

# LMC Program Review Year 3 Update 2019-2020

## Instructional Unit Name: LICENSED VOCATIONAL NURSING

### Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's [Vision for Success](#) plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the [Contra Costa Community College District Strategic Plan \(CCCD Strategic Plan\)](#) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

**Goal #1** Increase by 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

**Goal #2** Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

**GOAL #3** Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

**GOAL #4** Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

**Goal #5** Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

The *Program Review Year 3 Update* includes five components with specified timeframes (not in chronological order) for draft and completion:

**Item 1. Program Update (October 1 – October 31)**

Provide an update to the department’s 2017-18 CPR

**Item 2. Setting the Vision for Success Goals 2021-22 (November 1 – November 27)**

Department/program alignment of goals, action steps, timeline, responsible party and next steps – all tied to the *Vision for Success* indicators. For ease of reference, the *Vision for Success* indicators are included in this section.

**Item 3. Assessment Date and Effectiveness (August 26 – September 30)**

Status report on the review and assessment of courses and next steps

**Item 4. Course Outline Updates (August 26 – September 30)**

Status report on the review and assessment of Course Outline of Records and next steps

**Item 5. Resource Needs (February 1 – February 28)**

Resource needs to meet goals, if any.

The table below shows a list of the above components in chronological order. The intent is to complete sections of Program Review by these dates to better assess and inform the process.

Date	Program Review Update Component
<b>August 26 – September 30</b>	<b>Item 3.</b> Assessment Date and Effectiveness Status report on the review and assessment of courses and next steps.
<b>August 26 – September 30</b>	<b>Item 4.</b> Status report on the review and assessment of Course Outline of Records and next steps.
<b>October 1 – October 31</b>	<b>Item 1.</b> Provide an update to the department’s 2017-18 CPR
<b>November 1 – November 27</b>	<b>Item 2.</b> Department/program alignment of goals, action steps, timeline, responsible party and next steps – aligned with the <i>Vision for Success</i> indicators.
<b>February 1 – February 8</b>	<b>Item 5.</b> Resource Needs

## 1. Program Update (Oct 1 – Oct 31)

1a. Provide any important changes or updates within your program since your last CPR. (New degrees, new curriculum, staffing changes, etc.)

With the change to the 16 week semester instituted by the Contra Costa College District, the Board of Vocational Nursing and Psychiatric Technicians required an update/rewrite of the curriculum for the VN program. This has required the addition (hourly) of an adjunct faculty to help with the rewrite of the curriculum and reformulation of program hours. This is a continuing process and is not yet completed. (see goals below)

Associate Dean of Nursing resigned at the end of the spring 2019 semester, currently we have an Interim Director of Nursing and an Assistant Director (faculty positions with load). A new Instructional Skills Lab Specialist was hired.

1b. Please address the following enrollment data provided for your program.

1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef)

The enrollment trends over the past three years have remained stable at 86% census fill rate for the Vocational Nursing classes. The LVN program accepts a class of 32 students every three semesters and continue to have a pool of applicants from the community every application period. (The LVN program has approval from the BVNPT to admit 40 students but due to difficulty finding faculty and clinical sites, we maintain the 32 students per class ratio.)

The LVN program includes defined cohorts so there is little variation in this area. Ftes/Ftef vary from 5.5 to 8.2 with an average of 6.7. In our other non-cohort classes that are open to the general student population the Ftes/Ftef average is

1.b.2. What does the data suggest in terms of future needs/directions?

There is a rising demand for Licensed Vocational Nurses in our region, and we continue to have more than enough applications to fill the student openings in the program.

1c. Provide a brief update of your program's goals as listed in your **(CPR)** 2017- 2018. Given these goals, please provide a brief update on: (a) Goals completed since their submission in 2018, and the impact of that completion on program effectiveness; (b) Goals abandoned with an explanation of why they were abandoned and (c) Goals still in progress or modified to be achieved by 2021-2022. Please include action steps, timeline, and responsible parties.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
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<p><b>Goal 1:</b> Provide tutoring and mentoring to VN students to increase success in the program.</p>	<p>In progress</p>	<p>We have used the Faculty Mentoring (FAM) program supported by the college to offer tutoring and support. The tutor for the nursing department is a nurse with teaching background. We believe that this is key to the success of some of our most at risk students. Not only do they receive support academically, but the tutors have an understanding of other campus wide resources such as counseling that can positively affect student success.</p>	<p>Continuing VN Director/Faculty</p>
<p><b>Goal 2:</b> Increase the use of online technology to improve learning outcomes. Specifically, an online Nursing simulation program.</p>	<p>continuing</p>	<p>We have adopted and on-line Virtual Simulation software as a teaching tool in our program. On cohort of students (3 semesters) has used the software throughout the three semesters of the program and the feedback has been very positive. Students felt like it was a useful learning tool that helped solidify therapeutic patient communication techniques as well as other assessment skills including physical assessment skills. We have received a grant for the current cohort of students and will be continuing to use the software with the current class.</p>	<p>VN Director/Faculty continuing</p>
<p><b>Goal 3:</b> Develop VoNur 07 and VoNur 18 into an online course format.</p>	<p>In progress</p>	<p>VoNur 07, the introductory course, has been developed as an online, short term course taught prior to the start of the first semester of the program. This has been an effective way to get students on board with the required skills technologically as well as give the students a good feel for the rigors of the program as well as their ability to understand and integrate the content of the course. We have not address the conversion of VoNur 18 to an online format.</p>	<p>VN 07 done VN 18 pending our curriculum approval by the bo VN Director/Faculty ard.</p>
<p><b>Goal 4:</b> Develop and offer a prerequisite Drug Dosage Calculation course for both RN and VN students to improve success in the Math portions of the VN Courses</p>	<p>Done</p>	<p>Drug Dosage Calculations has been developed as a prerequisite course for the VN program as well as an advisory program for the RN program. This course will be required prerequisite for all VN students for the next admitting class, and will be part of the graduation requirement for the current class.</p>	<p>Done</p>

**For CTE programs only:**

1c. Community and Labor Market Needs (Link Ed Code [78016](#), Title 5, [51022](#))

LVN: regionally data suggests a 10% increase in job demand for Vocational Nurses in the next five years.(2019-2024)

1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

**Clinical Facilities Advisory Committee Meeting Minutes**

**May 7, 2019 3:00 -4:30 p.m.**

**(Please see attached PowerPoint for additional information)**

**Nursing Skills Lab CC3-340**

**Attendees: Ryan Pedersen, Sharon Goldfarb, Joanne Bent, Colin McDowell, Trang Nguyen, Debra Hawkes, Patrice Moore, Julie O'Brien, Jeremy Weed, Susan Reno, Natalie Hannum (Worforce Development), Penny Speight (2<sup>nd</sup> yr. student), Angelique Parras (1<sup>st</sup> yr. student), Billie Foote (LVN student), Janeen Cloud (LVN student), Roxanne Holm (Nurse educator), Lisa Smith-Johnston (CCRMC), Donna Goodwin (Director of Adult Inpatient Care-SDMC), Keith Koenig (ICU-Tele2 Manager SDMC), Sarah Eydam (Program Coordinator), Iris Baker (Adjunct Faculty), Lillian Roselin (JM Community Health Foundation Executive Director), Roberta Baumgardner (Founder, Be1Support1)**

