

San Joaquin Valley College

Program Improvement Proposal

Approved: _____
Date: _____

STANDARD: Proposed program revisions must support the outcomes of the program and be in alignment with SJVC’s Mission Statement.

POLICY: The Proposal form is to be completed and submitted to the Curriculum Specialist.

PROCESS: The *Program Improvement Proposal* is to be completed in full and submitted with support documentation to the Curriculum Specialist. If the proposal involves a program on multiple campuses, stakeholders from those campuses will be asked to review the proposal during the vetting process.

TIMELINE: Program changes take a *minimum* of 120 days to implement. Please plan accordingly.

Program Improvements include but are not limited to:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Any change needing approval by an accreditation body • Program name or course names • Matrix changes • Combining, deleting or adding courses | <ul style="list-style-type: none"> • Clock hour or unit value changes • Changes to Program Learning Outcomes (PLOs) • Changes to performance standards (typing tests etc.) |
|---|---|

Campus: **Visalia**

Program: **Registered Nursing**

Contact Person: **Janine Spencer, RN Program Director**

Campus Director: **Don Wright**

Date: **May 22, 2013**

TEACH-OUT:

A “teach-out” is when current students will need to finish their original class schedule while new students will be given the changes – this can create the need for additional classrooms, teachers, or changes to student contracts.

This proposal will create a “Teach Out” situation: **YES** **NO**

Plan for addressing teach-out situation:

The current cohort of LVN-RN students (Cohort 8) will not be subject to this change.
Cohort 9 will have one additional day added to their schedule (Monday).

San Joaquin Valley College

Program Improvement Proposal

SECTION 1: SUMMARY OF CHANGES

Provide a detailed narrative that clearly defines and explains the benefits and the proposed changes to the course, program and institution

The following PHASE I* changes are proposed for the Registered Nursing Program in order to improve the pass rate for the NCELEX.

1. Increasing the admission GPA from 2.0 to 2.5 (LVN-RN – Generic RN) **APPROVED CB 08.20.13**
2. Adding one additional day to the LVN-RN schedule (Monday) (LVN-RN only) **APPROVED CB 06.26.13**
3. Eliminating PHIL1C: Ethics as an exact requirement, instead adding any acceptable humanities course as prerequisite **APPROVED CB 06.25.13**
4. Add .5 units to RN 40LC: Mental Health Psychiatric Nursing Clinical to total 2.0 units (now will be RN40C) **APPROVED CB 06.25.13**
5. Remove .5 units from RN41LC: Advanced Medical-Surgical Nursing Clinical to total 4.0 units (new course - RN41C) **APPROVED CB 06.25.13**
6. New courses:
 - a. One-week NCLEX review course 6 weeks prior to the end of the program (RN43) to provide the Kaplan Review to support NCLEX success
 - b. Remove preceptorships from RN41LC for LVN-RN students (creating a new course, RN41VC)

**PHASE II changes will include more curriculum updates as recommended by the consultants, and future proposal.*

SECTION 2: SUPPORT DATA

2.1 Documentation: *Attach at least two forms of documentation from outside sources that support the need for the change. Support documentation includes but is not limited to: Advisory Board minutes or statements from members, statements from career service department, extern sites or employers, detailed recommendations from programmatic accreditation associations or new laws and/or legislation, research on current industry trends, course comparison with other institutions*

2.2 Student Success Data: *Attach at least five forms of student support data listed below from the past 24 months. Student Success Data includes but is not limited to: CLO data, PLO data, Placement data, Retention data, Enrollment data, Attendance data, Course surveys*

The LVN-RN students have not met the BRN standard for NCLEX pass rate (75%). There are many factors which contribute to this. One that has been identified has been the practice of student's working too much and driving distances. In addition to this the learning environment of

San Joaquin Valley College Program Improvement Proposal

teaching lecture and skills lab in one day for 10 hours has not been conducive to promoting student success.

The faculty have identified the need for this change as well as the BRN consultant Kelly McHan and the ATI consultant, Karin Roberts. A focused interim visit, conducted on January 24, 2013, included separate conferencing with campus administrators, students, faculty and the program director. Five recommendations were made:

1. *CCR 1424(b)(1) Total Program Evaluation; Admissions Policies:* Continue in-depth analysis of student characteristics to determine factors that correlate with NCLEX success/failure, including recency of science pre-requisites and GPA of science pre-requisites. Continue to review and assess methodology for evaluating prior theoretical knowledge and validating clinical experience for LVN-RN applicants.
2. *CCR 1424(b)(1) Total Program Evaluation with reference to CCR 1426(b) Curriculum:* Continue evaluation of clinical and theoretical course grading rubric and increase rigor of course grading system and progression policies.
3. *CCR 1424(b) Administration of the Program:* Consider modifying course schedules such that classes and clinical days are scheduled over more days in the week.
4. *CCR 1424(b) Administration of the Program:* Ensure that written and online resources reflect current admission requirements and policies.
5. *CCR 1424(d) Resources:* Ensure that sufficient and consistent classroom spaces are available to the program.

