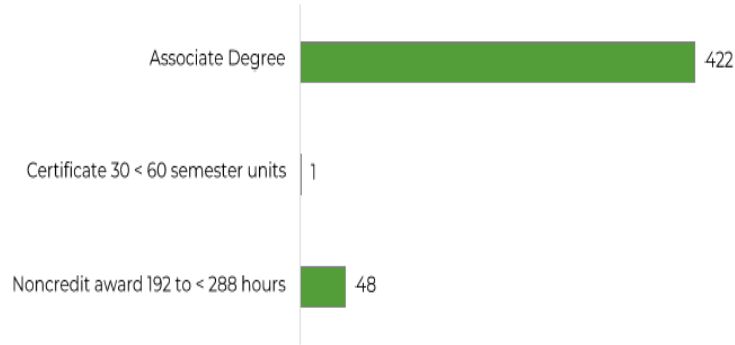


Exhibit 14 shows the annual average community college awards by type from 2021-22 to 2023-24. Most awards are associate degrees followed by noncredit awards of 192-288 hours.

c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

AHC Completion and Success.

Year	NURS 101	NURS 108	Program Completion Rates
2021	34	33	97%
2022	34	33	97%
2023	49	49	100%
2024	47	46	98%
2025	49	49	100%

First Attempt at NCLEX-RN.

School	2020/2021		2021/2022		2022/2023		2023/2024		2024/2025	
	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass
Allan Hancock College	32	84.38%	33	87.88%	34	85.29%	46	97.83%	49	93.88%

The program continues to have greater than 75% NCLEX-RN pass rates within the last five years.

Student Outcomes.

AHC students that exited Registered Nursing (1230.10) programs in the 2022-23 academic year had higher median annual earnings (\$95,790 or \$46.05 per hour) compared to all Registered Nursing (1230.10) students in the SCC Region (\$81,012 or \$38.95 per hour) as well as statewide (\$82,922 or \$39.87 per hour). A higher percentage of AHC (89%) Registered Nursing (1230.10) students attained the living wage compared to SCC Registered Nursing (1230.10) students (65%) and all Registered Nursing (1230.10) students in the state (70%).

The program experiences low graduate response rates in post-completion surveys. To date, the RN program completers all take the NCLEX-RN licensure exam and are employed in August, September, and March in the local hospitals.

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?

The RN program does not have course requisites except for LOE requiring students to complete a program application.

To ensure concurrent theory and application learning experiences, any student who have to return after being unsuccessful in one or more theory courses, is required to take both the theory course and the skills (NURS 111 and/or NURS 112) and the practica (NURS 103 and/or NURS 108).

e. Have recommendations from the previous report been addressed?

2024-25 Recommendations	Progress Report
Review the 2010 merit-based admission criteria study.	The proposal was submitted to Craig Bach in fall 2025.
Purchase faculty office chairs.	No update.
Develop simulation policy.	Early drafts.
Hire an instructional aide for simulation.	No update.

NEW: Recommendation: ACEN Candidacy Application. There is a need to complete the application.

NEW: Recommendation: Partnership with CSU Channel islands BSN pathway. A work in progress. Updates are:

- Completion of MOU between the institutions.
- BSN Program revisions that facilitate transfer from AHC.
- CSU CI Outreach to current RN students.
- Marketing strategies to recruit former AHC graduates and associate-degree prepared nurses.
- Collaborative meetings regarding teaching strategies.
- Collaborative meetings regarding curriculum design.

NEW: Recommendation: Leverage grant funds to improve learning spaces.

- Remodel and redesign M123 for 360 audiovisual experiences.
- Update audio-visual system to include an annotating monitor.

NEW: Recommendation: Support FT and PT faculty professional development.

NEW: Recommendation: NEW Consider membership in organizations that support nursing programs including simulation. COADN, Organization of Associate Degree Nursing (OADN), and International Association for Clinical Simulation and Learning.

