

COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2019

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Math, Nursing, Biological and Physical Sciences, Kinesiology/Health Sciences and Athletics

Program: Licensed Vocational Nursing Program

Current Academic Year: 2018-2019

Last Academic Year CPPR Completed: 2015-2016

Current Date: 2/06/19

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

A. Program mission (optional)

NURSING DIVISION MISSION STATEMENT:

The mission of the Cuesta College Vocational Nursing Program is to provide for the educational preparation of Vocational Nursing students. The student will be prepared as a generalist to practice at an entry level with the ability to apply critical thinking skills and the nursing process in a caring and individualized manner to help others maintain or regain optimal health, or a peaceful death.

B. Brief history of the program

The LVN program was approved by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) in 2006. This program was implemented to meet a significant community need for LVNs in Long Term Care staffing. It was designed as a 12 month, full-time, fast-track program. Thirty students were admitted on the North County Campus in Paso Robles, CA with 3 part-time faculty members and no additional clerical support within the division. This new beginning was made possible, in part, due to a financial and staffing partnership with Compass Health. Class #1 completed with 25 students in May 2007. Since these beginning years, two full-time faculty members and a part-time clerical position have been hired to support this program.

As of August 2018, there have been 318 LVNs educated through the Cuesta College program workforce. Many remain local and have become vocational nurse leaders in our community and the role of LVN has evolved in many arenas outside of Long Term Care. The program is continuing to meet the community needs for which it was created along with helping to provide qualified candidates to fill the evolving and expanding LVN roles in society.

The LVN program recently submitted its request for continued program reapproval to offer LVN education through 2023. This reapproval process involved an extensive self-study written by the LVN faculty that was submitted to the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) in February of this year. A 2-day site visit by the BVNPT will be conducted in April.

LVN Program Highlights:

1. LVN Licensure first-test pass rates above state average

The chart below shows the percent of LVN students who pass the LVN licensure exam on the first testing. The state average has been 85-86%.

Class Year	NCLEX 1 st test Pass Rate
2015	91%
2016	70%
2017	95%
2018	96%

2. Silver Star Recognition

The graph below shows the Cuesta College LVN program earned Silver Star recognition under the Strong Workforce Stars program. LVN program completers boost their earnings and are employed at salaries above the livable wage for our region.



3. Team Nursing

The photo above is from TEAM NURSING, a combination of RN and LVN students and faculty who walk each year in fundraisers to promote wellness, the spirit of giving, and a sense of bonding outside of the academic setting.



C. Include significant changes/improvements since the last Program Review

Changes in program prerequisites:

- Math prerequisite was increased to \geq Math 127 (intermediate algebra) or Math 128 (applied algebra)

- Bio 212L: Human Biology Lab was added to the existing Human Biology 212 class

These increases in prerequisites were made to increase ability and safety with medication math and to increase student's grasp of Bio 212 now mandating Lab component in hopes of increasing preparedness for program anatomy/physiology

Changes in Program Application Process:

Beginning with the January 2015 LVN admission cycle (for the Class of 2016), an applicant's name was entered twice in the random draw if had 2 eligible applications in the last 3 years without being chosen.

Beginning with the January 2019 LVN admission cycle (for the class of 2020), an applicant's name is entered twice in the random draw if have worked 500 hours as a CNA in last 2 years.

N2805 Portable dedicated Nursing Simulation Lab:

A new free-standing portable was installed to house the Nursing Simulation Lab with the North County Campus construction of the new two-story building N1000 and N1100 housing all other departments

Organizational Changes:

The structure of the division has again changed over the last four years with the director of allied health resigning in 2014, and the director of nursing in the interim absorbed the additional programs of the division. An associate director of allied health was once again hired in Fall 2018 to oversee the allied health programs including emergency medical technician, paramedic, phlebotomy, medical-assistant, and psychiatric technician. The director of nursing is once again overseeing the RN, LVN and CNA program.

A clinical coordinator was added to oversee the onboarding of students to meet clinical agency requirements.

D. List current faculty, including part-time faculty

Karen Wilson	FT
Patricia McQuillen	FT
Fay Johnson	PT
Shani Perrin	PT: contracted
Stephanie Rymal	PT
Cary Lou Martinson	PT
Sally Herrera	PT: new
Ann Miller	Sub (faculty in NRAD program)
Cyndi Allan	Sub (faculty in NRAD program)

E. Describe how the Program Review was conducted and who was involved

The sections of this Program Review document were split between the full-time faculty members of the LVN program, and each contributed to its completion. The entire document was then reviewed by the Director of Nursing and Division Chair. The document was reviewed, with final revisions made, at a meeting to attain mutual agreement amongst all faculty.

II. PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

- A. Identify how your program addresses or helps to achieve the District's Mission Statement.

District's Mission Statement

Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.

We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.

Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

The nursing program inspires a diverse population to achieve their educational goals by informing a wide net of future student in our county and region through the following means:

- Information Sessions offered each semester
- attending local grade school, middle school, and high school career days
- participation at college events (examples: Promise Day, Grizzly Academy, Cuesta Connect, Latina Leadership Network)

The nursing program promotes on-time completion of the Licensed Vocational Nursing certificate with an aggressive retention program, and provide resources within the program that allows students to pass their LVN licensure exam and obtain prompt employment as a nurse.

We offer an optional and efficient Associate Degree in Licensed Vocational Nursing.

The nursing program curriculum incorporates innovative and challenging learning in theory, skills lab, simulation, the flipped classroom, quiz platforms, and the clinical patient care setting. The learning process to become a nurse necessarily enhances cultural, intellectual, personal, and professional growth to achieve essential caring and competent nursing behaviors. Nursing students learn integrated content of diversity, advocacy, and lifespan issues which progresses them from novice to expert nurses, and eventually leaders in our healthcare community.

- B. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

Institutional Goal 1: Completion

Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

Institutional Objective 1.2

Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued.

- a. The program director provides an incoming student orientation is held annually to help students prepare for the LVN program. Time management and financial resources to be successful in the two year program are presented.
- b. Faculty –led clinical orientations are provided at the beginning of each new clinical setting to familiarize students with the facility, equipment, staff and policies.
- c. Faculty provide high-quality instruction to that reflects current industry standards to support and enhance student success and enter the health care workforce prepared.
- d. An aggressive retention policy is in place to promote on-time completion of the program (within 3 semesters: fall, spring, and summer). This policy requires students to meet with faculty and a success specialist any time test scores drop below 75%, or clinical performance is not meeting course objectives.
- e. Volunteer opportunities are announced, and organized to the extent possible, for students to participate in community service events such as American Heart Association Heart annual heart walk, and Camp Reach for the Stars.
- f. Students feedback on the program in a variety of ways through:
 - monthly meetings with the program director
 - student representatives to LVN faculty meetings
 - course, program completion, and alumni surveys

Institutional Goal 2: Access

Increase student access to higher education.

Institutional Objective 2.3

Expand financial support opportunities for students

- a. The LVN program has been given donations to the nursing foundation that funds a success specialist and an LVN licensure exam preparation program. Students are referred to the success specialist for quiz and test scores below 75% and for poor clinical performance to help determine deficiencies and provide resources to remain successful in the program.

