

## 2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025

PROGRAM(S): LICENSED VOCATIONAL NURSING

CLUSTER: HEALTH AND WELLNESS SKILLED TRADES & TECHNOLOGY AREA OF STUDY: HEALTH AND WELLNESS

LAST YEAR CPPR COMPLETED: 2022-2023 NEXT SCHEDULED CPPR: 2026-2027 CURRENT DATE: 2/25/2025

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from the [IPPR Program Review Documents Folder](#). Please review the [Resource Allocation Rubric](#) when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

**Note:** Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

Licensed Vocational Nursing, AS, CA and Licensed Vocational Nurse, Basic Intravenous Thera, Blood Administration and Phlebotomy, CS

### General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

The LVN program was recently converted from an 18-month program to a 12-month program, starting with the cohort that began fall of 2024. This cohort will complete summer of 2025.

### Program Sustainability Plan Update

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes  If yes, please complete the Program Sustainability Plan Progress Report below.

No  If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

## Data Analysis and Program-Specific Measurements

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

### A. General Enrollment (Insert Aggregated Data Chart)

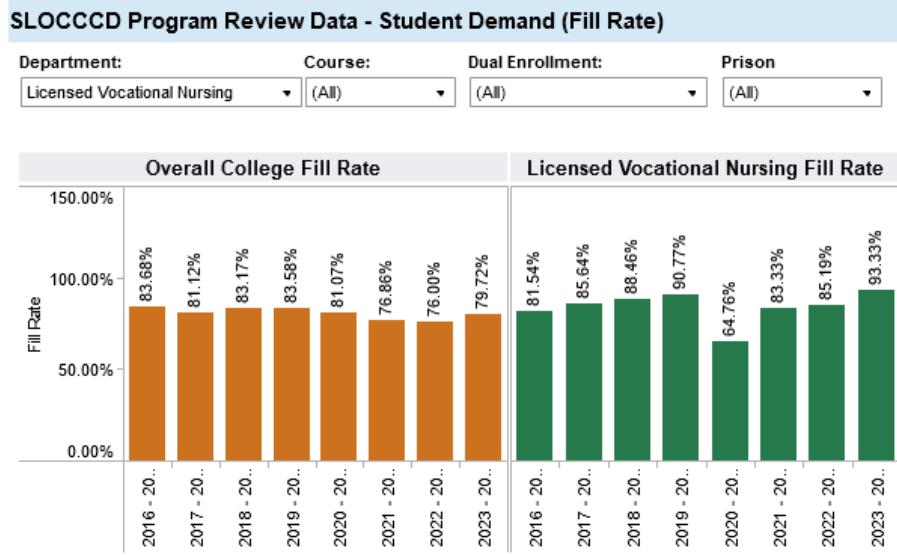
Insert the data chart and explain observed differences between the program and the college.



Overall enrollment for this program has increased with a cap increase post-covid. Enrollment will continue to increase with the shift from 18 to 12 months. The program admits 30 students every fall semester. The enrollment is higher than the overall college rate.

### B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.



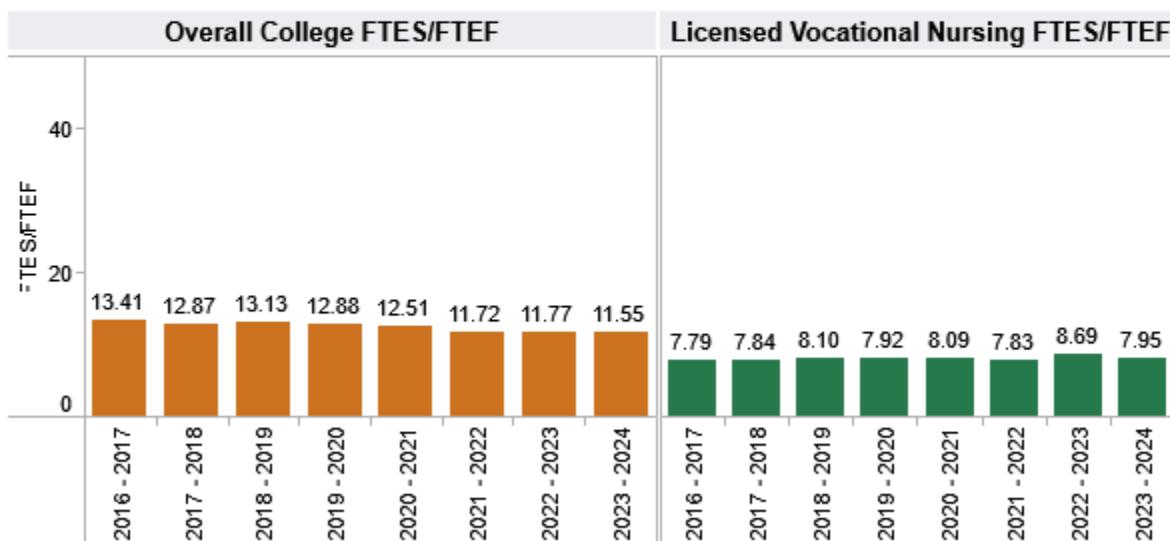
The general student demand fill rate has ranged between 81.54 to 93.33% in the past eight years with the exception of during COVID. The decrease in fill rate is due to restriction of community partners clinical space for students during the pandemic.

**C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Licensed Vocational Nursing	(All)	(All)	(All)



The general efficiency for the program is lower than the college's overall general efficiency. Students are required to enroll in skills lab courses in two out of their three semesters including clinical hours in local community healthcare setting in all three semesters. Students perform high-risk skills such as administering medications including injections requiring closer observation. Students are expected to practice and complete competencies in the skills lab before performing in the clinical setting. Competencies are conducted one to one with the instructor before the student is deemed competent. All medication passes in the clinical setting are performed under the supervision of the instructor. This course is regulated by the state which requires a 10 to 1 ratio of student to instructor for the above-mentioned lab and clinical portions of the course.

### D. Student Success—Course Completion by Modality (Insert Data Chart)

Insert the data chart and explain observed differences between the program and the college.

### SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Licensed Vocational Nursing

Course:

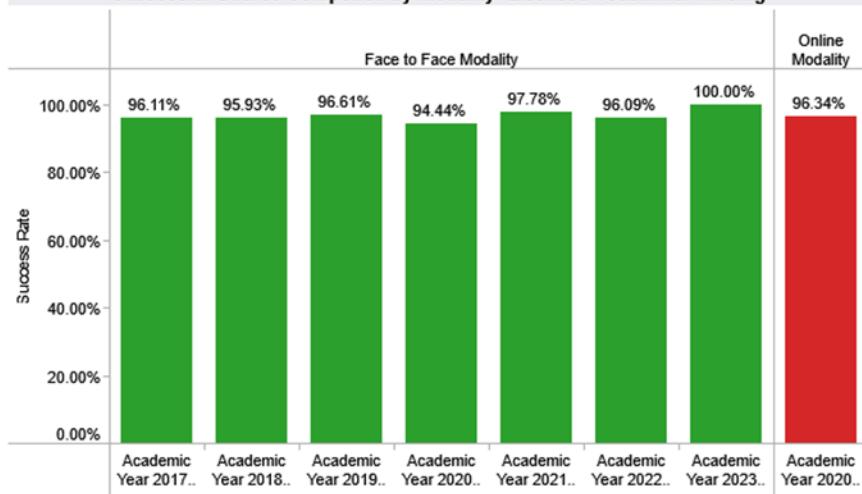
(All)

Legend:

