Bakersfield College

Program Review – 3-Year Comprehensive Review

Attachments (place a checkmark beside the forms listed below that are attached):

[Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)

[ISIT Form](http://committees.kccd.edu/bc/committee/programreview)  [M & O Form](http://committees.kccd.edu/bc/committee/programreview)  [Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I. Program Information:**

**Program Name: *Vocational Nursing Program***

**Program Type:**   Instructional  Non-Instructional

**Program Mission Statement:**

The purpose of the Bakersfield College Vocational Nursing Program is to provide the foundation for students to become competent Vocational Nurses. The VN Program respects the individuality of students and recognizes that each student has different educational, experiential, cultural, spiritual, economic and social backgrounds and a unique support system. The aim of the Program is to provide a positive, innovative learning model that fosters the development of critical thinking and problem-solving skills so that the student completing the program is equipped to deliver care to a culturally diverse population in a variety of healthcare settings.

**Program Learning Outcomes (PLOs)**

At the end of the Vocational Nursing Program, the student will be able to:

1. Demonstrate an understanding of how to use and practice basic assessment (data collection), participate in planning, execute interventions in accordance with the care plan or treatment plan, and contribute to evaluation of individualized intervention related to the care plan or treatment plan.

2. Perform direct patient/client care in which the student a. Performs basic nursing services b. Administers medications c. Applies communication skills for the purpose of patient/client care and education; and d. Contributes to the development and implementation of a teaching plan related to self-care for the patient/client.

**Program Description: Describe how the program supports the mission of Bakersfield College**

The Vocational Nursing Program meets the core mission of the college by offering vocational education to prepare men and women for careers in Nursing. Nursing remains a high-wage, high-growth, high- demand occupation. Although vocational nursing education is offered by proprietary agencies and the adult school in our service area (RN education is only offered by BC and CSUB), our advisory boards indicate the vacancy rate for nurses is greater than what BC, CSUB, or the proprietary agencies can provide and recommend that we maintain our current enrollment levels for both Nursing Programs. Although the VN program is purely CTE in its mission, it is also considered part of a career pathway in which students start with Certified Nurse Assistant (Job Skills Certificate) 🡪Licensed Vocational Nurse (Certificate of Achievement)🡪Registered Nurse (Associate of Science Degree).

As a measure of support for the core mission of CTE, job availability as well as employment should be assessed. Employer surveys and anecdotal data for the Nursing Programs indicate that at least 90-95% of our graduates are employed locally. The Bureau of Labor Statistics job forecast identifies the projected need for Vocational Nurses, 22% for the time period of 2010-2020. Based on this forecast and the local trends, the Nursing department’s efforts to meet the local demand for nurses demonstrate its support of the college mission of CTE.

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program (www.bls.gov)

**Degrees and Certificates: List the degrees and/or Certificates of Achievement awarded by the program, if applicable.**

Award: Certificate of Achievement

**II. Program Assessment:**

1. **Provide recent data on the measurement of the PLOs/AUOs, as well as a summary of findings.**

The following measures are used to assess the program PLO’s.

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| PLO Assessment measures | 2012/13 | 2011/12 | 2010/11 |
|  |  |  |  |
| 80% or greater of the vocational nursing program graduates will successfully complete the curriculum and will be eligible to apply for the National Council Licensure Examination (NCLEX-PN).  **Data source**: BC trend data | Success:89%  Retention: 93% | Success: 79.2%  Retention:81.8% | Success: 82.9%  Retention: 87.9%  Note: 2009//10  Success: 95%  Retention: 95.6% |
| 90% or greater of the vocational nursing program graduates will pass the NCLEX-PN on the first attempt.  **Data source**:  <http://www.bvnpt.ca.gov/education/>  vn\_stats.shtml | NCLEX Pass rate:  2013- 94%  Note: pass rates are reported on the calendar year | NCLEX Pass rate:  2012 -100%  Note: pass rates are reported on the calendar year | NCLEX Pass rate:  2011 – 95%  2010 – 80%  Note: pass rates are reported on the calendar year |
| 90% or greater of the vocational nursing program graduates will be employed in an entry-level position in a healthcare setting.  Data source: student and employer surveys and anecdotal student report | Employment data  6 months after graduation, students and local employers are surveyed in an attempt to gather employment data. Survey results are so poor that data analysis cab bit be made. Much of our data is gathered by interviews and conversations with graduates. | Employment data  6 months after graduation, students and local employers are surveyed in an attempt to gather employment data. Survey results are so poor that data analysis cab bit be made. Much of our data is gathered by interviews and conversations with graduates. | Employment data  6 months after graduation, students and local employers are surveyed in an attempt to gather employment data. Survey results are so poor that data analysis cab bit be made. Much of our data is gathered by interviews and conversations with graduates. |

