

Instructional Program Review

Program: Health Science & Medical Technology

Including: Vocation Nursing/Registered Nursing/Allied Health/Emergency Medical Services/Oral Health

Academic Year: 2024-2025

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Executive Summary

The Lassen Community College Health Science and Medical Technology (HSMT) Department has significantly expanded its capacity to serve our region through additional staffing and new program offerings. As the only Community College offering Health Science & Medical Technology Programs within 90 miles, we provide essential healthcare training for our rural communities.

The HSMT department includes three full-time nursing instructors: Celeste Wiser MSN.RN., Heidi Gray MSN.RN., and Kira Esparza MSN. RN. Monte Keady EMT Advanced, serves as our full-time Fire Science & Emergency Medical Services instructor. Program oversight is provided by Nursing Director Christi Myers and Dental Assisting Director Katrina Ratliff, with Madison Raschein serving as our Instructional Support Specialist. This core team is supplemented by qualified part-time faculty who bring specialized expertise from the medical and dental field to our programs.

Current program accreditation and highlights:

1. Registered Nursing (RN)
 - a. California Board of Registered Nursing (BRN) accredited since December 2023
 - b. New Program, first round of NCLEX RN exams will take place in Spring 2025
2. Licensed Vocational Nursing (LVN)
 - a. California Board of Vocational Nursing & Psychiatric Technicians (BVNPT) accredited since 1978
 - b. Over 100 students graduated and licensed since restructuring in 2017
 - c. 95.2% First Time Pass Rates over the past 5 years, 6.2% above state average
 - d. 100% total pass rate over the past five years including additional attempts
 - e. State Average First Time Success Rate 89%
3. Certified Nurse Assistant (CNA)
 - a. California Department of Public Health Licensing & Certification (CDPH L&C) accredited
 - b. CDPH does not publicly post pass rates for CNA, however, students report 100% pass rate, but this is not verified
4. Certified/Registered Medical Assistant (C/R MA)
 - a. American Medical Technologist Certification
 - b. 83.33% First Time Pass Rate over the past 5 years, 12.33% above state average
 - c. 100% total pass rate over the past five years including additional attempts
 - d. State Average First Time Success Rate 71%
5. Certified Phlebotomy Technician (CPT)
 - a. California Department of Public Health Laboratory Field Services (CDPH-LFS) accredited
 - b. 94.7% First Time Pass Rates over the past 5 years, 11.7% above state average
 - c. 100% total pass rates over the past five years including additional attempts
 - d. State Average Success Rate 83%
6. Emergency Medical Technician (EMT)
 - a. Northern California Emergency Medical Services Authority (NorCal EMS) accredited
 - b. 32 individuals passed National Registry Emergency Medical Technician B in past 5 years.
7. Registered Dental Assisting
 - a. Dental Assistant curriculum approved through Chancellors Office
 - b. Dental Assisting Director Hired
 - c. Facilities renovation underway for dental labs
 - d. Program Approval will be submitted Spring of 2025

8. Dental Hygiene (planned for 2026)

Our growth is partially supported by three major grants:

1. Received - North State Together Dental Program Grant (\$1M)
2. Received - Nursing Enrollment and Retention Grant (\$275,904)
3. Anticipated - Rebuilding Nursing Infrastructure Grant (\$2M)

Looking ahead, our priorities include:

- Successfully launching LCC dental programs
- Growing enrollment across all programs
- Enhancing pathway programs
- Increasing student support and retention
- Establishing educational opportunities in Modoc County
- Securing partnerships to ensure Bachelor of Science programs opportunities
- Upgrading facilities and equipment
- Strengthening workforce partnerships

The HSMT department maintains strong partnerships with local healthcare providers who offer clinical placement opportunities and help inform our curriculum through our Advisory Committee. These relationships ensure our training aligns with standards of care, evidence-based practice, and current workforce needs, providing our graduates with clear employment pathways.

Through these efforts, we aim to continue meeting the healthcare workforce needs of our region while maintaining the high standards that have led to strong licensure pass rates and employment outcomes for our graduates.

SECTION 1: ACADEMIC PLANNING

HSMT Degrees and Certificates Offered

1. Associate Degree Programs
 - a. Associate Degree in Registered Nursing (ADN)
 - b. Associate Degree in Vocational Nursing
 - c. Associate Degree in University Studies: Emphasis in Allied Health
2. Certificate of Achievement
 - a. Certificate of Achievement in Vocational Nursing
 - b. Certificate of Achievement in Medical Assisting
3. Certificate of Accomplishment
 - a. Certificate of Accomplishment in Administrative Medical Assisting
 - b. Certificate of Accomplishment in Clinical Medical Assisting
4. Certifications of Program or Course Completion
 - a. Certified Nursing Assistant
 - b. Phlebotomy Technician
 - c. Emergency Medical Technician
 - d. Basic Life Support

HSMT Faculty & Staff

1. Program Leadership
 - a. Michell Williams – Dean of Instruction
 - b. Christi Myers – Director of Nursing & Allied Health
 - c. Katrina Ratliff - Dental Assisting Director
2. Full-Time Faculty
 - a. Celeste Wiser - Nursing Instructor
 - b. Heidi Gray - Nursing Instructor
 - c. Kira Esparza - Nursing Instructor
 - d. Monte Keady - Fire Science & EMS Instructor
3. Support Staff
 - a. Madison Raschein - Instructional Support Specialist
 - b. Qualified Part-Time Faculty

HSMT Program Changes Since Last Review

1. Program Expansion
 - a. Achieved Board of Registered Nursing Accreditation for new ADN program
 - b. Successfully launched ADN program in Spring 2024
 - c. Developed and received Chancellors Office approval for Dental Assisting curriculum
 - d. Enhanced simulation lab capabilities with dedicated simulation testing center and Virtual Reality technology
 - e. Increased full-time instructional faculty in Nursing Department from 2 to 3 members
 - f. Increased full-time faculty in EMS with a shared position with fire science
 - g. Hired dedicated Dental Assisting Director
 - h. Hired multiple part-time faculty members to support all programs
2. Partnership Development
 - a. Established draft MOU for Cal Poly Humboldt BSN pathway

- b. Strengthened clinical partnerships with local and regional healthcare providers
 - c. Enhanced high school pathway program
3. Infrastructure Improvements
 - a. Began construction of dental classrooms and lab/clinical space
 - b. Completed simulation testing center
 - c. Implemented new technology including Virtual Reality simulations

HSMT Program Alignment with Lassen Community College Direction

The HSMT Department demonstrates strong alignment with LCC's strategic direction through comprehensive healthcare education programs, commitment to student success, and responsiveness to community needs. This alignment positions the department to continue driving regional healthcare workforce development while maintaining educational excellence.

Vision Alignment

"Lassen College will be a preferred rural destination college, driving regional growth, academic quality, student success, and workforce development, while serving as a trusted community leader."

The HSMT Department exemplifies this vision by:

- Serving as the only healthcare education provider within 90 miles, making LCC a destination for healthcare training
- Maintaining high academic standards with excellent licensing pass rates
- Driving regional workforce development through multiple healthcare career pathways
- Leading community healthcare initiatives through partnerships with local providers
- Contributing to regional growth by providing skilled healthcare workers

Mission Alignment

"Lassen College provides students from diverse backgrounds with equitable access and opportunities to pursue Certificates, Associate and Bachelor's degrees, and gain essential workforce skills. The college also prepares students for successful transfer to four-year colleges and universities."

HSMT programs support this mission through:

- Multiple entry points into healthcare careers via certificates and degrees
- Clear pathway progression from CNA to LVN to RN
- Building partnerships with Cal Poly Humboldt for BSN completion
- Direct workforce entry opportunities with industry-recognized credentials
- Student support to ensure success across diverse backgrounds

Values Alignment

Student Success

- Comprehensive student support
- High program completion rates
- Strong employment outcomes
- Clear career advancement pathways

Educational Excellence

- Maintained all program accreditations
- Advanced simulation technology
- Qualified faculty with industry experience
- Regular curriculum updates based on industry needs

Honesty/Integrity

- Transparent program requirements
- Clear admission processes
- Ethical clinical practice standards
- Professional conduct expectations

Dignity & Respect

- Inclusive learning environment
- Cultural competency training for students
- Patient-centered care focus
- Professional communication standards

Institutional Goals Alignment

1. Be Mission Driven

- Programs aligned with workforce needs
- Multiple credential options
- Clear transfer pathways
- Industry partnerships

2. Increase Enrollment and Completion

Maximize enrollment in current programs:

- Enhanced outreach efforts
- High school pathway program
- Multiple program start dates
- Expanded program offerings

Increase / improve certificate / degree / transfer completion:

- Strong retention rates
- Faculty led academic support
- Clear progression pathways
- Regular student progress monitoring
- Establishing partnerships for BSN dual enrollment pathway

Increase equitable best practices:

- Accessible support services
- Diverse clinical experiences
- Cultural competency integration
- Targeted support for at-risk students

Increase retention of disproportionately impacted students:

- Early intervention strategies
- Accessible support services

Explore other opportunities:

- Innovative program planning
- Actively seeking grant opportunities
- Exploring growth into Modoc County

3. Improve and Expand Campus Facilities

- New simulation testing lab
- New dental program facilities
- Enhanced technology infrastructure
- Seeking and securing grants to assist with infrastructure needs

4. Clear and Inclusive Participatory Governance

- Active Advisory Committee
- Weekly faculty/staff meetings
- Student representation
- Faculty and support staff participation on campus committees
- Collaborative decision-making

Student Achievement and Learning Outcomes

Trends and Patterns in Student Achievement

Course Success Rates

Course Success Rate	2020-21	2021-22	2022-23	2023-24
Program-Level				
Vocational Nursing-Allied Health Overall Success Rate	85%	79%	87%	88%
Lassen College Success Rate	77%	78%	78%	80%
Course-Level				
ED-1: Tools for Teaching			80%	75%
EMT-60: Emer Med Tech B	84%	73%	82%	89%
EMT-61: Emt -B Refresher	100%		100%	
HO-120: Cardiopulmonary Res	95%	100%	100%	100%
HO-3: Medical Terminology	72%	65%	76%	75%
HO-70: Medical Assisting: Core			89%	
HO-71: Medical Assist Administrative			100%	
HO-72: Medical Assisting Clinical	100%		100%	
HO-80A: Nurse Assistant	94%	96%		83%
HO-88: Phlebotomy	94%			100%
NURS-1: Pharmacology				88%
NURS-2: Medical Surgical I				88%
NURS-3: Clinical Practice I				88%
NURS-4: Nursing Lab I				88%
VN-50: Pharmacology	79%	64%	87%	77%
VN-51: Nursing Fundamentals	79%	64%	87%	85%
VN-52: Clinical Lab 1	71%	52%	87%	83%
VN-53: Adult Nursing Theory	81%	69%	85%	90%
VN-54: Clinical Lab II	94%	90%	92%	90%
VN-55: Nursing Leadership Prof Dev	94%	100%	92%	100%
VN-56: Clinical Lab III	94%	100%	82%	100%
VN-57: Maternity Nursing	94%	100%	100%	100%
VN-58: Pediatric Nursing	94%	100%	91%	100%
VN-59: IV Therapy & Blood Withdrawal	100%	100%	100%	100%
VN-60: Comprehensive Nursing Review	100%	100%	90%	100%
Modality				
Cdcr/Fci F2f Education	100%			
Hybrid	93%	69%	92%	90%
Internet	72%	69%	76%	70%
Main Campus	90%	85%	90%	92%

Course Success Rate	2020-21	2021-22	2022-23	2023-24
Program-Level				
Vocational Nursing-Allied Health Overall Success Rate	85%	79%	87%	88%
Lassen College Success Rate	77%	78%	78%	80%
Gender				
Female	85%	79%	86%	88%
Male	87%	80%	90%	87%
Unreported	0%		100%	
Ethnicity				
American Indian or AK Native	100%	50%	67%	100%
Asian	74%	100%	95%	81%
Black or African American	67%	85%	80%	70%
Hispanic or Latinx	81%	73%	80%	89%
Pacific Islander or HI Native	75%	0%	33%	86%
Two or More Races	83%	87%	75%	75%
Unreported	67%	75%	100%	100%
White	88%	82%	91%	89%

Course Retention Rates

Course Retention Rate	2020-21	2021-22	2022-23	2023-24
Program-Level				
Vocational Nursing-Allied Health Overall Retention Rate	89%	87%	92%	92%
Lassen College Retention Rate	88%	89%	90%	91%
Course-Level				
ED-1: Tools for Teaching			80%	75%
EMT-60: Emer Med Tech B	89%	91%	100%	100%
EMT-61: Emt -B Refresher	100%		100%	
HO-120: Cardiopulmonary Res	100%	100%	100%	100%
HO-3: Medical Terminology	81%	86%	87%	82%
HO-70: Medical Assisting: Core			89%	
HO-71: Medical Assist Administrative			100%	
HO-72: Medical Assisting Clinical	100%		100%	
HO-80A: Nurse Assistant	94%	96%		83%
HO-88: Phlebotomy	100%			100%
NURS-1: Pharmacology				88%
NURS-2: Medical Surgical I				88%
NURS-3: Clinical Practice I				88%
NURS-4: Nursing Lab I				88%
VN-50: Pharmacology	80%	65%	87%	92%
VN-51: Nursing Fundamentals	80%	65%	87%	92%
VN-52: Clinical Lab 1	80%	64%	87%	100%
VN-53: Adult Nursing Theory	81%	79%	92%	90%
VN-54: Clinical Lab II	94%	100%	92%	90%
VN-55: Nursing Leadership Prof Dev	94%	100%	92%	100%
VN-56: Clinical Lab III	94%	100%	82%	100%
VN-57: Maternity Nursing	94%	100%	100%	100%
VN-58: Pediatric Nursing	94%	100%	100%	100%
VN-59: IV Therapy & Blood Withdrawal	100%	100%	100%	100%
VN-60: Comprehensive Nursing Review	100%	100%	90%	100%
Modality				
Cdcr/Fci F2f Education	100%			
Hybrid	96%	88%	92%	90%
Internet	81%	86%	87%	80%
Main Campus	92%	88%	93%	95%

Course Retention Rate	2020-21	2021-22	2022-23	2023-24
Program-Level				
Vocational Nursing-Allied Health Overall Retention Rate	89%	87%	92%	92%
Lassen College Retention Rate	88%	89%	90%	91%
Gender				
Female	89%	86%	91%	92%
Male	91%	93%	94%	90%
Unreported	0%		100%	
Ethnicity				
American Indian or AK Native	100%	50%	83%	100%
Asian	78%	100%	95%	81%
Black or African American	89%	95%	100%	100%
Hispanic or Latinx	87%	81%	86%	95%
Pacific Islander or HI Native	75%	100%	100%	86%
Two or More Races	91%	93%	75%	80%
Unreported	83%	75%	100%	100%
White	91%	89%	94%	92%

