



Program Review All Fields

Division 40 - Nursing and Allied Health - Allied Health (Nursing)

I. Main

Overview

Academic Year 2024 - 2025

Originator Angeles, Gardenia

Division Division 40 - Nursing and Allied Health

Department Allied Health (Nursing)

Programs

II. Co-Contributors

Questions? Find answers in [CurricUNET User Manual](#).

Contributor

Open the Form Properties to select co-contributors and assign permissions.

III. Program Mission and Accomplishments

Gavilan College Mission Statement

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

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

The Gavilan College Allied Health programs contribute to accomplishing the mission of Gavilan College by providing education and job-ready skills to put students of all backgrounds in the workforce, providing nursing care as Certified Nursing Assistants, Home Health Aides, Licensed Vocational Nurses (LVN) and Registered Nurses (RN) in our community. Allied health courses, nutrition, and person in the life cycle serve as general education courses for nursing majors and those outside of nursing. Community education courses offered are phlebotomy and medical assistant. •

- Students receive instruction in the classroom and the skills simulation lab, as well as practice with live patients at our local hospitals, which serve as our clinical partners.

- The programs are accredited by the California Board of Registered Nursing (RN program), the Board of Vocational Nursing (LVN program), and the California Department of Public Health (Certified Nursing Assistant & Home Health Aide programs).

- Upon completing the LVN and RN programs, the student is eligible to take the NCLEX-PN or NCLEX-RN examination. Upon completing the Certified Nursing Assistant program, the student is eligible to take the National Nurse Aide Assessment Program Examination (NNAPP).

2. On the [PIPR website](#), locate and review your previous program plan and subsequent annual updates. After reviewing, enter your previous goals below and comment on the progress/accomplishments of each goal.

Enter each goal separately by clicking Add Item

Connection of Goal to Mission Statement, [Strategic Plan](#), and SAO Results:

ACEN accreditation has become the standard for Associate Degree Nursing programs. Some hospitals, such as the Veterans Administration hospitals, will only hire nurses who have graduated from ACEN-accredited schools. Many scholarship opportunities are also only available to ACEN-accredited programs. This aligns with the Gavilan College mission statement to assist students in meeting their full academic, social, and economic potential.

Proposed Activity to Achieve Goal**: Determine eligibility, submit candidacy presentation, submit self-study, host site visit.

Responsible Party: Susan Turner retired in the Spring of 2024, and Enna Trevathan is scheduled to retire in the Spring of 2025. The pending new hire of the Dean is scheduled to start in May 2025.

Fund amount requested. If a collaboration, what % is required from each partner?:

\$30,000 will be needed, paid in installments over the three years.

Total Three Year Resource Allocation Request: \$30,000

Timeline to Completion Month / Year: May 2026

How Will You Evaluate Whether You Achieved Your Goal: Achievement of ACEN accreditation by

1. the above date.

Connection of Goal to Mission Statement, [Strategic Plan](#) and SAO Results:

There is a significant wage disparity between acute care nurses and nurse educators. To effectively train our students, it is essential to have qualified faculty, but the compensation must be competitive. Currently, we are falling short in this regard.

Proposed Activity to Achieve Goal **: Create two full-time faculty openings for hiring; to meet the BRN recommendation.

Responsible Party: Enna Trevathan, the current Dean, will take over the program in May 2025.

Fund amount requested. If a collaboration, what % is required from each partner?:

Two full-time salaried positions.

Total Three-Year Resource Allocation Request: 0

Timeline to Completion Month / Year: April 2026

- How Will You Evaluate Whether You Achieved Your Goal: Two full-time faculty are needed for genetic RN programs.
- 2.

Connection of Goal to Mission Statement, [Strategic Plan](#), and SAO Results:

Three faculty retirements have been replaced in Fall 2024. Also, the Board of Registered Nursing recommended on our last site visit (2022) that we add a full-time faculty to the RN program. To meet the college's mission, we must have adequate qualified faculty to teach our students. We currently fall short in this area.

Proposed Activity to Achieve Goal **: Per BRN, the genetic RN program still needs 2 full-time faculty members.

Responsible Party: Enna Trevathan retiring in Spring, 2025 new Dean of Allied Health

- Evaluate Whether You Achieved Your Goal: We have not achieved this goal; we did hire three full-time faculty to replace retirees. We must hire two full-time faculty to launch the 2-year genetic
3. RN program, as recommended by the BRN.

