



**Nursing Vocational  
PROGRAM REVIEW REPORT  
2014 - 2015**

**Faculty and Staff (List all)**

<b>Full Time</b>	<b>Adjunct</b>	<b>Support Staff</b>
Barajas, Noemi	Cao, Alvin	Hall, Cheryl
Boquiren, Conchita	Clark, Angela	Lopez, Sujae
D'Amato, Jennifer	Dhillon, Dalvir	Tunno, Julie
Ellis, Jeanette	Payne, Renee	
Grauso, Lynda		
Tucker, Gail		
Wong, Julie		
Maureen Renaghan Director		



## Vocational Nursing

### I. Executive Summary

#### **Program Description:**

Vocational nursing, a career technical education (CTE) program, provides an educational opportunity for students to develop the social, technical, and professional skills required of a licensed vocational nurse (LVN). The program prepares the student for the NCLEX-VN examination for state licensure through the Board of Vocational Nurses and Psychiatric Technicians. Upon successful completion of this examination, students are able to enter practice as LVNs. Successfully completed vocational nursing coursework may be applied toward an associate degree as electives.

Lecture and laboratory courses are scheduled in the day and evening, on weekends, and in 8-week, 16-week sessions, and through distance education.

The Citrus College Nursing Advisory Committee for all programs meets annually, and is comprised of industry health care professionals including chief executive officers, nursing education consultants, and directors of nursing, education, and staff development. Additionally, in 2013, the VN program was represented at the campus-wide Career Technical Education/Industry Advisory Forum.

#### **Strengths/Effective Practices:**

1. The Citrus College nursing faculty brings a wealth of experience. Faculty members are encouraged to pursue continuous professional development and growth through various classes, certifications, continuing education courses and professional conferences.
2. Faculty-to-student ratios remain decreased by our clinical partners. The advantage for students in the decreased ratios is that it allows increased individual faculty-student interaction.
3. Clinical competencies are performed in the state-of-the-art simulation/skills lab, allowing students to apply their learning in a controlled clinical setting.
4. Skills lab hours have been increased utilizing grant funding to facilitate students' strengthening of clinical skills. Students obtain immediate feedback from the instructors present in lab. Because we were able to increase the lab hours, students have had increased learning opportunities, including focused skills workshops, blood pressure clinics, and physical assessment skills.

5. Industry partners continue to communicate with nursing faculty regularly requesting recommendations of recent graduates of the program for job openings.
6. NCLEX-VN pass rates consistently exceed the state and national averages, both quarterly and yearly.
7. We have implemented Kaplan Live Review for NCLEX-PN prep. The highly successful pass rates indicate that live review has a positive impact on NCLEX pass rates.
8. Solid, long-standing clinical partnerships have ensured student clinical placements over time.
9. Collaborative efforts with the campus student health center have resulted in learning activities including flu vaccine and blood pressure clinics.

### **Weaknesses/Lessons Learned:**

1. A faculty resignation in February 2014 and a retirement in December 2014 challenge the program with course coverage, especially given the recent adjunct scheduling limitations related to healthcare reform. Recent limitations related to healthcare reform have resulted in 'splitting' clinical assignments to ensure that adjuncts do not exceed the maximum hours. This strategy creates a need for multiple instructors in one lab section. Student and faculty feedback indicates that the clinical experience is diminished with multiple instructors.
2. Currently, we are not utilizing an effective pre-entry assessment tool.
3. The current computer lab does not meet the needs of the program. The existing computers have outdated hardware that does not support the program testing and evaluation software. Student learning is negatively impacted when students are continuously challenged by inadequate technology.
4. Students with poor English skills, both written and verbal, have difficulty meeting course and program objectives.
5. Students who have been allowed to repeat the prerequisite course, NRS 100, usually do not succeed in completing the program. Historically, students have been given the opportunity to repeat NRS 100 up to 3 times.
6. The utilization of the state-of-the-art skills lab is limited by the number of faculty who have pursued the required training/practice to become proficient with the technology.
7. Student feedback indicates that the increased time provided in the skills lab provides increased opportunities for students to practice and demonstrate the application of critical thinking and problem solving in real time in a controlled clinical environment.

### **Recommendations/Next Steps:**

1. Hire adequate faculty to fill the vacancies created by both a resignation and a retirement.
2. Identify and implement an effective pre-entry assessment tool.
3. Update the computer lab to meet program needs.
4. Continue to implement early alert protocols to assist ESL students in achieving effective communication skills that meet industry standards and external governing body regulations.

