



The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy

**2020-2021**

## **Annual Program Update**

# **ASSOCIATE DEGREE NURSING (ADN)**

### **I. Introduction and Directions**

The Peralta Community College District has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. The Annual Program Update serves a critical role in the Integrated Planning and Budgeting cycle of the college in that it provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

*Throughout this document, the term "program" is used to refer to any of the following institutional structures: discipline, department, program, administrative unit, or unit.*

If you have questions regarding data, please contact Nathan Pellegrin, Director of Research and Planning ([npellegrin@peralta.edu](mailto:npellegrin@peralta.edu)).

If you have questions regarding SLOs, PLOs, SAOs or ILOs, please visit the [SLOAC webpage](#), or contact the SLOAC committee member for your division:

Division 1 - Evan Nichols ([anichols@peralta.edu](mailto:anichols@peralta.edu))

Division 2 – Laura Forlin ([lforlin@peralta.edu](mailto:lforlin@peralta.edu))

Division 3 – Heather Casale ([hcasale@peralta.edu](mailto:hcasale@peralta.edu)).

If you have questions regarding the curriculum section, please contact Nghiem Thai ([nthai@peralta.edu](mailto:nthai@peralta.edu)), chair of the [Curriculum Committee](#).

If you have questions regarding other material in the APU, please contact your Dean or Manager.

This document contains hyperlinks to external documents, spreadsheets, and data dashboards. Some of the links will not work unless you are signed in to Office 365 through the [Peralta Faculty & Staff Portal](#).

You will need the following items in order to complete the Annual Program Update document at the colleges:

- [Program Review or APU document](#) from AY 2019-20.
- [Budget Information](#) for the current and prior fiscal year.
- Any comments or feedback provided during the program review validation process.
- College Goals and Peralta District Goals (see below).
- [Institution Set Standards](#).
- [College 2018 Educational Master Plan Update](#).
- [Guided Pathways Plan](#)
- [Student Equity Plan](#).
- Data drawn from program review dashboards and/or other sources relevant to your department, service area or administrative unit (see below).

### **Merritt College Institution-Set Standards 2020-2021**

Institution-set standards are used to evaluate the quality of the institution as to success with respect to student achievement in relation to the institution's mission. The evaluation of student achievement performance may include different standards for different programs, as established by the institution.

<b>Metric</b>	<b>Definition</b>	<b>Set Standard</b>
Course Completion (Success)	the number of student completions with a grade of C or better divided by the number of student enrollments	66%
Certificates	Number of certificates earned in an academic year	222
Degrees	Number of associate degrees earned in an academic year	322
Transfer	Number of students who transfer to a 4- year college/university	187
Licensure (CE)	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study	70%
Employment (CE)	The job placement rate of student completing a degree or certificate in a CE program in the year	Macro-Region Employment

	after graduation.	Rate, by Program SOC
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## College Profile

### Student Body Demographics

	2017-18	2018-19	2019-20
Annual Unduplicated Count of Students	12,336	12,861	12,130
Gender			
Female	64%	64%	63%
Male	34%	34%	34%
Decline to State/ Unknown	2%	2%	3%
Race/Ethnicity			
American Indian	< 1%	< 1%	< 1%
Asian	19%	20%	19%
Black / African American	23%	23%	22%
Hispanic / Latino	31%	32%	33%
Pacific Islander	1%	< 1%	< 1%
Two or More	5%	6%	5%
Unknown / NR	4%	4%	5%
White	16%	16%	15%
Age			
18 and Under	15%	15%	16%
19-24	35%	35%	35%
25-29	16%	17%	16%
30-34	11%	11%	11%
35-54	17%	17%	17%
55 and Over	6%	6%	5%

### Course Success Rates

	2017-18	2018-19	2019-20*
Total Enrollment (Duplicated Count)	33,288	33,637	32,928
Overall Success Rate	70%	70%	68%
<b>Gender</b>			
Female	70%	70%	69%
Male	69%	69%	66%
Decline to State/ Unknown	77%	74%	64%
<b>Race/Ethnicity</b>			
Black/African-American	62%	62%	60%
Asian	81%	80%	81%
Hispanic	68%	68%	64%
Native American	66%	72%	53%
Pacific Islander	61%	71%	63%
Two or More	65%	67%	68%
Unknown	72%	73%	66%
White	78%	78%	75%
<b>Age</b>			
Under 16	83%	91%	84%
16-18	73%	75%	69%
19-24	65%	66%	64%
25-29	70%	69%	68%
30-34	73%	73%	73%
35-54	74%	73%	71%
55-64	74%	71%	66%
65 and Over	77%	77%	60%

\*Includes 'EW' grades

## II. Program Overview

### Mission Statement

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The ADN program prepares students for entry-level positions as registered nurses. Upon successful completion of the program, students will graduate with an Associate of Science Degree and be eligible to take the state licensing examination for registered nurses (National Council Licensure Examination – NCLEX-RN).