AGENDA ITEM	NOTES/COMMENTS
1.) Welcome	Sharon Goldfarb welcomed all to the meeting.
2.) Introductions	Each attendee introduced themselves and their role at LMC, at a clinical facility/hospital or within the healthcare industry.
3.) Today's Issues	<ul style="list-style-type: none"> <li>• Medication error is the third most common cause of death in the United States. It should be noted that medication errors leading to death, when they occur, are recorded on patient death certificates. Nurses are leaders and we must educate and train our nurses the importance of administering medication and the proper process to ensure a medication error doesn't occur.</li> <li>• Marketa Houskova from the American Nurses Association is encouraging our nursing students, fellow nurses and new graduates to become politically active and give your voice to legislators on behalf of healthcare and nurses. Additionally, we encourage student participation in the Association of California Nurse Leaders (ACNL).</li> <li>• Another issue is the safety and retention of Nurses. 40% of graduates do not last a year in their first Nursing job. Crisis Prevention &amp; Intervention training modules may help to inform and educate new Nursing graduates.</li> </ul>
4.) Update on RN Program	Better to have students rotate through different clinical sites as it may give them a better opportunity to be hired. Modules will be rolled out as an update or alternative to instructor-led trainings.
a.) Moved to 16 week semester	The College has moved to a 16-week semester which the Nursing program has had to adapt to by starting clinical rotations earlier, condensing the curriculum content to fit it into the semester and the course hours. It has been adjustment for faculty and students.
b.) Class of 2020-first group admitted per Chancellor's point system	The LMC RN Program moved to the Chancellor's Point System in our 2019 application process. The current first year class, is the first class to be admitted under the points system. To qualify students must have a B or higher in all

	<p>three of their Science prerequisites, and a cumulative GPA of no lower than a 2.5 in their remaining prerequisites. Students can earn additional points for speaking a second language, licensure/certification in a healthcare field, Veteran, DSP&amp;S, low-income, first generation, EOP&amp;S, etc. in Phase I of the process. Phase II consists of their TEAS Score, which must be a 62% or higher to qualify.</p>
c.) Class of 2019-Preceptorships and prepping for NCLEX	<p>The Class of 2019 are almost done with their preceptorships. All students were placed, with the majority receiving placement in a medical field they requested. Students will take the HESI Exit Exam which is a helpful indicator and preparatory exam for the NCLEX. They will also be participating in a post-graduation NCLEX prep course.</p>
d.) Class of 2018	<p>The Class of 2018 had 100% NCLEX pass rate and 100% job placement (including 10 at CCRMC. 88% of these graduates are enrolled in a BSN Program and 10% are enrolled in an accelerated ADN-MSN Program at Touro University.</p>
e.) Student Comments	<p><u>First Year RN:</u> The first year RN student representatives commented that this has been an exciting and amazing first year. They feel it is a great program with excellent instructors and that they are learning a lot.</p> <p><u>Second Year RN:</u> The second year RN student representatives commented that their second year is quite hectic, but they are learning a lot. They would like to be on a unit (for clinical rotations) that is nurturing and allows them to work independently and think critically.</p> <p><u>LVN:</u> The LVN student representatives are preparing to complete their last semester. They commented that they started the program very scared and nervous, especially in Skills. However, the instructors are very helpful and kind and also teach as if all LVN students will become RNs which is refreshing.</p>
e.) Faculty Updates	<p>Sharon Goldfarb will be leaving LMC at the end of this academic year to take a position with the College of Marin as their Dean of Nursing.</p> <p>Joyce O'Rourke unexpectedly passed away last summer. We have dedicated our Mom/Baby Simulation Room in her honor of her, she is deeply missed.</p>
f.) Student Success	<p><u>Factors Affecting Student Success:</u> Through survey instruments, qualitative data and faculty/staff experiences with our Nursing students we were able to identify the following factors that affect student success – family support, financial need, prerequisites/GPA, ESL, resources, work schedule (20 hours or less per week). Having knowledge of these factors we have committed to our</p>

	students' by implementing and continuing the following projects, initiatives and/or funding – Be1Support1 Program, Gas Cards, Uniform Exchange, Uniform Vouchers, Foundation \$500 Emergency Loans, HOSTS Scholarships, Success Plans, Alumni Mentors, Peer Tutors, and various College Resources.
5.) Nursing Student Support – Roberta Baumgardner (Be1Support1)	This is a unique mentor and support program for Nursing students with experienced nurses. The program is not clinically based but offers emotional support and is a free program for nurses. Roberta founded this program in honor of her daughter who was a mentor for many students at UC Davis. There are some requirements to the program (for both the student and the mentor) – the mentor and mentee are required to meet and converse at least once a month. There is a nursing shortage and unfortunately, in the healthcare field there is bullying and generational/demographic differences which can lead to some Nursing students and new graduates, to leave their career choice/profession. This program aims to provide the support that all Nursing students and new graduates need to be successful. Currently there are over 70 mentors and 60 mentees.
6.) LVN Faculty Comments	Debra Hawkes provided an update on the LVN Program. The program has implemented rubrics, activities/projects into the curriculum centered on teamwork and professionalism. She did note that all of their clinical partners are awesome and the students really enjoy their clinical experiences.
7.) RN Faculty Comments	Joanne Bent provided information on our RN Program student population. Joanne commented that faculty provide extra support and encouragement during the first year of the program, as students in the first year tend to be anxious, nervous and unsure of themselves and their ability to succeed. The second year of the program the faculty works with the students to hold on to their fascination and let go of their fear. Teaching Nursing students that taking care of others is exciting and fascinating, and how to be leaders in their profession.
9.) Available Positions in the LMC Nursing Department	The department currently has two (2) full-time RN Faculty, three (3) full-time VN Faculty, 20 adjunct Faculty, and two (2) part-time Administrative Assistants. We are in need of full-time and part-time faculty. If you and/or anyone you know may be interested in becoming a faculty and teaching, please let Joanne know. Ryan Pedersen thanked the department faculty/staff for all of their hard work and dedication; and our clinical/industry partners for their support of LMC Nursing

	<p>and our students – we could not have a program without all of their support and continued partnerships. We recently conducted a recruitment for Nursing faculty unfortunately, it was a failed process. We have experienced many challenges in hiring faculty in Nursing. The posting for Sharon’s position should be released soon, we will attempt to communicate it to our clinical partners when posted. We are actively recruiting for full-time and part-time faculty. Teaching is an investment in the future of Nursing and healthcare.</p>
<p>10.) Trends in Nursing Applicants: 2019 RN &amp; VN Cycle – Rikki Hall (LMC A&amp;R)</p>	<p>Rikki Hall from LMC Admissions &amp; Records provided a presentation to highlight the trends in nursing applicants over the past few years. Specifically comparing the random selection process and multi-criteria selection process.</p> <ul style="list-style-type: none"> <li>• In 2015 there was a total of 349 applicants (of which 300 qualified), in 2017 we had a total of 452 applicants (of which 358 qualified), and in 2019 (first application cycle using the Chancellor’s Points System) we had a total of 307 applicants (of which 252 qualified).</li> <li>• We have made some significant changes to the applicant handbook, application process, and criteria. These changes include:             <ul style="list-style-type: none"> <li>○ An electronic web-based online application system</li> <li>○ English courses were eliminated reducing offerings to a single prerequisite requirement prior to transfer-level English</li> <li>○ Students were offered Statistics with a co-requisite course to accelerate a pathway to transfer-level Math.</li> <li>○ In 2018 the Nursing Applicant Handbook was revised to reflect no less than a B grade in Science prerequisite coursework including Anatomy, Physiology and Microbiology.</li> <li>○ Beginning with the 2019 application cycle, the Multi-Criteria Selection was utilized in the RN and LVN-RN Transition application evaluation process.</li> </ul> </li> <li>• Moving forward students will have the option to take Math and English courses with a co-requisite in order to complete transfer-level coursework within their first year (as specified in AB705). The Counselors and Biological Science Department Faculty are working together to inform students to enroll in the recommended BIOSC-030 (Intro to Anatomy &amp; Physiology) course to improve success</li> </ul>



	<p>in their Science prerequisite coursework for the RN Program. Additionally, LMC is a pilot institution for Guided Pathways which will help all students follow the four pillars through entry to completion in earning their degrees.</p>
<p>11.) Trends in the Workforce – Dave Wahl (LMC Workforce Development)</p>	<p>Dave Wahl from LMC Workforce Development presented the Board with data and information related to the Nursing profession in Contra Costa County.</p> <ul style="list-style-type: none"> <li>• In the next five (5) years (2019-2024) we are anticipated to see a 9.6% increase in the number of jobs for RNs and LVNs in Contra Costa County.</li> <li>• For an RN in CCC the hourly wages (or earnings) are currently between \$42.87/hr and \$69.72/hr with the Median Earnng placing at \$56.25/hr.</li> <li>• For an LVN in CCC the the hourly wages (or earnings) are currently between \$24.06/hr and \$30.94/hr with the Median Earnng placing at \$27.51/hr.</li> <li>• In 2018 approximately 12% of the Nurses in CCC were male and approximately 88% were female.</li> <li>• In 2018 35-44 was the largest population in the Nursing Profession in CCC, with 45-54 being the second largest, and 55-64 the third largest. The smallest population in the profession in CCC was 19-24.</li> <li>• In 2018 Caucasian/White and Asian population were among the largest in the Nursing profession in CCC. Hispanic/Latino and African-American Nurses were the third and fourth largest populations in the profession in CCC.</li> <li>• In 2019 General Medical &amp; Surgical Hospitals had the largest number of Nursing positions in the healthcare field, with HMO Medical Centers placing second. Hospitals (Local Government) and Skilled Nursing Facilities placed third and fourth respectively. Additionally, the data shows that Hospitals and HMO Medical Centers will continue to grow in the number of available Nursing jobs in the industry.</li> </ul>
<p>12.) Clinical Agency Feedback</p>	<p><u>Lisa Smith-Johnston (CCRMC)</u> – Be an advocate with the Nursing students on continuing education. CCRMC is currently discussing new ways to retain new graduates at CCRMC.</p> <p><u>Roxanne Holm (JMH)</u> – It is important to strengthen relationships with the Nursing schools. Having said that, bullying and lateral violence does occur in healthcare and it is encouraged that if any student is a witness to this</p>

	<p>violence that they inform the clinical educator and/or their instructor as this type of behavior is not acceptable and is not welcomed. A heightened concern recently is the prevalence of weapons and drugs at some campuses. As Clinical Educators and Nurses we need to ensure that our employees and students are safe and know how to stay safe. To that end, we need to prepare our nursing students for unsafe situations and how to properly handle these situations especially in the clinical setting. It is recommended that we conduct a class on safety and crisis situations for our nursing students and/or integrate it in our program curriculum.</p>
13.) BSN and MSN Degree Partnerships	<p>We currently have agreements with CSUEB and Ohio University for their ADN-BSN programs. Additionally, we have worked to secure an MOU with Touro University for their 18 month ADN-MSN Program.</p> <p>Our current agreement with CSUEB includes a 12-month online BSN program for LMC graduates who have passed their NCLEX, an upper division leadership theory course taught online and taken by the LMC student in their last semester, CSUEB awards our graduates with 20 upper division college credits, and ultimately the transfer from LMC ADN to the CSUEB BSN.</p>
14.) Establish 2020 Advisory Committee Meeting Date	<p>May 5, 2020 at 3:00 p.m.</p>

## 2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas. The College can only meet its local and state goals with the contribution of each department’s efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

2a. The following table lists the *Vision for Success* indicators that we must align to as a college and as a district. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.



		prerequisite requirements.			
<b>Degrees ( AA, AS, ADT)</b>	N/A				
<b>Certificates of Achievement</b>	88% of the students accepted to the program will complete the LVN Certificate of Completion.  More importantly, students must be able to pass the NCLEX PN to be able to practice nursing.	Continue course alignment and update of content to current BVNPT requirements. Continue student mentoring and academic support. Obtain grant monies to provide each graduate with NCLEX test prep software to improve success on the NCLEX PN exam.	Continuing  In the last semester of the program	VN and nursing program director and faculty.	
<b>Unit Reduction</b>		Unable to reduce unit for program completion due to requirements of BVNPT. However, the Chemistry course required as a prerequisite course was eliminated for the last cohort of students reducing the overall prerequisite hours.		All Program Faculty, Counselors	
<b>CTE Jobs</b>		Continue to have high expectations for students to model professional behavior at the clinical sites. Continue to reach out to our clinical partners via Advisory Meetings to discuss and receive feedback on the strengths and weaknesses they observe in our students and nursing students in general. Implement course content and program improvements to address the information received.	continuing	All Program Faculty, Counselors	

		Connect students while in program with job opportunities with our clinical partners; Resume and mock interview workshops are incorporated into the program; We host an annual Healthcare Job Fair.		Debra Hawkes, Erika Messenger, Workforce Development	
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2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College’s goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by DI Population	Program Set Goals for 2021-2022	Action Steps	Timeline	Responsible Parties	Notes
<b>African American 100% graduation rate from VN program</b>	Continue tutoring and other support to ensure success of all students	Encourage weekly mentoring, study partners, the FAM program. Referral to writing center as needed.	Fall 2022		Statistics taken from LVN nursing program only  All Faculty, Veronica Turrigiano
<b>Low Income 30= 100% graduation</b>	Continue tutoring and other support to ensure success of all students	Encourage EOP&S participation, referrals to Financial Aid & Scholarships; referral to Food Pantry, Foundation HOSTS & Emergency Fund referrals as needed; CalWORKs referrals; Increase awareness to students of above programs; referral to Child Study Center as needed	Fall 2022		All faculty, Counselors BethAnn Stone, Erika Messenger, Student Services

<b>Foster Youth- 3 100% graduation</b>		Referral to Foster Youth program, study partners/groups, FAM program, student mentors, peer tutors, scholarships as needed, clinical carpools, refer to EOP&S, Counseling Department referrals as needed	Fall 2022	All Faculty, Erika Messenger	

### 3. Assessment Update and Effectiveness (August 26-Sept 30)

- a. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
<b>COURSE 001</b>	All Courses have been assessed as scheduled, however we are in the process of rewriting the LVN curriculum, this is required by the BVNPT due to the change to the 16 week schedule. All courses have or will be reviewed again and updated again as needed as they pass the approval process.		Hawkes Moore Turrigiano
<b>COURSE 002</b>			

- b. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

- a. We are in the process of rewriting the LVN curriculum, this is required by the BVNPT due to the change to the 16 week schedule. This process is very detailed and specific per the BVNPT. Through the process we have looked at each course in the program and made adjustments to make sure all the curriculum/course content across program courses are aligned. This supports student learning because concepts are covered and built upon in the pharmacology, theory, lab and clinical coursework. This approval process is not complete, we are continuing to work on the curriculum and approval process.

#### 4. Course Outline of Record Updates (August 26 – Sept 30)

Please review the data provided on the status of COORs in your discipline. (Note: These data do not reflect courses submitted after May 2019. For each COOR that has *not* been updated since May 2019, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by November 1, 2019.

Course	Faculty Responsible for COOR Update
<b>COURSE 001</b>	We are in the process of rewriting the LVN curriculum, this is required by the BVNPT due to the change to the 16 week schedule. All courses have or will be reviewed as they pass the approval process. Hawkes
<b>COURSE 002</b>	We are in the process of rewriting the LVN curriculum, this is required by the BVNPT due to the change to the 16 week schedule. All courses have or will be reviewed as they pass the approval process. Hawkes
<b>COURSE 003</b>	We are in the process of rewriting the LVN curriculum, this is required by the BVNPT due to the change to the 16 week schedule. All courses have or will be reviewed as they pass the approval process. Hawkes

#### Impact of Resource Allocation

If you have received funding via the Resource Allocation Process, you will be asked by the Office of Business Services how the resource helped you in achieving your program goals.

## 5. Resource Needs (Feb 1 – Feb 28)

Resource needs to meet goals, if any. If there are no requests, this section may be skipped.

<b>Faculty/Staff Resource Request</b>			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
Department/Unit Name		Position Name/Classification <span style="float: right;">FTE</span>	
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input checked="" type="checkbox"/> Faculty R/T <input checked="" type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	
<b>Justification:</b>			

<b>Operating Resource Request</b>		
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #
		Goal # 1- simulation software
Department/Unit Name		Resource Type
Nursing		<input checked="" type="checkbox"/> Equipment <input checked="" type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description		Est. Expense
The current computer and software is outdated and we cannot update our medical simulation robot without new equipment. A medical simulation robot gives nursing students opportunities to practice acute nursing skills in a safe and supported environment. Therefore students who can practice their nursing skills in a computerized simulation lab will be better prepared to care for patients in a real medical situation and will be better prepared and more employable as competent nurses able to safely practice skills.		
<b>Justification:</b>		



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<u>Professional Development Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	