GAVILAN COLLEGE

Research, Planning, and Institutional Effectiveness

Program Integrated Planning and Review

Instruction

Program Name:	Allied Health
Academic Year:	2019-20

Purpose, Standards and Resources

Purpose

The fundamental purpose of ongoing, Program Integrated Planning and Review (PIPR) is to maintain and if possible improve the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular, systematic assessment. The ultimate beneficiaries of program integrated planning and review are our students and the community we serve.

 Specifically, program review facilitates:
- Creation of a three-year plan for each program
- Institutional & program improvement through the comprehensive self-study, peer review, and planning process
- Development of a three-year budget request plan, including data to support annual budget requests
- Creation of a living document that provides all basic information and forward planning for each program; can be referenced by stakeholders via public website
- Program leadership continuity of expertise (e.g., a department chair change)
- A baseline for the integrated planning process and cycle
- Assessment of program viability
- Accreditation compliance; board policy / administrative procedure compliance (c.f.AP/AP 4020)

Another purpose of the process is to focus available resources—staff time, budget, technology, space - on the achievement of goals and objectives intended to maintain or improve effectiveness of the program itself, but also the programs' contribution to the College's Strategic Plan. Achieving some objectives requires resources over and above what is available, which means that a resource request is necessary. But achieving others requires no extra resources—only the reallocation of existing ones.

 Whenever this symbol appears, consider creating a goal on this topic in your three year planning grid at the end of the document.

Resources:

Please refer to the accompanying PIPR Handbook which you can find here. In addition, there are links and paths to information throughout the document.

A. Executive Summary

(Complete this section last).

1. Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

The Allied Health Program has lacked consistent leadership and insufficient full-time faculty. The combination of a turnover of directors and staffing with numerous part time faculty has led to fragmentation and lack of direction for this area. Initiatives are not completed before new staffing come on board, resulting in delayed course revisions, missed catalog revisions, outdated curriculum and lack of ongoing program evaluation. It has been challenging for one full time faculty member who is assigned to both teach and support the administrative duties. Our staffing is made up mostly of part-time faculty in need of adequate orientation and mentoring. Beginning spring 2020 an Associate Dean has been hired who will provide the leadership which is badly needed.

In spite of the lack of consistent leadership, faculty are hardworking and dedicated to teaching students. NCLEX pass rates for the LVN program are at 100% for each of the last 5 years. RN Pass rates have fluctuated between 100% to below the benchmark of 75%. In an effort to assure success, the program revised the LVN and RN admission standards in Fall 2019 using a multicriteria selection process for RN applicants. The RN Program continues to receive funding from the Enrollment Growth and Success grant from the Chancellor's office to provide needed activities to promote student success including intensive tutoring by RN's, a drop-in skills lab, and on-site review course for NCLEX preparation. In addition, faculty are embarking on training for integrating simulation into the curriculum, revising the LVN program from 4 semesters to 3 and will begin to develop courses for a generic RN program.

Faculty identified the need for SLO, PLO, and ILO alignment and the need to develop measurable goals. Program trends show Allied Health programs are ahead of the College's average however, there are no set goals to measure performance against the department itself. The program plans to address these identified issues by developing benchmarks.

B. Program Mission and Accomplishments

Gavilan College Mission Statement

> *Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.*

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

Accomplishing the Mission of Gavilan College:
The Gavilan College Allied Health programs contribute to accomplishing the mission of Gavilan College by providing education and job ready skills to put students of all backgrounds in the workforce providing nursing care as Certified Nursing Assistants, Licensed Vocational Nurses and Registered Nurses in our community. Allied health courses: nutrition, person in the life cycle, human sexuality, and health education serve as general education courses for majors outside of nursing.

Program Overview:
The Gavilan College Allied Health department builds student academic and economic potential by providing instruction leading to certificates of proficiency/completion for Certified Nursing Assistant (CNA), Home Health Aide, and Licensed Vocational Nursing (LVN). It also leads to the Associate of Science Degree in both Licensed Vocational Nursing and in Registered Nursing (RN). Students receive instruction in both the classroom and the nursing skills lab at the college as well as practicing with live patients at our local hospitals who serve as our clinical partners. The program is accredited by the California Board of Registered Nursing (RN program), the Board of Vocational Nursing (LVN program) and the California Department of Public Health (Certified Nursing Assistant and Home Health Aide programs). Upon completing the LVN and RN programs the student is eligible to take the NCLEX-PN or NCLEX-RN examination. Upon completing the Certified Nursing program, the student is eligible to take the National Nurse Aide Assessment Program Examination (NNAPP).

