Program or Area(s) of Study under Review:

VOCATIONAL NURSING

SUMMARY OF PROGRAM REVIEW:

A.   Major Findings

   1.   Strengths:
   > - Student centered focus
   > - Caring, knowledgeable faculty
   > - Long term program

   2.   Areas for Improvement:
   > - Increase faculty levels to provide relief and flexibility in event of illness or loss of personnel.
   > - Increase enrollments to levels consistent with other programs.

   3.   Projected Program Growth, Stability, or Viability:
   > Viability – improvements needed in item #2 to maintain viability of program.

B.   Program's Support of Institutional Mission and Goals

   1.   Description of Alignment between Program and Institutional Mission:
   > The vocational nursing program aligns with the Institutional Mission and Vision inasmuch as the program evolves to serve the increasingly diverse population in the state, region, and local areas. The basis of the program is Career Education that serves the needs of the region and greater northern California by providing competent health care professionals via a challenging educational program that allows the student to work during their educational process.

   2.   Assessment of Program's Recent Contributions to Institutional Mission:
   > Entrance to the program is based upon an application process that requires specific prerequisites that are exclusive of the program. Once admitted, students are provided with a balanced educational program that has utilized a variety of theories and techniques to address the variety of student learning needs and objectives to best serve the student. This is accomplished while simultaneously maintaining high standards for completion, retention, and overall success.

   3.   Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:
   > Utilization of grant funds to provide DEIA and culturally competency training to nursing faculty in both the ADN and VN faculty.

C.   New Objectives/Goals:
> Review the viability and the need for the program while simultaneously reviewing the need/demand for a VN/Paramedic-to-RN Bridge program.

D.   Description of Process Used to Ensure "Inclusive Program Review"
> Program review was developed with the program coordinator with input from the faculty and administration who work within the program.

Program Review Report | Spring 2023

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Vocational Nursing
Degree(s)/Certificate(s)	Vocational Nursing: AS Vocational Nursing: CoA
Courses	NURS 131
	NURS 132
	NURS 233

Taxonomy of Programs, July 2022

I.   PROGRAM DATA

A.   Demand

1.   Headcount and Enrollment

	2019-2020	2020-2021	2021-2022	Change over 3-Year Period
Headcount				
Within the Program	16	17	16	--
Across the Institution	8,285	7,193	6,646	-19.8%
Enrollments				
NURS-131	--	17	--	--
NURS-132	14	--	16	14.3%
NURS-233	15	--	15	--
Within the Program	29	17	31	6.9%
Across the Institution	33,414	30,381	25,203	-24.6%
Source: SQL Queries for Spring 2023 Program Review				

RPIE Analysis: The number of students enrolled (headcount) in the Vocational Nursing Program remained stable over the past three years, while headcount across the institution decreased by 19.8%. Enrollment within the Vocational Nursing Program increased by 6.9%, while enrollment across the institution decreased by 24.6%.

Enrollment in following course changed by more than 10% (±10%) between 2019-2020 and 2021-2022:

　　　Course with enrollment increase:
- NURS-132 (14.3%)

Program Reflection:

The Vocational Nursing program is occasionally able to accommodate a student not doing well in the associate degree-nursing (ADN) Program, which was the case in NURS 132 in 2019-2020. This student melded well with the VN cohort, and the student "blossomed" from her frustrations in the ADN program and she completed the VN program, learned a lot but also offered her VN peers much information and support. She graduated from the program and was one of the first to pass her NCLEX-VN. She is currently enrolled in an Associate Degree of Nursing program closer to her home and will do well! It is good when we can accommodate this for students who need it to be successful—unfortunately the timing is often in conflict.

2.   Average Class Size

	2019-2020		2020-2021		2021-2022		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
NURS-131	--	--	1	17.0	--	--	17.0	--
NURS-132	1	14.0	--	--	1	16.0	15.0	14.3%
NURS-233	1	15.0	--	--	1	15.0	15.0	0%
Program Average*	2	14.5	1	17.0	2	15.5	15.4	6.9%
Institutional Average*	1,332	25.1	1,202	25.3	1,111	22.7	24.4	-9.6%

RPIE Analysis: Over the past three years, the Vocational Nursing Program has claimed an average of 15.4 students per section. The average class size in the program has been lower than the average class size of 24.4 students per section across the institution during this period. Average class size in the program increased by 6.9% between 2019-2020 and 2021-2022. Average class size at the institutional level decreased by 9.6% over the same period.

Average class size in the following courses changed by more than 10% (±10%) between 2019-2020 and 2021-2022:

> Course with an increase in average class size:
> o NURS-132 (14.3%)

Program Reflection:

The VN Program has had difficulty getting applicants – at least those who meet the pre-requisites—thus the low enrollment. The part time nature of the program we offer allows those who must work or have child or elder care considerations the opportunity to attend school, but many prefer the 12 month (fulltime approach) and even pay the private school fees to obtain that opportunity. Faculty and clinical site constraints are prohibitive of our meeting full time and part time obligations to students while meeting BVNPT requirements as well. An option to consider would include creation of "VN/Paramedic-to-ADN Bridge" program (as we did many years ago). This would give those applying for the ADN program another avenue to get that ADN and this might then fill the VN program to the 30 seats we have approved from the BNVPT.

3. **Fill Rate and Productivity**

Fill Rate			
	Enrollments	**Capacity**	**Fill Rate**
2019-2020	29	60	48.3%
2020-2021	17	25	68.0%
2021-2022	31	60	51.7%
Three-Year Program Total	**77**	**145**	**53.1%**
Productivity			
	FTES	**FTEF**	**Productivity**
2019-2020	27.5	5.7	4.8
2020-2021	13.9	1.8	7.7
2021-2022	12.7	7.4	1.7
Three-Year Program Total	**54.1**	**14.9**	**3.6**

Sources: SQL Queries for Spring 2023 Program Review; SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)
*Note: The spring 2020 section of NURS-233 has a capacity of 0 recorded. For the fill rate calculations above, a capacity of 30 was assigned to NURS-233, to reflect the capacity of that course in spring 2022.

RPIE Analysis: The fill rate within the Vocational Nursing Program ranged from 48.3% to 68.0% over the past three years, and the fill rate across the three-year

period was 53.1%. [Fill rate has not been calculated at the institutional level.] Between 2019-2020 and 2020-2021, both enrollment and capacity decreased, resulting in an increase in fill rate (due to a higher rate of decrease in capacity). Between 2020-2021 and 2021-2022, both enrollment and capacity increased, resulting in a decrease in fill rate (due to a higher rate of increase in capacity).

Productivity within the Vocational Nursing Program ranged from 1.7 to 7.7 over the past three years, totaling 3.6 across the three-year period. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 3.6 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

Program Reflection:

A factor affecting fill rate is the class size as mentioned in section II. Another component to this would include difficulty getting part time faculty, the ADN faculty not able to participate as much in staffing the VN program due to the issues finding appropriate staff and often relying on the Program Director to provide lecture and clinical coverage in both the VN and ADN programs. We do need another VN Instructor for consistency. An additional issue is that many of the facilities have limited the number of students per unit, which then requires more instructors. Getting additional instructors that will work consistently is problematic and costly.

4. **Labor Market Demand**

Economic Development Department Standard Occupational Classification Description Code **29-2061: Licensed Practical and Licensed Vocational Nurses**	Numeric Change in Employment (Baseline Year to Projected Year)	Projected Growth (% Change in Positions; 2018 Base Employment vs. 2028 Projected Employment)	Projected Number of Positions (Total Job Openings)
Napa County (2018-2028)	0	0%	160
Bay Area[A] (2018-2028)	1,200	10.7%	10,220
California (2018-2028)	11,100	15.3%	69,910
Source: Economic Development Department Labor Market Information, Occupational Data, Occupational Projections (http://www.labormarketinfo.edd.ca.gov) *[A]Bay Area counties include: Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma. Figures also include San Benito County (reported with projections for Santa Clara County).*			

RPIE Analysis: The figures reported in the table above pertain to the Standard Occupational Classification for the following positions:

- *Licensed Practical and Licensed Vocational Nurses*

The Economic Development Department projects that the number of positions within Napa County will remain stable while there will be an increase of 1,200 positions within the Bay Area for the Vocational Nursing Program by 2028 (compared to 2018). The increase in positions translates to a 10.7% increase for the industry within the Bay Area (not including Napa County). The projected growth within the Bay Area is lower than the projected growth in California.

Program Reflection:

These reflections may be changing due to the shortage of RN's and the needs of our local hospitals, doctors' offices and clinics as well as the skilled nursing facilities altering their staffing patterns to utilize LVN's in conjunction with RN's to meet staffing needs--- we will need to provide more RN's or at least more VN's with a pathway to RN to meet our community and the surrounding areas needs.

B. Momentum

1. **Retention and Successful Course Completion Rates**

Level	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
NURS-131	94.1%		X	88.2%		X
NURS-132	96.7%	--	--	96.7%	X	
NURS-233	100%	X		93.3%	--	--
Program Level	97.4%			93.5%		
Institutional Level	**89.6%**			**74.0%**		

Source: SQL Queries for Spring 2023 Program Review
-- Indicates a value that is within 1% of the program-level rate.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate.
Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: Over the past three years, the retention rate for the Vocational Nursing Program was significantly higher than the rate at the institutional level. No Vocational Nursing courses claimed retention rates that differed significantly from the program-level rate. The retention rate for the Vocational Nursing Program falls within the fourth quartile (Q4) among program-level retention rates (across 58 instructional programs, over the past three years). The retention rate for Vocational Nursing is among the top 25% of retention rates among NVC programs.

Over the past three years, the successful course completion rate for the Vocational Nursing Program was significantly higher than the rate at the institutional level. No Vocational Nursing courses claimed successful course completion rates that differed significantly from the program-level rate. The successful course completion rate for the Vocational Nursing Program falls within the fourth quartile (Q4) among program-level successful course completion rates (across 58 instructional programs, over the past three years). The successful course completion rate for Vocational Nursing is among the top 25% of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (3.9%) was significantly lower than the difference at the

institutional level (15.6%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

No Vocational Nursing courses claimed a difference (between retention and successful course completion) that exceeded 10%.

Program Reflection:

The VN students are usually very determined and many of them see this as a pathway to becoming an RN--- they just have to prove to themselves that they are capable of doing this! We support this effort!

2. **Student Equity**

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
African American/Black	*	86.4%	*	65.6%
Latinx/Hispanic		88.7%	94.4%	***70.3%***
First Generation		89.2%	87.2%	***72.7%***
Veteran		91.1%	**	71.9%
19 or Younger		89.8%	**	72.3%

Source: SQL Queries for Spring 2023 Program Review
Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.
Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.
Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.
*Data suppressed due to low N (<10 students in cohort).
**No students in cohort enrolled within the program.

RPIE Analysis: This analysis of student equity focuses on the five demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the five groups listed above.

The program-level retention rate among African American/Black students is not reported due to small cohort size.

Within the Vocational Nursing Program, the successful course completion rates among Latinx/Hispanic and first-generation students were significantly higher than the corresponding rates at the institutional level. The program-level rates for the remaining equity groups are not reported due to small cohort size.

These findings regarding successful course completion rates among equity groups are consistent with the findings that emerged from the comparison of successful course completion at the program vs. institutional level, where the program-level rate was significantly higher than the institution-level rate. (See Section I.B.1 above.)

Program Reflection:

This is expected in a nursing program where we practice and teach the basic philosophies of nursing: treat every human being as a human being with no thought as to color, creed, ethnicity or sexual preference…. Treat others as you would want to be treated. We obviously need to consider that each person is an individual, but it would be very disheartening to any nurse to have outcomes other than those reported!

3. **Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

This section does not apply to the Vocational Nursing Program, as courses associated with the program were not offered through multiple delivery modes within the same academic year between 2019-2020 and 2021-2022.

C. **Student Achievement**

1. **Program Completion**

	2019-2020	2020-2021	2021-2022
Degrees			
Vocational Nursing AS	2	11	1
Institutional: AS Degrees	**422**	**394**	**305**
Average Time to Degree (in Years)+			
Vocational Nursing AS	*	6.7	*
Institutional: AS Degrees	**4.7**	**4.9**	**4.6**
Certificates			
Licensed Vocational Nursing	--	15	--
Institutional: Certificates of Achievement	**390**	**508**	**404**
Average Time to Certificate (in Years)			
Licensed Vocational Nursing	--	6.9	--
Institutional: Certificates of Achievement	**4.1**	**4.0**	**3.9**

Source: SQL Queries for Spring 2023 Program Review
*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.
+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2018-2019 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2009-2010 or later. Among 2019-2020 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2010-2011 or later.
Note: Degrees include Licensed Vocational Nursing and Vocational Nursing.

RPIE Analysis: The number of AS degrees conferred by the Vocational Nursing Program decreased by 50% between 2019-2020 and 2021-2022 (which represented non-cohort years for the program). Over the same period, the number of AS degrees conferred by the institution decreased by 27.7%. The Vocational Nursing Program accounted for 2.8% AS degrees conferred in 2020-2021 (the one cohort year reported in the table

above). For that cohort year, the average time to degree was higher than the average among all AS recipients, as the average time to degree is calculated based on students' first term of enrollment at NVC (when some students might have been taking pre-requisites for the program).

In 2020-2021 (the one cohort year reported in the table above), the Vocational Nursing Program conferred 15 Certificates of Achievement. The Vocational Nursing Program accounted for 3.0% of certificates conferred that year. For that cohort year, the average time to certificate was higher than the average among all certificate recipients, as the average time to certificate is calculated based on students' first term of enrollment at NVC (when some students might have been taking pre-requisites for the program).

Program Reflection:

The VN program is a part-time two-year program, so we only have a class completing every other year. The average time to degree would be longer than the two-year program because of the required pre-requisite classes.

2. **Program-Set Standards: Job Placement and Licensure Exam Pass Rates**

Measure	Program-Set Standard* (& Stretch Goal)	Recent Performance			
		Year 1	Year 2	Year 3	Three-Year Total
Job Placement Rate	70% (100%)	Data suppressed due to small cohort size (< 10).	100%	Data suppressed due to small cohort size (< 10).	100%
Licensure Exam Pass Rate	60% (90%)	67%	83.3%	N/A	Data not complete
*Sources: Perkins IV Core 4 Employment data for Program (TOP Code: 0505) for job placement rates (*Program-set standards and stretch goals reported in the table are the standards and goals established in 2019.*					

RPIE Analysis: Among Vocational Nursing students, the job placement rate in the most recent cohort year exceeded the program-set standard (of 70%). That year, the job placement rate reached the stretch goal (of 100%).

Program Reflection:

Because we graduate only every other year, the cohort from 2019-2020 graduated 15/15 students who were then able to take their NCLEX-VN for licensure after March 2021. Of this student cohort 14/15 are licensed as VN's in the state of California (93.3%) and all of these are employed as VN's either full or part time.

II. **CURRICULUM**

   A. **Courses**

Subject	Course Number	Date of Last Review *(Courses with last review dates of 6 years or more must be scheduled for immediate review)*	Has Prerequisite* Yes/No & Data of Last Review	In Need of Revision *Indicate Non-Substantive (NS) or Substantive (S) & Academic Year*	To Be Archived *(as Obsolete, Outdated, or Irrelevant)* & Academic Year	No Change
NURS	131	See comment below	Yes- application			X
NURS	132	See comments below	NURS 131			X
NURS	233	See comments below	NURS 132			X

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. Degrees and Certificates+

Degree or Certificate & Title	Implementation Date	Has Documentation Yes/No	In Need of Revision+ *and/or* *Missing Documentation* & Academic Year	To Be Archived* *(as Obsolete, Outdated, or Irrelevant)* & Academic Year	No Change
Certificate					X

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

+Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

The Board of Vocational Nursing (BVNPT) surveyed the NVC Vocational Nursing program during a "surprise" visit in 2022. At that time the Nursing Executive Consultant (NEC) spent five days reviewing records and files, visiting with VN students, visiting clinical sites with instructors and speaking with staff and management, visiting the NVC classrooms, the library, the skills and Simulation lab (essentially checking that all of the state regulations were being met). We discussed pass rates which we are obligated to follow quarterly and annually. The existing program was approved for meeting all regulations - meaning there were no changes to the curriculum. The BVNPT approved the NVC VN Program for four more years with only one concern—we did not have the previous two years of staff meetings documented. It was explained to the NEC that the previous two years were during the pandemic and the Program Director did most of the didactic teaching and clinicals were covered by the Program Director, some VN faculty and some of the approved Associate Degree Nursing faculty when they had time while also covering the RN program clinicals—and that we were all in communication as needed via text and email but that there were no formal meetings as we were trying to meet program requirements for two nursing programs with minimal staff and significant difficulty finding clinical sites that would have us…..she would not accept the previous two years meeting minutes nor copies of emails between staff. We had to provide a calendar of prospective VN Faculty meetings, and we now have a continuing binder of meeting minutes for the next review!

III.   LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
See below				

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
See below					

Program Reflection:

The Student Learning Objectives for the VN Program are literally the criteria for their passing each of the VN courses, so if they passed, they met the student learning objectives. We had 15/15 students pass all three VN courses thus all the student learning objectives were met. I was negligent in getting this documented in Trac-Dat but my priority was making sure the students met all of the objectives of the courses and the program and the BVNPT requirements. The SLO information was provided to Christopher Howe in document form in May 2023, but Trac Dat had been closed at that time.   Our goal will be to do better with the NVC new tracking system and hopefully no more pandemic, fires, earthquakes, etc. will preclude us from meeting this goal.

B.   Summary of Learning Outcomes Assessment Findings and Actions

The SLO's for the VN program are based on the BVNPT requirements and nursing process so that our students will pass the NCLEX-VN to become licensed and be safe providers of care for members of our community. We do also strive to encourage our VN's to pursue further education as appropriate and as able.

Program Reflection:

The NVC Vocational Nursing Program is struggling. We are only able to fill the initial course about 50% of the seats we are approved to fill by the BVNPT for the past 2-3 cohorts. Some have suggested we lessen the pre-requisite classes, but this is not the answer. Without the pre-requisites students would not be able to pass the program. Healthcare has become more complex and more challenging, and we want those who apply and stay to be successful (meaning licensed and working).

Below are several suggestions for the future of the Vocational Nursing Program:

Suggestion 1: Not offering another cohort when this one is complete in December 2024 **_unless_** there is a dedicated pair of instructors and consistent subs who are willing to commit to the time it will take to meet the SLO's of the program consistently. The Nursing Program Director will be new; covering the needs of both programs (RN and VN) is challenging, at best, and this was difficult and time consuming for an experienced director with (1) the crises we have had to contend with and, (2) a lack of staff required to meet the obligations we have to our diminishing clinical opportunities (less students to faculty ratios thus requiring more faculty). We have many adjunct faculty and are adding more, but it significantly affects consistency for students and the ability to meet BVNPT regulations when we are just "covering" versus have dedicated instructors working with our students. We do important "things" in our courses that can affect the safety and

lives of sick patients which then in turn affects the students' perceptions of their abilities. They need the support of consistent and experienced instructors!

Suggestion 2: *If* the VN program is offered again, that a **VN/ Paramedic-to-ADN Bridge Program** is also in effect by then--- this will increase the application pool to the VN program, as those who want to become RN's will see it as an alternative to waiting another year to re-apply to the RN program. The pre-requisites for the RN program are more challenging thus will increase the general knowledge base of the group helping to make *all* of them better resources for learning, as a group.

Suggestion 3: Eliminate the VN program when this current cohort is done….and build the VN /Paramedic Bridge Program using the clinical and teaching resources from the *now extinct* NVC VN program and increasing the size of the ADN program by about 15 seats. The benefit would include graduating more RN's, would not take much more as far as resources (clinical sites, instructors, etc. as we can use some of what was a VN resource) and would require only answering to the Board of Registered Nursing (BRN), rather than the BRN and the BVNPT. This would lessen the regulatory costs and time, with a more productive outcome.   It also allows use of some of the grant monies available for request to build the increased outcome of RN's. And, part of the challenge with the VN program is it is hard to find RN's with expertise in what they do being willing to teach CNA's to become vocational nurses.

I believe there is a place for a VN program but am not sure that it is the most productive for NVC at this time. It is nice for the college to provide a low-cost method of increasing the educational level and thus the income generating ability for some of our population…. but so many are going to private VN schools and spending more money than what it would cost to complete the pre-requisites and ADN program (or VN to ADN bridge) and even take one of the collaboratives we have to concurrently get a BSN…. it seems a waste to encourage that pathway to debt when it is not necessary!

IV.   PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- ⬤ Viability
- ◯ Stability
- ◯ Growth

*Please select ONE of the above.   •

This evaluation of the state of the program is supported by the following parts of this report:

As described above in "Program Reflection".

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

PROGRAM: VOCATIONAL NURSING

Plan Years: 2023-2024 through 2025-2026

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Review viability of Program	Section IIIA	Fall/Spring 2023-24	Continuation of program past December 2024.

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

Primary program resources that impact the program are directly attributable to personnel. The program has had success over the years with continuity in the director and long-time adjuncts. As of the writing of this final portion of the review, three personnel (director and two long-time adjunct instructors) have retired. The Division is actively seeking stop-gap measures to provide current students with appropriate, and expected, instruction in the VN program while the review of the program is undertaken during the upcoming academic year.

V.   PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (Spring 2020) included the following initiatives:

- o   Need for increased class size
- o   Retention in NURS 131
- o   Improve cohort NCLEX-PN pass rates
- o   Improve program productivity

A.   Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

The goals of retention in NURS 131 and improving cohort pass rates has been improved. Increasing class size and improving program productivity has not been met. The last two goals mentioned may not be achievable in our current environment.

B.   Recent Improvements

Basing current improvements during a crisis period of time may not provide a good foundation for future improvement

C.   Effective Practices

As in "B"

VOCATIONAL NURSING   SPRING 2023

Completed by Supervising Administrator:

Robert Harris

Date:

07/10/2023

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- Strong, student-centered focused program.
- Caring, knowledgeable faculty members.
- Continued approval/accreditation.

Areas of concern, if any:

- Continuing enrollment
- Loss of faculty
- Clinical site challenges relative to allowable students at site and availability of sites.

Recommendations for improvement:

- Dedicated faculty to improve continuity of course and content delivery throughout program.
- Review program for viability or possible revision into an VN/Paramedic-to-RN Bridge Program.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	Program in need of dedicated faculty specific to VN program.
Personnel: Classified	N/A
Personnel: Admin/Confidential	N/A
Instructional Equipment	Equipment in Skills Lab and Sim Center serves all HEOC programs.
Instructional Technology	Ensure that all faculty have appropriate desktop technology.
Facilities	Adequate.
Operating Budget	Adequate via leverage of grant funding.
Professional Development/ Training	Leverage grant funding opportunities for faculty to maintain their required licensure and CEUs.
Library & Learning Materials	Adequate