Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Vocational Nursing

Program Code: 1203 - NURSING: VN

Review Type: Instructional

Does this review contain any career technical education (occupational) programs?
Yes

External Regulations:
Yes

Chaffey College Mission Statement
Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
The Vocational Nursing Program improves the lives of students by providing quality, accessible, and student-centered education to the diverse population that it serves, thus providing the community with practitioners who are prepared to offer competent, safe, and patient-centered care within the health care environment. The VN Program has a pivotal position in the career ladder concept of nursing. Students with little educational preparation may begin the ladder by completing the Nurse Assistant (NA) program and progress into the Acute Care Technician (ACT) program. As more general education courses are completed at Chaffey College, these students advance to the VN program. Successful graduates of the VN Program are eligible to take the National Council for Licensure Examination-VN (NCLEX-VN). Many graduates of the VN program will continue their education in the Associate Degree Nursing (ADN) program.

Review Team Response
A good summary of this important program. Please also discuss how your program evaluates its effectiveness.
## Enrollment by Day, Evening, Online, Arranged (NURVN)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>104.75%</td>
<td>5.27%</td>
</tr>
<tr>
<td>Day</td>
<td>27.06%</td>
<td>-2.88%</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>8.11%</td>
</tr>
</tbody>
</table>

### Enrollment Data

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>547</td>
<td>1120</td>
<td>1179</td>
</tr>
<tr>
<td>Day</td>
<td>547</td>
<td>695</td>
<td>675</td>
</tr>
<tr>
<td>Evening</td>
<td>37</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranged</td>
<td>388</td>
<td>464</td>
<td></td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

In response to overwhelming need in the community, as evidenced by applications to the program exceeding available spaces by over 2:1, in 2008/2009 the VN program began accepting 30 students each fall and spring term, rather than 40 students once per year. Currently, there are no plans to increase enrollment further (i.e. by increasing the per semester cap from 30 to 40), because of lack of classroom space; however, applications to the program continue to exceed available spaces in the program.

Retention
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

In 2007, the VN program was instrumental in obtaining the HOPE Grant (Healthcare Occupation Preparation and Education Grant), a 5-year, $1 million grant that provides retention and remediation resources for students in health science programs. Because of this, students have had the benefit of qualified faculty who provide individualized remediation and other resources to health sciences students. This has led to a dramatic increase in retention and completion rates. The HOPE Grant ends next year, and therefore the funds that pay these faculty members will no longer be available. The impact on the retention and completion rates of this and other programs can be expected to be negative.

Success
### Success Rate by Day, Evening, Online, Arranged (NURVN)

![Graph showing success rates by day, evening, online, and arranged for different years.]

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>1.51%</td>
<td>-3.72%</td>
</tr>
<tr>
<td>Day</td>
<td>0.01%</td>
<td>-3.89%</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>11%</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>95.63%</td>
<td>90.73%</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

Student success patterns indicate a relatively consistent success rate, with minority students trending slightly lower than others. Nursing is a discipline that requires significant written and verbal communication abilities; therefore language issues may account for some of the variation seen.

Review Team Response
Data is not currently (4/29) showing. Previously, data showed a large jump in enrollment from 08/09 to 09/10. This should be explained more clearly. Rating = 2

DEGREE/CERTIFICATE DATA

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>08/09</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
Given the data, is the number of majors and certificates what you would expect? Please comment.

Has the number of majors and certificates increased or decreased over time? Why?

The actual number of students completing the program is much higher than indicated. Assuming the numbers above represent only those who apply through admissions and records for an actual certificate, it is not representative of the completion numbers for the VN Program. Students who complete the program go on to sit for the state board examination in order to obtain their nursing license, which is required to obtain work. A certificate is neither required nor acceptable evidence for graduates to obtain work as an LVN, since nursing programs prepare students to sit for the state-administered licensure exam. Currently, our completion and success rates average between 85-90%.

<table>
<thead>
<tr>
<th>Vocational Nursing</th>
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</thead>
<tbody>
<tr>
<td>Term</td>
</tr>
<tr>
<td>07/08</td>
</tr>
<tr>
<td>08/09</td>
</tr>
<tr>
<td>09/10</td>
</tr>
</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?

Because many of our students choose to go on and obtain an associate degree in nursing as a registered nurse, most do not choose to apply for an associate's degree in vocational nursing, since it is not required in the workplace.

