Department Information

Overview - Directions

<table>
<thead>
<tr>
<th>Program/Discipline</th>
<th>Date Submitted to Dean (Deadline by 4/27/18)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Nursing -Certificate</td>
<td></td>
</tr>
</tbody>
</table>

List of Contributors

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy Schur Beymer</td>
<td>RN MSN, Nursing Faculty</td>
</tr>
<tr>
<td>Toni Gifford</td>
<td>MSN, RN, CNE</td>
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<td>Deborah M. Thorpe</td>
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<td>Rachel M. Failano</td>
<td>MSN, RN, CNE</td>
</tr>
<tr>
<td>Lorrie Loomis</td>
<td>MSN, RN</td>
</tr>
</tbody>
</table>

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.

This question has not been answered yet.
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.

Program Awards
for CT.NVN - Nursing-Vocational Nursing

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Total Awards by the college</td>
<td>906</td>
<td>1,218</td>
<td>1,320</td>
<td>1,064</td>
<td>1,067</td>
</tr>
<tr>
<td>Total Degrees by the college</td>
<td>604</td>
<td>746</td>
<td>787</td>
<td>989</td>
<td>958</td>
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<tr>
<td>Total Certificates by the college</td>
<td>362</td>
<td>472</td>
<td>533</td>
<td>675</td>
<td>709</td>
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<tr>
<td>Program Awards</td>
<td>16</td>
<td>17</td>
<td>20</td>
<td>24</td>
<td>22</td>
</tr>
<tr>
<td># Students Declared Program (during year)</td>
<td>245</td>
<td>256</td>
<td>257</td>
<td>384</td>
<td>185</td>
</tr>
<tr>
<td># Students Active in Program (total)</td>
<td>721</td>
<td>676</td>
<td>726</td>
<td>836</td>
<td>706</td>
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<tr>
<td>Successful in at least 1 core course but less than 15 core units</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Successful in at least 15 core units but less than 30</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Successful in at least 30 core units but less than 60</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Successful in 60 or more core units</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Our program is a awards producer. Although students in vocational nursing may go on to registered nursing, it is not a given. Vocational nursing is, in itself a career choice. Similar to the college our numbers of students completing has increased in recent years, this is attributed to accepting more students into the program. Currently we only offer a certificate in vocational nursing, we are hoping to offer an associate degree in vocational nursing in 2020. The above table is a snip of the data, however it is not accurate in terms of identifying
the number of units completed - stating zero in all situations. Also the number of students currently in the program. We also know that the number of certificates last year (2017) was 23. Additionally many students earn both the Certificate and a Degree in general studies and we do not see this reflected.

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?

How do you inform potential students about your program?

Our potential students are informed of our program through different avenues. Health Academy students are given a presentation on the avenues available to them. Health and Wellness Fairs at the local hospitals. San Benito County Junior Highs and High School, and King City Junior High and High School students are also given opportunity to attend Health and Wellness Fairs. The Nursing and Allied Health school gives monthly information session for each program to inform potential students on how each program works and connect them with a counselor to help guide them into the necessary classes. During these sessions admissions, classes, and program expectations are covered. At the end of each session they are given the list of classes and guided to the appropriate counselor to help sign up for classes.

The College is launching a Health Academy in time for Panther Prep day. The Health Academy is a pilot that will be launched through Canvas that all interested students will take part which will help track those students interested in nursing and allied health programs. The Health Academy will also help show where the students complete pathways to health care or do not complete their original goal. Another advantage of the Health Academy is the students will not have to wait for the program to begin in order to become connected with students, counselors, and the programs offered.

https://mail.google.com/mail/u/0/?ui=2&ik=14469d1ea3&view=att&th=162d58097db0d958&attid=0.1&disp:inline&realattid=f_jg46e4mm0&safe=1&zw

https://drive.google.com/file/d/0B6a-xEBz0gUpSVR1LTBzU1R4S0JqZHplZm9ZQXlzRnE0ZIzj/view?usp=sharing

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

The College has counseling workshops scheduled throughout the year. Flyers are posted around the campus as well as on the web page. We utilize the SVHPPP (Salinas Valley Health Professions Pathway Partnership) to help with these workshops. Students make appointments and receive individualized guidance to what they need according to where they start out in Math, English and Science. During Panther Prep Day all local high school students are given information about classes needed.