List of supporting documentation/appendices:

- BRN Progress Report
- ATI Consultant Report

SECTION 3: IMPROVEMENT OF STUDENT ACHIEVEMENT

Provide a detailed narrative that clearly explains how the proposed changes will increase student achievement in the course and program.

The proposed changes will ensure that students are better prepared for success in the program.

1. The increased grade point average requirement will support a student that is potentially stronger in academic preparation.
2. Adding one day to the LVN-RN schedule will allow students more time to absorb and learn the information. Currently LVN-RN students are meeting on Fridays only (for 10 hours), many students traveling long distances that very morning. This schedule inhibits learning and retention of information.
3. The ATI consultant recommended that we look at any redundancy in the curriculum and eliminate the Ethics course as it is included in the nursing curriculum as required by the BRN. As we don't want to remove the Humanities Area B GE breadth requirement completely, we would like to broaden the acceptance of other Humanities courses and add it to the prerequisite list of courses.

San Joaquin Valley College

Program Improvement Proposal

4. LVN-RN students consistently have their lowest NCLEX scores in the content areas of Psychosocial Integrity (Mental Health Nursing). The current Mental Health clinical is .5 units less than the other clinical courses and the students will benefit by having more time to reinforce the concepts in this category and practice therapeutic communication. The consultant identified that time could be removed from our Medical-Surgical Clinical course and the instructors agree.
5. Currently LVN-RN students have 72 hours of Preceptorship in RN41LC. While this method of teaching is appropriate for our generic RNs, we would like to bring the LVN-RN students back to campus for a more structured clinical experience. This will ensure they are getting the instruction and remediation needed and will reinforce medical-surgical critical thinking skills they may not have opportunities to build in a Preceptor setting.
6. Students need specific time to complete the NCLEX review course, and providing this time 6 weeks before the end of courses will allow them time to complete the indicator exam, remediate areas needed for improvement, and complete any other follow-up work required after the week of class. The BRN does not allow for a NCLEX review course to be schedule during class time, so we need a separate course in order to monitor student attendance, progress, and success in the Kaplan program and on the NCLEX exam.

We have identified that we are teaching 2 distinct concepts to our nursing students – 1) how to be nurses, and 2) how to pass the NCLEX. We need to make sure we have a good mix of skill training and critical thinking training in our program. We currently have a good grasp on training skills, and believe these changes will improve our student success on the NCLEX exam.

SECTION 4: ALIGNMENT WITH OUTCOMES

Provide a detailed narrative that clearly explains how the proposed changes align with and support the Student Learning Outcomes: CLOs, PLOs, and/or ILOs.

The proposed changes are to promote improved NCLEX passing rates. There isn't a direct change to outcomes with these changes, and the same alignment remains. Phase II of the proposal will include adjustments to outcomes recommended by the consultants.

SECTION 5: IMPACT ON STUDENTS

Provide a detailed narrative that clearly explains how the proposed changes will impact students both positively and negatively.

1. Increasing the admission grade point from 2.0 to 2.5 will support the admission of better qualified applicants. At this time, admission pools have been large enough that all students enrolled do have the 2.5 GPA, and we would like to keep this consistent and official.
2. Adding the additional day to the LVN-RN program will support a more effective learning environment and discourage excessive work

San Joaquin Valley College

Program Improvement Proposal

schedules and traveling long distances for a 10 hour school day.

3. Eliminating the Ethics course requirement will have a positive effect on the students because it is very difficult for them to take this course during the nursing program. Additionally, we do lose some applicants due to their inability to pay for the course at the beginning of the program.
4. Adding .5 units to the Mental Health Clinical will provide an enhanced ability to develop additional curriculum that will address this area of deficiency on the programs NCLEX performance. The reduction of Med-Surgical skills time should not create an issue, and will be monitored.
5. Eliminating the Preceptorship (72 hours) and extending the advanced medical –surgical clinical will promote a more structured experience. LVN-RN students seem to benefit from additional “hands on” experience to compensate for the deficiencies in their LVN program. This also provides the opportunity to assign a leadership experience in the clinical setting and reinforce delegation and prioritization skills.

SECTION 6: IMPACT ON FACULTY

Provide a detailed narrative that clearly explains how the proposed changes will impact any faculty scheduling or qualifications.

