Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Vocational Nursing

Term/Year of Review: Spring 2020

Summary of Program Review:

A. **Major Findings**
   1. **Strengths:**

   > There is demonstrated labor market demand for an increased number of Vocational Nurses in the projections through 2026; program completion rates and retention rates are at 100% for the last two/ three VN program courses; Student equity is demonstrated both in student retention and successful completion of the VN program.

   2. **Areas for Improvement:**

   > Enrollments have dropped progressively over the past three years for a variety of reasons; Board of Vocational Nursing requirements and clinical facility requirements along with the decrease in enrollment has increased costs and decreased productivity when compared with the rest of the campus. Program viability could be improved.

   3. **Projected Program Growth, Stability, or Viability:**

   > Program viability could be improved with marketing of the program, its positive attributes and its flexibility for those who are raising families and needing to work. This program targets a population of people who want to return to school, improve their working independence and need to do so while caring for their family and the need for an income at the same time.

B. **New Objectives/Goals:**

   - **Improve marketing of the program See https://vimeo.com/418747345)**
   - **Improve enrollment numbers into the program and retention of students in NURS 131, as well as maintain the retention and success of those in NURS 132 and NURS 233.**
   - **Improve cohort pass rates of the NCLEX-PN and job acquisition.**
   - **Increase productivity of the program as cohort size increases.**

Program Review Report | Spring 2020 |

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Vocational Nursing
Area of Study	
Degrees / Certificates	Nursing-Advanced Placement for LVN and Paramedic: AS (going through archival) Nursing:-30 unit option: AS (remove) Vocational Nursing: AS Vocational Nursing: CoA
Courses	NURS 131
	NURS 132
	NURS 233

Taxonomy of Programs, August 2019

I.   PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2016-2017	2017-2018	2018-2019	Change over 3-Year Period
Headcount				
Within the Program	26	21	16	-38.5%
Across the Institution	8,930	8,843	8,176	-8.4%
Enrollments				
NURS-131	26		16	-38.5%
NURS-132		20		
NURS-233		20		
Within the Program	26	40	16	-38.5%
Across the Institution	36,525	36,115	32,545	-10.9%
Source: SQL Enrollment Files				

> *RPIE Analysis: The number of students enrolled (headcount) in the Vocational Nursing Program decreased by 38.5% over the past three years, while headcount across the institution decreased by 8.4%. Similarly, enrollment within the Vocational Nursing Program decreased by 38.5%, while enrollment across the institution decreased by 10.9%.*
>
> *The following course changed by more than 10% (±10%) between 2016-2017 and 2018-2019:*
> * *NURS-131 (-38.5%)*

Program Reflection:

The progressive drop in number of students enrolled over the past three years is reflective of several issues, the first of which is the societal demand for Registered Nurses and not necessarily for Vocational Nurses. There is constant attention being paid in the media to the future demand for more RN's as the baby boomer generation is aging to the "geriatric" age group. A large population of aging people anticipating the need for a higher level of skill, coupled with advertising of Registered Nurses making good salaries and benefits is motivating more nursing-oriented students to seek the ADN and BSN alternatives.

A second reason for this decline in VN program admissions is the opening of many private VN programs in the state of California. There has been a surge of private schools opening and getting approval despite the competition for clinical placements— required to graduate students from both RN and VN programs. The private schools spend more money on advertising and marketing and are better able to draw students in, despite their costs being significantly higher. These programs are also able to "gift" clinical facilities in exchange for clinical placements which is not a practice of the community colleges.

A third reason may be that the NVC VN program is part time, designed for those who need to work or have other time obligations. Providing school and clinical two days a week extends the program to 23 months versus the usual 10-12 months most programs advertise. In the past, Napa Valley College had both VN options available but opted to close the fulltime VN program due to a need for more available faculty being needed in the ADN program in 2004. Advertising of the private schools for a "faster" nursing program is appealing to some.