Awards

Degree and Certificates	2020-21	2021-22	2022-23	2023-24
Allied Health Degrees Awarded	22	31	13	20
Lassen College Degrees Awarded	345	297	392	360
Allied Health Certificates Awarded	19	27	8	9
Lassen College Certificates Awarded	164	108	173	261
Degree or Certificate Program				
AA University Studies: Emphasis in Allied Health-CSU	3	5	4	9
AA University Studies: Emphasis in Allied Health-IGETC	0	0	2	1
AS Vocational Nursing	19	26	9	11
Cert. of Achievement Vocational Nursing	19	27	8	9

Achievement

The Health Science and Medical Technology Department demonstrates consistently strong academic performance, with overall success rates maintaining at 88% during the 2023-24 academic year, exceeding the college average. Program retention has shown steady improvement, increasing from 89% to 92% over the past four years. Clinical courses in particular demonstrate excellence, with success rates ranging from 90-100%, while main campus course delivery maintains a robust 92% success rate.

Looking at course-level performance, there is a clear pattern of student progression. While early program courses show more variability in success rates (65-85%), advanced courses consistently achieve high success rates between 90-100%. Specialized certification courses, such as IV Therapy and CPR, continue to demonstrate strong student achievement. The newly implemented Registered Nursing program has started strong with an 88% success rate across its initial courses.

Analysis of different instructional modalities reveals important insights. Traditional main campus courses show the strongest performance at 92% success, while hybrid course delivery has improved to reach 90% success rates. However, online courses present an area for improvement with success rates around 70%, indicating a need for enhanced student support in the virtual learning environment.

These patterns suggest that while the program excels in traditional and clinical instruction, there are opportunities to strengthen online course delivery through targeted support services and improved

instructional strategies. The successful adaptation to hybrid delivery models provides a foundation for improving fully online course outcomes.

Equity

The Health Science and Medical Technology Department's commitment to equity is reflected in several key achievements. Programs demonstrates strong gender equity, with both male and female students achieving comparable success rates. In 2023-24, the program maintained consistent retention rates across most ethnic groups, with Hispanic students achieving particularly strong outcomes at 89% success. This trend of improving success rates across demographic groups indicates that existing support strategies are having a positive impact.

However, persistent equity gaps demand attention. Black students' success rates of 70% compared to the program average of 89% represent a significant disparity requiring immediate action. Pacific Islander students show inconsistent performance across terms, suggesting a need for more stable support structures. Additionally, the lower success rates in online courses affect students across all demographic groups, with early program courses presenting particular challenges for underrepresented students.

To address these equity gaps, the department is implementing a comprehensive support strategy. This includes enhanced academic support services specifically designed for identified at-risk populations and targeted interventions for online and hybrid courses. The department is strengthening early program support mechanisms and expanding student resources for challenging courses. Through these deliberate actions, the department aims to ensure all students have equitable opportunities for success in their healthcare education journey.

These improvements align with the college's commitment to equitable student success and will be regularly evaluated through ongoing data analysis and student feedback. The department recognizes that achieving equity requires sustained effort and remains dedicated to implementing evidence-based practices that support all students in reaching their educational goals.

Student Learning Outcomes

All HSMT SLO results have remained above average with 100% achievement on most and no less than 80% achievement on some. ALL HSMT SLOs and SLO maps have been reviewed and submitted to curriculum for approval with no changes. All SLO data and PSLO data is available for review in the new data portal.

Course Assessed	Recommendations for Improvement
ED-1: Tools for Teaching	No recommendations for improvement
EMT-60: Emer Med Tech B	No recommendations for improvement
EMT-61: Emt -B Refresher	No recommendations for improvement
HO-120: Cardiopulmonary Res	No recommendations for improvement
HO-3: Medical Terminology	No recommendations for improvement
HO-70: Medical Assisting: Core	No recommendations for improvement
HO-71: Medical Assist Administrative	No recommendations for improvement
HO-72: Medical Assisting Clinical	No recommendations for improvement
HO-80A: Nurse Assistant	No recommendations for improvement
HO-88: Phlebotomy	No recommendations for improvement
NURS-1: Pharmacology	No recommendations for improvement
NURS-2: Medical Surgical I	No recommendations for improvement
NURS-3: Clinical Practice I	No recommendations for improvement
NURS-4: Nursing Lab I	No recommendations for improvement
NURS-5: Medical Surgical II	No recommendations for improvement
NURS-6: Introduction to Maternal Child	No recommendations for improvement
NURS-7: Clinical Practice II	No recommendations for improvement
NURS-8: Nursing Lab II	No recommendations for improvement
VN-50: Pharmacology	No recommendations for improvement
VN-51: Nursing Fundamentals	No recommendations for improvement
VN-52: Clinical Lab 1	No recommendations for improvement
VN-53: Adult Nursing Theory	No recommendations for improvement
VN-54: Clinical Lab II	No recommendations for improvement
VN-55: Nursing Leadership Prof Dev	No recommendations for improvement
VN-56: Clinical Lab III	No recommendations for improvement
VN-57: Maternity Nursing	No recommendations for improvement
VN-58: Pediatric Nursing	No recommendations for improvement
VN-59: IV Therapy & Blood Withdrawal	No recommendations for improvement
VN-60: Comprehensive Nursing Review	No recommendations for improvement

PSLO Summary: Associates in Science Degree in Vocational Nursing

Measure: Ratio of achieved SLOs to SLOs assessment. Target: 75% of PSLOs will be achieved.

Program Student Learning Outcomes	Summarize Findings
PSLO 1	Successfully pass the National Council Licensure Examination (NCLEX) state board examination for licensure as a Vocational Nurse.
PSLO 2	Work in a variety of healthcare settings performing safe and effective nursing care.
Recommendations for Improvement	
Of all graduates of the program over the past five years all students have successfully completed the NCLEX. Of all graduates, all reported have found meaningful employment in the field of nursing. Current PSLO success rates are at 88%, substantially higher than the set goal.	

Enrollment Management

Enrollment Management	2020-21	2021-22	2022-23	2023-24
Vocational Nursing-Allied Health Enrollment Overall	517	340	285	357
Lassen College Census Enrollment	12,243	11,847	11,195	11,922
Vocational Nursing-Allied Health Full-Time Equivalent Students (FTES)	92.2	67.5	67.5	76.8
Lassen College Full-Time Equivalent Students (FTES)	1,341.4	1,268.5	1,200.8	1,282.7
Vocational Nursing-Allied Health Number of Sections	33	25	26	29
Lassen College Number of Sections	751	812	766	772
Vocational Nursing-Allied Health Full-Time Equivalent Faculty (FTEF)	6.9	5.3	6.2	6.0
Lassen College Full-Time Equivalent Faculty (FTEF)	70.4	74.2	72.2	73.2
Vocational Nursing-Allied Health FTES/FTEF	13.4	12.7	10.9	12.8
Lassen College FTES/FTEF	19.1	17.1	16.6	17.5

Course Enrollment	2020-21	2021-22	2022-23	2023-24
Program-Level				
Vocational Nursing-Allied Health Overall Enrollment	517	340	285	357
Lassen College Enrollment	12,243	11,847	11,195	11,922
Course-Level				
ED-1: Tools for Teaching	0	0	10	8
EMT-60: Emer Med Tech B	19	11	22	18
EMT-61: Emt -B Refresher	3	0	3	0
HO-120: Cardiopulmonary Res	73	37	23	51
HO-3: Medical Terminology	147	98	67	83
HO-70: Medical Assisting: Core	0	0	9	0
HO-71: Medical Assist Administrative	0	0	8	0
HO-72: Medical Assisting Clinical	5	0	8	0
HO-80A: Nurse Assistant	35	24	0	6
HO-88: Phlebotomy	16	0	0	11
NURS-1: Pharmacology	0	0	0	17
NURS-2: Medical Surgical I	0	0	0	17
NURS-3: Clinical Practice I	0	0	0	17
NURS-4: Nursing Lab I	0	0	0	17
VN-50: Pharmacology	25	23	15	13
VN-51: Nursing Fundamentals	25	23	15	13
VN-52: Clinical Lab 1	25	22	15	12
VN-53: Adult Nursing Theory	21	14	13	10
VN-54: Clinical Lab II	18	11	12	10
VN-55: Nursing Leadership Prof Dev	17	10	12	9
VN-56: Clinical Lab III	17	10	11	9
VN-57: Maternity Nursing	17	10	11	9
VN-58: Pediatric Nursing	17	10	11	9
VN-59: IV Therapy & Blood Withdrawal	21	27	10	9
VN-60: Comprehensive Nursing Review	16	10	10	9
Modality				
Cdcr/Fci F2f Education	13	0	0	0
Hybrid	28	49	38	39
Internet	147	74	67	64
Main Campus	329	217	180	254

Enrollment	2020-21	2021-22	2022-23	2023-24
Program-Level				
Vocational Nursing-Allied Health Overall Enrollment	517	340	285	357
Gender				
Female	425	296	212	289
Male	91	44	71	68
Unreported	1	0	2	0
Ethnicity-Race-Ancestry				
American Indian or AK Native	16	6	6	17
Asian	27	7	20	27
Black or African American	9	20	5	10
Hispanic or Latinx	108	90	69	84
Pacific Islander or HI Native	12	3	3	7
Two or More Races	35	30	4	20
Unreported	6	4	4	3
White	304	180	174	189

The Health Science and Medical Technology Department's enrollment patterns reveal both challenges and strategic adaptations over the past four years. From a peak enrollment of 517 students in 2020-21, the department experienced a decline to 285 students in 2022-23, followed by a significant recovery to 357 students in 2023-24. This recovery can be attributed to successful program expansion, particularly the launch of the Registered Nursing program, and strategic course offerings across different modalities. Despite enrollment fluctuations, the department has maintained strong efficiency metrics, with a FTES/FTEF ratio of 12.8 in 2023-24 and optimized section offerings from 33 to 29 sections.

Course enrollment data demonstrates effective program management across multiple offerings. The successful launch of the RN program maintained consistent enrollment of 17 students per course, while the Vocational Nursing program shows stable cohort progression. Specialized certifications and allied health courses are strategically offered based on community and workforce demands. The department's instructional delivery methods show adaptation to student needs, with main campus instruction serving 254 students, hybrid courses maintaining 39 students, and online offerings supporting 64 students.

Demographic analysis reveals the department's commitment to serving a diverse student population. Female students continue to represent the majority of enrollment with 289 students in 2023-24, while male participation remains stable at 68 students. The ethnic distribution shows representation across multiple groups, with White students comprising 53% (189 students), Hispanic/Latinx students at 24% (84 students), and Asian and American Indian students representing 12% (44 students) of the total enrollment. This demographic spread reflects both the regional population and successful outreach efforts to underserved communities. Looking ahead, the department's focus on enrollment stabilization, resource optimization, and continued program development positions it well for sustained growth while maintaining educational quality and efficiency.

The Health Science and Medical Technology Department maintains a FTES/FTEF ratio of 12.8 for 2023-24, compared to the college-wide ratio of 17.5. While this might initially suggest lower efficiency, it actually represents appropriate and necessary staffing levels for healthcare education programs. Healthcare training demands lower student-to-faculty ratios to ensure patient and student safety in clinical settings, provide essential hands-on supervision in skills labs, and meet strict accreditation requirements. Clinical groups must be limited to 8-10 students per instructor to allow for proper supervision of complex procedures and maintain patient safety standards. Industry standards and accrediting bodies typically mandate student-to-faculty ratios between 8-15:1, making the department's current ratio both appropriate and efficient. The stability of this ratio over time, ranging from 10.9 to 13.4, demonstrates consistent program management and effective resource allocation within the unique requirements of healthcare education.

Curriculum

Degrees and/or Certificates

Degree or Certificate Title	Award Type (AA, AS, AAT, AST, etc.)	Units	Term of Last Revision
Associate in Arts Degree University Studies: Emphasis in Allied Health	AA	60	Spring 2025
Associate in Science Degree in Vocational Nursing	AS	68	Fall 2024
Associate in Science Degree in Registered Nursing	AS	76	Spring 2025
Associates of Science Degree in Registered Nursing - Advanced Placement	AS	60	Spring 2025
Certificate of Achievement in Medical Assisting	Certificate of Achievement	23	Spring 2025
Certificate of Accomplishment in Administrative Medical Assisting	Certificate of Accomplishment	13.5	Spring 2025
Certificate of Accomplishment in Clinical Medical Assisting	Certificate of Accomplishment	14.5	Spring 2025

Associate in Science Degree in Registered Nursing and Associates of Science Degree in Registered Nursing Advanced Placement are new degree offerings since our last program review. Current work is being done for the approval of certificates for Dental Assisting and Dental Hygiene. Licensed Vocational Nursing Certificate of Achievement has been inactivated due to comply with Title IV: Federal Regulations on Program Length Restrictions for Gainful Employment Programs, a new Certificate of Achievement will be explored.

Courses

The HSMT department has undertaken significant program expansion while maintaining the integrity of existing courses. The department has accomplished approval from the Board of Registered Nursing and the Chancellor's Office to establish a Registered Nursing program. Additionally, development has begun on new Dental Assisting and Dental Hygiene programs, supported by a million-dollar grant from North State Together and pioneered through the newly formed Lassen County Healthcare Education Collaborative. While the Licensed Vocational Nursing curriculum has undergone substantial revisions, other existing courses have only received minor updates that do not alter their content or educational intent. All required program review elements including courses, certificates, degrees, PSLO maps, SLO maps, and advising plans have been reviewed according to institutional requirements, with appropriate documentation submitted to the curriculum committee.

