

# Bakersfield College

## Program Review – Annual Update

Program Name: Vocational Nursing Program

Program Type:  Instructional  Student Affairs  Administrative Service  Other

**Bakersfield College Mission:** Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

**Describe how the program supports the Bakersfield College Mission:**

The Vocational Nursing Program meets the mission of the college by offering vocational education to prepare men and women for careers in Nursing. All levels of nursing remain a high-growth, high-demand occupation. Although vocational nursing education is offered by proprietary agencies and the adult school in our service area (RN education is only offered by BC and CSUB), our advisory boards indicate the vacancy rate for nurses is greater than what BC, CSUB, or the proprietary agencies can provide and recommend that we maintain our current enrollment levels for both Nursing Programs. Although the VN program is purely career and technical education in its mission, it is also considered part of a career pathway in which students start with Certified Nurse Assistant (Job Skills Certificate) → Licensed Vocational Nurse (Certificate of Achievement) → Registered Nurse (Associate of Science Degree). Each Vocational Program graduate receives a Certificate of Achievement.

**Workplace skills**

The program believes that job availability as well as employment forecasts should be assessed as a measure of determining fulfillment of the college mission in the area of workplace skill attainment. Employer surveys and anecdotal data for the Nursing Programs indicate that at least 90-95% of our graduates are employed locally. The Bureau of Labor Statistics job forecast identifies the projected need for Vocational Nurses, 20% for the time period of 2016-2024. This forecast is much higher than the 7% growth which is the average for all occupations.

Based on this forecast and the local trends, the Nursing department's efforts to meet the local demand for nurses demonstrate the support of the college mission specifically in the area of providing opportunities for students to attain certificates and workplace skills.

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program ([www.bls.gov](http://www.bls.gov))

**Program Mission Statement:**

The purpose of the Bakersfield College Vocational Nursing Program is to provide the foundation for students to become competent Vocational Nurses. The VN Program respects the individuality of students and recognizes that each student has different educational, experiential, cultural, spiritual, economic and social backgrounds and a unique support system. The aim of the Program is to provide a positive, innovative learning model that fosters the development of critical thinking and problem-solving skills so that the student completing the program is equipped to deliver care to a culturally diverse population in a variety of healthcare settings.

**Instructional Programs only:**

- A. List the degrees and Certificates of Achievement the program offers
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two.
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

A. The program offers a Certificate of Achievement.

**Progress on Program Goals:**

- A. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

B. Program Goal	Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Status Update – Action Plan						
<p>1. Improve the on time completion rate by 5% over the next 3 years. (On time completion is defined as a student who starts and completes the program in 18 months.)</p>	<p> <input checked="" type="checkbox"/> 1: Student Learning  <input checked="" type="checkbox"/> 2: Student Progression and Completion  <input type="checkbox"/> 3: Facilities  <input type="checkbox"/> 4: Oversight and Accountability  <input type="checkbox"/> 5: Leadership and Engagement                 </p>	<p> <input type="checkbox"/> Completed: _____ (Date)  <input type="checkbox"/> Revised: _____ (Date)  <input checked="" type="checkbox"/> Ongoing: <u>8/2015</u> (Date)                 </p>	<p>The program has improved the on time completion rate over the last 3 years but we are aiming for continued improvement.</p> <table border="1" data-bbox="1446 756 1955 878"> <tr> <td>2013/14</td> <td>57%,</td> </tr> <tr> <td>2014/15</td> <td>67%</td> </tr> <tr> <td>2015/16</td> <td>73%</td> </tr> </table> <p>Strategies that have been implemented since 2014 are a 2-day Boot camp during week zero and using low exam scores as the factor to begin intrusive interactions. These interactions may include the development of learning contracts as well as referral to tutoring or other resources.</p> <p>The program will continue with these interventions as we try to reach our goal.</p>	2013/14	57%,	2014/15	67%	2015/16	73%
2013/14	57%,								
2014/15	67%								
2015/16	73%								

<p>2. Develop and refine a mentoring program for students to aid in improving our on time completion rate.</p>	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input checked="" type="checkbox"/> Revised: <u>  2/2017  </u> (Date) <input checked="" type="checkbox"/> Ongoing: <u>  2/2017  </u> (Date)	<p>The graduating cohorts have demonstrated improved on time completion in part due to the strategies implemented in goal #1. (We started the strategies in 2014.)</p> <p>Responding to the student feedback in spring 17, the program will only utilize mentoring groups in first semester. Students stated that after first semester, they felt as though they had an adequate support structure. Therefore, third semester students will participate in specific mentoring opportunities with the first semester students.</p>
<p>3. Evaluate the new curriculum which started Fall 13, with the first cohort completing Aug. 2014.</p>	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input checked="" type="checkbox"/> Revised: <u>  5/15  </u> (Date) <input checked="" type="checkbox"/> Ongoing: <u>  8/17  </u> (Date)	<p>As part of the 3-year goals, the program originally planned to have the curriculum evaluation and changes completed for Fall 15. With the addition of several new faculty, the program has decide to revisit the revisions made in 2016 and make adjustments as needed. The changes will be submitted to the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) Anticipated implementation is in Fall 19.</p>
<p>4. Revise program-learning outcomes.</p>	<input checked="" type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement		<p>The PLO's have been revised. The program is beginning the process for BVNPT approval. Once approved, we will start CCCC approval through the BC curriculum process for a program modification.</p>