2. **Average Class Size**

	2016-2017		2017-2018		2018-2019		Three-Year	
	Sections	**Average Size**	**Sections**	**Average Size**	**Sections**	**Average Size**	**Average Section Size**	**Trend**
NURS-131	1	26			1	16	21	-38.5%
NURS-132			1	20			20	
NURS-233			1	20			20	
Program Average*	1	26	2	20	1	16	20.5	-38.5%

Institutional Average*	1,474	24.8	1,406	25.7	1,313	24.8	25.1	0.0%

Source: SQL Enrollment and Course Sections Files
Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

Total # Enrollments.
Total # Sections

It is not the average of the three annual averages.

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<u>RPIE Analysis:</u> *Over the past three years, the Vocational Nursing Program has claimed an average of 20.5 students per section. The average class size in the program has been lower than the average class size of 25.1 students per section across the institution during this period. Average class size in the program decreased by 38.5% between 2016-2017 and 2018-2019. Average class size at the institutional level remained stable between 2016-2017 and 2018-2019.*

Average class size in the following course changed by more than 10% (±10%) between 2016-2017 and 2018-2019:
- *NURS-131 (-38.5%)*

Program Reflection:

The average class size, especially in NURS 131, which is the first in a series of three courses that make up the VN program at NVC, is reflective of the decreasing admissions to the program for the reasons mentioned in section 1. There is often a decline in the first semester of many nursing programs due to the "culture shock" that occurs when students are accustomed to taking a list of pre-requisite courses versus committing to a *program* where information one day builds on the information learned previously, not only in the same semester, but also from the previous semester or two! Expectations of commitment, reliability, advocacy for another, safety concerns, liability, professionalism and putting the needs of another human being before yours is not always the undertaking new nursing students are expecting.   Despite the pre-requisite requirement that all students have already achieved a certification from the state of CA as a nursing assistant before being accepted to the VN program, this still is difficult for some to choose to commit too.

3. **Fill Rate and Productivity**

Fill Rate*			
	Enrollments*	**Capacity**	**Fill Rate**
2016-2017	26	30	86.7%
2017-2018	20	30	66.7%
2018-2019	16	30	53.3%
Three-Year Program Total	62	90	68.9%
Institutional Level	94,614	117,777	80.3%
Productivity*			
	FTES	**FTEF**	**Productivity**
2016-2017	21.3	3.3	6.5
2017-2018	14.2	2.6	5.4
2018-2019	17.1	4.7	3.7
Three-Year Program Total	52.6	10.6	5.0
Source: SQL Enrollment and Course Sections Files			

RPIE Analysis: Fill rates within the Vocational Nursing Program tend to be lower than the fill rates at the institutional level. [Compare program-level rate of 68.9% to institution-level rate of 80.3% over the past three years.] Between 2016-2017 and 2017-2018, enrollment decreased and capacity remained stable, resulting in a decrease in fill rate. Between 2017-2018 and 2018-2019, enrollment decreased while capacity remained stable, resulting in a decrease in fill rate.

Productivity decreased from 6.5 to 3.7 over the three-year period. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 5.0 is lower than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)
*Note: Fill rates and productivity reported in the table do not include 1 Vocational Nursing section offering for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.

Program Reflection:

Fill rate has declined for reasons previously discussed, as these are reasons specific to nursing for the most part. Productivity declines are reflective of two specific issues: (1) lower enrollees does not change the requirement of the Board of Vocational Nursing (BVNPT) for a particular staffing ratio of faculty to number of students and (2) it does not take into account the specific clinical facilities requirements for faculty to students ratios and orientation requirements to allow students to gain clinical experience required for the number of hours required to access the ability to take the state licensure exam. These requirements are not comparable to most of the other campus classes.

4. **Labor Market Demand**

Economic Development Department Standard Occupational Classification Description (29-2061): **Licensed Practical and Licensed Vocational Nurses**	Numeric Change in Employment	Projected Growth (% Change in Employment)	Average Annual Job Openings (New Jobs + Replacement Needs)
Napa County (2016-2026)	0	0%	12
Bay Area[A] (2016-2026)	1,440	12.5%	1,004
California (2016-2026)	11,190	16.7%	6,212

RPIE Analysis: For the Bay Area, the Economic Development Department projects an increase of 1,440 positions for the Vocational Nursing Program by 2026 (compared to 2016). This increase in positions translates into a 12.5% increase for the industry within the Bay Area (2016-2026), which is lower than the projected growth in California (for 2016-2026). Approximately 1,004 openings are projected each year in the Bay Area (through 2026).