NEW: Recommendation. Provide software like Kahoot, Slido, mentimeter, etc. to promote student participation.

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 student’s 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 screenshot shows an Excel spreadsheet with the following table structure:

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ- 2	Equipment	/video cameras \$600 each

The spreadsheet also includes a navigation bar at the bottom with tabs for EQUIPMENT, SUPPLIES, STAFFING, TECHNOLOGY, and FACILITIES. A tooltip in cell B3 provides the definition of equipment: "Enter equipment requests below. Equipment is defined as having useful life of more than one year AND a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase."

Area of Focus Discussion Template INNOVATIVE SCHEDULING

Innovative Scheduling embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

Possible topics:

- Review scheduling matrices. Program map alignment, successes, and challenges.
- Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.
- Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.
- Address scheduling conflicts or dependencies across disciplines or general education areas.
- Student access – cultivate majors, support cohorts, and interdisciplinary connections.
- Review units and time to course and program completion.

What data were analyzed and what were the main conclusions?

Review scheduling matrices. Program map alignment, successes, and challenges. The RN program continues to be offered in two semesters. It seats 50 traditional students. It continues to have 95-100% retention, completion, and persistence rates. Challenges include academic failure, missed associate degree requirements, financial difficulties, and work-life-family-academic balance.

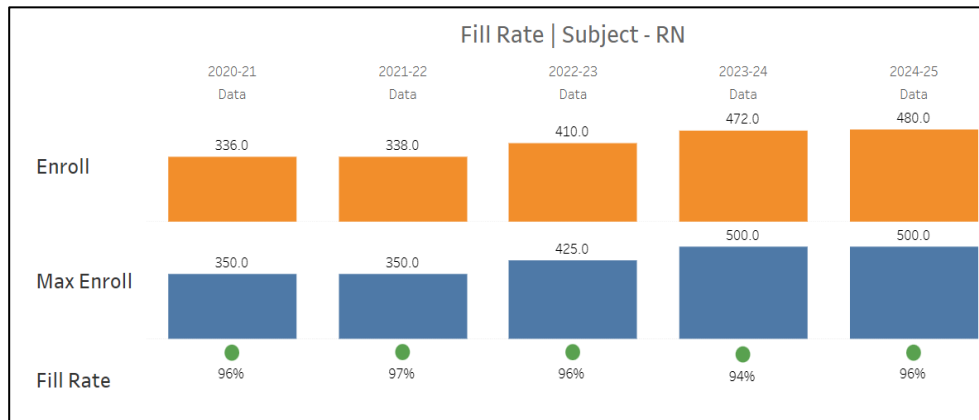
Faculty Load. Currently, four full-time faculty are adequate to staff the program management (40% release time for RN program director and 10% release time for the assistant program director) and instruction.

5-Year Aggregate Headcount Data		Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
RN111	211	35	35	49	50	47
RN101	210	34	34	49	47	47
RN102	210	34	34	49	47	47
RN103	210	34	35	49	49	47
RN104	210	34	35	49	49	47

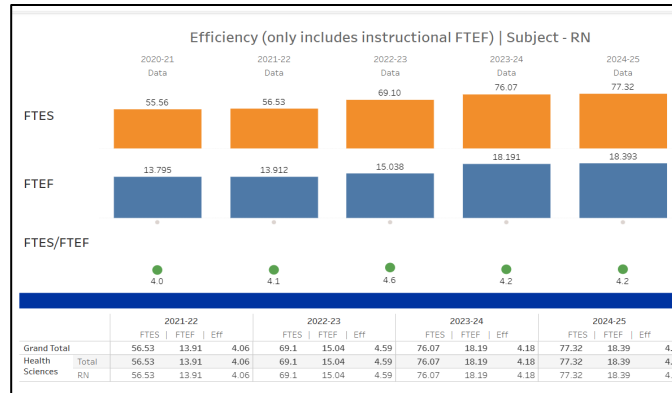
5-Year Headcount by Course

5-Year Aggregate Headcount Data		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	
RN106	194	RN106	33	33	33	46	49
RN108	194	RN108	33	33	33	46	49
RN109	194	RN109	33	33	33	46	49
RN110	194	RN110	33	33	33	46	49
RN112	194	RN112	33	33	33	46	49

The 5-year report showed that all RN course offering were fully enrolled at seating of 33-35 (spring 2021- fall 2022) and 46-50 (spring 2023 – spring 2025). Each nursing theory course (NURS 101, NURS 102, NURS 104, NURS 106, NURS 109, and NURS 110) was taught by a FT nursing faculty. Each nursing skills course (NURS 111 and NURS 112) was taught by full-time faculty. Both NURS 111 and NURS 112 require instructor-to-student ratio (1:10) for skills practice and check-off. Both NURS 103 and NURS 108 required augmented staffing of 1 instructor to 6-8 students as part of the terms for enrollment increase that started on spring 2023. California Community College Chancellor’s Office grants continue to fund supplemental staffing.



Fill Rate. The RN program continues to have a fill rate of 94-97%. The program saves seats for returning students and is unable to fill a vacated seat by last minute deferrals. The tight timeline for submitting program documents and facility onboarding pose difficulties in back filling the late-minute program vacancies.



Efficiency. Augmented staffing in the clinical courses – NURS 103 and NURS 108 – reduces the efficiency measures.

Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion. The RN program is a cohort program that begins in January and ends in December. To be eligible for program admission, the prospective nursing student must have completed the program requirements and the associate degree requirements. The bottlenecks to academic pathways include: (1) the implementation of ethnic studies as an associate degree requirement and 100-level math or statistics; (2) the limited seats in the AHC LVN program (35 seats); and (3) the CSUCI program requirements for BSN pathway.

Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities. Students continue to enroll with the current face-to-face instructional modality. The use of the learning management system facilitates curriculum design, student access and accountability, and integration of artificial intelligence tools. As a cohort program, the current face-to-face modality promote student completion and persistence. The opportunities for hands-on learning experiences reduces the need to consider DE modalities at this time.

The RN faculty witnessed a number of students have more than 1-hour commute. These students continue to seek assistance with scheduling skills practice and checkoffs and exams in order to reduce commute. The RN faculty continue to be cognizant of these situations and include carpool when creating clinical groups.

Address scheduling conflicts or dependencies across disciplines or general education areas. There were conflicts regarding associate degree requirements regarding the addition of ethnic studies and transfer level math (STAT C1000 or any 100-level math). The program director consulted with counselors and waived these requirements for three years to allow students who have completed the prior requirements in the waitlist. The grace period is coming to a close and the rush to complete these new requirements is causing bottlenecks. The current RN

students are impacted as these courses are required to meet lower division for CSU Channel Islands BSN pathway.

Student access – cultivate majors, support cohorts, and interdisciplinary connections. Nursing students are referred to college resources at any juncture in their academic experience. A grant-funded dedicated counselor, Brooke Souza, helped provide a consistent educational pathway to completing the associate degree and meeting the transfer requirements to CSU Channel Islands. To date, there is a need to track the number of students who need to complete the transfer requirements.

Review units and time to course and program completion. The California Board of Registered Nursing approved the current courses. The students have demonstrated persistence from spring to fall semester with the program completion and licensure as goal posts. The RN faculty does not anticipate changes in course units and hours.

Student Success and Transition to Practice. The nursing faculty identified opportunities to promote learning, student engagement, and development of professional nursing competencies. The last five years witnessed a remarkable surge in NCLEX-RN pass rates that began when the implementation of the Next Generation NCLEX-RN test plan.

With the goal of increasing and maintaining NCLEX-RN first attempt pass rates, the nursing faculty geared efforts toward early identification of at risk students, provision of faculty oversight, support, and individualized instruction, and periodic reevaluation of interventions. [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?](#)

Schedule and Equity. Course schedules have undergone minor changes to accommodate the nursing faculty pursuit of doctorate degrees while addressing student needs.