<table>
<thead>
<tr>
<th>Nursing: VN to RN</th>
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</thead>
<tbody>
<tr>
<td>Term</td>
</tr>
<tr>
<td>07/08</td>
</tr>
<tr>
<td>08/09</td>
</tr>
<tr>
<td>09/10</td>
</tr>
</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?
**Review Team Response**
It is useful to know that Degree/Certificate data are largely irrelevant here because most students have the goal of passing the State-mandated board exams, and that Chaffey’s success rates on these exams are near 90%. Can the exact figures be included in future program reviews?

**STUDENT LEARNING OUTCOMES**
Students who successfully complete the Vocational Nursing Program will be able to identify vita questions, problems or issues and communicate effectively with other members of the health care team.

Students who successfully complete the Vocational Nursing Program will be able to demonstrate the knowledge and skills necessary to provide safe and effective nursing care.

Discuss how the number, type, depth, and breadth of the courses support program SLO’s.
(PLEASE NOTE: Curricunet did not import the VN programs third program level SLO: Students who successfully complete the Vocational Nursing Program will be able to pass the NCLEX state board exam, but we address this SLO in the narratives below). The VN program is accredited by the Board of Vocational Nurse and Psychiatric Technician Examiners (BVNPT) and the curriculum meets all of the requirements set forth by the board. The program addresses all required content using a simple to complex approach. The program is three semesters in length, with the first semester covering Fundamentals of Nursing and Beginning Medical Surgical nursing, the second semester covering Intermediate Medical Surgical nursing and Obstetrics and Pediatrics, and the third semester covering Advanced Medical Surgical nursing and Leadership. Additional courses in critical thinking and growth and development complement each semester’s offerings. Theoretical content is taught in classroom settings, and students are required to apply what they have learned in the clinical setting with the goal of promoting sound clinical reasoning and decision-making ability. In this way, the program’s goal of providing practitioners who are both safe and effective is supported.

Discuss how courses in the program articulate with or complement each other.
Each semester consists of theory or classroom instruction with co-linked clinical courses. For example, in Fundamentals of Nursing, NURVN 403, students learn about the fundamental concepts on which nursing care delivery is based. In NURVN 403L, students apply this information by performing basic nursing skills first in the skills and simulation lab, and later at the bedside in the clinical setting, under the direction of qualified nursing faculty. In addition to these co-linked courses, students in the first and second semesters also attend a critical thinking/care-planning course and a course in human growth and development. Students in all three semesters take a skills development course, which uses high-fidelity simulation to replicate complex, real-life scenarios in which students participate and later discuss the ramifications of decisions they made, both good and bad. The goal of each semester in the program is to provide students with the knowledge and skills necessary to meet the requirements for progression and finally successful completion of the program. The VN faculty believe that the current curriculum supports these goals, as well as the program level student learning outcomes.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing,
overlapping content, or shared resources).

Pre-requisites to the VN program include: Math 401; BIO 424; and all students must be CNAs at the time of application. Currently, only students in the VN Program take courses offered within the program, and no other courses other than those offered in the program are required. Students who complete the VN Program, successfully pass the NCLEX state board exam and obtain their LVN license and complete the required pre-requisites are eligible for advanced placement in the ADN Program. The VN and ADN programs teach remarkably similar content, although to a different breadth and depth. Many faculty members in both programs are qualified to teach in either program, and resources, particularly technical resources and skills and simulation space and resources, could be shared between the two programs. However, 4 years ago, the District made the decision to offer the VN and ADN programs on completely different campuses, 40 minutes apart, making the sharing of any resources impossible. Therefore, any resources that might have been shared between the programs, such as skills and simulation equipment and faculty, must be duplicated at both campus sites.

How and when has your department assessed Program SLO's' and how have you responded to the results?
The VN program recently completed course level SLOs for all courses and has identified measurement criteria for success for each. Several courses are scheduled for evaluation, based on the criteria identified, beginning Spring 2011.

What program or course changes have been made based on the result of the assessed outcome?
No program or course changes have been made, as we have not completed the data collection process for any or all of the courses as of yet. Because we are using HESI testing (a validated, standardized test designed to predict NCLEX success) to evaluate many of the course level SLOs, it is conceivable that, based on the data collected after the spring semester, the faculty may identify trends that will necessitate another curricular revision.

Review Team Response
Overall Program Level Implementation of SLOs is Proficiency. Due to a lack of space in the team response box, the SLO Rubric and a detailed reader's report will be emailed to you and your dean.

Discuss how your services help maintain a high level of student satisfaction.
Discuss how you evaluate your effectiveness in meeting students' needs.

How and when has your service reviewed or revised SLO?'s and/or AUO?'s.

How has your program utilized SLO/AUO assessment results for program improvement?

Review Team Response

<table>
<thead>
<tr>
<th>CURRICULUM UPDATE</th>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURVN 417A Critical Thinking and the Nursing Process I - Active</td>
<td>04/30/2008</td>
</tr>
<tr>
<td></td>
<td>NURVN 409 Intermediate Medical Surgical Nursing - Active</td>
<td>04/15/2009</td>
</tr>
<tr>
<td>Course</td>
<td>Last Modified</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>NURVN 409L Intermediate Medical Surgical Nursing Laboratory - Active</td>
<td>04/15/2009</td>
<td></td>
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<tr>
<td>NURVN 415B Growth and Development of the Child - Active</td>
<td>04/15/2009</td>
<td></td>
</tr>
<tr>
<td>NURVN 417B Critical Thinking and the Nursing Process II - Active</td>
<td>04/15/2009</td>
<td></td>
</tr>
<tr>
<td>NURVN 421 Maternal and Child Health Nursing - Active</td>
<td>04/15/2009</td>
<td></td>
</tr>
<tr>
<td>NURVN 421L Maternal and Child Health Nursing Lab - Active</td>
<td>04/15/2009</td>
<td></td>
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<tr>
<td>NURVN 405 Beginning Medical Surgical Nursing - Active</td>
<td>04/30/2008</td>
<td></td>
</tr>
<tr>
<td>NURVN 405L Beginning Medical Surgical Nursing Laboratory - Active</td>
<td>04/30/2008</td>
<td></td>
</tr>
<tr>
<td>NURVN 500 NCLEX Review for VN Licensure Examination - Active</td>
<td>09/26/2007</td>
<td></td>
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<tr>
<td>NURVN 403 Fundamentals of Nursing - Active</td>
<td>04/30/2008</td>
<td></td>
</tr>
<tr>
<td>NURVN 403L Fundamentals of Nursing Laboratory - Active</td>
<td>04/30/2008</td>
<td></td>
</tr>
<tr>
<td>NURVN 415A Growth/Development: Psychology Adult - Geriatric - Active</td>
<td>04/30/2008</td>
<td></td>
</tr>
<tr>
<td>NURVN 407 Nursing Skills/Clinical Simulation Laboratory - Active</td>
<td>04/30/2008</td>
<td></td>
</tr>
<tr>
<td>NURVN 407A Beginning Nursing Skills/Clinical Simulation Laboratory - Launched</td>
<td>04/30/2008</td>
<td></td>
</tr>
<tr>
<td>NURVN 413 Leadership for the Vocational Nurse - Active</td>
<td>09/30/2009</td>
<td></td>
</tr>
<tr>
<td>NURVN 411 Advanced Medical Surgical Nursing - Active</td>
<td>09/30/2009</td>
<td></td>
</tr>
<tr>
<td>NURVN 411L Advanced Medical Surgical Nursing Lab - Active</td>
<td>09/30/2009</td>
<td></td>
</tr>
<tr>
<td>NURVN 413L Leadership for the Vocational Nurse Lab - Active</td>
<td>09/30/2009</td>
<td></td>
</tr>
<tr>
<td>NURVN 401 Foundations of Vocational Nursing Practice - Active</td>
<td>09/07/2011</td>
<td></td>
</tr>
</tbody>
</table>

Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:
All courses are current at this time.

What steps has your program taken to proactively respond to changing and emerging student and community needs?
Advisory Committees
Needs Assessment
Demographic Trends
Labor Market Studies/Projections
Develop New Courses/Programs
Other

Briefly explain:
The role of the Nursing Advisory Committee is discussed in detail in the ‘Advisory Committee Information’ component of this review. Labor market research has indicated that, due to a continued nursing shortage and the nature of healthcare delivery, there will be an increased demand for LVNs, particularly in ambulatory care settings. Recently, Kaiser Permanente approached Chaffey's VN program for assistance in training their medical assistants as LVNs, due to changing needs in their ambulatory care settings, where most of the medical assistants currently work. As a result, Chaffey College and the VN program entered into a partnership that accepts one cohort of Kaiser medical assistants each semester. Finally, in 2009, the program's curriculum was completely rewritten using the most current NCLEX test plan as a framework. This supports the programs goal of promoting student success on the NCLEX state board examination.

Review Team Response
Good response to the question "What steps has your program taken to proactively respond to changing and emerging student and community needs?"

ADVISORY COMMITTEE INFORMATION

An occupational program is required to have an active advisory board. Describe the advisory board membership, how often it meets, its role and involvement with the program, and how the program responds to advisory board recommendations (give examples).
The VN program, in conjunction with the ADN and CNA programs, holds an advisory committee meeting each year and as needed. The committee consists of both industry and other educational partners. Issues related to education, best practices, and employment and employ-ability standards are discussed. The direction of the program's curriculum and other decisions are driven by the advisory committee. Some examples include the unanimous decision by the advisory committee to recommend that the college begin to offer the Acute Care Technician program, a 6-week post CNA program designed to prepare students to work as nursing assistants in acute care facilities, on a regular basis again. Prior to the curriculum revision, the ACT program was a VN program pre-requisite, and many students were hired by local hospitals as ACTs, allowing them to work in the field of nursing while they finished the VN program. When the program was no longer considered a pre-requisite, it was no longer offered on a regular basis. As a result of many requests by hospitals in the area, funding to offer the program was obtained with grant monies. Since this money is temporary in nature, and since there is significant demand for ACTs in the area, we are hopeful that the district will fund the program on an ongoing basis once again. Our skills and simulation lab prepares students to work safely with actual patients by providing a realistic setting to practice skills and clinical decision-making. In order to make the setting as realistic as possible, the program obtained advisory committee direction to purchase additional high-fidelity human patient simulators so that students can experience real-life situations without putting an actual patient at risk. The use of high-fidelity simulation in
nursing education is well-supported in the literature as a best practice in nursing education.

**Review Team Response**

Good job!

**EXTERNAL REGULATIONS**

Organization: Board of Vocational Nurse and Psychiatric Technician Examiners  
Last Review: 05/12/2008  
Recommendations: None  
Budgetary Recommendations: None  
Addressed Satisfactorily: No  
Status of Recommendation: N/A  
Next Review: 05/12/2012

**Review Team Response**

Since no recommendations were made, no responses are needed.

**NON-INSTRUCTIONAL PROGRAM INFORMATION**

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)

How does your program evaluate its effectiveness?

**Review Team Response**

**STUDENT SUPPORT - ACCESS**

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

**Additional information:**

**Review Team Response**

**STUDENT SUPPORT - SUPPORT**
How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09 09-10 10-11</td>
<td></td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

**STUDENT SUPPORT - OTHER**

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09 09-10 10-11</td>
<td></td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

**VISIONARY IMPROVEMENT PLAN (VIP)**

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:
Establishment of a Center for Nursing Program Success, which would include the current skills and simulation lab as one component of the Center. In addition to the skills and simulation lab faculty (see goal #2), the Center would be staffed by qualified nursing instructors whose role would be to develop and oversee individualized remediation programs for students who require it and provide culturally-diverse role modeling and mentorship for students, particularly those from SE Asian, Hispanic, and African backgrounds. The Center would exist within the physical space currently occupied by the skills and simulation lab, but will need to be expanded to meet the space requirements. Ultimately, the current skills and simulation lab would become a component of the Center for Nursing Program Success. The purpose of this proposal is to connect with students at the outset of their nursing program, help them to successfully advance through the program and ultimately successfully complete it.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
Connectedness

Year 1 Steps to Success (activities) and VIP Assessment:
1) In year one, the faculty will define and delineate the proposed Center, and will actively seek to obtain approval and support from the School of Health Sciences and the Office of Instruction. 2) Additionally, the faculty will work with the District to establish the funding required for the initiative. 3) Finally, a mission and vision statement for the Center will be developed, as will position descriptions for the faculty needed to staff the Center. Measurement using milestones and timetables based on the activities identified above.

Year 2 Steps to Success (activities) and VIP Assessment:
During year two, the faculty, in conjunction with the support of the School of Health Sciences and the Office of Instruction, will establish a physical space, purchase necessary supplies and equipment, and begin the process of hiring faculty to staff the Center. It is possible that grant funds may be sought for initial set up costs; however, for the Center to be institutionalized, the District will need to provide the funding necessary to maintain it. These activities are mirrored in the activities for year 2 of goal #2, since the ultimate plan is for the proposed Center to subsume the existing skills and simulation lab. Measurement using milestones and timetables based on the activities identified above.

