

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Allan Hancock College Academic Year 2022/2023

Source: Eileen Donnelly, Program Director

1. Has your program mission or primary function changed in the last year?

No

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

The LVN board (BVNPT) conducted their four-year program visit in 2022. It was the first on-site visit the program had experienced. The NEC (Nursing Education Consultant) reviewed every aspect of the program, including meeting with previous and current students, as well as full and part-time faculty, for program feedback. While the NEC stated that the overall feedback she received from students and staff was positive, she gave numerous recommendations for the director to address. Consequently, this led to multiple policy revisions regarding student make up for COVID related clinical and theory absences, certification of full-time staff who conduct simulation, remediation process when student is falling behind in theory, etc. The NEC also referred to best practice guidelines for program to follow i.e., a student should not administer medications without the faculty being present, a student can only be supervised by a nurse or physician esp. in out-rotation settings, etc. The recommendations and suggestions were addressed and on April 11, 2022, the board awarded the program a continued approval.

Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.

From year 2021-22, students met their learning outcomes however, the faculty acknowledged that the documentation of inputting and/or gathering onto SPOL were challenging.

A significant evidence that the program had met its program objectives in 2022 was the NCLEX LVN pass rate. The quarterly and first attempt pass rate for the LVN class of 2022 was 96.77%. This was significantly higher than other programs as the average quarterly and first attempt pass rate in California was 73% (Pearson VVUE database, quarterly report).



Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions



Pearson VUE's reporting database includes all exam records from 2002 to present.
NCSBN Confidential

CA - ALLAN HANCOCK COLLEGE (US04100100)														
NCLEX-PN														
NCSBN Education Program	NCSBN Education Program City	NCSBN Graduation Date	10/01/2022 - 12/31/2022				01/01/2023 - 03/31/2023				Total			
			Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate
CA - ALLAN HANCOCK COLLEGE (US04100100)	SANTA MARIA	12/2022	1	1	0	100.00%	30	29	1	96.67%	31	30	1	96.77%
	Total		1	1	0	100.00%	30	29	1	96.67%	31	30	1	96.77%

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

The learning outcomes reflect key performance indicators that were identified in the Quality and Safety Education for Nurses (QSEN) studies and established in 2005 and updated regularly. These QSEN learning outcomes drive the objectives for each program course and are integrated in the program's LVN board approved instructional plan. While learning outcomes are often met as evidenced by the program's continued above average Practical Nursing National Council of Licensure Examination (PN-NCLEX) pass rate, the NCLEX data does not reveal the individual's performance (who passed and who did not) and the data itself is not made available until three to four months after the students graduate from the LVN program. The faculty do recognize though the need for individualizing the data collection process so as to better capture the program's strengths and areas for improvements.

- PLO Themes:
 - 1) Practice Patient-Centered Care
 - 2) Teamwork and Collaboration
 - 3) Evidence-Based Practice
 - 4) Quality Improvement
 - 5) Safety
 - 6) Informatics
 - 7) Professionalism

- c. Please summarize recommendations and/or accolades that were made within the program/department.

PROGRAM SUCCESSES 2022

Program Rank in California:

The program continues to generate interests due to its reputation and high pass rate. To date, the Nursing Schools Almanac rank AHC LVN Program as SECOND in the state. Their ranking assessment is based on

academic prestige, program breadth and depth, and student success on nursing licensure examinations.

State of Emergency: Impact on Program

In 2022, while the COVID State of Emergency was still active, the program continued its operation. There were 32 students and 31 passed their NCLEX LVN on their first attempt, resulting in a 96.77% pass rate. This is significantly higher than the state's average of 72%-73%.

Board of Vocational Nursing and Psychiatric Technician (BVNPT) Continued Program Approval Received:

In fall 2022, the program received its first onsite program visit. The visit was positive as there were no issued violations. The board consultant met with current and previous graduates to request for feedback and reported that both groups were happy with their education. On April 11, 2022, the granted the program their approval.

Grants:

The LVN program was awarded the Perkins V Grant in 2022. The grant allowed the program to purchase needed instructional supplies such as three electronic medication carts, a two-year license for UbiSim virtual simulation, three Oculus headsets, injection manikins, etc.

The program was also awarded the Innovation Grant to fund a FT instructor for fall to provide additional tutoring for struggling students. There were at least six students who were identified as "at risk" as their primary language was not English.

The program received money from the Adrestek Nursing Endowment which funded two clinical support instructors. Each worked nine 8-12 shifts in spring and fall. The outcome of having additional support proved positive as students experienced more medication administration procedures and learning opportunities they would not have had otherwise.

