NRN PPA 2018
Strategic Initiative Report

Date: 05/17/2018

Strategic Initiative Type: PPA Instructional

Department Information

Overview - Directions

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List of Contributors

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<tr>
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Signature of Area Dean/Director

Please type the name of the area Dean/Director and the date they reviewed the rest of the document. They may also use this space to provide optional comments.

Debra Kaczmar
Questions Regarding Degree and Certificate Programs

A.1 Core Outcome I - Completion

Observing the number of students who got Awards in your program(s) using the Program Award Tool, compared to the College historical trends what insights can you share?

Notes: Is your program an awards producer or a “feeder” program? If you have multiple degrees and/or certificates, please analyze and compare the trends among them.

The trend for the college is an increase in awards. The ADN program shows an increase as well. Students may declare nursing as their program when completing prerequisites which accounts for the large numbers in the program vs. those receiving awards. As a program we are gradually increasing the number of students each year that we can admit to the program. This number is determined by the number of faculty we have to teach in the program according to state board regulations as well as clinical partners able to accept our students into their facilities. Some students may take a while to fulfill their prerequisites. Submitting an admissions packet does not guarantee admission into the nursing program itself. There is a multi-criteria process utilized to determine which students are offered admission.

The Associate Degree Nursing (ADN) Program is considered both an awards producer and we are increasing the number of awards earned. The incoming class will have 50 students. The ADN program can also be considered a feeder program. Our AS Degree articulates with other colleges, for example CSUMB, where students can earn a Bachelor of Science Nursing (BSN) Degree. There are opportunities to enter bridge programs such as RN to Master of Science Nursing (MSN) Degree programs, RN to Doctor of Nursing Practice (DNP) Degree programs and RN to Doctor of Philosophy (PhD) Degree programs.

The ADN Program also allows the students once they graduate, the opportunity to feed into schools offering specialized certification which will not only help the student obtain gainful employment but increase their skills and knowledge.

How do you inform potential students about your program? How do students know which courses they should take for your program and in what sequence?

Several different methods are utilized to provide information and attract potential students to learn more about the Registered Nursing Program at Hartnell College. NAH is one of the first programs on campus to utilize a Pathway Program to educate people in the community about Hartnell College and
the Nursing and Allied Health programs as potential career pathways. The SVHPPP has been designed to instill curiosity in those as early as middle school to consider an education in healthcare. Presentations are also given in local high schools. Students are encouraged to speak with staff and guidance counselors regarding requirements to enter the programs.

Media is another avenue used to inform potential students about our program. The Hartnell College website is linked to the Nursing and Allied Health (NAH) website. The webpage provides information and links to information that the student needs to learn about the Associate Degree Nursing program (ADN). Information regarding the cost of the program, pre-requisite courses and requirements needed to apply to the program, the sequence of courses required to graduate from the program are available. There are links to the NCSBN, which highlights the NCLEX-RN pass rates for Hartnell College, and a link to the California State Board of Nursing which has information about the attrition and retention rates for Hartnell College.

The ADN program has a well-respected reputation in the community. Word of mouth is another way in which prospective students learn about our program. Current students and graduates tell others about the ADN program. Our faculty works and volunteers in the community and provides information. Our clinical partners (CSVS, Pacific Coast Care, etc.), as relayed to us during our professional advisory committee meetings, speak highly of our program to their employees and encourage them to further their education at Hartnell.

Potential nursing students are encouraged to speak with college guidance counselors. The guidance counselors are able to evaluate the student's transcripts and help guide them in the admissions process. Once in the program, counselors provide assistance to students in order to be successful in the nursing program. They are also knowledgeable regarding the articulation process involved in moving forward to the BSN degree.

A.2 Core Outcome II - Time and Units to Completion

Observing the Time & Units data, what insights do you get from the data in general?

The median units (ALL) to degree for the ADN Program are 61.0 units as opposed to the benchmark of 60 units. This number is aligned with the benchmark. The median time to degree for the ADN Program is 4.8 years as opposed to the benchmark of 3 years. For first time students, 100 units to completion of the degree is noted first time students and an average of 9.3 years to completion. For transfer students, 38.3 units and 3.3 years to completion. RN students who transfer in need fewer units to complete the program because they are entering the program having completed courses at another institution.

The 100 units for first time students is concerning. More research in this area is warranted. It should be noted that often students take the pre-requisites and then are not offered admission. They take more courses and apply again and may or may not be admitted thus increasing their number of units taken to complete the program. Given the constraints of the admissions process, we will need to look at partnering with the state and COADN (CA Organization of Associate Degree Nurses) to find solutions. Another avenue may be the SVHPPP (pathway programs) in order to decrease time to completion and units taken.

For the college, there is a large population of Hispanic/Latino students, the majority of whom are
female. The Nursing program supports its male students through the Men in Nursing Program which allows for collegiality, conferences, and mentoring from a faculty advisor.

In comparison to other colleges, Hartnell falls somewhere in the middle regarding time to degree. Most colleges, like Hartnell, show a stable or an improving (shorter) time to degree. It would be nice to know the race and gender figures for those colleges as well as courses offered in order to make a comparison and improvement plan. Perhaps visits to those sites would be helpful.

Observing the Subject Analysis tool, and focusing on the percentage of capacity of your program, is the college offering enough sections or too many sections of the courses in your program?

The college is offering an adequate amount of courses in each section of the NRN Program in order to accommodate the student population. The ADN program is comprised of different courses, which are disbursed as evenly as possible among faculty. Because it is a cohort program, each student takes a Nursing Theory, Clinical, Critical Reasoning Seminar, and Skills Lab course each semester over the course of two years. Optional courses include Success Strategies courses and Supervising Nursing Skills Practice courses.

It is difficult to determine specifically from the data how the courses in the 2 year ADN program itself are performing as the data refer to all those declaring nursing as their program. Courses and sections of courses are designed to be at capacity based on enrollment. Optional courses could be reviewed in order to increase enrollment. However, these courses were made optional in an effort to decrease units to completion. There needs to be a balance. Percent capacity is greater in the spring. One explanation could be that students withdraw from the program in first semester for various reasons. We are then able to take transfer students in the spring to increase enrollment.

Does the way the courses in your degree and certificate program are scheduled enable students to take courses when they need them, plan their lives around their classes from one term to the next, and complete their program on time? If it does not, are there any obvious fixes?

Because the course sequence transpires in an organized manner, students in the ADN program are able to complete the program on time. The current schedule of courses allows for day, evening, and weekend classes. Once prerequisites are completed, nursing courses are generally held Monday through Friday during the day. Students are made aware, prior to committing to the program, of the comprehensive requirements, dates, times, details, etc. The current schedule allows for the student to take the necessary courses from one term to the next in an organized manner. The student has the ability to plan their lives around the prescribed schedule and know what is expected of them. Clinical assignments have been offered on weekends and evenings, and 12 hour shifts can be scheduled, in order to accommodate the working student. The program is looking at other ways to schedule courses, i.e. night-shift clinicals, etc., in order to increase enrollment and decrease time to completion.

How do you work with underprepared students? How do you share the educational resources that are available on campus with all your students? Please give examples of when these resources have worked well and when they have not.

Nationally, Registered Nursing Programs are in very high demand, so it behooves each stakeholder (e.g. student, faculty, administrative staff, clinical partners) to invest in each student's learning. Some of our students may be underprepared linguistically (e.g. health or culture) or one may underestimate the psychological and physiological demands of nursing school. Nursing faculty meet with students through individual and group meetings throughout the semester in order to ensure a higher success
rate for those students who may be struggling with these concepts. Nursing faculty, administrative staff, and counselors work proactively with all students by assessing individual needs and then directing the student to the appropriate educational resource.

The ADN program offers Student Success courses in each semester of the program that focus on the current course curriculum. Assignments are kept to a minimum and peer learning is encouraged through the facilitation of a faculty member. A new Student Success Course will be introduced this fall which will focus on the success of the student returning to the program (deferred, withdrew, etc.) in the following semester. This course will focus on preparing the student for the rigor of the program, as well as content with which the student struggled when in the program.