- b. Scholarship information and application support is aggressively given to students before the program begins, and within the program.
- c. Donor funds in the nursing foundation have been used to provide emergency loans to students who are at risk of dropping out of the program due to financial hardships.
- d. Information on scholarships is provided and students are aggressively encouraged and supported to apply.

Institutional Goal 3: Partnerships

Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.

Institutional Objective 3.1

Increase the number of partnerships with four-year institutions to strengthen and streamline students' transfer opportunities.

- a. The LVN Program works to strengthen its partnerships with local education institutions, civic organizations, businesses, and industries by hosting community Advisory Meetings twice a year with representatives from clinical facilities and local healthcare agencies, as well as involving LVN staff from Allan Hancock College in Santa Maria, CA.
- b. The LVN program has a long-standing partnership with Compass Health, a healthcare agency in our community, who donates a faculty member and makes significant contributions to the nursing foundation account annually.
- c. Faculty collaborate with personnel at facilities that make our clinical rotations possible in both long-term care as well as acute care.
- d. Increased efforts to maintain communication with alumni who are future leaders in the local healthcare industry themselves to grow alumni bonding and strengthen the program's outreach potential for future preceptorship, faculty recruiting, and faculty association networks.

Institutional Goal 4: Facilities and Technology

Integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.

Institutional Objective 4.1

Improve facilities and technology in accordance with the District's Facilities Master Plan and Technology Plan

- a. The nursing faculty have been given sufficient office space to complete work and hold office hours.

- b. A Simulation Lab has been created with one manikin, with plans in process to expand to two manikins and offer multiple patient care scenarios for students. Simulations have been developed that represents patients throughout the life span. Manikins can be dressed to simulate a birthing mother/baby, pediatric patient, adult, and geriatric scenarios.
- c. The skills lab has electronic medical record software to mimic what students will use for patient documentation in the clinical settings.
- d. Thirty lap tops were purchased for students to perform classroom research and enhance learning of course objectives.
- e. Faculty and staff offices have lap tops, docking stations, two monitors. Faculty have easy access to printers, scanners, and copiers.

Institutional Goal 5: Fiscal

Build a sustainable and stable fiscal base.

Institutional Objective 5.2

Identify and develop sources of revenue beyond annual state allocations to support institutional effectiveness.

The nursing program is able to contribute significantly to the operational costs.

- a. To the extent possible, nursing courses taught with faculty to student ratios that are efficient. Theory courses are taught by 1 instructor to 30 students. Clinical courses are necessarily reduced to a smaller faculty to student ratio to provide adequate supervision for safe patient care.
- b. The nursing foundation pays for the full-time division chair salary and stipend.
- c. The nursing foundation pays for the full-time nursing and allied health division Clinical Coordinator salary and benefits.
- d. The nursing foundation pays for the part-time nursing success specialist salary and benefits.
- e. Local healthcare partner donates a clinical faculty member.
- f. Donations are sought to pay for expensive equipment rather than deplete college funds:
 - Donor funding has provided funds for the simulation manikins and high cost equipment in the skills lab.

- C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

Cuesta College Institutional Learning Outcomes

ILO 1. Personal, Academic, and Professional Development

Students achieving this outcome will be able to:

- **Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development**
 - a. Demonstrate the professional skills necessary for successful employment
 - b. Students are taught the importance of choosing a lifestyle that promotes personal health and mental well-being through the nursing program's Caring Philosophy and Framework.
 - c. Students are taught to demonstrate the professional skills necessary for successful employment as an entry level nurse in a variety of healthcare settings during weekly lecture, skills lab practice and clinical patient care practicum throughout the four semesters of the nursing program.

ILO 2. Critical Thinking and Communication

Students achieving this outcome will be able to:

- **Analyze and evaluate their own thinking processes and those of others**
- **Communicate and interpret complex information in a clear, ethical, and logical manner**
 - a. Students are taught to critically think through patient care scenarios in the skill lab and simulation lab. Debriefings occur in small, confidential group setting to reflect and strengthen one's own thinking.
 - b. Students perform patient care in the clinical setting weekly. Patient care expectations progress from simple to complex throughout the four semesters. Students research patient care the evening prior to attending clinical and submit forms to faculty for review, and faculty question students in the clinical setting to assure students have adequately prepared prior to implementing care that incorporates physical and emotional patient assessment, medical orders, lab and diagnostic test results.
 - c. Students are taught the ethical and legal elements of patient confidentiality.

ILO 3. Scientific and Environmental Understanding

Students achieving this outcome will be able to:

- **Draw conclusions based on the scientific method, computations or experimental and observational evidence**
 - **Analyze the relationship between people's actions and the physical world**
 - **Make decisions regarding environmental issues based on scientific evidence and reasoning**
- a. Students are taught to use evidence-based research throughout the nursing program to meet the complex needs of patients.
 - b. The importance of lifelong learning is emphasized to keep pace with an ever changing healthcare world.
 - c. Nursing process is the scientific method that forms the foundation of nursing practice and is at the core of our curriculum.

ILO 4. Social, Historical, and Global Knowledge and Engagement

Students achieving this outcome will be able to:

- **Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world**
 - **Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures**
- a. Students engage in patient care scenarios that involve patients throughout the lifespan and of a multitude of cultural backgrounds.

ILO 6. Technical and Informational Fluency`

Students achieving this outcome will be able to:

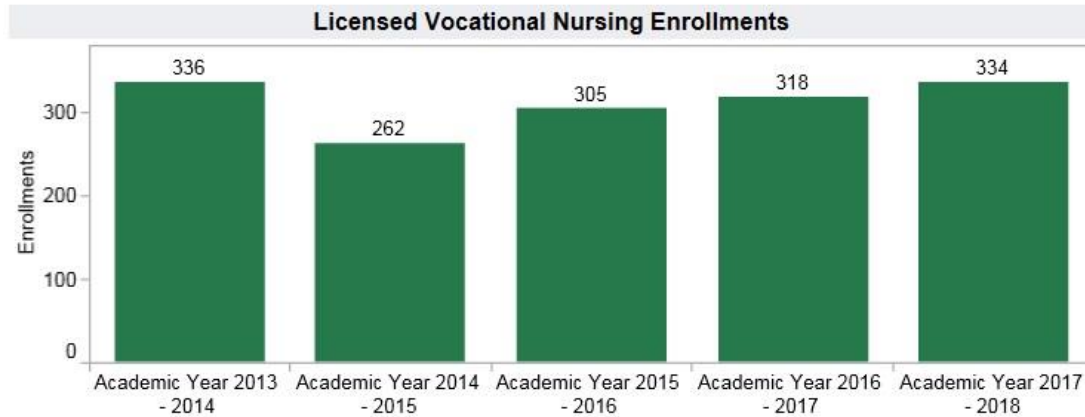
- ***Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically***
 - ***Produce and share electronic documents, images, and projects using modern software and technology***
- a. Information is an overriding concept in the curriculum as students use computer and internet resources to perform classroom assignments and research patient care.
 - b. Confidentiality of patient personal information is taught throughout the program and required to remain in the program.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

The data components are hyperlinked below.