Summary: The data supports the statement that the Vocational Nursing program is a successful program. In alignment with the college mission, the graduates are readily employed in the community. Employer feedback indicates that the graduates are prepared to provide nursing care in structured health care settings for clients who are experiencing common, well-defined health problems. The Vocational Nursing program faculty recognize the current retention rates are acceptable, however, there is a noticeable dip which we attribute to the turnover and inexperience of the faculty. As a program, we are required to assess on time completion which refers to students who start the program and complete in 3 semesters. Because our on time completion rate is poor, we have been implementing strategies (boot camp, early identification in intervention, tutoring, and mandatory supplemental materials) that will facilitate student success. This is discussed further in the ‘strengths’ and ‘areas of improvement’ sections.

1. **How did your outcomes assessment results during the past three years inform your program planning?**

The outstanding student retention, success and licensure pass rates have led to quality graduates for employment. These successful outcomes reinforce our current practices which we plan to continue for each semester. We will also continue to implement student support and success strategies. We will also continue to embed remediation strategies that have been born out of the C6 grant (i.e. reading apprenticeship and habits of mind)

1. **How did your outcomes assessment results during the past three years inform your resource requests this year?**

In order to maintain the level of instruction necessary to reach our successful outcomes in student achievement, wee need to had adequate staffing and resources. We are requesting dependable electronic media to support interactive classroom activities and to conduct online testing.

1. **Describe how the program monitors and evaluates its effectiveness.**

Faculty input is solicited in order for the Director and Assistant Director to complete a Total Program evaluation plan and an annual program update as required by the licensing agency. Additionally, the program has to complete a self-study every 4 years for continued accreditation with the most recent completion in Spring2013.The preparation of these documents requires in depth examination of the program curriculum, on time completion, resource allocation along with adequacy of staffing. During the year, the faculty discuss student success, curriculum, and program concerns at faculty meetings. When concerns arise, the Assistant Director and the faculty work to arrive at solutions. Through the process of SLO and PLO assessment along with the completion of annual reports for the accrediting agency, the monitoring and evaluation of the program’s effectiveness and attainment of outcomes is a continual process.

1. **Describe how the program engages all unit members in the self-evaluation dialogue and process.**

The program effectiveness dialogue occurs at several faculty meetings throughout the year. Faculty meetings are once a month with additional meetings added if we are working on projects (revising careplans or student evaluation tools). Topics of discussion include evaluation of curriculum changes, discussion of student progress, and identification of program needs. Data to complete the Board required documents is taken from the minutes of faculty meetings and/or there is participation in document completion during a faculty meeting

1. **What have the program’s SLOs, PLOs, or AUOs revealed or confirmed since the last comprehensive program review?**

The last comprehensive review was in the APR for 2012-13. However, the program completed and accreditation self-study in Spring 2013. Because our SLO’s and PLO’s are driven by regulation, we can not make changes without obtaining approval from the Board of Vocational Nursing. In addition, the BVN/PT has identifies specific topics (end of life care, critical thinking, etc.) that must be included in the curriculum. The success of the program students confirms that we are on target with our strategies which facilitate student achievement of the SLO and PLO’s.

1. **List other information, data feedback or metrics to assess the program’s effectiveness (e.g., surveys, job placement, transfer rates, output measurements, etc…).**

Other data sources include advisory minutes, meetings with individual industry partners and anecdotal data from students and employers.

1. **Discuss the strengths of your program.**
2. Licensure rate: Note these are reported on a calendar year.