- The faculty created equitable clinical assignments. Every student is given the same opportunity in various settings including emergency, surgery, home health, and mental health.
- The faculty provided sign-up options for skills lab scheduled practice sessions and skills competency checkoffs. The faculty also conducted as needed opportunities for students who have long commutes. The clinical groups were created to favor carpools.
- The faculty encourage students to seek learning assistance evaluation to determine reasonable accommodations.
- The faculty take time to accommodate English language learners by providing more time and open door consultation. The nursing faculty continue to collaborate with LAP and peers regarding ways to better serve students with identifiable or nonidentifiable learning needs.

The nursing faculty recognized the importance of ensuring equity and providing reasonable accommodations while maintaining professional standards of nursing practice. The nursing faculty continue to collaborate with the learning assistance program (LAP) team on developing reasonable accommodations.

Challenges

- The RN faculty regularly assessed the learning needs of the students.
- The nursing faculty pursue innovative teaching strategies to provide reasonable accommodation while ensuring the standards of nursing professional practice.
- English language learners. The RN faculty continues to develop individualized approaches to address the needs of these students.
- Hearing impaired learner. The RN faculty worked with LAP team to ensure that there is a notetaker who would be able to address the needs of the student.
- Visually impaired learner. The faculty worked with LAP team to ensure that there are provisions for the student. The student continues to manage the course requirements.
- Attention-Deficit / Time Unaware learner. The faculty worked with the student with compromises on timely performance of certain tasks. The nursing faculty continue to seek a careful and inclusive balance of time management, prioritization, and patient safety and expected outcomes with time awareness limitations.
- The RN faculty facilitated student access to resources based on financial need.

In spring 2026, the program served 15 students (30.6%) who were identified with needs for test accommodations. All these students require double the length of time to be successful in nursing courses. The Learning Assistance Program does not have any accommodation recommendations in the clinical practicum experiences. With diverse learning needs, there is a continued need to supplement faculty to ensure that every student develops the requisite entry level application of nursing knowledge and demonstration of nursing skills competencies.

What are your plans for change or innovation?

- Innovation: Targeted Scheduling. Continue to align faculty availability with critical learning periods. Example: Supplemental faculty during 8 AM -12 noon, the peak times for medication administration.
- Innovation: First-hand Video Skills Demonstration.
The spring semester covers various methods of administration of parenteral medications. Leanne W. created short videos of every IV therapy administration. This allowed the students access to the video clip for review, practice, and preparation for competency checkoff.
- Innovation: Supplemental Faculty in Skills.
The innovation is twofold.
First, additional faculty enables students to develop rapport with the instructor, demonstrate performance of newly learned RN skill, and deeply think of the rationale for

the different steps to complete a task. They provide real-world feedback on performance of a newly learned skill.

Second, the additional part-time faculty promotes involvement in the instructional side of skills. This gets the part-time faculty to better understand what are taught in the skills courses.

- Innovation: Develop curricular design in the learning management system that unifies all the nursing courses. This enables students to readily navigate the nursing courses.
- Innovation: Integrate resources for dose calculation (LevelUPRN) from the NURS 310 Pharmacology to the NURS 111 RN Skills 1. The LVN and RN faculty believe that a consistent approach to dose calculation with the same resources would enhance student dose calculation competency. Current consideration: Dose calculation module. Level Up RN.
- Innovation: Integrate leveled simulation experiences from spring to fall. Provide more opportunities for students to experience nursing decision—making in a safe learning environment. Consider: 10-month instructional aide for nursing lab.

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

- Student satisfaction surveys.
- Student completion, persistence, and attrition rates.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

- 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)
- Are there specific recommendations regarding the core topic responses from the validation team?

This study is the fourth topic in the program review cycle. The RN program will have another topic before it conducts validation.