[General Enrollment](#)

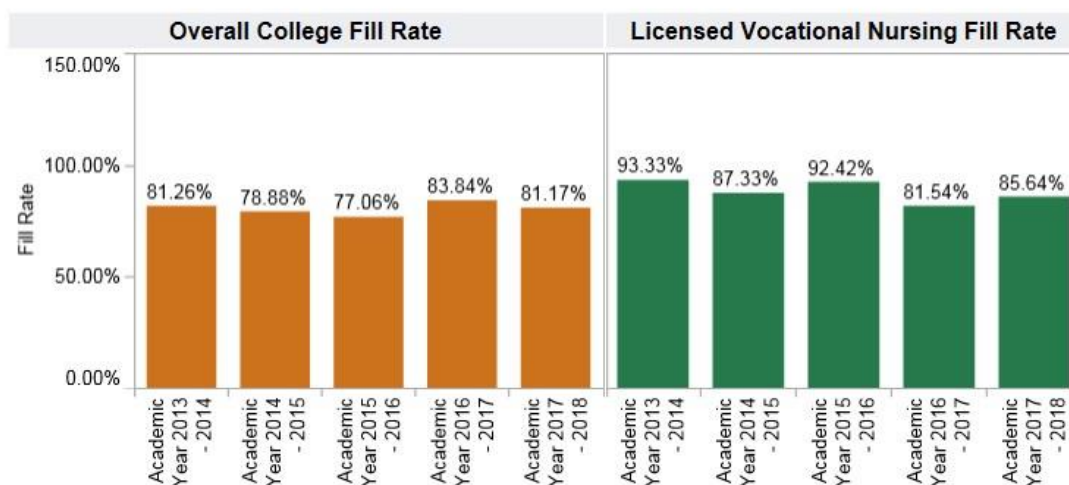
Insert the data chart and explain observed differences between the program and the college.



These high numbers demonstrate the demand and interest for the LVN program. The LVN program enrolls 30 students every year. We continue to attract a large qualified application pool and must turn away more than 60 applicants. Forecasting predicts an increasing demand for LVN graduates as the role of the LVN has expanded well outside of its traditional role in long term care into facets of acute care, private practice, clinics, schools, and surgical centers among others.

[General Student Demand \(Fill Rate\)](#)

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



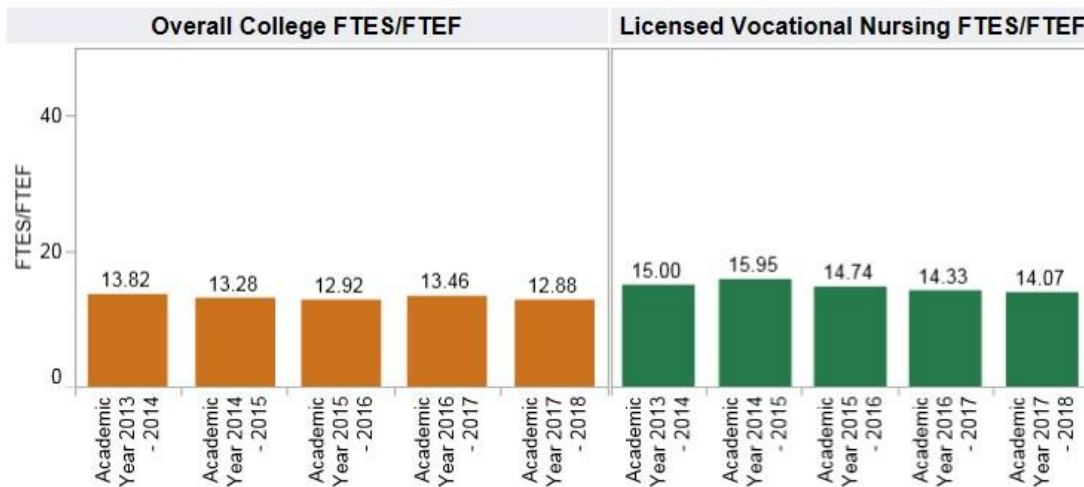
LVN fill rates for the start of the program are always 100%. The data above indicates our fill rates fluctuating from 81.54% to 93.33%. The LVN Program is a

12 month accelerated fast-track program comprised of 3 semesters. The program admits 30 students every year but lose students to personal and academic issues. Variance in fill rate is related to a student drop and the inability to fill the spot due to the inability to make up clinical content. Attrition at the end of each semester (academic or life issues) will decrease fill rates for the next semester.

General Efficiency (FTES/FTEF)

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

Department:
 Course:
 Dual Enrollment:
 Prison:

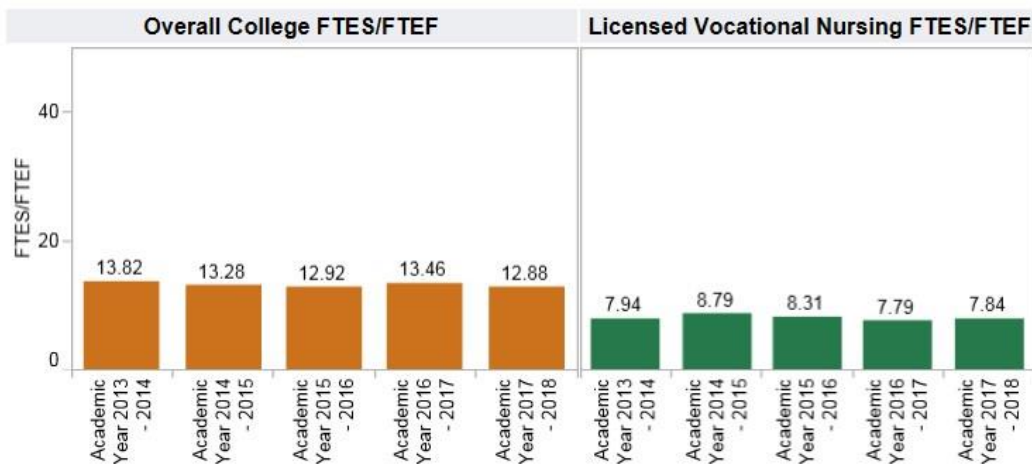


FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

The data in the table above shows efficiency of the theory courses (101/101A/102/102A/103/103A) without the clinical patient care component, in which one faculty lectures to all students resulting in efficiency that is slightly above the overall college efficiency.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

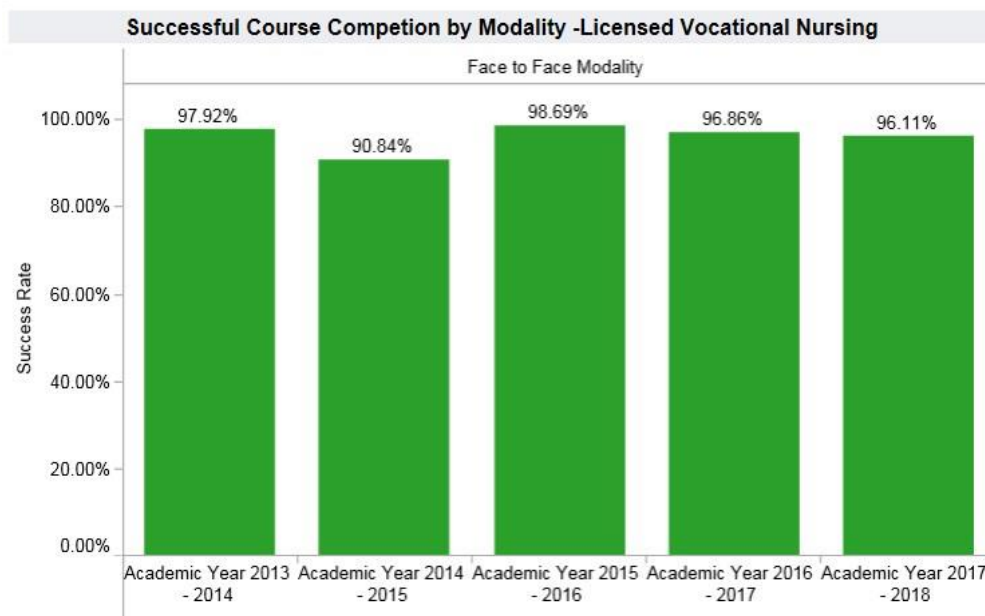
Department:
 Course:
 Dual Enrollment:
 Prison:



