

Program Name:

ALLIED HEALTH
CNA/Home Health Aide, Medical Assistant,
Pharmacy Technician, & General Health Technology

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2007-08, 2008-09, 2009-10

1. List the objectives developed for this program during the last comprehensive program review.

In the 2005-2008 report there were three simple objectives

- a. *Reestablish the pharmacy technician program*
- b. *Expand divisional course offerings to weekends (Medical Assistant)*
- c. *Curriculum review for compliance with regulatory changes (Medical Assistant)*

In the 2009-2010 report there were seven overall objectives/goals set for the Allied Health Programs

- a. *Complete SLO assessment cycle*
- b. *Curriculum review (CNAs and Pharmacy Technician)*
- c. *Assess student success by program and external validation*
- d. *Evaluate need, potential, and estimated costs for program expansions*

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.

- a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.

There are three programs within the Allied Health category, Certified Nurse Assistant (CNA), Medical Assistant (MA), and Pharmacy Technician. The Certified Nurse Assistant program is actually only 1 course with 5.5 units. The Medical Assistant program has two levels, front and back office; the first is comprised of four courses and a total of 14 units and the back office is requires an additional four courses for a total of 26.5 units. The Pharmacy Technician program requires the completion of six courses for a total of 18.5 units. One course – AHP 100 Medical Terminology is a

prerequisite or recommended course for nearly all the healthcare programs, but is recorded in the data and in this report as part of health technology. Two other health technology courses AHP 90 and AHP 102 have had very limited activity over the past 3-4 years. AHP 90 was offered once a year for a grant in years 2009 and 2010 and AHP 102 has not been offered since 2007, but both are found in the data that follows.

All courses in Allied Health are taught by part-time faculty with the exception of AHP 100 when one full-time faculty teaches, resulting in 88-90% instruction by part-time faculty. At times this has presented a challenge in communication and reporting.

TABULAR DATA FOR ALLIED HEALTH COURSES FOLLOWS

Retention

RETENTION Rates		Sum 07	Fall 07	Win 08	Spr 08	Sum 08	Fall 08	Win 09	Spr 09	Sum 09	Fall 09	Win 10	Spr 10	Average
<u>CNA</u>														
	AHP060		94%		100%									97%
	AHP60						91%		94%		100%		91%	94%
<u>MA</u>														
	AHP 070		94%		91%									93%
	AHP 072		100%		95%									98%
	AHP 074	97%		100%		100%								99%
	AHP 080		87%											87%
	AHP 082		86%											86%
	AHP 084				96%									96%
	AHP 086				86%									86%
	AHP 70						79%		86%		93%		100%	90%
	AHP 72						85%		96%		96%		92%	92%
	AHP 74							100%		96%		94%		97%
	AHP 80						100%				100%			100%
	AHP 82						100%				96%			98%
	AHP 84								97%				96%	97%
	AHP 86								97%				100%	99%
<u>AHP</u>														
	AHP 90								100%				100%	100%
	AHP 100	82%	76%	74%	74%	85%	77%	81%	75%	91%	78%		81%	79%
	AHP 102	100%												100%

<u>PhT</u>													
	AHP 108		96%				97%			95%			96%
	AHP 120		97%				97%			77%			90%
	AHP 125				94%				88%			96%	93%
	AHP 130		97%				97%					91%	95%
	AHP 140				93%				100%		78%		90%

Success

SUCCESS Rates		Sum.	Fall	Win.	Spr.	Sum.	Fall	Win.	Spr.	Sum.	Fall	Win.	Spr.	Average
		2007	2007	2008	2008	2008	2008	2009	2009	2009	2009	2010	2010	
<u>C.N.A.</u>			88%		86%		88%		94%		100%		91%	91%
	AHP060		88%		86%									87%
	AHP60						88%		94%		100%		91%	93%
<u>Med. Assist.</u>		97%	85%	100%	90%	100%	88%	92%	92%	89%	91%	94%	97%	93%
	AHP070		82%		86%									84%
	AHP072		97%		95%									96%
	AHP074	97%		100%		100%								99%
	AHP080		80%											80%
	AHP082		82%											82%
	AHP084				96%									96%
	AHP086				82%									82%
	AHP70						79%		82%		93%		100%	89%
	AHP72						74%		96%		88%		92%	87%
	AHP74							92%		89%		94%		92%
	AHP80						97%				87%			92%
	AHP82						100%				96%			98%
	AHP84								97%				96%	97%
	AHP86								94%				100%	97%
<u>Health Tech.</u>		88%	57%	71%	54%	76%	58%	75%	68%	82%	52%		73%	69%
	AHP100	77%	57%	71%	54%	76%	58%	75%	55%	82%	52%		66%	66%
	AHP102	100%												100%
	AHP90								80%				80%	80%
<u>Pharm. Tech.</u>			70%		82%		75%		74%	90%	72%		63%	75%
	AHP108		82%				85%			90%				86%
	AHP120		65%				66%				69%			67%
	AHP125				74%				56%				57%	62%