Technology Innovation Showcased:

In fall 2022, the faculty received training on augmented virtual simulation. The faculty were compelled to choose this platform as the technology would allow them to conduct simulation in classroom as the two skills labs were often occupied by RN and Certified Nursing Assistant students. Augmented virtual simulation is a fairly new concept for nursing programs however the faculty embraced the idea and after reviewing various virtual simulation programs, the faculty chose UbiSim as their scenarios included maternity and pediatric conditions. With the LVN board's approval, the faculty conducted its first simulation in early spring 2023. The second simulation was showcased by a local news channel, KSBY, and video clips of student in simulation were posted on various social media. In addition, the program received noteworthy comments from the college administration for its innovation.

RECOMMENDATION/NEEDS

Inadequate Clinical Faculty Support

Sustainable funds to support clinical faculty to assist with morning med pass remains unmet. The student to instructor ratio of 12:1 exceeds the local average of 7:1. This creates a very unsafe clinical environment for students, patients, and faculty. This unmet need has been and continues to be documented in program annual updates, six-year program reviews, grants, prioritization requests, and in various meetings. In 2022, I had written the following on the annual update report:

On 4/8/2022, during a meeting with the LVN board consultant who oversees the LVN program, she announced that nursing students should only administer medications with an instructor. While there is no regulation for her recommendation, she stated that it is NOT best practice for students to administer medications with staff nurses. I quickly shared this information with the VN faculty and they responded by voicing their concern about the current student to instructor ratio of 15 to 1 (12:1), which is above the local average of 7 to 1. Inadequate instructor support impact student learning as Instructors need adequate time to spend with students so as to cultivate their clinical judgement and clinical decision-making skills that will enable them to management their patient's care safely and quickly adapt to their role in a health care environment that is fast changing.

Lack of a Sustainable VN Skills Lab:

In fall 2022, the faculty continued to express their need for their own skills lab as the current skills lab are frequently utilized by other programs. This need was also documented in previous reports as well in the 2019 six-year program preview. In spring 2023 though, the new dean was able to secure a temporary skills lab, W-21, for the LVN program.

IT Support for Virtual Simulation:

To continue with the program's innovation with virtual simulation, accessible IT support would ensure its success. The first three headsets were connected to the college wi-fi by IT though the rest had to be done by an RN faculty.

Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

No changes to instructional plans or learning outcomes.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?
 - 1) ***Obtaining sustainable money to fund for additional clinical staff remains unmet, despite the director's persistence with completing grants and requests when made available. Consequently, the challenges of having to ensure that the students' learning needs in the clinical setting remain***
 - 2) ***The majority of nursing skills are taught in the LVN year thereby the program's***

need for a sustainable/permanent skills lab needs to be addressed. In 2022, the RN program had lost their previous simulation lab thus needed the RN skills lab. This created a challenge for the VN faculty as they had to move their skills supplies to available classrooms to conduct their skills. Due to the current dean's effort, the VN faculty currently has use of W-21 for their skills activities.

4. Were there any staffing changes?

Full-time VN Faculty

Significant Turnover In FT Faculty:

The turnover in VN full time faculty is high. The majority either transfer to take a position in the RN program, and/or resign. Last year, we had a recent hire who resigned as she stated there was too much after school work for little pay.

Inadequate Pool of Qualified FT Applicants:

The pool of qualified applicants when a full-time position is made available is small, often one to two. According to Bakewell-Sachs et. al (2022), "In general, clinical salaries for nurses remain higher than faculty salaries, and teaching requires a minimum of a master's degree. Completing an advanced degree affords additional career opportunities and invites competition with practice roles." In 2022, a VN part-time clinical instructor who was highly qualified and experienced, stated she would have applied but she was not willing to take on a part-time job just to supplement her teaching salary (conf., personal communication, 2022).

Salary Comparison:

According to Best Accredited College (2023), "full-time community college professors who are currently in step 1 of the salary schedule earn \$61,940 per year."

The US Bureau of Labor Statistics (2021) reports regarding average salaries of nurses working in various fields (see below). Note that the annual salary for faculty at community colleges are much lower than faculty teaching at universities.

Mean Nursing Salary by State

State	Nursing Assistant	LPN/LVN	RN	Nurse Practitioner	Nurse Midwife	Nurse Anesthetist	Nursing Instructor/Teacher, Postsecondary
Alabama	\$24,590	\$39,310	\$60,230	\$99,570	N/A	\$157,430	\$71,020
Alaska	\$40,320	\$63,850	\$90,500	\$115,890	\$85,920	N/A	\$75,940
Arizona	\$32,640	\$54,290	\$78,330	\$111,480	\$117,700	\$144,530	\$81,110
Arkansas	\$25,950	\$40,760	\$61,330	\$105,840	N/A	\$182,960	\$55,170
California	\$36,630	\$60,240	\$113,240	\$138,660	\$154,500	\$227,290	\$101,930
Colorado	\$33,980	\$53,180	\$76,230	\$106,760	\$102,520	\$175,100	\$75,530
Connecticut	\$34,360	\$57,380	\$83,440	\$115,140	\$112,920	\$198,750	\$97,350
Delaware	\$31,770	\$53,520	\$74,100	\$112,430	\$95,110	N/A	N/A

Re: Part-time Instructors. The LVN program has not experienced a shortage of part-time instructors. On the contrary, there are many who frequently approach the director (me) for a position as they "enjoy teaching."

5. What were your program successes in your area of focus last year?

There were numerous:

- ***The program received it's BVNPT continued approval for another four years.***
- ***The LVN NCLEX pass rate was 96.77%,***
- ***BVNPT approved the virtual simulation policy which was integrated in the board approved curriculum. Virtual simulation is relatively new in nursing academia as few programs in the state are using the technology. This innovation by the LVN faculty recently received media coverage in April 2023.***
- ***The program received the Perkins V grant which funded numerous instructional supplies.***
- ***The program received approximately \$8,000.00 from the Andrestek Nursing Endowment to fund two instructors to each work nine 8-12 days in spring and in fall. Currently, the fund is no longer available.***








6. Does the program meet documented labor market demand?

Students in the program continue their schooling to complete their RN year. They then graduate and obtain their license to work as a registered nurse. Currently, the nursing shortage is still an issue and while the RN graduates obtain work locally, the facility leaders continue to report that are experiencing a shortage. The RN program addressed this concern by expanding their admission from 35 to 50 students. The LVN program is expected to follow.

Job Market Data:

According to the US Bureau of Labor Statistics, job market for vocational nurses is projected to grow 6 percent from 2021 to 2031. The job market for registered nurses is also projected to grow 6%.

Summary

Quick Facts: Licensed Practical and Licensed Vocational Nurses	
2021 Median Pay 	\$48,070 per year \$23.11 per hour
Typical Entry-Level Education 	Postsecondary nondegree award
Work Experience in a Related Occupation 	None
On-the-job Training 	None
Number of Jobs, 2021 	657,200
Job Outlook, 2021-31 	6% (As fast as average)
Employment Change, 2021-31 	41,300

What Licensed Practical and Licensed Vocational Nurses Do

Registered Nurses

Summary	What They Do	Work Environment	How to Become One	Pay	Job Outlook
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Summary

Quick Facts: Registered Nurses	
2021 Median Pay ?	\$77,600 per year \$37.31 per hour
Typical Entry-Level Education ?	Bachelor's degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2021 ?	3,130,600
Job Outlook, 2021-31 ?	6% (As fast as average)
Employment Change, 2021-31 ?	195,400

[What Registered Nurses Do](#)

7. How does the program **address needs that are not met** by similar programs?

How Program Addresses Its Needs

In addition to the AHC LVN program, there are other three LVN programs in the area: Cuesta College, San Joaquin Valley College, and Santa Barbara City College. The need for all four programs remains evident as the nursing shortage continues (see #6)

8. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

Success and Retention

Success rate for the LVN program for 2021-2022 was 99% - 100% and for all courses which was above the college average of 71%. The retention rate for the LVN program for the same year was similar which was above the college average of 86% (tableau/Institutional Research).

- Institutional Data
- Institutional Planning
- Quick Facts
- Institutional Review Board (IRB)
- Surveys
- Program Review
- IE Newsletter
- Reports and Presentations
- Learning Outcomes
- Data Coaching
- Research Request Form
- External Data
- State and National Reports
- AB 705

RETENTION, PERSISTENCE

Success & Retention ■ Success % ■ Retention %

		2017-18		2018-19		2019-20		2020-21		2021-22	
AHC	ALL	74%	88%	73%	88%	72%	82%	74%	88%	71%	86%
Grand Total		98%	98%	97%	98%	98%	98%	98%	98%	99%	100%
NURS101	ALL	97%	97%	97%	97%	94%	94%	100%	100%	97%	100%
NURS102	ALL	97%	97%	97%	97%	94%	94%	100%	100%	100%	100%
NURS103	ALL	97%	97%	94%	97%	94%	94%	100%	100%	100%	100%
NURS104	ALL	97%	97%	91%	97%	94%	94%	97%	100%	97%	100%
NURS106	ALL	100%	100%	100%	100%	100%	100%	97%	97%	100%	100%
NURS108	ALL	100%	100%	100%	100%	100%	100%	97%	97%	100%	100%
NURS109	ALL	100%	100%	100%	100%	100%	100%	97%	97%	100%	100%
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NURS111	ALL	97%	97%	91%	97%	94%	94%	97%	97%	100%	100%
NURS112	ALL	100%	100%	100%	100%	100%	100%	97%	97%	100%	100%
NURS300	ALL	99%	99%	100%	100%	99%	99%	98%	98%	98%	98%
NURS310	ALL	92%	100%	94%	97%	84%	97%	94%	97%	87%	95%
NURS311	ALL	94%	94%	94%	97%	100%	100%	94%	94%	100%	100%
NURS317	ALL	94%	94%	97%	97%	100%	100%	94%	94%	100%	100%
NURS318	ALL	94%	94%	97%	97%	100%	100%	94%	94%	100%	100%
NURS320	ALL	100%	100%	100%	100%	97%	97%	100%	100%	100%	100%
NURS322	ALL	100%	100%	97%	97%	100%	100%	100%	100%	100%	100%
NURS323	ALL	94%	94%	94%	97%	100%	100%	94%	94%	100%	100%
TOTAL	ALL	98%	98%	97%	98%	98%	98%	98%	98%	99%	100%

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LVN Employment

The nursing shortage is evident and according to Haddad et. al (2023), the shortage is "due to lack of potential educators, high turnover, and inequitable workforce distribution." The Bureau of Labor Statistics projects for 2020-2031 that "203,200 openings for RNs each year through 2031 when nurse retirements and workforce exits are factored into the number of nurses needed in the U.S." In reference to the job outlook for LVNs, the U.S. Bureau of Labor Statistics states that the demand for LVNs will continue as LVNs work primarily in out-patient clinics and settings where elder care is much needed. As the population age, so will the need for LVNs.

A number of chronic conditions, such as diabetes and obesity, have become more prevalent in recent years. LPNs and LVNs will be needed to assist and care for patients with these and other conditions. In addition, many procedures that once could be done only in hospitals are now being done outside of hospitals, creating demand in other settings, such as outpatient care centers.

Total, all occupations



Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment projections data for licensed practical and licensed vocational nurses, 2021-31

Occupational Title	SOC Code	Employment, 2021	Projected Employment, 2031	Change, 2021-31		Employment by Industry
				Percent	Numeric	
Licensed practical and licensed vocational nurses	29-2061	657,200	698,500	6	41,300	Get data

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

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State & Area Data ->

SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Licensed Practical and Licensed Vocational Nurses, at <https://www.bls.gov/ooh/healthcare/licensed-practical-and-licensed-vocational-nurses.htm> (visited March 16, 2023).

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Success and Program Vitality

The AHC LVN program has been ranked as the second top LVN program in the state (Nursing Schools Almanac, 2022) due to its average high pass rate of 97.3% and reputation.

To help aspiring vocational nurses evaluate their options, the research team at Nursing Schools Almanac has compiled an extensive database of student performance on the NCLEX-PN licensure exam. We analyzed this data over a lengthy period of time -- the past decade when possible -- to calculate each program's NCLEX pass rate among first-time test-takers. We then used this metric to rank California's LVN programs, from the strongest NCLEX-PN performance (Gavilan College) to the weakest (Southeast California College). You can find the detailed results of our analysis below.



#1: Gavilan College

5055 Santa Teresa Boulevard
Gilroy, California 95020
<https://www.gavilan.edu>

97.5% first-time NCLEX pass rate
Certificate in Vocational Nursing
Average of 18 students graduated per year
Data analyzed from 2012 through 2020

97.5%



#2: Allan Hancock College

800 South College Drive
Santa Maria, California 93454
<https://www.hancockcollege.edu>

97.3% first-time NCLEX pass rate
Certificate in Vocational Nursing
Average of 30 students graduated per year
Data analyzed from 2012 through 2021

97.3%



#3: Sri Sai Krish Institute

12362 Beach Boulevard, Suite 14
Stanton, California 90680
<https://www.sskinstitute.org>

97.0% first-time NCLEX pass rate

97.0%

9. Have recommendations from the previous report been addressed?
- 1) Identified needed instructional supplies were purchased.
 - 2) A skills lab was acquired though the faculty were told the room is temporary.
- Note: Identified needs such a clinical instructor support and a skills lab technician remain unmet.

Validation for Program Planning Process:

10. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

- Nursing Faculty
- Success Team
- Nursing Advisory Committee
- Six-year Program Report

11. Are there specific recommendations regarding the core topic responses from the validation team?

The team acknowledges the program needs and in previous recommendations by the validation team, their stated that the "team recommends seeking ongoing district funding for this position (clinical support)." As the director of the program, I have taken (and will continue to do so) every opportunity to advocate for my program by documenting our needs, i.e. applying for grants, completing prioritization requests, program review reports, etc. as well as verbalizing our needs at the department and coordinator meetings.

Reference

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Area of Focus Discussion Template

CURRICULUM AND TEACHING DESIGN

Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

Possible topics:

- Review courses and programs through an equity lens to assess access and success.
- Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there disproportionate impact within certain demographic groups?
- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- Assess and integrate program learning outcomes (PLO).

1. What data were analyzed and what were the main conclusions?

PLO 2/3; ILO5/6:

Pre-requisites/Articulation/Enrollment Limitations:

Program pre-requisites were compared with four local colleges: Cuesta College, Santa Barbara City College, and San Joaquin Valley College. Findings indicate that the AHC LVN Program require additional pre-requisites such as a: nursing assistant or a psychiatric technician certificate, full semester psychology course, and once accepted, a pharmacology course prior to the start of the program. Having a nursing assistant or psychiatric technician certificate is not mandated by the Board of Vocational Nursing and Psychiatric Technician (BVNPT) though further studies to evaluate the effects of having either a certificate on the success of the program will need to be conducted.