Response and follow-up to previous program reviews

On the **PIPR website**, locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

2. Briefly describe the activities and accomplishments of the department with respect to
   a)   Each goal since the last program plan and review and
   b)   PIPR recommendations.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

IEC Recommendation or PIPR Program Goal	Accomplishment
Continue collaboration with the Natural Sciences department and the Vice President of Instruction to ensure student prerequisites are offered in adequate number and in proper sequence.	Prerequisites are offered in adequate numbers and in proper sequence at this time.

Examine feasibility of eliminating the RN waiting list.	The RN Program submitted a grant to expand the program in 16-17 to offset the wait list. This has been accomplished. Currently we do not keep a wait list. The Allied Health Department has begun the creation of a stand-alone LVN Licensed Vocational Nursing Program and a generic Registered Nursing Program. Gavilan College is planning a major restructuring of its nursing programs due to changes in the industry and a desire to help students complete the programs much faster and efficiently. The Licensed Vocational Nursing program is currently being redesigned as a "stand alone" program (3 semesters) and will be submitted to the Board of Vocational Nursing (BVN) for approval in early spring 2020. Once approved by the BVN, it will go through the Curriculum Committee, Board of Trustee and Chancellor's Office process of approvals. It is scheduled to be implemented Spring 2021. A proposal was submitted to our Nursing Education Consultant (NEC) at the Board of Registered Nursing to change our 1-year (2 semesters) LVN to RN program to a 2 year (4 semesters) "generic" RN program. The BRN has communicated that additional work needs to be done in order to gain approval for the program. Our NEC recently retired, and we will soon be meeting with our new NEC to discuss this further. Implementation will likely be Fall 2022.
Further the collaboration with a Bachelor of Science in Nursing programs at CSUs.	Gavilan College is a partner with CSUMB. The Associates Degree in Nursing (ADN) to Bachelor of Science in Nursing (BSN) is a collaborative, dual-enrollment program between community college partners, such as Gavilan College, and CSUMB that facilitates seamless academic progression to BSN degree. Students must be enrolled in the ADN program at the community college and successfully complete the first and second ADN semesters before starting the first CSUMB summer session. Collaborative program students who successfully meet the CSUMB program requirements will matriculate and transition to CSUMB after graduation from the ADN. This Collaborative enables the ADN RN to earn a BSN degree in 12-15 months after graduating from the community college. The BSN degree is a comprehensive program that provides professional leadership in public and global health.

3. Have the services of your program changed over the past three years? Please explain (300 words or less).

The department is now under a newly hired Associate Dean. Within the past three years, Allied Health moved from Career Education Department to the Kinesiology and Athletics Department. Medical Assisting is no longer under Allied Health and has been moved to Community Education. For over 2 years we have had a series of Interim Directors. There has not been consistent leadership.

We did not accept a Fall 2019 Licensed Vocational Nursing (LVN) class. The next LVN class will be Spring 2021 under the new 3 semester LVN curriculum pending approvals by the BVN, Curriculum Committee, Board of Trustees, and Chancellor's Office.

C. Program Overview

1. List program degrees and certificates under this department according to the [college catalog](#).

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Registered Nurse - Associate in Science Degree and/or Certificate of Achievement
Licensed Vocational Nursing - Associate in Science Degree and/or Certificate of Achievement
Nurse Assistant - Certificate of Proficiency
Home Health Aide - Certificate of Proficiency

2. List any collaboration you have had with external community stakeholders, for example – advisory committees, articulation agreements, community partnerships, etc. If this does not apply, enter N/A. (200 words or less).

Community partnerships: ● St. Louise Regional Hospital ● Hazel Hawkins Community Hospital ● Santa Clara County Valley Medical Center ● Kaiser San Jose ● RotaCare Gilroy ● Coastal Kids Homecare ● Gilroy Unified School District ● A. B. Ingham School ● Kaiser Medical Group Pediatric Offices ● Pathways Home Health & Hospice ● KinderCare Learning Center ● Hazel Hawkins Convalescent Hospital ● Valley Health Medical Center Clinics - Gilroy

D. Student and Program Outcomes

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [view] by 2022.** The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units).**

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCCO Scorecard by 2022.

Success

The following questions refer to data regarding student achievement.

Path: GavDATA -->Program Review/ Equity--> D1. Course Success Rates by Group

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall success to the college average.

1. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data (200 words or less)?