Course Assessed	Last Offered	Term of Last Revision
ED-1: Tools for Teaching	Spring 2023	Fall 2022
EMT-60: Emer Med Tech B	Spring 2025	Spring 2025
EMT-61: Emt -B Refresher	Fall 2024	Spring 2025
HO-120: Cardiopulmonary Res	Spring 2025	Spring 2025
HO-3: Medical Terminology	Spring 2025	Spring 2025
HO-70: Medical Assisting: Core	Spring 2023	Spring 2025
HO-71: Medical Assist Administrative	Spring 2023	Spring 2025
HO-72: Medical Assisting Clinical	Spring 2023	Spring 2025
HO-80A: Nurse Assistant	Spring 2024	Spring 2025
HO-88: Phlebotomy	Spring 2025	Spring 2025
NURS-1: Pharmacology	Spring 2024	Spring 2025
NURS-2: Medical Surgical I	Spring 2024	Spring 2025
NURS-3: Clinical Practice I	Spring 2024	Spring 2025
NURS-4: Nursing Lab I	Spring 2024	Spring 2025
NURS-5: Medical Surgical II	Fall 2024	Spring 2025
NURS-6: Introduction to Maternal Child	Fall 2024	Spring 2025
NURS-7: Clinical Practice II	Fall 2024	Spring 2025
NURS-8: Nursing Lab II	Fall 2024	Spring 2025
VN-50: Pharmacology	Fall 2024	Fall 2024
VN-51: Nursing Fundamentals	Fall 2024	Fall 2024
VN-52: Clinical Lab 1	Fall 2024	Fall 2024
VN-53: Adult Nursing Theory	Spring 2025	Fall 2024
VN-54: Clinical Lab II	Spring 2025	Fall 2024
VN-55: Nursing Leadership Prof Dev	Spring 2025	Fall 2024
VN-56: Clinical Lab III	Spring 2025	Fall 2024
VN-57: Maternity Nursing	Spring 2025	Fall 2024
VN-58: Pediatric Nursing	Spring 2025	Fall 2024
VN-59: IV Therapy & Blood Withdrawal	Spring 2024	Fall 2024
VN-60: Comprehensive Nursing Review	Spring 2025	Fall 2024

Emergency Medical Technician

EMT 60 Emergency Medical Technician Basic

1. Move to accessible template.
2. Updated diversity statement
3. Updated book

EMT 61 Emergency Medical Technician Basic Refresher

1. Move to accessible template.
2. Updated diversity statement

EMT 21 Emergency Medical Responder

1. Move to accessible template.
2. Updated diversity statement

Health Occupations

HO 120 Cardiopulmonary Resuscitation (CPR)

1. Move to accessible template.
2. Updated diversity statement

HO 150 Nursing Assistant

New non-credit course offering

HO 151 Nursing Assistant Clinical

New non-credit course offering

HO 3 Medical Terminology

1. Move to accessible template.
2. Updated diversity statement

HO 54 Basic Structure and Function

Course reactivated for health career pathway offering

HO 70 Medical Assisting: Core

1. Move to accessible template.
2. Updated diversity statement

HO 71 Medical Assisting: Administrative

1. Move to accessible template.
2. Updated diversity statement

HO 72 Medical Assisting: Clinical

1. Move to accessible template.
2. Updated diversity statement

HO 80A Nursing Assistant

Course inactivated and replaced with non-credit offerings

HO 88 Phlebotomy

1. Move to accessible template.
2. Updated diversity statement
3. New book

Licensed Vocational Nursing

VN 50 – Pharmacology

1. Move to accessible template.
2. Update prerequisite courses to meet new regulations
3. Update course description to better describe course and ensure equity, including concurrent statement.
3. Update diversity statement.
4. Move prerequisites from VN 51 to VN50 because it is the first course in the series, update to meet new standards.
5. Update SLOs, Course Objectives, and Course Content, to ensure equity and better represent course

and student outcomes.

6. Update assignments.
7. Update methods of evaluation and delivery to remove pandemic accommodation.
8. Update representative texts and supplies.

VN 51 – Fundamentals

1. Move to accessible template.
2. Decreased units from 4 to 3 to reduce program cost.
3. Moved fee from VN 51 to VN 52
4. Update course description to better describe course and ensure equity, include concurrent statement.
5. Moved Prerequisites from VN 51 to VN 50.
6. Update diversity statement.
7. Update SLOs, Course Objectives, and Course Content, to ensure equity and better represent course and student outcomes.
8. Update assignments.
9. Update methods of evaluation and delivery to remove pandemic accommodations.
10. Update representative texts and supplies.

VN 52 – Clinical Lab 1

1. Move to accessible template.
2. Moved fee from VN 51 to VN 52
3. Update course description to better describe course and ensure equity, include concurrent statement.
4. Update diversity statement.
5. Update SLOs, Course Objectives, and Course Content, to ensure equity and better represent course and student outcomes.
6. Update assignments.
7. Update methods of evaluation and delivery to remove pandemic accommodations.
8. Update representative texts and supplies.

VN 53 – Adult Nursing Theory

1. Move to accessible template.
2. Update course description to better describe course and ensure equity, include concurrent statement.
3. Update diversity statement.
4. Update SLOs, Course Objectives, and Course Content, to ensure equity and better represent course and student outcomes.
5. Update assignments.
6. Update methods of evaluation and delivery to remove pandemic accommodations.

VN 54 – Clinical Lab II

1. Move to accessible template.
2. Update course description to better describe course and ensure equity, include concurrent statement.
3. Update diversity statement.
4. Update SLOs, Course Objectives, and Course Content, to ensure equity and better represent course and student outcomes.
5. Update assignments.
6. Update methods of evaluation and delivery to remove pandemic accommodations.
7. Remove supplies, all are covered in VN 52

VN 55 – Nursing Leadership and Professional Development

1. Move to accessible template.
2. Update course description to better describe course and ensure equity, include concurrent statement.
3. Update diversity statement.
4. Update SLOs, Course Objectives, and Course Content, to ensure equity and better represent course and student outcomes.
5. Update assignments.
6. Update methods of evaluation and delivery to remove pandemic accommodations.
7. Update supplies

VN 56 – Clinical lab III

1. Move to accessible template.
2. Update course description to better describe course and ensure equity, include concurrent statement.
3. Update diversity statement.
4. Update SLOs, Course Objectives, and Course Content, to ensure equity and better represent course and student outcomes.
5. Update assignments.
6. Update methods of evaluation and delivery to remove pandemic accommodations.
7. Remove supplies, all listed in VN 52

VN 57 – Maternal Nursing

1. Move to accessible template.
2. Update course description to better describe course and ensure equity, include concurrent statement.
3. Update diversity statement.
4. Update SLOs, Course Objectives, and Course Content, to ensure equity and better represent course and student outcomes.
5. Update assignments.
6. Update methods of evaluation and delivery to remove pandemic accommodations.
7. Removed texts

VN 58 – Pediatric Nursing

1. Move to accessible template.
2. Update course description to better describe course and ensure equity, include concurrent statement.
3. Update diversity statement.
4. Update SLOs, Course Objectives, and Course Content, to ensure equity and better represent course and student outcomes.
5. Update assignments.
6. Update methods of evaluation and delivery to remove pandemic accommodations.

VN 59 - Intravenous Therapy and Blood Withdrawal

1. Move to accessible template.
2. Update course description to better describe course and ensure equity, include concurrent statement.
3. Update diversity statement.
4. Update SLOs, Course Objectives, and Course Content, to ensure equity and better represent course and student outcomes.
5. Update assignments.
6. Update methods of evaluation and delivery to remove pandemic accommodations.

VN 60 - Comprehensive Nursing Review

1. Move to accessible template.
2. Update course description to better describe course and ensure equity, include concurrent statement.
3. Update diversity statement.
4. Update SLOs, Course Objectives, and Course Content, to ensure equity and better represent course and student outcomes.
5. Update assignments.
6. Update methods of evaluation and delivery to remove pandemic accommodations.

Registered Nursing

NURS 1 – 17 and NURS 50 are all new course offerings, all have been moved to an accessible template and have had the diversity statement updated.

Articulation/Integration of Curriculum

The HSMT department offers transfer pathways through several degrees. The Associates in Arts Degree University Studies with Emphasis in Allied Health consists entirely of courses offered by other departments and provides a foundation for students planning various healthcare careers.

