**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. All levels of nursing remain a 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). Each of Vocational Program graduates receives a Certificate of Achievement.

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, 16% for the time period of 2014-2024. This forecast is much faster than the 7% growth which is the average for all occupations.

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.  (On time completion is defined as a student who starts and completes the program in 18 months.) | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_8/2015\_\_ (Date) | The program has improved the on time completion rate. For 2013/14 graduates the rate was 57%, up to 67% for the 2014/15 graduates. Strategies that have been implemented since 2014 are Boot camps during week zero and intrusive interactions when students are not passing exams.  >Boot camp #3 was offered fall 15 over 2 days. Student evaluations were administered between the week 10-14 in the fall semester. The responses and suggestions informed the planning of boot camp #4.  > All faculty are identifying/consulting with students scoring less than 80% on an exam in each course. Approximately 7-10 students per exam are below 80% and are seen by faculty; learning contracts are developed at the meeting. Follow up meetings are scheduled as needed. |

|  |  |  |  |
| --- | --- | --- | --- |
| 2. Develop and refine a mentoring program for students to aid in improving our on time completion rate. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_8/2015\_\_ (Date) | The graduating cohorts have demonstrated improved on time completion in part due to the strategies implemented in goal #1. (17/30 students graduated in Dec.2014  20/30 graduated in Dec. 2015 and an  23/30 anticipated to graduate in Dec. 2016) The Dec 2015 graduates were the first cohort to participate in the mentoring program. From the evaluation of the program in spring 15, students stated the benefit of connecting with peers and faculty during mentoring meetings. No negatives were identified. We will continue the program. |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. Evaluate the new curriculum which started Fall 13, with first cohort completing Aug. 2014. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_5/15\_\_ (Date)  Ongoing: 8/15\_\_\_\_ (Date) | As part of the 3 year goals, the program originally planned to have the curriculum evaluation and changes completed for Fall 15. This did not happen so the timeline was revised in spring 2015. During the Spring 15 semester, the program faculty evaluated each of their courses and made minor changes including changing the order of topics and correlating similar topics between courses. The changes are being prepared for submission to the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) for approval but will not require BC curriculum committee approval. Anticipated implementation is in Fall 17. |

|  |  |  |  |
| --- | --- | --- | --- |
| 4. Revise program learning outcomes. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_8/2015\_\_ (Date) | The PLO’s were revised. We are beginning the process for BVNPT approval. Once approved, we will start CCCCO approval through the BC curriculum process for a program modification. |
| 5. 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 | Completed: 5/ 2016\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_ (Date) | This goal was not clearly stated. The intent of the goal was to evaluate the utilization of the electronic medical record software the students were using. The assessment revealed that neither the faculty nor the students were using the software. The faculty chose to discontinue this software. We believe in the value of using electronic documentation software in education but will continue to search for a product that is reasonably priced while fulfilling the educational goals of the program. This is not added as a new goal in that a subcommittee is doing the work for both Nursing Programs. |
| 6. Evaluate an online resource (The Neighborhood) which is required for the students in the program. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_5/15\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_ (Date) | The faculty determined this software required may additional man hours for the faculty and the students to complete activities. In addition, the students stated it was not a beneficial addition to the curriculum. We discontinued the use of this product.  Both goal #5 and #6 were addressed as we try to be mindful of program costs for the student. |

1. List new or revised goals (if applicable)

Since the department has many ongoing goals, we have chosen to focus on only one new/replacement goal.

|  |  |  |
| --- | --- | --- |
| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| 1. Improve collection of employer survey data.  (Employer assessment/satisfaction with the graduates is required by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT). | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Since the program did not make any progress on this goal last year, it has become a focus for the 2016/17 year. In the Fall 2016 semester, the program faculty plan to develop and implement a process for distribution/collection of employer feedback. (Historically these have been administered as a survey by mail and email with very poor response rate). Once administered, the program will evaluate and adjust the process as necessary. We anticipate our return rate will improve thereby providing the program with valuable information. |

**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 (2 %) 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 indicator of the nontraditional student \*. 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 this 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=28%) and the 30-39 group (VN= 20% BC=13%). This requires the department to consider the variations in learning needs of the generations represented by those who are 30-39.
* The ethnicity trends within the program show some variation when compared to BC. The Asian/Filipino/Pac. Islander group (VN=13% BC=4%) and White (VN=9% BC 22%). White enrollment in the VN program has been dropping the past five years. This demonstrates the diversity of the student population at BC and in the VN program.

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 is at 9.1 (from 9.7 last year). This trend for productivity has been stable for the past four years. 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 (93% success and 90% retention) are statistically unchanged and are much better than the college for face to face courses. We do not offer any online courses. The program believes that by improving the on time completion rate\* and continued utilization of the strategies previously mentioned, we can continue to improve our success and retention rates.

\* On time completion 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. The VN program numbers are small and five years of data are combined to get data. Comparing subject age in the 40 & older group shows a difference from the VN success and retention rates and BC. It is not statistically significant at this time, but the program will continue to monitor this trend. 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). Mentoring groups have been started as a new goal to improve student success, specifically on time completion. This is another example of an intervention to improve student success. We will continue to make changes based on evaluation of our success strategies.

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):**

Use attached **Assessment Report Form AU Tab**

1. Describe *any significant changes* in your program’s strengths since last year.
   * Licensure rates. Of the 20 Dec. 2015 graduates, 19 have taken the exam with 17 passing on their first attempt. One student has not taken the exam.
   * Employment readiness: 85% of the Dec. 2015 graduates are employed locally. The job specialist worked to connect employers to BC students through a job fair, and she worked with graduates to connect them with employment opportunities following graduation.
   * Peer tutors: We have been able to maintain our peer tutoring program (currently we have 5 tutors that are available to the vocational nursing students). Two of the tutors are former students that are pursuing their RN degree and they continue to work with VN students.
   * 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 students and in the evaluation of the process.
   * Mentoring program: Students are assigned a faculty mentor based on their Test of Essential Academics Score (TEAS) at the beginning of the program. Low scoring students are grouped with high scoring students to balance the teams. The mentoring teams meet monthly with their faculty mentor to discuss success strategies and to promote cohesion among the cohort.
2. 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 completion applies to a student who starts the program and completes in 3 semesters (graduating on time). Our on time completion rate for 2014/2015 is 70% (up from 67% 2013-2014 and 57% 2012-2013). Current success strategies used to improve on time completion is a case management approach utilizing learning contracts, mandatory test review, and 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: In fall 2015, one faculty member was moved to the RN program, and former faculty moved back into the position which did not impact the students negatively. In addition, we were unable to locate a clinical teaching assistant and as a result the clinical experience was impacted, having a ratio of 1 instructor to 15 students. This is not anticipated to be a continued problem since we have a new faculty member for Fall 2016 which will make the clinical ratio 1 instructor to 10 students.
* 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. Placing the students in mentoring groups based on their TEAS score places the less academically prepared students with the more prepared, improving their chances of being successful.
* 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 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.

We have not had any unplanned events during this time period.

**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.

*At this time, there are no requests for faculty positions.*

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.

* *The VN faculty attended a Vocational Nursing Educators Conference in April 2016. The information focused on simulation and gerontological nursing. The faculty were able to immediately use the information in the classroom upon their return and plan to use the information as supplemental resources in each course. Using current, evidence based content and simulation facilitates student success as the student transitions into the role of the vocational nurse.*
* *The faculty attended the guided pathways summit at BC. Faculty were in agreement regarding the need to ensure that the students receive adequate ‘guidance’ when choosing their major and developing pathways.*

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 which include intrusive engagement strategies utilized in the VN program.*

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?

*We have not experience any new or re-purposed technology during the past year*.

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

No requests this planning cycle.

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

*The Program’s utilization of technology directly correlates to the strategic goals of student learning and student progression and completion.*

*The program believes that student success in the program is interwoven with the use of technology. Examples of the* ***use*** *of technology include YouTube/video clips/free apps specific to National Council Licensure Exam( NCLEX) testing, computer based proctored testing which prepares the student for taking the NCLEX exam, i-clickers, online resources, and social media. Subsequently, faculty use multiple methods to* ***evaluate*** *the effectiveness use of technology. Examples of evaluation methods include the examination of course grades, student performance, and the analysis of course surveys (which are administered every semester). These evaluation methods have shown that the use of varied technologies has contributed to increased student engagement leading to improves student success, progression, and completion. The program also reviews NCLEX pass rates which are an additional indicator of program success. The technologies used provide students with learning opportunities and skills that will not only aid in NCLEX success but will also transfer into the workplace.*

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

*The budget for the VN program falls within the nursing budget; no budget adjustments are requested 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.

In conclusion, the VN program continues to support Bakersfield College’s mission by providing knowledge, skills and competency to our students from diverse economic, cultural and educational backgrounds.  Measurements that validate this success include retention and success rates.  Our retention rate is 90% and success rate is 93% both much higher than the college average.  NCLEX pass rate for August 2015 graduates was 89% and local employment rate is 85% for the August 2015 graduates.  The faculty recognize the need for improvement specifically in the areas of on-time completion and retention and have implemented strategies to aid in improvement as delineated in the above action plan.  The faculty is committed to continue using strategies that will maintain the success of the VN program.

**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 (for both RN and VN programs)  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview)  [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

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