AHP130	63%			73%						70%	68%
AHP140			89%				92%		74%		85%

Enrollment

ENROLLMENT	Sum 07	Fall 07	Win 08	Spr 08	Sum 08	Fall 08	Win 09	Spr 09	Sum 09	Fall 09	Win 10	Spr 10	Total
<u>CNA.</u>													
AHP 60		32		36		33		32		31		35	199
<u>Medical Assistant</u>													
AHP 70		35		22		33		30		28		24	172
AHP 72		29		19		26		23		25		25	147
AHP 74	30		21		15		13		27		18		124
AHP 80		30				38				30			98
AHP 82		28				36				27			91
AHP 84				23				35				26	84
AHP 86				22				35				25	82
<u>Health Tech</u>													
AHP 90								11				10	21
AHP 100	39	104	34	81	62	123	95	96	68	130		143	975
AHP 102	10												10
<u>Pharmacy Tech</u>													
AHP 108		29				34			21				84
AHP 120		38				29				26			93
AHP 125				31				32				23	86
AHP 130		39				33						23	95
AHP 140				27				25		23			75

Sections

SECTIONS	Sum 07	Fall 07	Win 08	Spr 08	Sum 08	Fall 08	Win 09	Spr 09	Sum 09	Fall 09	Win 10	Spr 10	Total
<u>CNA</u>													
AHP 060		2		2		2		2		2		2	12
<u>MA</u>													
AHP 070		1		1		1		1		1		1	6
AHP 072		1		1		1		1		1		1	6
AHP 074	1		1		1		1		1		1		6
AHP 080		1				1				1			3
AHP 082		1				1				1			3
AHP 084				1				1				1	3
AHP 086				1				1				1	3
<u>AHP</u>													
AHP 090								1				1	2
AHP 100	2	3	2	3	2	4	1	3	2	4		4	30
AHP 102	1												1
<u>PhT</u>													
AHP 108		1				1			1				3
AHP 120		1				1				1			3
AHP 125				1				1				1	3
AHP 130		1				1						1	3
AHP 140				1				1		1			3

(Note only 10-12% of the courses are taught by full time faculty)

Average Number of Students per Section

<i>AVG # STUDENTS per SECTION</i>	<i>Sum 07</i>	<i>Fall 07</i>	<i>Win 08</i>	<i>Spr 08</i>	<i>Sum 08</i>	<i>Fall 08</i>	<i>Win 09</i>	<i>Spr 09</i>	<i>Sum 09</i>	<i>Fall 09</i>	<i>Win 10</i>	<i>Spr 10</i>	<i>Average</i>
<u><i>CNA. (mandated ratio)</i></u>													
<i>AHP060</i>		16		18		17		16		16		18	16.8
<u><i>MA</i></u>													
<i>AHP 070</i>		34		22		27		28		27		23	27
<i>AHP 072</i>		29		19		26		23		25		24	24
<i>AHP 074</i>	30		21		15		13		27		18		21
<i>AHP 080</i>		29				37				30			32
<i>AHP 082</i>		28				36				27			30
<i>AHP 084</i>				21				35				26	27
<i>AHP 086</i>				22				35				25	27
<u><i>AHP</i></u>													
<i>AHP 090</i>								10				10	10
<i>AHP 100</i>	20	34	17	27	31	31	48	32	34	33		36	31
<i>AHP 102</i>	10												10
<u><i>PhT</i></u>													
<i>AHP 108</i>		28				34			21				28
<i>AHP 120</i>		37				29				26			31
<i>AHP 125</i>				31				32				23	29
<i>AHP 130</i>		38				33						23	31
<i>AHP 140</i>				27				25		23			25