1. The addition of Monday to the LVN – RN program will not affect the faculty teaching hours. They will be distributed between Friday and Monday instead of teaching the entire theory/Skills courses on Friday. There is no change in the faculty overall assignment. The faculty are in favor of this change.
2. The addition of .5 units to the 40L clinical will not impact teaching load as the units will be transferred from 41LC.
3. Reducing the 41LC clinical by .5 units will result in a reduction of 22.5 of skills lab time. This will not pose a problem as the feeling is that there is currently an excess of time spent in the skills lab. (The consultant also pointed this out)
4. Eliminating the Preceptorship for the LVN-RN students will increase the faculty assignment for the last 6 weeks of RN 41LC. The faculty would not be overseeing the students placed with the preceptor and we would not need to secure as many preceptors which is becoming increasingly more difficult.

SECTION 7: IMPACT ON RESOURCES

Provide a detailed narrative that clearly explains how the proposed changes will impact any space/ facility usage or need new/additional equipment.

1. A classroom will be needed on Mondays.
2. No additional resources will be required to increase RN 40L by .5 unit as the clinical hours will be increased but the number of weeks

San Joaquin Valley College
Program Improvement Proposal

will remain the same.

3. Eliminating the Preceptorship hours does not impact the overall hours for 41LC. The faculty will teach directly the clinical one day a week for 6 additional weeks instead of supervising students who are working with preceptors. Additional faculty are not required.

San Joaquin Valley College

Program Improvement Proposal

SECTION 8: IMPACT ON ACCREDITATION

Do the proposed changes signify more than a 50% change in the program? If so, WASC may need to be notified, so please explain the depth of change. Do you have an external accrediting body? What are their requirements for this sort of change?

The proposed changes have been recommended by the BRN Consultant, and support BRN accreditation. If the program's NCLEX pass rate does not improve the programs accreditation will be in jeopardy.

These changes do not impact ACCJC accreditation or requirements for change notification.

SECTION 9: INPUT FROM ACADEMIC LEADERSHIP

In this section, gather statements from the academic leadership on your campus (Program Directors, Division Managers (GE too if impacted), Academic Deans and Campus Directors

Don Wright:

I feel strongly that the requested changes addressed in this proposal will enhance the potential for success of our students in both the LVN-RN and RN Programs. The success rate for first time NCLEX takers needs to be improved to meet and exceed the BRN Program Standard of 75%. The first two recommended changes will provide a better indicator of prospective student readiness to deal with the rigor of the Nursing Programs. Although no predictor of success is absolute or without exception, lessons taken from other successful programs coupled with input from recognized consulting authorities, including our BRN representative, can be used to fine tune the selection process. These proposed changes reflect inputs from these multiple sources.

LVN-RN graduates have been the Program's most significant challenge in terms of first time NCLEX pass rates. Currently, these students are on Campus all day Friday with an additional 12 hour clinical day. We have found that many of the students in this program are not relocating to the Visalia area for their 11 and a half month program but rather commuting significant distances (three to four hour drive times) prior to the start of the class day. The result, less than an optimum learning experience when an eight hour lecture or lecture/skills lab combination takes place following this drive. The addition of a second day will do two things, allow for a reduction in length of lecture/skills lab delivered each class day and improve the time available to the students for on campus tutoring and remediation.

San Joaquin Valley College

Course Improvement Proposal



Approved: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Date: <u>March 8, 2018</u>
PR Number: <u>NA</u>

STANDARD: Proposed course improvements must support the outcomes of the program and be in alignment with SJVC’s Mission Statement and Strategic Plan.

POLICY: The Proposal form is to be completed in full and submitted with support documentation to the CurriculumImprovements@sjvc.edu **between 60- 90 days prior** to the department’s Program Review for peer review and institutional implementation.

PROCESS: Complete and submit the Course Improvement Proposal to CurriculumImprovements@sjvc.edu. Attendees at Program Review will vote on adoption of the proposal. A corporate curriculum team member will coordinate implementation of approved proposals.

TIMELINE: Changes may take a minimum of 60 days to implement. Please plan accordingly

Course Improvements include but are not limited to:

- Wording of CLOs
- Changes to common assessment and teaching tools (rubrics, skill-offs, exams, projects, grade items, dropboxes, thresholds)
- Changes of less than 50% to course outline components (course description, CLOs, UOs)
- Grade components

Person Requesting:	<i>James Tomasulo, Instructor</i>
Date:	<i>March 1, 2018</i>
Campus(es):	<i>Online Division</i>
Program(s):	<i>Construction Management</i>
Course:	<i>CON 135 - Estimating and Bidding for Residential and Commercial</i>

Section 1: Improvement Information

Describe each proposed change and the reason each will improve the program.

Change	Justification
Remove current (4) CLOs: 1. <i>Compile a material, labor and equipment quantity surveys</i>	<i>Remove the current list of CLOs in order to replace them with the (4) New CLOs provided in the second row. The newly revised CLOs better communicate what students are expected to learn in each unit of the course. The new CLOs are intended to streamline the delivery of</i>

San Joaquin Valley College

Course Improvement Proposal

<ol style="list-style-type: none"> 2. Determine values for direct costs quantity tables 3. Analyze and interpret subcontractor bid quotations 4. Identify and describe the “life-cycle” process of construction estimating 	<p><i>material, alignment with the course description, as well as creating better alignment with today’s construction management expectations. Currently the existing CLOs combine multiple Bloom’s action verbs within one CLO.</i></p>
<p>Replace with New Suggested Course (4) CLOs:</p> <ol style="list-style-type: none"> 1. Define cost estimating and cost estimating concepts 2. Create cost estimates using different estimating techniques 3. Apply cost estimate process to create a formal project estimate 4. Evaluate projects for risks and returns 	<p><i>The 4 newly revised CLOs communicate what students are expected to learn in each unit, contain one measurable action per CLO, and are intended to embody the spirit of the newly revised (see bold) course description:</i></p> <p><i>This course focuses on the introduction to residential cost estimating, including: reading and interpretation of blue print, plans, specifications and other project documents; principles of building costs; estimate and construction cost control; and practice in preparing bids for prospective buyers. Techniques and rationale used for analysis in estimating residential, commercial, and heavy construction projects are discussed, along with format and preparation of competent construction cost estimates with an emphasis on computer applications. Students will assess risk, plan, and prepare competitive bids for the firm-price heavy construction projects.</i></p>

Section 2: Measurement

- What metrics will be used to evaluate the effectiveness of the proposed changes? (placement, licensure, certification, CLO/PLO achievement, course completion, etc.)
- What is the current status and what is the expected target?

Metric	Current	Target	By When
<i>*No data is available for the last 12 months*</i>	0%	70%	12/31/18

Section 3: Additional information

Include any additional information that may be helpful with implementing the change. Are there any costs associated with this change? How does this change better support the SLOs (CLOs, PLOs, ILOs)? (Please address specific SLOs in your response).

The expectation is to show the proficiency of each CLO, as it will be improved and streamlined to reflect the learning outcomes as needed for today’s construction management graduates. Showing proficiency of CLO 1 will be based on performance on all deliverables in Unit 1. Showing proficiency of CLO 2 will be based on performance on all deliverables in Unit 2, and so forth with Unit 5 compiling all CLOs for measurement. Currently, the existing CLOs for this course combine multiple Bloom’s action verbs (within one CLO), which cannot be efficiently captured in the data collection process.

San Joaquin Valley College

Course Improvement Proposal

Section 4: Academic Leadership Input

A statement from the Academic Dean (Campus President if submitted by the Academic Dean) documenting their knowledge and support of the proposed improvement is necessary to process the proposal (separate attachments or emails to the Curriculum Specialist are acceptable).

I support this change to provide student-facing CLOs that are more coherent to the learning experience of the student. The previous CLOs were too broad; some containing more than one measurable action within one CLO, such as "Identify and Describe." The new CLOs have an appropriate level of focus and progression that can be presented with a more even workload and topic focus.

Section 5: Approval Process

A statement from the Director of Curriculum and Assessment documenting the approval process is necessary to process the proposal. (with consideration from the budget committee and senior management as necessary for changes that warrant increased expense)

Review Date:	<i>March 8, 2018</i>	Approved: <input checked="" type="checkbox"/> Disapproved: <input type="checkbox"/>
Comments:	<p><i>I support this update as we continue to develop curriculum to match the data collection architecture. Multiple Bloom's terms in one CLO is not ideal and the restructure of these will enable a scaffolding approach to build student knowledge throughout the course. This course is only offered online and will not impact the Ontario CM program.</i></p> <p style="text-align: right;"><i>Annette Austerman, Director of Curriculum and Assessment</i></p>	

San Joaquin Valley College

Textbook Improvement Proposal



Approved: Yes No

Date: November 14, 2016

PR Number: 061014

STANDARD: Proposed textbook revisions must support the outcomes of the program and be in alignment with SJVC's Mission Statement and Strategic Plan.

POLICY: Textbook Improvement Proposals are to be completed in full and submitted with support documentation to CurriculumImprovements@sjvc.edu between *60 - 90 days prior* to the department's Program Review for peer review and institutional determination. Senior Management approval is required for any text expense greater than 5%.

