

LASSEN COMMUNITY COLLEGE

ACADEMIC SENATE



Approved Minutes
Tuesday, November 8, 2011

2011-2012

President
Cheryl Aschenbach

Call to Order: President Aschenbach called the meeting to order at 3:32 p.m.

Senators Present: Cheryl Aschenbach, Nancy Beterbide, Michael Giampaoli, Carrie Nyman, Richard Swanson

Vice-President
Nancy Beterbide

Guest: Sue Mouck, Joelle Porter, Cindy Howe

Secretaries
Lisa Gardiner
Richard Swanson

Approval of Agenda: Beterbide/Nyman MSCU with the notation that Beterbide was approving minutes for the 10/18 meeting although she was absent from the meeting.

Public Comment
None

Action Items

1. Nyman/Beterbide MSCU to approve the Vocational Nursing IPR.

Senators
Michael Giampaoli
Carrie Nyman

Discussion Items

1. Report – Cindy Howe, Faculty Flex Coordinator
Cindy reported that she has met with the Faculty Flex sub-committee as well as the full Human Resource Planning Committee. Flex contracts were updated but never approved by LCFA or Senate. Upcoming ideas: CPR, Technology Security, Using Classroom Clickers all are scheduled for flex days in January 2012. Cindy's budget is \$12,000 inclusive of her time and stipends for speakers.
2. Educational Master Plan
The EMP was completed and is being distributed to planning groups.
3. Textbook Policies – final opportunity for faculty input
Joelle Porter, English instructor, was present and commented that she liked that the book should be consistent for all delivery modes. No other additional comments were made. Senate will take action on textbook policies at its next meeting.

Closed Session:

- No minimum qualifications and equivalencies to review, so the Senate did not enter into closed session.

Closed Session Report:

- No report needed.

Information Items:

Senate President Aschenbach reported that the LCC Honor Code developed by the Senate will now be included in all correspondence packets. In addition, the Correspondence Contract that students are required to sign and return will now include a confirmation that the student has received and read the Honor Code.

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Reports

- Senators: None
- Administration: None
- LCFA: Negotiations will be starting soon.

Adjournment: Giampaoli/Swanson 4:35 p.m.

Next Academic Senate Meetings

Tuesday, November 22, 2011

Tuesday, December 13, 2011

Additional meetings will be scheduled as necessary.

Future Agenda Items

- Welding IPR
- Discussion: Athletic Team Schedules and December Final Exams
- Consider revisions to Senate Bylaws
- BP & AP 4250 Probation
- Human Services IPR(from Spring 2009).
- Automotive IPR (from fall 2010)
- Social Science IPR (from May 2011)
- Gunsmithing IPR (from May 2011)
- Journalism IPR (from May 2011)

Vocational Nursing
2011 Instructional Program Review
Executive Summary and Prioritized Recommendations

The Vocational Nursing program of Lassen Community College is very successful regardless of the challenges we face. With 93% pass rate on the NCLEX this year, with increased test difficulty. It is becoming more difficult to partner with clinical sites due to the number of registered nurse programs and the fact that few acute care facilities hire vocational or practical nurses. We completed the process for continuing accreditation with no deficiencies and have received continuing accreditation from the Board of Vocational Nursing and Psychiatric Technicians to May, 2014. Vocational nursing is good start to a long, and progressively advancing of education for anyone wishing to enter the field of nursing. A more pressing challenge is the lack of instructors to accommodate the full 30 students allowed by our accreditation. To accept that many students we need two full-time instructors, rather than the one we have been allowed for the past 3 years. With 30 students the tasks for the Instructional Assistant will be increased and her hours have been doubled to 20 hours per week.

The program is a 12 month program and as such deserves a full-time Director. Previously, the Director was a full-time instructor with 40%-60% release time for Director's duties. We need to return to that and make the position a 12 month position. This past July, the Administration did provide a one-month contract for the Director to fill that gap in July when the program is operational, but previously had no one responsible for it. The need for the Director's position to be more than a 25% position has been documented for many years. The need for a full-time director as we expand our health care occupations programs and explore the possibility of a registered nurse program is even more imperative.

We have dedicated and knowledgeable staff who have educated and trained most of the nurses working in our local hospital and health care facilities. Much of our equipment is broken and/or outdated and needs replacing. The technology of health care delivery is changing every day and we need to include some of that technology in our program. The BVNPT allows programs to use some simulation (with scenarios) as part of clinical education, but the curriculum needs to be revised to accommodate this. Only one of the current instructors has received training on our electronic simulation manikin (and that was over 3 years ago) so we are unable to take full advantage of this tool. We need to replace much of our equipment due to age and function. We also need to add more up to date equipment that is comparable to what our students find in clinical sites and as they begin working. One physical plant to house all health care occupations programs, equipment, and supplies would facilitate an ideal of having one person oversee it all, and eliminate expenditures on duplication of equipment and supplies.

The California Department of Labor estimates the need for an additional 3000 Licensed Vocational Nurses per year through 2018. This is the entry level to a career pathway that offers many opportunities for everyone who chooses it, even to a Ph.D. or Doctor of Nursing Science degree. The need for Vocational Nurses in our area continues to be high and may increase with changes to the needs of the prisons in our area.

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Prioritized Recommendations

1. Hire another full-time instructor, looking for one with a Bachelor of Science degree in nursing.
2. Hire 2 part-time instructors.
3. Complete the requirements for accreditation of HO 80A as a CNA program.
4. Hire an instructor for CNA program.
5. Make the Director position either full-time director to oversee all the VN program and all Health Occupations classes and to develop more allied health programs or a third full-time instructor position with a minimum of 50% release time for director duties until more programs are added to the curriculum and then make the position full-time Director.
6. Eliminate HO 54, Human Structure and Function, as the prerequisite for Anatomy and Physiology and replace it with Biology 25 and Biology 26, two terms of anatomy and physiology, as meeting the requirement.
7. Add HO 3, Medical Terminology, as a prerequisite. This course could be challenged.
8. Develop a mathematics course for health care workers that emphasizes the math requirements for dosage calculations. This course could be challenged.
9. Obtain accreditation from DHS for the CNA program.
10. Fund the HO 80A class for classroom and instructor to complete accreditation process for the program.
11. Purchase 3 new IV arms. If we add a phlebotomy program, we will need 10 IV arms.
12. Provide funding for staff to be trained to utilize the simulation manikins to the optimal use.
13. Acquire adequate classroom and clinical laboratory space, either on campus or off campus.
14. In the meantime, store our temperature sensitive supplies and equipment in a safe manner.
15. Store our delicate equipment and supplies in an appropriate setting with minimal dust and stable temperatures above 10 degrees Celsius.
16. Develop a plan to incorporate practicing the use of technology found in the workplace by exposing students to current and future computerized learning equipment by incorporating electronic documentation in the first term during laboratory classes and specific simulations on the Sim-Man. This would include simulation manikins, computerized documentation software and training, and electronic monitoring equipment.
17. Update all MOU's to reflect current utilization of the sites.
18. Update and re-file all Facility Approval forms with BVNPT to reflect our actual utilization of clinical sites.
19. Develop MOU with more facilities by continuing to seek new clinical sites in Northern California.

20. Begin now to combine all EMT, HO, VN programs and courses under one umbrella with a director of allied health who works closely with the Division chairman advising him/her regarding the peculiarities of the health care careers.
21. Revise and update current curriculum to include simulation training during clinical hours.
22. Develop a plan to incorporate practicing the use of technology found in the workplace by exposing students to current and future computerized learning equipment by incorporating electronic documentation in the first term during laboratory classes and specific simulations on the Sim-Man. This would include simulation manikins, computerized documentation software and training, and electronic monitoring equipment.
23. Staff adequately according to projected FTEs for 30 students.
24. Budget funds to cover duplication costs of tests, handouts, forms, information sheets for 30 VN students and 30 CNA students.
25. Increase travel budget to allow for 2 instructors to travel out of town for clinical instruction.
26. Include money in the budget for on-going staff development to take advantage of the many conferences and seminars available, including travel and hotel costs. This would include training for any simulated manikins we have or will acquire.
27. Purchase an electronic vital sign monitor to be comparable to those found in clinical sites.
28. Purchase an ear thermometer.
29. Develop a plan for replacing broken, worn out, and out dated capital equipment and begin replacing what is essential immediately.
30. Develop a plan for adding more electronic simulation manikins to our equipment.
31. Budget for adding small clinical equipment utilizing modern technology.
32. Increase laundry budget to cover laundry for 30 VN students and 30 CNA students.
33. Purchase a second electric transfer lift to accommodate the increase in total students served.
34. Purchase 2 beds per year until the program has a total of 10 beds comparable to what is found in local healthcare facilities.
35. Purchase a third manual wheelchair due to the increase in total students utilizing the equipment.
36. Purchase a pediatric simulated manikin, not new-born, and accompanying software to facilitate learning care of childhood diseases and accidents.
37. Purchase an obstetric simulated manikin and accompanying software to facilitate learning care of obstetrical patients and accompanying software.
38. Purchase a copier for use in our new site.
39. Maintain the clinical days at 7-8 hours per day.

40. Create a computer lab with medical software, to facilitate the students' learning electronic data gathering and documentation. At least 5 computers are needed with one or two shared printers.
41. Purchase 3-4 manikins per year for 3 years to provide workable vehicles for practicing clinical skills.
42. Develop a plan to house all health care occupation programs in one physical plant.
43. Equip new site with adequate retro-fittings to accommodate electrical equipment used, and simulation for oxygen delivery and suction, as noted above.
44. As we shift the start of our program to the fall term of the academic year, special thought will be given the scheduling of our 15 week terms. We have to function when the campus is open, but allow the students breaks between terms.
45. We are revising the prerequisites for the program to insure higher success rates, with fewer failures in the first term so we need to follow through with this endeavor.
46. Develop a tracking system for information and statistics regarding placement of our graduates, whether in the work force or in a registered nurse program. In this day of statics and accountability, casual knowledge of placement is not sufficient to give validity to our request for more funds for equipment and staff.
47. The institution should consider and adopt an appropriate software package for managing student learning outcome assessments at course, program and institutional levels.
48. Develop system for assessing degree and certificate learning outcomes.
49. Develop and implement ongoing systematic assessment of each of the program and course student learning outcomes.
50. Consistently assess student learning outcomes for all classes.
51. Strive to develop more clinical sites with more diversified patient issues.
52. Keep the program cost on the college website current and easily accessed by prospective students.
53. Provide a link to the BVNPT's website chart of NCLEX pass rates at each accredited VN program in California and to the National Council of State Boards of Nursing's (NCSBN) documentation of pass rates in the nation.
54. Authorize exploration and development of an LVN to RN upgrade program by the Administration. This will involve extra time on the part of the Director. The VN Professional Advisory Board suggests that we might not be able to support a yearly program, but possibly offer it in alternate years if that will meet the approval of the Board of Registered Nursing.
55. Develop suggested programs, adding classes to curriculum and hiring staff appropriately.
56. Create continuing professional development opportunities for health care professionals.
57. Develop new allied health programs, including LVN to RN upgrade.
58. Develop phlebotomy certification course and a pharmacy technician course.
59. Develop additional Continuing Education classes.

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60. As new programs are developed, seek approval as continuing education provider for those occupations, also.

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Vocational Nursing Instructional Program Review 2011

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Director of Nursing

Thomas Jeffries, R.N.

Caryn Nobles, L.V.N.

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Section I: Program Objectives

Description:

The Vocational Nursing Program is a Board of Vocational Nursing and Psychiatric Technicians accredited program preparing students entry to the nursing profession as Licensed Vocational Nurses. The program has been in operation and accredited at Lassen Community College since 1978 providing our community and the surrounding rural areas in California and Nevada with well-trained nurses. The program offers a Certificate of Completion or an Associate of Science degree, both of which qualify the student to take the National Council Licensure Examination for Practical Nurses for licensure. In combination with the prerequisites and the vocational nursing courses, the students are prepared to care for clients in various health care settings.

The program goals and objectives of the Vocational Nursing (VN) program is to graduate individuals who will be able to perform as vocational nurses independently while administering medications, providing skilled nursing care, assisting in developing appropriate nursing care plans, and supervising unlicensed care givers. They will be able to communicate effectively about disease processes with their clients and colleagues, offer insight to Registered Nurses and physicians regarding clients' needs, work effectively as integral parts of the health care team, and serve their communities' health care needs. The goals of the individual courses progressively lead to skills of higher complexity, more extensive medication administration, in-depth study of diseases and their relationships, and increasing numbers of patients for which they care under supervision. By graduation, having experienced this progression, the students will be able to function at the vocational nursing level independently.