Program Reflection:

According to our VN Advisory Committee members that are in the business of needing to hire VN's in the community and the bi-annual surveys done by the Program Director, there is still a need for VN graduates in the Napa Valley and surrounding areas to support the Skilled Nursing facilities, Long Term Care facilities, clinics, home health agencies and physician offices that VN's are used to staff. We predict that a class of close to 30 graduates every two years will meet the needs of the community at this time, especially knowing that the additional private schools in the area will be producing their share of VN's as well.

B. Momentum

1. Retention and Successful Course Completion Rates

Level	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
NURS-131	88.1%		X	81%		X
NURS-132	100%	X		100%	X	
NURS-233	100%	X		100%	X	
Program Level	93.9%			**90.2%**		
Institutional Level	89.8%			75.1%		

RPIE Analysis: Over the past three years, the retention rate for the Vocational Nursing Program was higher than the rate at the institutional level. (The difference was not statistically significant.) The retention rate for NURS-131 was lower than the program-level rate. The retention rates for NURS-132 and NURS-233 were higher than the program-level rate. The retention rate for the Vocational Nursing Program falls in the 74.5th percentile among program-level retention rates (across 59 instructional programs, over the past three years).

Over the past three years, the successful course completion rate for the Vocational Nursing Program was significantly higher than the rate at the institutional level. The successful course completion rate for NURS-131 was lower than the program-level rate. The successful course completion rates for NURS-132 and NURS-233 were higher than the program-level rate. The successful course completion rate for Vocational Nursing Program falls in the 89.7th percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years).

Over the past three years, the difference between retention and successful course completion at the program level (3.7%) was lower than the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP). No Vocational Nursing Program courses claimed differences (between retention and successful course completion) that exceeded 10%.

Program Reflection:

The retention rate and course completion rates in NURS 131, being the first of three courses that make up the VN program, have been previously discussed.   Once a student decides the commitments required to be in a nursing program are doable and what they want to pursue, they usually give the remainder of the program "their all" which is reflected in the 100% retention rates and successful course completion rates.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	**Institution Level**	**Program Level**	**Institution Level**
Black/African American	83.3%	85.8%	83.3%	64.2%
Hispanic			73.7%	72.9%
First Generation			88.4%	***73.9%***
Source: SQL Enrollment Files				

RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all students) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.

Within the Vocational Nursing Program, the retention rate among Black/African American students was lower than the retention rate at the institutional level.   The difference was not statistically significant. Within the Vocational Nursing Program, the successful course completion rates were higher than the rates at the institutional level for all three groups. The successful course completion rate among First Generation students was significantly higher than the institutional rate.

This pattern reflects the findings from the comparison of successful course completion at the program vs. institutional level (with the program-level rate exceeding the institution-level rate for successful course completion). (See Section I.B.1 above).

Program Reflection:

All students are offered equal opportunity to be successful in this program. Perhaps the part time component of the program helps those who need to work for their healthcare benefit or the income necessary to feed their families while going to school. Most of our nursing students do need to work, at least part time as well as many have young children, elders and/or both to care for while they are going to school. The nature of the program allows some flexibility for clinical absences and make-up which in turn assists with the retention and successful course completion rates.

3. **Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

This section does not apply to the Vocational Nursing Program, as courses associated with the program were not offered through multiple delivery modes within the same academic year between 2016-2017 and 2018-2019.

C. **Student Achievement**

1. **Program Completion**

	2016-2017	2017-2018	2018-2019
Degrees			
Vocational Nursing: AS	6	1	8
VLVN: AS	6	1	2
Vocational Nursing Total	**12**	**2**	**10**
Institution: AS Degrees	**443**	**394**	**386**

Average Time to Degree (in Years)+			
Vocational Nursing: AS	*	*	*
VLVN: AS	*	*	*
Vocational Nursing Total	**6**	*****	**6**
Institutional: AS	**4**	**4**	**4**
Certificates			
VLVN: Certificate	18		20
Institutional: Certificates of Achievement	**327**	**404**	**349**
Average Time to Certificate (in Years)+			
VLVN: Certificate	5		5
Institutional: Certificates of Achievement	**3**	**3**	**4**

Source: SQL Award Files
*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.
+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2018-2019 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2009-2010 or later.