First time licensure rate: 2010 80% 2011- 95% 2012: 100% 2013-94%

Certificates awarded: 2010/11=20 2011-12 = 13 2012-13 = 16

2) Employment readiness: The reputation of the Bakersfield College Nursing Programs and our relationship with local hospital partners makes our students more employable. Of our graduates who desire employment, 90% are employed and 95-100% of those employed, remain in our service area.

3) Technology resources: We have a state of the art skills lab on the BC campus and another small lab at the Weill Institute. Both are equipped with low, mid, and high fidelity simulation equipment. Simulation has been shown to enhance student success and it provides opportunities for students which may not readily be available in the hospital setting. Additional benefits include:

* Students verbalize, by functioning in a simulation environment they have increased student confidence and improved critical thinking.
* Faculty are able to observe the student and assess competence prior to entering the clinical setting

4) Peer tutors: We have been able to expand our peer tutoring program (increasing the number and availability of tutors). The faculty actively refer students who have been identified as at risk for failing a course.

5)Identification of the at risk student:The program has developed and implemented “The Early Identification of The At Risk Student Program” which includes identification of at risk students through the use of normed assessment tools and implementation of success strategies and support. We also use test scores as an assessment measure. If a student scores less than an 80% on an exam (75% is passing), they must make an appointment to meet with the faculty member to discuss strategies. Referrals maybe for tutoring, financial aid, and counseling assistance may also be suggested. Student learning contracts are implemented with monitoring and follow-up by designated faculty, Assistant Director for the VN program, and/or Student Success Coaches.

6) Boot camp: In fall 2013, we implemented a 3 day boot camp 2 weeks before school started. This provided the students with a thorough program orientation as well as interactive activities to address the soft skills frequently identified as lacking in the first semester nursing students. The program recognized that many students were not prepared to manage the rigors of the program leading to many not completing the first semester. This approach appears to be successful in that we started with 29 students in this cohort and 21 finished the first semester. This is a retention rate of 72% (previous semesters had a retention rate of 56% -60%) We attribute this drastic improvement to the implementation of the boot camp, consistent identification of the at risk students, and use of embedded remediation strategies.

7) Educational Advisor: Because of the C6 grant, the addition of an educational advisor has been a strength for the program. The educational advisor not only counsels pre-nursing students, but also is a resource for the students who need financial assistance as well as a liaison with Employers training resource. Using as case management approach, the educational advisor is able to track services provided to the students which will provide vital data to the evaluation processes.

**i. Discuss areas for improvement in your program.**

1) On time completion: On time completions applies to a student who starts the program and completes in 3 semesters (graduating on time). Our on time completion rate is

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| --- | --- | --- | --- | --- | --- |
| 2010-11 | 43% | 2011-12 | 56% | 2012-13 | 56% |

The poor on time completion rate has many contributing factors: the under prepared student, the student who is not prepared for the rigor of the program, the faculty turnover coupled with a new faculty learning curve, and student personal issues. The program has identified that most students are unsuccessful in the first semester; however, once they move into the second semester, we have 95% retention until graduation. In light of this assessment, the faculty in the VN program have implemented strategies that we believe will improve student on time completion. These include the following strategies: boot camp (increasing the activities from one day to 3 days), embedded remediation, intrusive and intensive case management, and early identification of the at risk student.

2)Faculty turnover: Due to resignations, we have had frequent faculty turnover. The primary reason is that the college is not able to complete with the salary in industry. Our hiring trends are as follows:

2009/2010 – 1 yr. temp and new hire A

Fall – 2010 new hire B (replace temp)….still employed

Spring 2011 – faculty resignation (hired in 2007)

Fall 2011- (replace spring 2011) resignation and new hire C

Spring 12 - new hire A resigns,

Fall 13 – 3 new hires (D,E,F) replacement of spring 12 resignation, and 2 new hires

The negative impact of the turnover has been identified as inconsistency in instruction contributing to students not being successful. There is a correlating trend between the hiring/resignations and our NCLEX pass rates. The program becomes concerned when the pass rates fall below 90%. In 2010, our pass rate fell to 80%. Looking at program data, that cohort of students experienced 2 new hires who were expert clinicians but novice educators (there are only 3 full time faculty members with a full time assignment in the VN program). Although we cannot compete with industry salaries, the department has re-structured the new faculty department orientation to include acclimation of the faculty to academia, provide resources on instructional strategies, provide faculty peer support, as well as foster and develop strategies that will facilitate student success. The intent is to create a work environment that is priceless!

3) Underprepared student: In order to be successful, the under prepared student requires remediation, specifically in the area of basic skills along with life management strategies. The program believes that the implementation of a Boot camp and embedded remediation strategies will improve student preparation and success.

4) Program Cost: Due to mandated regulations that require a minimum FT: PT ratio (greater than 50% FT faculty) and faculty to student ratios of 1:10 in the hospital setting, the cost of instruction for the Program remains high per FTES for the College. State funding formulas do not account for these external requirements. Although our program productivity is below the college target, improving on time completion will make a minor improvement in productivity. The success of the VN program in meeting the CTE mission of the college contributes to the overall college success and retention rates. Out students are employed in the community which improves the economic welfare of the community.

**j. If applicable, describe any unplanned events that impacted your program.**

1) Faculty resignations

Effective spring of 2013, we had 3 faculty resignations which impacted the VN program. This was unplanned in that faculty assignments had to be changed to meet program needs. These changes required extra preparation and overload for faculty.

2) C6

The implementation of the C6 work plan created additional responsibilities. The faculty had to learn new instructional methods (supplemental instruction and embedded remediation). Supplemental instruction has been adapted by the program to include peer tutoring and faculty led tutor/study groups. Embedded remediation refers to taking 10-15 minutes of class time to review and demonstrate crucial student success skills. This includes how to survey and engage with a reading assignment, discussion of time management strategies, presentation of study skills, and identification of resources such as textbooks, tutoring center, writing center, financial aid. These were unplanned activities,yet it turned out to be very beneficial to student success.

**III. Technology and Facilities Analysis**

1. How do you assess the effectiveness of technology used in your program in meeting [college strategic goals](http://www.bakersfieldcollege.edu/collegecouncil/BAKERSFIELD%20COLLEGE%20STRATEGIC%20FOCUS%202013-14.pdf)?

The utilization of technology in the program links to the strategic goals of student success and communication. The program uses technology in a variety of ways, each with a specific purpose. Below is a list of technology used by the faculty.

* Comprehensive Assessment and Remediation Program (CARP) by Assessment Technologies Institute (ATI) -a supplemental online system which provides students with assessment and content remediation activities. This improves student performance and success in each course as well as the program.
* I-clickers - enhances student engagement
* You tube/video clips/free apps specific to NCLEX testing-provides the student with the opportunity to review content as often as desired as well as prepares them for their NCLEX exam.
* Use of electronic devices (tablets) in class - enhances student engagement when students access resources online while working on in class activities.
* Use of computers (netbooks or computer lab) for proctored testing. prepares students for the NCLEX testing environment
* Use of ATI to facilitate curriculum evaluation
* Skills lab/simulation: The simulation environment improves student clinical competence, confidence, and critical thinking in the clinical setting. Student anxiety has been traced to a lack of confidence in their ability to perform skills which can lead to course failure.
* Inside BC- improves communication to students and provides unlimited access to class, program materials.
* Department Facebook page: improves communication. Scholarship information, program updates and announcements are posted. Students are able to ask program questions which are answered within 24 hours.

Multiple measures are involved in the evaluation of the effectiveness of these technologies. Faculty examine course grades and student performance along with analyzing course and program survey results. The assessment has shown that the use of these technologies have served their purpose and contributed to improved communication between faculty/student/program and increased student engagement leading to improves student success. The utilization of the CARP system is another measure used with students in need of additional content support as well as practice opportunities for testing strategies. Reports can be generated based on student scores and the amount of time spent using the system. This information guides the instructor when discussing strategies that will lead to success. Out of the APR process, the program recognizes the need to gather and analyze more data in order to evaluate the effectiveness of the technology looking specifically at student and faculty utilization.