The data above reveals efficiency numbers for both LVN lecture and clinical patient care courses combined. The clinical patient care courses have a lower student to faculty ratio to provide adequate supervision and safe patient care. One part-time clinical faculty member is donated, which increases the efficiency of the LVN program clinicals to college targets. This donated clinical faculty is not reflected in the above chart.

Student Success—Course Modality (Insert Data Chart)

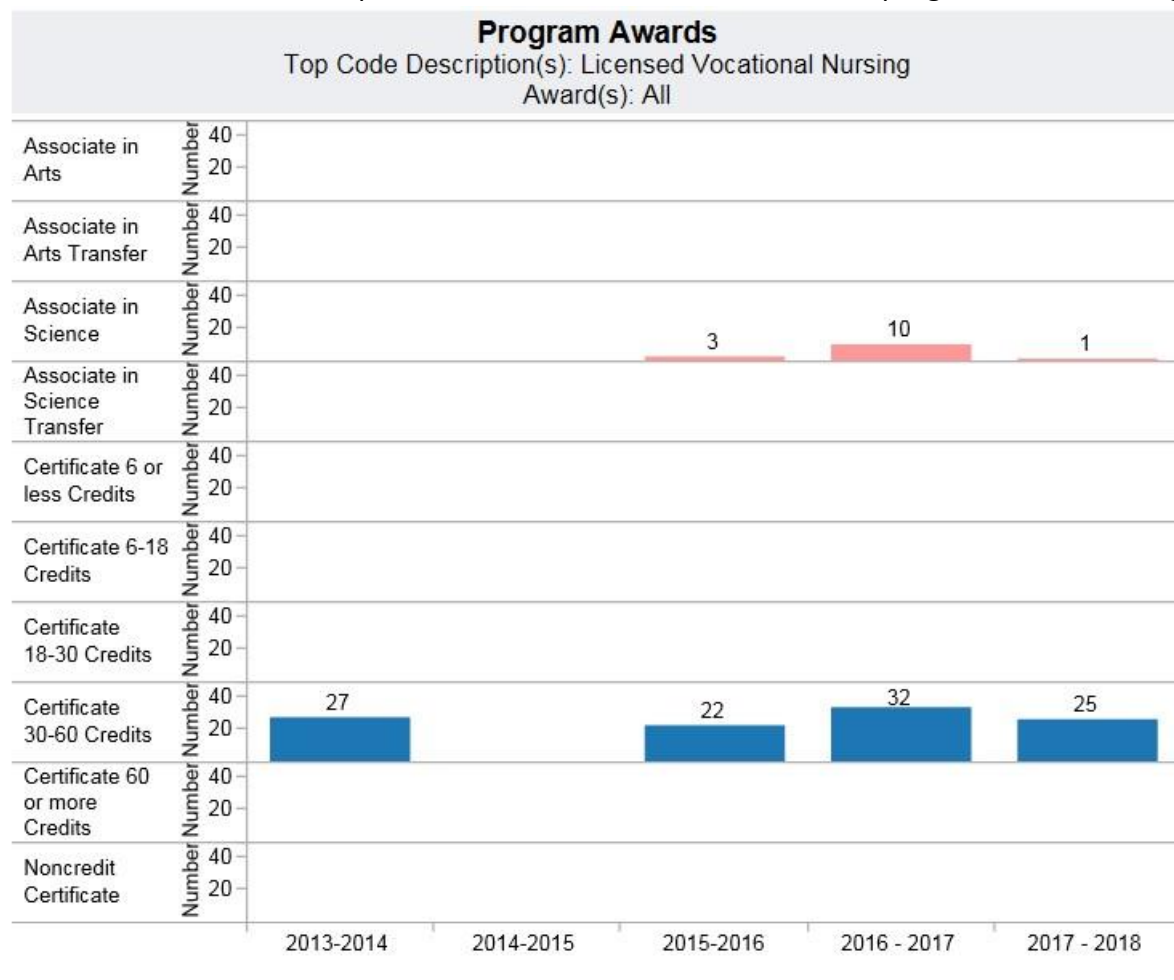
Insert the data chart and explain observed differences between the program and the college.



All LVN theory courses are face-to face, there are no online or distance education coursework.

Degrees and Certificates Awarded (Insert Data Chart)

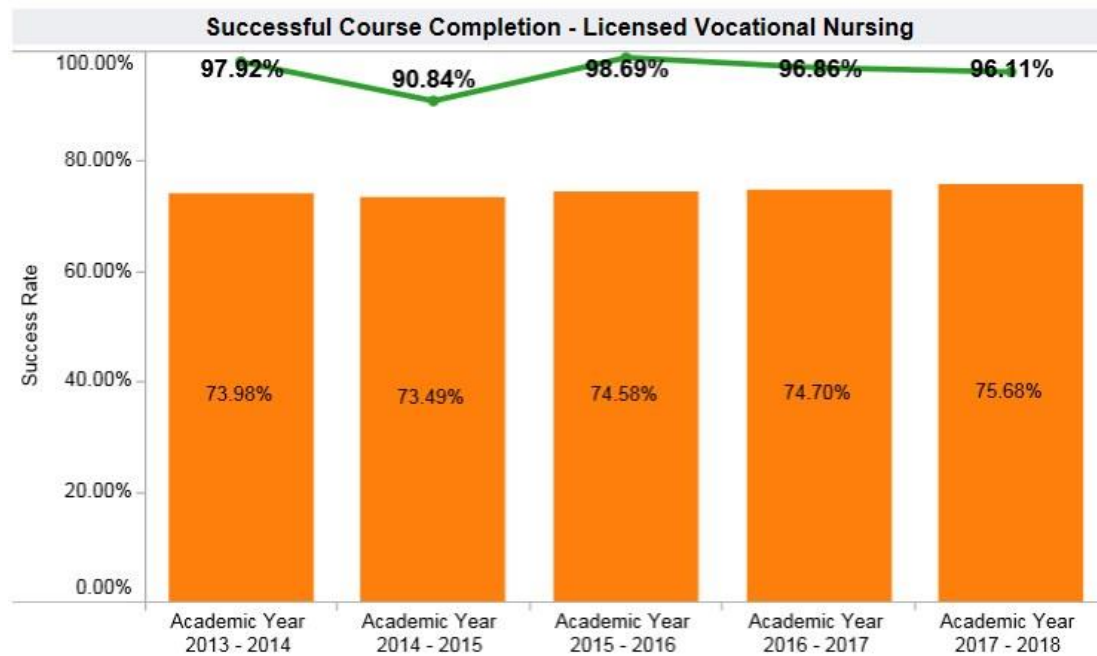
Insert the data chart and explain observed differences between the program and the college.