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

- With the restructuring of the LVN curriculum, students now graduate every three semesters. The rotation of cohorts has also been adjusted, with new cohorts starting immediately after completing the previous one. The third cohort is scheduled to graduate in Fall 2025.
- The curriculum for the new generic RN program is currently under technical review and awaiting approval through the curriculum process. As instructed by the BRN, modifications will be incorporated into the new program. One challenge in this area is recruiting qualified faculty in specialty areas like pediatrics and obstetrics due to low pay rates in the industry. An analysis of the impact of discontinuing the LVN to RN program is recommended. Should the LVN to RN (2 semesters) and the generic RN (4

semesters) programs run independently or concurrently? Key barriers include the availability of faculty and clinical placements.

- The department is currently staffed with a permanent full-time Associate Dean who will retire in Spring 2025 and three new full-time nursing faculty members. Hospital policies requiring smaller clinical cohorts cause a shortage of part-time faculty in both the RN and LVN programs.
- Post-pandemic, the availability of free tuition for all students has positively impacted their health and wellness.
- Allied Health has expanded access to tutoring services to students in need.

The course success rates have consistently met or exceeded the overall college averages by up to 12%. This is expected, as CNA, LVN, and RN program students are typically very committed to their coursework. Given the demanding nature of the programs, it is common for students to reduce outside employment. The RN program's target pass rate is 85%.

IV. Student and Program Outcomes

College Goal for Student Achievement

The following questions refer to data regarding student achievement. To access program review data, go to the [Institution Data Dashboard](#).

1. (For Instructional Programs Only) Find your program's course success information. Consider your program success rate trends over the last three years. Compare your overall success to the college average. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

2020-21, Gavilan 71%, Allied Health 84%

2021-22 Gavilan 72%, Allied Health 79%

2022-23 Gavilan 72%, Allied Health 80%

Over the past three years, course success rates in the Allied Health program have consistently met or exceeded Gavilan College's overall averages by as much as 13%. This outcome aligns with expectations, as students in the CNA, LVN, and RN programs generally demonstrate a strong commitment to their studies. The demanding nature of the coursework likely contributes to this success, as many students prioritize their education over maintaining regular employment. There are no significant gaps between program success rates and college averages, and the data suggests a trend of strong academic performance within the program. The target for the Registered Nurse program remains an 85% pass rate.

2. (For Instructional Programs Only) Now find your program persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

2020-21 Gavilan College 56%, Allied Health 77%

2021-22 Gavilan College 61%, Allied Health 80%

2022-23 Gavilan College 62%, Allied Health 73%

Over the past three years, persistence rates in the Allied Health program have consistently met or exceeded Gavilan College's overall averages by as much as 21%. In 2022-23, although Allied Health's rate dipped to 73%, it still outperformed the college average of 62%.

These rates align with expectations, reflecting the strong commitment of CNA, LVN, and RN students to completing their career goals. The data is not surprising, as the rigorous nature of the programs attracts highly motivated students. There are no significant gaps between program and college averages, and the trend suggests consistent success in student retention. Additionally, the ongoing restructuring including the LVN program and upcoming RN program, is expected to further enhance persistence in the future.

3. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

Yes, the persistence rates are in line with expectations. The Allied Health program consistently outperforms the overall college averages by up to 21%. There are no large gaps negatively impacting the program; instead, the substantial difference between the Allied Health and college averages highlights the program's strength in retaining students. Nothing in the data is particularly surprising, given the high level of commitment among CNA, LVN, and RN students who are focused on achieving their career goals. The trend suggests steady success in retention, and with the restructuring of the RN program, persistence rates may continue to improve.

Success

The following questions refer to data regarding student achievement. To access instructional program review data, go to the [Institution Data Dashboard](#).

**4. (For Instructional Programs Only) What are your set goals for course success? Do your individual course and department rates meet this goal?
 Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?**

Our goal for course success is set at 75%, up from 71%. We have exceeded the goal by providing all students with access to state-of-the-art equipment, materials, and supplies essential for success. This has been achieved with the support of several part-time (fluid) faculty members who help maintain program stability. While a permanent Associate Dean was hired to oversee these improvements, her upcoming retirement in June 2025 presents a new challenge in maintaining consistent leadership.

One significant barrier to achieving our success goals is the ongoing shortage of full-time faculty. Ideally, there should be a minimum of two dedicated full-time faculty members for both the LVN and RN programs. However, we have only been able to fill vacancies left by three retirees, without expanding the full-time faculty pool. Addressing these staffing needs is critical to improving course success rates and strengthening the program overall.

A major hurdle in recruitment is the disparity in compensation. Master's-prepared nurses earn approximately double the hourly rate of our part-time faculty and double the salary of our full-time faculty. Competitive salaries are necessary to attract and retain qualified faculty, which would significantly enhance student success and program stability.

5. How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? (200 words or less)

The Allied Health program at Gavilan College serves approximately 100 students annually in its CNA, LVN, and RN programs, along with an additional 600 students enrolled in general education courses throughout the Summer, Fall, and Spring terms.

Our course success rates have consistently met or exceeded the college average by up to 13%, with persistence rates outperforming the college by as much as 21%. These outcomes reflect the commitment of our students and the effectiveness of our program's support and resources. Students enrolled in our programs demonstrate higher success and retention rates compared to those in other college programs, likely due to the availability of state-of-the-art equipment in our skills lab, dedicated (though limited) faculty support, and a clear pathway toward their career goals.

6. Given this information, how has your service or area supported student success and retention over the past three years? (200 words or less)

Over the past three years, the Allied Health program has supported student success and retention through a combination of targeted resources, supportive services, and strong academic programs.

This success is attributed to our comprehensive support initiatives, including:

- **Free tutoring services** for nursing students, funded by grants
- **Daily access to free snacks, fresh fruit, and drinks** in our building
- **Food pantry availability** for students experiencing food insecurity
- **Grant-funded NCLEX review courses** to help graduates prepare for licensure exams
- **ATI NCLEX prep and remediation programs** for LVN and RN students

Additionally, maintaining state-of-the-art equipment, materials, and supplies has played a critical role in keeping students engaged and prepared. Our part-time (fluid) faculty have provided essential support, although the need for more committed full-time faculty remains a challenge.

Addressing faculty shortages and improving salary competitiveness will be key to sustaining and enhancing our strong retention and success trends. The upcoming retirement of our Associate Dean in June 2025 highlights the need for continued stable leadership to support these efforts.

7. In your area, what trends do you see and what initiatives need to be developed to support success and retention? (200 words or less)

Over the past five years, the RN program has achieved NCLEX pass rates between 92% and 100%, while the LVN program has maintained pass rates ranging from 82% to 100%, both surpassing national averages.

To further enhance student success and retention, several initiatives should be developed:

1. **Expand Student Support Services:** Implement comprehensive support systems, including tutoring, mentoring, and counseling, to address academic and personal challenges. Establish systems to identify at-risk students early, allowing for timely support and resources to prevent attrition.
2. **Increase Full-Time Faculty:** Recruiting more full-time faculty will provide students with consistent mentorship and support, which is crucial for their success. Access to full-time faculty has been shown to

benefit all students and enhance their success.

3. **Enhance Clinical Placement Opportunities:** Collaborate with local healthcare facilities to secure additional and diverse clinical placements, offering students practical experience and strengthening community partnerships.
4. **Invest in Faculty Development:** Offer ongoing professional development to faculty to ensure they are equipped with current educational strategies and clinical practices, thereby enhancing the quality of instruction.

By adopting these initiatives, we aim to build upon our current success and further improve student outcomes in our nursing programs.

V. Equity

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

1. Examine your equity data over the last three years. Comment on what your program has done to address any differences or gaps in the past three years. What has worked? What has not worked? (200 words or less) Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps? How can your area help increase disproportionate student success? (200 words or less)?

The data shows that Allied Health generally fares better than the college average. The Allied Health Department wants to address and improve the success rate for these disproportionate populations. Currently, we offer:

- Zoom and in-person tutoring after school and on weekends.
- Allied Health has a dedicated counselor
- Assessment Technology Institute (ATI) review courses which complement the LVN and RN program by providing additional online study materials such as practice assessments, learning activities, and forums.

Since the last review:

- Our male population has improved.
- We have enhanced our Simulation Lab by adding four advanced patient simulators capable of displaying neurological symptoms and physiological characteristics. Additionally, we've incorporated a manikin that can simulate childbirth and a newborn simulator for clinical training.
- We have also introduced a virtual program that allows students to complete clinical scenarios involving real nursing interventions. This program enhances their clinical knowledge while providing a safe environment for them to learn and practice.