Face to Face Modality

Online Modality

#### Successful Course Completion by Modality -Licensed Vocational Nursing



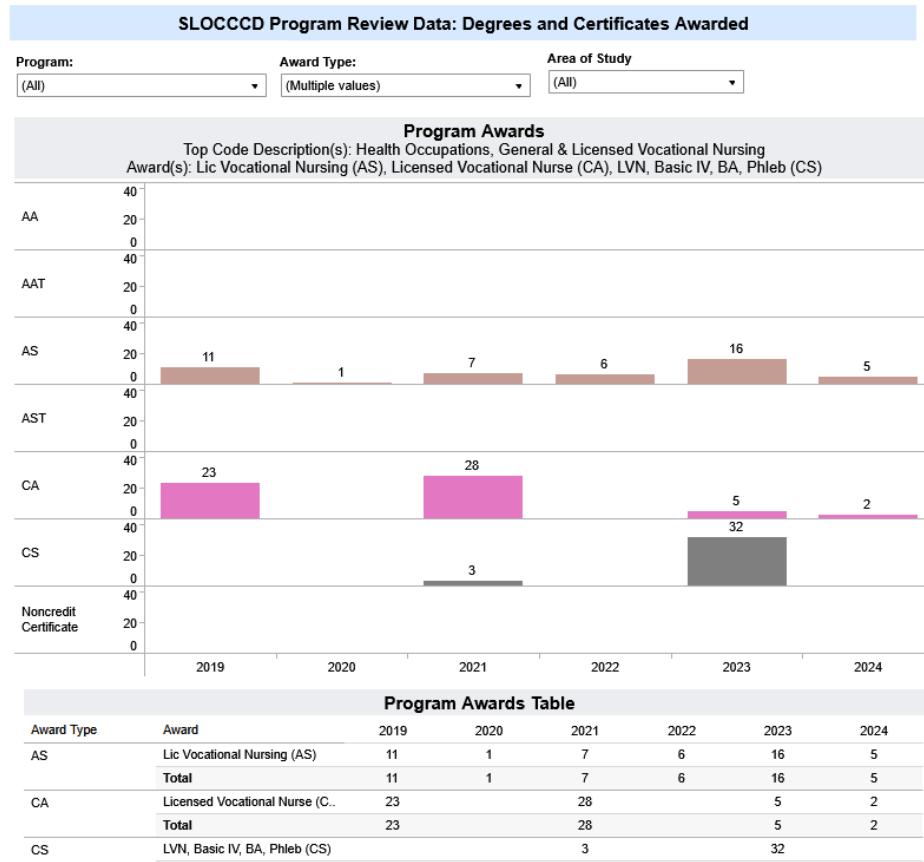
#### Successful Course Competition by Modality Table - Licensed Vocational Nursing

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	96.11%	95.93%	96.61%	94.44%	97.78%	96.09%	100.00%
	Total Depart..	334.0	346.0	354.0	54.0	180.0	230.0	280.0
Online Modality	Department S..				96.34%			
	Total Depart..				82.0			

THE STUDENT SUCCESS COURSE COMPLETION HAS CONSISTENTLY BEEN IN THE 95% TO 98% FOR THE PAST SEVEN YEARS. THE SUCCESS SPECIALIST POSITION WAS FILLED RECENTLY AND WORKS WITH THE STUDENTS AND FACULTY TO IDENTIFY MEASURES TO HELP STUDENTS REACH COMPLETION. ALL OF THE COURSES IN THE PROGRAM ARE DELIVERED IN-PERSON HOWEVER IN THE 2020-21 ACADEMIC YEARS, THE LECTURES WERE DELIVERED ONLINE DUE TO COVID.

#### E. Degrees and Certificates Awarded (Insert Data Chart)

Insert the data chart and explain observed differences between the program and the college.