Additionally, the Associates of Science Degree in Registered Nursing and the Associates of Science Degree in Registered Nursing - Advanced Placement will serve as transfer programs specifically designed for articulation with CSU institutions. These nursing degrees are structured to ensure seamless transfer opportunities for students pursuing BSN degrees within the California State University system.

For all transfer pathways, students take general education and prerequisite courses (such as anatomy, physiology, microbiology, and chemistry) that have established articulation agreements with UC and CSU systems. These foundation courses typically follow a 1:1 course alignment pattern, though some specialized nursing prerequisites may require additional coursework when transferring to certain four-year programs.

As the department implements new programs, comprehensive articulation analyses will be conducted to maximize transfer efficiency. This includes seeking appropriate C-ID designations where applicable and ensuring unit requirements align with four-year institution expectations, particularly within the CSU nursing programs that commonly accept community college nursing graduates.

A detailed articulation table for the specific GE and prerequisite courses can be obtained from the Transfer Center/Articulation Officer, as many of these courses fall under other departments' purview.

External Compliance

The LCC HSMT department maintains multiple programs requiring rigorous external compliance measures, including annual reporting, comprehensive program reviews, and instructor credential verification. All external accreditations remain in good standing with current certification status. The department has successfully met all regulatory requirements without identified compliance gaps. As part of our expansion into Registered Nursing education, the department will be seeking Accreditation Commission for Education in Nursing (ACEN) accreditation to ensure our new nursing programs meet national standards of excellence. Complete documentation of current accreditation reports and certifications is maintained and available for review upon request.

Program Name	External Compliance/Accrediting Body
Licensed Vocational Nursing	Accredited by California Board of Vocational Nursing and Psychiatric Technicians
IV Therapy and Blood Withdrawal	Accredited by California Board of Vocational Nursing and Psychiatric Technicians
Certified Nursing Assistant	Accredited by California Department of Public Health – Training Program Review Unit
Certified Phlebotomy Technician	Accredited by California Department of Public Health - Laboratory Field Division
Certified/Registered Medical Assisting	Recognized by American Medical Technologies
Emergency Medical Responder	Accredited by Nor Cal EMS the Local Emergency Medical Services Authority
Emergency Medical Technician Basic	Accredited by Nor Cal EMS the Local Emergency Medical Services Authority
Basic Life Support	Accredited by American Heart Association
Registered Nursing	Accredited by Board Of Registered Nursing

External Analysis: Job Market Assessment

Labor market data for all current and future program offerings has been comprehensively analyzed through reports obtained from the Center for Excellence, with complete documentation maintained in the HSMT department files. This market analysis strongly supports the need for all existing and proposed healthcare programs, confirming them as regional workforce priorities. The data clearly demonstrates ongoing demand for graduates across our healthcare pathways, including the planned Registered Nursing and Dental programs. These findings align with and reinforce the priorities identified by the HSMT Advisory Board, which has consistently emphasized the critical importance of expanding local healthcare education options to meet community needs. Detailed labor market analysis is available upon request for stakeholders requiring specific workforce projection information.

Program Planning and Communication Strategies

The HSMT department implements a comprehensive communication strategy to facilitate program-level planning and quality improvement. The department director maintains regular direct communication with the Dean of Instruction regarding strategic direction and resource allocation. Nursing faculty demonstrate exceptional commitment through weekly team huddles that serve as a foundation for addressing immediate operational concerns, curriculum adjustments, and consistent information sharing across the department.

Program faculty engage in structured collaborative discussions addressing all critical elements of program management including curriculum development, Student Learning Outcomes, Program Student Learning Outcomes, equity initiatives, student achievement metrics, and institutional performance data. These discussions utilize a multi-modal approach combining in-person meetings, digital collaboration platforms, and shared document repositories to ensure all stakeholders maintain awareness of department priorities.

The department has successfully secured grant funding and continues to actively pursue additional external funding sources to support program expansion and enhancement. Current strategic planning encompasses both enhancement of existing programs and development of significant new offerings, including the Registered Nursing program and two Oral Health programs (Dental Assisting and Dental Hygiene).

Faculty recommendations emerging from these collaborative discussions are systematically presented to the Dean of Instruction for review and implementation guidance. This integrated communication approach ensures data-informed decision making while promoting transparency across all levels of program administration. The planning process emphasizes continuous quality improvement while strategically expanding healthcare education options to meet identified community and workforce needs.

Academic Planning Analysis Summary

The HSMT department has demonstrated consistent excellence over recent years, as evidenced by strong student outcomes and graduates' positive impact within the community healthcare system. A significant milestone has been achieved with the successful approval of the Registered Nursing program by both the Chancellor's Office and the Board of Registered Nursing. This program has now entered its second year with remarkable success, validating the department's strategic expansion efforts.

Through collaborative analysis, department faculty have identified strategic priorities to further enhance program effectiveness and expand educational opportunities. Department analysis reveals significant potential for growth in several key areas. First, current programs have capacity for increased enrollment that can be addressed through enhanced outreach initiatives and targeted advertising to prospective students. Second, building on the success of the Registered Nursing program, the planned addition of Dental programs will further diversify healthcare pathways while responding directly to documented workforce needs. Third, focused attention on student retention can be achieved through strategic staffing enhancements and expanded student support services.

The department's success in securing grant funding provides crucial resources to support these growth initiatives. North State Together's million-dollar grant will specifically advance the development of Dental Assisting and Dental Hygiene programs. Additional grant funding obtained by the department will strengthen retention efforts through increased student support, enhanced simulation resources, and expanded clinical placement coordination. These funding sources allow for infrastructure improvements and specialized staffing that directly address identified student success barriers.

Faculty remain committed to building upon the department's strong foundation while evolving to meet emerging healthcare education needs. This balanced approach to program development will ensure sustainable growth while maintaining the academic quality that has characterized HSMT programs.

Section 2: Human Resource Planning

Workload and Staffing Assessment

Year	F/T Faculty	P/T Faculty
Previous Year	3 F/T Nursing Faculty 1 Director with 60/40 split 1 F/T Instructional Support Specialist	Multiple
Current Year	3 F/T Nursing Faculty 1 Director with 60/40 split 1 F/T Instructional Support Specialist 1 F/T Dental Assisting Director	Multiple
Next 2 Years	Current staff with the addition of: 1. 2 F/T Nursing instructor 2. 1 F/T EMS instructor (position is split with fire) 3. 1 F/T HO instructor 4. Consideration of integrated HSMT director/ Dean/ or VP position 5. Consideration of director positions for all program requiring external compliance if HSMT director is not considered. 6. Registered Nursing Director position to comply with external compliance 7. Assistant Nursing Director position to comply with external compliance and succession planning 8. 2 F/T Oral Health instructors 9. 1 Simulation Lab Technician (new position) 10. 1 Clinical Coordinator	Multiple

The HSMT department has experienced significant growth with the successful implementation of the Registered Nursing program, now in its second year. While this expansion demonstrates the department's ability to meet community needs, it has further strained an already challenging staffing structure.

Currently, the department operates with 3 full-time faculty members and one director with a 60/40 load split, no additional faculty members were hired to support the new Registered Nursing program. Faculty routinely teach at nearly 200% instructional load, an unsustainable model that threatens both program quality and faculty retention. The department's actual instructional needs represent approximately 6.5 full-time faculty positions, with the gap being addressed through extensive overtime and adjunct support. However, the specialized credentials required for healthcare instruction make adjunct recruitment particularly challenging, as most qualified professionals maintain demanding primary

employment in clinical settings.