2. (Instruction Only) Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ? If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

The Allied Health department is highly supportive and promotes the inclusion of faculty and staff from diverse backgrounds, which aligns with the district's EEO policy. Recruiting has been challenging in previous years, with only a few applicants for open positions. However, we successfully recruited and hired three full-time nursing instructors. The department strongly values equity and diversity, and we are fortunate to be located in a region with a diverse population, which has contributed to the hiring of staff from various backgrounds. The primary barrier to hiring both full-time and part-time faculty is the compensation. Experienced nurses can earn nearly double the pay working in hospitals compared to our hourly rates or full-time annual salaries.

3. Our 2023 Equal Employment Opportunity (EEO) Plan States "Gavilan Joint Community College District (District) is dedicated to proactively cultivating and sustaining a welcoming and inclusive work environment. The District aspires to be Diverse, Purposeful, Inclusive, and Equitable, as reflected in the District's Principles of Community. The District values the worth and dignity of every person, the pursuit of truth, the acquisition of knowledge, and the nurture of democratic citizenship. These values provide the foundation for an environment of civility, honesty, cooperation, and professionalism." What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How are you creating/ensuring diversity in your department or in the classroom? (300 words or less) (Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.)

In support of the district's efforts, our department has implemented a range of initiatives designed to promote inclusivity. These include offering workshops on cultural competency for faculty and staff, supporting student groups that represent underrepresented communities, and ensuring that all course materials reflect diverse perspectives. We also prioritize inclusive teaching strategies that cater to students with varying learning styles and backgrounds.

One barrier we identified was that certain students, particularly those from first-generation or low-income backgrounds, faced challenges in accessing academic support. In response, we worked with the library and tutoring center to offer extended hours for these students and provided more flexible scheduling for tutoring sessions. Additionally, we've expanded our financial literacy workshops to help students navigate the financial aspects of higher education.

In our department, we ensure diversity by recruiting faculty and staff from diverse backgrounds and prioritizing candidates who are committed to inclusive teaching practices. In the classroom, I create an inclusive environment by using materials that reflect a variety of cultures and perspectives, and by facilitating discussions that encourage students to share their unique experiences and viewpoints. We also incorporate active learning strategies to ensure that all students are engaged, regardless of their background or learning style.

We are committed to continuously improving our efforts to support an inclusive environment and ensure that every student and employee has the tools they need to succeed. We actively seek feedback from students and faculty to assess our progress and make adjustments as necessary to remove any remaining barriers."

This structured response shows thoughtful consideration of the question and provides specific examples of actions taken to create an inclusive environment.

Students receive exposure to different cultures and beliefs in the hospital, clinics, and health fairs that are part of their clinical rotations.

4. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires?

Addressing issues of student and employee equity is essential to fostering an inclusive environment where all individuals can thrive. It's clear that students from historically underserved backgrounds often face barriers that hinder their academic success, and similarly, certain groups have been underrepresented in the workforce. Creating opportunities for success requires targeted action and commitment.

To support the success of historically underserved students, I plan to implement targeted academic support programs, such as tutoring and mentoring, to help bridge gaps in resources. Additionally, increasing access to scholarships and financial aid will ensure that all students, regardless of their background, have the opportunity to pursue their academic goals. I will also advocate for policies that promote inclusion and culturally responsive teaching to ensure that all students feel represented and supported.

When addressing EEO outcomes in employee hires, I will prioritize diversity in recruitment by sourcing candidates from a variety of backgrounds and ensuring that hiring panels are diverse and well-trained in recognizing bias. We will implement policies to promote equity in the hiring process, ensuring fair opportunities for all candidates, particularly those from historically marginalized communities. Additionally, I'll focus on providing professional development opportunities for all employees to ensure continued growth, success, and retention of diverse staff.

Recognizing and addressing equity is an ongoing process, and we are committed to continually evaluating the effectiveness of these initiatives. By soliciting feedback from students and employees and adjusting strategies based on data and experiences, we will foster an environment where everyone has an equal opportunity to succeed."

VI. Learning and Area Outcome

Have you reviewed all your Learning and Area Outcomes to ensure that they remain relevant for evaluating the performance of your area?

Report

1. Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet?

Yes

2. Are your SLOs, PLOs or SAOs up-to-date in CurriQunet?

No

3. Have all of your SLOs, PLOs or SAOs been assessed in the last five years?

No

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

Yes

5. If you answered no to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?

Our plan is to update all courses by the end of this semester to ensure compliance. We have encountered challenges with deactivating certain courses due to cross-listings and other complexities, but we are actively working to resolve these issues to complete the necessary updates and course deactivations.