FTES and FTEF Data

<i>FTES and FTEF Data</i>		<i>Sum 07</i>	<i>Fall 07</i>	<i>Win 08</i>	<i>Spr 08</i>	<i>Sum 08</i>	<i>Fall 08</i>	<i>Win 09</i>	<i>Spr 09</i>	<i>Sum 09</i>	<i>Fall 09</i>	<i>Win 10</i>	<i>Spr 10</i>	<i>Average</i>
<u>FTES - CNA</u>														
	AHP 60		20.2		12.8		14.5		10		10.1		11.4	13.2
<u>FTEF - CNA</u>														
	AHP 60		1.6		1.6		1.6		1.27		1.27		1.27	1.4
<u>FTES : FTEf - CNA</u>														
	AHP 60		12.6		8		9.1		7.9		8		9	9.1
<u>FTES - MA</u>														
	AHP 70		4.4		2.4		4.1		4.3		2.9		3.2	3.6
	AHP 72		4.3		2.2		3		3.3		2.6		2.9	3.1
	AHP 74	6		4.3		3.1		2.5		5		3.5		4.1
	AHP 80		4.1				4.8				3.1			4.0
	AHP 82		4.2				4.6				2.8			3.9
	AHP 84				2.4				5.1				3.8	3.8
	AHP 86				3.9				6.8				5.1	5.3
<u>FTEF - MA</u>														
	AHP 70		0.3		0.3		0.3		0.3		0.3		0.3	0.3
	AHP 72		0.3		0.3		0.3		0.3		0.3		0.3	0.3
	AHP 74	0.4		0.4		0.4		0.4		0.4		0.4		0.4
	AHP 80		0.3				0.3				0.3			0.3
	AHP 82		0.3				0.3				0.3			0.3
	AHP 84				0.3				0.3				0.3	0.3
	AHP 86				0.4				0.4				0.4	0.4
<u>FTES : FTEf - MA</u>														
	AHP 70		14.6		8.1		13.8		14.2		9.7		10.8	11.9
	AHP 72		14.4		7.4		9.9		10.9		8.6		9.8	10.2
	AHP 74	14.9		10.8		7.7		6.2		12.5		8.7		10.1

	AHP 80		13.5				16			10.4		13.3	
	AHP 82		14.1				15.2			9.3		12.9	
	AHP 84				7.9				17			12.5	12.5
	AHP 86				9.6				17			12.9	13.2
<u>FTES – Health Tech</u>													
	AHP 100	3.9	11	3.4	8.3	6.5	12.7	9.8	9.9	7.1	9.2	14.8	8.8
	AHP 102	1.1											1.1
	AHP 90								0			0	0.0
<u>FTEF - Health Tech</u>													
	AHP 100	0.4	0.6	0.4	0.6	0.4	0.8	0.2	0.6	0.4	0.8	0.8	0.5
	AHP 102	0.2											0.2
	AHP 90								0.13			0.13	0.13
<u>FTEs : FTEf - Health Tech</u>													
	AHP 100	9.8	18.3	8.6	13.9	16.1	15.9	48.9	16.5	17.7	11.5	18.5	17.8
	AHP 102	5.3											5.3
	AHP 90								0			0	0.0
<u>FTES – Pharm Tech</u>													
	AHP 108		2.4				2.5			1.4			2.1
	AHP 120		3.9				3			2.7			3.2
	AHP 125				3.2				3.3			2.4	3.0
	AHP 130		4				3.4					2.4	3.3
	AHP 140				4.7				4.3		4.1		4.4
<u>FTEF – Pharm Tech</u>													
	AHP 108		0.13				0.13			0.13			0.1
	AHP 120		0.2				0.2			0.2			0.2
	AHP 125				0.2				0.2			0.2	0.2
	AHP 130		0.2				0.2					0.2	0.2
	AHP 140				0.33				0.33		0.33		0.3
<u>FTEs : FTEf - Pharm Tech</u>													
	AHP 108		17.9				18.7			10.8			15.8

AHP 120	19.7	15	13.5	16.1
AHP 125	16.1	16.6	11.9	14.9
AHP 130	20.2	17.1	11.9	16.4
AHP 140	14.1	12.8	12.2	13.0

(Note again only 10-12% of the Allied Health courses are taught by full-time faculty)

3. Present student learning or service area outcomes data that demonstrate the program’s continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.

List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

Student Learning Outcomes (SLOs) have been created for just less on-half of the AHP courses offered in the last 3-4 years. A global perspective of the courses indicates that all the ISLOs have been addressed. The part-time faculty (88-90%) for AHP courses have yet to gather their data into a report and submit to the SLO coordinator. This will be an area of focus in the current and future school years.

AHP Course	Communication	Critical Thinking	Personal Responsibility	Information Literacy	Global Awareness
60	X	X			
70/72	X	X	X		X
74					
80					
82					
84					
86					
90					
100					
102					
108		X	X		
120		X		X	
125		X		X	
130		X			
140	X	X	X		X

Course	SLOs	SLO / Skill Evaluation	ISLO	Outcome
AHP 060	Demonstrate correct procedure for obtaining vital signs in clients of all ages in a simulated or clinical situation while maintaining standard precautions	HS 276 A Form	1, 2	No submitted data
AHP 70/72	ESTABLISH SKILL TO COMPLETE CHARGE SLIP FOR PATIENT VISIT	CHECK OFF FORM TEST YOUR KNOWLEDGE	1, 2, 3, 5	No submitted data, but commentary: "Test your knowledge" quiz until all skills mastered
AHP 70/72	ESTABLISH SKILL TO COMPLETE A RESUME AND INTERVIEW FOR JOB PLACEMENT	TEST YOUR KNOWLEDGE SKILL QUIZ	1, 2, 3, 5	No submitted data, but commentary: "Test your knowledge" quiz until all skills mastered
AHP 70/72	ESTABLISH SKILL OF CANCELLATION OF AN APPOINTMENT	TEST YOUR KNOWLEDGE SKILL QUIZ	1, 2, 3, 5	No submitted data, but commentary: "Test your knowledge" quiz until all skills mastered
AHP 70/72	ESTABLISH SKILL TO COMPLETE MANUEL FILING SYSTEM FOR MEDICAL OFFICE	TEST YOUR KNOWLEDGE SKILL QUIZ	1, 2, 3, 5	No submitted data, but commentary: "Test your knowledge" quiz until all skills mastered
AHP 70/72	ESTABLISH SKILL TO BALANCE A PETTY CASH BOX AND CHANGE BOX	TEST YOUR KNOWLEDGE SKILL QUIZ	1, 2, 3, 5	No submitted data, but commentary: "Test your knowledge" quiz until all skills mastered. Book with interactive CD - students use to learn and test a skill and cannot progress until mastered. Data shows how many attempts the student took before they mastered skill.
AHP 108	Identify the personal and educational requirements for a pharmacy technician to practice in the state of California.	Exam – at 75% or higher	2, 3	No submitted data
AHP 120	The student will correctly identify the drug classification, indication, and common side effect of medications used in the treatment of respiratory and/or cardiovascular diseases or conditions.	Exam – at 75% or higher	2, 4	No submitted data
AHP 125	The student will correctly identify the drug classification, indication, and common side effect of medications used in the treatment of endocrine and/or gastrointestinal diseases or conditions	Exam – medication math at 75% or higher	2, 4	No submitted data
AHP 130	The student will demonstrate the ability to calculate the drip rates and the days of medication supply	Exam – at 75% or higher	2,	No submitted data
AHP 140	Demonstrate safe medication distribution and identify patients that need to be counseled by a licensed pharmacist	Exam – at 75% or higher	1, 2, 3, 5	No submitted data

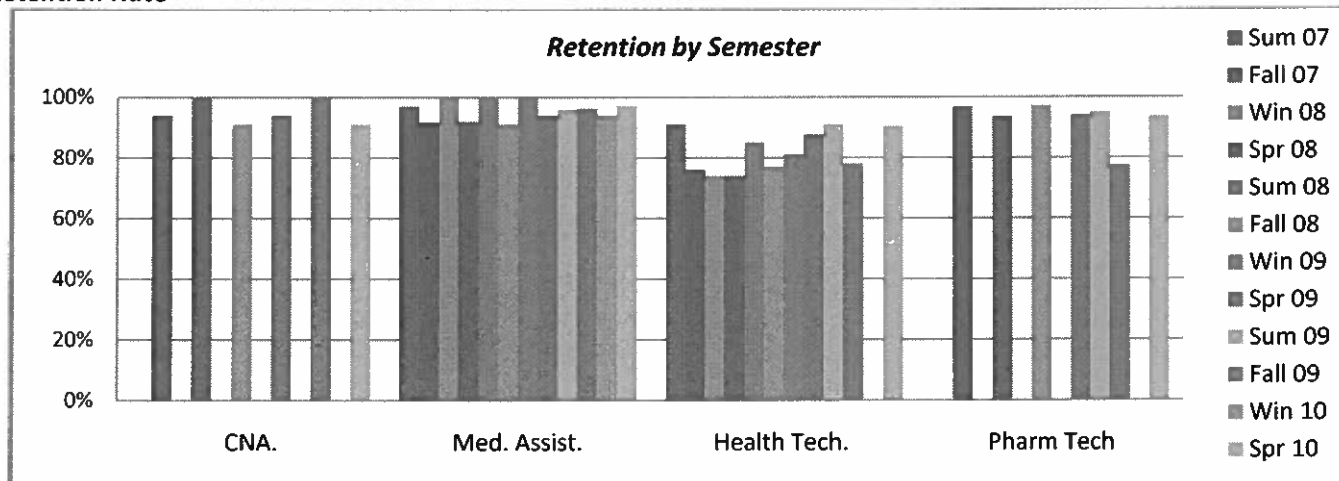
- Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program’s success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