Program Awards: The number of degrees and certificates awarded by program type

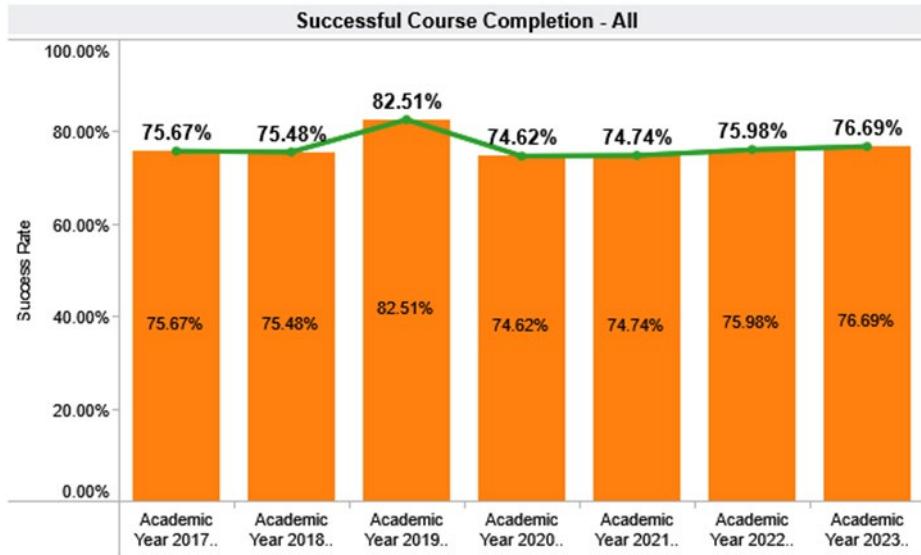
In the year 2024, spring semester, 28 students successfully completed the program and were awarded CA. In the table above it appears the CA certificates were miscoded for the year 2023-2024.

#### F. General Student Success – Course Completion (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

### SLOCCCD Program Review Data: Successful Course Completion

Select Department:	TERM	Measure Names
(All)	(All)	Department Success Rate Overall College Success ...
COURSE		
(All)		



**All Success Rate Table**

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Department Success..	75.67%	75.48%	82.51%	74.62%	74.74%	75.98%	76.69%
Total Enrollments	65,896	67,717	68,856	60,212	57,074	58,999	62,138

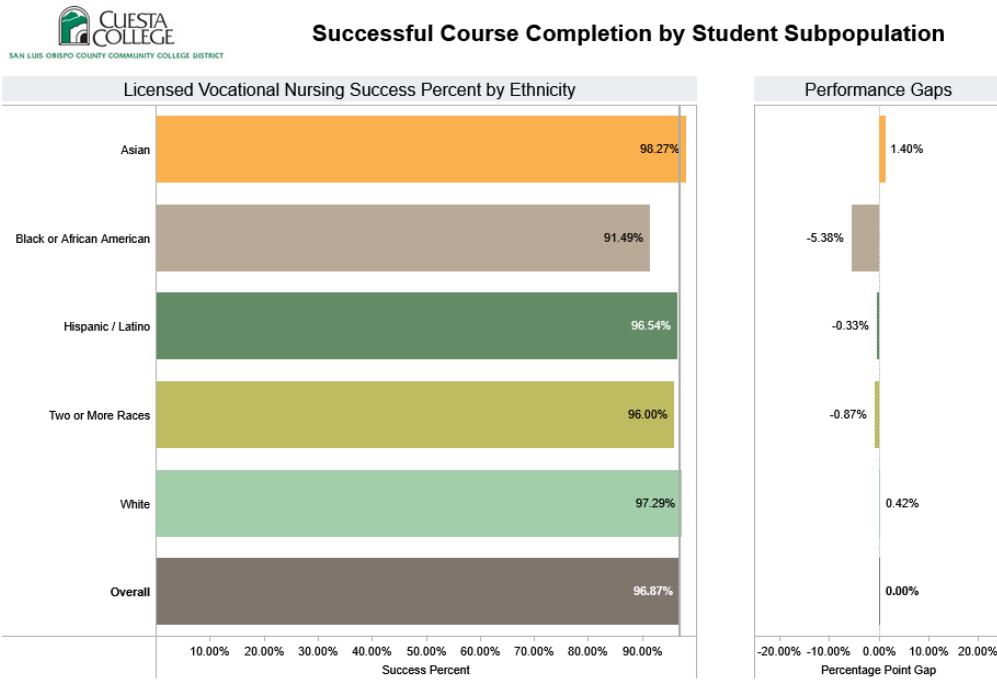
**THE GENERAL STUDENT SUCCESS COURSE COMPLETION RATE FOR THE PROGRAM HAS BEEN 90% OR ABOVE, AND GREATER THAN THE COLLEGE'S COURSE COMPLETION RATE. STUDENTS ARE CLOSELY MONITORED WHILE IN THE PROGRAM AND MANY RESOURCES INCLUDING THE PROGRAM SUCCESS SPECIALIST, DSPS SERVICES, TUTORING, AND FACULTY ARE MADE AVAILABLE TO THE STUDENTS TO SUPPORT SUCCESSFUL COMPLETION OF THE PROGRAM.**