Hartnell College’s educational resources are discussed at the beginning of each semester, integrated into the syllabus, and representatives from various support programs visit the classroom throughout the semester to give a brief synopsis of what they offer that will help the underprepared student succeed. As students are observed throughout the semester whether through exams, assignments, or other measures, nursing faculty direct students to appropriate services.

An example of when resources have been successful was when a student struggling with completion of a timed exam due to extraneous classroom distractions was referred to the Department of Supportive Programs & Services (DSPS). The student was allowed a longer time to take the exam in an area free of most classroom distractions. The student stated that this resource helped immensely and their exam score subsequently increased by utilizing this resource.

Another positive example was when a student having a mental health crisis due to familial circumstances was referred to Crisis Counseling Services by a faculty member. The faculty member accompanied the student (at student's request) to the room to ensure the successful transition.

A.3 Core Outcome III - Transfer

Observing the number of transfer students from the transfer volume data, what insights do you get from the data in general?

From the data, it appears that the number of students transferring from private institutions is decreasing. A thought would be that more students are entering Hartnell first instead of attending a private institution and then desiring to transfer. It also looks like the number of students transferring to a CSU institution is increasing. CSUMB is in our immediate geographical location making it easier for students to transfer and stay at home to work and take care of their families. A majority of the nursing students articulate to CSUMB and receive their BSN. It also appears there was a decrease in transfers to UC colleges but that there is a current trend showing an increase in transfers. There is not a local UC institution so this may account for the drop. It is unclear why there is a recent increase.

What interactions do you have with students about transfer options? Please give examples.
Students are notified of transfer opportunities in several ways at Hartnell College and in NAH. Each year, during the fall semester, a College Wide Transfer night is held with colleges and universities. Representatives from the various colleges and universities are invited to attend to share information with students about transfer options for all majors and careers.

In addition to the college wide transfer night, the local guidance counselors have information sessions that are held on a quarterly basis to inform students about transfer opportunities at neighboring colleges and universities. Announcements regarding these events are posted on the college website, NAH website, through campus wide emails, announcements posted on the plasma screens throughout campus as well as the announcements being placed on the learning management system (Canvas) prior to these events.

Many times, the student organizations will also invite representatives from private and not for profit colleges and universities to visit Hartnell College to speak to prospective students about transfer options. Students are usually invited to these events through emails, announcements placed on bulletin boards, plasma screens and announcements placed on the learning management system.

Faculty are also available to answer questions or provide resources for students. For example, a student approached a faculty member about transferring to another college closer to where they live. Options were presented, pro and con lists devised, steps needed to transfer outlined and the student ultimately decided to remain at Hartnell.

Other students are currently getting ready to enter the CSUMB program concurrently. Scheduling options were provided so that the students could take a statistics class at CSUMB during 3rd semester while still attending all nursing course at Hartnell.

Options other than CSUMB can be found during nursing faculty professional conferences. For example, Ohio University offers an on-line program for students to earn their BSN. They attend many of our conferences. Their information is available in our department by speaking with the assistant director.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in transferring to baccalaureate degree programs?

Program learning outcomes are aligned with baccalaureate degree programs. The guidance counselors at Hartnell College as well as the Dean of Nursing and Allied Health, have contact with various college and universities at the state level. Deans and Directors from the Association of California Associate Degree Nursing Programs, have collaborated with the state colleges to help simplify and streamline the transfer process for associate degree nursing students. Along with streamlining the transfer process, the directors are working to align the program learning outcomes with the baccalaureateprogram outcomes.

ADN Program Outcomes: Upon successful completion of the Hartnell College Registered Nursing Program, a graduate will:
1. incorporate leadership, management, and legal-ethical principles to guide practice as a professional nurse.
2. integrate caring into relationships and nursing interventions that positively influence health outcomes and demonstrate sensitivity to the values of others.
3. participate in collaborative relationships through communication with members of the interprofessional healthcare team for the purpose of providing and improving patient care.
4. provide competent, evidence –based care to diverse individuals across the lifespan in a variety of healthcare settings.
5. employ a spirit of inquiry to effectively communicate, manage knowledge, prevent errors and support decision-making.
The program outcomes are also aligned with the QSEN (Quality and Safety Education for Nurses) and NLN (National League for Nursing) competencies. Through our ACEN (the Accreditation Commission for Education in Nursing) accreditation we meet their standard that the program outcomes meet those of the profession, the college, and that student learning outcomes can be traced back directly to the program learning outcomes.

A.4 Core Outcome IV - Employment

Observing the Employment data, what insights do you get from the data in general?

Employment in the nursing industry varies with the economy. For example, when the economy turned downward in the 2009, 2010, 2011 and 2012, applications to the nursing program increased. The number of men in the program also increased as many men were laid off from their previous jobs and entered the nursing program in order to find employment. It was unfortunate, but, hospitals were not hiring new graduates nurses during these years either, so the new graduates although successful in the program, were not being hired in the acute care facilities. Many new graduates during the years of 2010, 2011, and 2012, were hired to work in long term care due to no vacancies in the acute care settings. Nurses in the hospital, who may have been eligible to retire, did not retire due to financial reasons, so graduates were not being hired in the acute care settings during the years of 2009, 2010, 2011, and 2012.

During 2013 and 2014, the economy did start to increase and acute care facilities began to hire new graduates. Two of the local hospitals prefer to have baccalaureate degree prepared nurses for accreditation purposes, so many associate degree nurses were denied employment until they had either obtained their BSN or were enrolled in a program. In 2017, 68 percent of the associate degree nursing students were enrolled concurrently in a baccalaureate nursing program while completing their associate degree from Hartnell College. The majority of nursing students who graduated in May of 2017 were hired by local hospitals in September of 2017. In general, employment for nursing is based on local economy and needs of the local facilities which include primary, secondary and long term care.

How and when do you inform students about prospective employment opportunities?

Faculty receive notices about employment opportunities from ListSrvs, Emails and word of mouth. Once faculty learn of these opportunities, they post on the learning management system (CANVAS), faculty post the opportunity on the nursing and allied health plasma screens and post on school approved bulletin boards on campus. Faculty talk to students and let them know of the openings and refer students to the career centers on campus. Students are also encouraged to attend state and national student nurse conferences and activities that allow students to meet with potential employers.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in their future employment?

Soft skills and hard skills are taught in the associate degree program. Employer feedback recognizes that hard skills can be taught to students, but, communication, caring, compassion and treating one's patients with respect and dignity is regarded as "much needed" and "desired" by our community partners. While students are enrolled in the associate degree nursing program, they are required to complete portfolio tools and show examples of successful completion of communication tools, caring...
tools, cultural diversity, and the impact an illness has on the patient and their families. Employer feedback recognizes that our graduates are caring and compassionate and it is the belief of the nursing faculty, that the portfolio tools are responsible for students integrating these practices into their professional role as nurses.

See also Core Outcome III - transfer
Program learning outcomes are aligned with baccalaureate degree programs. The guidance counselors at Hartnell College as well as the Dean of Nursing and Allied Health, have contact with various college and universities at the state level. Deans and Directors from the Association of California Associate Degree Nursing Programs, have collaborated with the state colleges to help simplify and streamline the transfer process for associate degree nursing students. Along with streamlining the transfer process, the directors are working to align the program learning outcomes with the baccalaureate program outcomes.

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3. participate in collaborative relationships through communication with members of the interprofessional healthcare team for the purpose of providing and improving patient care.
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The program outcomes are also aligned with the QSEN (Quality and Safety Education for Nurses) and NLN (National League for Nursing) competencies. Through our ACEN (the Accreditation Commission for Education in Nursing) accreditation we meet their standard that the program outcomes meet those of the profession, the college, and that student learning outcomes can be traced back directly to the program learning outcomes.