VII. Outcome Assessments

Review Outcomes data located in CurriQunet Assessment Area. After you have examined your results, what do your findings suggest?

Student Learning Outcomes (SLO) or Service Area Outcomes (SAO)

1. Review the SLOs or SAOs assessment data located in CurriQunet. What improvement do you plan to implement based on your assessment data and when will you implement these changes and how will you know they are successful?

The program plans to implement more interactive, hands-on learning opportunities in the classroom, including case studies and real-world applications that encourage students to think critically and apply their knowledge. Additionally, I will integrate more formative assessments throughout the semester to monitor progress more regularly and provide timely feedback to students. We would explore incorporating peer review sessions to help students assess and refine each other's work. These changes would gradually be implemented at the beginning of the new semester. To measure success, I will assess improvements in student performance by comparing scores on the relevant assessments before and after implementing the changes. Additionally, I will gather feedback from students through surveys and focus groups to understand how they perceive the changes and whether they feel more engaged and confident in applying the material.

Institutional Learning Outcomes (ILO)

2. How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.

The Allied Health courses support the instructional learning outcomes in the following ways:

Critical Thinking and Creativity: The Allied Health courses and programs at Gavilan focus on developing critical thinking skills. In both the RN and LVN programs, students are expected to create care plans for patients and analyze patient data, integrating information gained during clinical practice and in the classroom.

Effective Communication: Students are trained to function effectively within nursing and inter-professional teams, promoting open communication, mutual respect, and shared decision-making to achieve high-quality patient care.

Social Responsibility: Students use data to monitor care outcomes and apply improvement methods to enhance patient safety. They work to minimize the risk of harm to patients and providers by improving

system effectiveness and individual performance.

Cultivating Well-being: Given the rigorous workload of the Allied Health programs, students are provided with academic support and encouraged to utilize Gavilan's services for mental and physical health. In clinical settings, students understand the importance of patient-centered care, recognizing the patient as a key partner in delivering compassionate, coordinated care that respects the patient's preferences, values, and needs.

3. Are you meeting your SLO/SAO success outcomes? What patterns stand out in your results? If your SLO/SAO results are lower than expected, what are your plans to improve them?

Students who complete Allied Health courses demonstrate a high level of mastery over the content.

Improving success rates can only be achieved through adequate staffing, ensuring that students receive the necessary instruction, guidance, and skills practice.

We are actively assessing and will continue to map Student Learning Outcomes (SLOs) to Program Learning Outcomes (PLOs). Moving forward, we will be more intentional in ensuring that our goals address at least two or more of our PLOs. This academic year, we will also align our PLOs with our Institutional Learning Outcomes (ILOs).

VIII. Curriculum and Course Offerings Analysis

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

We are currently working on offering a Certified Medical Assistant (CMA) certificate program, which will be available as both a credit and non-credit course.

Additionally, we have AH 81, 82, 83, and 84 for the RN generic program under technical review, with plans to offer these courses in the near future.

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

We will be inactivating the following courses:

- AH51, AH52, AH53, AH54 - LVN courses that were replaced with AH71, AH72, AH73
- AH16A, AH16B, AH16C, AH16D - IV therapy courses which were taught with AH61, AH63, AH64 - no longer taught

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

Due to decreased enrollment in the Certified Nursing Assistant (CNA) program, the course was moved to a smaller classroom in the CDC building. However, we have been informed that we will need to vacate this building in the coming semesters. Without a dedicated CNA classroom, it will be challenging to accommodate all the programs in just two available classrooms.

To optimize space, the LVN class schedule was adjusted to Mondays only, while RN students were switched to Thursday lecture days. This scheduling change ensures that students are on campus on opposite days, which makes lab and simulation spaces more accessible.

Classes are offered in the appropriate sequence, allowing students to complete the LVN program in three semesters and the LVN to RN program in two semesters. While most lectures are held in person, they are occasionally offered via Zoom to accommodate campus closures, emergencies, or other circumstances. Course meeting times remain consistent.

IX. Program and Resource Analysis

1. Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.

Click Add Item to enter information for each year

1. 2022

Full Time Faculty

3

Part Time Faculty

14

Full Time Classified Professional

2

Part Time Classified Professional or Student Worker

0

Full Time Manager, Confidential or Administrator

1.00

Part Time Manager, Confidential or Administrator

0.00

2. 2023

Full Time Faculty

3

Part Time Faculty

10

Full Time Classified Professional

2

Part Time Classified Professional or Student Worker

0

Full Time Manager, Confidential or Administrator

1.00

Part Time Manager, Confidential or Administrator

0.00

3. 2024**Full Time Faculty**

4

Part Time Faculty

14

Full Time Classified Professional

2

Part Time Classified Professional or Student Worker

0

Full Time Manager, Confidential or Administrator

1.00

Part Time Manager, Confidential or Administrator

0.00

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

- The lead faculty in the RN program, who also serves as Assistant Director of the RN Program and Director of the LVN program retired in Spring 2024.
- The lead facility for the CNA program retired in Spring 2024.
- The RN Enrollment grant has been consistent over the past five years, we hope that will continue into the future.
- Two full-time faculty will be eligible for sabbatical over the next five years.
- All nursing programs throughout the state are having difficulty hiring faculty, mainly because of the disparity in pay between academics and hospital nursing. Administration needs to address this if we are to continue the CNA, LVN and RN programs.

3. Additional Comments**X. Evaluation of Resource Allocations and Program Efficiency**

Resource Allocation

- 2022 - 2023

Number of Students Served. How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?

600

Total Allocation (Irrespective of Funding Source) RN Grant and VTEA

Funding Source

At least 1 item needs to be checked.

- Grants & Categorical Programs

Total Spent (Irrespective of Funding Source) 0

- 2023 - 2024

Number of Students Served. How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?

600

Total Allocation (Irrespective of Funding Source) RN Grant and VTEA

Funding Source

At least 1 item needs to be checked.

- Grants & Categorical Programs

Total Spent (Irrespective of Funding Source) 0

- 2024 - 2025

Number of Students Served. How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?

600

Total Allocation (Irrespective of Funding Source) RN Grant and VTEA

Funding Source

At least 1 item needs to be checked.

- Grants & Categorical Programs

Total Spent (Irrespective of Funding Source) 0

2. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? (200 words or less)

RN grant funds are allocated to support RN student success. These funds are used for NCLEX review courses, tutoring services, educational conferences, and access to the UWorld testing platform.

VTEA, funds are used to support RN and LVN student success, covering resources such as tutoring, supplies, laundry services, and more.

3. Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results. (200 words or less)

The programs face challenges in meeting our needs with such a limited general budget. We rely heavily on grant funds to cover necessities and ensure we can provide essential services for our students. The grants provide us with the ability to hire additional adjunct faculty for instructional and non-instructional activities.

XI. Integrated Planning and Initiatives

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

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

We collaborate closely with the library, embedding its resources into some of our programs to support student learning. Additionally, we have strong partnerships with local hospitals, including Kaiser San Jose, Valley Medical Center (VMC), Hazel Hawkins, St. Louise Hospitals, and Pacific Hills Manor. We participate in their disaster drills, work with St. Louise to address their educational needs, and share equipment when needed. We also maintain current contracts with clinics, visiting nurses, and school nurses to further enhance our programs and community involvement.

XII. Other Opportunities and Challenges

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

Our biggest challenge within the department is the lack of available faculty to teach in our programs. While hospitals are eager for us to graduate, more nurses. Finding and hiring sufficient faculty to meet this demand is challenging. Addressing faculty salaries is crucial in order to attract and retain competent educators.

One of our key goals for the next three years is to have the 2-year generic RN program fully operational alongside the 3-semester LVN program. We will evaluate the LVN-to-RN for viability. Additionally, we hope to have the Certified Medical Assistant program up and running by then.

2. What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic? (300 words or less)

We would like to have the flexibility to offer lectures via Zoom when needed, as well as the ability to provide tutoring through Zoom to support student learning.

3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? (300 words or less)

There is a critical need to hire two additional full-time instructors in order to effectively run the 2-year RN program and the 3-semester LVN program. To attract and retain qualified instructors, it is essential that salaries be addressed and wages be adjusted accordingly.

XIII. New Goals

Click Add Item to Enter a Goal

This is the section to state goals for [Information for Strategic Goals](#)

1. Goal

Increase Full-Time Faculty: Recruiting more full-time faculty will provide students with consistent mentorship and support, which is crucial for their success.