Data is blank in the chart for 2014-2015 but 23 students completed the program in this time frame. The LVN certificates awarded represent $\geq 85\%$ retention rate for the past five years. The above graph also demonstrates completion of the optional Licensed Vocational Nursing, Associate in Science Degree that has been available to students since 2016.

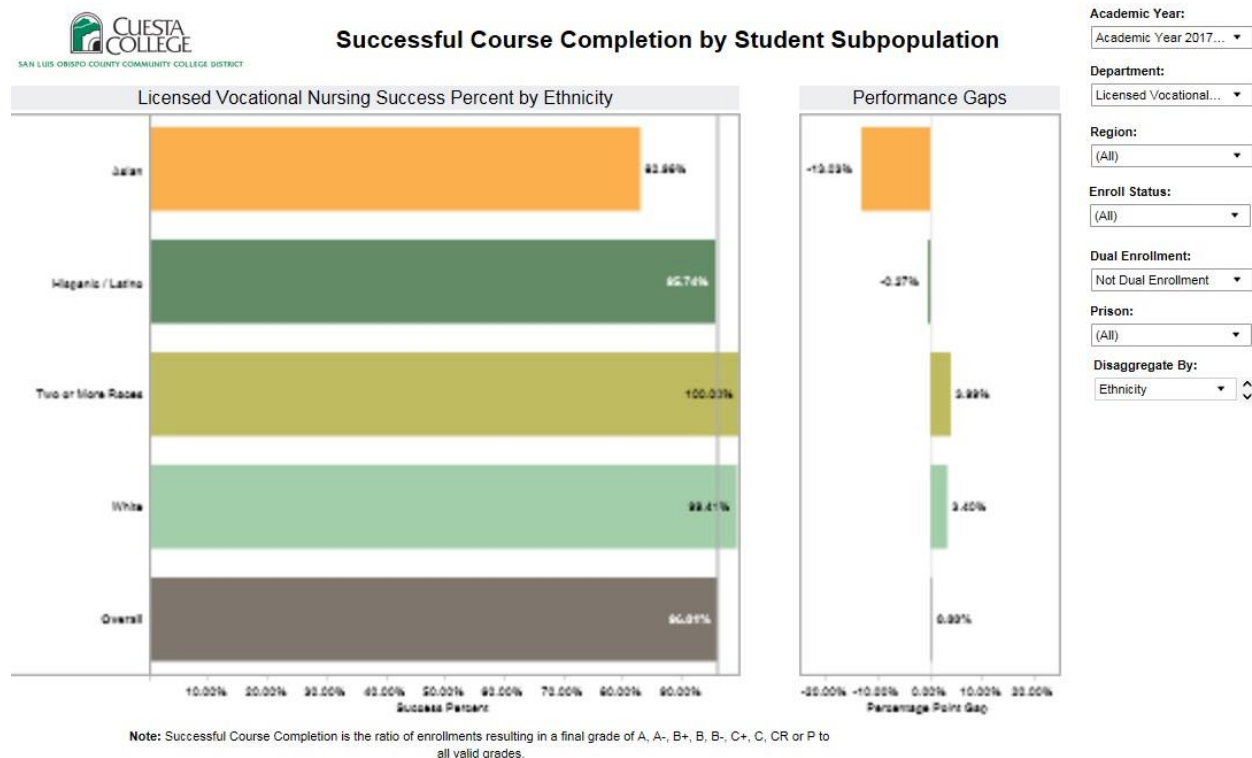
General Student Success – Course Completion (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the institutional set standards (as shown on the chart).



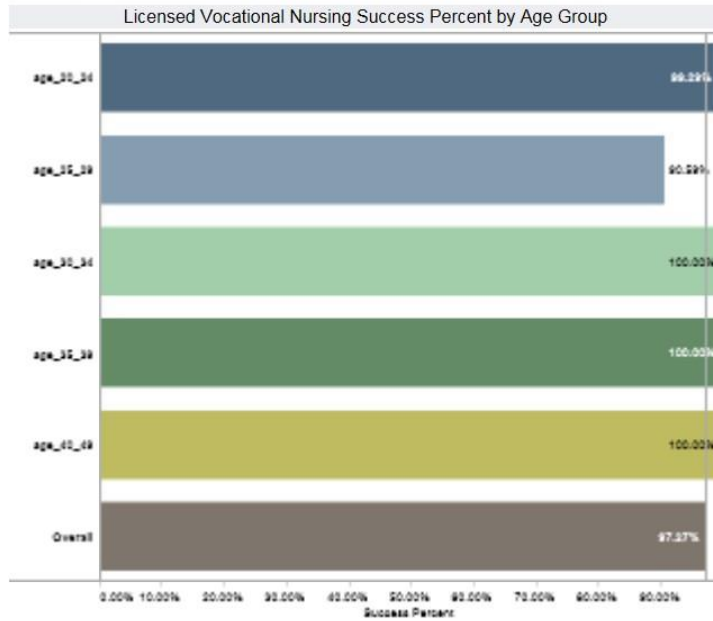
This chart reflects the successful completion (grade C or higher) of all required courses in the three semesters of the LVN program. The LVN Program success rate over the past 5 years has been higher than 90%.

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.

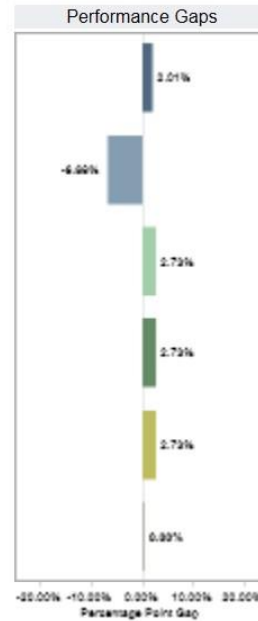


LVN program success by ethnicity reveals that Hispanic/Latino, two or more races, and white complete the program with over a 90%. Asian ethnicity students have an 82.98% completion rate. We will evaluate the success of our Asian students and work to find ways to support them.

Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.



Academic Year:
Academic Year 2017...

Department:
Licensed Vocational...

Region:
(All)

Enroll Status:
(All)

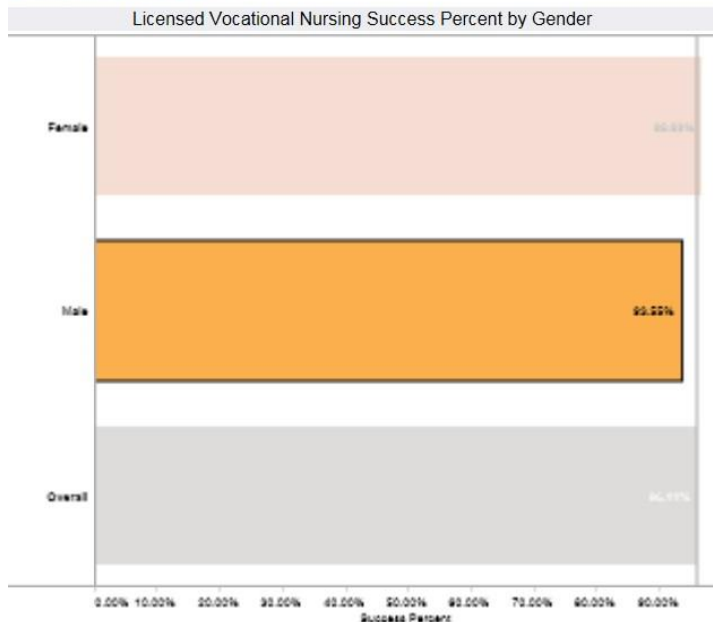
Dual Enrollment:
Not Dual Enrollment

Prison:
(All)

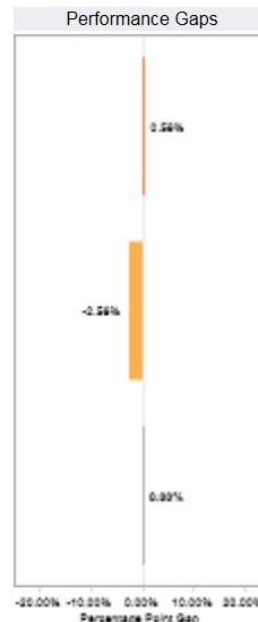
Disaggregate By:
Age Group

Success percent by age group reveals all age categories complete the LVN program at over 90%.

Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.



Academic Year:
Academic Year 2017...

Department:
Licensed Vocational...

Region:
(All)

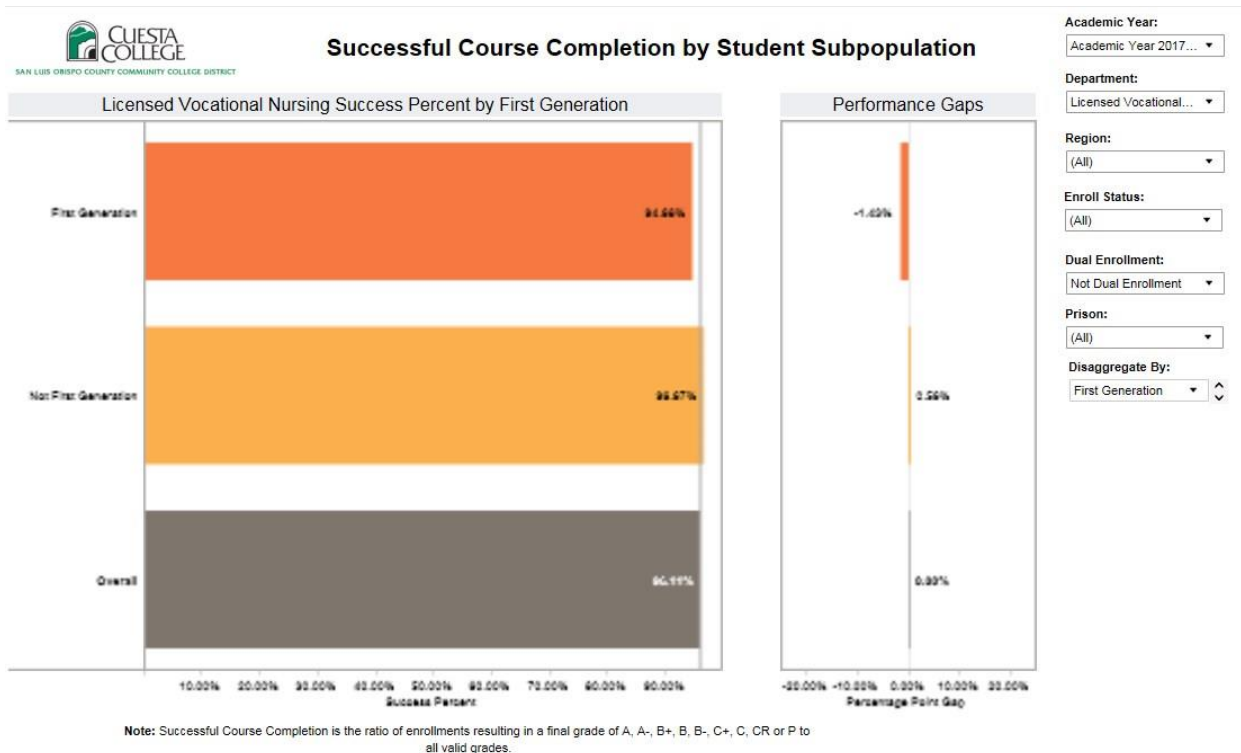
Enroll Status:
(All)

Dual Enrollment:
Not Dual Enrollment

Prison:
(All)

Disaggregate By:
Gender

Licensed vocational nursing success percent by gender reveals that females have a 96.9% success rate, and males have a 93.5% success rate.



LVN success percent by first generation shows 1st generation students have a 94.68% completion rate, while non-first generation students have a 96.67% completion rate.

IV. CURRICULUM REVIEW

A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR. Complete the [Curriculum Review Template](#) and submit the form within your CPPR.

1. Course Review

- Please review the current CurricUNET CORs for all active courses in your program for currency and accuracy and annotate the items below.
- If you find any mistakes in the CORs (e.g. non-content related items such as typos), contact the Curriculum Chair or Curriculum Specialist for correction.
- All other changes require either a minor or major modification. Your curriculum representative will assist you.
- Some modifications need to be processed in the current term (see annotations # 2 and #3 below).
- Some modifications can be done over the period of the next five years (see annotation #1 below).

- Indicate on the Five-Year Cycle Calendar below when a minor or major modification will be submitted.

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR Notified impacted program(s)*
LVN 101	yes / no	yes / no: date	yes / no: date	yes / no: date	yes / no: date
LVN 101A	yes / no	yes / no: date	yes / no: date	yes / no: date	yes / no: date
LVN 101AL	yes / no	yes / no: date	yes / no: date	yes / no: date	yes / no: date
LVN 101B	yes / no	yes / no: date	yes / no: date	yes / no: date	yes / no: date
LVN 102	yes / no	yes / no: date	yes / no: date	yes / no: date	yes / no: date
LVN 102A	yes / no	yes / no: date	yes / no: date	yes / no: date	yes / no: date
LVN 102AL	yes / no	yes / no: date	yes / no: date	yes / no: date	yes / no: date
LVN 102B	yes / no	yes / no: date	yes / no: date	yes / no: date	yes / no: date
LVN 103	yes / no	yes / no: date	yes / no: date	yes / no: date	yes / no: date
LVN 103A	yes / no	yes / no: date	yes / no: date	yes / no: date	yes / no: date
LVN 103B	yes / no	yes / no: date	yes / no: date	yes / no: date	yes / no: date

Deactivated Course	Impacted Program (s)	Date affected program was notified
None		

B. Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites

- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

Course Number	101	101A	101AL	101B
1. Effective term listed on COR	Date: Fall 2014	Date: Fall 2014	Date: Fall 2014	Date: Fall 2014
2. Catalog / schedule description is appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes / no ⁴ N/A	yes / no ⁴ N/A	yes / no ⁴ N/A	yes / no ⁴ N/A
5. Grading Method is accurate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
6. Repeatability is zero	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
7. Class Size is accurate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
8. Objectives are aligned with methods of evaluation	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
9. Topics / scope are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
10. Assignments are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
11. Methods of evaluation are appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹

¹ If no, a major modification is needed within the next 5 years (see five-year cycle calendar). ²

If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)

12. Texts, readings, materials are dated within last 5 years	yes / no ¹	yes / no ³	yes / no ³	yes / no ³
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no ² N/A	yes / no ⁴ N/A	yes / no ⁴ N/A	yes / no ⁴ N/A
14. Degree / Certificate information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
15. Course Student Learning Outcomes are accurate	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
16. Library materials are adequate and current *	yes / no ¹ N/A	yes / no ¹ N/A	yes / no ¹ N/A	yes / no ¹ N/A

Course Number	102	102A	102AL	102B
1. Effective term listed on COR	Date: Fall 2014	Date: Fall 2014	Date: Fall 2014	Date: Fall 2014
2. Catalog / schedule description is appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes / no ⁴ N/A	yes / no ⁴ N/A	yes / no ⁴ N/A	yes / no ⁴ N/A
5. Grading Method is accurate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
6. Repeatability is zero	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
7. Class Size is accurate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
8. Objectives are aligned with methods of evaluation	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
9. Topics / scope are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
10. Assignments are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹

¹ If no, a minor modification is needed in the current term.

² If no, contact the Curriculum Chair or Curriculum Specialist

11. Methods of evaluation are appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
12. Texts, readings, materials are dated within last 5 years	yes / no ³	yes / no ³	yes / no ³	yes / no ³
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no ⁴ N/A	yes / no ⁴ N/A	yes / no ⁴ N/A	yes / no ⁴ N/A
14. Degree / Certificate information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
15. Course Student Learning Outcomes are accurate	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
16. Library materials are adequate and current *	yes / no ¹ N/A	yes / no ¹ N/A	yes / no ¹ N/A	yes / no ¹ N/A

¹ If no, a major modification is needed within the next 5 years (see five-year cycle calendar). ²

If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)

³ If no, a minor modification is needed in the current term.

⁴ If no, contact the Curriculum Chair or Curriculum Specialist

Course Number	103	103A	103B	
1. Effective term listed on COR	Date: Fall 2014	Date: Fall 2014	Date: Fall 2014	Date:
2. Catalog / schedule description is appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no ²	yes / no ²	yes / no ²	yes / no ²
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes / no ⁴ N/A	yes / no ⁴ N/A	yes / no ⁴ N/A	yes / no ⁴
5. Grading Method is accurate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
6. Repeatability is zero	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
7. Class Size is accurate	yes / no ²	yes / no ²	yes / no ²	yes / no ²

8. Objectives are aligned with methods of evaluation	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
9. Topics / scope are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
10. Assignments are aligned with objectives	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
11. Methods of evaluation are appropriate	yes / no ¹	yes / no ¹	yes / no ¹	yes / no ¹
12. Texts, readings, materials are dated within last 5 years	yes / no ³	yes / no ³	yes / no ³	yes / no ³
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no ⁴ N/A	yes / no ⁴ N/A	yes / no ⁴ N/A	yes / no ⁴
14. Degree / Certificate information (if applicable) is correct	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
15. Course Student Learning Outcomes are accurate	yes / no ⁴	yes / no ⁴	yes / no ⁴	yes / no ⁴
16. Library materials are adequate and current *	yes / no ¹ N/A	yes / no ¹ N/A	yes / no ¹ N/A	yes / no ¹

¹ If no, a major modification is needed within the next 5 years (see five-year cycle calendar). ²

If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)

³ If no, a minor modification is needed in the current term.

⁴ If no, contact the Curriculum Chair or Curriculum Specialist

2. Programs

- List all programs/certificates that were active at the time of the last CPPR.
- Review the CurricUNET "Program of Study" outline and indicate yes/no for each program/certificate.
- For each deactivated program provide the effective term posted on CurricUNET.

Program / Certificate Title	Currently active	New program since last CPPR	Program modification on since last CPPR	Deactivated since last CPPR
Licensed Vocational Nurse – Certificate of Achievement (C.A)	yes / no	no / yes: date	no / yes: date	no / yes: date

3. Program Review

- Review the CurricUNET “Program of Study” outline for each active program/certificate and indicate yes/no for each column below.

Currently active Program / Certificate: Title	Required courses and electives, incl. course numbers, course titles, and course credits, are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment
Licensed Vocational Nurse – Certificate of Achievement (C.A)	yes / no*	yes / no*	yes / no**
Licensed Vocational Nursing Associate Degree (optional: need optional degree required general education courses)	yes / no*	yes / no*	yes / no**

* If not, program modification is needed.

** If not, Program Learning Outcomes modification is needed.

4. Five-Year Cycle Calendar

- During the following five-year cycle all aspects of the course outline of record and program curriculum will be reviewed for currency, quality, and appropriate CurricUNET format.
- Indicate if a course needs a major or minor modification based on the current course review. Your curriculum representative will assist you.
- When submitting a major or minor modification, please enter or update the Student Learning Outcomes for each course.

Course Number	Fall 19	Spring 20	Fall 20	Spring 21	Fall 21	Spring 22	Fall 22	Spring 23	Fall 23	Spring 24
LVN 101	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor
LVN 101A	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor
LVN 101AL	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor
LVN 101B	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor
LVN 102	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor
LVN 102A	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor
LVN 102AL	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor
LVN 102B	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor
LVN 103	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor
LVN 103A	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor
LVN 103B	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor	major/ minor

PROGRAMS / CERTIFICATES

Program/ Certificate Title	Fall	Spring 19	Fall 19	Spring 20	Fall 20	Spring 21	Fall 21	Spring 22	Fall 22	Spring 23
Nursing Licensed Vocational Nursing		modify	modify	modify	modify	modify	modify	modify	modify	modify
Licensed Vocational Nursing Assoc. Degree (optional: need optional degree required general education courses)		modify	modify	modify	modify	modify	modify	modify	modify	modify

The licensed vocational program is currently undergoing a self-study in which all required classes will be reviewed and be aligned with recommendations from the Board of Licensed Vocational Nursing and Psychiatric Technicians. The changes to the courses will also be reflected in the Course Outlines.