**b. Justify your technology request**

Student success in the program is interwoven with the use of technology. In the hospital lab courses, data collection is required to be documented in an electronic health record. Students need to experience this type of documentation prior to entering the work force. The program also uses computers in class for proctored testing which prepares the student for taking the NCLEX exam. We currently use net books for these activities, however students state they are too small for testing and the screen size does not allow for all features to be visible. (buttons to advance pages, finish button, etc. ) Faculty are using technology as a method to present content as well as in class engagement activities. We would like replacement with larger tablets or lap tops or development of a classroom/lab with stationary computers.

(NOTE: Technology requests can be made by filling out the [ISIT Request form](http://www.bakersfieldcollege.edu/irp/Annual%20Program%20Reviews/2012-13/13%20ISIT%20Priority%20Workbook%2012-13.xlsx))

c**. How do you assess the effectiveness of the facilities used by your program in meeting** [**college strategic goals**](http://www.bakersfieldcollege.edu/collegecouncil/BAKERSFIELD%20COLLEGE%20STRATEGIC%20FOCUS%202013-14.pdf)**?**

The strategic goal for facilities and infrastructure is focused on the maintenance of the facilities. In general, the current state of the facility meets the program needs. We currently have a dedicated classroom in the Allied Health building. However, since moving to the building, there has been little to no cosmetic upkeep (painting of classrooms, painting of the outside of the building, carpet in the classroom or office spaces, etc.) The classroom is the learning environment for the student so we need to ensure the basic upkeep of the facility. A positive learning environment can contribute to student success, another strategic goal of the college.

**d. Justify your facilities and M & O request**

Justification in the paragraph above

(NOTE: Facilities and M&O requests can be made by filling out the [M&O request form](https://committees.kccd.edu/sites/committees.kccd.edu/files/Copy%20of%2012%20M%26O%20Needs%20Workbook%2012-13%20APR.xlsx))

**IV. Trend Data Analysis:**

Reviewing the data provided by Institutional Research. Provide an analysis of program data throughout the last five years, including:

* 1. **Changes in student demographics (gender, age and ethnicity)**

Gender

Over the last 5 years, there is minimal change in the gender breakdown for the VN program. The range is from 43-51 female students and 4-9 male students. The noticeable trend is 9 males in 2008-2009 down to 5 in 2012-13. This is very different from the college distribution. Since nursing has traditionally been a female dominated profession, this trend is not uncommon, nor unexpected. The trend correlates to the VTEA core indicators as well. The program addresses this by encouraging men to enter the profession, specifically when we participate in outreach activities.

Age

The 20-39 age brackets represent most of our students ranging from 86-95% of the population. This varies greatly from the college which averages 65% in this age bracket. This requires the department to consider the learning needs of the generations represented by those who are 20-39.

Ethnicity

The ethnicity trends within the program in general mirror the college. The program and the college data represent primarily Hispanic/Latino population followed by White and Asian/Filipino/Pac Islander respectively.

Implications for the program: we need to have diversity at the fore front of thought so that it is pervasive in our instruction, conversation, and referrals. We have to acknowledge the challenges and inequity student’s face including but not limited to socioeconomic challenges and first generation situations which cross all ethnicities.

* 1. **Changes in enrollment (headcount, sections, course enrollment and productivity)**

When looking at the trends for enrolment and productivity, the course enrollments remain relatively stable with approximately 16- 20 students per section. Our productivity has fluctuated greatly. This could be attributed to the change in classification for our faculty to teach clinical. In 2008-2010, the faculty were classified as professional experts and did not factor into the productivity numbers. In 2010-2012, they were reclassified to adjunct resulting in productivity dropping from 10.1 to 6.2. In 2012, they were moved back to professional experts with productivity increasing to 9.8. The productivity of the program will always remain low because the ratio of faculty to student is 1:10 in the hospital setting. Although we can go to a ratio of 1:15, we recognize this is not a safe assignment since patients are sicker and more complicated than 5 years ago. The smaller ratio allows for increased instructor contact which positively impacts student and patient outcomes.

* 1. **Success and retention for face-to-face, as well as online/distance courses**

2012/13 2011/12 2010/11

Success:89% Retention: 93% Success: 79.2% Retention:81.8% Success:82.9% Retention:87.9%

2009/10 2008/9

Success: 95% Retention: 95.6% Success:95%.1 Retention:97.0%

Again we have acceptable success and retention rates, however, the program would like to remain in the 90th percentile. Our success and retention rates are much better than the college for face to face courses. The program believes that improving the on time completion and implementing the strategies previously mentioned, we can improve our success and retention rates.

* 1. **Degrees and certificates awarded (five-year trend data for each degree and/or certificate awarded)**

The VN program awards a Certificate of Achievement. Certificate awards have trended down over the last 5 years (23-16) but that is consistent with the decrease in the number of graduates. This follows the trend of decreasing on time completion.

* 1. **Other program-specific data *(please specify or attach)***

Trend data from institutional research attached

**V. Progress on Previously Established Program Goals, Future Goals and Action Plans:**

1. **List the program’s goals from the previous Program Review. For each goal, please discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.**

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| **Previously Established Goal 1:** *(state goal)* ***The VN Program will perform a major curriculum revision for the entire program, which includes revising the instructional plan for each course and revising all clinical evaluation tools.***  Progress on Goal:  Completed: \_\_\_\_\_\_Fall 2013\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Date)  Comments on Goal 1: The curriculum revision has been completed. The sequencing of the program courses began with the first semester courses starting in Fall 13, 2nd semester in Spring of 14, and 3rd semester in Summer of 14. The faculty have also revised the clinical evaluation tools.  Which institutional goals from the [Bakersfield College Strategic Plan](http://www.bc.cc.ca.us/collegecouncil/BakersfieldCollegeStrategicPlan2012-15-23Oct12.pdf) will be advanced upon completion of this goal? (select all that apply)  1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development  **Previously Established Goal 2:** *(state goal)* ***Improve retention and on-time completion rates by 5%.***  Progress on Goal: Our on time completion rates over the last 3 years are:  Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_ (Date)  Reviewed: Feb 2014: **This goal is ongoing until goal is met**  Comments on Goal 2: The factors that impact student’s ability to finish the program in 3 semesters are often personal or the student is under prepared; both of which are beyond our control. However, the faculty believe that in order to improve the on time completion and retention we have to acknowledge the individual and unique characteristics of the student early in the semester. Once a student is identified as being at risk and in need of supportive services, the appropriate referrals (financial aid, counseling, tutoring) are made. Our future goals reflect strategies that will continue to aid in on time completion and student success.  Which institutional goals from the [Bakersfield College Strategic Plan](http://www.bc.cc.ca.us/collegecouncil/BakersfieldCollegeStrategicPlan2012-15-23Oct12.pdf) will be advanced upon completion of this goal? (select all that apply)  1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development |

1. **List the program’s goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College’s strategic goals. Each program goal must include an action plan.**