The Merritt College Associate Degree Nursing (ADN) program is approved by the California Board of Registered Nursing (BRN), the California State Department of Education, the Veteran’s Administration for the training of veterans, the Federal Department, and the Federal Immigration and Naturalization Service for foreign student education. The courses in the ADN program are accepted by the University of California, the California State University systems, and many other public and private institutions of higher learning.

The ADN program is part of the Allied Health Department. The other programs in the department are the Medical Assistant program, the Radiologic Science program.

### Faculty and Staff

List your Faculty and/or Staff. Indicate if they are part-time or full-time. (If names are already listed, they were imported from last year’s APU/PR. Add or remove persons as needed to reflect current personnel).

Name	Faculty/Staff	FT
Usha Mortensen, Program Specialist	Staff	FT
Lynn Bratchett	Faculty	FT
Iona Henderson	Faculty	FT
Mia Kelly	Faculty	FT
Megan Talbot	Faculty	FT
Diana Barrios	Faculty	FT
Dawn Williams	Program Director	

### III Program Goals

In this section, indicate programs goals, the status of each, and how they align with College and District strategic goals. Following are the strategic goals for Peralta CCD and Merritt College.

#### Peralta District Strategic Goals

- P1. Advance student access, equity, and success.
- P2. Engage and leverage partners.
- P3. Build programs of distinction.
- P4. Strengthen accountability, innovation, and collaboration.
- P5. Develop and manage resources to advance our mission.

#### Merritt College Strategic Goals

- M1. **Completion** - Increase number of degrees and certificates by 20% over the next 5 years.
- M2. **Transfer** - Increase transfers to CSU and UC by 6% annually. (Reach approx. 35% in 5 years).
- M3. **Time to Completion** - Reduce the number of excess units earned by students.
- M4. **Employment** - Maintain at least 82% of students attaining employment in the field of study.
- M5. **Equity** - Reduce the achievement gaps for African-American, multiethnic, and male students.

Below are your Program Goals from your most recent Program Review or APU, if available. Indicate whether the goal has been completed (C), is in progress (IP), no longer applicable (NA), or new (NEW). Be sure to state goals which are *measurable* and *time-based*. Indicate which College and District goal your program goal aligns to. If your goal has been completed, what evidence supports completion of this goal? How did you measure the achievement of this goal?

Program Goal	Status (C, IP, NA, NEW)	Applicable College Goal(s)	Applicable District Goal(s)	If completed, describe supporting evidence, including measurements of achievements.
<b>1. Overarching Program Goals:</b>  Maintain a program consistent with the current Board of Registered Nursing regulations, State Education Codes, Peralta Community College District policies and ADN program policies.	IP	M1 M4	P3	Ongoing goals

<p><b>2. Workforce Entry:</b></p> <p>Maintain an educational program that will prepare students to serve the community as safe entry-level nurses prepared to deliver holistic, quality, health care.</p>	IP	M1 M4	P3	<p>Through anecdotal accounts, 90% of ADN graduates secured work in various health care settings.</p> <p>Ongoing goals, Establish a more rigorous system for tracking graduate employment.</p>
<p><b>3. Assessment:</b></p> <p>Continue to use assessment methods that have proven successful in preparing students for state boards. These methods include Kaplan and NCLEX testing.</p> <p>In addition, adherence to SLOAC assessment and schedules as required by Merritt College</p>	C/IP	M1 M4	P3	<p>Ongoing goal,</p> <p>Merritt nursing graduates have had a 90-100% NCLEX pass rates for the last five years.</p> <p>SLO assessments are in progress and scheduled for completion by the end of fall 2020</p>
<p><b>4. Curriculum:</b></p> <p>Curriculum review with goals of evaluating the curriculum for currency is necessary to ensure best practices.</p>	IP	M1	P3	<p>Ongoing goal,</p> <p>Current ADN curriculum will be reviewed by lead faculty and the Program Director for continuity and congruence.</p> <p>Necessary changes to individual courses will be identified and implemented by the appropriate faculty.</p>
<p><b>5. Instructional Benchmarks:</b></p> <p>The ADN Program maintains consistency throughout the program by adherence to the academic standards and guidelines of the BRN</p>	C	M1 M4	P3	<p>Ongoing goal,</p> <p>The department uses a benchmark of 75% pass rate across all curriculum coursework; this serves as the common thread for the concurrent theory and clinical components.</p>
<p><b>6. Student Success and Student Equity:</b></p> <p>Improve retention and student support through the 2 year program to graduation.</p>	IP	M1 M4	P1	<p>Ongoing goals,</p> <p>During orientation, provide a thorough, realistic overview of the academic rigor of the program and the necessity for academic preparedness.</p> <p>Use the TEAS test to identify</p>