DATA ANALYSIS:

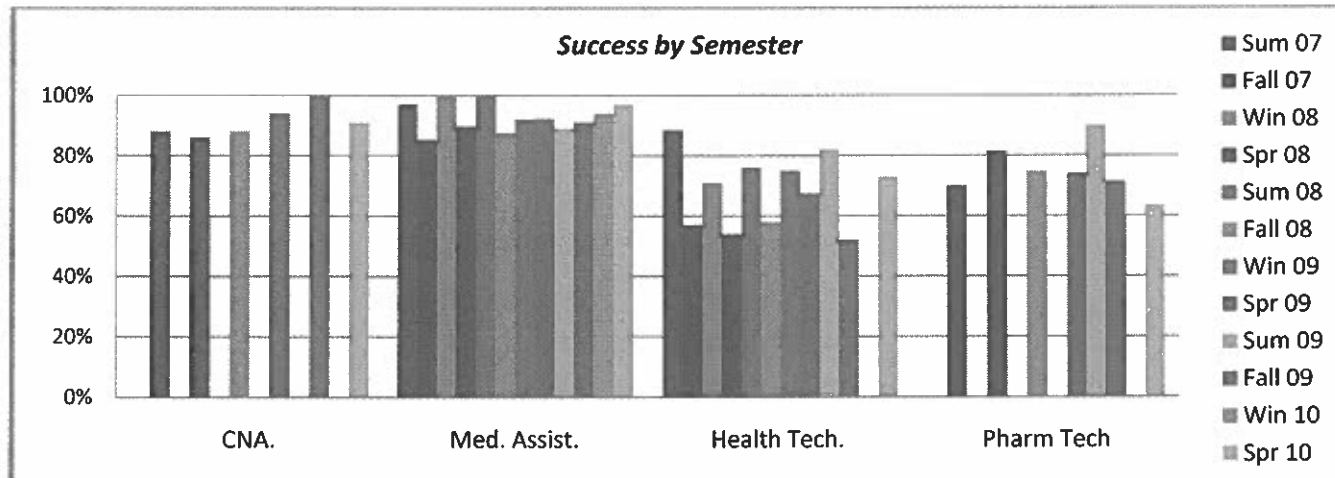
The Retention and Success Rates (Graphs A & B) in the Allied Health Program (AHP) courses have averaged over 70% in retention and varied by program from over 50% to over 85% in student success. One possible pattern is in the health technology courses, where the winter and summer success rates are higher than the spring fall success rates.

The grade distribution data (Graph C) for the AHP courses was reviewed in aggregate to determine any patterns. The certified nurse assistant students earned As nearly 40% and Bs or Cs earned more than 50% of the time. More than 25% of the medical assistants in their first semester earn As and more than 60% earn Bs and Cs. In their second semester the As dropped to less than 26% and the Bs and Cs averaged from 67% to 83%. One pattern that seems to be emerging is the propensity (80%) to achieve an A or B in their clinical practices courses, AHP 74 and AHP 86. The pharmacy technician courses have more of a bell curve to the grades with the highest number of As and Bs in the first and last courses AHP 108 and AHP 140. The pharmacy technician courses are offered sequentially spanning one year making stronger determinations difficult.

