**Bakersfield College**

**Program Review – Annual Update 2015**

**I. Program Information:**

Program Name: Vocational Nursing Program

Program Type:  Instructional  Student Affairs  Administrative Service

***Bakersfield College Mission****:* Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission:

The Vocational Nursing Program meets the 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 career and technical education 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).

The program believes that job availability as well as employment forecasts should be assessed as a measure of determining fulfillment of the college mission in the area of workplace skill attainment. 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 the support of the college mission specifically in the area of providing opportunities for students to attain certificates and workplace skills.

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

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.

**II. Progress on Program Goals:**

1. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

|  |  |  |  |
| --- | --- | --- | --- |
| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments** |
| 1. Improve the on time completion rate by 5% over the next 3 years. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_8/2014\_\_ (Date) | >Boot camp #2 was offered fall 14 over 2 days. Student evaluations were administered week 10-14 with changes for boot camp #3 were made based on evaluation information.  > All faculty are identifying/consulting with students scoring less than 80% on an exam. Approximately 10 students per exam are below 80% and are seen by faculty; learning contracts have been developed. |
| 2. Evaluate curricular changes (new curriculum started Fall 13, with first cohort completing Aug. 14) | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: 5/2014\_\_\_\_ (Date)  Ongoing: 5/2014\_\_\_\_ (Date) | As part of the 3 year goals, the program originally planned to have this completed for Fall 15. This did not happier so the dates have been revised to Fall 17 implementation. |
| 3. Update course, instructor and facility evaluation tools. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_Jan. 2015 \_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Use of the new tools were piloted in March 2015. Small adjustments were made. At this time we are working with district personnel to upload the new forms into the class climate system. Then training will occur. Until the online process is available, we are manually compiling the data. |
| 4. Improve collection of employer survey data. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_5-15 \_\_\_\_ (Date) | Plan to implement during Fall 2015 and will include the services of the job placement specialist |

1. List new or revised goals (if applicable)

|  |  |  |
| --- | --- | --- |
| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| 1. Develop and refine a mentoring program | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | We expect this program will improve student success, specifically on time completion. |
| 2. Revise program learning outcomes | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Having ‘smart’ PLO’s s will allow for improved assessment data. |
| 3. Gather and analyze data in order to improve the evaluation of the technology looking specifically at student and faculty utilization technology. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | This will provide details from which the program can determine effectiveness and decide if we need to make adjustments or use different methodologies. |
| 4. Evaluate an online resource (The Neighborhood) by reviewing answers to test questions that have been aligned with the information in the online resource. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | This data will help us determine if the resource is enhancing student learning and success. |

**III. Trend Data Analysis:**

Highlight ***any significant changes*** in the following metrics and discuss what such changes mean to your program.

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

Gender/Age/Ethnicity

* There is an insignificant change (1 %) in the gender breakdown for the VN program. The program population is 48-55 students; the addition or subtraction of one student will create what appears to be a % change, which in reality is insignificant. This is very different from the college distribution for gender. Since nursing has traditionally been a female dominated profession, this trend is not uncommon, nor unexpected. The trend correlates to the core indicators\* as well. The program addresses this by encouraging men to enter the profession, specifically when we participate in outreach activities. (\*Core indicators are data sets provided by the State Chancellor’s Office and are included in the required CTE reports to the State Chancellor’s Office. The program does not meet the benchmark for the core indicator: “nontraditional student” - males)
* The age brackets for the program have shown insignificant change. However, when compared to BC, the program has a large variation in the 19 and younger (VN=0% BC=26%) and the 30-39 group (VN= 22% BC=13%). This requires the department to consider the variations in learning needs of the generations represented by those who are 20-39.
* The ethnicity trends within the program in general mirror the college.

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

Examination of the trends for enrolment and productivity, the course enrollments remain relatively stable with 20-24 students per section and productivity remains stable at 9.7 (from 9.6 last year). The productivity of the program will always remain low because the ratio of faculty to student is 1:10 in the hospital setting. Although our governing Board will allow us to go to a ratio of 1:15, we recognize this is not a safe assignment since patients are sicker with more complicated health issues than the patient of 5 years ago. The smaller ratio allows for increased instructor contact which positively impacts student success and patient outcomes.

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

The program’s success and retention rates (87% success and 91% retention) are much better than the college for face to face courses. We do not offer any online courses. The program believes that improving the on time completion\* and implementing the strategies previously mentioned, we can improve our success and retention rates.

\* On time completions applies to a student who starts the program and completes in 3 semesters (graduating on time).

1. Changes in the achievement gap and disproportionate impact (Equity).

The program has not identified any group that is disproportionately impacted. In an effort to ensure all students have an equal opportunity for success,

we strive to have diversity at the fore front of thought so that it is pervasive in our instruction, conversation, and referrals. We approach our mission from the perspective of “Meet the students where they are.’ as we assess equity of program services and student achievement opportunities. We acknowledge the challenges and inequity that student’s face including but not limited to socioeconomic challenges and first generation situations which cross all ethnicities. Therefore, the program has focused on intrusive interactions to provide student success strategies ranging from activities and/or referrals to improve academics (i.e. tutoring, educational advising) to interventions which address social issues (personal counseling, financial aid, social services).

1. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.

*None*

**IV. Program Assessment (focus on most recent year):**

1. How did your outcomes assessment results inform your program planning? Use bullet points to organize your response.

Our PLO outcomes assessment includes the measurements of exams, clinical performance, employer surveys, and NCLEX pass rates. The outstanding student retention, success, and licensure pass rates have led to quality graduates for employment. These successful outcomes reinforce our current strategies which we plan to continue for each semester. Current strategies that contribute to student success and achievement of program outcomes:

* + Use of case management model to track student services
  + Early identification of the at risk student with utilization action plans.
  + Use of embedded remediation strategies (reading apprenticeship)
  + Habits of mind
  + Nursing peer tutors
  + Innovative engaging classroom techniques (group testing, gaming, curriculum alignment with online resources)

1. How did your outcomes assessment results inform your resource requests? The results should support and justify resource requests.

* We requested and purchased dependable electronic resources (lap tops) which facilitate class engagement technologies and online testing. These have been utilized at least weekly and are available when students do not have an electronic device.
* We also have adequate staffing which allows for the implementation of strategies that will help us meet our program goals and outcomes.

1. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).

Mapping of the SLO/PLO/ILO’s have been completed and are posted on the assessment web site.

1. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

|  |  |  |
| --- | --- | --- |
| Vocational Nursing PLO | measurement | ILO |
| 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. | Exams  Clinical work/Careplan  NCLEX Pass rates | #1  #2  #3 |
| 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  d. Contributes to the development and   implementation of a teaching plan   related to self-care for the patient/client. | Clinical evaluation tool  Skills competency  Careplan  Employer survey | #1  #2  #3  #4 |

***Institutional Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

1. Describe *any significant changes* in your program’s strengths since last year.

As listed below, our program strengths have remained essentially unchanged with a couple of improvements (identified by \*\*)

* Licensure rates. 19/20 of our August 2014 graduating class passed the licensure exam on the first attempt. The one student was not successful, passed the exam in June 2 105.
* Employment readiness: All 20 of the August 2014 graduates are employed locally. The job specialist (supported by C6 and now a GUOO1 funded position) has been instrumental in tracking employment. \*\*
* 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.
* Peer tutors: We have been able to maintain our peer tutoring program (the number and availability of tutors).
* Identification of the at risk student: We continue to use our internal process to identify the at risk student. 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 and referrals. Student learning contracts are implemented with monitoring and follow-up by designated faculty and/or the Assistant Director for the VN program. \*\* We have now included the use of the BC early alert system which will aid in tracking and evaluation of the process.
* Boot camp: Continue to provide a 2 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.
* Education advisor: 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 program is able to track services provided to the students which will provide vital data to the evaluation processes.

1. Describe *any significant changes* in your program’s weaknesses since last year.

Due to our enrollment cycles, there are not any significant changes in our weaknesses. However, below is the summary of the work we are doing to convert our weaknesses to strengths

*Previously listed weaknesses:*

* Poor on time completion rate: On time completions applies to a student who starts the program and completes in 3 semesters (graduating on time). Our on time completion rate for 2013/2014 is 67% (up from 57%). In addition to the case management approach, learning contracts, and other successful strategies, the program faculty have implemented mentoring teams. Each Faculty member has 5-6 students (teams) with which they meet once a month to discuss a specific topic. At the end of each meeting, students have an opportunity to network, ask questions, and share strategies.
* Faculty turnover: none during this reporting period
* Underprepared students: Students continue to arrive at our door underprepared but the program has enlisted many strategies to identify their needs early and to develop strategies for success.
* Program costs/low productivity: Due to mandated regulations that require faculty to student ratios of 1:10 in the hospital setting, the high cost of instruction for the Program results in productivity is below the college target. Program faculty are mindful of this fact and are always considering methods to improve productivity. While improving on time completion will make a minor improvement in productivity this area will remain a program weakness until state funding models are adjusted.

1. If applicable, describe any unplanned events that affected your program.

*Over the last year we have not had any unplanned events.*

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.

*There are no requests for faculty positions at this time*

1. Professional Development:
2. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.

Several of the VN faculty attended a conference in April 2015 which focused on strategies to increase student engagement in the classroom and provided discipline updates. Faculty have stated the following plans to implement the information from this conference

* *The updated content can be integrated into my classroom.*
* *The shared PowerPoints will provide another way for students to view complex subject matter and will help me simplify my explanations.*
* *I will share the changes in Vocational Nursing legislation because it will directly impact my students who will be graduating soon. It also demonstrates the professional expectation of community and professional involvement.*

1. What professional development opportunities and contributions can your program make to the college in the future?

*We can provide a workshop on the mentoring strategies utilized in the VN programs and the potential successes.*

1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?

Last year we requested class room painting and new carpet which didn’t happen. The program believes an appealing work/school environment can be an external motivator. Our desire is to create a clean, well maintained environment that motivates students: a place where students can do their work with a sense of personal commitment resulting in feelings of pride and well-being. The outside of the building was washed and painted which is aesthetically appealing.

1. How will your Facilities Request for next year contribute to student success?

Again, we are requesting painting of the classrooms and carpet replacement in several rooms. The Carpet is unravelling to the point is becoming a safety hazard. Students should have a clean, safe learning environment.

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?

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. The purchase of new lap tops last planning cycle has improved the dependability and reliability of the technology and providing students with learning opportunities and skills that will transfer into the workplace. Additionally, the upgrades to the computer lab and classroom computers has been a positive effect on instruction and student success.

2. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?

No requests this planning cycle.

3. Discuss the effectiveness of technology used in your area to meet college strategic goals.

Multiple measures are involved in the evaluation of the effectiveness of technology used in the program. Examples of the use of technology include but are not limited to YouTube/video clips/free apps specific to NCLEX testing, i-clickers, online resources, and social media. Faculty examine course grades and student performance along with analyzing course survey and program survey results to determine effectiveness of technology. The analysis has shown that the use of varied technologies has contributed to increased student engagement leading to improves student success.

D. Budget: Explain how your budget justifications will contribute to increased student success for your program.

No budget requests at this time.

**VI. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

**VII. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

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

Curricular Review Form **(Instructional Programs Required)**

[Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

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

Professional Development Form  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview)  [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

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