				<p>students for which the ADN program may not be a good fit.</p> <p>Guide students to access support resources if they are in academic jeopardy.</p>
<p><b>7. Professional Development, Institutional and Professional Engagement, and Partnerships:</b></p> <p>Increase the number of partnering institutions to ensure more seamless transitions for graduates into a BSN or MSN program upon successful completion of the nursing program.</p>	C/IP	M1	P2	<p>Ongoing goals,</p> <p>The ADN program seeks opportunities to enhance their mission of excellence and liaise with quality partners.</p> <p>Partnerships have been secured with several Bay Area colleges, including securing an updated agreement with CSU East Bay.</p>
<p><b>8. Review the ADN Admissions Process:</b></p>	New	M5	P1	<p>Include student interviews in the criteria for admittance</p> <p>Revisit GPA and Teas testing requirements</p> <p>Assign a senior mentor for Fundamental and Intermediate students</p>



#### **IV. Facilities Utilization**

Describe your current utilization of facilities, including labs and other space. Confirm previously reported content.

We are utilizing our allotted space to 100% capacity. We also have a SIMULATION LAB that is underutilized. This is primarily due to the fact that it has remained unfinished since our move to the Science building in August 2015. We need updated software from Laerdal, communication within the infrastructure, and overhead cameras that need to be connected to the command center. Currently all labs are closed due to the COVID-19 pandemic.

## **V Program Update Data**

In this section you will review and reflect upon the data for your program. Use data which measure performance on outcomes relevant to the mission and goals of your program, which will vary according to which area of the college your program is in.

In your response, refer to data applicable to your program obtained from the APU dashboards and/or other sources.

### **APU Data Dashboards:**

- **[Course Completion and Retention Rates Dashboard – Instruction](#)**
- **[Course Completion and Retention Rates Dashboard – Student Services](#)**
- **[Enrollment Trend and Productivity Dashboard](#)**
- **[Degrees and Certificates Dashboard](#)**

*For departments or programs in the Student Services area, refer to reports provided by institutional data systems (i.e., PeopleSoft or SARS), results of student surveys, or external reports (i.e. [IPEDS](#) or [Launchboard](#)). Include the number of students served over an academic year and summarize their demographics.*

*For departments in the Business and Operations areas, use data which track the key function provided to the College, such as facilities usage for events, tickets received and closed, the number of invoices process or the time to disbursement.*

Use historical data (3 years is recommended, if available) to estimate a baseline, then use this to project activity and inform requests for the coming year.

Describe any significant changes and discuss what the changes mean to your program. Consider whether performance or service gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the program review dashboards or other data sources relevant to your service, business, operations or administrative area to support your answer. If you wish, you may include screenshots of the dashboard to show filtered results containing the relevant figures. Instructions on taking screenshots for [Windows](#) and [Mac](#))

## Course Completion and Retention Rates Dashboard – Instruction

Academic Year	Age	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2017-2018	19-24	15	76	91.9%	91.9%	95.9%	95.9%
2017-2018	25-29	16	89	85.2%	85.2%	94.3%	94.3%
2017-2018	30-34	16	75	93.0%	93.0%	98.6%	98.6%
2017-2018	35-54	17	88	87.5%	87.5%	90.9%	90.9%
2018-2019	19-24	12	73	94.3%	94.3%	94.3%	94.3%
2018-2019	25-29	22	124	92.4%	92.4%	94.1%	94.1%
2018-2019	30-34	12	65	89.1%	89.1%	89.1%	89.1%
2018-2019	35-54	19	110	94.2%	94.2%	94.2%	94.2%
2019-2020	19-24	20	110	77.9%	80.2%	84.6%	84.2%
2019-2020	25-29	13	78	89.6%	90.8%	94.8%	94.7%
2019-2020	30-34	12	79	92.3%	96.0%	100.0%	100.0%
2019-2020	35-54	18	82	74.7%	74.7%	87.3%	87.3%

Academic Year	Ethnicity	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2017-2018	Asian	15	72	88.6%	88.6%	91.4%	91.4%
2017-2018	Black / African American	13	62	91.7%	91.7%	96.7%	96.7%
2017-2018	Hispanic / Latino	11	63	86.9%	86.9%	100.0%	100.0%
2017-2018	Two or More	6	36	91.7%	91.7%	97.2%	97.2%
2017-2018	White	15	92	87.9%	87.9%	91.2%	91.2%
2018-2019	Asian	16	98	94.6%	94.6%	94.6%	94.6%
2018-2019	Black / African American	11	70	89.7%	89.7%	89.7%	89.7%
2018-2019	Hispanic / Latino	11	67	85.9%	85.9%	89.1%	89.1%
2018-2019	Two or More	7	42	90.0%	90.0%	90.0%	90.0%
2018-2019	White	13	84	98.8%	98.8%	98.8%	98.8%
2019-2020	Asian	18	104	82.2%	83.0%	91.1%	91.0%
2019-2020	Black / African American	6	30	75.9%	75.9%	96.6%	96.6%
2019-2020	Hispanic / Latino	13	74	80.3%	83.8%	87.3%	86.8%
2019-2020	Two or More	6	32	73.3%	73.3%	76.7%	76.7%
2019-2020	White	16	101	91.9%	94.8%	97.0%	96.9%

### Degrees and Certificates Dashboard

2019-2020    Merritt    NURS    Nursina (ADN)    Associate in Science    22

Describe the program's progress on Service Area Outcomes and/or Administrative Unit Outcomes (AUOs) since the last Program Review or APU. For instructional programs, describe the program's progress on Student Learning Outcomes (SLOs) and, if your discipline offers a degree or certificate, please describe the department's progress on Program Learning Outcomes (PLOs).

The nursing department is currently completing all course and program level assessments, scheduled for completion by the end of fall 2020. Our goal is to have at least 1 SLO assessed in each course during a 3 year cycle. The nursing department uses the tools provided by the SLOAC as well as the mandated assessments traditionally used in our skills-based program.

Ongoing assessment of student learning outcomes is a standard of practice in the nursing department, and are mandatory components required for safe care.

Describe the **results of** your department/program/service assessment of student and Program Learning Outcomes/AUO/SAO. Indicate when and where dialogue is occurring. Discuss **changes/updates/resource requests** made to your program based on the assessment of outcomes of the SLOs/PLOs/SAOs/AUOs assessed in the past year and discuss their alignment with the [ILOs](#).

The results of our PLO assessment indicates that students are meeting the learning outcomes and benchmarks. PLOs are aligned with SLOs and ILOs. Data is used to make necessary adjustments to curriculum and teaching pedagogy with the priority of preparing students for the State Board Exam. Data indicates that the program retention has improved and stabilized over the past 3 years. Given the academic rigor of the program, this is favorable news.

Assessment of students and nursing courses are foundational, ongoing practices since the inception of the nursing program. Student assessment follows a systematic process and is a BRN mandate. Goals and objectives are constructed and adhered to for safe practice. The ADN traditional assessment processes are aligned with the SLO's required by the college.

Ongoing dialogue and collaboration regarding student progress occurs at monthly staff meetings. Each instructor reports on the status of student progress, using curriculum goals, objectives and benchmarks. Strategies and best practices are shared among colleagues to assist in facilitating student improvement. Student leaders are present at the monthly faculty meetings for participatory governance and input.

In addition, evaluations are distributed to each student at the culmination of the semester. The goal is to provide feedback to the instructor on how individual learning has been effective or can be improved. The interdepartmental goal is to improve every course, every semester. ADN instructors are constantly re-assessing and changing courses using evidence-based practices to best meet the students' needs.

Any courses below identified in red will be completed by the end of the fall semester.

The following item is for instructional programs only  
Discuss how your PLOs align with the [ILOs](#).

See above

Course	Course Title	# LOS	1	2	3	4	5	6
NURS 1	FUNDAMENTALS IN NURSING: BEGINNING PRINCIPLES OF HEALTH CARE	4	S'19	F'19	14-15	14-15	X	X
NURS 3A	PERINATAL NURSING	6	16-17	16-17	16-17	16-17	16-17	16-17
NURS 3B	PEDIATRIC NURSING	6	15-16	0	0	0	0	0
NURS 4A	INTERMEDIATE MEDICAL-SURGICAL NURSING	3	16-17	S'20	16-17	X	X	X
NURS 4B	PSYCHIATRIC NURSING	4	16-17	0	F'17*	X	X	X
NURS 5	ADVANCED MEDICAL SURGICAL NURSING: DISRUPTION IN HOMEOSTASIS	4	S'19	S'19	14-15	14-15	X	X
NURS 10	LEADERSHIP AND MANAGEMENT	4	16-17	16-17	F'20	16-17	X	X
NURS 11	ETHICS AND LAW	3	F'18*		15-16			
NURS 12	CALCULATION OF DRUG DOSAGE FOR HEALTH PROFESSIONAL	3	14-15	14-15	14-15	X	X	X
NURS 13	PHARMACOLOGY IN NURSING	4	16-17	S'20	0	16-17	X	X
NURS 14	NUTRITION AND DIET THERAPY IN NURSING	3	F'20	14-15	14-15	X	X	X
NURS 260AB	NURSING SKILLS LAB	5	16-17	S'19	0	X	X	X

## **VI Curriculum**

*Note: If your department, program, or unit does not have a curricular component, please skip to the Section VII.*

Curriculum review is an integral part of the program review process. Instructional departments and programs must consider the state of their curricula (i.e., courses, certificates, and degrees) in order to engage in meaningful assessment, planning, and continuous quality improvement.

In accordance with the [State Chancellor's Office Program and Course Approval Handbook \(7<sup>th</sup> Edition\)](#), California community college curricula must meet five criteria:

1. Appropriateness to the mission of the California Community Colleges (as established in [California Education Code § 66010.4](#))
2. Community, service area, or student need
3. Adherence to accreditation and higher education standards
4. Availability of adequate resources to maintain the course or program (including offering all required courses for a program at least once every two years)
5. Compliance with federal and state statutes and regulations (notably Title 5 of the California Code of Regulations)

PCCD [Board Policy 4020](#) and [Administrative Procedure 4020](#) require that curricula be evaluated regularly through program review and annual program updates on a three-year cycle. For Career Education programs, however, this policy is superseded by [California Education Code § 78016\(a\)](#), which requires reviews every two years.

This section of the APU requests information about the status of course and program updates, improvement plans based on curriculum review, and prospective curriculum development. The Curriculum Committee shall evaluate the responses as part of the validation of APU completion and the prioritization of resource requests.

### **Curriculum Review**

Consult [CurriQunet](#) and the [Course Curriculum Review Status](#) or [Program Curriculum Review Status](#) spreadsheets to determine when a course or program was last updated or deactivated.

Courses that have not been offered in the past three years should be deactivated to ensure that the college catalog presents a current and accurate inventory of actual course offerings at Merritt. Likewise, if certificates and degrees have not been awarded in recent years, or the required courses have not been offered regularly enough for students to complete, consider the relevance and viability of those programs for potential deactivation.

## Modifications

Indicate courses reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

<b>Course Number</b>	<b>Course Title</b>	<b>Reviewer</b>
Nursing 1	Beginning Principles of Health Care	Megan Talbot
Nursing 3A	Maternity Nursing	Diana Barrios
Nursing 3B	Pediatric Nursing	Dinke Augustin
Nursing 4A	Medical/Surgical Nursing	Iona Henderson
Nursing 4B	Psychiatric Nursing	Lynn Bratchett
Nursing 5	Advanced Medical/Surgical Nursing	Megan Talbot
Nursing 10	Leadership & Management	Lynn Bratchett
Nursing 11	Ethics & Law for Nursing	Lynn Bratchett
Nursing 12	Drug Dosage Calculations	Diana Barrios
Nursing 13	Pharmacology	Mia Kelly
Nursing 14	Nutrition and Diet Therapy in Nursing	Mia Kelly
Nursing 260	A-D Nursing Skills Lab	Dawn Williams

The nursing faculty has recently worked with the Curriculum Specialist and course updates are in progress with targeted completion in Curricunet by the end of Fall 2020 semester.