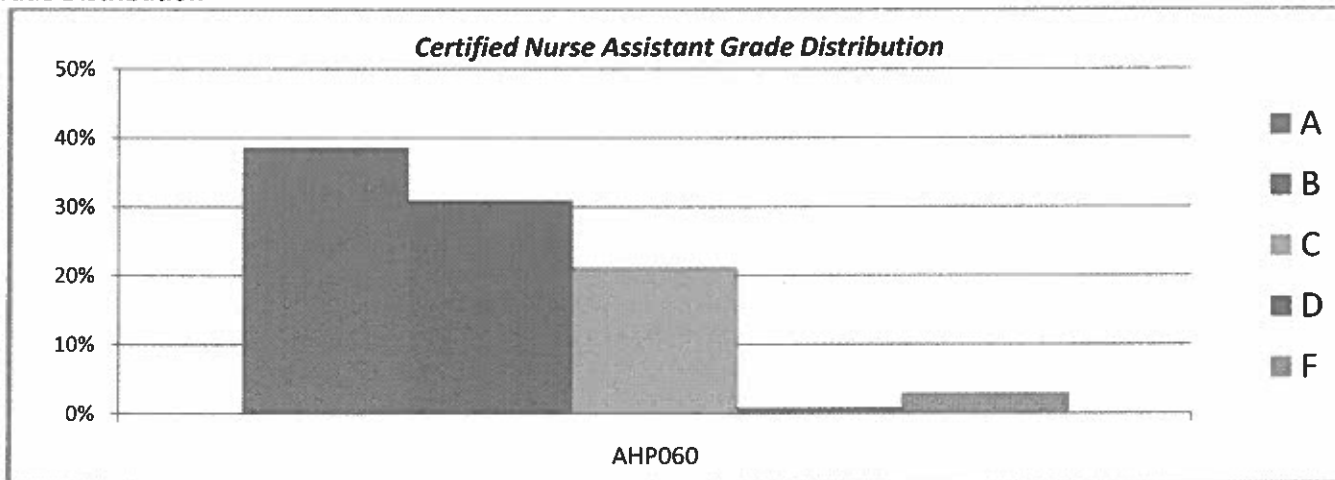
Graph A – Retention Rate

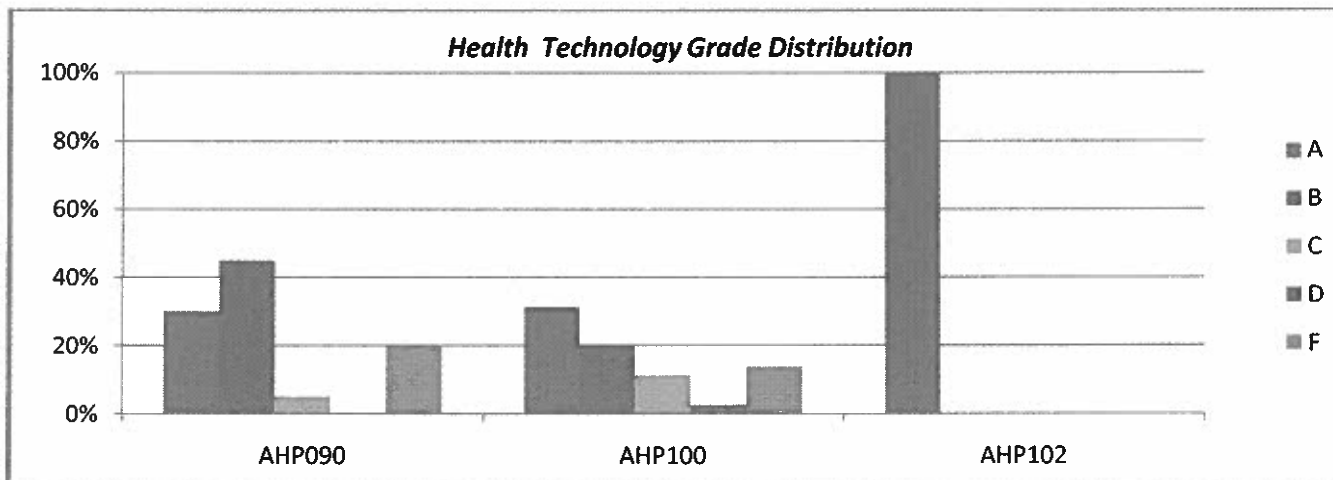
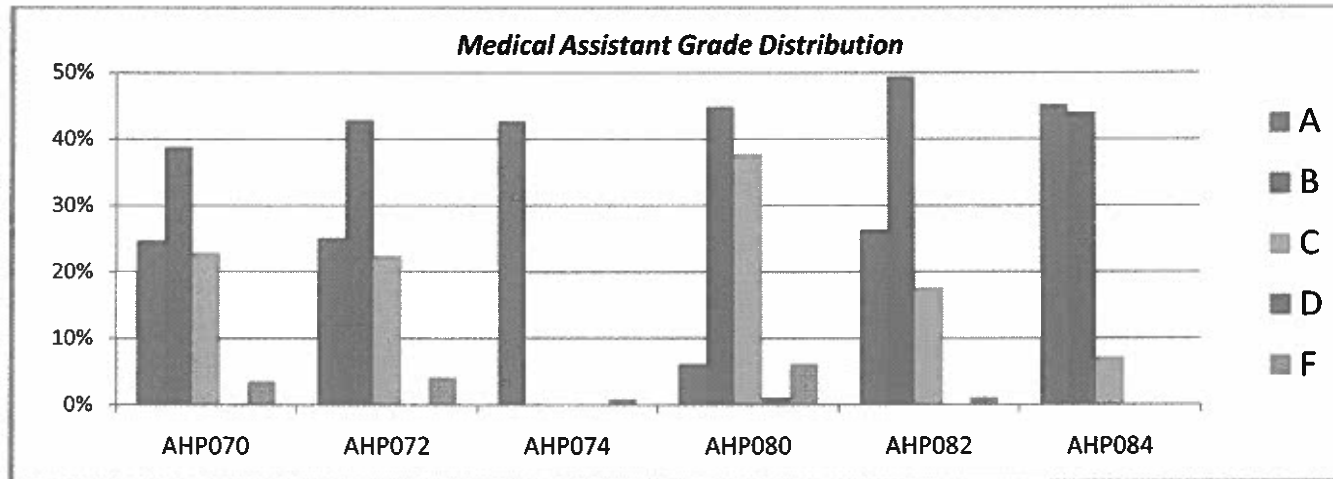


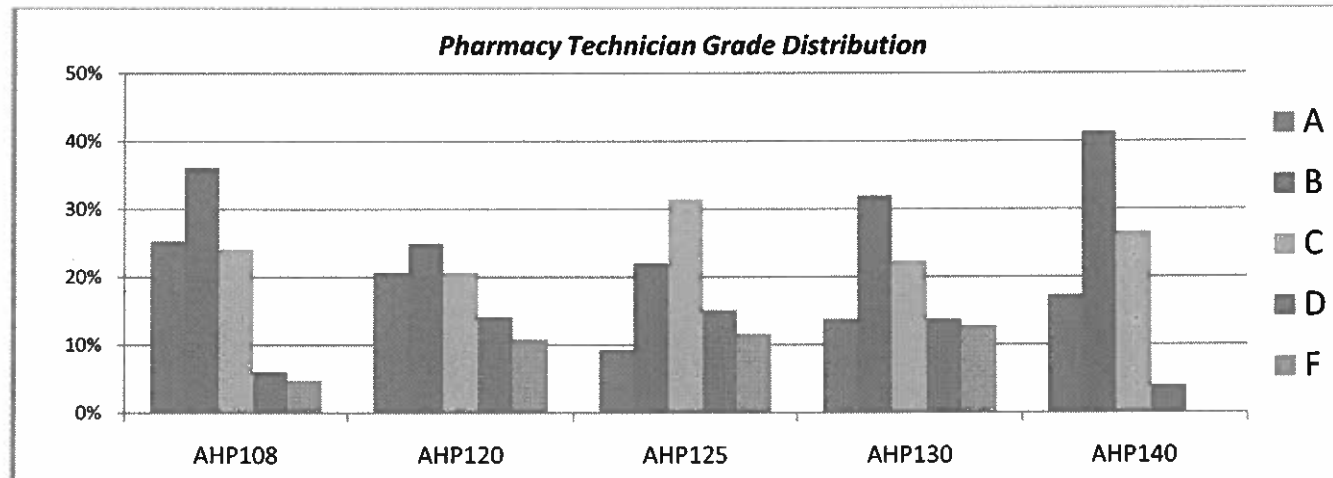
Graph B – Success Rate



Graph C – Grade Distribution







ANALYSIS CONTINUES: Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions.

- a. Explain the program’s success or failure in meeting the objectives presented above in item one.

2005-2008 Objectives

- a. Reestablish the pharmacy technician program.
This objective was met. A fully qualified pharmacy technician was hired and courses have been taught as noted in the data above.
- b. Expand course offerings to weekends (Medical Assistant)
This objective was met. Some of the AHP 70 and AHP 72 courses are split on a weekday and a weekend day. This has added flexibility for the part-time faculty as well as the students who may have jobs and other barriers to an all weekday offering.
- c. Curriculum review for compliance with regulatory changes (Medical Assistant)
This objective was met in the past, but it is again time to review the content with the advent of the new CurricUNET system.

2009-2010 report Objectives

a. Complete SLO assessment cycle

This objective has been partially met. SLOs were created for approximately 50% of the AHP courses, but the data collection, analysis, and reporting still must be completed on an annual basis.

e. Curriculum review (CNAs and Pharmacy Technician)

This objective was met. The pharmacy technician program has successfully applied for a certificate/degree option at the Chancellor's Office.

f. Assess student success by program and external validation

This objective has not been met. An efficient database is needed to tracking the student pass rates for external exams as most allied health programs do not report by school, but by individual.

g. Evaluate need, potential, and estimated costs for program expansions

This is a moving target and an ongoing goal, not a singular activity especially given the state financial crisis.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2009

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

There are three programs within the Allied Health category, Certified Nurse Assistant (CNA), Medical Assistant (MA), and Pharmacy Technician. When a student successfully completed the CNA program they are eligible to take the state certification exam and they can receive a 'skill award' from IVC, it does not have sufficient units for a certification status. The MA program is a certificate program once both levels are completed and the student is eligible to take an exam. The Pharmacy Technician program received approval as both a certificate and a degree in spring 2011 and completers are eligible to take a licensing exam.

Eighty-eight to ninety percent of the courses taught for Allied Health are taught by part-time faculty and only one section/course is taught by a full-time faculty member. It is challenging to further the implementation of SLO Cycle Assessments with such a high percentage of part-time faculty due to the additional steps necessary for communication and reporting.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

Although the current economic status of the state of California has put a lull in the job market for healthcare workers, it is still a better market than other sectors. Technology is an ever evolving area for allied health workers as hospitals and clinics and pharmacies have moved into electronic charting and charging processes and the testing processes for the programs are or are moving toward electronic/on-line. Keeping the training equipment up-to-date will be a challenge with the current economy, but by collaborating with the nursing discipline some new equipment, such as the pyxis and the noel simulator, is available.

3. List any significant issues or problems that the program is immediately facing.

There are several significant issues that the Allied Health Programs are facing. Space, whether classroom or skills lab or computer lab for testing and computer assisted instruction, is limited. There are two nursing program, three allied health programs, and two emergency medical service programs that currently utilize 4 classrooms, 4 skills labs, and 1 computer lab. Two of the classrooms were designed for twenty or less students. Another issue is the ongoing need for supplies and upkeep on the high-tech equipment/simulators and skills labs. Given the current budget status, maintaining these will be almost impossible in the future without a secure budget and/or grant funding. A third issue is the need for a database system than can track the students, the mandated reporting items, and the pertinent data items for each program with their specific needs. This will require time in staff training and data entry after acquiring a package that can handle the complexity of each program.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

2011-2014 Objectives (Educational Master Plan Goals tied to each objective in the parenthesis)

- *Complete SLO assessment cycles for all three programs and for all courses offered in those programs, certificates, or degrees by the end of ~~Spring~~ Fall 2012 (student success)*
 - *Complete a curriculum review for all three programs, one program a year, to ensure compliance with regulatory changes and industry expectations and standards (excellence in education)*
 - *Develop a database tracking system and train support staff by end of the third year for data such as students pass rates (develop resources)*
2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

SLOs cycles will be completed for all courses offered by the end of Spring 2012. The results of this year and next year will be shared with the Nursing and Allied Health advisory committee.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

There is a need for additional training time and collaborating time for the part-time faculty to fully implement the SLOs and likewise for curriculum review and revision for each program. This will have financial implications and given the current and near future budget issues it is not likely for funding to be found. Estimated costs \$3K

Developing an efficient database and train staff / administrative are additional costs.

4. Identify any outside factors that might influence your program during the next three years.

The most prominent obstacles revolve around the financial status of the state and the college as space, technology, skills labs, and databases are critical to the success of the programs and come with a cost. Should there be a state mandated reduction-in-workload there will be subsequent decisions as to which if any programs are eliminated, but the status is too tenuous at the time of this writing to speculate further.

Space, whether classroom or skills lab or computer lab for testing and computer assisted instruction, is limited. There are two nursing program, three allied health programs, and two emergency medical service programs that currently utilize 4 classrooms, 2 of which were designed for 20 or less students, 4 skills labs, 2 of which were designed without consideration of technology or simulations, and 1 computer lab with a capacity limited to 24. All nursing courses are or are moving toward electronic testing in the computer lab – thus more than 10 nursing course are vying for the computer lab without considering the computer lab need for the allied health and EMS programs. Expanding into the remaining square footage of the 2100 building will require the relocation of DSPS as would the expansion into any other building with the associated costs for both the expansion and the relocation and the ripple effect on others. A new building would also have associated costs. Estimated costs \$15M

There is an ongoing need for supplies and upkeep/replacement on the high-tech equipment/simulators and skills labs as teaching healthcare workers of tomorrow require knowledge and skills with current technology. Given the current budget status, maintaining these will be almost impossible in the future without a secure budget and/or grant funding due to the costs of such equipment and simulators. We have extended our warranties on the simulators for 2 years. After that replacement may be necessary. Estimated cost to replace simulators \$500K

Another need is for a database system than can track the students, the mandated reporting items, and other pertinent data items specific to each program. A related cost will be the time required for staff and administrative training for data entry and data extraction after acquiring a package that can handle the complexity of each program. Estimated cost \$5K