An accredited Certified Nursing Assistant (CNA) program will facilitate the VN prospective students in meeting one of the prerequisites. We currently have a class that teaches the principles for CNA work, but is not accredited by the California Department of Health Services. We are presently working to complete the steps for this accreditation as a qualified instructor has been found. Having this class accredited will be beneficial to our students and community by providing an avenue for entry into the healthcare field, since there is not independent (free-standing) program in our community, and Country Villa .

The Administration and the VN Professional Advisory Board are exploring the development of an Allied Health department at Lassen Community College. We presently have the VN program and we offer courses in Emergency Medical Technician (EMT) field. The VN director has been given the task to explore the development of other health occupations such as phlebotomy, pharmacy technician, and medical assistant, and the creation of an LVN to RN upgrade program. This will increase student population, as well as prestige for our school. It will also mean more instructors with specific skill sets will need to be hired. Many instructors for these new programs could also teach in the VN classes with Board of Vocation Nursing and Psychiatric Technicians approval. As these new programs develop and are added to the curriculum, the duties and time demands for the director will change. It will become essential to have a person coordinating all these programs and insuring they adhere to state and federal regulations. A full time director of allied health programs, who meets the

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BVNPT qualifications as VN director, should be hired. He/she will oversee all the health occupation classes and programs.

Our college presently is a Continuing Education (CE) provider for the Board of Registered Nursing. When additional programs that require continuing education, approval to be providers for those courses should also be obtained. At present, we do not offer any course for CE credits other than HO 46, Phlebotomy and Blood Withdrawal (this does not meet the requirement for certification as a phlebotomist). New CE courses for Licensed Vocational Nurses and Registered Nurses need to be developed.

Student Learning Objectives: Associate in Science Degree—Vocational Nursing

Upon completion of the specified degree, the student should be able to:

1. Successfully pass the National Council Licensure Examination state board examination for licensure as a Vocational Nurse.
2. Work in a variety of health care settings performing safe and effective nursing care.
3. Demonstrate the ability to listen and engage in verbal communication through participation in discussions/ debates and oral presentations. Demonstrate the ability to compose and create papers with correct grammar, spelling, punctuation, and appropriate language, style, and format, which conform to Modern Language Association style in in text source citations and works-cited pages.
4. Demonstrate critical thinking skills through the application of logic to the solution of a variety of problems.
5. Apply the scientific method by formulating a hypothesis; researching the topic; determining appropriate tests; performing tests; collecting, analyzing, and presenting data; and finally proposing new questions about the topic.
6. Systematically collect, organize, and present appropriate data from a variety of sources including independent research, written journals and the Internet. Assess the validity of the data and interpret it correctly.
7. Analyze mathematical problems, determine the processes necessary to solve the problems, calculate solutions and test the correctness of the proposed solutions.
8. Demonstrate an awareness of the scope and variety of works in the arts and humanities and articulate the value of aesthetics and creativity.
9. Analyze an individual's civic responsibilities within the context of the basic principles of American national, state, and local governments, contents of the U.S. Constitution and Amendments and the electoral process.
10. Identify and explain cultural customs, beliefs, traditions, and lifestyles and interpret how biases, assumptions and prejudices that impact multicultural interactions may result.
11. Design and implement a life plan to enhance physical, mental and emotional health.
12. Effectively work in teams, managing time, tasks and personality differences; sharing results and analyses in order to arrive at a final collaborative product.

Student Learning Objectives: Certificate of Achievement - Vocational Nursing

Upon completion of the specified certificate, the student should be able to:

1. Successfully pass the National Council Licensure Examination state board examination for licensure
2. Work in a variety of health care settings performing safe and effective nursing care.

Evaluation:

Since the AS degree program has 12 Student Learning Outcomes, more than one applies to each of the institutional Learning Outcomes (Appendix A for Institutional Goals; Appendix B for meeting institutional goals). The Certificate program has two program goals, but they encompass the institutional goals (Appendix B).

The approved student learning outcomes for all courses are included in Attachment A. Attachment D documents utilization of the six-column outcomes template to evaluate effectiveness of the learning outcomes.

We will be suggesting changing the anatomy and physiology requirement from the three unit lecture course, HO 54, to the four unit courses with laboratory of Bio 25 and Bio 26. In addition we plan to ask HO 3, Medical Terminology be a prerequisite and a new math course for health care workers, both of which applicants may challenge to meet the requirement. At the present, it is presumptuous of the VN director to oversee the EMT courses as there is minimal communication between the instructors of the two programs and the VN director, in part due to the minimal hours allotted for the director's job duties. Health care career preparation is full of pitfalls for the uninitiated. Our Division chair works diligently to promote and keep our vocational programs, but to expect him/her to understand all the layers of regulations (California and Nevada state regulations, and federal regulations) of all of the vocational programs without extensive study of the regulations is unrealistic. If an integrated IPR for all health occupations is needed, there needs to be some overlapping of instructors/staff with one person coordinating all the EMT, HO, and VN courses and programs who then reports to the Division chairman. Currently, that duty is not assigned to any person by contract.

Recommendations/Plan:

1. Develop and implement ongoing systematic assessment of each of the program and course student learning outcomes.
2. Obtain accreditation from DHS for the CNA program.
3. Develop suggested programs, adding classes to curriculum and hiring staff appropriately.
4. Create continuing professional development opportunities for health care professionals.
5. Begin now to combine all EMT, HO, VN programs and courses under one umbrella with a director of allied health who works closely with the Division chairman advising him/her regarding the peculiarities of the health care careers.
6. Develop new allied health programs, including LVN to RN upgrade.

Section II: Curriculum

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A: Courses

There have been no recent changes to the curriculum of the program since the last review, other than textbook changes. After much discussion among our faculty and our Professional Advisory Board, it is planned to make some changes to the prerequisites to better prepare the students for the rigors of a concentrated one year program. However, at the most recent Directors Forum conducted by the BVNPT, it was announced that part of our clinical training may be done with simulation, but it must be incorporated in the curriculum and have the approval of the BVNPT. It is not to replace major portions of clinical hours, but to enhance and offer an opportunity to run scenarios that are not available in the clinical classes at this time.

We are in the last stages of fulfilling requirements for accreditation of our CNA (HO 80A) class as we now have a qualified nurse who would like to teach the class. We need a classroom with space for a small laboratory with 3 beds and manikins, wash basins, linen, and supplies. Alternately, we are in contact with Country Villa Nursing Home requesting use of their classroom for our class. They use the room only in the day, and our class would be in the evening and Saturdays. We need approval to offer the nurse the instructional position pending her approval by the Department of Health Services (DHS). Our Board of Trustees also needs to approve our CNA student handbook, and policies and procedures, so they may be submitted to DHS. After submission of these required documents, we will have to wait for an on-site evaluation before we can receive our final accreditation. For the past 2 terms we have offered HO 80A as a course meeting the requirements for admission to our program. It is not a satisfactory solution to the problem of not having an accredited course.

The following courses are offered as prerequisites and VN program courses.

<u>Course Number</u>	<u>Course Title</u>	<u>Units</u>	
		<u>Theory/Lab</u>	
	<u>Prerequisites</u>		
HO 54	Structure and Function of the Human Body	3	
HO 120	Cardiopulmonary Resuscitation	0.5	
PSY 1	Introduction to Psychology	3	
HLTH 25	Understanding Nutrition	3	
HO 80A	Geriatric Nurse Assistant	2.5	3.5
PSY 18	Human Development: A Life Span	3	
	<u>Semester 1</u>		
VN 50	Basic Pharmacology	3	
VN 52	Clinical Lab 1		6
VN 51	Nursing Fundamentals	4	
	<u>Semester 2</u>		
VN 54	Clinical Lab II		6
VN 53	Adult Nursing Theory II	6	
	<u>Semester 3</u>		
VN 56	Clinical Lab III (Includes Pediatric and Maternity)		6
VN 55	Adult Nursing Theory III	2	
VN 57	Maternity	2	
VN 58	Pediatrics	2	

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	<u>Units</u>	<u>Theory Hours</u>	<u>Clinical Hours</u>
Prerequisites	18.5	314.5	112
Semester 1	13	121.5	294
Semester 2	12	90	294
Semester 3	12	108	294

Evaluation

The curriculum will require a major update to incorporate simulation clinical hours and then have the BVNPT approve our update. This will require significant hours by the faculty to determine the best plan, write the curriculum, and receive approval.

We offer an Associate in Science Degree in Vocational Nursing which requires a total of 60 units including the 37 units of the required vocational nursing courses and the prerequisites less the 6 units of HO 80A if the student is already a Certified Nursing Assistant. Students need to discuss their general education choices with their counselors.

The Certificate of Achievement in Vocational Nursing requires 49 units which includes all of the above less the 6 units of HO 80A if the student is already a Certified Nursing Assistant. HO 3, Medical Terminology, is offered spring and fall terms; HO 46, IV Therapy and Blood Withdrawal, is offered spring and fall terms; and HO 64, NCLEX Review, is offered in the term following completion of the program.

The Director is exploring the requirements for a phlebotomy certification program, as well as a program for pharmacy technicians.

Recommendation/Plans

1. Revise and update current curriculum to include simulation training during clinical hours.
2. Develop a plan to incorporate practicing the use of technology found in the workplace by exposing students to current and future computerized learning equipment by incorporating electronic documentation in the first term during laboratory classes and specific simulations on the Sim-Man. This would include simulation manikins, computerized documentation software and training, and electronic monitoring equipment.
3. Eliminate HO 54, Human Structure and Function, as the prerequisite for Anatomy and Physiology and replace it with Biology 25 and Biology 26, two terms of anatomy and physiology, as meeting the requirement.
4. Add HO 3, Medical Terminology, as a prerequisite. This course could be challenged.
5. Develop a mathematics course for health care workers that emphasizes the math requirements for dosage calculations. This course could be challenged.
6. Complete the requirements for accreditation of HO 80A as a CNA program.

B: Degrees or Certificates

Description:

Associate of Science Degree Nursing—Vocational Nursing

Certificate of Completion Vocational Nursing—Vocational Nursing

Student Learning Outcomes

Associate in Science Degree—Vocational Nursing

Upon completion of the specified degree, the student should be able to:

1. Successfully pass the National Council Licensure Examination state board examination for licensure as a Vocational Nurse.
2. Work in a variety of health care settings performing safe and effective nursing care.
3. Demonstrate the ability to listen and engage in verbal communication through participation in discussions/ debates and oral presentations. Demonstrate the ability to compose and create papers with correct grammar, spelling, punctuation, and appropriate language, style, and format, which conform to Modern Language Association style in in text source citations and works-cited pages.
4. Demonstrate critical thinking skills through the application of logic to the solution of a variety of problems.
5. Apply the scientific method by formulating a hypothesis; researching the topic; determining appropriate tests; performing tests; collecting, analyzing, and presenting data; and finally proposing new questions about the topic.
6. Systematically collect, organize, and present appropriate data from a variety of sources including independent research, written journals and the Internet. Assess the validity of the data and interpret it correctly.
7. Analyze mathematical problems, determine the processes necessary to solve the problems, calculate solutions and test the correctness of the proposed solutions.
8. Demonstrate an awareness of the scope and variety of works in the arts and humanities and articulate the value of aesthetics and creativity.
9. Analyze an individual's civic responsibilities within the context of the basic principles of American national, state, and local governments, contents of the U.S. Constitution and Amendments and the electoral process.
10. Identify and explain cultural customs, beliefs, traditions, and lifestyles and interpret how biases, assumptions and prejudices that impact multicultural interactions may result.
11. Design and implement a life plan to enhance physical, mental and emotional health.
12. Effectively work in teams, managing time, tasks and personality differences; sharing results and analyses in order to arrive at a final collaborative product.

Certificate of Achievement - Vocational Nursing

Upon completion of the specified certificate, the student should be able to:

3. Successfully pass the National Council Licensure Examination state board examination for licensure
4. Work in a variety of health care settings performing safe and effective nursing care.

Professional Advisory Board

The Vocational Nursing Program Professional Advisory Board met May 31, 2011, and August 29, 2011. The Board of Trustees approved membership roster in August 2011 and minutes are available in the Program Director's office per Board of Vocational Nurses and Psychiatric Technicians (BVNPT) regulations and are included as Appendix J.

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Evaluation:

The course outlines for the Vocational Nursing program were reviewed as part of the instructional program review process during Spring 2010 as indicated on the Vocational Nursing Instructional Program Review: Status of Curriculum Review form [Appendix F]. All the courses in the Vocational Nursing program have either recommended preparation or prerequisites. The documented content reviews for the recommended preparation and prerequisites have all been completed and accepted by the Curriculum/Academic Standards Committee. In addition, all courses in the Vocational Nursing program have approved course level student learning outcomes. All courses have updated representative textbooks identified on the course outlines of record.