A.5 - Recommendations

Reflecting on your observations and analysis from A.1 through A.4, what recommendations do you have for your program?
Recommendations for the ADN program include:

• Retaining full time faculty members
• Recruiting qualified med/surg faculty
• Recruiting faculty from diverse backgrounds and experiences
• Requiring all full and part time faculty members to attend classes at the California Simulation Alliance prior to teaching in the Simulation lab in order to encourage consistency among instructors and improve inter-rater reliability
• Encourage all faculty members to attend workshops and seminars each academic year on teaching and learning strategies to better meet the ever changing needs and requirements of the students
• Continue advisory meetings and partnerships with various community agencies and colleges to better facilitate the student’s quest for achieving higher education beyond the associate’s degree
• Encourage faculty members to take an active role in community service projects to highlight the importance of higher education and community partnerships
• Continue to focus on SVHPPP to build interest in the program and the college
• Decrease nursing units to 36

Reflecting on your observations and analysis from A.1 through A.4, what commendations do you have for your program?

Students enrolling in and completing Hartnell College's ADN program have a high probability of passing the National Council Licensure Exam (NCLEX), which allows the student to receive state licensure through the CA Board of Registered Nursing. According to the Bureau of Labor Statistics (2017), nurses entering into the profession can earn a wage higher than the national average. The rate of employment is increasing at a rate of 15%, faster than the average rate. Hartnell College's pass rates are: for 2015: 92%, 2016: 100% and 2017: 91.18%. The national average was: for 2015: 82%, 2016: 81.68%, and 2017: 84.24%. We remain ahead of the national average.

Hartnell College's Registered Nursing Program has dedicated nursing faculty and staff, who help students achieve these scores. The faculty are licensed and may also hold specialized certifications that are renewed on a regular basis. Faculty develop, maintain, and advance their professional practice through formal and informal professional development opportunities. This can include conferences, workshops, certifications, as well as continuing education (CE) courses. Professional development is often funded through faculty-written grants. Each faculty is required to collaborate in maintaining institutional accreditation. This includes national accreditation through Accreditation Commission for Education in Nursing (ACEN). Hartnell College also is board approved through California Board of Registered Nursing.

Hartnell College's Nursing and Allied Health Program is led by a visionary leader who leads by example. She has inspired change in the program, staff, and students as well as key stakeholders. Community stakeholders work in partnership with Hartnell's Registered Nursing Program by providing clinical placement sites, monetary donations, as well as providing valuable insight and prospective guidance.
B - Questions About Previous Activities

Evaluate the success of each completed activity in Section D.1 (Previously Scheduled Activities) from your Spring 2017 PPA. What measurable outcomes were achieved? Did the activities and subsequent dialog lead to significant change in student learning or program success?

#1: Space issues in the NAH Department: creation of adequate learning and work environment

Measurable Outcomes:

1) Measure T passed and a new building has been approved for NAH. Groundbreaking is spring of 2019 with completion within 2 years after that.
2) RCP and EMT moved to Merrill Hall as of fall 2017.

Significant change in student learning or program success:
Students in the RN, VN, RCP and EMT programs are able to have their own space dedicated to their program. This allows more focused learning with less interruption.

#2: Program Curricular Revision

Measurable Outcomes:
1) All NRN courses have been updated through Curriculum Committee (NRN 70 in progress)
2) ADN Program units have decreased from 44.5 to 38 units to completion of the ADN program
3) Student success courses have been revised (NRN 225, 226, 227, and 228) as well as implementing a new success course for returning students NRN 224. The first class will start in fall 2018.

Significant change in student learning or program success:
Courses have been updated to align with current evidence-based practice providing the most up-to-date information for the student.
Decreasing the units in the RN program assists in transferring to CSUs through an articulation agreement. It also decreases time to completion and fosters completion of the program and awarding of the degree.
Success courses are now specific to learner needs. Students re-entering the program (224) will now have information and success strategies specific to them.

#3: Incorporate high fidelity simulation across all courses and disciplines

Measurable Outcomes:
1) Currently high fidelity simulation has been incorporated into selected clinical, skills lab, and clinical reasoning seminars, and interprofessional lab experiences (IPE).
2) IPEs include all disciplines - RN, VN, RCP and EMT is looking to be incorporated in fall 2018.
3) Simulation is provided to medical assistants during the annual Clinica de Salud medical assistant training a joint venture with Clinica de Salud del Valle de Salinas.
4) As of sp 2018, NAH has hired a full time Clinical Operations Specialist to coordinate the simulation lab.
5) As a result of a donation, NAH will be able to update and service the high fidelity simulation manikins.
6) Use of V-sims in 2nd semester in different courses and as clinical make-ups

**Significant change in student learning or program success:**
NRN 44.2 Clinical Reasoning Seminar was able to utilize simulation during a seminar on alterations in perfusion. In Fall 2018, a dedicated faculty member in simulation will be able to facilitate, in conjunction with the COS, IPEs as well as clinical experiences for all programs. Simulation will become a more integral part of the program allowing us to utilize simulation in every course if needed. The grant enabled us to upgrade our simulation equipment which will allow us to provide more in-depth simulation experiences for the students.