Year Three Goal:
Enhancement of current skills and simulation lab, integrating it into the proposed Center for Nursing Program Success (see goal #1). Clinical site education is required for all nursing programs; however, there is significant competition for clinical space in which to train students. In response to this issue, and taking into consideration the extensive evidence in the literature that supports the use of simulation as a valid clinical teaching modality, the BVNPT allows programs to use simulation for up to 50% of the required clinical program hours. The physical size, available equipment, and faculty positions to staff our current simulation lab space is inadequate to meet the needs of the students in the program.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
Connectedness
Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:
1) Obtain approval and funding and successfully hire 1 FT nursing instructional specialist, 2 adjunct positions and a FT program assistant to manage the simulation lab component of the Center for Nursing Program Success. This will have an immediate effect on student success and completion while the remainder of the proposal is implemented. 2) Increase the physical size of our current lab by 100%, which will include space necessary for the Center for Nursing Program Success activities. This may be done using outside funding sources, such as grants, in collaboration with the District.

1) Student success, which is the ultimate goal of this proposal, will be measured using completion and success rate data. 2) Measurement using milestones and time tables for other activities identified.

Year 2 Steps to Success (activities) and VIP Assessment:
Add additional hospital and simulation equipment. Revise the existing layout to accurately simulate a hospital nurse's station and patient's hospital rooms.
1) Continue to use student success and completion data 2) Use of surveys of faculty, students, and clinical partners related to student and faculty satisfaction, and to obtain feedback from facilities regarding student performance in their clinical areas.

Review Team Response
Worthwhile goals, well articulated. Rating = 3

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Cardiac Life Support</td>
<td>PhD in Nursing Education program</td>
<td>Simulation in Nursing Education</td>
<td></td>
</tr>
<tr>
<td>Certification</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
Certification courses are required to maintain expertise in the discipline. Continuing education in a post-graduate program supports student learning holistically; i.e. it facilitates the development of a well-rounded individual who understands and can promote best practices for teaching and learning processes, leadership, and scholarship. Participation in conferences specific to certain components of the program, such as the use of high fidelity simulation as a teaching modality, helps to ensure that students benefit from the most current trends in education using technology.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
</table>
How does your program benefit from your campus engagement?
Faculty in the VN program are involved in many campus-wide committees and activities, including Curriculum, Labor-Management, Early-Alert, and SLO committees. Faculty members also serve on advisory committee meetings for other disciplines, and advise student clubs and activities. The program benefits because program faculty are directly involved in decisions made on campus, many of which affect students in the program, both directly and indirectly.

### Teaching/Years of Service

<table>
<thead>
<tr>
<th>Nursing: Vocational</th>
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</thead>
<tbody>
<tr>
<td>0-5 years</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

Given the data how has your program been impacted?
The VN faculty is dedicated to the success of students and to providing safe practitioners to the community. Becoming an expert teacher takes time, however, as does the transition from that of practicing nurse to that of a FT faculty member. The program is most likely impacted in that faculty do not have as much time to dedicate to their service and shared governance responsibilities as they adjust to a professional, rather than hourly model of employment.

Does your program anticipate retirements within the next 3 years?
No

Review Team Response
The review team is gratified to know VN faculty work hard to maintain currency in their constantly-changing discipline. What data is being responded to by the statement "The program is most likely impacted in that faculty do not have as much time to dedicate to their service and shared governance responsibilities as they adjust to a professional, rather than hourly model of employment."

### PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.
Yes, the VN Program currently does not have a skills and simulation lab faculty member funded by District money. Any student who requires assistance with skills or nursing-specific content outside of the classroom is assisted by a faculty member hired though the HOPE (Health Occupation Programs Education) grant, a 5-year $1.5 grant obtained 4 years ago. The original intent was to institutionalize the resources provided by the grant; however although the VN Program was granted a skills lab instructor to be shared with the ADN Program several years ago, that position was subsequently moved to the ADN Program for 100% of the time, and was not replaced. At this point, once the grant expires, the position will no longer be funded. The VN Program has been approved, through the PSR process, for 2 additional FT faculty; however, none have been hired as the program was never high enough on the funding priority list for that to occur. Currently, 2 of the program's 5 FT faculty members are funded by the Kaiser Pathways grant; however those funds run out for one faculty this year, and the second faculty member after the Fall of 2011.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any
projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:

Year 1: 3 FT Faculty are required. Two positions have been approved through the PSR process in the past, but not funded. Currently, both positions are grant funded, but funding ends within the next academic year. The third position is a FT instructional specialist to manage the skills and simulation component of the proposed Center for Nursing Program Success.