PROCESS: Complete and submit the Textbook Improvement Proposal to CurriculumImprovements@sjvc.edu. Attendees at Program Review will vote on adoption of the proposed text/software. A corporate curriculum team member will coordinate implementation of approved proposals.

TIMELINE: Please allow 90 days for implementation of textbook changes.

Person Requesting:	<i>Jeff Rutherford, Rancho Cordova Campus Director</i>
Date:	<i>9/7/2016</i>
Campus:	<i>All Five RT Campuses (Cordova, Ontario, Temecula, Bakersfield, & Visalia)</i>
Program:	<i>Respiratory Therapy</i>
Course:	<i>All Clinical Courses (RT1, RT22, RT33, and RT44)</i>
Current text(s):	<i>None. Manually tracked in different ways across all five campuses</i>
ISBN:	<i>N/A</i>

SECTION 1: New Textbook Information

Title:	<i>Clinical Trac</i>	
Author:	<i>Henry Caldwell</i>	
Publisher:	<i>C & G Technical Group</i>	
ISBN:	<i>N/A</i>	
Cost:	<i>\$55/student</i>	
Edition:		
Software required:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	IS Notified: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Suitable as Class Set:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Explain: <i>This is a URL based clinical tracking system with a per student license.</i>

San Joaquin Valley College

Textbook Improvement Proposal

SECTION 2: Cost Analysis			
Cost increase of 5% or more must be submitted to Senior Management.			
Review Date:		Approved <input checked="" type="checkbox"/>	Disapproved <input type="checkbox"/>
Comments:			
SECTION 3: Measurement What metrics will be used to evaluate the effectiveness of the proposed text? (CLO improvement, licensure, certification, etc.) What is the current status and what is the expected target?			
Metric	Current Status	Target	Date
Inter-rater reliability (IRR) (this is a CoARC mandate)	Varies by campus	90%	10/1/2017
PLO 1 – Perform Clinically as a competent advanced-level Respiratory Therapist	>85%	100%	10/1/2017
CoARC Survey response rate (Graduate and Graduate Employer)	<50%	80%	10/1/2017

SECTION 4: Summary of Student Learning Outcomes
1. Provide a general explanation of the benefits of the new textbook.
<p><i>ClinicalTrac is an online, multi-platform tool designed specifically for program clinical management. It is FERPA and HIPPA compliant. For the student, ClinicalTrac will provide an easily accessible interface to all thing clinical (their site assignment, Clinical Handbook, competencies assigned, attendance, and site/preceptor evaluations) all in one convenient place. The one-time fee of \$55 will provide the student full access to his/her clinical records for two years' post-graduation. From these records, students are able to create comprehensive clinical experience reports that can be added to their virtual resume/portfolio. For the Preceptor/instructor ClinicalTrac provides access to all assigned student records (attendance, clinical competencies and assessments, and student evaluations). For the administrator (PD & DCE) ClinicalTrac keeps us informed by providing real-time data analysis on clinical sites preceptors/instructors and students. The system will allow us to perform competency assessment and evaluations integrated with rapid analysis and feedback simplifying IRR monitoring and improvement. Through contact management, combined with survey capability, annual CoARC accreditation report completion will be streamlined. DCE's are able to track background checks, immunization and health screening requirements within ClinicalTrac. Key personnel are also able to assign CoARC surveys directly from the ClinicalTrac system to graduates and site employers. The dashboard display allows key personnel to immediately identify areas that require attention in student competency, attendance, among others. The system will standardize across all RT campuses how and where we conduct student clinical tracking information with this all-in-one data management system by eliminating all paper and ancillary tracking systems. This will substantially improve the productivity of</i></p>

San Joaquin Valley College

Textbook Improvement Proposal

program personnel and free up Key personnel to utilize their time to focus on needs of the students and those of the clinical site. Programs will have indefinite access to all student records.

2. How does this textbook support the PLOs?

PLO 1 – Perform Clinically as a competent advanced-level Respiratory Therapist

- *ClinicalTrac will provide an easily accessible interface to all thing clinical (their site assignment, Clinical Handbook, competencies assigned, attendance, and site/preceptor evaluations) all in one convenient place.*
- *It will provide an easy dash board display for the student to quickly view areas of clinical competency that the individual student needs to concentrate on improving in order to ensure mastery.*

3. How does this textbook better support the CLOs than the current textbook? (Please address specific SLOs in your response)

Currently, all five campuses manually track in different ways. It is very dependent upon the systems that each campus has in place (as everyone does it differently) and the level and reliability of communication in place at each program with all stake holders. The system will standardize across all RT campuses how and where we conduct student clinical tracking information with this all-in-one data management system by eliminating all paper and ancillary tracking systems it will also standardize the way competencies are assessed. This will substantially improve the productivity of program personnel and free up Key personnel to utilize their time to focus on needs of the students and those of the clinical site.

4. How does this new textbook support the action items listed on your current Program Review Plan? If it doesn't directly align with action items, provide additional explanation or justification for change.

Action Item 3: ATL and Equipment List:

- The ClinicalTrac system directly supports this PR action item. Antiquated tracking and evaluation methods are being eliminated and this resource is being proposed to standardize the clinical competency assessment process and clinical tracking for a standard design RT Program ATL.

Action Item 4: Develop Common Assessments:

- The ClinicalTrac system directly supports this PR Action item. This resource will provide a standardized method of assessing student's clinical competency and mastery in a standardized fashion, as well as tracking said competency throughout their time in the program. It will facilitate immediate analysis by key program personnel to ensure Inter-rate reliability during assessment.

5. What additional instructor resources are provided with this textbook that are not provided with the current textbook? (PowerPoints, software, etc.)

Program personnel can access a student's clinical record from their personal mobile device to verify clinical attendance, complete clinical competency checkoffs and view real time updates to record to determine areas of clinical competency that need to be improved.

San Joaquin Valley College

Textbook Improvement Proposal

6. Additional Information:

The system includes 500GB of Server space per campus. Additional space is available at a cost of \$125/GB. Initial allotment of 500GB will be sufficient until the 3rd year of the contracted licensing cycle, at which point an additional \$400 annually will be assessed per campus.

SECTION 5: Academic Leadership Input

A statement from the Academic Dean (Campus Director if submitted by the Academic Dean) documenting their knowledge and support of the proposed improvement is necessary to process the proposal (Separate Attachments or emails to the Curriculum Specialist are acceptable).

Cordova CD, Jeff Rutherford completed TIP.

CAO input:

Cheyenne- student attendance must stay within CampusVue

Adam Lefaive- confirmed that CampusVue is compatible on a *limited basis* with the ClinicalTrac system. Attendance captured in ClinicalTrac will be downloaded to CVue in the same manner as with D2L to Academic info.

David Mendes- confirmed that the 500gb of disk space will not be housed on the campus servers but rather in the cloud by ClinicalTrac (URL based). No anticipated issues or additional expense required.

Ralph Ortiz- contract reviewed; estimated expense (below)

Proposed Fees and Payment Schedule							
Description	Terms	Units Students	Per		Access Years	Ext Cost	
			Student Fee				
2nd Year Student Fee						\$3,000	
Year-1 Students License Fee	1, 3, 4, 5	207	\$55	x	2	\$22,770	
Year-2 Students License Fee	1, 3, 4, 5	207	\$55	x	2	\$22,770	
Year-3 Students License Fee	1, 3, 4, 5	207	\$55	x	2	\$22,770	
Total 3-Year Agreement Cost ->						\$71,310	
Payment Schedule							
Now	12/01/16	01/01/17	12/01/17	01/01/18	12/01/18	01/01/19	Tot
\$3,000	\$11,385	\$11,385	\$11,385	\$11,385	\$11,385	\$11,385	\$71,310

Annette Austerman- training provided by ClinicalTrac with support for reinforcement from PDs

San Joaquin Valley College

Purchase Proposal



Approved: Yes No

Date: 6.16.16

PR Number: N/A

STANDARD: New supply and/or equipment purchases must be in alignment with SJVC’s Mission Statement and Strategic Plan. They must support the Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), and show a positive correlation to career placement.

POLICY: The Proposal form is to be completed in full and submitted with support documentation to CurriculumImprovements@sjvc.edu *between 60- 90 days prior* to the department’s Program Review for peer review and institutional determination.

PROCESS: Complete and submit the Purchase Proposal to CurriculumImprovements@sjvc.edu. Attendees at the Program Review will vote on adoption of the proposal. If approved, the proposal is forwarded to Senior Management for their review.

TIMELINE: Program changes take a *minimum* of 120 days to implement. Please plan accordingly.

Curriculum Purchases

Policy: Curriculum purchases are defined as NEW items requested by faculty specific to student achievement of course and program outcomes and job placement.

Process: The *Purchase Proposal* is to be completed in full and submitted with supporting documentation to the Curriculum Technician. If the proposal involves a program on multiple campuses, stakeholders from those campuses will be asked to review the Proposal prior to final approval.

Examples: Patient simulators, virtual labs, durable medical equipment, HVAC training equipment

Instructional Purchases

Policy: Instructional purchases are defined as NEW items requested by faculty to support classroom instructional techniques. Instructional purchases are not specific to any one program.

Process: The *Purchase Proposal* is to be completed in full and submitted with supporting documentation to the Classroom Technology Specialist.

Examples: Laptops and laptop carts, Interactive whiteboards, Clicker response systems

Timeline: Allow at least 90 DAYS for purchase and installation after approval.

Item	CCNA Routing & Switching Basic Lab Kit with rack and serial/usb adapter
Total Cost (for all campuses included)	\$409.97 * 4 = 1639.88
Is this request from Program Review? If so, please list the PR number	No
Person Requesting	Juan Aldape

San Joaquin Valley College

Purchase Proposal

Supervisor	April LaFaire
Campus	Visalia
Date	6/9/2016
Software required:	No
IS notified:	Yes X <input type="checkbox"/> No <input type="checkbox"/>
Program	Computer Systems Administration
Course(s)	CSA302 , CSA303 , CSA20 , CSA32 , CSA42 , CSAT14A , CST14B

SECTION 1: Measurement What metrics will be used to evaluate the effectiveness of the proposed changes? (Placement, licensure, certification, CLO/PLO achievement, course completion, etc.)

What is the current status and what is the expected target?

Metric	Current	Target	By When
<i>Completion of specific certifications</i> Cisco 100-101 ICND1 v2.0: before August 20, 2016 Cisco 100-105 ICND1 v3.0: after August 20, 2016	0% (As of 1/1/16)	90%	01/01/2017
Cisco 200-101 ICND2 v2.0: before August 20, 2016 Cisco 200-105 ICND2 v3.0: after August 20, 2016	0% (As of 1/1/16)	<u>90%</u>	<u>01/01/2017</u>

Section 2: Summary of Benefits

Explain the benefits of the proposed supply/equipment to the course and program or instructional techniques.

Currently students are using simulation software to practice these skills. Having physical hardware that the students can use will be beneficial for classroom engagement that is relevant to the CLO's as well as better prepare the students for certification exams.

Section 3: Supporting Documentation

Attach at least two forms of documentation from outside sources that support the need for the purchase. Supporting documentation includes but is not limited to: Advisory Board minutes or statements from members, statements from career service department, extern sites or employers, detailed recommendations from programmatic accreditation associations or new laws and/or legislation, research on current industry trends.

San Joaquin Valley College

Purchase Proposal

Supporting items are (attached):

- Support from Robert Campos (Faculty)
- Support from Samantha Porras (Faculty)

Section 4: Improvement of Student Achievement

4a. Explain how the proposed supply/equipment will increase student achievement.

Having this hardware will allow the students to have the hands on experience that they are lacking which affects their performance on certification exams and when trying to be placed in the field.

4b. Summarize how this purchase will assist student placement. Have any students been denied placement because of the College's lack of this supply/equipment?

Per the Career Services Manager, placement for students coming out of this program is very difficult. The main cause for this is due to students not having enough real-life hands on activity. This purchase will aid in this as well as better prepare students for the certifications. These certifications will also help CS place students in jobs.

Section 5: Alignment with Outcomes

Curriculum Purchase

*5a. Explain **HOW** the proposed supply/equipment aligns with and support the CLOs and/or PLOs. Please identify and list the specific SLOs.*

In particular, PLO's 2, 4-6 are aligned with this proposal. Part of troubleshooting will be examining hardware for problems. This allows for another level of troubleshooting.

- 2. TROUBLESHOOT, MANAGE AND ADMINISTRATE COMPUTER HARDWARE
- 4. TROUBLESHOOT, MANAGE AND ADMINISTRATE CLIENT AND NETWORK OPERATING SYSTEMS
- 5. TROUBLESHOOT, MANAGE AND ADMINISTRATE NETWORK INFRASTRUCTURE
- 6. TROUBLESHOOT, MANAGE AND ADMINISTRATE SECURITY INFRASTRUCTURE

5b. How are the CLOs and/or PLOs being currently taught and assessed without this purchase?

Instructional Purchase

*5a. Explain **HOW** the proposed supply/equipment aligns with and supports the ILOs and/or Instructional Department outcomes for an instructional technique purchase.*

Students will practice **communication** skills while collaborating with peers utilizing the proposed equipment for class projects
Students will become **confident** in configuring and managing network infrastructures utilizing the Cisco kits
Students will gain **skilled** hands-on practice that employers are looking for.
Professional level critical thinking will be utilized while utilizing the equipment for classroom projects.

5b. What instructional techniques are currently being used without this supply/equipment?

San Joaquin Valley College

Purchase Proposal

Through the use of only computer simulations.	Faculty are using the simulation software in classes when appropriate.
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Section 6: Implementation

6a. What maintenance or upkeep is required for this supply/equipment (Batteries, Belts, etc.)?

Plugs on the network cables may need periodic replacement from wear and tear.

6b. Will this supply/equipment become outdated and need to be replaced? If so, approximately how long until it is outdated?

As with all technology, it can become outdated. This piece of equipment however should be appropriate for several years to come. Approximately 5 years.

6c. Will faculty need to be trained on how to use this supply/equipment? If so, describe the training plan and skills assessment plan.

Faculty have communicated with Division Manager that they are aware of how to use equipment and they can assist each other if questions arise.

Section 7: Ordering Information

Attach all of the following documentation:

- Detailed equipment/supply specifications
- List of possible vendors
- Additional ordering information

Any additional info or comment:

\$329.99

<http://www.certificationtrainingsolutions.com/product/ccna-routing-switching-basic-lab-kit/?gclid=CKzfm6aUns0CFQZvvAodFIAHPQ>

What is included in the Kit:

- 3 Cisco 2801 Routers with 256MB-D/64MB-F RAM, IOS
– c2801-adventerprisek9-mz.151-4.M8.bin
- 3 Cisco 2950 10/100 Switches with 20MB-D/7MB-F RAM, IOS
– c2950-i6q4l2-mz.121-22.EA6.bin
- 4 WIC-1DSU-T1-v2 Serial Interface Cards
- 5 7ft Ethernet Cat 5e Cables (yellow)
- 2 3ft Ethernet Cat 5e Crossover Cables (gray)

San Joaquin Valley College

Purchase Proposal

- [2 5ft T1/E1 Serial Crossover Cable \(white\)](#)
- [1 Cisco Console Cable \(light blue\)](#)
- [6 Power Cables](#)
- [The Bryant Advantage CCNA R&S Study Guides 1 & 2 PLUS Mastering Binary Math And Sub-netting eBooks. \(We provide you with a fully licensed copy of Chris' these eBooks\)](#)
- [Access to our secure private download servers with backup IOS', demo, and other freeware software. OVER 200 Gigabytes!](#)
- [Unlimited technical support via email and telephone](#)
- [1 year replacement warranty](#)

[\\$49.99](#)

[Desktop 12U rack](#)

<http://www.certificationtrainingsolutions.com/product/12u-desktop-rack-system/>

[\\$29.99](#)

[USB to Serial \(DB9\) Adapter](#)

<http://www.certificationtrainingsolutions.com/product/usb-to-serial-rs-232c-db9-adapter/>

[Other possible vendors could be Cisco Campus and Cisco Land. However, this price was the most reasonable.](#)

Section 8: Academic Leadership Input

A statement from the Academic Dean (Campus Director if submitted by the Academic Dean) documenting their knowledge and support of the proposed improvement is necessary to process the proposal (Separate Attachments or emails to the Curriculum Specialist are acceptable).

The CSA program has gone with no investment for some time. Outcomes are low in the areas noted above. The equipment should have been in place years ago to appropriately fulfill the application experience needed.

Section 9: Internal Research (*completed by AA staff*)

*How many students are enrolled in this program on all campuses?
Is this item in use on another campus? If so, which campus(s)?*

San Joaquin Valley College

Purchase Proposal

How will we measure return on investment?

12 Students Census

This is the only campus

We will measure ROI based on passed certifications and student attendance.

Section 10: Senior Management Review

Proposal must be reviewed by Senior Management or authorized representative.

Review Date: 6.16.16

Approved

Disapproved

Comments: I fully support the purchase of this simulation kit for the CSA program in Visalia. Sufficient justification was submitted by two CSA instructors and the program's Division Manager. The expense is minimal and will better prepare our students for employment. The expectation is for improved exam pass rates and a dire need for improved placement. Recommending to move this request to the budget committee for review and consideration.

Annette Austerman

Budget Committee approved per Carole Brown on 6.16.16.

The budget committee has approved to purchase.

-----Original Message-----

From: Nick Gomez

Sent: Thursday, June 16, 2016 3:47 PM

To: Carole Brown <Carole.Brown@sjvc.edu>; Russ Lebo <RussL@sjvc.edu>

Subject: RE: Purchase Proposal for CSA

I support.

-----Original Message-----

From: Carole Brown

Sent: Thursday, June 16, 2016 11:48 AM

To: Nick Gomez <Nick.Gomez@sjvc.edu>; Russ Lebo <RussL@sjvc.edu>

Subject: FW: Purchase Proposal for CSA