Our Professional Advisory Board has recommended requiring 8 units of anatomy and physiology, with laboratory, as the minimum prerequisite in that area for admission to our program. It has also recommended adding Medical Terminology and a mathematics course specific to the needs of the health care worker as prerequisites for entering the program. The two latter course requirements may be met with the applicant passing a test as challenge to the course. The Board also recognizes the need to incorporate more technology in the program, either in the classroom setting or in a laboratory setting on campus. We will be suggesting changing the anatomy and physiology requirement from the three unit lecture course, HO 54, to the four unit courses with laboratory of Bio 25 and Bio 26. In addition we plan to ask HO 3, Medical Terminology be a prerequisite and a new math course for health care workers, both of which applicants may challenge to meet the requirement.

In assessing the difficulties students have in the nursing program, terminology is among the most problematic. For the past few years, there have been several students each year who fail Pharmacology primarily because they cannot perform the required calculations. We have identified a need for a course to address that, beyond what they receive in the pharmacology course. We have historically lost 10-15% of our enrollment during the first semester due to failure to pass pharmacology.

Recommendations/Plan:

1. Develop phlebotomy certification course and a pharmacy technician course.
2. Develop additional Continuing Education classes.
3. As new programs are developed, seek approval as continuing education provider for those occupations, also.
4. Develop a plan to incorporate practicing the use of technology found in the workplace by exposing students to current and future computerized learning equipment by incorporating electronic documentation in the first term during laboratory classes and specific simulations on the Sim-Man. This would include simulation manikins, computerized documentation software and training, and electronic monitoring equipment.
5. Eliminate HO 54, Human Structure and Function, as the prerequisite for Anatomy and Physiology and replace it with Biology 25 and Biology 26, two terms of anatomy and physiology, as meeting the requirement.
6. Add HO 3, Medical Terminology, as a prerequisite. This course could be challenged.

7. Develop a mathematics course for health care workers that emphasizes the math requirements for dosage calculations. This course could be challenged.

C: Scheduling and Enrollment Patterns.

The Vocational Nursing Program of Lassen Community College is accredited for 30 students per program class, which is one class per year beginning in January and ending in December. The current plan for the class of 2012 is to begin it in August 2012 and complete in July 2013. The scheduling of the program January-December allowed the graduates to take the NCLEX-PN in the spring and be ready for a registered nurse program in the fall, if that was their plan.

FTEs by class

	2008	2009	2010	Projection for 30 Students
HO 3	0.8	X	X	2.91
HO 46	1.9	1.0	1.4	2.05
HO 54	6.2	4.9	5.7	X
HO 64	0.5	0.7	0.6	1.82
HO 80A	X	X	7.0	10.5
VN 50	2.1	1.9	2.2	3.17
VN 51	2.4	2.2	2.8	3.77
VN 52	5.0	9.5	12.3	16.8
VN 53	2.5	2.7	3.1	5.14
VN 54	Not Available	10.1	10.1	16.8
VN 55	0.9	1.2	1.1	2.05
VN 56	7.8	9.5	8.9	16.8
VN 57	0.7	1.2	1.1	2.05

VN 58	0.7	1.2	1.1	2.05
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Our lecture classes are held during the week days in the day time. Clinical experiences are scheduled as the facilities allow us to use them—usually 7 or 8 hour days during the week. The courses are given during three 15 week semesters which seldom coincide with the college’s semesters. Lectures are traditional classroom experiences, and clinical settings include our skills lab and facilities in Susanville, Chester, and Reno, NV. Our program scheduling as approved by the California Board of Vocational Nurses and Psychiatric Technicians does not allow for other courses to be taken concurrently with enrollment in the Vocational Nursing Program.

During the summer of 2011 we experimented with 12 hour clinical days within our accreditation regulations. It was unsatisfactory for the students as well as the faculty. We found that the days were too long to allow the students to complete their clinical written assignments.

Recommendation:

1. Maintain the clinical days at 7-8 hours per day.
2. As we shift the start of our program to the fall term of the academic year, special thought will be given the scheduling of our 15 week terms. We have to function when the campus is open, but allow the students breaks between terms.

D. Articulation/Integration of Curriculum

Description

The Vocational Nursing Program has no 2 + 2 agreements. The Vocational Nursing Program has contracts and Memoranda of Understanding (on file in the Director’s office) with the following facilities and organizations:

1. Banner-Lassen Medical Center
2. Country Villa Riverview Skilled Nursing
3. Northeastern Rural Health Clinics
4. Quincy Home Medical
5. Lassen County Public Health Department
6. High Desert State Prison
7. California Correctional Center
8. Life Care Center of Reno
9. Renown Skilled Nursing Hospital
10. VA Medical Center, Reno
11. Lassen Community College Child Development Center
12. Seneca Hospital District

These are the facilities we are currently using. We have MOU’s with the following, but have been informed they do not have availability for our program (this is a continuing problem for

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Vocational Nursing programs throughout the state, which emphasizes our need to modernize all of our skills lab equipment)

1. Northern California Rehab Hospital
2. Shasta Regional Hospital
3. Renown Regional Medical Center
4. St. Mary's Hospital of Reno

Evaluation

We definitely need more clinical sites/partners. As we strive to fill our 30 student allotment (accreditation maximum) we will need more sites to accommodate 10 additional students. That also means more instructors, to be addressed in another section. The Director continues to seek new sites as partners. Attempts have been made to reach an agreement with Enloe Hospital, Mercy Hospital, Carson-Tahoe Hospital. In every case, we are told that it is not possible because they reserve their student clinical rotations to local programs or Registered Nurse programs. The majority of our MOU's are very old and out of date. We still use the facilities, but our use is different and on a different time-line than the original documents indicate.

Recommendations:

1. Update all MOU's to reflect current utilization of the sites.
2. Update and re-file all Facility Approval forms with BVNPT to reflect our actual utilization of clinical sites.
3. Develop MOU with more facilities by continuing to seek new clinical sites in Northern California.

E. Program Expansion

Description

Our accreditation allows for 30 students per class, with one class per year. We cannot expand beyond that without revising our accreditation. In the past four years we have accepted less than this number due to lack of clinical space and qualified instructors. For a class of 30 we need two full-time instructors and then augment the instructional schedule with part time instructors.

The VN Professional Advisory Board has recommended expanding our VN program to encompass other allied health career preparation courses and programs. The Board recommends development of a phlebotomy certification and pharmacy technician programs. They also state that having an accredited CNA program is imperative, with the possibility of adding the Certified Home Health Aide (CHHA) curriculum at a later date (CHHA certification is required to work for a certified home health agency and is a 40 hour curriculum addition to the CNA program). Discussion also included a possible Medical Assistant program, but the Board thought the other programs are more urgently needed. The Board also recommends the college begin the process to develop an LVN to RN upgrade program.

Evaluation

The need for nursing professionals is ongoing. In California, the number of Licensed Vocational Nurses is expected to grow much faster than average growth rate for all occupations. Jobs for Licensed Vocational Nurses are expected to increase by 21.5 percent, or 13,600 jobs between 2008 and 2018. An average of 1,360 new job openings per year is expected for Licensed Vocational Nurses, plus an additional 1,980 job openings due to net replacement needs, resulting in a total of 3,340 job openings. All of our successful graduates who seek employment as LVNs find employment. Every healthcare facility in Lassen and Plumas Counties has graduates of our program working as nurses. We need to admit our full allotment of 30 students every year.

If we are to accept 30 students, hiring a second full-time instructor and a full-time director, is imperative. Previous Administrations were blind to this need. Our Instructor Support Specialist was increased from 10 hours per week to 20 hours, and we now have a work-study student..

The community, our Board and our students ask repeatedly for a registered nurse program. The staff is willing to do the work, but the administration and board of trustees must be willing to help support such an endeavor. That would include modernization of our plant and a full-time director. Our local hospital, on behalf of its corporate office, has expressed willingness to help defray the costs involved in such an endeavor, but present staff cannot go forward with the BRN requirements without some kind of commitment from our college.

Recommendation/Plan

1. Fund the HO 80A class for classroom and instructor to complete accreditation process for the program.
2. Staff adequately according to projected FTEs for 30 students.
3. Authorize exploration and development of an LVN to RN upgrade program by the Administration. This will involve extra time on the part of the Director. The VN Professional Advisory Board suggests that we might not be able to support a yearly program, but possibly offer it in alternate years if that will meet the approval of the Board of Registered Nursing.
4. Find more clinical sites.

Section III: Student Outcomes

A. Trends and Patterns in Student Outcomes

Labor Market

The need for nursing professionals is ongoing. In California, the number of Licensed Vocational Nurses is expected to grow much faster than average growth rate for all occupations. Jobs for Licensed Vocational Nurses are expected to increase by 21.5 percent,

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Core Indicators

Table I

	2007	2008	2009	2010	2011
Associate of Science, Vocational Nursing	4	21	11	15	
Certificate of Completion, Vocational Nursing, no AAS	17	4	3	3	
Total (All who complete program receive Certificate)	21	25	14	18	

We had one student transfer to another program in 2011; in 2008 2 students from previous years returned to finish the program; in 2009 1 student returned; and in 2010 two students returned to complete the program.

We have not tracked job placement systematically. From discussions with graduates, it appears that all who receive licensure obtain work in the nursing field, or continue on to a registered nurse program at another institution. Each year, it appears 10-15% of the graduates continue on to an R.N. program, and within 5 years approximately 30% of the graduates matriculate in such a program.

Evaluation

There continues to be a need for Licensed Vocational Nurses in our community and the surrounding rural areas. The Department of Corrections and Country Villa Rehabilitation are the primary employers of our graduates, but Banner-Lassen Medical Center and Northeastern Rural Health Clinics also employ many of our graduates. Attrition rates have remained stable for the past four years. We do not have accurate statistics regarding placement of our graduates.

Recommendation/Plan

1. We are revising the prerequisites for the program to insure higher success rates with fewer failures in the first term. We need to follow through with this endeavor.
2. Develop a tracking system for information and statistics regarding placement of our graduates, whether in the work force or in a registered nurse program. In this day of statics and accountability, casual knowledge of placement is not sufficient to give validity to our request for more funds for equipment and staff.

B. Student Learning Outcome Assessment

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Description

For the past three classes, 2008-2010, we have started with 20 students due to lack of qualified students and lack of teaching staff. Of those 20, we have had 14 complete the program in 2008, 16 in 2009, 15 in 2010, and we will graduate 16 in 2011. The pass rate for graduates taking the NCLEX-PN exam for licensure was 68% in 2008 which was the graduating class of 2007 (national average was 85.6%), 86% in 2009 (national average was 85.72%), class of 2008, and 93% in 2010 (national average was 85.75%), class of 2009. The pass rate for the 2010 graduates in 2011 is 93%, even with increased test difficulty as designed by the Nation Council of State Boards of Nursing (NCSBN). We do not have the state or national averages yet. Our attrition rate has historically been about 20%, half of which occurs in the first term. Degree and Certificate Student Learning Outcomes can be found in Appendix D.

All of the degree, certificates and courses within the Vocational Nursing Instructional Program and prerequisites have approved student learning outcomes. Student learning outcome assessment at the course level was initiated at Lassen Community College in Fall 2007. The SLOs for the degree and certificate were approved in 2007, and the remainder of the courses received approval by 2009. Initially a 5-column tool was used, but in 2011, we went to a 6 column model for documenting the assessment of the outcomes. Compliance with the forms has been sporadic and copies of those been done are not all available. We could find no record of the assessment’s being done for the degree or certificate outcomes. The ultimate assessment of the student success is passing the NCLEX-PN and receiving licensure and that documentation is found elsewhere in this document. Examples can be found in Appendix E .

Number of Student Learning Outcomes Assessed by Course and Term

Term/Course	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
HO 3	1	NA	1	NA	NA	NA	NA
HO 46	0	NA	NA	0	NA	1	1
HO 54	1	NA	1	1	NA	1	1
HO 64	1	NA	NA	1	NA	NA	1
HO 80A	NA	NA	NA	NA	NA	0	0
VN 50	1	NA	NA	1	NA	NA	1
VN 51	1	NA	NA	1	NA	NA	1
VN 52	1	NA	NA	1	NA	NA	1
VN 53	NA	1	NA	NA	1	NA	NA
VN 54	NA	1	NA	NA	1	NA	NA
VN 55	NA	NA	1	NA	NA	1	NA
VN 56	NA	NA	1	NA	NA	1	NA
VN 57	NA	NA	1	NA	NA	1	NA
VN 58	NA	NA	1	NA	NA		NA

NA – indicates that the course was not offered that session # indicates number of courses assessed

Evaluation

Staff is not consistent in completing Student Learning Outcomes. Some changes have been made in presentation of lecture and study guides as a result of the SLO findings. New study guides have been developed, less dependence on PowerPoint lecture presentations, more instruction regarding reputable resources on the Internet, more interactive classroom instruction are a few of the changes in instruction in our program.