G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?

- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?



DATA OBTAINED FOR DISAGGREGATED DATA BASED ON ETHNICITY SHOWS THAT THE PROGRAM IS DIVERSE. HOWEVER, PERFORMANCE GAPS ARE SEEN IN STUDENTS OF BLACK/AFRICAN-AMERICAN AND HISPANIC/LATINO ETHNICITIES. SOME OF THESE GAPS COULD BE DUE TO LANGUAGE BARRIERS AND SOCIOECONOMIC STATUS. HISPANIC/LATINO STUDENT WHOSE PRIMARY LANGUAGE IS SOMETHING OTHER THAN ENGLISH MAY STRUGGLE WITH EXAMS AND OTHER COMPETENCY ASSESSMENTS. MANY OF THE STUDENTS IN THE PROGRAM WORK FULL-TIME AND HAVE FAMILY RESPONSIBILITIES. THESE PRIORITIES MAY IMPEDE THEIR ABILITY TO DEVOTE MORE TIME FOR STUDYING AND EXCELLING IN COURSES EXAMS, ASSESSMENTS, AND COMPETENCIES. STUDENTS ARE REFERRED TO THE FACULTY, SUCCESS SPECIALIST, COUNSELING, AND OTHER STUDENT SERVICES TO ADDRESS CONCERNs. ALTHOUGH THE GAPS HAVE PERSISTED, THEY HAVE IMPROVED YEAR OVER YEAR.

## Programs and Curriculum Review PROGRESS

### SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

N/A

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study <b>OR</b> Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
n/a		

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic year. Complete the table below for those items only.

Program of Study <b>OR</b> Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
n/a			

## SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

*Directions:* For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first box of the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
n/a			

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)
n/a			

### Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

Program Name	2019		2020		2021		2022		2023	
	#	%	#	%	#	%	#	%	#	%
	Tested	Passed								
Cuesta College	30	93%	1	100%	27	93%			22	64%

2023 was our first year returned from program pause. 2024 data shows our pass rates improved to over 80%.

### Program Outcomes Assessment Checklist and Narrative

#### CHECKLIST

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

#### NARRATIVE

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

*none*

### **Program Planning / Forecasting for the Next Academic Year**

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes and addressing equity gaps: None
- B. Anticipated changes in curriculum, scheduling or delivery modality-Move to 12-month program in fall 2024.
- C. Levels, delivery or types of services - NONE
- D. Facilities changes – New sim lab online in fall 2024
- E. Staffing projections - We will need to recruit and retain qualified clinical instructors to meet the increased demand for the Fall 2025 semester. This includes three clinical instructors and two classroom instructors to support the simultaneous offering of LVN101B, LVN104 and LVN104L
- F. Other

## Program Sustainability Plan Progress Report

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success — Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.

### Program Sustainability Plan (PSP) Update:

The Program Sustainability Plan (PSP) remains a critical component of our instructional strategy. To ensure the continued success and sustainability of our program, we will focus on the following key area: