

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name: Licensed Vocational Nursing Program **Academic Year** 2023/2024

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? (e.g., new courses, degrees, certificates, articulation agreements)

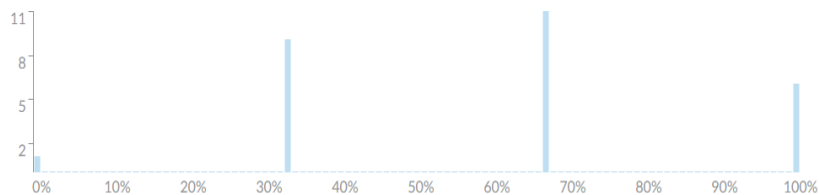
- Fall 2023, the program was awarded the Culturally Responsive and Innovation Grant
 - The Culture grant helped fund the eight-hour clinical support so as to reduce the above average student-to-instructor ratio of 12:1. The local average is to 7:1.
 - The Innovation grant helped fund a VN faculty to tutor students at-risk need to succeed. In addition, the grant helped fund a second VN faculty to input data to three computerized medication administration carts.

A survey was conducted to evaluate the outcome of having the additional support and the results were favorable. The majority of the students reported that they were less likely to miss a learning opportunity and felt less stressed where there is an additional support (see below)

Quiz Summary

Section Filter ▾ Student Analysis Item

Ⓜ Average Score **60%** Ⓜ High Score 100% Ⓜ Low Score 0% Ⓜ Standard Deviation 0.82 Ⓜ Average Time 54:55



Question Breakdown

Attempts: 27 out of 27 +0.31

I am less likely to miss a learning opportunity in clinical when there is an additional instructor scheduled (8-12p and/or 6:45-2:50p). Discrimination Index Ⓜ

Strongly Agree	21 respondents	78 %	<div style="width: 78%;"></div> ✓	78% answered correctly
Agree	5 respondents	19 %	<div style="width: 19%;"></div>	
somewhat Disagree	1 respondent	4 %	<div style="width: 4%;"></div>	

I am less likely to miss a learning opportunity in clinical when there is an additional instructor scheduled (8-12p and/or 6:45-2:50p).

Discrimination Index ⓘ

Strongly Agree	21 respondents	78 %	<div style="width: 78%;"><div style="width: 78%;"></div></div> ✓
Agree	5 respondents	19 %	<div style="width: 19%; background-color: black;"></div>
somewhat Disagree	1 respondent	4 %	<div style="width: 4%; background-color: black;"></div>
Strongly Disagree		0 %	<div style="width: 0%; background-color: black;"></div>

78% answered correctly

Attempts: 27 out of 27

+0.7

I feel more stressed when there is no additional instructor support to respond to my needs

Discrimination Index ⓘ

True	18 respondents	67 %	<div style="width: 67%;"><div style="width: 67%;"></div></div> ✓
False	9 respondents	33 %	<div style="width: 33%; background-color: black;"></div>

67% answered correctly

Attempts: 27 out of 27

+0.74

I am an English language learner and need the added time from an instructor to help me understand challenging concepts, and/or to guide me during a critical nursing procedure.

Discrimination Index ⓘ

True	10 respondents	37 %	<div style="width: 37%;"><div style="width: 37%;"></div></div> ✓
False	17 respondents	63 %	<div style="width: 63%; background-color: black;"></div>

37% answered correctly

Ref: Clinical Canvas 3, 2023

Learning Outcomes Assessment

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

There are three key measures assessed to determine if the VN program was meeting its outcomes:

- 1) *Program Success: Comparison with Other Programs*
 - *The Nursing Schools Almanac published its ranking for 2024 and it ranked AHC LVN program as the second top LVN programs in California (out of 132 VN programs assessed) The Nursing Schools Almanac incorporates the following when ranking programs: academic prestige, program breadth and depth, and student success on nursing licensure examinations.*

Ref: [Nursing Schools Almanac: The definitive guide to U.S. nursing schools](#)

- 2) *Program Licensure Pass Rate*
 1. *In 2023 (class graduated at end of 2022) the NCLEX LVN pass rate was 96.77%. This is significantly higher than the majority of the LVN programs in California (see above). In regard to the class 2023 pass rate, the program director is expecting to receive the results soon.*

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%

3) The program success and retention rate in 2022-1023 was 100%.

Ref: Retrieved at

<https://www.hancockcollege.edu/ie/Program%20Review%20Success%20Retention%20Persistence>

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

While the VN program continually seeks to find ways to improve student learning or experience, the data above clearly indicates that the overall program is successful in meeting its goals or outcomes.

