LMC Comprehensive Program Review
Instructional Units

2017-2018

Program/Discipline: ____Vocational Nursing_____

The following provides an outline of the required elements for a comprehensive unit/program review for Instructional Programs and Units. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

1. Program Changes

1.1. How have your degree and certificate offerings changed over the last 5 years? (e.g. new programs, discontinued or major changes to existing programs)

No

1.2. What changes are you planning to your degree and certificate offering over the next 5 years? What is the rationale for the anticipated changes? Will these changes require any additional resources?

  The only change would be an increase in class size. The program is approved by the BVNPT. We would need to increase adjunct faculty and have stable clinical sites to do this.

2. Degree and Certificate Requirements

Please review the data provided on all degree/certificate completions in your program, including locally approved College Skills Certificates from Fall 2012—Spring 2017.

2.1. For each degree/certificate offered, map a pathway to completion of courses within the major in a maximum of 4 semesters, assuming a maximum of 6-10 units of major courses within a semester. Use the following format:

Name of Degree or Certificate				
Semester	Semester 1	Semester 2	Semester 3	Semester 4

List Courses Needed for Degree or Certificate in each semester.	VoNur 04 VoNur 05 VoNur 06 VoNur 07	VoNur 10 VoNur 11 VoNur 12	VoNur 15 VoNur 16 VoNur 17 VoNur 18	

3. Frequency of Course Offerings

Please review the data provided on frequency of all courses offered in your discipline in the last 2 years (Fall 2015-Spring 2017).

3.1. If a course has not been offered in the past two years, but is required for a degree or certificate, please explain why it has not been offered, and what the plan is to offer it in the future.

N/A

3.2. If the course is not required for a degree or certificate, is the course still needed in the curriculum or is the department considering deleting it?

N/A

3.3. For the next two years, project how frequently your program intends to offer each course. Please provide a rationale for any major changes from the last 2 years that you anticipate.

Course	Estimated Number of Sections Offered by Semester			
	Fall 2018	**Spring 2019**	**Fall 2019**	**Spring 2020**
VoNur 04			1	
VoNur 05			1	
VoNur 06			2	
VoNur 07			1	
VoNur 08	1	1	1	1
VoNur 10	1			1
VoNur 11	1			1
VoNur 12	2			2
VoNur 15		1		
VoNur 16		1		
VoNur 17		2		
VoNur 18		1		
VoNur 30	1	1	1	1
Rationale for any Major Changes				

4. Existing Curriculum Analysis

4.1.   Course Outline Updates

Please review the data provided on the status of COORs in your discipline. (Note: This data does not reflect courses submitted after May 2017.) For each COOR that has *not* been updated since Spring 2012, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by April 18, 2018.

Course	Faculty Responsible for COOR Update	
COURSE 001	VoNur 15 updated Spring 2018	Hawkes
COURSE 002	VoNur 16 updated Spring 2018	Hawkes
COURSE 003	VoNur 17 will be updated Spring 2018	Hawkes
	VoNur 18 updated Spring 2018	Hawkes

4.2.   Course Offerings/Content

How have your courses changed over the past 5 years (new courses, significant changes to existing courses)?	The VN program was on furlough status from 2013 to 2014 and was restarted in spring 2015. We also reestablished the Medical Terminology Course VoNur 08 and add VoNur 30- the IV Blood Draw Course.
How have these changes enhanced your program?	Reestablishing the VN program will train nurses for an entry level position. We have also added the IV Blood Draw course which gives students an additional certification once the student earns their LVN license. VoNur 08 is a prerequisite to the VN program.

5. New Curriculum Analysis

5.1. If you are creating new degrees or certificates in the next 5 years: (Indicate N/A if no new degrees or certificates are planned.)

What additional courses will need to be created to support the new degree or certificate?	**N/A**

What significant changes to existing course content would need to be made to support the new degree or certificate?	None at this time

6. Advisory Board Update (For all CTE TOP coded programs)

Give an overview of the current purpose, structure, and effectiveness of your Advisory Board. Include: membership, dates of last meetings over the past two years.

Purpose: To receive input from our clinical and community healthcare partners, local industry, educational partners, and our students and staff. We also inform the Board of current data, updates to the program and changes legislation as well as changes in the job market, curriculum, equipment, funding and facilities.

Structure: Faculty and staff, Department Dean, Department Chairs, Associate Dean, LVN Class president and VP, 1st year RN and 2nd year RN presidents and VPs, Clinical Partners and Agency Representatives, Workforce Development representative, Admission and Records Nursing Evaluator.

Effectiveness: The Advisory Board meetings allow us to inform faculty and students about changes in the job market, including opportunities for internships. Our clinical partners are also able to inform us of their policy changes and updates to their requirements for new nursing staff. Our CSUEB partners bring us up-to-date on opportunities for transfer to BSN programs. We also receive important qualitative data from all members. All of this information helps inform all parties of necessary changes to current policies, requirements, protocols, curriculum, etc. to best adapt to the changes in the healthcare industry to better educate our students.

Meeting Dates: May 5, 2015

               May 3, 2016

List of members: Associate Dean Goldfarb, Dean Pedersen, Joanne Bent, Colin McDowell, Mel Herman, Debra Hawkes, Joyce O'Rourke, Patrice Moore, Julie O'Brien, Trang Nguyen, Susan Reno, Wayne Basyee, Karima Dunlap, Lynn Van Hofwegen, Lynda Creighton, Holly Edmark, Matti Vansankari, Roxanne Holm, Theresa Neal, Sarah Eydam, Julie Turner, Terri Horvath, Annette Hensley, Anna Alvarado, Anne Rainero, Julie Gurecki, Lety Cazares, Paul Bayard, Lilian Roselin, Keith Archuleta

7. Assessment Effectiveness:

7.1.   Course Level Assessment

Please review the data provided on assessment status of courses in your discipline in Cycle 1 (2012-2017).

7.1.1.   If there were any courses that were not assessed in Cycle 1, please explain why they were not assessed.

Since restarting the LVN program, all courses have been or will be assessed by the end of Spring 2018. A new Cohort Cycle grid has been created that better matched the three-semester program cycle and we are waiting for the new Cycle grid to be uploaded into the tool so we can upload our course assessment files.

7.1.2.   If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course?
a.   Delete the course
b.   Market/promote the course to gain enrollments
c.   Other

N/A

7.1.3.   Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M's.

Meaningful:

1	2	3
The assessment was not meaningful in collecting data or information that supported course improvement or pedagogical changes.	The intent was understood, but the outcome fell short of meeting the objective of course assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.	Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

Measurable:

1	2	3
The data collected did not inform teaching and learning.	The assessment produced some measurable information, but created more questions than answers.	Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

Manageable:

1	2	3
Assessment was not manageable.	The assessment process was somewhat manageable, but posed challenges to implement across the program.	The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

7.1.4.   What changes in the assessment process itself would result in more meaningful data to improve student learning?
>   N/A

7.1.5.   Share an outcome where assessment had a positive impact on student learning and program effectiveness.
In review of courses, we have found gaps in curriculum required by the BVNPT and have updated the courses to include missing content.

7.2.   Program Level Assessment

7.2.1.   In 2016-2017, units engaged in program level assessment. **Please submit all Program Level Assessment Reports using the link provided**. Describe one important thing you learned from your program level assessment.

We have been taking an in depth look at the program because of the one-year furlough, and the review reflected the updates that were needed and most of the updates have been made.

7.2.2.   What was the biggest challenge in conducting program level assessment?

Finding the time to document our findings.

7.2.3.   What resource needs, if any, were identified in your program level assessment?
>   **Stable faculty**

8. Course Success/Retention Analysis

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to "Increase successful course completion, and term to term persistence." Our Equity Plan identifies African- American and low income students as disproportionally impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program)   Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
Completion Rate (program/discipline)	100% 100%	100% 100%	100% 100%

Success Rate (program/discipline)	91.7% 100%	95% 98.4%	96.6% 98.8%

8.1. In looking at disaggregated data on success/retention, is there anything else that stands out?

We have given a lot of support to our underrepresented students in the past year and I believe the success rate of our students are reflected on the support that they have received. This support has included referrals to DSPS and other academic, financial and social support services and intensive tutoring by designated faculty.

8.2. What are some strategies that might help students, particularly African-American, foster youth, and low income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

Continue to support our students as mentioned above by referring them to DSPS and other financial, academic and social support services and to provide intensive tutoring by designated faculty.

Would need a stipend or some sort of funding to compensate faculty for tutoring time.

9. Goals

9.1. Review your program's goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.

Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success?	Reestablishing the VN program, upgrading our use of online technology for educational purposes in our program. Continued tutoring and mentoring has increased the success of at risk students. Students continue to do well on the NCLEX PN test.
Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?	Program was furloughed for a year.

9.2. Consider the College's Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
1. Increase equitable student engagement, learning, and success.	**1. ACCESS: increase access through enrollment of students currently underserved in our community.**

2. Strengthen community engagement and partnerships. **3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.** **4. Invest in technology, fortify infrastructure, and enhance fiscal resources.**	**2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.** **3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.** **4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.** **5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.** **6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.**

List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Provide tutoring and mentoring to VN students to increase success in the program.	1. Increase equitable student engagement, learning, and success.	**EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.**
Goal 2: Increase the use of online technology to improve learning outcomes. Specifically, an online Nursing simulation program.	4. Invest in technology, fortify infrastructure, and enhance fiscal resources.	**PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.**

Goal 3: Develop VoNur 07 and VoNur 18 into an online course formats.		
Goal 4: 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.		
Goal 5:		

OPTIONAL

9.3 Resource needs to meet five-year goals

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
#2 and #3		#2	
Department/Unit Name		Position Name/Classification	FTE
Nursing		Faculty- technology	
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
☑ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☑ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other ☐	
Justification:			
Specifically, will need faculty with strong technology background and experience and education in the development of online courses.			

Operating Resource Request	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type

	☐ Equipment	☐ IT Hardware/Software
	☐ Supplies	☐ Facility Improvement
	☐ Service/Contract	☐ Other

General Description	Est. Expense

Justification:

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Objective - Reference #

Department/Unit Name	Resource Type
	☐ Conference/Meeting ☐ Materials/Supplies
	☐ Online Learning ☐ IT Hardware/Software
	☐ Other

General Description	Est. Expense

Justification: