

# SBCC Instructional Program Review

[Program Review Instructions and Guidelines](#)

Print Page

**Division:** Health and Human Services

**Unit:** Vocational Nursing

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## 1. Mission and Relation of the Instructional Program to the College

### 1. What is the mission of your unit?

The mission of the Vocational Nursing program is to provide a high quality vocational education program which is sensitive to the diverse needs of our students and our community. We facilitate educational access and academic excellence through a learner-centered nursing program, and prepare students to successfully pass the National Licensing Exam (NCLEX PN) and to practice Vocational Nursing in a variety of health-related settings.

The mission hasn't changed. The previous program reviews described the philosophy of the Vocational Nursing program. We now have a written mission.

### 2. Identify or outline how your department/program contributes to the mission of the College.

*Please limit to a single paragraph.*

The Vocational Nursing program is dedicated to the success of each student. Our students are diverse: low income students, single parents, DSPS students, students from various cultural backgrounds, 1st in family to attend college, and those who speak English as their second language. Our program is very proud of creating an environment that respects and supports the unique needs and challenges of each student. We promote civility, ensure equity, and strive to provide individualized learning and college resources (EOPS, CARE, DSPS, GATEWAY, counseling) to promote student success. To promote global responsibility, our students are given opportunities to volunteer in our community to provide nursing care to the homeless, uninsured adults and children, and farm workers.

## 2. History

History (update) since the last program review.

### 1a. Provide a brief overall history of program. Please remember this is for the general reader who may know nothing about your program.

The Vocational Nursing program has existed at SBCC for 59 years, providing our community with much needed Licensed Vocational Nurses. Our program has grown over the years by accepting more students to meet the needs of the community. The program is 18 months long and currently accepts one cohort of up to 45 students at a time. The program has been very successful in achieving National Licensing Exam pass rates much higher than state and national pass rates with each cohort of graduates. In the last program review I reported a 100% pass rate while the national pass rate was 88% and CA pass rate was 75% during this time period. In 2016, SBCC's pass rate was 97% while California's annual pass rate declined to 74% and the national pass rate declined to 84%. Many of our students further their education by enrolling in 'LVN to RN Bridge' programs.

So what does a Licensed Vocational Nurse (LVN) do? What is the difference between a LVN and RN? LVNs and RNs have similar duties in caring for patients. The differences are related to care planning, nursing scope of practice, education and overall responsibilities. The LVN monitors patient health, gives patients medications and treatments, collaborates with other health professionals, keeps records, and supervises nursing assistants where applicable.

Why do we need LVNs in our community? LVNs are integral to providing healthcare to our local community. LVNs comprise of most of the nursing staff in Assisted Living and residential care Facilities, memory care and Skilled Nursing Facilities. They work in clinics, Health Care Provider offices, jails, SB and Goleta schools taking care of children with medical needs, home care agencies, surgery centers, and subacute/rehabilitation units.

### 1b. Provide a history since last complete program review.

\*Re-accreditation was granted Fall 2013, and the program is due for its every 4 year accreditation next year.

\*Since the last program review we have graduated two cohorts of students.

\*In Spring 2014 we graduated 33 students and achieved a 97% NCLEX pass rate. The retention rate for this cohort was 82.5%.

\*In Fall 2015 we graduated 31 students and achieved a 97% NCLEX pass rate. The retention rate for this cohort was 79.5 %.

\*Both cohorts achieved rates above California and National average NCLEX pass rates.

\*The current student cohort (commenced Spring 2016) consists of 30 students. Current retention rate is 85.7%.

\*To meet the needs of the community and better prepare our students for their patient care roles, the VN program adjusted prerequisites and courses. The memory Care program (created by Ann Marie Kopeikin) became an alternative option to the Certified Nursing Assistant(CNA) prerequisite. Healthy Aging 201 became a prerequisite also. The goal of this change was to ensure that our nursing students are better prepared to deliver proficient and compassionate care to memory-impaired older adults, and to better understand the aging process of all adults.

\*To meet the nursing needs of the increasing mental health population in our community, curriculum was adjusted and a new course was offered "VN 146: Care of the patient with mental health disorders".