Students report greater learning and understanding of concepts with use of the V-sims.

**#4: Skills Lab Organization**

**Measurable Outcomes:**
1) The Clinical Operations Specialist will also be responsible for organizing the skills lab and stocking supplies. Part time faculty is assisting with this ongoing project.

**Significant change in student learning or program success:**
Having a dedicated Clinical Operations Specialist, frees up faculty time in looking for, fixing, maintaining, and ordering supplies. This lets the faculty spend more time with the student during skills lab and other courses. The equipment will also be maintained which will save on repair and upkeep costs.

**#5: Interprofessional Education (IPE): Curriculum development, IPE events, IPE events that include guest speakers, IPE simulation experiences**

**Measurable Outcomes:**
1) Spring IPE Skills day continues to be well received by students according to evaluations
2) Spring 2017 provided a professional partner opportunity at the Chinatown Health Clinic.
3) The Fall 2017 IPE speaker was Brad Willis who presented an uplifting talk on overcoming adversity. The speaker this spring, our Educator-in-Residence, Dr. Carol McKibben, author of *Racial Beachhead and Beyond Cannery Row*, will focused her presentation on historical understandings (and misunderstandings) of disease that have driven policy making in public health especially in urban centers.
4) NAH IPE simulation experiences continue as available due to no faculty available to run the simulation lab.

**Significant change in student learning or program success:**
IPEs in the community contribute to program success by getting Hartnell students and faculty into the community working with our clinical partners and community members. The IPE speakers broaden the horizons of the students by introducing them to new ideas and ways of thinking, thereby improving their communication and critical thinking skills.
#6: Fostering Student Success in 1st Semester

**Measurable Outcomes:**
1) Fall semester saw one withdrawal for personal reasons, one withdrawal because the nursing program was not what the student expected, and one deferral due to low grades. The student who deferred will return in the fall after taking the NRN 225 Success Course this spring semester. The other two students have chosen not to return to nursing at this time.
2) The ATI Complete Partnership was begun in Fall of 2017. This program includes the online review modules and assessments but now also includes support for faculty, as well as specific content area modules and learning strategies.
3) This Spring we have a faculty member who is our "ATI Champion". She connects with student who are struggling on the ATI proctored assessments which mirror the NCLEX-RN.
4) NRN 224 will be available in Fall 2018. This course is specifically for returning students. NRN 225, 226, 227, and 228 are for concurrent students.
5) Student mentoring program continues sponsored by the Student Nurses Association
6) ATI continues to offer their Test-taking strategies workshop annually.
7) Admissions criteria are being tracked in relation to success in each semester.
8) Faculty continue to attend conferences and workshops to learn about and engage with other in learning about student success strategies.

**Significant change in student learning or program success:**
With ATI Complete, we are able to identify those students who need help much earlier in the semester and the program. This allows us to provide support services to improve success, tie to completion and awarding of the degree. ATI Complete also provides resources for faculty. Faculty continue to learn the latest success strategies and classroom technologies to assist students.

#7: Recruitment and Retention of Faculty: Recruitment of new faculty, mentoring of new faculty, development of master's prepared faculty, retention of master's prepared faculty

**Measurable Outcomes:**
1) Fall 2017 - new FT faculty - D. Thorpe
2) Spring 2018 - new FT faculty - L. Loomis
3) L. Davis - FT faculty
4) S. Sullinger - Assistant Director of Nursing
5) Continuing evaluation and mentoring of new faculty
6) PT/adjunct faculty expanding roles: clinical faculty leading on-campus clinicals for first semester RN students
7) New faculty continue to participate in FELI
8) OSCAR hours well received by adjunct faculty

**Significant change in student learning or program success:**
Expanding the role of the adjunct faculty is a win:win for students and faculty. Those at the bedside with the students are training them in current practice. Adjunct faculty are able to follow the academic progress of their students. L. Loomis has a background in medical-surgical nursing as well as geriatrics - two areas where we are in need of faculty. This provides current practice trends for students. New faculty always bring new eyes and ways of seeing and doing things. It elps us re-evaluate our current systems which ultimately benefits the student.