- *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 Rank in California:

The program rank as second top program in California. The program continues to generate interests due to its reputation and high pass rate. The average wait list for the LVN program is approximately two to four years.

Technology Innovation Showcased:

Fall 2022, the faculty received training on augmented virtual simulation. Faculty was compelled to choose this platform as the technology would allow them to conduct simulation in a classroom. At the time, the VNs had limited access to the two skills labs as both sides were often reserved by the nursing assistants and/or RN programs. Augmented virtual simulation is a fairly new concept in nursing education however the faculty embraced the idea and after reviewing various virtual simulation programs, the faculty chose UbiSim as their platform as it included maternity and pediatric conditions.

Spring 2023: The faculty conducted its first simulation. The second simulation was showcased by a local news channel, KSBY, with video clips of student in simulation. In addition, the program received noteworthy comments from the college administration other VN program directors for its innovation.

Fall 2023: This cohort was the first to take the New Generation PN NCLEX. The faculty have worked arduously to prepare the students for the scenario-based testing. The quarterly results from the examination taken last quarter, January 1 through March 31, have not been published.

RECOMMENDATION/NEEDS

Inadequate Clinical Faculty Support (on-going need)

Sustainable funds to provide the additional clinical faculty is lacking. 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. While the program has received several grants in 2023 that would support having the additional clinical instructors, the grants are only temporary. The Culturally Responsive grant is expected to end of 2024.

Tutoring Need for Students at Risk

Sustainable funds that will enable the program to provide tutoring students at risk need. The increased enrollment of English Language Learners (ELL /ESL) is significant however, capturing the actual number or percentage is challenging as the college admission record does not specifically asks the question, rather the admission application asks if the student is "comfortable with English." For 2024, the program director will be conducting a survey that will provide a more specific data in terms of how many students enrolled consider themselves as English Language Learners or ESL.

Adequate VN Skills Lab (on-going need)

W-21 and W-31 have been assigned as skills lab for LVN. Both rooms are outdated and the old carpet needs to be removed. While facilities conducted an air quality test and reported that it passed the test for, it is evident that the carpet is well-trafficked.

Sustainable Funds for Virtual Simulation:

Only two of the headsets for the virtual reality are functioning and according to one of the IT assistants, the Meta application that was originally uploaded was the home use version and the assistant recommended the business version. The student survey results from 2023 indicate that while the students saw the value of virtual simulation on their learning, the majority felt having limited functional headsets was a distractor. The results were reported to the HS department and as a result, funds to purchase the Meta business license was attained. Having the business application would allow all current headsets to be functional thus improve the students' simulation experience. A follow up survey will be conducted to identify and address areas for improvement.

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

No changes to instructional plans or learning outcomes in 2023 however, the Department of Education has recently issued a mandate that programs receiving Title IV must reduce their clinical and theory hours to 1530. This would require that the program reduce its theory by 6.6 hours and clinical by 32 hours. The changes will go into effect in spring 2025.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

On-going response.

- 1) Obtaining sustainable money to fund for additional clinical staff remains unmet. Currently, the program is receiving two grants (Culturally Responsive and Innovation Fund) to fund the added support however these grants are temporary.*
- 2) The majority of nursing skills are taught in the LVN year thereby the program's need for a permanent skills lab needs to be addressed. W-21 and W-31 are currently assigned for VNs to use as a skills lab however, the building itself is soon to be demolished.*

4. Were there any staffing changes?

Full-time VN Faculty

Significant Turnover in FT Faculty:

Full-time Faculty:

Turnover is high. For the past six years, the program has lost four full-time faculty; one retired, two transferred to the RN program, and one requested to work part-time as she stated that she did not enjoy having to take home work.

Part-Time: Turnover is not as high but the scheduling challenges of having numerous part-time faculties remains. The majority work elsewhere and have very specific days when they are available. Some report that their RN wage is higher than their teaching wage thus teach thus would not consider a full-time position.

Inadequate Pool of Qualified FT Applicants:

While it is not difficult to find part-time clinical instructors, it is challenging to attract qualified applicants for a full-time position. The majority of LVN part-time faculty have stated in the past that they would not consider applying for a full-time position as the pay is significantly lower than the pay for an RN who is working at the bedside. 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 would have to work part time as a bedside RN to supplement her teaching salary (M.B. conf., personal communication, 2022). Currently, the two VN full time are working as a bedside RN for the very same reason. Consequently, they are often not able to help with sick calls

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?

Ranking as SECOND top program in California (see #2 above)








6. Does the program meet documented labor market demand?

Unchanged Data: Nursing shortage remains (state and national) remains. Students in the program continue their schooling to complete the 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 they are still experiencing a shortage. The RN program addressed their 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
----------------	--------------	------------------	-------------------	-----	-------------

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?