**Deactivations**

Indicate courses deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Course Number	Course Title	Reviewer
None		

Indicate programs deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Program Title	Program Type	Reviewer
None		

**Curriculum Improvement**

Based on ongoing curriculum review, describe plans for **program-level** improvement in terms of any of the following considerations:

- Advancing **student equity and achievement** for disproportionately impacted students.
- Fostering **intersegmental alignment** and **guided pathways** through articulation, course sequencing, and program mapping.
- Implementing innovative **pedagogies, delivery methods/modalities, or educational resources and technologies.**

Twice a year the entire faculty convenes for a full day to address curriculum development and implementation. During these meetings, topics discussed are the program’s curriculum, philosophy and resources. All theory and clinical courses are organized and conducted to ensure concurrency within the program. Course syllabi are updated annually.

ADN content experts review specific course content areas at least once every five years and when changes are made affecting their area of expertise. Due to turnover in faculty and content experts, this has occurred more frequently during the last five years. At that time, faculty ensures that the course objectives and materials are consistent with the programs mission and philosophy.



## Curriculum Development

Indicate new courses to be proposed and/or historical courses to be reactivated within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

<b>Title</b>	<b>Description</b>	<b>Justification</b>	<b>Anticipated Effective Term</b>
None			

Indicate new programs slated for development within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

<b>Title</b>	<b>Description</b>	<b>Justification</b>	<b>Anticipated Effective Term</b>
None			

The Curriculum Committee shall prioritize the review and approval of new courses and programs that are identified in this section of the APU.

**VII Funded Resources (OMIT Per Instructions)**

Brief description of resource request	Was request funded? (Yes or No)		Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
<b>Personnel: Part Time Faculty</b>					
<b>Personnel: Part Time Faculty</b> Three (3) needed to teach theory and clinical courses					
<b>Professional Development: Department wide PD needed</b> Ongoing; tied to new equipment Laerdal Update Instruction					
<b>Professional Development: Department wide PD needed</b> ongoing					
<b>Supplies: Software</b> HealthImpact (CCPS) clinical database ATI TEAS Kaplan Intergrated Testing Service					
<b>Supplies: Instructional Supplies</b> Flash drives, printer ink, printer paper					
<b>Supplies: Non-Instructional Supplies</b> Folders, labels, pens, pencils, dry erase markers					

<b>Technology &amp; Equipment: Replacement</b> Laerdal Web-based updates					
for the open area behind Waaduda's desk in S-343. This area was scheduled to be used as small group and student appointment area. It cannot be used without a door!!					

## **VIII Resource Requests**

In the tables below, please add resource requests for your program for the **2021-22 fiscal year**. Indicate if the request is being made as part of the response to the COVID-19 pandemic. If you are submitting multiple requests under the same category, prioritize them by assigning a rank to each request ('1' indicating the highest priority request). Include only one request per row; if additional rows are needed, insert new rows in the table ([how to add rows](#)).

Personnel Resource Requests

<b>Personnel Sub-Category</b> (Full-Time or Part-Time Faculty, Classified, Student Worker)	<b>Description/Justification</b>	<b>Percent Time</b>	<b>Estimated Annual Salary Costs</b>	<b>Estimated Annual Benefits Costs</b>	<b>Total Estimated Cost</b>	<b>Priority Rank</b> (1=Highest priority)	<b>COVID-19 Related</b> (Yes/No)
<b>Donna Ervin</b>	Sim Lab/Clinical	50%	Undetermined	Undetermined	Undetermined	1	
<b>Wacheera Davis</b>	Remediation/Clinical	50%	Undetermined	Undetermined	Undetermined	2	Yes

## Resource Requests (Non-Personnel)

### Resource Categories

- Professional Development (Department wide)
- Professional Development (Personal/Individual)
- Required Reasonable Accommodation
- Service Contract
- Supplies: Software
- Supplies: Books, Magazines, and/or Periodicals
- Supplies: Instructional Supplies
- Supplies: Non-Instructional Supplies
- Supplies: Library Collections
- Technology & Equipment: New
- Technology & Equipment: Replacement
- Other

Resource Category (select from above list)	Description/Justification	Total Estimated Cost	Priority Rank (1=Highest Priority)	COVID-19 Related (Yes/No)
Technology and equipment Replacement	Software updates and maintenance related to Sim Lab equipment	undetermined	1	
Professional Development	Representatives providing tutorials, best practices and curriculum and technology updates related to CTE.	undetermined	2	yes

## **XI Participants**

Please provide the list of members who participated in completing this program review.

**Dawn Williams, Program Director**

**Dr. Mia Kelly, Faculty**

**Thank you for your time and effort in completing the Annual Program Update!**