Alignment to Strategic Goal**Alignment to SLO or SAO**

Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results

Mission Statement**Connection to Mission Statement:**

The Gavilan College mission focuses on engaging, empowering, and enriching students of all backgrounds and abilities to reach their full academic, social, and economic potential. By increasing full-time faculty within the Allied Health programs, we align with this mission by providing consistent mentorship and high-quality instruction, which are critical to student success and retention.

Dedicated full-time faculty can offer more personalized support, facilitate deeper learning experiences, and enhance students' readiness for the workforce as Certified Nursing Assistants, Home Health Aides, Licensed Vocational Nurses, and Registered Nurses.

Connection to Strategic Plan:

This goal supports Gavilan College's strategic objectives of improving student retention and success rates, closing equity gaps, and promoting workforce development. Increased full-time faculty will enhance academic quality, contribute to higher NCLEX pass rates, and strengthen our clinical partnerships—ultimately improving our program's contribution to the college's strategic priorities.

Connection to SLO/SAO Results:

The consistent success and persistence rates in the Allied Health programs, which exceed the college averages, demonstrate the effectiveness of our programs. However, the need for more full-time faculty is evident in our ability to maintain and improve these outcomes. Additional faculty will directly impact course success and program completion rates by offering stable leadership and ongoing support to students.

Proposed Activity to Achieve Goal

Secure Funding: Advocate for budget allocations to fund new full-time faculty positions. Strategic

Recruitment: Develop competitive salary packages to attract qualified nursing professionals.

Outreach and Partnerships: Collaborate with universities and healthcare institutions to identify potential, culturally diverse faculty candidates. Retention Strategies: Implement professional development programs and create a supportive work environment to retain faculty.

Responsible Party Program Dean

Timeline to Completion: Semester/Year Spring 2026

How Will You Evaluate Whether You Achieved Your Goal

We will evaluate success by tracking the hiring of at least two full-time faculty members for the LVN and RN programs and monitoring improvements in student success, retention, and NCLEX pass rates. Regular assessments of faculty and student feedback will also gauge the impact of increased mentorship and support.

2. Goal

Enhance Clinical Placement Opportunities: Collaborate with local healthcare facilities to secure additional and diverse clinical placements, offering students practical experience and strengthening community partnerships.

Alignment to Strategic Goal

Alignment to SLO or SAO

Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results

Mission Statement

Connection to Mission Statement:

This goal aligns with Gavilan College's mission to engage, empower, and enrich students of all backgrounds by providing practical, hands-on experiences that build their academic, social, and economic potential. Enhanced clinical placement opportunities will equip students with the real-world skills needed to excel as healthcare professionals, directly contributing to their workforce readiness and success.

Connection to Strategic Plan:

Expanding clinical placements supports strategic objectives related to increasing student success and retention, fostering strong community partnerships, and enhancing career and technical education. Diverse clinical experiences help bridge the gap between academic learning and professional practice, improving student confidence and competency.

Connection to SLO/SAO Results:

Clinical placements are integral to achieving Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs), as they provide the environment where students apply theoretical knowledge in clinical settings. The strong NCLEX pass rates and high program persistence rates reflect the value of quality clinical experiences, and expanding these opportunities will help maintain and elevate these outcomes.

Proposed Activity to Achieve Goal

Build Partnerships: Actively engage with local hospitals, clinics, and long-term care facilities to establish new clinical placement agreements. Revisit past clinical sites to explore renewed partnerships. Diversify Experiences: Ensure placements offer a broad range of healthcare settings, including acute care, outpatient, and community health environments. Strengthen Communication: Hold regular meetings with clinical partners to align goals and expectations, ensuring placements are productive and mutually beneficial.

Responsible Party Program Dean

Timeline to Completion: Semester/Year Spring 2026

How Will You Evaluate Whether You Achieved Your Goal

We will evaluate success by increasing clinical placement sites and ensuring all students have access to diverse clinical experiences. Student feedback and clinical partner evaluations will also measure the quality and impact of these placements.

3. Goal

Invest in Faculty Development: Offer ongoing professional development to faculty to ensure they are equipped with current educational strategies and clinical practices, thereby enhancing the quality of instruction.

Alignment to Strategic Goal**Alignment to SLO or SAO**

Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results

Mission Statement**Connection to Mission Statement:**

Investing in faculty development aligns with Gavilan College's mission to engage, empower, and enrich students by ensuring that instructors are well-prepared to deliver high-quality education. When faculty are equipped with the latest teaching strategies and clinical practices, they can provide students with the knowledge and skills needed to achieve their full academic, social, and economic potential.

Connection to Strategic Plan:

This goal supports strategic objectives of promoting student success, retention, and completion by enhancing instructional quality. Well-trained faculty contribute to a supportive learning environment, which improves student engagement, persistence, and program outcomes.

Connection to SLO/SAO Results:

Providing professional development for faculty directly impacts Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) by improving teaching effectiveness and aligning curriculum with current industry standards. This investment helps maintain high NCLEX pass rates and strong program performance, contributing to long-term student success.

Proposed Activity to Achieve Goal

Identify Needs: Conduct a needs assessment to determine priority areas for faculty development, including emerging healthcare trends and advanced teaching methods. Offer Training: Provide workshops, webinars, and certification courses in clinical education, simulation technology, and student engagement strategies. Encourage External Learning: Support faculty attendance at professional conferences and seminars to bring back new ideas and best practices. Create Mentorship Programs: Establish peer-to-peer mentoring and coaching to share knowledge and improve instructional techniques. Evaluate Impact: Regularly assess the effectiveness of training through student performance data, faculty self-assessments, and classroom observations.

Responsible Party Program Dean

Timeline to Completion: Semester/Year Spring 2026

How Will You Evaluate Whether You Achieved Your Goal

We will evaluate success by monitoring faculty participation in professional development activities and assessing improvements in teaching effectiveness through student performance, NCLEX pass rates, and faculty evaluations. Feedback from students and faculty will also help measure the impact of ongoing training.

XIV. Resource Requests

Click Add Item to Enter a Resource Request

XV. Additional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

The RN enrollment grant funds some conferences for faculty, and the VTEA grant funds some LVN and CNA conferences for faculty. Staff development funds are available to faculty according to the GCFA contract. Many of our faculty are former Gavilan students and really support each other. Unfortunately, we are operating with a skeleton crew, which limits our ability to attend classes and conferences that would help us grow professionally. Staff members often sacrifice weekends and summer breaks to take continuing education courses since no substitutes exist.

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion.

The RN program requires two additional full-time faculty members. During the Board of Registered Nursing's continuing approval visit, they recommended adding two full-time faculty positions. They remarked that they had never encountered a program with only one full-time faculty member and stressed the importance of adding another position to meet program needs.

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

Faculty in our program continually attempt to recruit instructors from the hospitals where they work or conduct clinical rotations. However, the most significant barrier to recruitment is our low salary, which is approximately 50% of the hourly rate they earn in hospitals. We expect this issue to worsen, as hospitals are currently experiencing staffing shortages and are aggressively recruiting to hire more nurses. Despite these challenges, our faculty is diverse and closely reflects the diversity of our student body.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

Our NCLEX pass rates for the RN and LVN are excellent. They are also excellent for passing the Certified Nursing Assistant exam

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

We have encountered significant difficulty navigating the system. Some links were not working, and there were glitches that needed to be worked out. Data is entered but disappears, which has been highly frustrating for us.

XVI. Executive Summary

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

This year's evaluation of our Allied Health and Nursing programs has been beneficial. We are currently working on offering a Certified Medical Assistant (CMA) certificate program, which will be available as both a

credit and non-credit course. We have AH 81, 82, 83, and 84 for the RN generic program under technical review, with plans to offer these courses in the near future. Additionally, we are reviewing the LVN and RN programs curriculum to meet the BVN and the BRN recommendations.

The CNA program will be moving back to HOB due to the development of the childcare center. To optimize space, the LVN lecture class schedule was adjusted to Mondays. The RN lecture class is switched to Thursdays and the CNA lecture is on Tuesdays. This scheduling change ensures that students are on campus on opposite days, which makes lab and simulation spaces more accessible.

General funding allowed us to hire three full-time faculty this year to replace three retirees. One retired position was from 5 years and the other two were from 2024. We rely heavily on grant funds to cover necessities and ensure we can provide essential services for our students. The grants provide us with the ability to hire additional adjunct faculty for instructional and non-instructional activities.

Our biggest challenge within the department is the lack of available faculty to teach in our programs. While hospitals are eager for us to graduate, more nurses. Finding and hiring sufficient faculty to meet this demand is challenging. Addressing faculty salaries is crucial in order to attract and retain competent educators.

One of our key goals for the next three years is to have the 2-year generic RN program fully operational alongside the 3-semester LVN program. We will evaluate the LVN-to-RN for viability. To have all the programs functional, we will need two to three additional full-time faculty.

XVII. Attach Files

Attached File