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 2022-23 was 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).

Success & Retention

Success % Retention %



Years or Terms
Academic Year

Subject
(All)

Course
(All)

Data Group
ALL

Group Detail
 (All)
 ALL

Retention
at or below
100%

Success
at or below
100%

If DI detected:
[Purple for Retention](#)
[Red for Success](#)

Persistence
By Major

		2018-19		2019-20		2020-21		2021-22		2022-23	
AHC	ALL	73%	88%	72%	82%	74%	88%	71%	86%	72%	87%
LVN310	ALL	97%	97%	97%	97%	97%	97%	97%	97%	97%	97%
LVN311	ALL	94%	97%	100%	100%	94%	94%	100%	100%	100%	100%
LVN317	ALL	97%	97%	100%	100%	94%	94%	100%	100%	100%	100%
LVN318	ALL	97%	97%	100%	100%	94%	94%	100%	100%	100%	100%
LVN320	ALL	100%	100%	97%	97%	100%	100%	100%	100%	100%	100%
LVN322	ALL	97%	97%	100%	100%	100%	100%	100%	100%	97%	100%
LVN323	ALL	94%	97%	100%	100%	94%	94%	100%	100%	100%	100%
LVN327	ALL	100%	100%	97%	97%	100%	100%	100%	100%	100%	100%
LVN328	ALL	100%	100%	97%	97%	100%	100%	100%	100%	100%	100%
LVN329	ALL	94%	97%	100%	100%	94%	94%	100%	100%	100%	100%
LVN330	ALL	97%	97%	100%	100%	100%	100%	100%	100%	100%	100%
LVN331	ALL	97%	97%	100%	100%	100%	100%	100%	100%	97%	100%
LVN332	ALL	97%	97%	100%	100%	100%	100%	100%	100%	100%	100%
LVN335	ALL	100%	100%	97%	97%	100%	100%	100%	100%	100%	100%
LVN337	ALL	97%	97%	100%	100%	100%	100%	100%	100%	97%	100%
LVN338	ALL	97%	97%	100%	100%	100%	100%	100%	100%	100%	100%
LVN370	ALL	93%	97%	100%	100%	100%	100%	100%	100%	100%	100%
MA305	ALL	98%	98%	93%	98%	86%	97%	100%	100%	90%	90%
MA350	ALL	96%	96%	100%	100%	90%	95%	100%	100%	90%	90%

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

< Pay

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).

Last Modified Date: Thursday, September 8, 2022

RECOMMEND THIS PAGE USING: Facebook Twitter LinkedIn



Success and Program Vitality

The program is one of the few ladder programs in California and the curriculum is arranged so students can advance to the RN year and obtain an associate degree in nursing. While the program may be more rigorous than a stand-alone LVN program, the results are clearly in support of maintaining its current structure (see #2)

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%

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



#2: Allan Hancock College

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

97.3%

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



#3: Sri Sai Krish Institute

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

97.0%

97.0% first-time NCLEX pass rate

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*

Area of Focus Discussion Template

INNOVATIVE SCHEDULING

Innovative Scheduling embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

Possible topics:

- Review scheduling matrices – program map alignment, successes, and challenges.
- Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.
- Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.
- Address scheduling conflicts or dependencies across disciplines or general education areas.
- Student access – cultivate majors, support cohorts and interdisciplinary connections.
- Review units and time to course and program completion.

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

- **Review scheduling matrices – program map alignment, successes, and challenges**

The VN program is comprised of three full- time and 15 part-time faculty, of which many (full-time and part-time) are obliged to supplement their less than ideal teaching income by working elsewhere. Consequently, scheduling challenges arise from having a large pool of faculty. Data analyzed to address scheduling matrices include the following: 2023 matrices, instructor schedule for 2023 spring, summer, and fall semester, research articles, and program ranking sources.

Scheduling Matrices

Program Map Alignment:

- *Program Entry Mapping: Clear pathway is outlined on the AHC nursing website, e.g. program pre-requisite, curriculum, and entry to the RN program information.*

Ref: <https://www.hancockcollege.edu/pathways/health-sciences/lvn.php>

- *Curriculum Mapping: The VN curriculum (referred as the "Instructional Plans" or IPs) is a composite of lesson plans from all VN courses. The IPs (semester one, two, and three) were approved by the Board of Vocational Nursing and Psychiatric*

Technician (BVNPT) in 2022 and due for continued approval in 2025. The learning objectives and outcomes in the IPs align with the current nursing education best practice guidelines.

Ref: (Quality and Safety Education for Nurses - evidenced-based competency approach to nursing education). These outcomes also align with the institutional learning outcomes.

Ref: <https://catalog.hancockcollege.edu/current/general/outcomes.php>

Successes:

- 2024, Program is Ranked #2 as Best LVN Program in California
 - *The Nursing Schools Almanac recently published their ranking of LVN programs in California. Of the 132 LVN programs assessed, AHC LVN program was ranked as NUMBER TWO in the state. The Nursing Schools Almanac ranked the programs by the " their academic prestige, program breadth and depth, and student success on nursing licensure examinations"*
Ref: [Nursing Schools Almanac: The definitive guide to U.S. nursing schools](#)
 - Ahead of Its Time: Technological Innovation
 - *The program is one of the few nursing programs in California that utilizes virtual reality for simulation (per UbiSim). Virtual simulation is a relatively new pedagogy that uses computer technology to immerse a student in a three-dimensional life-like clinical situation to act. Virtual reality helps optimize teaching and learning processes and according to the National Institute of Health, it" (VR) give students the feel of a 3-D world, so they have an impression of reality."*

Ref: Retrieved on April; 12, 2024 at [The Future of Virtual Reality in Nursing Education | Purdue Global](#)
 - *According to Foranda, C. et al (2018), there is a body of evidence that supports virtual simulation as an effective pedagogy.*

Ref: Foranda, C. et al Virtual Simulation in Nursing Education: A Systematic Review Spanning 1996 to 2018. Retrieved on March 8, 2024, at https://journals.lww.com/simulationinhealthcare/fulltext/2020/02000/virtual_simulation_in_nursing_education_a.9.aspx
 - *KSBY News channel posted a coverage of students conducting simulation. The reporter interviewed one of the male students and the student stated that he learned a lot from his virtual reality experience."*

Ref: <https://www.ksby.com/news/local-news/allan-hancock-colleges-nursing-students-participate-in-virtual-simulation-training>



Scheduling Challenges:

- **Coverage.** Multiple part-time faculty typically leads to greater need for coverage e.g. illness, personal issues, vacations, etc. Matrices frequently are revised and/or leave of absences are submitted. On many occasions, the director will often cover the absences.
 - Ref: 2023 matrices, LOA submissions, and instructor schedules.
- **Instructional Inconsistencies.** Majority of part-time faculty work elsewhere to supplement their teaching income. With numerous part time staff, there is a higher risk for instructional inconsistencies.
 - Ref: Faculty meeting notes and student report (OneDrive, Emails, and Meeting Notes).
- **Above Average Student to Instructor Ratio.** The program student-to- instructor ratio is 12:1 while the local average is 7:1. (Cuesta College is 7:1; San Joaquin Valley College LVN Program is 6:1. Above average student-to-instructor ratio leads to greater work dissatisfaction. In addition, inadequate supervision can also have a adverse effect on student attrition, retention, and persistence.
 - A student survey was conducted in fall 2023 regarding outcomes of having the additional faculty support. The results of the survey were favorable as the majority of students reported that they were less likely to miss learning opportunities and felt less stressed when additional support is available (see below).

I am less likely to miss a learning opportunity in clinical when there is an additional instructor scheduled



Strongly Agree	21 respondents	78 %		✓
Agree	5 respondents	19 %		
somewhat Disagree	1 respondent	4 %		
Strongly Disagree		0 %		

I am less likely to miss a learning opportunity in clinical when there is an additional instructor scheduled (8-12p and/or 6:45-2:50p).

Strongly Agree	21 respondents	78 %		✓
Agree	5 respondents	19 %		
somewhat Disagree	1 respondent	4 %		
Strongly Disagree		0 %		

Attempts: 27 out of 27

I feel more stressed when there is no additional instructor support to respond to my needs

True	18 respondents	67 %		✓
False	9 respondents	33 %		

Ref: *Clinical Canvas 3, Fall 2023.*

- *A study of factors that affect student learning in the clinical environment (Gemuhay, 2019) found that student clinical experience was linked to inadequate supervision from staff and clinical instructors negatively affected their clinical experience).*
 - *Ref: Gemuhay, H.M., Kalolo, A., Mirisho, R., et.al (2019). Factors Affecting Performance in Clinical Practice Among Preservice Diploma Nursing in Norther Tanzania. National Library of Medicine.*

Expansion Challenges:

With the RN expanding to 50 students in 2023, the VN is expected to do the same. In order to do so, the VN program will require an additional full- time faculty and several part time adjuncts to teach the additional students. Subsequently, adequate space for four small group lab activities and for a large class lectures is critical to program function. Conversely, the planning and implementation of the VN expansion will require months of preparation as the director of the program will need to meet with each facility managers, and explore new out-rotation sites so as to be able to ensure that the additional group will be able to receive the same quality experiences as the other three groups. The board approval process for the expansion may take some time.

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?**

Access Challenges

Adding the Medical Assistant or Emergency Medical Technician Certificate as option to Certified Nursing Assistant Certificate and Psychiatric Technician Certificate will allow MA and EMT students eligible for the LVN program. The director of the Medical

Assistant Program (MA) as well the director for the Emergency Medical Technician (EMT) Program have both asked the program director to consider adding the MA and the EMT certificate as an option to the CNA or to its pre-requisite. Currently, the Certified Nursing (CNA). Assistant Certificate and the Psychiatric Technician are the only to certificates that are accepted. During the 2022 board visit, the consultant also questioned why the MA was not accepted. The MA coordinator presented her request to the Success Team and the suggestion from the team was to add the MA certificate as an option to the CNA or PT. Currently, adding the MA certificate as an option to CNA is on hold as concern that it may affect the C.N.A. program enrollment.

Low Male Enrollment

Male enrollment in the program has been consistently below 10% with the exception in 2023 when male enrollment was 20% (7/35). This issue is not isolated to the isolated program. An article by Moore, L. et al (2020) suggest nursing programs need to take a proactive approach by participating in more community education and outreach activities to attract mem in nursing. The LVN program is doing just that by

- *Including male nursing students at every community outreach activities and program media coverages, e.g.*
 - *College Career Exploration Day*
 - *Bow-Wow*
- *In the clinical setting, male students are typically assigned to work with a male staff RN*
- *Hiring more male nursing faculty who are qualified though applicants are typically female. Currently, the program has two part time male and thirteen female instructors.*
 - *Ref: Moore, M.F., et al (2020). Shortage of Male Nursing Students: The Experience of a Growing Nursing Program. Journal of Men's Health. Retrieved on March 8, 2024 at [221-Article Text-2026-4-10-20200511.pdf \(jomh.org\)](https://www.jomh.org/20200511.pdf)*

3. What are your plans for change or innovation?

Innovations/Creative Teaching Modalities

- *Virtual Simulation: In 2022, the program was recognized by the local news channel for its technology innovation and forward-looking approach to teaching. Currently, the program is only one of thirteen programs in the state that is using UbiSim, a simulation platform dedicated exclusively to nursing education simulation and Virtual Reality.*
 - Ref: UbiSim representative, Manuel.
- *Faculty need to improve the students' virtual reality experience by*
 - *Stronger IT collaborating - IT to upload Meta Business application so as to allow more students to practice navigating the virtual space prior to a simulation.*
 - *Stronger IT collaboration for technological support and quick turnaround response.*

- *Faculty to revise and edict the approved UbiSim scenarios to improve student engagement.*
- *Think Course: The program received a grant to fund a non-credit course, Think Like a Vocational Nurse, that allowed additional opportunities for students to improved their course work. The instructors who taught the course incorporated clinical scenarios to enhance clinical judgement and to help prepare the students for the New Generation NCLEX examination. The program continues to offer this course and will be able to report on its effect on the students when the 2023 VN cohort take their New Generation exam in January.*

Plans for Change

- *Seek Sustainable Funds to Provide Added Support for English Language Learners.*
 - *While success and retention in 2022-2023 was between 99-100%, program is seeking sustainable funds to hire additional full-time faculty and tutor to assist the growing number of English Language Learners. The attrition rate for ELL students enrolled in the program is considerably lower than students who speak fluent English. In 2023, the program referred at least five students to the Learning Assistance Program of which three were ELL students (2023 Student Performance Conference Reports). During the referral process, the ELL students attributed their low performance to their limited understanding of the English language and the medical terms commonly used in exams. Supporting this data, a cross sectional study regarding achievement among nursing students who speak English as a second language found that the ELL students were more likely to underperform in both theory and practicum as (Alqahtani, N., 2022).*
 - *Ref: Success and Retention Rate: AHC Institutional Research. Retrieved on March 27, 2024 at <https://www.hancockcollege.edu/ie/Program%20Review%20Success%20Retention%20Persistence.php>*
 - *Alqahtani, N. (2022). English Language Usage and Academic Achievement Among Nursing Students: A Cross-Sectional Study. SAGE Open Nursing Volume 8: 1–8*
 - *AHC VN Student Conference Reports (filed)*
 - *CANVAS: Clinical and Theory .*
- *Increase Male Enrollment and Male Nursing Faculty Through Visibility*
 - *While male nursing students remain underrepresented in nursing programs the issue is not isolated to AHC VN program as the percentage of male enrollment varies from 4-5% in 2022, 17% in 2023, and currently The American Association of Nursing recognizes the disparity and encourage programs to increase their efforts in recruit underrepresented groups, including men.*
 - *While data indicates the number of male nurses increased in 2023 from 3% to 17%, the program will continue to implement strategies to increase male enrollment and quell public opinion that nursing is*

"women's work." In doing so, the program will take every opportunity to include male nursing students in outreach programs and publicized activities.

- 2022-2023
 - Local news coverage of AHC LVN male nursing students were interviewed performing virtual simulation
 - Career Day: Male nurses participated in the event and discussed with high school male students regarding nursing as career option.
 - BOW-WOW. Male nursing students participated in the event.
 - i. Efforts to assign male nursing students to male nurses in the clinical setting continues
 - Coordinating with Public Affairs to do a coverage on male nursing students at AHC.

Ref: Munday, R. (2024). Male Nurse Statistics: A Look at the Numbers. Nurse Journal. Retrieved on March 27, 2024, at [Male Nurse Statistics: A Look At The Numbers - NurseJournal.org](https://www.nursejournal.org/male-nurse-statistics-a-look-at-the-numbers).

NEWS > LOCAL NEWS



Allan Hancock College's nursing students participate in virtual simulation training



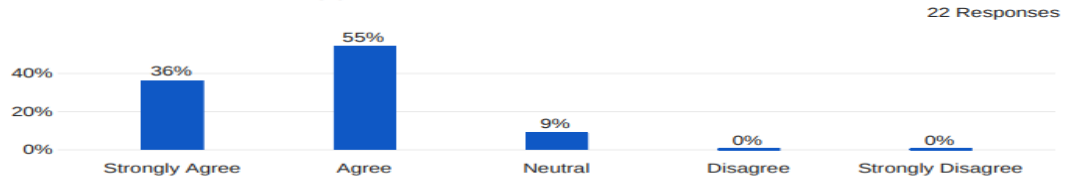
- Re-evaluate the clinical schedules and out-side assignments to ensure continuing BVNPT program approval.
 - At times, out-rotation clinics make changes to their office schedule consequently affecting a student's schedule. Faculty have discussed this issue

and plans are in progress to consider other viable options that will allow the students to meet their clinical objectives.

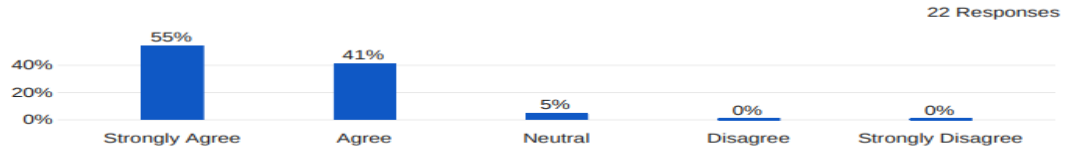
**4. How will you *measure* the results of your plans to determine if they are successful?
Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.**

- *Licensure examination results*
- *Post-graduation survey results (see 2022 results below)*

4 - Instructors were supportive of students



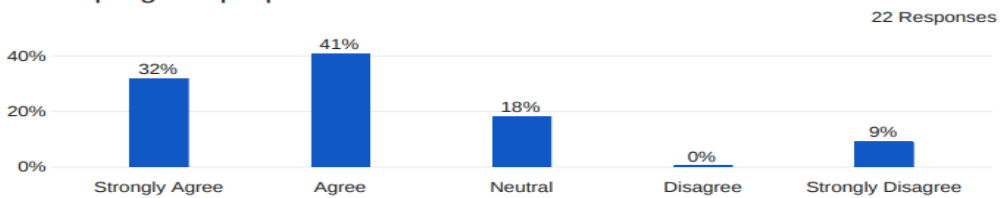
5 - I would recommend AHC LVN program to anyone choosing an LVN program.



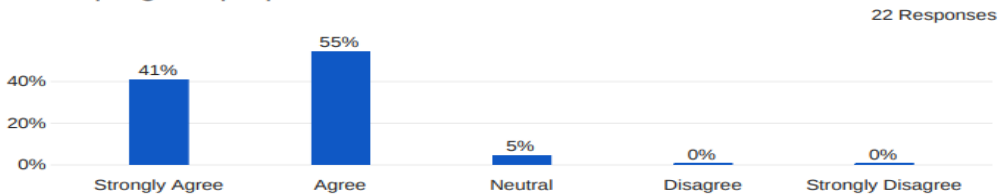
○

AHC LVN Program Post-Graduate Student Survey LVN Year: 2022

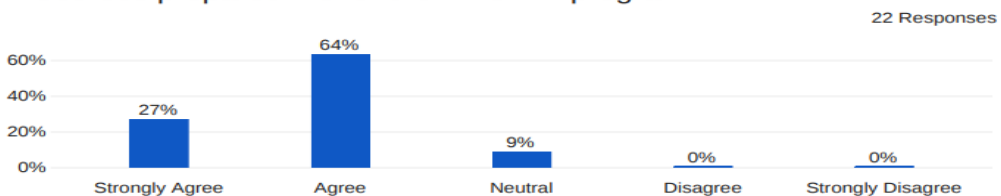
1 - The program prepared me for the PN ATI Predictor test.



2 - The program prepared me for the PN NCLEX examination.



3 - Courses prepared me for the AHC RN program.

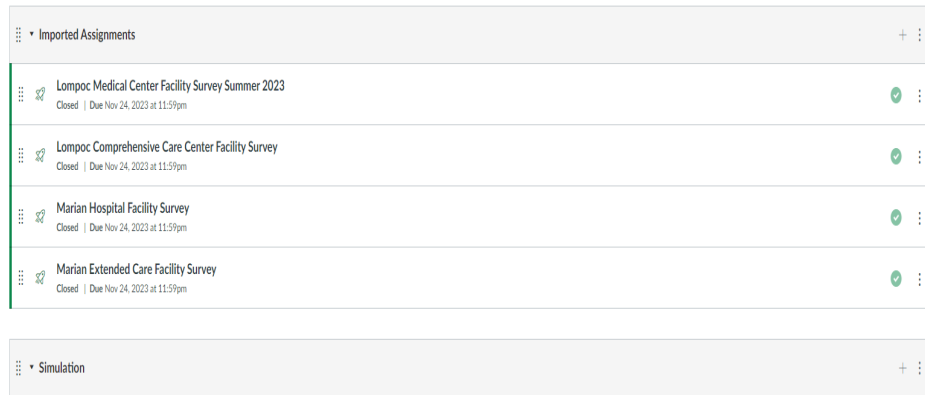


○ *Student Evaluation of Instructors*

- *Full - time and part-time faculty are routinely evaluated by students. The evaluation process is a college as well as a BVNPT requirement. The BVNPT also require that the program director follow through with student concerns.*

During the program re-accreditation process, the BVNPT consultant will meet with the students and ask if the director is addressing their concerns.

- *Student Evaluation of Facilities*
 - *The program makes every effort to ensure that clinical facilities are receptive of students. The program director monitors this closely by having students complete a facility survey (on CANVAS) Typically, concerns are addressed by the faculty immediately before the problem escalates.*



- - 2. *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)*
 - a. *Health Science Success Team*
 - *I consulted with the Success Team in 2022 regarding adding the MA and/or EMT as option to the C.N.A. and Psychiatric technician.*
 - b. *Nursing Advisory Committee*
 - *Program progress are reported to the nursing advisory committee every year. Feedback from the committee members are documented and issues, if any, are addressed. In November 2023, there were no negative reports involving the VN program.*
 - c. *Department Meetings*
 - *Low male enrollment has been reported and efforts to increase enrollment are being implemented. Will monitor enrollment size.*
 - d. *Pre and Post-Graduation Program Surveys re:*
 - *Program evaluation, e.g. curriculum, instruction, clinical experience*
 - *Virtual simulation experience*
 - e. *Grant outcomes. In 2023, the program received grant money (Strong Workforce and Culture grants) for additional tutoring and clinical support.*
 - i. *Survey students regarding their experience of having the additional faculty to tutor and provide additional clinical support*
 - f. *Male enrollment: track numbers on CANVAS.*

3. Are there specific recommendations regarding the core topic responses from the validation team? No.

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 that pertain to the Core Topic only.***

Sample:

New Program Planning Initiative (Objective) – Core Topic Only
<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
Description:
<i>(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.)</i> The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.
What college plans are associated with this Objective? (Please select from the list below):
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705
<input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.
<input type="checkbox"/> Title V

Actual:

New Program Planning Initiative (Objective) – Core Topic Only
PSLO 1/2; ISLO 3: Providing Additional Faculty to Support Students at Risk
<i>On-going Request</i>
Description (on-going request):
Student-to-Instructor ratio is 12:1 whereas the local average is 7:1. The program is seeking sustainable funds to lower the student-to-instructor ratio and assist English Language Learners the added support they need to succeed both in theory and practicum. It is well studied that ELL students experience greater amount of stress in nursing school which consequently can have a detrimental effect on their learning. In addition, have the additional full-time faculty may alleviate some of the issues related to inconsistencies in teaching due to having numerous part-time instructors

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705
- Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.
- Title V

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	PSLO 2/3; ILO4/6:
Planning years:	<i>Virtual Simulation Meta Business License (license renewal every two years).</i>
Description:	
The program is currently using a home version of the Meta application to run their headsets and UbiSim. Consequently, the instructor leading the simulation is only able to run one or two students at a time to complete a virtual simulation scenario. By having the Meta business application, the instructors will be able to run multiple students.	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705	
<input checked="" type="checkbox"/> Technology Plan Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.	
<input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Core Topic Only	
Title: PSLO 2/3; ILO4/6:	
Planning Years:	<i>UbiSim Program License (license is renewed every two years). The next license fee is due in August 2024.</i>
Description	
While ahead of its time by utilizing virtual reality to real life patient care experiences, the license for UbiSimulation must be purchased every other year.	

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705
- Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.
- Title V

New Program Planning Initiative (Objective) – Core Topic Only

Title (including number): PSLO 2/3; ILO4/6: Skills Lab Technician

Planning years: *Skills Lab Technician (on-going request)*

Description:

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

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705
- Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.
- Title V

New Program Planning Initiative (Objective) – Core Topic Only

(The academic years this will take to complete)

Description:

(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.)

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan
 Student Equity Plan
 Guided Pathways
 AB 705/1705
 Technology Plan
 Facilities Plan
 Strong Workforce
 Equal Employment Opp.
 Title V

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

The screenshot shows an Excel spreadsheet with the following content:

EQUIPMENT NEEDS

Enter equipment requests below. Equipment is defined as having useful life of more than one year AND a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase.

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ - 2	Equipment	video cameras \$600 each

The spreadsheet includes a navigation bar at the bottom with tabs for EQUIPMENT (selected), SUPPLIES, STAFFING, TECHNOLOGY, and FACILITIES. The status bar shows 'Ready' and 'Accessibility: Investigate'.

Program Review Signature Page:

J. Eileen Donnelly
J. Eileen Donnelly (Apr 18, 2024 16:00 PDT)

Program Review Lead

Apr 18, 2024

Date

Thomas Lamica
Thomas Lamica (Apr 18, 2024 16:22 PDT)

Program Dean

Apr 18, 2024

Date



Vice President, Academic Affairs

Apr 22, 2024

Date

- *Nursing Advisory Committee*
- *Six-year Program Report*

11. Are there specific recommendations regarding the core topic responses from the validation team? (response unchanged from last)

The validation team acknowledged the program needs, and in previous recommendations, they 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 take every opportunity to advocate for my program by documenting and voicing 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.












LVN_Yearly Planning Update_2023 - 2024

Final Audit Report

2024-04-22

Created:	2024-04-18
By:	Kara Mushegan (kara.mushegan@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAAYnLCZLPHS0CHUnX9zcbB8c8pIKoO-zqu

"LVN_Yearly Planning Update_2023 - 2024" History

-  Document created by Kara Mushegan (kara.mushegan@hancockcollege.edu)
2024-04-18 - 10:50:11 PM GMT- IP address: 209.129.94.61
-  Document emailed to J. Eileen Donnelly (edonnelly@hancockcollege.edu) for signature
2024-04-18 - 10:51:40 PM GMT
-  Email viewed by J. Eileen Donnelly (edonnelly@hancockcollege.edu)
2024-04-18 - 11:00:34 PM GMT- IP address: 209.129.94.61
-  Document e-signed by J. Eileen Donnelly (edonnelly@hancockcollege.edu)
Signature Date: 2024-04-18 - 11:00:45 PM GMT - Time Source: server- IP address: 209.129.94.61
-  Document emailed to Thomas Lamica (thomas.lamica@hancockcollege.edu) for signature
2024-04-18 - 11:00:46 PM GMT
-  Email viewed by Thomas Lamica (thomas.lamica@hancockcollege.edu)
2024-04-18 - 11:21:32 PM GMT- IP address: 104.47.55.126
-  Document e-signed by Thomas Lamica (thomas.lamica@hancockcollege.edu)
Signature Date: 2024-04-18 - 11:22:01 PM GMT - Time Source: server- IP address: 209.129.94.61
-  Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature
2024-04-18 - 11:22:03 PM GMT
-  Email viewed by Robert Curry (rcurry@hancockcollege.edu)
2024-04-19 - 2:35:09 PM GMT- IP address: 24.5.203.0
-  Document e-signed by Robert Curry (rcurry@hancockcollege.edu)
Signature Date: 2024-04-22 - 4:05:17 PM GMT - Time Source: server- IP address: 209.129.94.61
-  Agreement completed.
2024-04-22 - 4:05:17 PM GMT