There has been a discussion on adding the Medical Assistant (MA) and Medical Emergency Technician (EMT) as an option to a nursing assistant or psychiatric technician certificate. Requests have come from applicants, current students who were medical assistants, MA and EMT students and MA/EMT program coordinators. During a department meeting in fall 2022, the HS faculty were asked for their input regarding MA/EMT as option to the LVN pre-requisite. There were nine attendees and seven out of nine favored the addition. The two who opposed verbalized their concerns regarding its effect on the Certified Nursing Assistant program enrollment and the minimal bedside training in MA or EMT program. During a recent Student Success Committee meeting, May 5, 2023, the issue was also presented e.g. how the issue evolved, the type of training each program provided, etc. The MA director was present with the intent to discuss MA enrollment. The director stated she would like the MA certificate added as option to C.N.A. pre-requisite. The director verbalized she frequently has students start the MA program and become inspired to go into nursing. At the end of the presentation, the committee

members, three out of the four (the committee director did not comment), verbalized their support for adding MA (one also mentioned EMT). This information will be presented to the next department meeting however, further discussion will remain.

Sources:

Cuesta College LVN Program eligibility requirements (cuestacollege.edu); Santa Barbara City College LVN Program (sbcc.edu); San Joaquin Valley College (info.sjvc.edu).
Nursing Schools Almanac (<https://www.nursingschoolsalmanac.com/>)

PLO4:

High Attrition Rate in Pharmacology Class

Pharmacology course, a pre-requisite to the LVN program, consistently has a high attrition rate. In 2022, there were five students (out of forty) who failed the course. The course itself is conceptionally challenging as students are required to learn pharmacokinetics in medical and to apply the information they have acquired from their knowledge of anatomy and physiology and math course. This is very high-stake course as prevents them from continuing on to the LVN program. Students often have waited many years to be accepted in the LVN program and to fail pharmacology before they start the program can have a long-term effect on their confidence to re-apply. It is critical that a nurse tutor is available for these students and esp. those at-risk.

Source: Pharmacology Course, CANVAS, Lead Instructor, 2022.

PLO1:

Disproportionate Impact on Demographics

Gender- There is a disproportionate number of men enrolled in the program. Approximately less than 10.5% of nursing students enrolled are men. Though this is below the average for California, this is not isolated to AHC nursing program. According to the BRN report for 2020-2021, the average male students enrolled in a program is approximately 17.4%.

The program recognizes its need to increase male enrollment and efforts have been made to include the following: partnering male students with male nurses, evaluating medical assistant and emergency medical technician as an option to certified nursing assistant certificate and psychiatric certificate, showcasing male students when media coverage of program arises, etc. These efforts may have had some effect as eight men were accepted for spring 2023, accounting for 23% making this year the highest number of men in a class. This trend will need to be studied.

Sources: AHC Institutional Data and BRN.org

Transfer/Articulation:

Retention rate for the program in 2021-2022 is 95%. Nearly all, if not all, of the VN students are admitted in the RN program. Failure to progress to the RN program frequently involves not being able to meet the RN admission criteria.

Source: AHC Institutional Research Data.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as challenges with student success or access in your area of focus?

Challenges

PLO 2/3:

Re: MA/EMT as additional option to nursing assistant and psychiatric technician certificate: Primary concern that the addition might have an adverse effect on C.N.A. enrollment and MA might benefit.

Re: Low male enrollment. Negative public view/perception of males going into nursing influencing potential male interests in nursing.

Re: LVN program access to nursing grants are limited as grants are typically for registered nurse programs. As a result, program needs continue to go unmet

- *Morning clinical support*
- *Lack of nurse tutor for theory*
- *Lack of lab technician support*
- *Skills lab*

3. What are your plans for change or innovation?

PSLO 2/3; ILO4/6

Plans for Innovation or Change

- *Virtual Simulation. The program was recently showcased by the college and a local news channel, KSBY, for its innovation in utilizing advance technology, augmented virtual reality for simulation. Choosing virtual simulation was not by choice but rather, a necessity as the LVN program was constantly challenged with having to share two skills lab that were often reserved by the registered nurse and nursing assistant programs. Virtuality reality simulation allowed instructors to conduct simulation in a classroom with a computer with internet access. While use of virtual simulation is still at its early stages, the LVN faculty and students recognize its potential effect on student learning. Currently, challenges the VN faculty have encountered with virtual simulation is the technology aspect, e.g., navigating the virtual environment using the headsets and hand control, problem-solving when encountering an internet or mechanical issues, finding time to practice the virtual simulation gears. In addition, the faculty has concluded that the simulation scenarios need to be constructed to allow for varying levels of difficulty that would align with the program's progressive expectations. The scenarios building would require adding avatars such as a physician, or a family member. The additional avatars in the virtual environment would increase student participation. The task of*

building will take an enormous amount of time and the faculty recognizes that the success of virtual simulation in the LVN program is depended on the college's IT support.

- ***Improve Student-to-Instructor Ratio in Clinical***

The ratio is currently at 12:1 which is above the local average of 7:1. While the Adrestek nursing endowment allowed funding two 4-hour clinical instructional support in summer 2021 and spring 2022, this fund is no longer available. Having had the additional morning instructor to assist with morning medication administration was tremendously helpful as instructor facilitated student med pass average at the end of their LVN year increased from the previous year average of 7 to 12 in 2021, and from 12 to 14 plus in 2022 (data was obtained from the students clinical check sheet). Both 2021 and 2022 cohorts reported having the additional instructor in the morning lessened their anxiety. Clinical instructors also verbalized feeling less hurried when they were with students who needed a little more attention, e.g. English Language Learners, older students struggling with technology, students with disability, etc.

On 4/8/2022, during a meeting with the LVN board consultant, she announced that nursing students should only administer medication with an instructor. While there is no regulation for her recommendation, she stated it is not best practice for students to administer medications with staff nurses as they are not trained. I later shared this information with the VN faculty and many verbalized their concerns that the consequence could lead to students having less exposure to medication administration, an opportunity that allow students to fully exercise their clinical thinking skills. The faculty agreed that VN students are new learners and need the repetition to learn the steps and apply clinical judgment when encountering a problem or dilemma.

- ***Provide Tutoring Support for English Language Learners***

The demographics of nursing students in the Licensed Vocational Nurse program are changing as the number of English Language Learners (ELL) have steadily grown. In 2020-2021, there was a significant number of Hispanic students enrolled in the program accounting for approximately 64% of the headcount, and in 2021-2022, accounting for 57%. The increase brought challenges for the LVN faculty as many had identified themselves as English Language Learners (ELL). These students had very specific needs and require individualized tutoring. While faculty are often more than willing to assist, they also acknowledge that ELL students require additional time to process what they have learned. A nurse tutor could help these students, and others who need the support, adapt to the rigor of the program and apply the classroom information to a clinical setting where quick and safe decisions are essential to patient outcome.

Source: AHC Institutional Research Data.

% of Headcount

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Asian			2.00	6%						
Black			2.00	6%	3.00	9%			1.00	3%
Filipino	2.00	6%	2.00	6%	1.00	3%	2.00	6%	3.00	9%
Hispanic	19.00	59%	17.00	52%	14.00	42%	21.00	64%	17.00	53%
Pac Isl	1.00	3%								
Two or More							1.00	3%	1.00	3%
White	10.00	31%	10.00	30%	15.00	45%	9.00	27%	10.00	31%
Grand Total	32.00	100%	33.00	100%	33.00	100%	33.00	100%	32.00	100%

- **Maintain Current Instructional Resources**

License to UbiSim virtual simulation was purchased in 2022 and will expire in 2024. Virtual reality simulation by approved by the LVN program and has been integrated into the LVN curriculum. Virtual simulation allows instructors to conduct simulation in any room with a computer with internet.

Grant money enabled students to utilize Shadow Health simulation products when taken ill with COVID however, it can also be used to supplement teaching. The college purchased Kahoot which faculty are using to test and enhance student learning in the classroom. The RN program obtained money that enabled both LVN and RN faculty to access to Keith RN's instructional resources.

- **Keeping Ahead of Technology**

UbiSim Virtual Simulation Scenario Building and Curriculum Integrating:

There are approximately 12 virtual simulation patient scenarios that need leveling. Extensive amount of time is needed to build the scenarios as each need to be recreated to two versions: basic engagement for first semester and complete for third semester students. An RN instructor, Beth Conner, who is technologically adept has agreed to take on the task if compensated.

Medication Simulation Carts Scenario Building and Curriculum Integrating:

The program received a grant in 2022 to purchase four Simulation Medication Carts that allow students to simulate administrating medications. Approximately five scenarios were recently obtained and all must be uploaded to each cart. In addition, the scenarios will need to be integrated into the Medication Administration course. The lead instructor for the course will need compensation for the time he/she will need to complete the task.

- **Acquire a VN Skills Lab Room/Space for Lab Activities.**

The majority of nursing skills are taught in the LVN program. While the new dean has been able to attain a skills lab space, W-21, for the LVN program, the VN faculty are not able to set up the room to replicate a skills lab. Items/objects/supplies such as hospital beds, ceiling curtains, sinks, etc. cannot be affixed as the building is expected to be demolished in approximately two years. Consequently, the room remains nearly empty.

- **Attain a Dependable AV Presentation Station in M123 Classrooms**

The computer system in M123 frequently shuts off. Work orders and the AV technicians have attempted to fix the problems over the years but the screen continues to turn off during a lecture session. The students have complained that it is very distracting.

- **Attain Weight Biased Seating in M118/M123.**

Desks/chairs do not accommodate for larger students.

4. How will you measure the results of your plans to determine if they are successful?

PLO2/3; ILO 6/7

There are several ways the faculty measure the results:

- 1) Monitoring post- graduation survey results of RN students' perceived experience during their LVN year.
- 2) Monitoring VN program survey results of students and addressing their needs
- 3) Monitoring NCLEX pass rate
- 4) Monitoring the PN ATI Predictor rate
- 5) Monitor the attrition rate in pharmacology course

5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?

Not applicable. The program is not distance education however, suggestions from current students about having a DE Think Like a VN course. Students justified their request by noting their rigorous schedule.

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. **This section is only used if there are new planning initiatives and resources requested.**

Sample:

New Program Planning Initiative	
Title:	(Short description of the planning initiative) Telescope night

Planning years:	(The academic years this will take to complete) 2021-22 to 2024-25
Description:	
<p>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</p> <p>The success levels of our courses have indicated that students need to have a hands-on experience with finding and pinpointing important celestial objects. Having a telescope night would allow students to learn how to align and find objects.</p>	
Resources:	
Priority Level: Low Medium <u>High</u>	
Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials	
Quantity: 1	
Per Item Price: \$69.99	Price with taxes/shipping, etc.: \$76.00
Description:	
<p>Telescopes for students to use during the telescope nights. It is a 70mm telescopes for Adults Astronomy & Kids & Beginners, 300mm Portable Refractor Travel Telescope (15X-150X) with A Smartphone Adapter& A Wireless Remote</p> <p>https://www.amazon.com/ToyeeBee-Telescope-Telescopes-Professional-Smartphone/dp/B095XQVTNM/ref=sr_1_4?crd=256FVSAQ5EU0P&keywords=telescope&qid=1667944660&srefix=telescop%2Caps%2C160&sr=8-4&ufe=app_do%3Aamzn1.fos.18ed3cb5-28d5-4975-8bc7-93deae8f9840</p>	

New Program Planning Initiative	
Title:	PLO 2/3: ILO 5/6: Instructional Support for Clinical and Theory
Planning years:	Continuous Need
Description:	
<p>Students wait approximately 2-4 years to be admitted in the program and once admitted, they experience a high level of stress due to the rigor of the LVN curriculum. Students dealing with learning barriers such as language are particularly susceptible to stress. Adequate instructional support in theory and clinical is critical to their success. The LVN program does not provide this essential support.</p>	

Resources

Priority Level: Low Medium High
Resource Type: Equipment Staff Faculty Supplies and Materials
Quantity: 1 instructor per clinical day for spring, summer, and fall semester
Per Item Price: 60\$/hour **Price with taxes/shipping, etc.:**
Description: Morning Clinical Instructor to Assist with medication administration and critical skills procedures
Spring: 12 clinical hours per week (3 days/wk.) x 12 weeks = \$8,640.00
Summer: 8 clinical hours per week (2 days/wk.) x7 weeks=\$3,360.00
Fall: 12 clinical hours per week (3 days/wk.) x15 weeks = \$10,800.00

Resources

Priority Level: Low Medium High
Resource Type: Equipment Staff Faculty Supplies and Materials
Quantity: 1 instructor/4 hours per week tutoring
Per Item Price: \$60/hr. **Price with taxes/shipping, etc.:**
Description: After class tutoring to review and clarify theory content with students at-risk
Spring: 4 hrs./wk. x12 weeks -\$2,880.00
Summer: 4 hrs./wk. x7 weeks = \$1,680.00
Fall: 4 hrs./wk. x15 weeks=\$3,600.00

Resources

Priority Level: Low Medium High
Resource Type: Equipment Staff Faculty Supplies and Materials
Quantity: 1 instructor/4 hrs. per week
Per Item Price: \$60.00 **Price with taxes/shipping, etc.:**
Description: After class tutoring for students in the Pharmacology course due to the complexity of the content.
Fall: 4 hrs./wk. x15 weeks = \$3,600.00

New Program Planning Initiative

Title:	PLO 2/3; ILO4/6: Ubi Sim Virtual Reality License Renewal
Planning years:	Renewal Every Two Years
Description: Virtual Simulation allow the instructors to conduct simulation in a classroom and provide students a real-life like experience of managing a patient in distress. UbiSim offers numerous patient scenarios that align with the LVN instructional plans.	

Resources:

Priority Level: Low Medium **High**

Resource Type: Equipment Staff Faculty **Supplies and Materials**

Quantity: 1

Per Item Price: \$18,000.00 for a two-year license. Renewal due date is August 15, 2024.

Price with taxes/shipping, etc.: N/A

Description: The two-year license allows for 100 learners to access and participate in virtual reality.