#8: Achieve ACEN Accreditation (external national accreditation and Ontinued CA BRN accreditation approval
Measurable Outcomes:
1) ACEN accreditation achieved in March 2017 (external national accreditation)
2) CA BRN accreditation current

Significant change in student learning or program success:
Nursing students will now be graduating from an accredited nursing program. This enables them to further their education and careers as many institutions will not accept students from programs which are not accredited. The accreditation also speaks well of Hartnell College and the Nursing and Allied Health programs which helps to increase enrollment.

#9: Implement simulated electronic health records (EHR) throughout the program.

Measurable Outcomes:
1) Continuation of utilization of Docucare software in 1st 3 semesters of program in Skills Labs. Bar-code scanning and documentation still experience technical difficulties. Considering use for 2018-2019 of Elsevier SimChart which has been updated.
2) Orientation to new products will occur at faculty retreat in May.
3) Cost-savings for student by using new vendor.

Significant change in student learning or program success:
Still working to incorporate the EHR in courses other than skills lab. We were able to utilize Docucare with the V-sims which students reported made the experience more real life.

#10: Develop and expand community partnerships for service-based learning and for provision of health care services to at-risk populations

Measurable Outcomes:
1) Continuation of SVHPPP
2) Chinatown IPE health promotion outreach
3) Clinica de Salud del Valle de Salinas (CSVS) medical assistant education and training program in the Fall of each year
4) 1st semester community outreach survey
5) 2nd semester - out-rotations to CSVS - added a site on North Main Street and a site in Soledad; outreach to maternal-child support agencies
6) 3rd semester - outreach to mental health and geriatric support resources and agencies; participation in ACNL (Assoc.of CA Nurse Leaders)
7) 4th semester Image of Nursing projects: RN Connections Newsletter, "For the Health of It" at Seaside High School, organ donation and advanced directives, ROP, and Men in Nursing
8) Annual employer summit and Professional Advisory Committee meetings

Significant change in student learning or program success:
Outreach programs continue to open the eyes of the students to the realities of healthcare, or lack thereof, in our community. Their projects and experiences enable them to make connections in the community and to see what clients need. It puts NAH's name out in the community and shows support. The Image of Nursing Project for 4th semester students is becoming more service oriented as the SVHPPP takes on the "marketing of the program" aspect. Students can make a difference directly.

#11: Secure examination administration with statistical analysis of questions

Measurable Outcomes:
1) Updated Scantron machine purchased - no training available
2) Faculty continue to use Canvas for point bi-serial and p- values.
3) Faculty and Program Assistant presented at Distance Education Committee meeting

**Significant change in student learning or program success:**
IT has stated that they are now going to pursue purchasing Proctorio or Proctor U campus-wide. This will provide exam security.

#12: Simulation at the "center" of all NAH coursework: moving toward a "State of the Art" simulation lab

**Measurable Outcomes:**
1) New building approved through passage of Measure T
2) New CSEA faculty - Clinical Operations Specialist - to organize and run SIM Lab
3) FT Faculty dedicated to simulation education for 2018-2019 academic year to move simulation to center of coursework.

**Significant change in student learning or program success:**
See #3: Incorporate high fidelity simulation across all courses and disciplines

The program has also been invited to participate in the Kaiser Permanente Fund for Health Education at the East Bay Community Foundation, prelicensure nursing curriculum redesign pilot program. The pilot is looking for innovative ways to “prepare nurses for evolving roles in rapidly changing interprofessional practice environments.” Hartnell would be the only community college involved in the pilot. This provides an opportunity to look at the simulation of the future and design curricula for the nurse of the future. It puts Hartnell on the forefront of nursing education.