> In 2017-18, Gavilan 71%, Allied Health 83%
> In 2018-19 Gavilan 71%, Allied Health 71%
>
> Course success rates have either met or exceeded the overall college averages by up to 12%. The data is not surprising given that students in the CNA, LVN and RN programs tend to take the program very seriously. It is suggested that students in the program do not work at a regular job due to the demands of the coursework. The goal for the Registered Nurse program is 85% pass rate. The RN and LVN programs recently revised the admission and selection processes to raise the requirements for entry into the RN program.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Path: GavDATA -->Program Review/ Equity--> D2. One Year Persistence Rate

2. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data (200 words or less)?

> In 2015-16 Gavilan College 45%, Allied Health 52%
> In 2016-17 Gavilan College 48%, Allied Health 56%
> In 2017-18 Gavilan College 47%, Allied Health 51%
>
> Persistence rates have either met or exceeded the overall college averages by up to 11%. As previously stated, the data is not surprising given that students in the CNA, LVN and RN programs are committed to the program and are intent on completing their desired career goal. The LVN and RN programs are undergoing restructuring which it is hoped will improve persistence.

3. What are your set goals for course success? Do your individual course and department rates meet this goal?

Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: GavDATA--> Program Review/ Equity-->D3. Course Rates by Unit

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Success rate: In 2017-18 Allied Health 83%. In 2018-19 Allied Health 71%.

In the past, we did not have a set goal. In the future we would like to meet or exceed our current success rate of 71%

We are also intending to improve this rate by:
1. Continuing to use/provide state of the art equipment and materials and supplies that are needed for success in our courses to ALL students.
2. Committed full time faculty for all components of AH
3. 2 full time faculty dedicated to each of the LVN and RN programs
4. Several part time (fluid) faculty to support the program
5. Hiring a permanent Associate Dean who will oversee the changes.

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4 – 6: N/A

Consider addressing success goals in your Three-Year Program Plan at the end of this document.

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males (African American, Asian, White, Two or More Races, and First Generation), Students with Disabilities, Veterans and Foster Youth.

7. Using the path above, locate your program in GavDATA. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

Path: GavDATA-->Program Review/Equity-->D7. Disproportionate Impact with Margin of Error by Year. Locate your department. Filter by Year

Contact your support team for any needed assistance in using GavDATA.

In 2016-17 the Allied Health equity population was: Foster Youth, Males, and Hispanics. Our disproportionate numbers are:
Hispanic population
In 2016-17 Gavilan College 64%, Allied Health 71%
In 2017-18 Gavilan College 65%, Allied Health 80%
In 2018-19 Gavilan College 65%, Allied Health 69%
Male population
In 2016-17 Gavilan College 71%, Allied Health 60%
In 2017-18 Gavilan College 70%, Allied Health 81%
In 2018-19 Gavilan College 71%, Allied Health 68%
Foster Youth population
In 2016-17 Gavilan College 59%, Allied Health 59%

In 2017-18 Gavilan College 59%, Allied Health 79%
In 2018-19 Gavilan College 58%, Allied Health 56%

The data shows that Allied Health generally fares better than the college average. Again, no previous targets/goals were set however, the Allied Health department wants to address and improve the success rate for these disproportionate populations.
Currently (for the last 2 years), we offer:
- Tutoring after school and weekends.
- Nursing Skills Lab where students can receive one-on-one help with honing their nursing skills or tutoring in any nursing subject. The lab is fully equipped and staffed 3 days per week
- Allied Health has a dedicated counselor
- Assessment Technology Institute (ATI) review courses which complement the LVN and RN program by providing additional online study materials such as practice assessments, learning activities, and forums.

In the future, we can explore:
- Recruiting male staff to support the role of the male in nursing.
- Recruiting men into the program
- Provide and encourage, through incentives, the use of additional support services such as: virtual tutoring, call in conferences on specific topics, online forums with shared comments or questions board, instructional "how to" videos specific to Gavilan, etc.

8. BP 3420 (Equal Employment Opportunity) states:

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

How does your department align with the District's Equal Opportunity Board Policy? Helpful Question: How do you plan to address EEO outcomes in your employee hires (300 words or less)?

The Allied Health department is very supportive and encourages the inclusion of faculty and staff from a wide variety of backgrounds, in agreement with the district's EEO policy. In the last few years the department has had such a hard time recruiting, often with only a few applicants, that we must consider any qualified person. Fortunately, we are in an area of such diverse populations that hired staff are from a wide variety of backgrounds.

9. Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

Path: GavDATA--> Program Review/ Equity-->D9. Course Success Rates-->Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

Allied Health Course Rate Success
2016-18 Lecture Fall 76-81% Spring 75-84%
2016-18 Online Fall 66-69% Spring 78-81%

Currently we teach four courses via Distance Ed.: AH3 (Person and the Life Cycle), AH11 (Nutrition), HE2 (Human Sexuality), and HE1 (Health Education). The CNA, RN and LVN programs cannot have an online component because the CA Dept of Public health, Board of Vocational Nursing (BVN), and Board of

Registered Nurses (BRN) do not permit it. The online courses are general education courses which generally lack the same level of commitment as a career program such as the CNA, LVN, and RN.

Furthermore, the data only refers to AH 11, AH 3, HE 1, HE 2. Staffing in the Fall has been last minute, with teachers that have not been adequately prepared.

10. N/A

Conferred Award Trends

11. Review the number of certificates and/ or associate degrees awarded in your program. Please supply the number of degrees and certificates awarded for the past three years. For reference, review the "Majors by Program, 2008-2019" for declared majors by year, unduplicated headcount.

Path: GavDATA Program Review and Equity D11. Count of Degrees and Certificates Awarded

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Allied Health Declared Majors by Year, unduplicated headcount			
Major	2016-2017	2017-2018	2018-2019
AH: Home Health Aide CP	6	10	13
AH: Licensed Voc Nursing AS	61	54	45
AH: Licensed Voc Nursing CA	18	30	19
AH: Nursing Assistant CP	10	23	14
AH: Registered Nursing AS	587	553	483
AH: Registered Nursing CA	74	84	78
Health Science AS	370	348	285

Allied Health Awards Conferred by Year, unduplicated headcount			
Program	2015-2016	2016-2017	2017-2018
AH: Licensed Voc Nursing AS	22	16	15
AH: Licensed Voc Nursing CA	21	16	15
AH: Nursing Assistant CP			1
AH: Registered Nursing AS	16	27	20
AH: Registered Nursing CA	15	27	20
Health Science AS	63	62	68

12. What is your set goal for degrees and certificates awarded? Do your totals meet this goal? Helpful question: If your totals for degrees/ certificates awarded are lower than your goals, what are you plans to improve them (200 words or less)?

An extraordinarily high number of students that declare registered nursing as their major do not often apply to this program. Those that have declared, may not qualify for the program. Furthermore, the LVN and RN program can only accept 20 students each enrollment period due to limited full-time faculty and clinical resources.
The total degrees or certificates awarded is less than declared by students due to the rigors of the program. Students often do not qualify to apply to the program due to grades or have plans to start at Gavilan College and finish at a 4-year university. Of those students that do qualify for entrance into the program, some still fail to complete the requirements or drop the program due to academic performance, clinical performance, or personal difficulties.
Plans for improvement include continuation of the interventions discussed in Question 7. In addition, the program requirements are being revised to ensure that qualifying students are capable of success. The RN Program recently changed the admission policies and adopted the Multi-criteria selection process which hopefully will improve success rates in that program. The process is being phased in over a period of three years.

If your totals for degrees/ certificates awarded are lower than your goals, consider addressing this in your Three-Year Program Plan at the end of this document.

curriQunet

Click Link above and go to Intranet page in My.Gav

13. Are your SLOs, PLOs and ILOs mapped in curriQunet?

Yes: ☐   No: ☐XX

14. Are your SLOs and PLOs up to date in curriQunet AND on the reporting website (<-- requires your email log-on)?

Yes: ☐XX   **No: ☐**

15. Have all of your SLOs and PLOs been assessed in the last five years?

Yes: ☐XX   **No: ☐**

16. Have you reviewed all of your SLOs to ensure that they remain relevant for evaluating the performance of your program?

Yes: ☐   **No: ☐XX**

17. If you answered no to any of the above questions, what is your plan to bring SLOs/ PLOs into compliance (200 words or less)?

> Plan to review SLOs and PLOs within the next two years to ensure they are ready for performance evaluation.

Consider addressing this in your Three-Year Program Plan at the end of this document.

Learning and Outcomes Assessment

Review Learning Outcomes data located in the Course and Program Reports for your area (path below).

After you have examined your results, reflect on the data you encountered. Please address the student learning outcomes (SLO), program outcomes (PLO), and institutional outcomes (ILO) in your analysis.

Student Learning Outcomes (SLO)

Path: Gavilan College Intranet-->curriQunet

18. What are your individual course goals for SLO success? If you don't have set goals, what should they be? Helpful question: If your SLO results are lower than your goals, what are your plans to improve them (200 words or less)?

> We are in the process of revising/developing the SLO's, PLO's for our department since we are moving to a stand-alone LVN Licensed Vocational Nursing Program and a generic Registered Nursing Program (as described in section B2). Gavilan College is planning a major restructuring of its nursing programs.
>
> We have identified goal development as a priority and it will be addressed in our goal setting plan.
>
> CurriQunet has not gone live therefore, we have not been able to complete the assessment for the existing LVN, CNA, and HHA. They are correct for the RN program.

SLO Disaggregation

19. How do your SLO results vary across your courses? Are there any patterns that stand out (200 words or less)? Our results are have not been recorded as there have been issues with which outcomes were on line.

Program Learning Outcomes (PLO)

20. What is your set goal for PLO success? Helpful question: If your PLO results are lower than your goals, what are your plans to improve them (200 words or less)?

> Many PLO's have not been recently assessed. The department plans to update them within two years.

Institutional Learning Outcomes (ILO)

21. How aligned are your SLOs and PLOs to the ILOs (200 words or less)?

> The department plans to review and update our SLO's and PLO's within the next two years.
> LVN SLO's are aligned with the PLO's and ILO's. RN SLO's are old and not well aligned now, but the new 4 semester curriculum proposal that has been submitted to the BRN is totally aligned with the Institutional Mission/Vision/Values Goals of the College.

22. N/A

 Consider addressing LOs in your Three-Year Program Plan at the end of this document.

E. Curriculum and Course Offerings Analysis

Curriculum Analysis

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

> There are major curriculum changes planned for our LVN and RN programs. We are changing from a "career ladder" model to stand alone CNA, LVN and RN programs.
>
> Our Licensed Vocational Nursing (LVN) program which is currently 4 semesters will be condensed into a 3 semester program beginning Spring 2021 and will include all of the nursing fundamental skills in the program and will not require a Certified Nursing Assistant certificate as a prerequisite. The new 3 semester program will be submitted to the Board of Vocational Nursing (BVN) by February 2020 for approval, then once approved by the BVN, will go through the Curriculum Committee, Board of Trustees and Chancellor's Office process. All new courses will need approval.
>
> Once the 3 semester LVN program is in place we plan to change our 2 semester LVN to RN program to a stand alone 4 semester "generic" Registered Nursing program. Students entering the program will not be required to have a Certified Nursing Assistant certificate or a Licensed Vocational Nursing license to enter. We plan to submit a follow up proposal to the Board of Registered Nursing (BRN) of our intent to make this major curriculum change.

2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

> N/A

Course Time, Location and Delivery Method Analysis

Using the copy of the Master Schedule from Argos, find the information regarding when, where, and in which method the courses in this program are taught.

> **Path**: Gavilan Intranet-->Argos-->Gavilan Schedule-->Schedule by Division and Department-->Select term, division and your department then press 'run dashboard'.
>
> **To Create a PDF of your results above:** After obtaining results, go to the top of the screen: Reports-->Schedule Reports by Division and Dept svc-->Run

Location/Times/Delivery Method Trend Analysis:

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

Distance education courses are not offered in LVN and RN coursework. It is only acceptable for prerequisite courses such as AH3, AH11, HE1 and HE2.

Sequential nursing courses are required and being delivered appropriately. Currently the LVN curriculum is completed in 2 years (4 semesters). The RN curriculum is completed in 1 year (2 semesters). Certified Nursing Assistant is a one semester stand alone course taught every semester. All nursing courses are taught on the main campus.

Prerequisite and general education courses are taught at multiple campus sites as well as online distance ed.

 Consider goal creation around more efficient and beneficial locations, delivery method and/or time of day trends in your Three-Year Program Plan at the end of this document.

F. Program and Resource Analysis

Program Personnel

1. Please list the **number** of Full and Part Time faculty in this program for the past **two** years

* Path: [GavDATA](#)--> Program Review/ Equity--> F1. Faculty workload (FTEF) by Full-time/ Part-time-->Find Program

Academic Year	Number of Full-Time faculty	Number of Part Time faculty	Faculty Workload* FT PT	Overall FTEF*
Example	3	7	FT: 7.2 or 39.9% PT: 10.4 or 57.6%	8.63
2018-19	3	20	FT: 28.7% PT: 16.1% Mixed: 55.3%	37.4
2017-18	4	unknown	FT: 57.1% PT: 31.6% Mixed: 11.2%	38.9

How have and will faculty with reassigned time, grant commitments and activity, projected faculty retirements and sabbaticals affected personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

Spring 2019 - Retirement - Linda Stubblefield
Fall 2019 - Susan Turner - 20% RN Assistant Director, 30% LVN Director Release Time
Fall 2019 - New full-time faculty - Maggie Pereya Gutierrez

The program has been operating with temporary directors for the past 2 years. This has resulted in a lack of continuity in the program. In addition, one full time faculty is also the Director of the LVN program and the assistant director of the RN program and has had a huge increase in workload and release time. This results in less time teaching students. She is the only full time RN faculty. The LVN and RN programs have insufficient full-time faculty to manage the responsibilities of curriculum development, policy development, etc. There is only one full time faculty for the RN program, one for the LVN program, and one for the CAN program. The Board of Registered Nursing requires a majority of full-time faculty and we are not in compliance. We currently have 12 part-time faculty and 3 full-time faculty. A new permanent Director will begin in 01/2020. The program, at a minimum, needs 2 full time RN faculty and 2 full time LVN faculty.

Departmental Productivity Measurements

2. Use the Enrollment Trends section of your Program Review Data Sheet to determine information for below. Please review and enter data for the past three years.

* Path: GavDATA-->Program Review/ Equity--> F2. Enrollment Variables and Trends-->Find Program

Year	Total FTEF	Total FTES*	Productivity *(WSCH/FTEF)	Total Dept. Allocated Budget	Total Departmental Spending
Ex: 1999	7.1	153	377	$385,462	$366,273
2018-19	37.4	198	88	$1,182,369.68	$1,055,874.61
2017-18	38.9	267	114	$ 978,404.00	$1,217,305.28

Your Program Cost per FTES average is: __2018-19: $5,332.70__2017-18: $4,559.20__.

College-wide Cost per FTES average is: $7,203.44

Statewide Funding per FTES: $3,727.00

3. Evaluate your program cost per FTES. Is your cost in alignment with your FTES generation? If not, what improvements can be made (200 words or less)?

> Health programs have mandated student/teacher ratio for the clinical courses. For this reason, class size cannot be increased. Grants do provide additional funding.

Evaluation of Resource Allocations

4. List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion?   For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Resource Allocated	Funding Source	Academic Year	Purpose of Funding	Result
Ex: $10,000	Equity	2017-18	Purchase text for students in Math 5	83% of students turned homework in on time, an increase from 72% in 2016-17
100,000	St Louise Hospital Grant	2018-19	Develop simulation in skills lab	Purchased equipment, Ongoing staff development for teachers. Purchased video recording capabilities, simulation scenarios
147,000	Enrollment Growth and Retention Grant	2018-19	Purchase of equipment and supplies, funds skills lab faculty and faculty to tutor, offer skills testing and skills remediation	Retention and expansion of the RN program has been possible through grant funding. If this is taken away the college will need to assume additional financial costs.
154,000	Enrollment Growth Grant	2017-18	Purchase of equipment and supplies, funds skills lab faculty and faculty to tutor, offer skills testing and skills remediation	Program expansion. We were able to admit 22 students. We have been able to fund a part time skills lab teacher
154,000	Enrollment Growth Grant	2016-17	Purchase of equipment and supplies, funds skills lab faculty and faculty to tutor, offer skills testing and skills remediation, funding for additional students.	Program expansion. We were able to admit 37 students.
15,000	RUPE	2018-19	Student scholarships and textbooks for students in the CNA program	Money was not spent due to an administrative error; however, the money will be distributed by July 2020
11,633	VTEA	2018-19	CNA supplies, equipment, travel, conferences, and laundry	Updated equipment and faculty training
11,069	VTEA	2017-18	CNA supplies, equipment, travel, conferences, and laundry	Updated equipment and faculty training
15,000	VTEA	2016-17	CNA supplies, equipment, travel, conferences, and laundry	Updated equipment and faculty training

Integrated Planning and Initiatives

5. What other areas is your program partnering with (i.e. guided pathways, grant collaboration) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the

department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

Enrollment Growth Grant is intended to increase the capacity of nursing programs and, ultimately, increase the number of licensed nurses. These funds are intended to address student attrition rates and support student retention by increasing the growth and capacity of California Community College Associate Degree Nursing (ADN) programs.

Dorothy Rupe CNA Program Grants provide funding to community colleges in California to support certified nursing assistant and home health aide programs. Funds may be used for instructional support, student support and/or emergency assistance, and exam fees and/or testing travel expenses

VTEA: Tech-Prep Education State Grants (OVAE) whose program goal is to increase access to and improve educational programs that strengthen education achievement, workforce preparation, and lifelong learning. Internal partnerships include partnering with Student Health Services including: Health Fair, Flu clinic, sexual assault prevention and awareness, and mental health awareness (Art with Impact). Partnership with Career Technical Education. The focus of the collaborations is to provide health education for the Gavilan Community

Consider addressing this in your Three-Year Program Plan at the end of this document.