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

Licensed Vocational Nursing (LVN) Course Assessment and Evaluation Cycle Calendar

SEMESTER	Spring 2016	Summer 2016	Fall 2017	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020
ASSESSMENT OR RE-ASSESSMENT DATA COLLECTED	LVN 102 102A/L 102B refer to Assessment Tools	LVN 103 103A 103B refer to Assessment Tools	LVN 101 101A/L 101B refer to Assessment Tools	LVN 102 102A/L 102B refer to Assessment Tools	LVN 103 103A 103B refer to Assessment Tools	LVN 101 101A/L 101B refer to Assessment Tools	LVN 102 102A/L 102B refer to Assessment Tools	LVN 103 103A 103B refer to Assessment Tools	LVN 101 101A/L 101B refer to Assessment Tools	LVN 102 102A/L 102B refer to Assessment Tools	LVN 103 103A 103B refer to Assessment Tools	LVN 101 101A/L 101B refer to Assessment Tools	LVN 102 102A/L 102B refer to Assessment Tools
ANALYZE RESULTS & PROGRAM IMPROVEMENT	LVN 101 101A/L 101B refer to Assessment Tools	LVN 102 102A/L 102B refer to Assessment Tools	LVN 103 103A/L 103B refer to Assessment Tools	LVN 101 101A/L 101B refer to Assessment Tools	LVN 102 102A/L 102B refer to Assessment Tools	LVN 103 103A/L 103B refer to Assessment Tools	LVN 101 101A/L 101B refer to Assessment Tools	LVN 102 102A/L 102B refer to Assessment Tools	LVN 103 103A/L 103B refer to Assessment Tools	LVN 101 101A/L 101B refer to Assessment Tools	LVN 102 102A/L 102B refer to Assessment Tools	LVN 103 103A/L 103B refer to Assessment Tools	LVN 101 101A/L 101B refer to Assessment Tools
PLAN IMPLEMENTATION <u>Proposed New Curriculum Fall 2019 for all LVN Courses</u>	Implement change on all Spring courses	Implement change on all Summer courses	Implement change on all Fall courses	Implement change on all Spring courses	Implement change on all Summer courses	Implement change on all Fall courses	Implement change on all Spring courses	Implement change on all Summer courses	Implement change on all Fall courses	Implement change on all Spring courses	Implement change on all Summer courses	Implement change on all Fall courses	Implement change on all Spring courses

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

Yes. Courses have been completed in eLumen.

- C. Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course level SLOs mapped to the Program-level SLOs.

Cuesta College

ILO/PLO Summary Map by Course/Context

Map Origin: Courses for Licensed Vocational Nursing

Map Target: CA_LVN

Course	CA_LVN	CA_LVN				
		Apply age appropriate concepts and cultural awareness in nursing practice	Demonstrate basic leadership in nursing practice.	Demonstrate effective therapeutic and professional communication with patients and the health care team.	Integrate knowledge and skills gained from nursing sciences with clinical practice in meeting the complex needs of diverse groups of patients safely in multiple health care settings (long term care, outpatient practice, forensic setting)	Practice safely and ethically within LVN scope of practice while providing patient care and working with the health care team.
LVN101		3			3	6
LVN101A		1		1	6	5
LVN101AL		2		1	4	2
LVN101B				1	5	5
LVN102		3	1		5	2
LVN102A		2	1		4	3
LVN102AL		1	1		4	
LVN102B		1	1	1	4	1
LVN103		1		1	3	
LVN103A		1		1	3	
LVN103B			1	1	3	3
LVN104						
LVN104L						
		15	5	7	44	27

- D. Highlight changes made at the course or program level that have resulted from SLO assessment.

- Remodeled simulation lab.
- Purchased two medication carts to replicate clinical medication administration.
- Purchased 32 laptops to enhance online/electronic test-taking skills, and to simulate electronic medication record to enhance medication administration documentation skills in clinical setting.
- Continue to coordinate with clinical agencies to schedule the LVN104 IV/Phlebotomy Certification Course for post-completion alumni, at convenient time.
- Placed on prioritization list: updated DVDs for skills demonstration and nursing theory.
- Placed on prioritization list: obtain larger classroom to accommodate more patient bays in skills lab.
- Funding obtained to add additional patient bay in simulation lab.
- Added nursing tutors (alumni) to enhance student performance in dose calculation.
- Increased math prerequisite to enhance student performance in dose calculation.

- E. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#).
- Professional development to be provided for faculty to remain current in healthcare trends and nursing content.
 - Larger skills lab to accommodate a five (5) patient bay to meet BVNPT required standards for 30 students (6 students per patient unit/bay).
 - Simulation Lab expansion to include multiple patients to increase scenarios on time management and prioritization skills.
 - Fund Simulation Liaison to oversee the NCC simulation lab which has been integrated into all three semesters and encompasses lifespan and diversity issues.
 - Updated and/or new equipment for lecture demonstration and student practice.
 - Purchase an electronic healthcare record program for students through all semesters of the program as this will be instituted in all healthcare facilities students will rotate to for patient care clinicals.
 - Continue to review skills kit content for currency, necessity and cost of supplies. It is important to have students purchase a kit (materials fee) that is usable and supports the course objectives.
 - Update content specific instructional media as indicated throughout SLOs.

VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

- A. Institutional Goals and Objectives
- B. Institutional Learning Outcomes
- C. Program outcomes

The program supports efforts to achieve program outcomes by constantly evaluating the need for change or improvement in our program. We evaluation course SLOs and program outcomes annually during faculty meetings. This also supports the institutional goals, learning, and program outcomes by ensuring the program is strong and competitive as well as supporting students during the process. Student support and success is at the heart of our college and though our program is very challenging to students, most succeed and graduate as well as becoming LVNs.

Indicate any anticipated changes in the following areas:

- A. Curriculum and scheduling
 - Our program is currently undergoing renewal with the BVNPT which may generate required curriculum changes

B. Support services to promote success, persistence and retention

- Foundation funds were very low and the success specialist position was at risk of continuation. Currently funds have been restored by a local healthcare donor. If funds deplete again, the college may be asked to provide salary for this position that supports students through the N program. This has been a key role in student success.

C. Facilities needs

- Additional skills lab space is needed to meet the BVNPT necessary 6 student per bed suite resource requirement.
- Classroom instructional station needs upgrading with new data projectors, computer, and visual presenter.

D. Staffing needs/projections

- Application and Evaluation Coordinator to service all nursing and allied health programs. Support from the Evaluations and Counseling departments has diminished as their own requirements have grown, and this position may need to be housed in our division with office space and supplies, and adequate time to do the accurate and detailed work of over 400 applicants annually.
- Simulation lab faculty and Liaison to oversee simulation.
- The Compass Health donated LVN faculty member will be leaving at the end of this academic year, and will need replacement.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

- The BVNPT has implemented a fee increase for program renewals that will begin in four years, or 2023.

VII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#)

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Marcia Scott	Marcia Scott	3/5/2019
Division Chair/Director Name	Signature	Date

Fay Johnson	[Signature]	3-5-19
Name	Signature	Date

Patricia McQuillen	[Signature]	3/5/19
Name	Signature	Date

Karen Wilson	[Signature]	3/5/19
Name	Signature	Date

Monica Millado	MONICA MILLADO	3/5/19
Name	Signature	Date

Name	Signature	Date
------	-----------	------

Name	Signature	Date
------	-----------	------

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here:

<https://cuestacollege.sharepoint.com/Committees/IPPR/Committee%20Documents?viewpath=%2FCommittees%2FIPPR%2FCommittee%20Documents&id=%2FCommittees%2FIPPR%2FCommittee%20Documents%2FPrioritization%20Process%20Handbook%20Sept%5F25%5F2018%2Epdf&parent=%2FCommittees%2FIPPR%2FCommittee%20Documents>

APPLICABLE SIGNATURES:

Vice President/Dean

Date

Division Chair/Director/Designee

Date

Other (when applicable)

Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.

30 San Luis Obispo County Community College District

Instructional Comprehensive Program Planning & Review

Approved by Academic Senate 2017-05-12 Document to be Used for Submission Spring 2019