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 vocational nursing program currently requires 63 units to complete, yet offers only a certificate of achievement. After analysis of multiple schools’ graduation requirements for a degree, we have determined we can restructure the program for students to earn an associate degree with 63 units. Currently the vocational nursing program is going through the 4021 process to initiate an associate degree in vocational nursing. In looking over the past 5 years, on average our students take 5 years to complete the program. The Board of Vocational Nursing and Psychiatric Technicians (BVNPT) requires all courses counted towards vocational nursing to be within 5 years. More than half of the students in the 2017 and 2016 cohort began courses so that they completed 5 years after beginning. There are many students who started at Hartnell more than 10 years prior, but in looking at the courses they took, their grades, and the subsequent gaps in enrollment, it was clear that they were not yet serious in pursuing a degree. Math and English courses are the only courses that can be taken more than 5 years in advance and be eligible for meeting the BVNPT requirements. Some persons graduating in 2017 did take English or Math prior to 2010, however, they also had gaps in enrollment. However, the average time to completion for Hartnell students is 4.4 years and our vocational nursing students are taking that long to earn a certificate.

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?
Percent capacity stays in high 80's for our courses. We do have to limit enrollment in clinical courses per the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) regulations. We could expand enrollment to 35 students per the BVNPT program approval. However, this would take an additional lab section and this may not be feasible at this time. In order to provide that clinical section, we need more classroom/lab space, and another reliable clinical instructor. We are building community partners, so it could be something to strive for in the future. However our current class room space is at capacity with 30 persons in the room. The new building would afford us the opportunity to grow. Until there is more space, our program is at capacity.

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?
Once in the program, the sequence of courses is mandated with students taking a full time load and completing within a year. However in completing prerequisites, we
recognized a couple of process gaps that delay student completion. Originally we tried to shorten time to completion by offering the first course in the summer, which allowed the students, once accepted, to begin the nursing courses in June and finish them the following May. Although some students chose to come to Hartnell because it was accelerated, others found the program to be difficult. One thing to note; our attrition did not change when examining 3 year averages, and our NCLEX test scores stayed higher than the state averages in both the 3 semester and year round renditions of the program. We had hoped that students would be able save up money to attend full time, and not work. We found many students still having to work during the program, some worked as many as 40 hours a week while completing a program that required 32 contact hours weekly. This spurred us to look for other gaps that could be closed if we offered the program over the course of three semesters again. The first gap that could be closed is the admission to start gap. If we allow students to apply with courses in progress, and select the student contingent upon successful completion of their courses the "spring semester of waiting" could be avoided. We would need to fund faculty to meet over the Winter break to review transcripts, notify candidates that have successfully completed their course work, and to hold an orientation so that students could begin in the spring semester. Legislative requirements to admit health professions students by lottery and not merit also contributed to a simplified admissions process. When utilizing merit and GPA for program admission, review of past applications have shown that students took 1 course at a time in order to earn higher grades, which meant that their time to completion was extended. With open admission based on lottery, while course are in progress, students could now be encouraged to take a full-time load which prepares them to be more successful in the full time program. Additionally we could shorten the time to completion by allowing students to take two of the courses concurrent with the first semester, this would make it feasible for students to complete the additional prerequisites in one semester only. Lastly, if we go to degree, students would need to take a humanities course in the summer between year one and two (or take it as part of high school dual enrollment process.) These changes would allow for students to complete the vocational nursing certificate and/or degree in 2 years providing they are college level English and Math ready. Of course we recognize that over 80% of Hartnell students do not test ready for college English or Math, and thus we are working with the Salinas Valley Health Professions Pathway Partnership (SVHPPP) to encourage students to take 4 years of English and Math in high school and to possibly dual enroll, if eligible. It has been shown that taking 4 years of Math and 4 years of English does translate to placing into college level courses.

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. We have a couple of tools that we use to both teach and provide support to underprepared student. The first is software called SafeMedicate. It does cost the
student $99.00 a year and for the VN's a one year use of the produce is sufficient. SafeMedicate has video tutorials, as well as the ability to create practice tests until a student feels confident in their skills. This tool has been amazing, as students that self-identify as "poor in math" are able to view tutorials and practice in a progression from step by step by step - long set up of problems to a shorter authentic assessment of their ability to prepare the correct dose of a medication given a physician prescription. The other great thing about SafeMedicate is it begins with a "Foundation Numeracy" assessment, that identifies areas of basic math and conversions that the student may be weak in, or require time to refresh. Students are given a week to practice Foundation Numeracy on their own, then are assessed in class. Any student that continues to have gaps is required to go to the Math lab to have tutoring on remaining numeracy concepts that are missing. This allows nursing faculty to focus on nursing, not math.

Another tool we have is ATI - which is an assessment, and testing product that has grown to include many hours of videos, case studies, practice tests and multiple modality learning. Using these tools faculty can truly flip the classroom and spend time in active learning, as students must prepare before coming to class.

The vocational nursing program also encourages writing across the curriculum. We have students write the first week of the program. Those that lack basic grammar and writing skills are allowed to rewrite and resubmit the paper if they demonstrate they went to the writing lab. This is a technique that we use to ensure that our students become familiar with the math and writing lab on campus.

We also use ATI nationally-normed embedded assessments on specific nursing content. This allows us to identify if students are progressing at a rate indicating they can pass the National Council Licensing Exam for practical nursing (NCLEX-PN). If students do not score well, remediation is required and there are opportunities to retest during the program.

If a student is not successful on the first attempt in the program, they are allowed to be readmitted once. During the semester in between, they take a success course in which individualized plans are created in order to fill the gaps and improve readiness for return.

At all times we work closely with DSPS in order to accommodate students requiring special interventions and accommodation.

**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?

This program is not designed for students to transfer into a four year school. There are two programs in the state that have LVN to BSN options, one is located at CSU East Bay and the other is at CSU San Marcos. None of these programs are locally accessible. Additionally there are a couple private programs that offer LVN to BSN, but currently they cost upwards of $50,000 annually. Where students have a BS prior to coming to the VN program, they are advised to pursue a Master's entry RN program.
and we know of one student following that path. As faculty, we examine options for our students when they become available. There is the option to take a couple of extra Public Health courses to earn a AS-T degree, that can aid the student in transferring to CSUMB to earn a 4 year degree in public health. There is a new field of community health workers that would be a good fit for a vocational nurse. However, the Vocational Nurse has a greater earning potential than these other prospects in public health. Finally, the clinical hours in the VN program would be contributable for a Physician's Assistant program if one becomes available at CSUMB.

What interactions do you have with students about transfer options? Please give examples.
We speak to them about all the options listed above in class, and in office hours. We make announcements on Canvas about opportunities, we write letters of recommendation for any advancement opportunities they chose to pursue. Faculty make a deliberate effort to inform students about options available to them.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in transferring to baccalaureate degree programs?
This is not our goal at this time. Since there is not a local LVN to BSN program. Our goal is to create safe Licensed Vocational Nurses, you can see below in how we have aligned our courses with this objective in mind.

**A.4 Core Outcome IV - Employment**

Observing the Employment data, what insights do you get from the data in general?
The employment rate is high after graduation, however we can improve by making job openings more readily identifiable within social media or on our Nursing and Allied Health webpage. We can also follow up with students and have them checkin when secure a job.
We recently earned a Silver Star from the California Chancellor's Office for Community Colleges because our vocational nursing program graduates showed an 89% increase in earnings and 100% of students employed in their field of study. We are very excited by these outcomes and will continue to support our students to obtain gainful employment as Vocational nurses.

<table>
<thead>
<tr>
<th>Program</th>
<th>TOP</th>
<th>Year</th>
<th>Employed 2 Quarters after Completion</th>
<th>Employed 4 Quarters after Completion</th>
<th>Median Change In Earnings</th>
<th>Attained a Living Wage</th>
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</thead>
<tbody>
<tr>
<td>Licensed Vocational Nursing</td>
<td>123020</td>
<td>2012-2013</td>
<td>70%</td>
<td>74%</td>
<td>71%</td>
<td>48%</td>
</tr>
<tr>
<td>Licensed Vocational Nursing</td>
<td>123020</td>
<td>2013-2014</td>
<td>81%</td>
<td>81%</td>
<td>27%</td>
<td>41%</td>
</tr>
<tr>
<td>Licensed Vocational Nursing</td>
<td>123020</td>
<td>2014-2015</td>
<td>81%</td>
<td>85%</td>
<td>N/A</td>
<td>53%</td>
</tr>
</tbody>
</table>
How and when do you inform students about prospective employment opportunities?
There are bulletin boards (both on the college web and in person in the nursing department), and placed on canvas/email/social media and classroom announcements. There are also perspective employers who schedule visits to the college itself. These are updated when a job comes in or is deleted or filled.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in their future employment?
VN Faculty review program outcomes annually. Vocational Nursing Program outcomes are aligned with the mission, vision, and values of Hartnell College and the Nursing and Allied Health (NAH) department. Community input from our advisory committee also influences program learning outcomes. SurveyMonkey results have consistently given evidence that our graduates agree that the VN Program prepared them to meet the program outcomes and apply what they learned in the VN program to their employment as nurses.
The National Council of State Boards of Nursing (NCSBN) prepares the National Council Licensure Examination for Practical Nurses (NCLEX-PN). The NCLEX-PN Test Plan is updated every three years based on a practice analysis of entry-level vocational nurses https://www.ncsbn.org/PN_Det_Test_Plan_2017.pdf. VN Program curriculum is guided by the NCLEX-PN Test Plan and national nursing education initiatives, such as Quality and Safety Education for Nurses (QSEN) competencies based on Institute of Medicine recommendations. QSEN competencies include knowledge, skills, and attitudes expected of professional nurses http://qsen.org/competencies/pre-licensure-ksas/. These professional organizations encourage adequate preparation and validate that new graduates are prepared to give safe nursing care. Below are the VN Program Learning Outcomes with some specific ways the PLO's are aligned with the skills required of new VN graduates.

Vocational Nursing Program Learning Outcomes
Upon successful completion of the Hartnell NVN Program, a graduate will:
1. Function in a collaborative role with members of the health care team to promote comfort, protect, maintain and restore health for patients, families, and communities by utilizing the nursing process.
   - QSEN Competency- Teamwork and Collaboration
   - NCLEX-PN Test Plan- Safe and Effective Care- Collaboration with Interdisciplinary Team- Contribute to planning interdisciplinary client care conferences
   - NCLEX-PN Test Plan- Safety and Infection Control- Evaluate the appropriateness of health care provider's order for client
   - NCLEX-PN Test Plan- Health Promotion and Maintenance- Participate in health screening or health promotion programs/ Monitor incorporation of healthy behaviors into lifestyle by client
   - NCLEX-PN Test Plan- Physiological Integrity- Basic Care and Comfort- Assist with activities of daily living
2. Demonstrate competence in nursing skills and caring practice at the entry level of a vocational nurse in accordance with quality and safety initiatives.
   - QSEN Competency- Safety
   - NCLEX-PN Test Plan- Safe and Effective Care- Safety and Infection Control- Use aseptic and sterile techniques
3. Apply evidence-based practice and critical thinking skills when using the nursing process to provide care of patients throughout the lifespan.
   - QSEN Competency- Evidence Based Practice
• NCLEX-PN Test Plan- Safe and Effective Care – Coordinated care- Apply evidence-based practice when providing care
  • Advisory Committee input that clinical reasoning skills are becoming increasingly vital to safe nursing practice in the face of increasing client acuity, nurse-patient ratios, and reimbursement realities

4. Communicate with clarity, purpose and sensitivity with patients, families, communities, and interprofessional team members.
   • QSEN Competencies – Patient-Centered Care & Teamwork and Collaboration
   • NCLEX-PN Test Plan- Psychosocial Integrity- Use therapeutic communication techniques with client
   • NCLEX-PN Test Plan- Safe and Effective Care – Coordinated care- Participate as a member of an interdisciplinary team
   • Advisory committee members emphasized the importance of communication skills to safe nursing practice.

5. Provide safe and effective nursing care, including demonstrating curiosity in accessing information to assist with assessment, and demonstrate caring in the implementation of nursing actions in accordance with legal and ethical standards.
   • QSEN Competencies- Safety & Informatics
   • NCLEX-PN Test Plan- Safe and Effective Care- Use information technology in client care/ Contribute to the development and/or update of the client plan of care/ Use data from various sources in making clinical decisions

6. Demonstrate patient centered care that is sensitive to patient's preferences, values, and needs.
   • QSEN Competency- Patient-Centered Care
   • NCLEX-PN Test Plan- Psychosocial Integrity- Plan care with consideration of client spiritual or cultural beliefs

7. Follow the Rights of Medication Administration and administer medications with appropriate assessments and teaching.
   • NCLEX-PN Test Plan- Physiological Integrity- Pharmacological Therapies- Follow the rights of medication administration
   • Suggested by advisory committee to increase patient safety during medication administration. Vocational nursing graduates are expected to be able to safely and efficiently administer multiple medications by multiple routes to multiple patients.

8. Advocate for patients and consumers through the involvement in community, healthcare policy and nursing practice.
   • QSEN Competency- Quality Improvement
   • NCLEX-PN Test Plan- Safe and Effective Care- Coordinated Care- Advocate for client rights and needs

9. Adhere to the Nursing Code of Ethics and all legal principles encompassed in the Vocational Nursing Scope of Practice.
   • NCLEX-PN Test Plan- Safe and Effective Care- Coordinated Care- Practice in a manner consistent with the code of ethics for nurses/ Provide care within the legal scope of practice

10. Value lifelong learning, continuing education, and accountability for nursing practice and development.
    • QSEN Competencies- Evidence Based Practice, Quality Improvement
    • NCLEX-PN Test Plan- Safe and Effective Care- Coordinated Care- Participate in staff education/ Recognize task/assignment you are not prepared to perform and seek assistance
National League for Nursing (NLN) Education Competencies Model suggestions have been included in our recent curricular revision. In the process to become the first VN program in California to earn Accreditation Commission for Education in Nursing (ACEN) Accreditation, we have developed closer alignment with NLN and ACEN guidelines. The new VN program outcomes to begin in Fall 2018/Spring 2019 are:

Upon successful completion of the vocational nursing program the student should be able to:
1. Articulate a unique role as a member of the health care team, committed to provide safe, quality care for diverse persons and their families in multiple settings.
2. Promote the human dignity, integrity, self-determination and personal growth of persons, oneself, and members of the health care team.
3. Achieve quality care through effective communication, mutual respect, and shared decision making with the health care team.
4. Provide rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of persons.
5. Question the basis for nursing actions, considering research, evidence, tradition and personal preferences.

A.5 - Recommendations

Reflecting on your observations and analysis from A.1 through A.4, what recommendations do you have for your program?
The Vocational Nursing Program have recently updated their curriculum to meet the goals established based on previous PPA's. The faculty will review the success and retention of our students once the revisions are implemented. There is a detailed Systematic Plan of Evaluation (SPE) created for our ACEN accreditation that we will use to ensure continued success.

Reflecting on your observations and analysis from A.1 through A.4, what commendations do you have for your program?
We have excellent retention, program completion, NCLEX pass rates, and job placements. We stay ahead of the curve in terms of our curriculum as evidence by the changes already put through to curriculum committee before writing this PPA.
## Questions About Previous Activities

### 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?

<table>
<thead>
<tr>
<th>Activity scheduled (From 2017)</th>
<th>What success has been achieved to date on this activity?</th>
<th>What challenges existed or continue to exist?</th>
<th>When do you expect this activity to be completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build dedicated space for a Vocational Nursing classroom for both lecture and lab!</td>
<td>Mixed: Instead of moving into the N building, we have a bond measure and plans for a new building. This is great news, but it does mean the project will not be implemented anytime soon.</td>
<td>Space challenges.</td>
<td>We started this Spring with the NVN 119 B which utilizes a lot of lab time. This year the timing worked so that we could use the skills lab. The Fall was still a challenge, as we could not always use the skills lab and there is process loss when moving equipment or poorly simulating real life in a classroom not a skills lab.</td>
</tr>
<tr>
<td>We need HUMAN Resources by 2022 including a dedicated simulation coordinator and dedicated simulation technician. OR in absence of that, CKP needs a third faculty member in order to provide more feedback to students as they learn skills.</td>
<td>We first had, then lost our part-time simulation technician. We now have a new simulation technician. We do not yet have more faculty with skills lab.</td>
<td>The challenge is having a new technician that was not available all FALL semester when we have most of our simulations scheduled. However, we hope that next Fall will go better as we will have a faculty full time in simulation and the simulation technician.</td>
<td>Spring 2020.</td>
</tr>
<tr>
<td>Help with simulation integration in the</td>
<td>We need help integrating simulation to</td>
<td>We did use grant money to have SI's the</td>
<td>Spring 2020.</td>
</tr>
</tbody>
</table>
| Curriculum and IPE instruction. | The class room setting. We still struggle with content overload in nursing. I think some professional development is needed to integrate simulation into lecture classes. Supplemental Student instructors challenge is the schedule. SI’s are in their theory course or their clinical course when the newer students are in lab. They are in clinical when the newer students are available to study. We will need to look at how to schedule the two classes for the best results. We also need to plan for Fall when we have only one cohort, yet the recent graduates have jobs.

| Enhanced Computerized literacy materials. | We have been exploring and comparing exam delivery software and integrated curriculum solutions for students that hit all the needs of nursing students. After much research the ATI complete product may be the answer. However, we need to fund faculty development and integrate the product into curriculum. We would also need to offset the cost to students until the success of this product implementation is assured. ATI is being utilized at a cost of 1600.00 per student. They are expanding their offerings to include an electronic medical record. One faculty member has agreed to be a beta tester for the product. We need to find the time to schedule more ATI support and assistance for more complete integration.

| A dedicated person to handle admissions. | Admissions work traditionally has taken many hours of faculty time. This year the use of online application process with Google forms was a first major step in this process. We also are working with the Salinas Valley Health Care Pathways program to look at attracting students from high school that are ready to begin the program. Continue to examine ways to streamline the admissions process and remediate those students who are not quite testing at the level they need to, to begin the program.

| A van for student transport to clinical facility | We did not move forward on this as we had faculty recruited from south of King City. It would still be an advantage to have a MST shuttle that ran from Hartnell to King City early enough to meet the needs of students in clinical. Would like advice on next steps to pursue an option for students. ** No feedback on this issue was provided. Still need assistance on next steps.

| Faculty development. | Faculty stay current in We have been able to This need is ongoing.
| their field and use up to date nursing education techniques. Membership in the California Vocational Nursing League to network with vocational nursing faculty. | attend a conference this past year (2017 and 2018) Feedback from students this year was positive and we would like to continue having faculty and students attend. |