RPIE Analysis: The number of AS degrees conferred by the Vocational Nursing Program decreased by 16.7% between 2016-2017 and 2018-2019. Over the same period, the number of AS degrees conferred by the institution decreased by 12.9%. Vocational Nursing Program accounted for 2.7% of the AS degrees conferred in 2016-2017, 0.5% in 2017-2018, and 2.6% of those conferred in 2018-2019. The average time to degree for the Vocational Nursing Program was 6 years, which was greater than the average time to degree conferred across the institution each year. For 2017-2018, average time to degree is not reported due to small cohort size.

The number of certificates conferred by the Vocational Nursing Program increased by 11.1% between 2016-2017 and 2018-2019. Over the same period, the number of certificates conferred by the institution increased by 6.7%. Vocational Nursing Program accounted for 5.5% of the certificates conferred in 2016-2017 and 5.7% of those conferred in 2018-2019. The average time to certificate for the Vocational Nursing Program was 5 years, which was greater than the average time to certificate conferred across the institution each year.

Program Reflection:

The number of degrees conferred declined as did the total population of students in the program. Of note, some students who complete the VN program do so only to expedite enrollment in some sort of RN program, thus the AS degree is not their primary objective. Some students seek the VN route as they are unsure of their ability to complete a nursing program, so again the AS degree is not their first priority. Perhaps this is reflective of the student type that chooses a part time program as they are busy

raising a family and working and going to school--- the AS degree affords them no additional benefit in the short term so is not yet important to them. Once a student completes their VN program successfully and passes the state board exam successfully, there is no expectation or benefit that they have an AS degree to be hired as a LVN.

As far as time to achieve that degree, by the time the student takes several pre-reqs a semester while working and raising their family , gets their CNA, enrolls in the program and gets accepted (we only admit every other year) and then they go through the program part time over 23 months , it is easily 5-6 years of time.

2. **Program-Set Standards: Job Placement and Licensure Exam Pass Rates**

Measure	Program-Set Standard* (& Stretch Goal)	Recent Performance			
		2015-2016	2016-2017	2017-2018	Three-Year Total
Job Placement Rate: Licensed Vocational Nursing	70% (100%)	63.6% (2015-2016 report)	66.7% (2016-2017 report)	100% (2017-2018 report)	80.4%
Licensure Exam Pass Rate: Vocational Nursing	60% (90%)	56.7% (2015)	-- (2016)	75% (2017)	63%[+]

Sources: Perkins IV Core 4 Employment data for Program (TOP Code 123020) for job placement rates (https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx); Board of Vocational Nursing and Psychiatric Technicians reports on a January-December calendar year (VN).
--There were no students assessed for licensure exam pass rate.
[+]Three-Year Total does not include 2016-2017.
*Program-set standards and stretch goals reported in the table are the standards and goals established in 2019.

RPIE Analysis: *Among Vocational Nursing Program students, job placement rates reached the stretch goal (of 100%) in one out of the three academic years. In two out of the three academic years, job placement rates did not meet the program-set standard. Among Vocational Nursing Program students, licensure exam pass rates exceeded the program-set standard in one year. In the other year in which students took the licensure exam, the pass rate did not meet the program-set standard.*

Program Reflection:

 The VN program accepts and graduates every two years. Those reflected in the 2015-2016 numbers are those who graduated in the Dec 2014 class—or before then! So, they were not necessarily testing until 6 months to more than a year after completing the program. Graduates of December 2016 cohort did not take state board exams until 2017—or 2018 …or 2019 or have not yet tested!   We struggle to get students to see that the sooner they test

after they graduate that they have a better pass rates on the State Board Exam on the first try, but many insist they are not ready. To date, I have received a request from a student who graduated from this program in 2004, has never taken the state board, and now wants me to complete the BVNPT paperwork to allow her to test – 16years later. Currently the BVNPT has to no limit on this time frame. Currently Program Directors are petitioning the BVNPT to set a limit to two years after the completion of an approved VN program--- still in negotiation! In the interim, I have been tracking pass rates by checking to see who has obtained a license by cohort. For the cohort graduating 2016, there were 15/18 (83%) who received their license to practice as a VN within eight months. In the cohort graduating 2018, 17/19 (89%) were licensed to practice within 8 months—two of which were in Oregon, the others in CA.

II.   **CURRICULUM**

     A. Courses

Subject	Course Number	Approval Date	Has Prerequisite* Yes/No	In Need of Revision *Indicate Non-Substantive (NS) or Substantive (S)* *& Academic Year*	To Be Archived *(as Obsolete, Outdated, or Irrelevant)* *& Academic Year*	No Change
Vocational Nursing	NURS 131		YES	NS/ 2020		
Vocational Nursing	NURS 132		NO	NS/2020		

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

Vocational Nursing	Nurs 233		NO	NS/ 2020		
DISC						

     B. Degrees and Certificates[+]

Degree or Certificate & Title	Implementation Date	Has Documentation Yes/No	In Need of Revision+ *and/or Missing Documentation* *& Academic Year*	To Be Archived* *(as Obsolete, Outdated, or Irrelevant)* *& Academic Year*	No Change
Advanced Placement		yes		obsolete	
30 unit option		yes		irrelevant	

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

+Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

Nursing – **Advanced Placement for LVN and Paramedic: AS** has been archived after meeting and discussion with the Curriculum Committee.

Nursing – 30 Unit option:AS has been removed from the catalog after meeting with and discussion with the Curriculum Committee.

Vocational Nursing and Vocational Nursing: AS have been reviewed and updated with Curriculum Committee approval this semester.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment
Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
3	3	3	100%	100%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Vocational Nursing AS degree	7	6	6	86%	86%

Program Reflection:

Course Learning Objectives and Program Learning objectives are based on BVNPT requirements and the requirements for licensure as a Vocational Nurse in the state of California. Clinical and course evaluation tools reflect these learning objectives. Unfortunately, the semesters for this program do not coincide with the NVC semester system historically thus reporting is cumbersome. We have recently worked to change how reporting of the SLO's and PLO's will be calendared and reported so that nothing gets missed and all is timely in the future.

B. Summary of Learning Outcomes Assessment Findings and Actions

PLO's in the catalog now match TracDat as of the end of this semester.   Students who successfully progress through this program must meet all SLO's and PLO's to meet BVNPT standards of practice in the state of California.

Program Reflection:

The program ensures that students meet clinical and didactic course objectives and program objectives to remain in the program. This is reinforced by clinical opportunities in acute care as well as skilled nursing, use of the nursing lab and lab manager support, utilization of the Simulation lab, Elsevier case studies and Swift River virtual simulation opportunities. Counselling and tutoring support for students may help increase successful state board exam pass rates as would inclusion of a NCLEX –PN review class if grant funding were available.

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- ⭘ **<mark>Viability</mark>**
- ⭘ Stability
- ⭘ Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

> Demand : Headcount and Enrollment, Class Size, Fill rate and Productivity and Labor Market Demand, Momentum: retention and Completion rates; Student equity; Program completion and Job placement.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: __Vocational Nursing _____
Plan Years: __2021-2023_____

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Need for increased class size	A-2	Recruitment/ June 2020	Increasing class size
Retention in Nurs 131	A-3	Success Counselor/ June 2020	Increasing pass rates in Nurs 131
Improve cohort NCLEX-PN pass rates	C-2	Continue Elsevier HESI exams; Sim lab; Swift River NCLEX –PN Review class/ end of each program starting with cohort 2021	Improving cohort NCLEX –PN pass rates on first time test takers
Improve program productivity	A-3	Increase class size and retention/ cohort starting 2021	Increasing productivity numbers

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

The need for increased class size has been discussed and for the past several years and attempts at recruitment by visiting local high schools and meeting with students has not been very effective. We had opportunity to work with a videographer to market some of our programs last semester and we just received the results of the **marketing** video this month. The video has effective discussion by students and what they like about the program and how it is helping them. I am hoping this will help with marketing. Plan to attach it to our webpage and it has been shared with other NVC counselors and recruiters for our high schools.

Retention in NURS 131 will help with increasing class size and program productivity. We have applied for and received a grant which will fund a **success counselor** for nursing part time and the position was recently announced as being filled effective June 1,2020. The hope is that it will give students a realistic perspective of what nursing school expectations are and how to effectively cope with them. Last week was the enrollment period for applications for the Spring 2021 cohort, so hopefully this success counselor can start her role with this group of student perhaps even before they are accepted (or at least as soon as they are accepted) so that we can impact the start of NURS 131.

Improving NCLEX pass rates is something we have been working on, but inconsistencies in expectations have had a role in this as well as cultural impact. The skills lab, the skill slab manager, the sim lab, the use of Elsevier and HESI and now the addition of the Swift River virtual simulations are all positive contributors of our assisting students as much as possible to be successful. The counselor as well as mentoring with new adjunct faculty will hopefully have a positive impact. If we could find grant monies to pay for a **NCLEX review class** for the VN's for this current cohort and then work on increasing fees to include it with future cohorts, that would be helpful. These companies send instructors out to take the exams and then teach to the strategies of testing so students have clearer expectations of what the test itself will ask. We have included Elsevier case studies and HESI testing which I believe has helped some, but they need an outside motivator to get them testing soon after completion of the program. We encourage this, allow them a location to hold the class in which decreased their cost, but with pinning and the holidays and the payment for a review class all in the same month, student cannot afford it. We have attempted to encourage students to start saving at the start of the program, but the majority of our students are not able to save, much less accommodate all of these expenses .

If we can increase the recruitment of students, prepare them successfully for what is to come and then support them through it and therefore keep the cohort size at maximum or close to that, we could meet the goal of increasing productivity as well. A goal to strive for!

V.   PROGRAM HIGHLIGHTS

A. Recent Improvements

- Just completed/ published recruitment video for VN program as of June 2020
- One-year mentoring of adjunct instructor specific to the VN program for added consistency and monitoring of student progress
- Recruitment of a second adjunct instructor specific to the VN program who is a past graduate of the VN program for future consistency of instruction
- Minor updates of VN curriculum in curricunet and catalog
- Annual updates of VN webpage and Information sheet
- 2016 surprise visit from BVNPT for program review for three days with no issues identified.

B. Effective Practices

- Utilization of HEOC skills lab to practice and reinforce learning
- Utilization of Simulation Lab to improve critical thinking skills, communication skills and ability to work with other members of the healthcare team
- Offering of HECO 372: IV Certification course that allows VN's to become IV certified and thus more marketable once licensed
- Continuous relationships with local clinical facilities, especially Skilled Nursing and QVMC (which allows acute experience to VN students which is a rare opportunity for VN programs in CA.)

Feedback and Follow-up Form

Completed by Supervising Administrator:

Robert Harris – Senior Dean, Health & Safety

Date:

6/16/2020

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

The data and reflections contained within the report are indicative of the successes and challenges that face this program. A viable program that has as its primary competition private educational colleges that have a significant presence via advertisement and promotional materials. The Vocational Nursing education received at Napa Valley College is equal to or better than these colleges but they have "deeper pockets" and are able to attract more students via vigorous promotion; albeit at a higher tuition than a student will pay at NVC.

Once students get past NURS 131 and become comfortable in the Nursing Process and expectations, they are successful. Alas, many are juggling family, work, and other societal issues and the program has worked to make the program flexible but this flexibility extends the length of the program thereby developing a challenge that the private schools can exploit in their faster delivery mode.

Areas of concern, if any:

- Increase enrollments
- Increase success rates

Recommendations for improvement:

The access to a promotional video should assist the program in marketing and development to entice the student who may be unsure of the path they wish to take. The program is flexible and the faculty are supportive of the students in all aspects but the marketing of the RN over the VN on a local and state level are challenging.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	Adjunct availability
Personnel: Classified	None
Personnel: Admin/Confidential	None
Instructional Equipment	None – similar to RN program
Instructional Technology	None
Facilities	Increased number of clinical facilities available to the program

Operating Budget	None
Professional Development/ Training	Improved availability of continuing education opportunities for instructors and the attendance of instructors to take advantage of the opportunities when presented.
Library & Learning Materials	None