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) – Yearly Planning Only	
Title (including number):	Clinical Facility Onboarding for New RN Cohort 8-hour Pre-program session on Clinical Facility Requirements
Planning years:	2026 onward

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 clinical facilities require validation of student knowledge of the facility policies and procedures and general nursing skills. The onboarding process has become lengthy and if started at the beginning of the semester, the students will not be onboard until midway through the semester.

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 Opportunity
- Title V

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number):	Bootcamp for New RN Students 24-hours.
Planning years:	2026-27

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.)

Onboarding of incoming students who are new to the college and the new to the nursing program. The current 24-hour (3 day) session continues to be an option for the new students. With increasing complexity of nursing entry-level practice, the bootcamp may need refresher on basic nursing skills.

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 Opportunity
- Title V

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number):	Integrated Pathways: NURS 310 -NURS 112 Level Up RN Dose Calculation Module RN Students (50). Jan -Dec subscription.
Planning years:	2026 onward.

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.)

Dose calculation continues to be a challenge for students from beginning NURS 310 Pharmacology to LVN year (NURS 311 Medication Administration including pediatric dose calculations) to RN year (NURS 111 RN Skills 1). The shared leveled resources will provide consistency in instruction and access to common resources.

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 Opportunity
- Title V

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number):	Supplemented Clinical Faculty for Practicum Courses Spring: NURS 103. 32 hours x 16 weeks. Fall: NURS 108. 32 hours x 13 weeks.
Planning years:	2026 onward.

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 increasing number of students identified as needing testing accommodations and the increasing complexity entry level nursing decision-making and practice require more individualized instructor coaching, oversight, and supervision. Current grants continue to supplement instructor-to-student ratios of 1:6-8 (or better).

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 Opportunity
- Title V

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number):	Supplemented Faculty for Skills Courses (NURS 111 and NURS 112) NURS 111 - 6 hours x 14 weeks. NURS 112 – 6 hours x 10 weeks.
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Planning years:	2026 onward.
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 increasing number of students identified as needing testing accommodations and the increasing complexity entry level nursing decision-making and practice require more individualized instructor coaching, oversight, and supervision. In spring 2026, the grant allowed supplementing the RN skills course, NURS 111.	
What college plans are associated with this Objective? (Please select from the list below):	
<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 Opportunity <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Integration of IDEAA+ and UDL in Course Outlines 10 courses. 2 hours per course. Stipend.
Planning years:	2026 onward.
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>	
Title 5 requires integration of IDEAA+ and UDL in course outlines. The program director consulted with the California BRN nurse education consultant who preemptively supported the efforts toward review and modification of course outlines and teaching approaches.	
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 type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opportunity <input checked="" type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only
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Title (including number):	Professional Development Opportunities for FT and PT Faculty Medical Surgical, Geriatrics, and Mental Health Professional Development opportunities
Planning years:	2026 onward.
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 nursing faculty continues to need updates on nursing practice and nursing education. The California BRN requires that all nursing faculty have 30 continuing education hours every two years. Content experts are required to have 30hours of professional development on specific content.	
What college plans are associated with this Objective? (Please select from the list below):	
<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 Opportunity <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Equipment: Hi-fidelity Adult Manikin Elevate Manikin.
Planning years:	2026 Onward.
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 nursing faculty is currently working on increasing simulation in the curriculum. The use of allowable simulated learning experiences will help offset anticipated clinical placement issues. These simulated experiences also provided student immersion and personal accountability in the care of the patients (without adverse effects on the patient).	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input checked="" 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 Opportunity <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
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Title (including number):	Equipment: AV Update in M 123 and multiple monitors Allowing access for all students in different spaces in the classroom. Invoice: 42,527. Brenden Robertson.
Planning years:	2026 onward.
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>	
Current presentation station is reaching senescence. The nursing faculty has had multiple occasions of seeking assistance to fix the projector and computer during an actual class. It had impact on the students' learning.	
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 checked="" type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opportunity <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Equipment: Glass Boards in M118-M123 for Interactive Activities RNI Grant funded. Invoice: \$8,852.25. Kara Pizano and Steven Marshall.
Planning years:	2026 onward.
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>	
Nursing faculty find themselves developing interactive activities that allow students to learn from each other and engage in active discussions. The availability of 360 working surfaces would promote more interactive instructional design.	
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 Opportunity <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only
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Title (including number):	Equipment: Update IV Infusion Pumps Quantity: 15 units.
Planning years:	2026 onward.
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 intravenous infusion pumps remain a mainstay in administering parenteral medications and are integral to what entry-level registered nurses do. These pumps are reprogrammed several times by students when learning new skills and practicing skills. This equipment undergoes a lot of wear and tear in the course of the busy spring and fall semester.	
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 checked="" type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opportunity <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Simulation: Instructional Aide for Nursing Simulation Refer: Instructional Assistants. \$50,844 – 64,896 annually.
Planning years:	2026 onward.
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 instructional aide will provide the needed support for simulation in both LVN and RN programs. With the renewed interest of creating meaningful simulated experiences, there is a need to have an assistant who would be able to assist the nursing faculty, ensure adequate supplies, and maintain manikins and other simulation technology equipment.	
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 type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opportunity <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	ACEN Candidacy Application, Faculty Support, and Accreditation Visit Candidacy Fee: \$2700 Site Scheduling Fee: \$1335 Site Visit Fee: \$950 per evaluator and per day. Typically, 3 evaluators for three days. Plus, lodging and all transport to and from the airport, campus, and other program locations must be directly arranged by and paid for by the program. Initial Accreditation Fee per Nursing Education Program: \$3500. Continuing Accreditation Fee per Nursing Education Unit. Annual: \$3,195 Advisory Review Fee: \$1,625 + \$540 for subsequent consults. Faculty Stipend: 80 hours.
Planning years:	2026 onward.
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 partnership with CSU Channel Islands and the renewed prospects of creating a BSN program in campus necessitates the need to have a national accreditation for the RN program.	
What college plans are associated with this Objective? (Please select from the list below):	
<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 Opportunity <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Membership: International Nursing Association for Clinical Simulation and Learning \$665
Planning years:	2025-26 onward.
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>	
Institutional Membership. Tailored for organizations with a minimum of four members. This membership provides each individual with full member benefits. Additional members can be added at	

a discounted rate. Perfect for healthcare agencies, hospitals, simulation centers, academic institutions seeking to invest in team-wide professional development. Additional members are \$166.

Membership can enhance faculty knowledge and improve simulation strategies.

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):	Membership: Organization for Associate Degree in Nursing \$595 annual membership
Planning years:	2025-26 onward.

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.)

A leading advocate for more than 1100 nursing associate degree programs nationwide. It advances excellence in nursing education and strengthen associate degree pathways into RN careers, ensuring communities everywhere have access to safe, and high-quality care.

The membership provides additional opportunities for faculty engagement and participation in all matters regarding nursing education, legislation, and professional practice.

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):	Provide software like Kahoot, Slido, mentimeter, etc. to promote student participation Cost: Varies.
Planning years:	2025-26 onward.

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.)

In compliance with Universal design for Learning Title 5 mandate, it is important to encourage faculty to use creative tools to promote student engagement and participation.

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.
- X Title V

Program Review Signature Page:

 <u>Learné Wolfram (May 15, 2026 11:53:01 PDT)</u>	May 15, 2026 - - - - - Date
Program Review Lead 	May 15, 2026 - - - - - Date
Program Dean 	Jun 11, 2026 - - - - - Date
Vice President, Academic Affairs	Date











RN Program Review_2025-26_enrollment&efficiency


Final Audit Report

2026-06-11

Created:	2026-05-15
By:	Kara Mushegan (kara.mushegan@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAkkXR-23CbggJ-5Pr-PMNI6qVQhBLQx2j

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