To address current needs and support planned growth over the next two years, the department requires strategic staffing expansion. Priority positions include two additional full-time nursing instructors to support both the LVN and RN programs, one full-time EMS instructor (shared with Fire Science program), and one full-time Health Occupations instructor. Additionally, the department's administration requires restructuring, as the current single-director model cannot adequately support multiple programs with extensive external compliance requirements.

The department is seeking to diversify its part time faculty through targeted recruitment strategies. These include outreach to regional healthcare organizations to identify professionals from diverse backgrounds, development of "grow your own" initiatives to support promising graduates in pursuing advanced degrees, and flexible scheduling options to accommodate professionals who can bring specialized expertise. Specific attention will be given to recruiting faculty with varied clinical backgrounds and educational philosophies to provide students with comprehensive preparation for diverse healthcare environments.

Administrative restructuring options under consideration include creation of a comprehensive HSMT director position with assistant directors for programs requiring external compliance, or alternatively, establishment of separate director positions for each externally accredited program. Additional essential positions include a Simulation Lab Technician and Clinical Coordinator to support the expanding practical components of all programs, particularly as the department seeks ACEN accreditation and implements the planned Dental programs supported by grant funding.

Professional Development

The HSMT department faculty have actively engaged in professional development opportunities since the last program review cycle. Faculty participation in the National League of Nursing conference has continued to provide essential updates on healthcare education best practices and regulatory changes. With the successful launch of the Registered Nursing program, faculty have expanded their professional development focus to include specialized training related to ACEN accreditation standards and preparation.

Department members have leveraged both in-person and virtual training opportunities, allowing for broader participation despite scheduling constraints inherent to healthcare education programs. The department director and key faculty participated in simulation education workshops, which have directly informed the implementation of enhanced clinical simulation scenarios now being utilized across both the LVN and RN programs.

Current professional development needs center around three primary areas. First, with the planned expansion into Dental programs, faculty require specialized training in dental education methodologies and program development. Second, as the department pursues ACEN accreditation, targeted training on accreditation standards and documentation processes is essential for all nursing faculty. Third, continued development in advanced simulation techniques remains crucial for maximizing the effectiveness of clinical education, particularly given clinical site limitations.

Specific professional development requests include:

1. Attendance at the upcoming COADN, NLN and Laerdal conferences for all full-time nursing faculty to enhance simulation education capabilities
2. Enrollment in the NLN Leadership Institute for identified faculty members to strengthen program leadership succession planning
3. ACEN Self-Study Forum participation for key faculty involved in accreditation preparation
4. Dental Education workshop attendance for faculty who will be involved in developing the new Dental programs
5. Training in advanced educational technologies to enhance distance education offerings across all programs

These targeted professional development investments directly support departmental strategic goals, including program expansion, accreditation achievement, and instructional quality enhancement across all healthcare pathways.

Section 3: Infrastructure Planning

Facilities

The HSMT department currently utilizes dedicated facilities within the campus creative arts building that include classroom spaces, a small skills lab, and limited storage areas. While these facilities have adequately supported the existing programs in the past, the department has now outgrown this space with the addition of the Registered Nursing program. Current on-campus facilities lack sufficient simulation space, student study areas, and specialized instructional environments required for expanding healthcare programs.

Additionally, the department utilizes off-campus clinical facilities through partnerships with regional healthcare providers. These sites are essential for providing students with required clinical experiences in various settings. While these partnerships remain strong, the limited capacity of local clinical sites creates an increased need for enhanced on-campus simulation capabilities.

Both internal assessment and external accreditation reviews have identified several critical facilities needs. The planned Dental Assisting and Dental Hygiene programs require dedicated space with specialized equipment that does not currently exist on campus. The nursing programs require expanded lab space to accommodate concurrent skills instruction for multiple cohorts. Infrastructure limitations, including inadequate plumbing, water systems, and accessible bathrooms, present challenges for meeting both educational needs and compliance requirements.

To address these identified needs, the department proposes the following facility modifications:

1. Construction of a dedicated dental department with specialized classrooms, including proper plumbing for dental stations, sterilization areas, and patient simulation space, this is currently under construction.
2. Expansion of the nursing skills lab to accommodate larger student cohorts and more sophisticated simulation equipment
3. Creation of a dedicated health science and medical technology student study space to support collaborative learning and support growth with bachelor's degree partnerships.
4. Infrastructure upgrades including improved plumbing, water systems, and construction of accessible bathrooms

5. Comprehensive renovation of existing spaces including new flooring and painted walls to create a professional healthcare learning environment

Additionally, the department requires regular and dedicated access to multiple areas within the Creative Arts building to support program activities that cannot be accommodated in the current health sciences space. These additional spaces are essential for accommodating the growing student population across healthcare programs.

These proposed modifications directly support the department's strategic growth initiatives and will enhance the quality of instruction across all healthcare pathways. The proposed facilities improvements align with both internal program review findings and external accreditation requirements.

Equipment

The HSMT department maintains an extensive inventory of instructional equipment to support its healthcare programs. Current equipment undergoes regular maintenance and updates, with a comprehensive equipment inventory available upon request. While existing programs have adequate equipment resources, several significant equipment needs have been identified to support program expansion.

The Registered Nursing program requires additional high-fidelity simulation mannequins to enhance clinical education experiences. These advanced simulation tools will allow for more sophisticated patient scenarios and provide students with opportunities to develop critical thinking skills in a controlled environment. The department plans to acquire new adult, pediatric, and maternal-child simulation mannequins with accompanying control systems to create a comprehensive simulation environment.

The planned Dental programs represent the most substantial equipment investment needed. Requirements include the installation of six complete dental operatories with chairs, delivery systems, lighting, and associated equipment. Each operatory must include proper dental instruments, sterilization capabilities, sinks, and digital imaging systems. The dental facilities will also require specialized teaching equipment such as dental models, training devices, and educational technology. Some items have been donated however many needs remain.

As these equipment needs are addressed, the department will develop a comprehensive maintenance and replacement schedule to ensure all instructional equipment remains current and functional. This proactive approach to equipment management will help avoid disruptions to instruction while ensuring students train on equipment that reflects current healthcare practice.

Technology

The HSMT department relies heavily on technology for effective healthcare education delivery across all programs. Current technology resources include student laptops, classroom presentation systems, and simulation equipment with varying levels of functionality.

Student laptops represent a critical need for the department. The department currently has adequate student laptops however a maintenance and replacement plan should be created if not already done.

Simulation technology presents significant needs for enhancement. The department's simulation labs require properly configured recording equipment to capture student performance for debriefing and

assessment, this technology is needed in the simulation testing room and any new future labs. All simulation spaces need dedicated network infrastructure to support the sophisticated technology requirements of modern healthcare simulation.

Robust WiFi connectivity represents a fundamental technology need across all instructional and study spaces utilized by the department. The expansion of programs and increased reliance on digital resources make reliable wireless connectivity essential for student success. Additionally, the department requires subscriptions to virtual simulation services and simulation capture software to enhance the educational experience across all healthcare programs.

The planned Dental Assisting and Dental Hygiene programs will require specialized technology, including digital imaging systems, electronic patient records training platforms, and specialized dental software applications. These programs will also need multimedia presentation systems in all instructional spaces to support effective teaching of complex clinical procedures.