The VN program expanded it's clinical facilities-Alto Lucero Transitional Care facility became a new clinical site for practicum.

### 3. Statistical Data Analysis

Statistical data for the last three years will be provided by the Office of Institutional Assessment, Research and Planning by the start of the Fall semester. The data will include:

#### Departmental WSCH

- First census WSCH and FTES for the department
- First census WSCH and FTES by course

#### **1a. Write about enrollment trends that the department/program believes are important to its planning and resource needs, and comment on the department's/program's insights on why they are occurring.**

The VN program is approved by the CA Board of Vocational Nursing to enroll up to 45 students with each cohort. The past 3 cohorts we have enrolled less than this due the number of eligible applicants. With the new Healthy Aging requirement, fewer students were able to enter since they either had not taken this course or had not passed this course. However, the VN program currently has a list of 85 applicants for the next cohort with 72 ready to enter with all requirements met. This class will begin in 2017. This applicant pool reflects the awareness of the need for nurses in our community. As the baby-boomer population in our community ages, the overall need for healthcare services is expected to increase. LVNs will be needed in residential care facilities and in home health environments to care for older patients (www.bls.gov).

The Bureau of Labor Statistics projects that employment for LVNs is expected to grow 16% from 2014 - 2024, much faster than the average for all occupations.

#### **1b. Describe how the department/program is responding to these changes.**

In order for the VN program to accept cohorts of 45 students, 3 full-time faculty members will be needed. The department is assigned 3 full-time faculty members. One faculty member currently works a full 15 TLU load for the CNA program and has permanently transitioned to the CNA program as of September 21st. This has left us with 2 full time faculty to manage the current 30 students.

The VN department needs to plan to maintain 3 full-time faculty to increase the number of students to meet the LVN needs of our community. **Student Statistical Data**

Most of the data for the following responses can be found in the [Program Review Data Library](#).

#### **2a. Successful Course Completion Rate**

The Successful Course Completion Rate is the percent of students receiving a grade of C or better, or a P for P/NP courses. This data can be found on the Outcomes tab.

Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

Fall 2017 update (though not necessary):

29 students completed the VN program in May 2017. 97% of students passed the NCLEX Board exams on first attempt. 100% of students were successful in all courses offered their final semester (Spring 2017).

**2b. Successful Course Completion by Modality**

Examine the data on successful course completion by instructional method (face-to-face, fully online, and hybrid), both for the college overall, and for your department. This data can be found on the Outcomes tab.

Please discuss the data, identify any significant positive or negative indications and trends, including a comparison to college outcomes, and describe any strategies your department is using or considering relative to your outcomes.

Fall 2017 update (though not necessary):

100% of students were successful in our only Hybrid Course VN 144 in Spring 2017.

100% of students were successful in our face-to-face Courses in Spring 2017

**2c. Successful Course Completion by Student Equity Populations**

Examine the data on successful course completion by student equity populations. This data can be found on the Outcomes tab.

Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

Fall 2017 update (though not necessary):

2016-2017 academic year.

Ethnicity: Success rate for all ethnicities was >90%. Hispanics were slightly more successful than Caucasians achieving >94% success rate.

Gender: Males (only 1) 100 % successful. Females > 95% successful.

Age 20- 24 years were 100 % successful. Ages 25-49 years were 93% successful.

First generation college: 80 % successful.

AB 540 100% successful.

CA resident >95 % successful

**2d. Degrees and Certificates**

On the "Awards by Major" tab, examine the data and trends for the college overall, and for your department.

Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

The data does not show the cohort of students who graduated May 2017. Our program has one cohort of students every 18 months.

29 students graduated with a certificate in Vocational Nursing in May 2017. I do not have information on how many also obtained an associate degree in science.

**2e. Transfers**

The number of majors who transfer to a four-year college or university can be found on the "Transfers by Major" tab.

Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

1 transfer Fall 2016.

**2f. CTE Earnings and Job Placement**

For Career Technical Education programs, please summarize and discuss the program completers' earnings information and/or job placement information (if available).

See the [CTE Launchboard](#), [Salary Surfer](#) or [Wage Tracker](#) for additional data regarding CTE program completers.