Other Opportunities and Threats

6. Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

Labor market changes indicate a need for baccalaureate prepared graduates in nursing. Our programs currently take too long for students to complete. In an effort to meet the demand for students with a BS degree the program is decreasing the hours of the LVN program, and revising the prerequisites. Adding a generic RN program will provide a pipeline for students to obtain their BS in only 4 years. IN order to respond to the market, we plan to:

1. Obtain approval from BVN, Curriculum Committee, Board of Trustees and Chancellor's Office to start new 3 semester LVN program
2. Write and submit for approval a new 4 semester "generic" RN program
3. Gavilan College is planning a major restructuring of its nursing programs due to changes in the industry and a desire to help students complete programs more quickly and efficiently.
4. Deleting the prerequisite of a CNA for the LVN program may decrease enrollment in that program. The full time faculty may need to be reassigned to teach in another area.

Consider addressing this in your Three-Year Program Plan at the end of this document.

G. Career Education Questions

External Regulations

1. Does your program have external regulations and/ or accreditation requirements? If yes, list the regulatory body. What is your current status? When is your next renewal **(200 words or less)?**

> 1. Board of Registered Nursing (RN program) - Accredited - Next site survey - Fall 2020
> 2. Board of Vocational Nursing (LVN Program) - Provisional Accreditation - new program being submitted early 2020 for approval - plan to start new program Spring 2021
> 3. California Department of Public Health (CNA program) - Accredited

Employment

The following questions can be answered using the labor data from Cal-PASS Plus on Launchboard. **You will need to create an account before accessing Launchboard**.

Path: Once you have a Launchboard account, go to the main page, hover over the Community College tab, and from the drop down menu select 'Launchboard'. On the next screen, scroll down to 'Doing What Matters' and press on the 'Explore' button under Strong Workforce Program. Now enter Gavilan College, your program TOP code, and the latest academic year in the cells provided to gather information regarding your program.

2. Are students obtaining and keeping gainful employment in their field **(100 words or less)?**

Path: Under the Strong Workforce Program Metrics page (path listed above), click 'Job Closely Related to Field of Study' AND 'Employed in the Fourth Fiscal Quarter after Exit' for information.

> - CNA (2015-16--most recent available) median earning $8840 in the 2nd quarter. CNA (2015-16) one year after which they exited found that 21 students were gainfully employed
> - LVN (2015-16) median earning $10,004 in the 2nd quarter. LVN (2015-16) one year after which they exited found that 20 students were gainfully employed
> - RN (2015-16) median earning $12,078 in the 2nd quarter. CNA (2015-16) one year after which they exited found that 12 students were gainfully employed.

3. What percentage of students are attaining a living wage **(100 words or less)**?

Path: Under the Strong Workforce Program Metrics page (path listed above), click 'Attained a Living Wage' for information.

> CNA and LVN (2015-16) fewer than 10 students, this metric was suppressed
> RN (2015-16) 73% were gainfully employed

Appendix

Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment. **All replies should consist of 100 words or less**.

1. What training does your program provide for faculty and/ or classified professionals regarding professional development?

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1. Laerdal simulation training - 4 courses
2. COADN all faculty conference - sent 7-12 faculty each year
3. Individual faculty conferences using Faculty Professional Learning monies
4. AEC training (2 training sessions)

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2. Is there a need for more faculty and/ or classified professional support in your area? Please provide data to justify this request. Is there a need for expanded support services (i.e. counseling, security, tutoring or math lab at the off-sites, in the evening, etc.) in your area? Indicate how it would support the college mission and college goals for success, and completion.

Additional full-time faculty are necessary for the LVN and RN programs to continue. Each program needs 2 full time faculty for each year of the program. The new LVN program starting in Fall 2021 will need 2 full time faculty. The new RN program, once approved, will need 2 full time faculty for each year, a total of 4 full time faculty. In addition, we need a permanent skills lab faculty and simulation coordinator, and additional funds for faculty teaching skills days. We currently manage these activities using soft funds but need to plan for the college taking these on if grant funds diminish.

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3. What, if anything, is your department doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of the continually changing constituencies, and reflect the make-up of our student body.

Faculty has assisted the District in finding a Director and faculty. This has been done through individual networking, through personal contacts, and conferences.

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4. Provide any additional information that has not been mentioned elsewhere in this program plan, if necessary.

Review Process Feedback

1. Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

It was very helpful to start this process as a group and then to have the one-on-one support that was available. Since this report is data driven, it would be helpful, and necessary to know what data is included in the Gav data information. The information used to answer the question was comparing unlike data because all the RN, LVN, CNA courses are not permitted to be taught online vs. the general ed courses being taught both online and face-to-face.

Year Program Plan Goal Setting Worksheet

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

	Goal One sentence limit.	Connection of Goal to Mission Statement, Strategic Plan and SAO Results. Use one sentence for each item.	Proposed Activity to Achieve Goal One sentence limit.	Responsible Party One sentence limit.	Fund amount requested. If a collaboration, what % required from each partner? If applicable, list each budget partner / source separately	Timeline to Completion Month / Year	How Will You Evaluate Whether You Achieved Your Goal Two sentence limit.
E X A M P L E S	Increase proportion of EOPS students completing degrees by five percentage points	Mission statement: engages students of all backgrounds. Strategic Plan: Goal 4 SAO Results: Outcome 1; 76% of students completed 3 counseling visits	Increase counseling touch points from three times per semester to five times per semester by restructuring appointment and communication schedule	Dean, Special Programs	None	December 2021	In three years, compare EOPS student graduation rates from before the touchpoint increase to graduation rates after the increase
	Eliminate ENGL1A course success rate achievement gap between Foster Youth and general student population	Mission statement: Supports innovate practices Strategic Plan: Goal 4: Improve Equity SLO Results: No direct connection	Partner with EOPS to create a Foster Youth ENGL1A intervention team	Chair, Department of English	None	September 2020	Compare foster youth success rates in ENGL1A before the intervention and after implementation of the intervention

Three-Year Program Plan Goal Setting Worksheet

Allied Health

**Personnel-related requests must follow the hiring practices of the appropriate area and will not be considered through Program Review

Goal One sentence limit.	Connection of Goal to Mission Statement, Strategic Plan and SAO Results. Use one sentence for each item.	Proposed Activity to Achieve Goal** One sentence limit.	Responsible Party One sentence limit.	Fund amount requested. If a collaboration, what % required from each partner? If applicable, list each budget partner / source separately	Timeline to Completion Month / Year	How Will You Evaluate Whether You Achieved Your Goal Two sentence limit.
Develop department SLO and PLO Goals	The SLO's / PLO's will be developed in relation to the mission statement and ILO's.	Align SLO's to PLO's and ILO's to include measurable goals through series of staff meetings to educate staff and then develop goals.	The director of the program will be responsible to oversee the project.	Hire consultant to facilitate staff development around SLO's and PLO's.	Spring 2021	4 Goals will be developed in line with ILO's
Move to a generic Registered Nurse program by Fall 2022.	The New Curriculum will be developed in line with the mission statement, goals of the college.	Submit a major curriculum change to the Board of Registered Nursing (BRN).	The director of the program will be responsible to oversee the project.	The Cost to initiate a major curriculum change to the BRN is $2500.00. Cost for a consultant to assist with curriculum development $20,000.	Fall 2022	The Board of Registered Nursing will approve a generic RN program. The curriculum will be developed and approved by BRN, and the Curriculum committee, and Board of Trustees.
The Allied Health department will develop strategies to increase student success rates for disproportionate population: males in nursing.	The Allied Health department is connected to the Gavilan mission by its commitment to cultivating learning and personal growth in students of all backgrounds through supportive efforts that will help students to achieve	Align SLO's to PLO's and ILO's to include measurable goals in order to track student success rates and identify ways to support male students in the Allied Health programs.	responsible to oversee the project.			Through the development of measurable goals, we will be able to track student/program success. This will help the department to allocate resources and services to best meet the needs of the student.

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	their career goal (CNA, LVN, or RN). Perhaps an additional goal to get compliant with ft faculty ratio?					
Recruit 2 full time faculty for LVN and RN Programs	Staffing ratios will be met for Accrediting body regulations.	Director to work with HR to develop job description, interview and orient new persons	Director	Faculty salaries for 2 full time people.	1 LVN faculty for Fall 2020 1 RN faculty for Fall 2021	Hiring completed by the timelines and department work distributed more fairly.

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Signature Page

Program being reviewed: **Allied Health**

Date: Click here to enter text.

How to use form:

Sign off after final review and no later than:
Peer Reviewers: Nov. 27, 2019
Dean: Mar. 6, 2020

Role	Name	Assignments/ research assigned, if any	Initial and Date upon final review
Team Lead/ Chair	Gardenia Angeles		
Dean			
Peer Reviewer			
Peer Reviewer			
Student			
PIPR Support Team	Erin Crook		
PIPR Support Team			