5. Discontinue the practice of allowing 3-peats in NRS 100. We would like to explore the possibility of have the course limited to only one attempt, rather than the current 'may repeat' once.
6. Continue to encourage faculty to pursue training in advanced technology manikins and equipment available in the skills lab.
7. Encourage full-time faculty to teach in intersessions to ensure consistency in content delivery.
8. Continue to offer extensive skills lab hours, but explore the possibility of shifting from grant to district funding to sustain this invaluable learning assistance over time.



## Nursing Vocational

### II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013-2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
NRS100 Intro To Health Occ	S12	0	4	0	4	Spring 2014 This course is not part of the program
VNRS 150 Fundamentals of Nursing	S13	0	1	0	1	Spring 2014
VNRS 151L Fundamentals of Nursing Lab	S13	0	2	0	2	Spring 2014
VNRS 152 Pharmacology I	S11	0	1	0	1	Spring 2014
VNRS 153 Introductory Nutrition for the Vocational Nurse	S13	0	1	0	1	Spring 2014
VNRS 154 Body Structure and Function for the Vocational Nurse I	S13	0	1	0	1	Spring 2014
VNRS 155 Social-Psychology for the Vocational Nurse	S13	0	1	0	1	Spring 2014
VNRS 160 Medical-Surgical Nursing I	F11	0	1	0	1	Spring 2014

VNRS 161L Medical-Surgical Nursing I Lab	<b>F11</b>	0	2	0	2	<b>Spring 2014</b>
VNRS 162 Pharmacology II	<b>S11</b>	0	1	0	1	<b>Spring 2014</b>
VNRS 163 Diet Therapy for the Vocational Nurse	<b>F11</b>	0	1	0	1	<b>Spring 2014</b>
VNRS 164 Body Structure and Function for the Vocational Nurse II	<b>F11</b>	0	1	0	1	<b>Spring 2014</b>
VNRS 165 Growth and Development: Young Adult - Elderly	<b>F11</b>	0	1	0	1	<b>Spring 2014</b>
VNRS 170 Medical-Surgical Nursing II	<b>S13</b>	0	1	0	1	<b>Spring 2014</b>
VNRS 171L Medical-Surgical Nursing II Lab	<b>S11</b>	0	2	0	2	<b>Spring 2014</b>
VNRS 172 Advanced Pharmacology	<b>S11</b>	0	1	0	1	<b>Spring 2014</b>
VNRS 173 Psychology for Vocational Nurses	<b>F12</b>	0	1	0	1	<b>Spring 2014</b>
VNRS 180 Pediatric Nursing	<b>F11</b>	5	0	0	0	<b>Summer 2013</b>
VNRS 181 Growth and Development: Infancy – Adolescence	<b>S11</b>	1	0	0	0	<b>Summer 2013</b>
VNRS 182 Obstetrical-Gynecological Nursing	<b>S09</b>	5	0	0	0	<b>Summer 2013</b>
VNRS 183 Leadership in Nursing	<b>F11</b>	0	3	0	3	<b>Spring 2014</b>

### III. Degrees and Certificates

<b>Title</b>	<b>Type</b>	<b>Date Approved by Chancellor's Office</b>	<b>Number Awarded 2011</b>	<b>Number Awarded 2012</b>	<b>Number Awarded 2013</b>	<b>Number Awarded 2014</b>
<b>Vocational Nursing</b>	<b>AS</b>	1968	9	15	9	11
	<b>C</b>	1968	72	48	42	39

**TYPE: AA** = Associate in Arts **AS** = Associate in Science Degree **C** = Certificate **S** = Skill Award  
**AA-T** = Associate in Arts for Transfer **AS-T** = Associate in Arts for Transfer

#### IV. Sections Offered

Review the data sheet for section counts, which includes the following information by course category:

1. Section counts
2. Enrollment by student demographic
3. Success and retention

Provide a brief narrative analysis and describe any trends or concerns you noticed.

- All courses offered are required by the VN governing body, The Board of Vocational Nursing and Psychiatric Technicians (BVNPT) in order to qualify for the licensure exam.
- Seventeen of the twenty courses in the program are offered in both fall and spring semesters.
- Three courses (VNRS 180, 181, 182) are offered only once a year in summer intersession. The disadvantage of the summer-only offering is, when a student fails a course in the summer they have to wait until the following summer to repeat the course, only if space allows.
- No courses are offered during winter intersession.

#### **NRS 100 course is a program Pre-requisite (stand alone course)**

- Four sections are offered each spring and fall semester. Two morning and two afternoon sections.
- No courses offered during winter or summer intersessions.

#### V. Student Demographics

Review the data sheet for program enrollment, retention, and success which includes data on these metrics by student demographic

Provide a brief narrative analysis and describe any trends or concerns you noticed.

*For data on course sections, success and retention, and student demographics please refer to data packet in your program review folder. Observations and reflections related to these data can be addressed in the appropriate "plus one" addendum.*

*Observations and comments about course, program and college level data can be made below.*

- VN Program retention for summer 2013 was 100%, for fall 2013 was 99% and 99% for Spring 2014. Program retention was 7-11% higher than campus-wide retention.

- VN Program success for summer 2013 was 98%, for fall 2013 was 98%, and spring 2014 was 99%. Program-wide success was 20-30% higher than campus-wide percentages.
- Data demonstrated that the program has a diverse population of students, and mirrors the campus population with a high Hispanic enrollment.

### **NRS 100 course is a program Pre-requisite (stand alone course)**

- NRS 100 course retention for fall 2013 was 88%, for spring 2014 88%. Course retention was 1-2% below campus-wide retention.
- The NRS 100, an elimination course, success for fall 2013 was 24% and 23% for spring 2014. Due to the nature of this as an elimination course and the credit/no-credit grading set up for only the top 24 students to receive credit sets the success percentage 45-46% below campus-wide percentages.
- Data demonstrated that the course has a diverse population of students, and mirrors the campus population with a high Hispanic enrollment.

## **VI. Student Accomplishments**

Provide current, interesting information about accomplishments of students who have participated in this program.

Two VN students received academic accomplishment awards for placing in the top one hundred of Citrus College students. This is a consistent trend among VN students. Former students continue to contact faculty to update their job status and new educational pursuits. Of note, one former student who completed the program 16 years ago, went back to school and became a RN, then received her M.S.N., and is 8 months away from completion of her D.N.P. program. Another former student completed the VN program 15 years ago, continued with her education and received her RN and BSN. Additionally, this former student completed her MSN/FNP in summer 2014, and has served as adjunct faculty for both our VN and RN programs since 2008.

## VII. Student Learning Outcomes Assessment Reflection

Academic Senate Approved 4/11/12

All SLOs for every course will need to be assessed at least once within the 5-year comprehensive program review cycle. Upon reflection with program colleagues (or self-reflection for programs with only one instructor), please provide a brief narrative to the following (at least one row for one SLO needs to be completed for each course at this time):

Complete SLO assessment and analysis in the table at:

<http://intranet/SLO/Pages/default.aspx>

DOCUMENT REFLECTION DISCUSSION BELOW (FOR BOTH SUMMER/FALL 2013 AND WINTER/SPRING 2014)

SLO assessment analysis within the VN Program provided an opportunity to reflect on the changes that were initiated in identifying/utilizing multiple assessment tools rather than only assessing quizzes/exams. The different assessment tools proved to provide a more defined measurement for specific SLOs in addition to quizzes/exams. For many, if not most assessments, students performed within acceptable ranges, requiring no changes to the SLOs. Despite the positive results of the assessments, there was talk of making changes to a couple of SLOs that seem to be similar in nature. In addition some instructors felt there were instances with certain SLOs that appear to require more attention/focus on specific content to better assist students in mastering the content for those SLOs.

**NRS 100 is not a part of the VN Program but is a required course to qualify for entry into the Program.**

This course has 4 sections that initially start with approximately 30 to 35 students in each section. The course is graded as a credit/no credit. Out of the 4 sections only the top scoring 24 students combined will be eligible for entry into the VN program. The top scoring students entering into the VN program will receive credit for the course, the remaining students are not eligible for entry and therefore receive a no credit grade.

Due to the strict course guidelines for accumulating points, in addition to there being no course prerequisites, many students will not complete NRS 100. During the course of the class some students discover nursing is not what they want or realize their point scores are too low to have a chance of being in the top 24 and quit attending class.

Overall, greater than ½ of the students taking the weekly quizzes were able to meet SLOs satisfactorily, but as nursing faculty, we would like the assessment results to reflect a higher success. We are continually discussing and looking at ways to better serve students for the reality of entering into the nursing profession and in preparing them adequately for potential entry into the VN Program.



Currently, there is no discussion regarding changing any of the SLO's. There is discussion at looking at the communication assessment tools currently offered in NRS 100 and making minor changes to adequately capture students who have strength in both written and verbal communication skills.



## Nursing Vocational

### VIII. Progress toward previous goals

During 2013-2014, we accomplished:

	Previous Goals	Progress/ Persons Responsible	Status	Institutional Goal/s
<b>Goal 1 EMP</b>	Integrate nursing students more fully into the college campus by using such services as tutoring and having students assist with campus clinic such as flu shots clinics, and or health fairs on campus	Students have participated in the Health Center flu shot clinics on campus. /Faculty	Ongoing	2.2.4
<b>Goal 2 2013-14</b>	Yearly review supplies, equipment, software, and DVDs to ensure that we are providing current educational methodologies.	The department is in need of updating software and DVD's. We have produced one in-house DVD for instructional purposes & have plans for others by Spring 2015./Faculty	ongoing	
<b>Goal 3 2013-14  Cont. 2014-15</b>	Expand the existing RN database to include VN students in order to gather and sort appropriate data. This is identified as a method for providing an accurate picture of student success / completions.	Support staff and Asst. director of VN Program	pending	1.2.1
<b>Goal 4 2013-14</b>	Need for an update complete change-out of computer technology (30 new computers - hardware and software) in skills/computer lab	Needs to be added to budgetary requests for 2014-2015/Director of Health Sciences	pending	

In addition to previous goals, during 2014-2015, we plan to:

	Description	Actions / Target Date	Data Index*	Institutional Goal**
<b>Goal 1 2010-11 Update 2014-15</b>	Ongoing faculty deficit. Additionally, we had one resignation in spring 2014. We have one retirement in December 2014. We need to hire adequate faculty to comply with external governing body regulations and support program instruction.	2014-2015	pending	1.2.4 5.2.1
<b>Goal 2 2014-15</b>	Replace outdated human simulator in order to provide industry-standard level of instruction.	2014-2015	pending	1.2.3 2.2.4 2.2.5 4.1.1
<b>Goal 3 2014-15</b>	Need for all new complete computer technology (30 new computers - hardware and software) in smart panels and skills/computer lab	2014-2015	pending	1.2.1

\*For institutional goals visit link below.

<http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf>

\*\*For Educational and Facilities Master Plan, use table below.

EFMP 1 – Integrate nursing students more fully into the college campus by using such services as tutoring and having students assist with campus clinic such as flu shots clinics, and or health fairs on campus



## Nursing Vocational

### IX. Budget Recommendations for 2014-2015

(Add rows or attach additional pages as needed for complete description / discussion)

#### Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
Faculty	Lack of adequate faculty endangers compliance with external governing bodies, increases faculty workload, and prohibits consistent delivery of content, all of which negatively impact student success.	M, N, Q, F, C	1, 2, 3

#### Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority
Lab Technician(full-time)	Providing essential remediation is key to student success	M, N, Q, F, C	2, 3

#### Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Conferences/workshops	Provides best practice in nursing education	varies	M, N,Q,C	2, 3

#### Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority
Modify lab space to support replacing the existing outdated computer lab hardware and software. This includes all 30 computers.	Classroom/computers and lab equipment provide high quality instruction in nursing education. Currently, the computer lab hardware does not support critical software needed to effectively deliver instruction.	PC 212 and 230	M, N, Q, F, C	2, 3
Modify classroom space to support replacing smart panels in classrooms assigned to VN nursing students.	Classroom/computers and lab equipment provide high quality instruction in nursing education	TC 228 and 229	M, N, Q, F, C	2, 3

Reassess TC 230 smart panel	The projector/hard drive that was recently installed is not working correctly.	TC 230	M, N, Q, F, C	2,3
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### Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Replace the existing outdated computer lab hardware and software. This includes all 30 computers.	Classroom/computers and lab equipment provide high quality instruction in nursing education. Currently, the computer lab hardware does not support critical software needed to effectively deliver instruction.	40-60,000	M, N, Q, F, C	2, 3
Replace smart panels in classrooms assigned to VN nursing students.	Classroom/computers and lab equipment provide high quality instruction in nursing education. Currently, the computer lab hardware does not support critical software needed to effectively deliver instruction.	varies	M, N, Q, F, C	2,3

### Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Replace human simulator that has become so obsolete that it can no longer be repaired.	Effective instruction. Maintain the simulation lab to meet current best practice.	95,000-110,000	M, N, Q, F, C	2, 3
Install video/audio component that has never been completed in the control room of the simulation lab.	Effective instruction. Maintain the simulation lab to meet current best practice.	2,000	M, N, Q, F, C	2, 3

### Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Skills lab supplies	Provides state-of-the-industry supplies to provide opportunities for safe practice	5,000	M, N, Q, F, C	1,2,3

# General Budget Guidelines

## Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request \$30,000 for a classroom set of equipment (one item for each student), if \$15,000 were available, would it be possible for two students to share an item? Is the request “All or nothing”?

## Determining Budget Impact:

**Indicate one or more of the following areas that your request will affect:**

**M = Mission:** Does the request assist the program in meeting the District’s mission and established core competencies and / or diversity?

**N = Need:** Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

**Q = Quality:** Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?

**F = Feasibility:** Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

**C = Compliance:** Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

## Budget Priorities:

**When establishing priority, consider the following:**

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success.

Priority 3: This item is necessary to maintain / improve program student learning outcomes.



## Nursing Vocational

### X. Career Technical Education

TOP CODE: 1230.20

1. Advisory Committee meeting date(s): 11/01/13

2. Advisory Committee recommendations

1.	Increased skills lab learning opportunities
2.	Review and update curriculum to better reflect current industry trends. Currently, VNs are used more in clinics, long-term. sub-acute, home and hospice settings.
3.	
4.	
5.	

3. Are these Advisory Committee minutes on file with Academic Affairs?

YES   x   NO       

4. Vocational Funds

Source	Purpose	Amount
District budget	Program support	1,323,117

## 5. Labor Market Data 2008 – 2018

(California Employment Department Labor Market Information for Los Angeles County)

Occupation	Soc Code	Employment Estimated	Employment Projected	Change
License Vocational Nurses	29-2061	64,500	79,000	22.5%
				%
				%
				%
				%
				%

## 6. Discuss demand for workers in this TOP code based on CA Employment Development Department Labor Market Information for Los Angeles County and Advisory Committee input. Describe the rationale for use of data regarding additional geographic areas.

According to California Occupational Guide, Job Outlook, employment of LVNs is expected to grow faster than average growth rate. Demand for LVNs will be driven by the increase in numbers of the older population. Job growth will occur over all healthcare settings but especially those that service the geriatric population, including nursing care facilities, community care facilities and home healthcare services. In addition to projected job growth, job openings will result from replacement needs, as many workers retire from the workforce.

Open discussion during the Advisory Committee meeting 2012 reinforced current labor market information, specifically, that while jobs in acute facilities have decreased, facilities currently hiring LVNs include home healthcare services and nursing care facilities.

## CORE INDICATORS

Indicator	2009-10	2010-11	2011-12	2012-13	2013-14
	(Actual)	(Actual)	(Actual)	(Proposed)	(Planning)
1. Technical Skill Attainment	99.55	97.51	97.13	97.75	100.00
2. Credential, Certificate, or Degree	95.92	73.26	98.78	97.96	98.80
3. Persistence or Transfer	81.82	78.79	91.23	87.93	86.49
4. Placement	88.89	89.02	87.30	79.31	82.09
5. Nontraditional Participation	22.32	24.88	27.01	25.84	17.76
6. Nontraditional Completion	22.45	25.61	29.89	26.47	16.28

<b>CITRUS COLLEGE</b> <b>Negotiated Level</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
1. Technical Skill Attainment	92.46%	87.93%	88.81%	88.82%	87.27%
2. Credential, Certificate, or Degree	66.13%	78.95%	82.05%	80.93%	81.50%
3. Persistence or Transfer	82.18%	83.62%	85.96%	85.86%	86.50%
4. Placement	79.86%	80.33%	82.21%	81.48%	76.97%
5. Nontraditional Participation	12.58%	19.05%	20.37%	22.08%	22.60%
6. Nontraditional Completion	12.02%	19.72%	22.10%	25.00%	26.50%