This info is not required this year 2017 -2018

**2g. Additional Department-Specific Data**

Please provide and discuss any additional data unique to your department or program.

This information is not required this year 2017 - 2018

**Student Learning Outcomes (SLO) Assessment**

- Student SLO performance reports

**3a. Provide a brief description of your department's/program's analysis of the student performance data on the course, program and Institutional SLOs (ISLOs).**

The VN Program is meeting the standards of the 6 Institutional SLOs.

VN students are meeting the standards of PSLOs and CSLOs.

**3b. Summarize the strategies your department/program has implemented to improve student achievement of the course SLOs, certificate, degree and/or program SLOs, and the ISLOs. Include the documented and/or perceived changes in student learning.**

In all the VN theoretical courses, early identification strategies and Gateway tutoring are instrumental in helping the students meet course SLOs.

Perkin's grant funding: In the VN clinical courses, The use of the nursing lab simulator and Lab Teaching Assistants (LTAs) significantly improve all SLOs for these courses.

**3c. Review your department's/program's SLO Implementation Cycle Plan and indicate whether or not you are on target for its completion. Explain any changes to your SLO plan.**

All VN courses met their target for full implementation cycle.

All courses have student performance data and improvement plans. The VN faculty complete SLO data with each time the course is taught (once in an 18 month cycle).

**Faculty Information**

- Faculty head count (contract and adjunct)
- TLU and FTEF totals (by contract and adjunct)
- Contract overload for department by year

**4. Where appropriate, explain how the faculty information noted above is affecting the department's ability to achieve its mission and/or objectives.**

Contract Faculty: 3 (45 TLUs) per semester; 90 TLU's per year.

Contract Overload: This varies by semester depending on the amount of clinical hours and theory hours fulltime faculty teach. Each semester is approved for varying hours according to the Board of Vocational Nursing with the minimal total theory and clinical hours totalling 1,959 hours.

Adjunct Faculty: 5. TLUs vary according to clinical needs each semester, between 27 to 28 each semester for adjuncts. The annual TLU need for adjuncts is 54 to 56.

Contract overload is for two VN Contract faculty during the second and third semesters only. Each faculty member teaches a clinical and academic course. Clinical accounts for 5.8 TLU overload each second and third semester (2.4 TLU's per faculty per semester)

**Department/Program Revenue and Expense Data**

- General Fund unrestricted and restricted budget (costs)
- Full-time equivalent (FTE) employees and costs
- Total expenditures per year
- Revenue generated by program (where appropriate)

**5. Where appropriate, use this information to identify your faculty, staff and resource needs.**

Based on last Fiscal year VN department expense Data:

TOTAL EXPENDITURES Fiscal Year Ado. Budget for VN Program: \$581,139

ACADEMIC SALARIES TOTAL \$383,123.00

Breakdown below:

Faculty instructional - 261,662

Regular non-teaching stipend- 13,800

Faculty instructional hourly- 95,157

hourly faculty instructional summer- 3,810

Overload - 8,694

CLASSIFIED SALARIES TOTAL \$60,688.00(PERKINS)

Break down below:

Reg class instructional aid -26,574.00

Hourly student instructional aid- 12,728

Hourly staff instructional aid -21, 386

INSTRUCTIONAL SUPPLIES: 1700.00

DUPLICATING: 880.00

The rest of the Budget is STRS, PERS, OASDHI, Medicare, Health and welfare, unemployment, Workers comp.,

Due to the unique nature of our 18-month program's unique need for "program semester appropriate" schedule building our hourly faculty needs change each semester.

## 4. Programs and Curriculum

1a. All course curriculum is required to be reviewed by the department and the Curriculum Advisory Committee every five years as per State Ed Codes. It is the responsibility of the department chair to keep the curriculum records up to date. Courses not reviewed in a timely manner will not be scheduled and are subject to deactivation.

Curriculum status should be updated. Verify that your department is on track in its review of curriculum. List the courses that you will need to update for the next year and the lead for each of those courses by [COMPLETING THIS FORM](#).

1b. Student Learning Outcomes status should be updated. Verify that your department is on track in its SLO data collection and creation of Course Improvement Plans. List the courses that you need to collect data for this year and the lead for the Course Improvement Plan for each of those courses by [COMPLETING THIS FORM](#).

☐ Check this box to confirm that you have verified the curriculum and that all CSLOs have been updated for your department.

## 5. Collaboration with Other Units Including Instruction, Student Services and/or Administrative Units

1. Discuss any collaborative efforts you have undertaken with other units of the College. Offer an assessment of the successes and challenges in working with these units.

Healthy Aging 201 (PE department) is now a prerequisite course. This course has replaced communication as a prerequisite. The VN director collaborates with the PE faculty regarding course content.

English 87 and Math 103 are courses taught by the English and Math departments specifically for Vocational Nursing applicants. These are courses to better prepare the incoming students with reading and math skills.

The VN department collaborates with the SBCC Parent Child Workshops to provide Tuberculin Skin Testing(TST) to the parents and teachers.

The VN department utilizes the personal counselling services provided by Student Health Services. Alyson Bostwick offers VN group counselling sessions weekly.

Several VN students are part of EOPS.

Several students are DSPS students.

Gateway tutoring is an integral part of our program.

Working with all these departments has honestly been a success for our program and students. Unfortunately we will no longer be able to administer TST to EMT and MIS students due to a change in policy with the Student Health Services.

## 6. Outreach Activities

1. Discuss any activities or projects you have undertaken with other educational institutions (high schools, colleges or universities), the community and/or business/industry. Describe any new outreach activities that you are considering.

The VN program continues to be highly involved with community wellness programs. The VN students and faculty have volunteered at Flu clinics (SBCC, community and SBCH, Sansum clinic), Diabetic health screening at SBCC, Health fair for the Goleta School District elementary schools, Cottage health fair/Screening and at the Cottage Cancer Prevention Fair. We continue to provide assistance for the Linkages Preschool health screening, providing assistance with vision, hearing, height and weight, and dental screening at 3 sites involving

over 600 low-income preschoolers each year. The VN program coordinated with the SB Public Health Department to offer blood glucose and blood pressure checks at these screenings for the parents and have added providing free flu shots for the parents in some of the 2016 clinics. Finally, the program provides health information at the Annual CTE Fair on Campus, and at the high school for Career day. Each year, our faculty present a class on health at the San Marcos Health Academy.

We are always looking for new opportunities to introduce our students to community service using their unique nursing skills.

## 7. Recommendations for Improving the Effectiveness of the Program Review Procedure

1. List suggestions for changes that will make the program review process more helpful to your department. We would like to have a link to our financial information through this site.

## 8. Program Review Template: Goals

List your unit's major goals and related objectives for the upcoming year. List one goal per row. Add new rows for goals as required. If not clear in your table, detail if and how you met the goals and objectives you set in the prior year.

Major Goals & Objectives for Unit

Priority	Goal	Links to College Goals & Plans <a href="#">College Plan 2009-2012</a> <a href="#">Dist. Technology Plan 2009-2012</a>	Office/Person Responsible for Completion	Objective	Anticipated Completion/Measure of Success	Status	Comment
	Obtain lottery college funds( or other) for the ATI TEAS and full Comprehensive Assessment Review Program (CARP) package. Package will be needed for next Cohort commencing in Fall 2017.		A. Kopeikin R. Strandberg	1. 1. Pass the NCLEX –PN licensure exam	1. NCLEX pass rate.	1. Complete	1. The VN program was awarded Lottery Funds for the 2017-2018 school year. The previous cohort of students who graduated in May 2017 and utilized the ATI CARP package, achieved 97% first time NCLEX exam pass rate.
	Find a benefactor for our students, similar to the Rupe foundation for the CNA program:		Ann marie kopeikin; Rosette Strandberg;	1. To increase student retention by increase financial resources.	1.	1. No Longer Priority	1. Encourage students to apply for nursing scholarships at SBCC.
	Evaluate the effectiveness of the VN/ESL 160 course.		A. Kopeikin R. Strandberg	1. Promote retention in VN program	1. Retention rate of students in VN program (>85%)	1. Complete	1. VN 160 was last held in Spring 2017. This class is successful in: 1. Identifying

							students who are ready for the academic rigor of the VN program. 2. Preparing the students with reading skills needed to succeed in the VN program
	At least 45 students will be admitted into the Fall 2017 cohort and a retention rate of greater than 85% will be achieved.		R. Strandberg	1. To provide the community with LVNs.	1. Number of students admitted to VN program	1. Complete	1. The VN program is now accepting 30 students (with 3 alternates) with each cohort. Reasons for this include a change in faculty from 3 full-time to 2 full time, and the availability of pediatric and obstetrical clinical sites to meet the BVNPT requirements. The fall 2017 cohort consists of 29 applicants. Previous cohort had a 83% retention rate.
	Increase the awareness of the Vocational Nursing Program and the role of the LVN in the health-care setting		R. Strandberg	1. Increase enrollment into VN program. 2. Provide a 'Nursing' option for unsuccessful ADN applicants. 3. Promote a CNA, VN, ADN Nursing education pathway	1. 30 students plus 5 alternate students will be ready to commence in the January 2019 cohort. 2. ADN applicants apply to VN program if unsuccessful in applying to ADN program 3. Greater number of applicants ready to commence the VN program with each cohort.	1. In Progress 2. In Progress 3. In Progress	1. Update website. Continue outreach to CNA program and HE 201 class. 2. A video has been created to send to unsuccessful ADN applicants informing them of another nursing option and info about the SBCC VN program. 3. Nursing program information meetings are now held at the same time for the VN and ADN program. This allows for those students only intersted in the ADN program to also have the opportunity to

							hear about the VN program
	Collaborate with the Public health department to have VN students participate with the Homeless and farm workers and or other underserved populations health checks		R. Strandberg	1. 4. Apply the nursing process by collaboratively assessing, planning, implementing and evaluating nursing care and teaching maintenance of health and prevention of disease.	1. Participation in Health screening/health fairs in the community	1. In Progress	1. The VN students have participated in the Linkages Preschool health screenings; Flu clinics; BP screenings; Blood glucose screenings at SBCC and community; Goal is to continue participating and looking for other opportunities to assist the community and allow students to practice.
	Develop a "study hall" for low-income parents that will provide child care while students study and use the learning lab		A Kopeikin	1. Increase program retention	1. Increased retention- above 85%	1. No Longer Priority	1. Learning lab will not be open after hours.

## 9. Program Review Template: Staff

**Staff Needs:** List/summarize the needs of your unit below. List one position per line. Add new lines for positions as required.

In the description box, please note to which objective(s) from the Goals template the need relates.

### Staff Needs

No data found.

## 10. Program Review Template: Faculty

**Faculty Needs:** List/summarize the needs of your unit below. List one position per line. Add new lines for positions as required.

### Faculty Needs

No data found.

## 11. Program Review Template: TLU Augmentation

**TLU Augmentation:** List/summarize the needs of your unit below. List one TLU need per line. Add new lines for TLU needs as required.

### TLU Needs

No data found.



## 12. Program Review Template: Equipment

**Equipment Needs:** List/summarize the needs of your unit below. List one equipment item per line. Add new lines for equipment as required.

Technology items (hardware and software) should be listed on the following pages, and not here.

### Equipment Needs

No data found.

## 13. Program Review Template: Technology / Hardware

**Technology / Hardware Needs:** List/summarize the needs of your unit below. List one hardware item per line. Add new lines for hardware as required.

### Technology / Hardware Needs

No data found.

## 14. Program Review Template: Technology / Software

**Technology / Software Needs:** List/summarize the needs of your unit below. List one software item per line. Add new lines for software as required.

### Technology / Software Needs

No data found.

## 15. Program Review Template: Facilities

**Facilities Needs:** List/summarize the needs of your unit below. List one position per line. Add new lines for positions as required.

### Facilities Needs

No data found.

## 16. Program Review Template: Service Needs

**Service Request Needs:** List/summarize the service needs (Institutional Research, Marketing, Technical Training, etc.) of your unit below.

List one request per line. Add new lines for requests as required.

Category	Description
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## 17. Program Review Template: Other Needs

**Other Needs:** List/summarize the other needs (Duplication, Supplies, Travel, etc.) of your unit below. List one request per line. Add new lines for requests as required.

Category	Description	Cost
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