<p>5. Improve collection of employer surveys to a response rate of at least 25%.</p> <p>(Employer surveys are required by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT).</p>	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: <u>  8/2015  </u> (Date)	<p>Since the program did not make any progress on this goal last year, it has become a focus for the 2017/18 year. In the Fall 2017 semester, the program faculty plan to develop and implement a process for distribution/collection of employer feedback. Historically these surveys have been administered by mail and/or email with very poor response rate. Once administered, the program will evaluate and adjust the process as necessary. We anticipate our return rate will improve thereby providing the program with valuable information.</p>

C. List new or revised goals (if applicable)

**The program will not be undertaking any new goals.**

## **Best Practices:**

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

### **Program Best Practices**

To enhance student success, the program faculty

- Implemented documentation for at risk students and referrals for early remediation: This is a strategy that involves intrusive intervention and communication with the student. Students who attain an 80% or less on any exam are seen by the faculty member for the course. A learning contract is developed to promote student success / retention/ and on time completion. Some students are referred to the success coach, mental health counseling, financial aid, or the educational advisor for further assistance. Using the BC early alert process will only augment this program.
- Assigned faculty members a group of students to mentor during students' first semester of nursing school. Faculty are required to meet with students a minimum of 3 times during the semester. Students are divided amongst faculty after review of TEAS scores to ensure mentoring groups are evenly distributed with various academic student levels
- Facilitate a boot camp for vocational nursing (VN) students prior to the start of the term. Boot camp offers new VN students an opportunity to be introduced to the profession of nursing by their program instructors who review the program philosophy, Nurse Practice Act and VN nursing handbook. Strategies for time management are offered, as well as navigation of Canvas, Canvas scavenger hunt, available campus and financial resources, tutoring, program costs, ways to strengthen and employ learning styles, required textbooks, uniforms and materials. Students are offered methods to prepare prior to the first day of the program and given a campus tour.
- To provide mentoring for new employees: All new faculty meet with Department Chair once a week for the first semester of employment and bi weekly for the 2nd semester. Discussion topics include contractual professional responsibilities, teaching strategies, status checks on how the new faculty member is adjusting, committee opportunities, deciphering of acronyms, student centered learning, mode A preparation, and other topics that facilitate integration into the world of academia.

### **Individual Faculty Practices:**

Faculty use the following strategies to facilitate student success.

- Integrating a simulated electronic health care record (DocuCare) and mid-fidelity simulation during lecture to provide simulated learning experiences of lecture topics and enhance clinical application of nursing best practice standards.
- Integration a simulated electronic health care record (DocuCare) during clinical practice to provide students with simulated documentation, thus improving documentation and basic understanding of electronic health record.
- Providing students with blank monthly schedules that include 24 hours and 7 days of the week to provide guidance/structure for managing time during the week.
- Daily use of Canvas to post PowerPoint slides, submit assignments, grade care plan paperwork, upload skills checklists, sending announcements, require group projects and student self-scheduling of one on one appointments with instructors.
- Utilizing live-streaming of high-simulations in the classroom to provide large group debriefing of nursing practice.

Faculty utilize the following strategies to engage the student:

- Assigning voiceover PowerPoints on lecture topics students are required to review prior to a class meeting. Class time is then utilized for activities and content application (flipped classroom).
- Use of the “Remind” app to keep students in the know with real time information. Allows the student to message the instructor within instructor set guidelines while keeping personal information confidential.
- Integration of technology in the classroom to engage student interaction and participation by use of online polls that can be taken with their mobile devices. Free applications offered such as CamScanner, which allows students capability of scanning documents from their mobile device, converting them to a PDF and submitting them from the application directly into Canvas for required assignments.

### **Program Analysis:**

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time).

1. Please report on any unexpected changes or challenges that your program encountered this cycle:

The Nursing department did experience a loss of experienced classified/office staff during this last cycle. While this placed additional stress on the department, leading to occasional missed deadlines, students were placed first which led to no obvious impact for students. The office was also very transparent in their communication to faculty providing frequent progress updates.