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| **Newly Established Program Goals and Action Plans**  If the program is establishing more than two (2) goals, please duplicate this section.   |  |  |  | | --- | --- | --- | | Goal #1 | Assigned to | Timeline for Completion | | Improve the on time completion rate by 5% over the next 3 years. | All VN faculty | By 2017 |   Which institutional goals from the [Bakersfield College Strategic Plan](http://www.bc.cc.ca.us/collegecouncil/BakersfieldCollegeStrategicPlan2012-15-23Oct12.pdf) (see pages 6-11) will be advanced upon completion of this goal? (select all that apply)  1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development  Action Plan for Goal 1:  1) Develop Boot camp for new students. Workshops will focus on strategies for success (study skills, note taking, reading apprenticeship, time management, and stress reduction.)  2) Make appropriate referrals for at risk students.  3) Consistently identify the at risk student based on any test scores below an 80%. Student must then meet with the faculty member to discuss an improvement plan and possible referrals.  4) Embed remediation in all courses.   |  |  |  | | --- | --- | --- | | Goal #2 | Assigned to | Timeline for Completion | | Evaluate curricular changes. | All faculty | Fall 2015 |   Which institutional goals from the [Bakersfield College Strategic Plan](http://www.bc.cc.ca.us/collegecouncil/BakersfieldCollegeStrategicPlan2012-15-23Oct12.pdf) (see pages 6-11) will be advanced upon completion of this goal? (select all that apply)  1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development  Action Plan for Goal 2:  The first cohort will complete the new curriculum at the end of **Summer 14**. During the **Fall 14** semester, the program will evaluate the curricular changes based on student feedback. Faculty have been taking note of necessary revisions which will need to be submitted to the BVN/PT for approval . Plan for submission in **Spring 15.**  Once approved, the revision will be submitted via CurricUNET for BC approval with the hope of implementing the revisions in the **Fall of 15**, when a new cohort starts.   |  |  |  | | --- | --- | --- | | Goal #3 | Assigned to | Timeline for Completion | | Update course, instructor and facility evaluation tools | All faculty | Fall 2015 |   Which institutional goals from the [Bakersfield College Strategic Plan](http://www.bc.cc.ca.us/collegecouncil/BakersfieldCollegeStrategicPlan2012-15-23Oct12.pdf) (see pages 6-11) will be advanced upon completion of this goal? (select all that apply)  1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development  Action Plan for Goal 2:  Regulation requires that evaluation of the course, instructor and facility be evaluated at the end of each experience. We need to update the evaluation tools to reflect the curriculum changes.  Fall 2014 -1) Review each of the forms. 2) Complete a draft of the new form, develop instructions, and determine process for administrations (electronic vs pen and paper).  Spring 2015- Pilot with one clinical group Make changes to the form or process as necessary.  (Fall 15) Implement new form in all program courses.   |  |  |  | | --- | --- | --- | | Goal #4 | Assigned to | Timeline for Completion | | Improve collection of employer survey data. | Assistant Director, Director | Spring 2016 |   Which institutional goals from the [Bakersfield College Strategic Plan](http://www.bc.cc.ca.us/collegecouncil/BakersfieldCollegeStrategicPlan2012-15-23Oct12.pdf) (see pages 6-11) will be advanced upon completion of this goal? (select all that apply)  1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development  Action Plan for Goal 2:   * Discuss employment patterns with our industry partners during a VN advisory meeting. (VN students are not traditionally employed in the hospital setting) * Develop a timeline for administration of the survey. * Administer the survey during an in person meeting with employers. (mailings and electronic surveys have provided poor return). |

**VI. Curricular Revisions (Instructional Programs only):**

1. Discuss how the department reviews, revises, and creates new curricula. Include:
   1. **The process by which department members participate in the review and revision of curriculum.**

The VN curriculum is very prescriptive per regulation and we cannot deviate from the approved curriculum. Keeping that in mind, the faculty spent the fall 2012 and spring of 2013 participating in a complete curriculum revision. We developed 12 new courses. These were required to be approved by the Board of Vocational Nursing and Psychiatric Technicians as well as the Board of Trustees and the Chancellors office. The implementation date was Fall 13.

To accomplish this major undertaking, the faculty determined content topics across the curriculum, divided and leveled the content per course, then developed SLO’s per course. From there, content outlines were created, followed by creating appropriate assignments for each course. We worked to integrate the use of the supplemental online materials focusing on specific assignments using the materials, since students do not do optional.

As the courses have been taught, the faculty are evaluating and revising the content. The proposed changes are discussed at faculty meetings. The faculty plan to submit revisions to all the parties for approval of changes during Spring 2015.

* 1. **How the department ensures that course syllabi are aligned with the course outline of record.**

The program has developed a syllabus template that all faculty use. This creates consistency within the program and ensures that SLO, course calendar, and COR are included in the syllabus. (Attached)