SCHEDULE A
PURCHASE ORDER

(i) Software License: Purchase Order is for a **Two Year** license for the UbiSim Software for \$18,000 USD per year for up to 100 learners or less. This totals out to \$18,000.

The license term for the Software for Purchase Order shall begin on **August 15, 2022**

Software license is for an unlimited number of VR stations. Access to all the customizable scenarios as well as all updates for the duration of the license.

Full editor access to customize existing scenarios or create new ones.

The use of the Software is for the school of nursing only.

The use and support of the Software included in this agreement is for one campus.

(ii) Equipment: Customer will source and provide their own equipment.

(iii) Professional Services to be provided to Customer: 4 hours online training.

(iv) Technical Support. UbiSim will provide Customer with the technical support with online support (email and ticketing system).

For greater certainty, any technical support provided by UbiSim is exclusively limited to technical issues with the Software and its normal operation with the Equipment. Any Customer requests for UbiSim support with respect to virtual reality scenarios shall be considered Professional Services and treated in a separate Scope of Work.

The total applicable fee is \$18,000 USD

Name:
Title:

A handwritten signature in blue ink, appearing to read "A. Hancock", written over a horizontal line.

Name: Allan Hancock College
By: Laura Becker

Resources:

Priority Level: Low Medium **High**

Resource Type: Equipment Staff Faculty **Supplies and Materials**

Quantity: 10 Oculus 2 headsets with hand controls

Per Item Price: \$429.99 per headset **Price with taxes/shipping, etc: \$12.97**

Description: Headsets are a necessity for virtual simulation. Students wear the headsets and hand controls to navigate the virtual space.

Resources:

Priority Level: Low Medium **High**

Resource Type: Equipment Staff Faculty **Supplies and Materials**

Quantity: 5 Oculus battery pack

Per Item Price: \$20.00 **Price with taxes/shipping, etc: N/A** May be purchased at local department stores

Description: Batteries maximizes the amount of time the student can engage in virtual simulation

New Program Planning Initiative

Title: PSLO 2/3; ILO4/6: Inputting and Building Scenarios in Four Sims Med Carts

Planning years: Fall 2023-spring 2024

Description:

Patient scenarios need uploading to 4 simulation carts and integrated in the Medication Administration course.

Resources:

Priority Level: Low Medium **High**

Resource Type: Equipment Staff **Faculty** Supplies and Materials

Quantity: 1

Per Item Price: \$60.00 **Price with taxes/shipping, etc: N/A**

Description: Upload scenarios to four Sim Carts and integrate into the Medication Administration course.

Fall 2023: 4 hours per week/12 weeks = \$2,880.00

Resources:

Priority Level: Low Medium High
Resource Type: Equipment Staff **Faculty** Supplies and Materials
Quantity: 1
Per Item Price: \$60.00 **Price with taxes/shipping, etc.:**
Description: Copying 12 UbiSimulation scenarios then recreating two versions for each to allow for increasing level of difficulty and engagement to match the stages of student's learning.
Fall 2023: 4 hours per week/12 weeks - \$2,880.00

Resources:

Priority Level: Low Medium **High**
Resource Type: Equipment Staff **Faculty** Supplies and Materials
Quantity: 1 faculty
Per Item Price: \$3471-4430 monthly. **Price with taxes/shipping, etc.:**
Description: Instructional Technician. Nursing Skills Laboratory. Performs technical work in the skills laboratory preparations, oversee supply stockroom, maintains skills laboratory, monitors need for repair, maintenance, and replacement of care technologies- IV pumps, computers, hi-fidelity manikins as well as adequate supplies for nursing skills and simulation courses.

New Program Planning Initiative

Title:	PSLO 2/3; ILO4/6: LVN Skills Lab
Planning years:	Ongoing

Description:

The VN faculty require a skills lab for their high-volume lab activities. The majority of nursing skills are taught in the LVN program.

Resources:

Priority Level: Low Medium **High**
Resource Type: Equipment Staff Faculty Supplies and Materials **ROOM/Facility**
Quantity: 1
Per Item Price: **Price with taxes/shipping, etc.:**
Description: Permanent skills lab for VN
The majority of nursing skills are taught in the LVN program. While the new dean has been able to attain a skills lab space, W-21, for the LVN program, the VN faculty are not able to permanently set up the room to replicate a skills lab. Items/objects/supplies such as hospital beds, ceiling curtains, sinks, etc. cannot be affixed as the building is expected to be demolished in approximately two years.

Program Review Signature Page:

J. Eileen Donnelly

[J. Eileen Donnelly \(May 15, 2023 12:19 PDT\)](#)

Program Review Lead

May 15, 2023

Date

Thomas Lamica

[Thomas Lamica \(May 15, 2023 12:40 PDT\)](#)

Program Dean

May 15, 2023

Date



Vice President, Academic Affairs

Jul 20, 2023

Date












LVN Program Review_2022-23


Final Audit Report

2023-07-20

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