2. How does your trend data impact your decision-making process for your program?

The outstanding student retention, success and licensure pass rates have led to quality graduates for employment. These successful outcomes reinforce our current practices which we plan to continue for each semester. We will also continue to implement student support and success strategies. We will also continue to embed remediation strategies throughout our course (i.e. reading apprenticeship and habits of mind).

3. Were there any changes to student success and retention for face-to-face, as well as online/distance courses?

We only offer face-to-face courses in our program. Because the VN program has small numbers, the student success report represents five years and is unchanged for retention and success (94% retention and 90% success respectively). These numbers are much higher than the college (87% retention, 69% success respectively). The program believes with continued utilization of the strategies previously mentioned, we can continue our achievement of high student success and retention rates.

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?

#### Gender/Age/Ethnicity

- a. There was no significant change in the gender breakdown for the VN program. The program population is 50-55 students annually; the addition or subtraction of one student will create what appears to be a % change, which in reality is insignificant. The breakdown of female to male students was 93%:7%. This is very different from the college distribution for gender. Since nursing has traditionally been a female dominated profession, this trend is not uncommon, nor unexpected. The trend correlates to the core indicator of the nontraditional

student.\* The program addresses this by encouraging men to enter the profession, specifically when we participate in outreach activities. (\*Core indicators are data sets provided by the State Chancellor’s Office and are included in the required CTE reports to the State Chancellor’s Office. The program does not meet the benchmark for this core indicator: “nontraditional student” - males). This percentage although unchanged from last year has increased from 4% in 13-14 to 7% for 16-17 (2 students to 4 students).

- b. The age brackets for the program have shown insignificant change. However, when compared to BC, the program has a large variation in the 19 and younger (VN=0% BC=36%), the 30-39 group (VN= 35% BC=11%) and the 40 and older (VN=11% BC=8%). This requires the department to consider the variations in learning needs of the generations represented by those who are 30 and older.
- c. The ethnicity trends within the program show some variation when compared to BC. The Asian/Filipino/Pac. Islander group (VN=7% BC=4%), American Indian group (VN=2% BC=0%) and White (VN=15% BC 20%). This demonstrates the diversity of the student population at BC and in the VN program.

**Resource Request and Analysis:**

Resource Request		If Fulfilled, Discuss How Previous Year’s Requests Impact Program Effectiveness?
<p><b>Positions:</b>  <i>Discuss the impact new and/or replacement faculty and/or staff had on your program’s effectiveness.</i></p>	<p><input type="checkbox"/> 1: Classified Staff  <input checked="" type="checkbox"/> 2: Faculty</p>	<p>We receive 2 new faculty who have an assignment in the VN program. This has provided improved student: faculty ratios in the clinical setting and has decreased the overload of the other VN faculty. We believe this will have a positive benefit for student success.</p>
<p><b>Professional Development:</b>  <i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</i></p>	<p><input type="checkbox"/> 1: Provided Professional Development  <input type="checkbox"/> 2: Attended Professional Development</p>	<p>n/a</p>

<p><b>Facilities:</b> If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.</p>	<input type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input checked="" type="checkbox"/> 5: Beyond Routine Maintenance	<p>New carpet and pain in classroom. We received new carpet in the classroom used primarily for VN students. This has improved the appeal of the learning environment.</p>
<p><b>Technology:</b> If your program received technology (audio/visual – projectors, TV’s, document cameras) and computers, how does the technology impact your program and help contribute to student success?</p>	<input type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____	<p>n/a</p>
<p><b>Resource Request</b></p>	<p><b>Discuss How Effective Request is for Student Success?</b></p>	
<p><b>Other Equipment:</b> If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.</p>	<input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____	<p>n/a</p>
<p><b>Budget:</b> Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the</p>		

*faculty chair and/or area administrator.)*

**Conclusions & Snapshot:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program's current circumstances and needs. Consider this a snapshot of your program, if someone were to only read this portion of your annual program review.

The Vocational Nursing program continues to support Bakersfield College's mission providing knowledge, skills and competency to our students from diverse economic, cultural and educational backgrounds. The program's focus has been, and continues to be, preparing our students to successfully pass their licensing NCLEX exam and become employed as competent effective entry level vocational nurses. We foster lifelong learning as we continually incorporate and support the pursuit of the Associate Degree through to the Bachelor's degree and higher.

Measurements that validate program success include retention and success rates. Our retention rate is 94% and success rate is 90% which are both much higher than the college average. NCLEX pass rates for Quarters 1-4 of 2016 were 89%. The faculty recognize the need for improvement specifically in the areas of on-time completion and retention and have implemented strategies to aid in improvement as delineated in the above action plan. The faculty is committed to continuing using strategies that will maintain the success of the VN program, providing the community with Vocational nurses that will provide entry level safe and competent care. Continued of the program will require the continued collaborative efforts of administration, faculty and staff along with community stakeholders.