Addressing these technology needs will ensure the department can deliver high-quality healthcare education that reflects current industry practices and prepares students for success in increasingly technology-driven healthcare environments.

Section 4: Program Planning

The Educational Master Plan includes the following: Continue to offer RN program courses approved in 2022-2023. Sustain and further develop the LVN, Medical Assisting, Phlebotomy, EMS, CNA, and other new healthcare programs. Review data on completion rates and enrollment data since this Long Range Plan was initiated. Review programs for viability and need for further expansion in nursing related fields.

Most of the programs past priorities have been addressed. Program specific prioritized recommendations are listed below.

Action Plan	Progress Detail	Outcomes
Registered Nursing Program Implementation	Program successfully approved by Chancellor's Office and Board of Registered Nursing; Curriculum developed and implemented; Currently in second year of operation	Increased healthcare education pathways; Strong student enrollment and retention; Positive feedback from clinical partners; Meeting local workforce needs
LVN Program Enhancement	Curriculum updated to align with current practice standards; Simulation experiences expanded; Major revisions implemented	Improved student outcomes; Better preparation for workforce entry; Enhanced articulation with RN program
Healthcare Program Diversification	Medical Assisting, Phlebotomy, EMS, and CNA programs maintained; Dental programs in development phase with grant funding secured	Comprehensive healthcare education portfolio; Increased enrollment opportunities; Responsive to community needs assessment
Faculty Recruitment	Additional nursing faculty hired; Still pursuing further faculty expansion	Reduced faculty overload for some programs; Enhanced instructional quality; Capacity for more specialized teaching
Facilities Development	Initial planning for dental facilities completed; Nursing simulation space partially enhanced	Improved learning environments; Foundation for future program expansion; Better alignment with industry standards
ACEN Accreditation Pursuit	Initial steps taken toward accreditation; Faculty professional development in accreditation standards	Improved program documentation; Enhanced program quality; Positioning for successful accreditation review
Student Support Initiatives	Targeted tutoring implemented; Enhanced advising partially achieved	Early improvements in retention rates; Better prepared students entering clinical experiences

Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis

Complete SWOT analysis

Strengths	The HSMT department has experienced remarkable growth, supported by exceptionally dedicated faculty committed to both current program excellence and strategic expansion. Students consistently achieve outstanding outcomes and make significant contributions to healthcare delivery in local and regional communities. The department's graduates are highly sought after by employers due to their comprehensive preparation and demonstrated clinical competence. The successful launch of the Registered Nursing program, now in its second year, validates the department's capacity for effective program development. With continued institutional support, the HSMT department is well-positioned to further diversify its program offerings while maintaining the high-quality education that has become its hallmark.
Weaknesses	Limited advertising reach hampers potential enrollment growth, particularly for specialized programs that could attract students from across the state. Current staffing levels are insufficient to support existing programs at optimal capacity, creating unsustainable workloads for faculty and restricting further expansion. Student support services require enhancement to address the unique challenges faced by healthcare students, particularly regarding academic support for rigorous science prerequisites and clinical practice requirements. These weaknesses must be addressed systematically to ensure sustainable department growth.
Opportunities	Significant enrollment growth potential exists through planned program diversification, particularly with the established Registered Nursing program and developing Dental Assisting and Dental Hygiene programs. The department's partnership with Cal Poly Humboldt creates a pathway for students to earn a Bachelor of Science in Nursing degree while remaining at LCC, expanding educational opportunities without requiring relocation. External funding sources, including the secured North State Together grant, provide resources for program development beyond what institutional budgets could support. The department's pursuit of ACEN accreditation will enhance program recognition and graduate employability.
Threats	The most critical threat to program sustainability is insufficient staffing to support both current operations and planned expansion. Student preparedness presents another significant challenge, with many applicants lacking adequate foundation in prerequisite courses. Ongoing clinical site limitations necessitate increased reliance on simulation experiences, requiring substantial resource investment. Competition from other regional healthcare education providers could impact enrollment if program quality or student support services falter. Without adequate infrastructure improvements, facility limitations may eventually constrain program growth despite strong student demand and workforce needs.

Program Plan

Alignment with College Mission:

The proposed action plan directly supports the college mission by expanding educational opportunities that prepare students for healthcare careers, fostering economic growth through workforce development, and addressing critical community healthcare needs. By enhancing healthcare education programs, the department contributes to the college's core purpose of transforming students' lives through quality, accessible learning experiences.

Strategic Goals Supported:

1. Enhance Institutional Effectiveness: Improving program infrastructure, staffing, and support services
2. Support Student Success: Expanding program offerings and strengthening retention initiatives
3. Develop Resources: Pursuing additional grant funding and maximizing existing resources
4. Strengthen Community Partnerships: Expanding clinical site relationships and educational pathways

ISLOs Supported

1. Communication: Enhanced simulation experiences support development of professional communication skills
2. Critical Thinking: Advanced clinical scenarios strengthen analytical reasoning abilities
3. Life Skills: Healthcare programs inherently develop professional behaviors and ethics
4. Creative Thinking: Simulation-based education encourages innovative problem-solving approaches

Supporting Evidence

1. Student achievement data demonstrates strong program outcomes but identifies opportunities for improved retention
2. SLO assessment findings show need for enhanced simulation experiences in clinical decision-making
3. Labor market data from Center for Excellence confirms demand for expanded healthcare programs
4. Faculty workload analysis indicates unsustainable teaching assignments requiring additional positions

Action Plan	Supporting Evidence	Expected Outcome	Resource(s) to Achieve the Action Plan	Resource Category	Estimated Cost	Expense Type	Priority Ranking
Faculty Expansion Initiative	Faculty workload analysis showing 200% teaching loads; Student/faculty ratios exceeding optimal levels	Reduced faculty overload; Expanded program capacity; Improved student success rates	2 Nursing instructors; 1 EMS instructor; 2 Dental instructors	Personnel	\$500,000	Annual	1
Dental Program Temporary Location	Program approval requirements; Timeline for permanent facility	Timely program launch; Regulatory compliance for approval submission; Uninterrupted implementation	Off-site facility lease; Basic infrastructure modifications; Initial equipment installation	Facilities	\$50,000	Annual Lease	2

	construction; Grant funding parameters	timeline					
Facilities Enhancement Project	Accreditation requirements; Program growth projections; Current space limitations	Adequate clinical training space; Compliance with accreditation standards; Capacity for program expansion	Construction of dental operatories; Expansion of nursing simulation lab; Infrastructure upgrades	Facilities	\$2,500,000	One-time	3
Dental Suite Equipment	Dental program requirements; Industry standards for dental education	Fully equipped dental training facility; Industry-standard clinical experiences	6 dental operatories with chairs and delivery systems; Sterilization equipment; Digital imaging systems	Equipment	\$850,000	One-time	4
Simulation Equipment Upgrade	Clinical site limitations; Accreditation requirements	Enhanced clinical decision-making skills; Expanded simulation-based learning	High-fidelity adult, pediatric, and maternal-child mannequins; Control systems; Recording equipment	Equipment	\$375,000	One-time	5
Student Support Enhancement	Retention data; Prerequisite completion challenges	15% improved retention rates; Better prepared program entrants	Healthcare program advisor; Dedicated tutoring resources; Prerequisite preparation program	Personnel/Support	\$120,000	Annual	6
Marketing and Outreach Campaign	Enrollment data	25% increased applicant pool; Higher enrollment across programs	Statewide advertising resources; Recruitment materials; Outreach events	Marketing	\$75,000	Annual	7