1. **List each of the courses offered within the discipline’s academic program in the first column, using one row per course. Place an X in the appropriate column to indicate when the course is scheduled for review.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Course | **2013-2014**  **(2019-2020)** | **2014-2015**  **(2020-2021)** | **2015-2016**  **(2021-2022)** | **2016-2017**  **(2022-2023)** | **2017-2018**  **(2023-2024)** | **2018-2019**  **(2024-2025)** |
| VNRS B69 | X CTE 2 |  | CTE 2 |  | CTE 2 |  |
| VNRS B68 | X year review |  | year review |  | year review |  |
| VNRS B69L | X for |  | for |  | for |  |
| VNRS B67 | X all |  | all |  | all |  |
| VNRS B79 | X Of |  | Of |  | Of |  |
| VNRS B79L | X the |  | the |  | the |  |
| VNRS B83 | X courses |  | courses |  | courses |  |
| VNRS B84 | x |  |  |  |  |  |
| VNRS B88 | x |  |  |  |  |  |
| VNRS B88L | x |  |  |  |  |  |
| VNRS B89 | x |  |  |  |  |  |
| VNRS B89L | x |  |  |  |  |  |

1. **List courses that are proposed for *addition* within the next three years.**

None at this time

1. **List courses that are proposed for *deletion* within the next three years.**

All of the courses associated with the old curriculum are planned for deletion.

1. **List any changes the program has made to online/hybrid/distance education courses.**

None at this time

1. **Provide an update on the program’s transition to adopting a** [**Transfer Model Curriculum**](http://www.c-id.net/degreereview.html) **(AA-T or AS-T).**

This program only offers a COA.

1. **List *degrees and/or certificates* that are proposed for *deletion or addition* within the next three years.**

None at this time.

**VII. Faculty and Staff Engagement:**

1. **Discuss how program members have engaged in institutional efforts such as committees, presentations, and departmental activities.**

Due to the seemingly perpetual faculty changes, there are only 2 tenured faculty out of 6. One of the tenured faculty is Jennifer Johnson, Department Chair and Assistant Director of the VN program. Jennifer is actively involved in several committees on campus. The other tenured faculty member (Jan Lewis) is usually overloaded and is also the CNA Program Director. Jan also serves on the scholarship committee. Of the remaining four, two are new hires in fall 13. While none are involved on campus, they are actively involved in the program activities (student completion, class advisors, and program open house) as well as professional development specific to nursing education.

1. **Instructional Only: Discuss how adjunct faculty are included in departmental training, discussions and decision-making.**

Currently, we have three part time faculty that assist with clinical instruction as needed. They are invited to all faculty meetings. As we implement new forms, the faculty meet one on one with the adjunct to discuss the changes. The feedback and ideas from the adjunct are always welcome. We also invite them to participate/present at the boot camp. Each semester we have an all faculty retreat to which they are invited and usually attend. This is also an opportunity to discuss program goals for the semester as well as provide program/college updates.

**VIII. Program Funding Sources:**

**Identify any non-KCCD general fund sources. Include the following information about the funding: the source, start and end dates, percentage of program budget covered, and positions funded wholly or in part. Examples include foundation accounts, grants, and categorical funding.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Title of Account/Grant/Categorical Funding** | **Start Date** | **End Date** | **Percentage of Program Budget Covered** | **Positions funded wholly or in part** |
| Foundation Accounts |  |  |  |  |  |
| Grants | RP 444 | 2011 | 2015 | 80% | 3 faculty |
| Categorical Funding |  |  |  |  |  |

The only external funding source that we have at this time is C6. The C6 grant was a grant awarded to a consortium of colleges in the Central Valley in starting in 2011 and ends in Sept 2015. The work plan is specific to focusing on education redesign using the following guiding principles: improve student support services, use transformational technology, increase transparency, integrate program design, use block scheduling, provide cohort enrollment, and embed remediation. BC’s grant participants include electronics, welding, nursing (both VN and RN) paramedic, RT, and CNA. The VN cohort supported by C6 started in Fall 2013 and will graduate in Aug. 2014The C6 funds cover approximately 80% of the faculty salaries for those with an assignment in the VN program.

**IX. Conclusions and Findings:**

Present any conclusions and findings about the program.

In conclusion, the VN program is very successful. Measurements that validate this success include retention and success rates, NCLEX pass rate at 94%, and local employment at 90% or greater. The program faculty are committed to using strategies that will maintain the program success. The faculty recognize the need for improvement specifically in the on time completion rate and will be implementing the components identifies in the action plan.