Hiring Criteria:

**Institutional Level Considerations**
- Supports Chino expansion
- Support efficiency over growth (# of sections remain the same)
- Student need for courses or programs for transfer or vocational certificate
- Supports diversity of college offerings
- Supports institutional growth for programs that support student success (e.g., Success Centers, Counseling, Library, School Nurses)
- New and emerging curriculum is necessary for student success (e.g., in Success Centers)
- Student traffic and activity is such to illustrate the need for additional faculty leadership (e.g., in the Libraries and Success Centers)
- New and expanding student populations (e.g., Veteran's, Early Alert)
- New initiatives (e.g., Student Success Initiative, Early Assessment/Pre-Orientation/Advising on feeder high school campuses).
- Affects counselors, librarians, and instructional specialists since doing something new is sometimes at the expense of an existing service

**Department Concerns**
- Faculty required by state accrediting body (such as in nursing, rad tech, aero, etc).
- Adjunct to FT ratio is extremely skewed (note: The 75/25 ratio state mandate is campus wide not per department)
- Adjunct faculty are difficult to find (quality and qualified, high turnover, specific skill sets, external agency licensure requirements)
- Programs that have extensive technical requirements which are evolving (e.g., software, complex and varied labs)

Year 2:

**Hiring Criteria:**

**Institutional Level Considerations**
- Supports Chino expansion
- Student need for courses or programs for transfer or vocational certificate
- Supports institutional growth for programs that support student success (e.g., Success Centers, Counseling, Library, School Nurses)
- Changes in organization dictate the need for a new position (e.g., in Success Centers)
- Student traffic and activity is such to illustrate the need for additional faculty leadership (e.g., in the Libraries and Success Centers)
- New initiatives (e.g., Student Success Initiative, Early Assessment/Pre-Orientation/Advising on feeder high school campuses).
- Affects counselors, librarians, and instructional specialists since doing something new is sometimes at the expense of an existing service
**Department Concerns**
Faculty required by state accrediting body (such as in nursing, rad tech, aero, etc). Adjunct faculty are difficult to find (quality and qualified, high turnover, specific skill sets, external agency licensure requirements). Programs that have extensive technical requirements which are evolving (e.g., software, complex and varied labs)

**Year 3:**

**Hiring Criteria:**

**STAFF**

**Year 1**
FT Administrative Assistant (currently the program is served with a .45 AA) FT Program Assistant for current Skills and Simulation Lab

**Year 2**
FT Program Assistant for Center for Nursing Program Success

**Year 3**

**EQUIPMENT**

**Year 1**
Desk and computer for FT instructional specialist; $2500

**Year 2**
2 hospital beds for expanded skills and simulation lab; Cost: $35,000 Computer stations for students to view instructional DVDs and other materials; Cost: $12,000

**Year 3**

**TECHNOLOGY**

**Year 1**
SimMan - $120,000. Currently, the program only has one SimMan, our only high-fidelity human patient simulator. With 90 students in the program, another is required. Students attend theory and clinical courses during approx 35 hours throughout the week, making scheduling the use of the simulator very crowded. Consequently, students are not able to take advantage of this learning modality as often as they should. A second SimMan would address this problem.

**Year 2**
Overhead camera for recording simulation sessions; Cost: $15,000

**Year 3**

**SOFTWARE**
Year 1
Software and DVDs to enhance current instructional library; Cost: $12,000

Year 2

Year 3

OTHER

Year 1
ADditional funding for 0.6 FTEF in adjunct faculty for Center for Nursing Program Success; Cost: approx $42,000 per academic year ($1310)

Year 2
Approx 900 sq ft of additional space adjacent to current skills and simulation lab. Cost is not determined at this time, but current classroom space in the Health Science building might be remodeled to meet this need.

Year 3

Review Team Response
Need CSEA salary schedule for Staff requests. Equipment requests: Does the cost include shipping and/or installation?

Review Team Response
Overall, a good program review: The VN program is to be commended for their good success rates, for keeping up to date with external regulations and changing market conditions, for the thoroughness of their advisory committee meeting minutes and for their vision for the future of the program. Rating = 3