The purpose of Program Review is to summarize and interpret the data and information collected from the resources listed above, reflecting how your department program(s) have been successful and incorporated the information into improvements, where necessary. As a part of the overall college planning process, a meaningful Program Review will be the primary document CPC and other college committees will rely on for qualitative and quantitative information on a program, informing enrollment management, budgeting (cap outlay, grants), hiring priorities, and accreditation.

The questions below are designed to help you create, primarily, a narrative review (roughly 5-10 pages). Each question includes the “Feedback Rubric Prompts” that will be used by the committee to read, reflect, and provide feedback on your Program Review; please use these to guide the formulation of your responses. Each program (curriculum guide) within your department requires a separate Program Review Document.

Program Review Questions

Name of Program being reviewed: Vocational/Practical Nursing Program

1–3. Enrollment, Achievement, and HR Data

Summarize and interpret the data for each of the first three above as they relate to your program.

Response: In the charts for enrollment and success rates (Charts 1 & 2), we note that enrollment has fallen by about 400 from 2009/10 to 2010/11, due to completion of a Grant that allowed increased section offerings for pre-requisite courses. Prior to 2010, the program normally accepted 35 to 40 students/semester. Beginning with the 2010 year, we accepted 35 students, and currently 30 students twice a year. Clinical sites have requested we maintain an instructor to student ratio of 1 to 12 students. Despite fewer students enrolled, the overall success rate went up from 77% to 85% for both 2010/11 and 2011/12. This shows that despite
limits in student population, both motivation and desire remain high for this highly sought-after program, who’s graduates earn livable wages, starting around $21/hour. Our Enrollments by Term highlight the elimination of Summer Courses due to funding reductions, yet our success rates remain high throughout the summer, fall and spring semesters (i.e. Summer 2009 was 71%, up to Spring 2012 at 90%). Our Gender-based enrollments do show that the VN program is still a traditionally Female-oriented occupation, however our success rates for both sexes are within 4 percentage points of each other (hovering around 80%). Our enrollment by ethnicity more than mirrors that in the local community, while the latest success rates (2010 and beyond) show above 75% for all ethnicities. The most significant rise is within the Latino Population, rising from 78% to 85% in 3 years. The enrollment rate by location shows that most of the work is done at LAC Campus, less at PCC, and only minor enrollment on the Web. However, this is somewhat misleading, since the majority of the Course Lab work includes a clinical-lab component off-site, which is credited to LAC. The success rate by location is nearly equivalent for PCC and LAC, at about 80% or higher. Our web-based effort showed lower success for the online Pharmacology course, which we placed on hold since 2011 (while we try to restructure that course), and therefore we only retain the Transition Course, which showed a greater than 80% on-line success rate in Spring 2012. The enrollment by mode of instruction is over 3 to 1 for lectures, due to a heavy load of pre-requisite courses that have no lab associated with the course. However, once admitted to the program, all formal nursing courses are comprised of both a lecture and a lab component, and each lab has about a 20% on-campus lab attached to a 80% off-campus site taught at a healthcare agency for example, a nursing home. Thus the success rate for those labs tends to be a bit higher than the standard lecture course formats. Those success rates have increased from 74% in Summer 2009 up to 89% in Spring 2012. Our instructional sections have declined with the reduction in section offerings particularly for previous summers, and those sections tend to be taught at LAC primarily. In 2010/11, we transitioned the program from year around (including summers) to a traditional academic year (Fall/Spring only). The FTES have trended down for the summers, with the exception of summer 2009/10 where grant monies covered additional summer offerings. During the regular instructional year, the Fall Semester, 2011 reflects a dip related to the transition from 3 semesters to a traditional -2-semester academic year. The waitlist for VN pre-requisite Courses remains long, for these are high-demand courses (like Nursing Assistant, VN215, VN 220 Transition to Nursing, and VN 225 Pharmacology). It’s not uncommon to have from 50 to 100 people on the waitlist for each of these 3 courses. This indicates the desirability of this course of instruction in this depressed economic environment, and the fact graduates are well compensated in nursing salaries. While the grade distribution (A’s and B’s) appears a bit high, it’s due to the fact we have motivated, goal-oriented Adult Learners, who are self-disciplined by the prospect of good future employment in a well compensated profession. This is further validated by student pass rates on the National VN/PN Licensing Examination,
which holds steady at 90% or higher, for the last 4-5 years. Moreover, recent graduate surveys show 90% of the graduates tend to have gainful employment in their field within a year of graduating and or passing the VN/PN Licensing Examination.

Staffing went down with our program’s reduced admissions, from a high Part time & Full time faculty average of 23 (Academic Year 2008/9) to 18.5 (2009/10) to 18 (2010/11) to 11 (current-2012). The Summer staffing went down similarly, from 17 in Summer 2009 up to 18 in 2010 (due to Summer Grant), to a low of 8 in Summer 2011 as we transition our program to a traditional academic calendar. One full-time faculty member is now assigned to teaching in the RN Program (2012/3 Academic Year), due to shortage in their faculty. Due to our decrease in course offerings and program admissions, the ratio of full-time to part-time faculty has decreased overall, with only 1-FT faculty member as lead-instructors for each of our core courses, team- teaching with 2 or 3 part-time faculty members that must cover many of our clinical lab components.

Feedback Rubric Prompts:
How has the program explained their data for the columns 1-3 (enrollment, achievement, staffing)?
  o Was the content concise yet sufficiently in depth?
  o Was there sufficient detail to understand their point?
  o Were the data effectively related to trends in student access and performance during the review cycle? If there were anomalies in the data, were they adequately explained?
  o Did the review explain how the staffing structure (including full-time to part-time ratio of faculty) has affected, positively or negatively, the program’s ability to fulfill its mission and goals?

4. SLOs

a) Summarize the collected program data

Response: Program review for SLO’s is in progress with final report due at the end of Spring 2013. At the end of the capstone course (VN260) a licensing predictor test (ATI) is given to all exiting students. This test is used as an evaluative measure for which it is predicted that 85% of the students will pass state licensure. So far, students are surpassing our predictions at greater than 85%. Moreover, the percentage of students actually passing state licensure examination has exceeded our program student learning outcome that graduates will pass at
10% over the California state average which traditionally fluctuates between 75-80% per year. Currently our passing rate for licensure is holding greater than 90% annually.

**Feedback Rubric Prompts:**
- How has the program explained their SLO data (class and program level)?
- Were changes and responses made to the courses and/or program as a result of the data analysis?

b) Based on analysis of course and program SLO assessment:

- **How are program-level and course-level SLOs being implemented, assessed, and used for program improvement?**

  **Response:** First of all, SLO’s are clearly stated in each course packet and each instructor is responsible for delivering, collecting and evaluating data. This process takes place every 8 weeks for the majority of course offerings. Rubrics for nursing care plans and college level writing assignments, test questions, and student clinical evaluations are used as measuring tools. As a result, the VN program has identified several areas requiring improvement at the course level. For instance, evaluation tools are under revision and study for the next review period. Changes were made in several areas due to analysis of SLO data. In one of our entry courses, several questions were revised by changing the wording of the question for clarity and replacement questions were imported as needed. In addition, it was noted that specific content for ex. “nursing process” questions were unknowingly omitted, so 10 new questions were added.

- **Summarize how the program has responded to SLO assessment results.**

  **Response:** The faculty has embraced the SLO process as a way to improve the program. Feedback on progress on SLO data has prompted improvements in teaching and assessment plans, for example, both Obstetrics & Pediatric updates were made in course content.

- **Discuss how each action/change is based on ASLO results and how it will contribute to the improvement of the program.**

  **Response:** This process has allowed us to look at hard-core data that may or may not reflect industry trends. Because our students must pass a state licensure competency based examination, we must always be mindful of how we are evaluating and delivering course content. We are fortunate to have a master test plan from the National Council
Licensure Examination for VN/PN (NCLEX-VN/PN) to help guide this process. The test plan is utilized throughout the program and determines our focus on content for our SLO’s. Any changes we make according to our assessment of student learning outcomes (ASLO) benefit our program overall.

Feedback Rubric Prompts:
Do you feel that you have an understanding of how the program has used their SLO data for program improvement?

5. Goals

a) Based on the data from questions 1 – 4 and any other relevant internal or external data your department has collected, how have your department and program goals developed and changed over the past three years?

Response: You may ascertain from data explained above in questions 1-4 that our program has transitioned greatly over the past 3 years. Where once we accepted almost 35-40 students, we are limiting admission to 30 students twice a year. In addition, grant monies that assisted us with paying salaries for increased course offerings/admission/faculty salaries ended in Spring 2012. Moreover, we successfully transitioned from a program that ran all 3 semesters (fall, spring, summer) to a traditional 2-semester academic calendar (no summers). As a result, many of our part-time faculty members have had to find employment elsewhere (as reflected in our staffing data), and we are attempting to maintain our quality with the reduced number of students and faculty. Like other areas of the college, we are laboring to do more with less, and focus on specific goals that enhance our program's effectiveness.

b) Discuss the steps you have taken to address each goal. What have been the results of these efforts?

Response: First, we have been in inadequate transitional lecture/lab classroom space (MM101/107) at PCC campus. Hopefully, starting January 2013, we will move into VN-designated classrooms for lecture/lab in the EE bldg. Many of our pre-requisite courses, including nursing assisting is offered at PCC. Secondly, we have integrated scenario based simulation into the VN curriculum by maximizing clinical program hours and promoting a better critical thinker overall. Both the RN and VN programs, making it cost effective for the college, share this new technology. Third, we officially changed (Chancellor's Office) our VN program title for career certificates/degrees to better reflect all other 49 states' licensing terminology of
“Practical Nursing”. We now use the title Vocational/Practical Nursing, making it easier for students to obtain licensure reciprocity nationwide.

c) Based on the new data collected (4), what are your plans for change in the future?

Response: We are actively using our data collected from SLO’s to consistently improve instruction. Mandated state and national regulations guide our program according to a master test-plan created every 3-4 years. As test plans change, our SLO’s must change as well. Additional changes for the future are to maintain our program success and overall quality of incoming applicants. We are now averaging science GPA (Bio-60 & Pharm) to give us an indicator of student success upon admission. This has proved to be helpful since we are limiting admission to only 30 students twice a year, and we can then re-direct students to other allied health programs as needed. We always offer students the chance for improvement and a second opportunity for submitting an application for program entry. Other changes for the future is to better hone in on simulation (a continuous process), which should facilitate student’s transition to an advanced RN pathway. Both programs (VN & RN) are working together to better align curriculum. In addition, we are actively seeking out grants and other funding sources to upgrade simulation and pay for additional faculty in these desperate times. We are currently investigating the possibility of creating short-certificate based courses for example, home health aide, which has been highly suggested by industry, and could augment funding to our nursing and allied health programs.

Feedback Rubric Prompts:
Describe what appears to have contributed significantly to the program’s plan development for the past three years.
   o Do they have a vision?
   o Have the data from questions 1-4 (of the program review template) informed their planning?

6. College Wide

Discuss how the program SLOs as well as the department goals integrate, articulate, and complement the institutional goals and initiatives. (How does your department fit into the big picture?)

Response:
The mission of this program aligns with the overall college mission to prepare student for the 21st century and provide affordable certificates and degree granting programs. We note an average of 69 degrees and certificates each year from 2008/9 to 2010/11. I expect to see a dip in 2011/12 for we were in a transitional period changing the structure of the program from a (3- semester fall/spring/summer) to a traditional 2-semester academic calendar. In addition, our WIA grant ended in Spring 2012 with 32 students graduating in Spring 2012, no students graduating in Fall 2011, and present admission cap down to 30 students twice a year.

Our program works closely with the RN and Medical Assisting program to capture students, maximizing the invested time spent, and re-directing them to other programs that promote success. RN students may drop down into the VN program and VN students may drop down to the M.A. programs for a variety of academic or personal reasons. Bottom line, we prepare students for success and promote career ladder pathways to nursing and allied health professions that offer additional degrees and or certificates.

A normal career ladder exists between the nursing assistant course, the VN program and upward to an RN degree. We function more like a "mid-level nursing program” which allows students to cycle in and out of courses/ programs while working in their field of study. Many of our graduates have started working as a nursing assistant, and transitioned at the same health-care facility as a VN and later as an RN graduate. Over the past few years, post-graduate surveys (post-1 year) indicate that roughly 90% find employment in a variety of health care settings (primarily geriatric based) earning an average of $20-21 per hour. This data shows an increase in about $1-2 dollars over the 2012 Labor Market Index in Los Angeles/Long Beach indicating an entry wage of $19.18. As healthcare trends are steadily moving from an acute care-hospital based setting to an ambulatory and geriatric based setting; vocational nursing has surpassed this expectation. Our graduates work primarily in nursing homes/long-term care facilities, rehabilitation facilities, home care/hospice, and other ambulatory settings such as clinics and physician offices. Additional data by the California Employment Development Department (2012) indicate an increase of at least 22-25% in employment opportunities for VN and nursing assistants in Orange County and other parts of the state through 2018.

This program has the distinction of being one of the only community college based vocational nursing program in all of Orange County/LB and most of Los Angeles. There was a trend in the late 1980"s and early 1990"s to completely eliminate the role of the VN and use only RN's, thus, many community college based VN program closed. Prior to
this timeframe, 4 community college VN programs were in existence in this geographical area (OC & LB & south LA). The results of this incorrect forecast has left an opening for a plethora of private-for-profit VN programs (with generally poor passing scores on state-boards) to open in this area at a cost of $30-35,000/year. LBCC offers a quality VN program at the cost of about $5,000 with passing rates on state board exams well over 90%. In addition, we have seen a steady rise in our Latino-student population entering, graduating, securing a job, and transitioning to the RN pathway at a later date and time.

In closing, the VN program mirrors institutional goals on several levels. We provide quality, low-cost education/programs to our constituents (students and employers) of this geographical area including Orange County/LB/south LA). We offer both career certificates and or Associate Degrees in Vocational/Practical Nursing, and act as a springboard to additional degrees and certificates. Moreover, we primarily cater to the economically and educationally disadvantaged student looking for short- one-year programs that offer entry-level living wages. In the end, the VN program more than meets benchmarks for this institution and an ever- evolving dynamic healthcare industry that it serves.

Feedback Rubric Prompts:
Do you have a clear idea of how their program supports institutional goals?
- Did they reference the institutional goals and mission?
- How does their Program Review give you a clear idea of how their program fits into the college mission?