Recommendation/Plan

1. The institution should consider and adopt an appropriate software package for managing student learning outcome assessments at course, program and institutional levels.
2. Develop system for assessing degree and certificate learning outcomes.
3. Consistently assess student learning outcomes for all classes.

C. Student Evaluation Summary

As required by the BVNPT, the program conducts student surveys at the end of each course and at the end of the program. We use surveys to capture information regarding our program that is required by the BVNPT which encompasses most of the information the college tracks. A summary of these results can be found in Appendix I. We are not so regular in surveying the students of the Health Occupations classes. Surveys were conducted in all VN classes Fall 2009, all three terms 2010, and spring and summer 2011. A summary may be found in that same appendix.

Evaluation

The most common complaint is that there is little correlation in the immediate utilization of didactic information with clinical experiences. The instructors try to assign cardiac patients when studying diseases/disorders of the cardiac system, etc., but are limited by the types of patients in the facility in which the clinical class is working. We will continue to try to coordinate clinical experience with classroom instruction.

The next most common complaint is the lack of relevance of our equipment to what is found in the clinical sites. Most facilities have 100% of the files in electronic files and document via computer: we are still teaching pen and paper documentation because we do not have documentation software or up-to-date computers. Most facilities have electronic equipment for assessing vital signs. We still teach the manual method exclusively because we do not have electronic equipment. We have outdated Foley catheterization kits among other outdated supplies. They also stated that the cost of the VN program is not indicated in the College Catalog.

Recommendation/Plan

1. Strive to develop more clinical sites with more diversified patient issues.
2. Acquire a computer lab with documentation software.
3. Acquire electronic vital sign monitor.

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4. Update our supplies to reflect what the students will find in the clinical sites and workplace.
5. Keep the program cost on the college website current and easily accessed by prospective students.
6. Provide a link to the BVNPT's website chart of NCLEX pass rates at each accredited VN program in California and to the National Council of State Boards of Nursing's (NCSBN) documentation of pass rates in the nation.

Section IV: Personnel and Support Services

Program Staffing

Currently there is one full-time faculty member in Vocational Nursing. There two part-time faculty and one part-time director. The full-time faculty teaches a significant overload each semester. One of the part-time faculty will not be teaching clinical classes in the future. The director consistently works over the 9.5 hours per week which is the contracted rate. The program has one Instructional Support Specialist 20 hours per week; this is a classified position that was previously on 10 hours per week. Fortunately the current Administrator just increased the ISS hours to 20.

The program is a twelve month program, but the director's contract is for only 11 months. During one month of the program, there is no one responsible for any issues that may occur

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other than the administrator on duty who often cannot address problems specific to our program. In 2011, the Administration did provide a one-month contract for director for that uncovered month. Previous to 2009, the program had two full-time faculty, one of which was the director who was allotted 40-60% release time for Director duties—the amount of release time seemed to vary according to who was Dean of Instructional Services and who the Director was. Schools similar to ours with programs similar to ours have at least a full-time faculty member who has 50-60% release time for director duties. Our present director is a Master's prepared nurse. The full time faculty has an Associate degree (working on his Master of Science in Nursing) and the other part-time instructor is a Licensed Vocational Nurse.

Since 2007, the bulk of FTES has been with part-time certificated instructors. See the following:

2007-2008	Full time 25%,	part time 75%
2008-2009	30%	70%
2009-2010	36%	64%
2010-2011	35%	65%

Overloads for the full time instructors have ranged from \$4697 high to \$3333 low.

Our program is accredited for 30 students per class (year). We may have one instructor per 30 students in didactic classes. In California we may have 15 students per instructor in a clinical setting. In Nevada, we are limited to 8 students per clinical instructor.

As plans go forward for expanding our role in providing health care professionals for our area, we need to plan to have one person, who meets the requirement for director of the VN program and the other programs, coordinating all the programs and associated equipment and supplies. This will serve several purposes: the person will be dedicated to administering the programs to be in compliance with all the various regulatory bodies, insure there is minimal duplication of equipment and supplies, attend to the various duties required by the college, and serve as a liaison between the health occupations programs and the department chair. He/she would insure timely completion of all required forms and update for all of the programs.

Evaluation

Vocational Nursing faculty teaches didactic classes as well as clinical classes. They also teach many of the Health Occupations classes. The one full-time faculty teaches a significant overload each semester and the two part-time faculty are consistently maxed out in hours each semester. As the employers in the surrounding area increase pay for nurses, finding qualified instructors becomes more difficult. Not only is our pay less, but benefits are not available to adjunct faculty. The current director has been unable to attend most regional meetings or Director Forums presented by BVNPT because she was needed for clinical instruction.

Historically, VN classes are taught primarily by part-time instructors. This is not in compliance with community college standards. The majority of the instruction should be by full-time instructors.

We are looking at an eight-month hiatus from offering the program. The expectation is that when applications are again accepted we will have over 30 qualified prospective students. With the present staff we could only accept 15-20. Our staffing ratios are set by the BVNPT and the Nevada Board of Nursing. Our accreditation is for maximum of 30 students. In California, we may use Registered Nurses (RN) with an Associate degree and certain other qualifications, RNs with a bachelor degree, or Licensed Vocational Nurses with specific qualifications as instructors. In order to teach clinical class in Nevada, the RN must be bachelor prepared at a minimum. As noted above, in Nevada we are limited to 8 students per clinical instructor. All of this greatly increases our need for more instructors. If a part-time instructor teaches only clinical classes, he/she may work only 225 hours per semester. A part-time instructor could teach all the didactic hours in a semester and 65 more hours. Usually the full-time instructor teaches the didactic classes and 98-196 hours of clinical instruction. With 30 students we would need 4 sections of the clinical classes for a total of 1176 clinical hours per semester or 5.25 part-time instructors just for clinical. With 2 full-time instructors and a third full-time instructor with 40% release time for director duties, we would need only 2 part-time instructors.

As we go forward with developing health occupation programs and possible LVN to RN program, it become essential to have a full time director coordinating all the programs for most efficient use of personnel and equipment.

Recommendation/Plan

1. Hire another full-time instructor, looking for one with a Bachelor of Science degree in nursing.
2. Hire 2 part-time instructors.
3. Make the Director position either full-time director to oversee all the VN program and all Health Occupations classes and to develop more allied health programs or a third full-time instructor position with a minimum of 50% release time for director duties until more programs are added to the curriculum and then make the position full-time Director.
4. Hire an instructor for CNA program.

Professional Development

In 2009, 3 instructors attended a workshop on utilizing Internet, Smart phones, and other new technology in providing instruction. One instructor attended an online seminar discussing using Massively multiplayer online role-playing game (MMORPG) in teaching. Another instructor logged on to a webinar on the mind-set of today's student. We strive to seek out any seminars or webinars that focus on improving teaching methods with modern technology. The Director attends Director Forums presented by BVNPT when she is not needed to fill an instructional day. Funds have not been available for those conferences and

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staff development that charge hefty fees. We have a simulated manikin that none only one of the current staff has been trained to use, but that was over three years ago. We hope to acquire more simulated manikins in the future and staff will need to be trained on them.

One of the instructors is sought to perform peer review for possible textbooks for Vocational Nursing. She is listed as a reviewer for two new textbooks to be published in 2012.

Evaluation

The entire faculty is willing and desirous of improving their techniques, but do not have funds to pay for many of the conferences, plus travel and hotel. They do take advantage of every low cost or free seminar or webinar.

Recommendation/Plan

1. Include money in the budget for on-going staff development to take advantage of the many conferences and seminars available, including travel and hotel costs.
2. Provide funding for staff to be trained to utilize the simulation manikins to the optimal use.

Section V: Facilities/Equipment

A. Facilities

Description

At the present, there is no classroom or laboratory for the nursing program. Until Fall 2011, we were housed inadequately in a 55 year old portable building that included a classroom for lecture, a practice laboratory, a laboratory, and offices for 4 faculty members. That building has been decommissioned as a building for instruction. All three current faculty, including our ISS, are now housed in one very large office (or small classroom). There is no privacy for counseling students or discussing sensitive issues.

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We have asked that our Sim-Man hardware and software be housed in an area relatively free of dust and extremes of temperature. At this point he remains in a building with no heat and no cooling. We also requested our fluids used in training students for intravenous infusion and medication administration be stored in a space where they will not freeze. They also still remain in the portable building. There is no room in the new nursing office to house these items.

For the program to start a new class of VN students in August 2012, we must have a space where we can have a classroom for lecture to accommodate up to 30 students, an area to practice learned skills, and an area (clinical laboratory) in which students perform their learned skills for the instructors. This needs to include water supply into the clinical laboratory area, with foot controls. Ideally, these 3 areas would have walls separating them. The clinical laboratory should have wall panels simulating suction and oxygen delivery. These panels would also contain electrical outlets for lighting and electrical beds, as well as pumps for feeding and infusion. These same facilities would be utilized by the CNA program and could be used by the EMT classes.

As we expand the health care occupations programs, it would be most cost effective for equipment and supplies if all the programs were housed in the same building to allow sharing of that equipment and supplies. At present, there is some sharing of supplies between the VN and EMT programs, but we are finding we have duplicates of many things both programs could use jointly. With both programs, much of the equipment is out dated.

Evaluation

The college plans to re-convene the VN with a new class August 2012. We must have adequate housing in order to do that. The nursing staff is available to help evaluate prospective sites after the class of 2011 graduates. If a separate building or off campus site is utilized, we will need internet access, telephones, facsimile machine, and a copier. Housing all health care occupation programs in the same physical plant would enable one person (director of allied health) to oversee, coordinate, and insure adequate supplies for all programs are maintained.

Because it is a prerequisite for admission to the VN program, a CNA class should be offered in Spring 2012. This would be possible if the program receives its accreditation from DHS by then. An agreement can be developed with Country Villa Rehab to use their classroom until a more permanent facility is identified.

Recommendations/Plan

1. Acquire adequate classroom and clinical laboratory space, either on campus or off campus.
2. Develop a plan to house all health care occupation programs in one physical plant.
3. Equip new site with adequate retro-fittings to accommodate electrical equipment used, and simulation for oxygen delivery and suction, as noted above.

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4. In the meantime, store our temperature sensitive supplies and equipment in a safe manner.

B. Equipment

Description

The program presently has one Sim-Man with hardware and software. We also have one pediatric manikin that simulates breath sounds, abdominal sounds, and may have various tubes inserted. We also need a small child or infant simulated manikin and an obstetric simulated manikin. Our community offers minimal hands on clinical experience of perinatal or pediatric experience. These simulated manikins can offer some substitution.

For the students, we have 3 Internet abled computers with one shared printer—these are all woefully slow and out of date. We have 3 other computers that are not connected to the Internet, and these are older than the other three. All 6 computers and printer are at least 8 years old (we inherited them from the computer lab). We have a software program of medical scenarios for students to practice their critical thinking skills, but the existing computers are so slow, it takes at least twice as long to complete the assignment as it should. At the moment, even these computers are not available to our students as they remain in the closed portable building. The current faculty has new computers with Internet access.

We have 8 electrical hospital beds, 5 which are in working order and the other 3 need to be discarded as they do not work properly and pose a danger to our students. The functional beds are out of date and do not reflect what the students will find when they enter the nursing field as licensed nurses. Administration has stated they will find funding for at least 2 new beds. That has not happened yet, but the desired beds have been decided on. We have one gurney.

In addition to the manikins previously mentioned, we have 4 manikins on which to practice basic nursing skills. These are old and have missing parts. We need at least 9 manikins. We also have 2 arms for practicing intravenous access. These are nearly unusable as after many punctures they no longer simulate reality. Administration intends to support the purchase of 3 new arms. They are not on campus yet. If they have not been ordered yet, they need to be.

Evaluation

We have equipment unavailable to the students at the moment due to the closure of the portable building. We do not have an inventory of all our supplies. Much of our equipment is outdated or inadequate. Except for the equipment in the staff office, our equipment is unavailable to students. Of course, they may use the computers in the library and Learning Center, but these areas do not have our nursing case study programs, which are used to supplement lecture and clinical instruction, on their computers.

Our most expensive equipment is not stored in the proper environment which endangers the \$35,000 investment in the Sim-Man. Loss of our liquid supplies will incur more costs to our program.

Recommendations/Plan

1. Purchase 2 beds per year until the program has a total of 10 beds comparable to what is found in local healthcare facilities.
2. Purchase a second electric transfer lift to accommodate the increase in total students served.
3. Purchase a third manual wheelchair due to the increase in total students utilizing the equipment.
4. Purchase a pediatric simulated manikin, not new-born, and accompanying software to facilitate learning care of childhood diseases and accidents.
5. Purchase an obstetric simulated manikin and accompanying software to facilitate learning care of obstetrical patients and accompanying software.
6. Purchase a copier for use in our new site.
7. Purchase 3-4 manikins per year for 3 years to provide workable vehicles for practicing clinical skills.
8. Create a computer lab with medical software, to facilitate the students' learning electronic data gathering and documentation. At least 5 computers are needed with one or two shared printers.
9. Purchase 3 new IV arms. If we add a phlebotomy program, we will need 10 IV arms.
10. Store our delicate equipment and supplies in an appropriate setting with minimal dust and stable temperatures above 10 degrees Celsius.
11. Purchase an electronic vital sign monitor to be comparable to those found in clinical sites.
12. Purchase an ear thermometer.

Section VI: Budget

A. Budget from the General Fund

We will address issues only with VN program and related HO classes' budgets.

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Description

We are unable to ascertain whether there are budgeted funds for laundry or not. In our clinical laboratory we try to simulate facility conditions, including linen changes, and using washcloths and towels for bathing. This means we have significant amounts of laundry. In the past, we have had \$150 budgeted, which was inadequate.

In Spring 2011, the bookstore canceled orders for our course textbooks. As a result, we did not have sufficient number of textbooks and had to resort to photocopying until books could arrive. Some students were able to purchase texts on line, but those who depended on financial aid had no recourse but to wait. We do significant amounts of copying in the normal course of our programs, handouts, forms, information sheets, etc.

We must utilize clinical sites out of our area to insure the students have optimal clinical training and experience. We have clinical experiences in Reno, Chester, and sometimes Redding. This includes mileage for use of private vehicle, lodging, and meals. In 2008-2009 the travel was \$9,203, but in 2009-2010 the one instructor who traveled to Reno found less expensive lodging and the cost was \$6247. If we have 30 VN students, we will have at least two instructors teaching out of the area, unless we recruit in the town of the clinical site. As we go forward, it is possible we will have to seek clinical farther from Susanville than Reno and Redding.

Each year funds for supplies have decreased. It appears, there has been no planned scheduling of replacing capital equipment as technology changes. Every year brings changes in the equipment used in the delivery of patient care, and we have not had funds to stay abreast of these changes, replacing worn-out, broken, or out dated equipment on a schedule spreading costs out over a period of years.

Evaluation

Due to lack of budget for laundry, we have often had to re-use linens, take them home to launder ourselves, or go without linens. This is an unsatisfactory training practice.

Our students are often not aware that they have been accepted into the program until a day or two before classes start. That means they are unable to register so that the accountants can see we will need the number of textbooks we have requested to be in the bookstore. Canceling a book order 3 weeks before classes are to begin has caused a lot of problems with our programs this year. Our program staff has a good understanding of the number of textbooks required each term.

If the bookstore maintains a supply of our texts, our duplicating costs should return to normal—less than \$100.

If we have two instructors teaching clinical skills out of town (which we will need with 30 students), our travel expenses will rise. The budget has been adequate, but with two people, it will need to be doubled. The Director has 2 meetings per year in Sacramento, with the

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BVNPT. In addition, there are meetings every quarter in Redding when he/she should attend to network with colleagues and represent our college.

We have no building at present for our program so we must postpone accepting a new class for 8 months. Much of our equipment is broken, non-working, or out of date. The only new equipment in the past two years has occurred with the use of CTE grant money. For a program with a significant amount of capital equipment, a planned schedule of replacement needs to be in place.

Recommendations/Plan

1. Increase laundry budget to cover laundry for 30 VN students and 30 CNA students.
2. Budget funds to cover duplication costs of tests, handouts, forms, information sheets for 30 VN students and 30 CNA students.
3. Increase travel budget to allow for 2 instructors to travel out of town for clinical instruction.
4. Fund a full time, tenured, benefited instructor position.
5. Develop a plan for replacing broken, worn out, and out dated capital equipment and begin replacing what is essential immediately.
6. Develop a plan for adding more electronic simulation manikins to our equipment.
7. Budget for adding small clinical equipment utilizing modern technology.

Section VII: Summary and Prioritized Recommendations

A. Program Review Summary/Abstract

The Vocational Nursing program of Lassen Community College is very successful regardless of the challenges we face. With 93% pass rate on the NCLEX this year, with increased test difficulty. It is becoming more difficult to partner with clinical sites due to the number of registered nurse programs and the fact that few acute care facilities hire vocational or practical nurses. We completed the process for continuing accreditation with no deficiencies and have received continuing accreditation from the Board of Vocational Nursing and Psychiatric Technicians to May, 2014. Vocational nursing is good start to a long, and progressively advancing of education for anyone wishing to enter the field of nursing. A more pressing challenge is the lack of instructors to accommodate the full 30 students allowed by our accreditation. To accept that many students we need two full-time instructors, rather than the one we have been allowed for the past 3 years. With 30 students the tasks for the Instructional Assistant will be increased and her hours have been doubled to 20 hours per week.

The program is a 12 month program and as such deserves a full-time Director. Previously, the Director was a full-time instructor with 40%-60% release time for Director's duties. We need to return to that and make the position a 12 month position. This past July, the Administration did provide a one-month contract for the Director to fill that gap in July when the program is operational, but previously had no one responsible for it. The need for the Director's position to be more than a 25% position has been documented for many years. The need for a full-time director as we expand our health care occupations programs and explore the possibility of a registered nurse program is even more imperative.

We have dedicated and knowledgeable staff who have educated and trained most of the nurses working in our local hospital and health care facilities. Much of our equipment is broken and/or outdated and needs replacing. The technology of health care delivery is changing every day and we need to include some of that technology in our program. The BVNPT allows programs to use some simulation (with scenarios) as part of clinical education, but the curriculum needs to be revised to accommodate this. Only one of the current instructors has received training on our electronic simulation manikin (and that was over 3 years ago) so we are unable to take full advantage of this tool. We need to replace much of our equipment due to age and function. We also need to add more up to date equipment that is comparable to what our students find in clinical sites and as they begin working. One physical plant to house all health care occupations programs, equipment, and supplies would facilitate an ideal of having one person oversee it all, and eliminate expenditures on duplication of equipment and supplies.

The California Department of Labor estimates the need for an additional 3000 Licensed Vocational Nurses per year through 2018. This is the entry level to a career pathway that offers many opportunities for everyone who chooses it, even to a Ph.D. or Doctor of Nursing Science degree. The need for Vocational Nurses in our area continues to be high and may increase with changes to the needs of the prisons in our area.

B. Prioritized Recommendations from Sections I-III

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61. Hire another full-time instructor, looking for one with a Bachelor of Science degree in nursing.
62. Hire 2 part-time instructors.
63. Complete the requirements for accreditation of HO 80A as a CNA program.
64. Hire an instructor for CNA program.
65. Make the Director position either full-time director to oversee all the VN program and all Health Occupations classes and to develop more allied health programs or a third full-time instructor position with a minimum of 50% release time for director duties until more programs are added to the curriculum and then make the position full-time Director.
66. Eliminate HO 54, Human Structure and Function, as the prerequisite for Anatomy and Physiology and replace it with Biology 25 and Biology 26, two terms of anatomy and physiology, as meeting the requirement.
67. Add HO 3, Medical Terminology, as a prerequisite. This course could be challenged.
68. Develop a mathematics course for health care workers that emphasizes the math requirements for dosage calculations. This course could be challenged.
69. Obtain accreditation from DHS for the CNA program.
70. Fund the HO 80A class for classroom and instructor to complete accreditation process for the program.
71. Purchase 3 new IV arms. If we add a phlebotomy program, we will need 10 IV arms.
72. Provide funding for staff to be trained to utilize the simulation manikins to the optimal use.
73. Acquire adequate classroom and clinical laboratory space, either on campus or off campus.
74. In the meantime, store our temperature sensitive supplies and equipment in a safe manner.
75. Store our delicate equipment and supplies in an appropriate setting with minimal dust and stable temperatures above 10 degrees Celsius.
76. Develop a plan to incorporate practicing the use of technology found in the workplace by exposing students to current and future computerized learning equipment by incorporating electronic documentation in the first term during laboratory classes and specific simulations on the Sim-Man. This would include simulation manikins, computerized documentation software and training, and electronic monitoring equipment.
77. Update all MOU's to reflect current utilization of the sites.
78. Update and re-file all Facility Approval forms with BVNPT to reflect our actual utilization of clinical sites.
79. Develop MOU with more facilities by continuing to seek new clinical sites in Northern California.

80. Begin now to combine all EMT, HO, VN programs and courses under one umbrella with a director of allied health who works closely with the Division chairman advising him/her regarding the peculiarities of the health care careers.
81. Revise and update current curriculum to include simulation training during clinical hours.
82. Develop a plan to incorporate practicing the use of technology found in the workplace by exposing students to current and future computerized learning equipment by incorporating electronic documentation in the first term during laboratory classes and specific simulations on the Sim-Man. This would include simulation manikins, computerized documentation software and training, and electronic monitoring equipment.
83. Staff adequately according to projected FTEs for 30 students.
84. Budget funds to cover duplication costs of tests, handouts, forms, information sheets for 30 VN students and 30 CNA students.
85. Increase travel budget to allow for 2 instructors to travel out of town for clinical instruction.
86. Include money in the budget for on-going staff development to take advantage of the many conferences and seminars available, including travel and hotel costs. This would include training for any simulated manikins we have or will acquire.
87. Purchase an electronic vital sign monitor to be comparable to those found in clinical sites.
88. Purchase an ear thermometer.
89. Develop a plan for replacing broken, worn out, and out dated capital equipment and begin replacing what is essential immediately.
90. Develop a plan for adding more electronic simulation manikins to our equipment.
91. Budget for adding small clinical equipment utilizing modern technology.
92. Increase laundry budget to cover laundry for 30 VN students and 30 CNA students.
93. Purchase a second electric transfer lift to accommodate the increase in total students served.
94. Purchase 2 beds per year until the program has a total of 10 beds comparable to what is found in local healthcare facilities.
95. Purchase a third manual wheelchair due to the increase in total students utilizing the equipment.
96. Purchase a pediatric simulated manikin, not new-born, and accompanying software to facilitate learning care of childhood diseases and accidents.
97. Purchase an obstetric simulated manikin and accompanying software to facilitate learning care of obstetrical patients and accompanying software.
98. Purchase a copier for use in our new site.
99. Maintain the clinical days at 7-8 hours per day.

100. Create a computer lab with medical software, to facilitate the students' learning electronic data gathering and documentation. At least 5 computers are needed with one or two shared printers.
101. Purchase 3-4 manikins per year for 3 years to provide workable vehicles for practicing clinical skills.
102. Develop a plan to house all health care occupation programs in one physical plant.
103. Equip new site with adequate retro-fittings to accommodate electrical equipment used, and simulation for oxygen delivery and suction, as noted above.
104. As we shift the start of our program to the fall term of the academic year, special thought will be given the scheduling of our 15 week terms. We have to function when the campus is open, but allow the students breaks between terms.
105. We are revising the prerequisites for the program to insure higher success rates, with fewer failures in the first term so we need to follow through with this endeavor.
106. Develop a tracking system for information and statistics regarding placement of our graduates, whether in the work force or in a registered nurse program. In this day of statics and accountability, casual knowledge of placement is not sufficient to give validity to our request for more funds for equipment and staff.
107. The institution should consider and adopt an appropriate software package for managing student learning outcome assessments at course, program and institutional levels.
108. Develop system for assessing degree and certificate learning outcomes.
109. Develop and implement ongoing systematic assessment of each of the program and course student learning outcomes.
110. Consistently assess student learning outcomes for all classes.
111. Strive to develop more clinical sites with more diversified patient issues.
112. Keep the program cost on the college website current and easily accessed by prospective students.
113. Provide a link to the BVNPT's website chart of NCLEX pass rates at each accredited VN program in California and to the National Council of State Boards of Nursing's (NCSBN) documentation of pass rates in the nation.
114. Authorize exploration and development of an LVN to RN upgrade program by the Administration. This will involve extra time on the part of the Director. The VN Professional Advisory Board suggests that we might not be able to support a yearly program, but possibly offer it in alternate years if that will meet the approval of the Board of Registered Nursing.
115. Develop suggested programs, adding classes to curriculum and hiring staff appropriately.

116. Create continuing professional development opportunities for health care professionals.
117. Develop new allied health programs, including LVN to RN upgrade.
118. Develop phlebotomy certification course and a pharmacy technician course.
119. Develop additional Continuing Education classes.
120. As new programs are developed, seek approval as continuing education provider for those occupations, also.

Appendix A

Lassen Community College Institutional Student Learning Outcomes

LASSEN COMMUNITY COLLEGE
INSTITUTIONAL STUDENT LEARNING OUTCOMES
(Revised by Consultation Council -March 19, 2009 and Academic Senate-
March 23, 2009)

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Upon the completion of any course, educational activity or program, the student will demonstrate improvement in one or more of these areas:

1. Communication

Ability to listen and read with comprehension and the ability to write and speak effectively

2. Critical Thinking

Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

3. Life Long Learning

Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

4. Personal/Interpersonal Responsibility

Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

Appendix B

Lassen Community College Institutional Student Learning Outcomes Inventory Chart

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Lassen Community College Institutional Student Learning Outcomes Inventory Chart

Insert the names of the courses in your program and indicate by putting an “X” in the appropriate box, which institutional learning outcomes are addressed in each of the courses.

Institutional Student Learning Outcomes	VN 50	VN 51	VN 52	VN 53	VN 54	VN 55	VN 56	VN 57	VN 58	HO 54
Communication—ability to listen and read with comprehension and ability to write and speak effectively.	X	X	X	X	X	X	X	X	X	X
Critical Thinking—ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome.	X	X	X	X	X	X	X	X	X	X
Life Long Learning—ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevant and accuracy; ability to navigate systems.	X	X	X	X	X	X	X	X	X	X
Personal/Interpersonal Responsibility—ability to develop and apply strategies to set realistic goals for persona, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures.	X	X	X	X	X	X	X	X	X	X

The SLO’s for each course contain at least one aspect applicable to the institutional goals. By the time the nursing students have completed the third term, VN 55, VN 56, VN 57, and VN 58, they should be independently meeting all the outcome goals of our college.

Appendix C

**Lassen Community College
Mission Statement
and
Institutional Strategic Goals
VN Program Mission and
Vision Statements**

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LASSEN COMMUNITY COLLEGE MISSION STATEMENT: (Board Policy 1226 – reaffirmed September 13, 2011)

Lassen Community College provides outstanding programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The college serves students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

LASSEN COMMUNITY COLLEGE INSTITUTIONAL STRATEGIC GOALS:

Strategic Goal # 1 (*Student Success*): Enable students' attainment of educational goals, including degrees and certificates, transfer, job placement and advancement, basic skills, and lifelong learning.

Strategic Goal #2 (*Responsive Curricula*): Develop and implement curricula that is responsive to changing student learning needs, to changing economic and workforce development needs, and to community cultural, social and civic interests.

Strategic Goal #3 (*Student Access*): Provide a college environment that reaches-out-to and supports students, minimizes barriers, increases opportunity, and increases success through access and retention.

Strategic Goal #4 (*Resource Development*): Develop and manage human, physical, technological and financial resources to promote growth and to effectively support the learning environment.

Strategic Goal #5 (*Organizational Effectiveness*) – Enhance organizational function in leadership, interaction, planning, and accountability to ensure responsive stewardship of public trust and resources.

Strategic Goal #6 (*Community Leadership*): Provide an environment that supports, partners and leads in the development and implementation of community initiatives.

Vocational Nursing Program

MISSION STATEMENT

In the Lassen Community College Vocational Nursing program we educate and train people to enter the healthcare team as well-prepared entry level Licensed Vocational Nurses in Northern California that will enable them to provide excellent nursing care across the healthcare continuum after they have successfully passed the NCLEX examination.

VISION STATEMENT

Within the next five years, the Vocational Nursing program of Lassen Community College, will be recognized as the premier Vocational Nursing program in California, by consistently providing the most well-prepared entry level vocational nurses in Northern California and Nevada by providing the best educational opportunities with experience using up-to-date equipment and techniques in our state-of-the-art laboratory and in our partner clinical facilities.

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Appendix D

Student Learning Outcomes

Vocational Nursing—Associate of Science
Vocational Nursing—Certificate of Completion

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Vocational Nursing

Associate of Science Degree - Vocational Nursing [Approved March 13, 2007]

Upon completion of the specified degree, the student should be able to:

1. Successfully pass the National Council Licensure Examination state board examination for licensure as a Vocational Nurse.
2. Work in a variety of health care settings performing safe and effective nursing care.
3. Demonstrate the ability to listen and engage in verbal communication through participation in discussions/ debates and oral presentations. Demonstrate the ability to compose and create papers with correct grammar, spelling, punctuation, and appropriate language, style, and format, which conform to Modern Language Association style in in text source citations and works-cited pages.
4. Demonstrate critical thinking skills through the application of logic to the solution of a variety of problems.
5. Apply the scientific method by formulating a hypothesis; researching the topic; determining appropriate tests; performing tests; collecting, analyzing, and presenting data; and finally proposing new questions about the topic.
6. Systematically collect, organize, and present appropriate data from a variety of sources including independent research, written journals and the Internet. Assess the validity of the data and interpret it correctly.
7. Analyze mathematical problems, determine the processes necessary to solve the problems, calculate solutions and test the correctness of the proposed solutions.
8. Demonstrate an awareness of the scope and variety of works in the arts and humanities and articulate the value of aesthetics and creativity.
9. Analyze an individual's civic responsibilities within the context of the basic principles of American national, state, and local governments, contents of the U.S. Constitution and Amendments and the electoral process.
10. Identify and explain cultural customs, beliefs, traditions, and lifestyles and interpret how biases, assumptions and prejudices that impact multicultural interactions may result.
11. Design and implement a life plan to enhance physical, mental and emotional health.
12. Effectively work in teams, managing time, tasks and personality differences; sharing results and analyses in order to arrive at a final collaborative product.

Certificate of Achievement - Vocational Nursing [Approved March 13, 2007]

Upon completion of the specified certificate, the student should be able to:

1. Successfully pass the National Council Licensure Examination state board examination

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- for licensure as a Vocational Nurse.
2. Work in a variety of health care settings performing safe and effective nursing care.

Course Student Learning Outcomes

Vocational Nursing

VN 50 –Pharmacology [Approved June 12, 2007]

1. Verbalize understanding of pharmacological principles as they pertain to the different classifications of medications used in the clinical setting. (1. Analytical skills)
2. Demonstrate in clinical setting ability to safely administer medications to clients. (9. Work place competency skills)

VN 51 –Nursing Fundamentals [Approved June 12, 2007]

1. Verbalize understanding of fundamental principles of nursing care and how they apply to the care of the client. (1. Analytic skills)
2. Apply theoretical principles of nursing care to clients in the clinical setting. (9. Work place competency skills)

VN 52 –Clinical Lab I [Approved June 12, 2007]

1. Demonstrate safe and appropriate nursing skills consistent with beginning level nursing.
2. Demonstrate the ability to prioritize nursing care of clients consistent with beginning level nursing.
3. Communicate with clients, family members, physicians and clinical site staff regarding the client's health status at a level consistent with beginning level nursing.

VN 53 – Adult Nursing II [Approved March 11, 2008]

1. In a clinical setting, demonstrate the skills necessary to care for medical surgical patients with minimal assistance.

VN 54 –Clinical Lab II [Approved June 12, 2007]

1. Demonstrate safe and appropriate nursing skills with minimal assistance.
2. Demonstrate the ability to prioritize nursing care of clients with minimal assistance.
3. Communicate with clients, family members, physicians and clinical site staff regarding the client's health status with minimal assistance.

VN 55 – Adult Nursing III [Approved March 11, 2008]

1. In a clinical setting, demonstrate the skills necessary to care independently for medical surgical patients.

VN 56 –Clinical Lab III [Approved June 12, 2007]

1. Provide safe and effective nursing care to clients in the health care setting.
2. Prioritize nursing care of clients in the health care setting.
3. Communicate with clients, family members, physicians and clinical site staff regarding the client's health status.

VN 57 – Maternity [Approved February 12, 2008]

1. In a clinical setting, demonstrate the appropriate skills to care for maternity patients
VN 58 – Pediatric Nursing [Approved June 12, 2007]

1. Apply theoretical learning of pediatric growth and development along with health and wellness to the pediatric population in the clinical setting.
2. Verbalize the importance of utilizing cultural considerations when working with children and parents in the clinical setting.
3. Demonstrate the appropriate skills to care for pediatric patients in the clinical setting.

HO 3 – Medical Terminology [Approved June 12, 2007]

1. Demonstrate correct spelling and appropriate usage of medical terminology relating to the normal functioning and selected disorders of the human body.

HO 54 – Basic Structure and Function of the Human Body [Approved December 9, 2008]

1. Given an assignment to write an in-depth report on one aspect of the human body, the student will demonstrate an ability to narrow a topic down to a specific topic that can be addressed in a paper 5-7 pages long.
2. After reading the text assignments, other reading assignments, and class discussions, when a description of a person with specific system dysfunctions is presented the student will describe the causes for the dysfunction, including body systems involved and the physiological reasons for the dysfunction.

HO 40 – Nursing Assessment [Approved September 29, 2009]

1. After reading and observing examples of physical assessments of each of the body systems and documenting health history, the student will be able to correctly assess and document the patient's physical condition of each system in a clear and understandable manner in an appropriate format relating present condition to past history.
2. After being given an assignment of a specific patient, the student will be able to perform a complete physical assessment, including a health history that is comprehensive with past illnesses and surgeries and present complaints and then write a case study of the patient and make decisions regarding his or her health and wellness issues.
3. Working in a small group (5 or less students), a group will develop collaborative problems based on the information presented of a hypothetical or real situation to demonstrate ability to work as a member of a healthcare team.

HO 46 – Therapy and Blood Withdrawal (Phlebotomy [Approved September 29, 2009]

1. Perform venipunctures, initiate and maintain IV therapy.
2. Accurately document the venipuncture and the start of IV therapy according with current legal requirements, current nursing practice act, and standard of care.

HO 64 – NCLEX Review [Approved December 9, 2008]

1. Pass the NCLEX examination.

HO 80A – Geriatric (Long Term Care) Nurse Assistant [Approved June 12, 2007]

1. Demonstrate the various components of a certified nursing assistant's role in providing successful long term nursing care.

Appendix E

Vocational Nursing Student Learning Outcome Assessment Six-Column Model

Six Column SLO Template

Institutional Student Learning Outcomes	Program Student Learning Outcomes	Course Student Learning Outcomes	Assessment Method	Assessment Results	Steps taken as result of Assessment
1. Communication – ability to listen and read with comprehension and the ability to write and speak effectively					

2. Critical Thinking– ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome.					
3. Life Long Learning– ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems.					
4. Personal/ Inter personal responsibility- ability to develop and apply strategies to set realistic goals for personal, educational career & community development; ability to apply standards of personal and professional integrity ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures.					

Program: Vocational Nursing--VN53, Adult Nursing II
2011

Summer Session

Institutional Student Learning Outcomes	Program Student Learning Outcomes	Course Student Learning Outcomes	Assessment Method	Assessment Results	Steps taken as result of Assessment
1. Communication – ability to listen and read with comprehension and the ability to write and speak effectively	In a clinical setting, demonstrate the skills necessary to care for medical-surgical patients with minimal assistance.	Following appropriate research on topic, prepare a presentation regarding a disease process/system failure that demonstrates understanding of the topic.	Research paper, Group presentations	100% received passing scores of 75% or higher.	Continue, and emphasize importance of communicating with patients & health care professionals.

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2. Critical Thinking– ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome.	In a clinical setting, demonstrate the skills necessary to care for medical-surgical patients with minimal assistance	Applies knowledge from lecture and text to provide care appropriately and make adjustments to care in response to changing conditions of patient.	Written examination applying knowledge to clinical scenarios.	94,75 % of the class received an average of passing score of 75%.	Continue to mentor and provide remedial instruction for those who are having difficulty retaining information
3. Life Long Learning– ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems.	In a clinical setting, demonstrate the skills necessary to care for medical-surgical patients with minimal assistance	After instruction, uses technology to document care, learn about medications and disease processes, and use information to care for patients.	Research paper, Group presentations	100% received passing scores of 75% or higher.	Continue to instruct on reputable sources of information on line, and libraries.
4. Personal/ Inter personal responsibility, ability to develop and apply strategies to set realistic goals for personal, educational career & community development; ability to apply standards of personal & professional integrity ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures.	In a clinical setting, demonstrate the skills necessary to care for medical-surgical patients with minimal assistance	Maintains patient confidentiality, and records accurate information regarding patients.	Research paper and group presentation assignments given at the beginning of the term with completion dates and length limitations.	100% of the students completed the assignments by the dates due and adhered to the length limitations.	Continue assisting students develop self-discipline in completing assignments timely.

Vocational Nursing--VN54 Clinical Lab II

Summer Session 2011

Institutional Student Learning Outcomes	Program Student Learning Outcomes	Course Student Learning Outcomes	Assessment Method	Assessment Results	Steps taken as result of Assessment
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1. Communication – ability to listen and read with comprehension and the ability to write and speak effectively	Communicates with clients, family members, physicians, and clinical staff regarding the client's health status with minimal assistance.	Report to on-coming nurse, instruct patient/family in care, report to instructor.	18 point Rubric is used to assess competency.	94.75% of the students received a passing average of 12 or higher.	Continue to mentor and provide remediation for students
2. Critical Thinking– ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome.	Demonstrates safe and appropriate nursing skills with minimal assistance.	Provide care to assigned clients in acute care, and long term care settings.	18 point Rubric is used to assess competency.	94.75% of the students received a passing average of 12 or higher.	Continue to mentor and provide remediation for students
3. Life Long Learning– ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems.	Communicates with clients, family members, physicians, and clinical staff regarding the client's health status with minimal assistance.	Instruction on use of internet and facility computer systems to access information to enhance provision of care and developing nursing care plans.	18 point Rubric is used to assess competency.	94.75% of the students received a passing average of 12 or higher.	Continue to mentor and provide remediation for students
4. Personal/ Inter personal responsibility- ability to develop and apply strategies to set realistic goals for personal, educational career & community development; ability to apply standards of personal and professional integrity ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures.	Demonstrate the ability to prioritize nursing care of clients with minimal assistance.	Modify and amplify nursing care plans, developing time-lines of care. Manage care and medication administration within the allotted shift.	18 point Rubric is used to assess competency.	94.75% of the students received a passing average of 12 or higher.	Continue to mentor and provide remediation for students

Lassen Community College Student Learning Outcomes Assessment Plan

Instructor: Caryn Nobles
 Department: Allied Health
 Course: Medical Terminology HD-3
 Term: SPRING 2009

Expected Student Learning Outcomes	Approach, Major Assignment, Assessment Method & Criteria	Initial Assessment Results	Steps taken as result of initial Assessment - End of Semester
<p>1. Demonstrate correct spelling and appropriate usage of medical terminology relating to the normal functions and selected disorders of the human body</p>	<p><u>Approach:</u> Evaluate students knowledge of medical terms <u>Activity:</u> Word building, clinical application activities 25 point case study <u>Assessment method:</u> Exams on body systems Correct usage and spelling of medical terms in case study <u>Criteria:</u> 80% of student will achieve a score of 780 on exam and 700 on case study</p>	<p>Of the seven students in scored above 80% on the exams of the seven students who submitted a case study all scored above 80</p>	

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Lassen Community College Student Learning Outcomes Assessment Plan

Instructor: *Kincaid/Hafen*
 Department: *Health Care*
 Course: *EWT-60*
 Term: *SPRING 2009*

Expected Student Learning Outcomes	Approach, Major Assignment, Assessment Method & Criteria	Initial Assessment Results	Steps taken as result of initial Assessment
<p>The Student will be prepared to begin functioning as an Entry level EWT-1 After passing the Assessment Registry</p>	<p>Student will read assignments at home as per schedule prior to attending class. Weekly quizzes will assess appropriate learning curve. Hands on lab assignments & mock scenarios will assess learning.</p>	<p>17 of 17 students passed final exam with 80% or greater scores as required as of 7/28/09. 6/15 eligible students have taken the National Registry exam (5 passed on 1st attempt) and are now certified as entry level EWT-1s</p>	<p>No action necessary at this time.</p>

Lassen Community College Student Learning Outcomes Assessment Plan

Department: Health Occupations Course: HO 120 CPR Instructor: Aschenbach Term: Spring 2009

Institutional Student Learning Outcome	Program Student Learning Outcome (General Education)	Expected Student Learning Outcomes	Approach, Major Assignment, Assessment Method & Criteria	Term of First Assessment	Assessment Results	Steps taken as result of initial assessment
1. Analytical Skills – ability to think critically and apply logic to solving problems	2. Demonstrate critical thinking skills by applying logic to the solution of a variety of problems.	Demonstrate the ability to assess a breathing or cardiac emergency in adults, children and infants and administer early response care based on standards and procedures established by American Red Cross.	<p>Approach: Evaluate students on performance of skills as well as decision-making ability in a simulated emergency situation.</p> <p>Activity: Challenge each student to a simulated emergency scenario. They must respond appropriately, explain decisions being made and correctly perform the skills applicable to the scenario.</p> <p>Criteria: 90% of students will respond quickly, correctly assess the emergency situation presented and make and explain their correct decisions without any instructor assistance. Less than 50% of students will respond quickly, correctly assess the emergency situation presented and make and explain their correct decisions with less than moderate instructor assistance. Less than 20% of students will be deficient in some area, whether response, assessment, or decision making, and will require some assistance or correction from the instructor.</p>	Previous assessments done in Spring and Fall 2007, Spring and Fall 2008	92% (11 of 12) students responded appropriately without instructor assistance. One student needed minor prompts from the instructor but performed the skills at a passing level.	Continue to reinforce processes, allow for practice, create simulated situations for practice, and provide decreasing levels of prompts throughout the class period so that students are confident of their abilities in a final simulated scenario.

Lassen Community College Student Learning Outcomes Assessment Plan

Department: Health Occupations Course: HO 120 CPR Instructor: Aschenbach Term: Spring 2009

Institutional Student Learning Outcome	Program Student Learning Outcome (General Education)	Expected Student Learning Outcomes	Approach, Major Assignment, Assessment Method & Criteria	Term of First Assessment	Assessment Results	Steps taken as result of initial assessment
1. Analytical Skills – ability to think critically and apply logic to solving problems	2. Demonstrate critical thinking skills by applying logic to the solution of a variety of problems.	Demonstrate the ability to assess a breathing or cardiac emergency in adults, children and infants and administer early response care based on standards and procedures established by American Red Cross.	<p>Approach: Evaluate students on performance of skills as well as decision-making ability in a simulated emergency situation.</p> <p>Activity: Challenge each student to a simulated emergency scenario. They must respond appropriately, explain decisions being made and correctly perform the skills applicable to the scenario.</p> <p>Criteria: 90% of students will respond quickly, correctly assess the emergency situation presented and make and explain their correct decisions without any instructor assistance. Less than 50% of students will respond quickly, correctly assess the emergency situation presented and make and explain their correct decisions with less than moderate instructor assistance. Less than 20% of students will be deficient in some area, whether response, assessment, or decision making, and will require some assistance or correction from the instructor.</p>	Previous assessments done in Spring and Fall 2007, Spring and Fall 2008	92% (11 of 12) students responded appropriately without instructor assistance. One student needed minor prompts from the instructor but performed the skills at a passing level.	Continue to reinforce processes, allow for practice, create simulated situations for practice, and provide decreasing levels of prompts throughout the class period so that students are confident of their abilities in a final simulated scenario.

SP09

Department: Nursing

Course: HO 54—Basic Structure and Function of the Human Body

Instructor: Morna Walters, RN, MSN

Lassen Community College Student Outcomes Assessment Plan

<u>Expected Student Learning Outcomes</u>	<u>Approach, Major Assignment, Assessment Method & Criteria</u>	<u>Term of First Assessment</u>	<u>Initial Assessment Results</u>	<u>Steps taken as Result of initial Assessment</u>
<p>1. Given an assignment to write an in-depth report on one aspect of the human body as it relates to this course, the student will demonstrate an ability to narrow a topic down to a specific topic that can be addressed in a paper 5-7 pages long. The student will demonstrate the appropriate and competent writing, which includes a thesis statement, supporting assertions, maintain unity of thought and purpose, follows a structure of introduction, body, and conclusion, displaying knowledge and use of documentation (MLA style) and is technically correct in grammar, spelling, and word use. The student will demonstrate the ability to gather information regarding his/her subject choice from multiple sources—including published and online sources—5-10 resources.</p>	<p>All students enrolled in HO 54 will be evaluated on SLO #1 as follows: <u>Activity:</u> Written research paper on approved subject of student' choice. <u>Assessment Method:</u> 125 point Analytic Rubric. <u>Criteria:</u> 70% will achieve a score of >90.</p>	<p>Spring 2009</p>	<p>Of the 13 students who submitted reports 8 received score of 90 or more. 70% of 13 would be 9.1.</p>	<p>Next term, I will emphasize definition of plagiarism, require for a preliminary draft 2 weeks before due date.</p>
<p>2. After reading the text assignments, other reading assignments, and class discussions, when a description of a person with specific system dysfunctions is presented, the student will describe the causes for the dysfunction, including body systems involved, the physiological reasons for the dysfunction based on the student's knowledge of human body structure and function, the physiological reasons for various human body dysfunctions based on knowledge of the human body and structure. This may be done orally or in writing.</p>	<p>All students enrolled in HO 54 will be evaluated on SLO #2 as follows: <u>Activity:</u> On each quiz and on the final exam specific situations will be given for explanation of causes. (Critical Thinking) <u>Assessment Method:</u> 10 point Analytic Rubric. <u>Criteria:</u> 70% will achieve a score of >5.</p>	<p>Spring 2009</p>	<p>Of the 10 students who completed the course 9 achieved scores of 5 or better. Only 2 consistently scored >8 points.</p>	<p>Next term, I will ask for more discussions of how the body's structure effects and leads to various dysfunctions.</p>

Lassen Community College Student Learning Outcomes Assessment Plan

Department: Vocational Nursing

Course: VN 50 Pharmacology

Instructor: Liona Baker

Expected Student Learning Outcomes	Approach, Major Assignment, Assessment Method & Criteria	Term of First Assessment	Initial Assessment Results	Steps taken as result of initial Assessment
<p>1. Verbalize understanding of pharmacological principles as they pertain to different classifications of medication used in the clinical setting.</p>	<p>Approach: Students will write med cards for all meds to be given during the pharmacology practicum. Students will answer questions from the instructor about the drug correctly before administering the medication. Activity: The instructor will evaluate the students using an analytic rubric. Criteria The students will complete the assignment with 75% accuracy.</p>	<p>Spring 2009</p>	<p>100% of the students completed the medication practicum on the first attempt and were prepared with med cards and were familiar with the medications given.</p>	<p>Staff failed to develop the analytic rubric at this time and will strive to develop one for the next class.</p>
<p>2. Apply theoretical principles of nursing care to clients in the clinical setting.</p>	<p>Approach: Students will administer medications in the fundamentals lab. Activity: The instructor will evaluate each student using the Medication Administration checklist. Criteria: 90 % of the students will perform the skill with 100%/accuracy on the first attempt.</p>	<p>Spring 2009</p>	<p>100% of the students completed the medication practicum on the first attempt.</p>	<p>Although, the medication administration checklist was helpful staff are considering developing an analytic rubric for this skill to more accurate evaluation of student learning.</p>

Lassen Community College Student Learning Outcomes Assessment Plan

Department: Vocational Nursing
 Instructor: Baker, Chandler, Nobles & Courtemanche

Course: VN 52 Clinical Lab I

Term: Spring 2009

<p>Expected Student Learning Outcomes</p>	<p>Approach, Major Assignment, Assessment Method & Criteria</p>	<p>Initial Assessment Results</p>	<p>Steps taken as result of initial Assessment</p>
<p>1. Demonstrate safe and appropriate nursing skills consistent with beginning level nursing.</p>	<p>Approach: Each student will provide care to at least one patient weekly in the hospital setting. Activity: The instructor will evaluate each student weekly. Incidents that jeopardize patient safety will be documented and reported to the Vocational Nursing Director. Criteria: Fewer than 10% of the students will have documented unsafe behaviors.</p>	<p>No documented instances of unsafe behaviors.</p>	<p>No changes needed at this time.</p>
<p>2. Demonstrate the ability to prioritize nursing care of clients consistent with beginning level nursing.</p>	<p>Approach: Each student will provide care to at least one patient weekly in the hospital setting. Activity: The instructor will evaluate each student weekly on there ability to prioritize nursing care on the nursing care plan. Failure to prioritize correctly will be documented on the weekly assessment form. Criteria: 75% of the students will demonstrate the ability to prioritize care.</p>	<p>Students average 2.17 out of 3 (72%) on the planning criteria of the VN 52 Clinical Lab Nursing Fundamentals rubric. All of the students who failed Nursing Fundamentals scored lower than 75%.</p>	<p>Instructors will focus more on prioritization in the class room and clinical area.</p>

Lassen Community College Student Learning Outcomes Assessment Plan

Department: Vocational Nursing
 Instructor: Liona Baker

Course: VN 52 Nursing Fundamentals

Term: Spring 2009

Expected Student Learning Outcomes	Approach, Major Assignment, Assessment Method & Criteria	Initial Assessment Results	Steps taken as result of initial Assessment
1. Apply theoretical principles of nursing care to clients in the clinical setting.	Approach: Each student will provide care to at least one patient weekly in the hospital setting. Activity: The instructor will evaluate the each student weekly using the analytic rubric. Criteria: 100% of the students will achieve a score of 12 or higher.	94% of the students scored a score of 12 or higher. However, out of the 4 students who failed this class the average score was 11.75.	Instructors will continue to use this tool to evaluate student learning.
2. Verbalize understanding of fundamental principles of nursing care and how they apply to the care of the client.	Approach: Each student will provide care to at least one patient weekly in the hospital setting. Activity: The instructor will evaluate each student weekly using the analytic rubric. Criteria: 100% of the students will achieve a score of 12 or higher.	94% of the students scored a score of 12 or higher. However, out of the 4 students who failed this class the average score was 11.75.	Instructors will continue to use this tool to evaluate student learning.

Lassen Community College Student Learning Outcomes Assessment Plan

Department: Health Occupations Course: HO 120 CPR Instructor: Aschenbach Term: Summer 2009

Institutional Student Learning Outcome	Program Student Learning Outcome (General Education)	Expected Student Learning Outcomes	Approach, Major Assignment, Assessment Method & Criteria	Term of First Assessment	Assessment Results	Steps taken as result of initial Assessment
<p>1. Analytical Skills – ability to think critically and apply logic to solving problems</p>	<p>2. Demonstrate critical thinking skills by applying logic to the solution of a variety of problems.</p>	<p>Demonstrate the ability to assess a breathing or cardiac emergency in adults, children and infants and administer early response care based on standards and procedures established by American Red Cross.</p>	<p>Approach: Evaluate students on performance of skills as well as decision-making ability in a simulated emergency situation. Activity: Challenge each student to a simulated emergency scenario. They must respond appropriately, explain decisions being made and correctly perform the skills applicable to the scenario. Criteria: 90% of students will respond quickly, correctly assess the emergency situation presented and make and explain their correct decisions without any instructor assistance. Less than 50% of students will respond quickly, correctly assess the emergency situation presented and make and explain their correct decisions with less than moderate instructor assistance. Less than 20% of students will be deficient in some area, whether response, assessment, or decision making, and will require some assistance or correction from the instructor.</p>	<p>Previous assessments done in Spring and Fall 2007, Spring and Fall 2008, and Spring 2009.</p>	<p>100% (8 of 8) students responded appropriately without instructor assistance. One student needed minor prompts from the instructor but performed the skills at a passing level.</p>	<p>Continue to reinforce processes, allow for practice, create simulated situations for practice, and provide decreasing levels of prompts throughout the class period so that students are confident of their abilities in a final simulated scenario.</p>

Lassen Community College Student Learning Outcomes Assessment Plan

Department: Vocational Nursing
 Instructor: Baker, Chandler, Walters & Courtemanche
 Course: VN 54 Clinical lab II
 Term: Summer 2009

Expected Student Learning Outcomes	Approach, Major Assignment, Assessment Method & Criteria	Initial Assessment Results	Steps taken as result of initial Assessment
<p>1. Demonstrate safe and appropriate nursing skills consistent with beginning level nursing.</p>	<p>Approach: Each student will provide care to at least one patient weekly in the hospital setting. Activity: The instructor will evaluate each student weekly. Incidents that jeopardize patient safety will be documented and reported to the Vocational Nursing Director.</p>	<p>12% (2 students out of 17) had documented unsafe behaviors that were reported to the director.</p>	<p>One of the students involved was a returning student who had previously failed the program. Instructors will spend more time with this student in the clinical setting and observe for unsafe behaviors in third semester.</p>
<p>2. Demonstrate the ability to prioritize nursing care of clients consistent with beginning level nursing.</p>	<p>Approach: Each student will provide care to at least one patient weekly in the hospital setting. Activity: The instructor will evaluate each student weekly on their ability to prioritize nursing care on the nursing care plan. Failure to prioritize correctly will be documented on the weekly assessment form. Criteria: 75% of the students will demonstrate the ability to prioritize care.</p>	<p>Students average 2.4 out of 3 (80%) on the planning criteria of the VN 53 Adult Nursing II rubric.</p>	<p>Instructors feel that this score is not an accurate evaluation of the students' ability to prioritize and will develop more specific criteria for evaluating this student learning outcome.</p>

Lassen Community College Student Learning Outcomes Assessment Plan

Department: Vocational Nursing

Course: VN 54 Clinical lab II

Term: Summer 2009

Instructor: Baker, Chandler, Walters & Courtemarche

Expected Student Learning Outcomes	Approach, Major Assignment, Assessment Method & Criteria	Initial Assessment Results	Steps taken as result of Initial Assessment
<p>1. Demonstrate safe and appropriate nursing skills consistent with beginning level nursing.</p>	<p>Approach: Each student will provide care to at least one patient weekly in the hospital setting.</p> <p>Activity: The instructor will evaluate each student weekly. Incidents that jeopardize patient safety will be documented and reported to the Vocational Nursing Director.</p> <p>Criteria: Fewer than 10% of the students will have documented unsafe behaviors.</p>	<p>12% (2 students out of 17) had documented unsafe behaviors that were reported to the director.</p>	<p>One of the students involved was a returning student who had previously failed the program. Instructors will spend more time with this student in the clinical setting and observe for unsafe behaviors in third semester.</p>
<p>2. Demonstrate the ability to prioritize nursing care of clients consistent with beginning level nursing.</p>	<p>Approach: Each student will provide care to at least one patient weekly in the hospital setting.</p> <p>Activity: The instructor will evaluate each student weekly on their ability to prioritize nursing care on the nursing care plan. Failure to prioritize correctly will be documented on the weekly assessment form.</p> <p>Criteria: 75% of the students will demonstrate the ability to prioritize care.</p>	<p>Students average 2.4 out of 3 (80%) on the planning criteria of the VN 53 Adult Nursing II rubric.</p>	<p>Instructors feel that this score is not an accurate evaluation of the students' ability to prioritize and will develop more specific criteria for evaluating this student learning outcome.</p>

Lassen Community College Student Learning Outcomes Assessment Plan

Instructor: Debbie Kincaid
Department: Health Occupations
Course: EMT 61 (EMT Refresher)
Term: FALL, 2010

Expected Student Learning Outcomes	Approach, Major Assignment, Assessment Method & Criteria	Initial Assessment Results	Steps taken as result of initial Assessment
<p>1. Upon successful course completion the student will be prepared to recertify within the Nor-Cal EMS region. For the student who wishes to maintain certification with the National Registry of Emergency Medical Technicians (NREMT), 32 hours of acceptable Continuing Education credits will be provided towards recertification with the NREMT.</p> <p>2. The student will successfully complete the Skills exam required by both Nor-Cal EMS and by the National Registry of Emergency Medical Technicians. (NREMT)</p>	<p>Utilizing the required text book, a rapid overview of the EMT course will be completed.</p> <p>Time is allotted during each class session for skills practice utilizing simulated scenarios.</p>		

Department: Nursing

Course: HO 54—Basic Structure and Function of the Human Body

Instructor: Monna Walters, RN, MSN

Lassen Community College Student Outcomes Assessment Plan

February 10

<u>Expected Student Learning Outcomes</u>	<u>Approach, Major Assignment, Assessment Method & Criteria</u>	<u>Assessment Results</u>	<u>Steps taken as Result of Assessment</u>
<p>1. Given an assignment to write an in-depth report on one aspect of the human body as it relates to this course, the student will demonstrate an ability to narrow a topic down to a specific topic that can be addressed in a paper 5-7 pages long. The student will demonstrate the appropriate and competent writing, which includes a thesis statement, supporting assertions, maintain unity of thought and purpose, follows a structure of introduction, body, and conclusion, displaying knowledge and use of documentation (MLA style) and is technically correct in grammar, spelling, and word use. The student will demonstrate the ability to gather information regarding his/her subject choice from multiple sources—including published and online sources—5-10 resources.</p>	<p>All students enrolled in HO 54 will be evaluated on SLO #1 as follows: <u>Activity:</u> Written research paper on approved subject of student' choice. <u>Assessment Method:</u> 125 point Analytic Rubric. <u>Criteria:</u> 70% will achieve a score of >90.</p>	<p>68%</p>	<ol style="list-style-type: none"> 1. Planned workshop to teach how to avoid plagiarism, proofread, cite sources, organize, and punctuate a research paper. 2. Provide resources for checking for plagiarism. 3. Hand out examples of typical student research papers.
<p>2. After reading the text assignments, other reading assignments, and class discussions, when a description of a person with specific system dysfunctions is presented, the student will describe the causes for the dysfunction, including body systems involved, the physiological reasons for the dysfunction based on the student's knowledge of human body structure and function, the physiological reasons for various human body dysfunctions based on knowledge of the human body and structure. This may be done orally or in writing.</p>	<p>All students enrolled in HO 54 will be evaluated on SLO #2 as follows: <u>Activity:</u> On each quiz and on the final exam specific situations will be given for explanation of causes. (Critical Thinking) <u>Assessment Method:</u> 10 point Analytic Rubric. <u>Criteria:</u> 70% will achieve a score of >5.</p>	<p>75%</p>	<ol style="list-style-type: none"> 1. Provide more opportunities during class discussion to practice critical thinking skills.

Lassen Community College Student Learning Outcomes Assessment Plan

Department: Health Occupations Course: HO 120 CPR Instructor: Aschenbach Term: Fall 2010

Institutional Student Learning Outcome	Program Student Learning Outcome (General Education)	Expected Student Learning Outcomes	Approach, Major Assignment, Assessment Method & Criteria	Term of First Assessment	Assessment Results	Steps taken as result of initial assessment
1. Analytical Skills – ability to think critically and apply logic to solving problems	2. Demonstrate critical thinking skills by applying logic to the solution of a variety of problems.	Demonstrate the ability to assess a breathing or cardiac emergency in adults, children and infants and administer early response care based on standards and procedures established by American Red Cross.	<p>Approach: Evaluate students on performance of skills as well as decision-making ability in a simulated emergency situation.</p> <p>Activity: Challenge each student to a simulated emergency scenario. They must respond appropriately, explain decisions being made and correctly perform the skills applicable to the scenario.</p> <p>Criteria: 90% of students will respond quickly, correctly assess the emergency situation presented and make and explain their correct decisions without any instructor assistance. Less than 50% of students will respond quickly, correctly assess the emergency situation presented and make and explain their correct decisions with less than moderate instructor assistance. Less than 20% of students will be deficient in some area, whether response, assessment, or decision making, and will require some assistance or correction from the instructor.</p>	<p>Previous assessments done in Spring and Fall 2007; Spring and Fall 2008; Summer and Fall 2009; and Spring and Summer 2010</p>	<p>91% (10 of 11) students responded quickly and correctly without instructor assistance</p> <p>1 student needed minimal prompting from the instructor</p>	<p>Continue to provide repetition and practice with decision making prior to final assessment</p>

Lassen Community College Student Learning Outcomes Assessment Plan

Instructor: Debbie Kincaid
Department: Health Occupations
Course: EMT 61 (EMT Refresher)
Term: FALL, 2010

Expected Student Learning Outcomes	Approach, Major Assignment, Assessment Method & Criteria	Initial Assessment Results	Steps taken as result of initial Assessment
<p>1. Upon successful course completion the student will be prepared to recertify within the Nor-Cal EMS region. For the student who wishes to maintain certification with the National Registry of Emergency Medical Technicians (NREMT), 32 hours of acceptable Continuing Education credits will be provided towards recertification with the NREMT.</p> <p>2. The student will successfully complete the Skills exam required by both Nor-Cal EMS and by the National Registry of Emergency Medical Technician's. (NREMT)</p>	<p>Utilizing the required text book, a rapid overview of the EMT course will be completed.</p> <p>Time is allotted during each class session for skills practice utilizing simulated scenarios.</p>	<p>All students enrolled in this class successfully completed the 32 hours, and received the "Course Completion Certificate" required for recertification as an EMT-1 with their Local E.M.S Authority (LEMSA).</p> <p>All students enrolled in this class showed the required proficiency in the basic skills sets required by both Nor-Cal EMS and the National Registry of Emergency Medical Technician's (NREMT) for re-certification as an EMT-1</p>	<p>None</p>

Lassen Community College Student Learning Outcomes Assessment Plan

Instructor: Thomas Jeffries

Department: Vocational Nursing

Course: VN 58 Pediatric Nursing

Term: FALL 2010

Expected Student Learning Outcomes	Approach, Major Assignment, Assessment Method & Criteria	Initial Assessment Results	Steps taken as result of initial Assessment
<p>1. Apply theoretical learning of pediatric growth and development along with health and wellness to the pediatric population in the clinical setting.</p> <p>2. Verbalize the importance of utilizing cultural considerations when working with children and parents in the clinical setting.</p> <p>3. Demonstrate the appropriate skills to care for pediatric patients in the clinical setting.</p>	<p>1. Lecture on the growth, development, and health aspects of the pediatric patient, with direct contact and objective observation of pediatric clients. Students were given in class exams on the theoretical lecture, with a minimum passing grade of 75%, and were required to write a paper on their experiences observing and interacting with pediatric clients.</p> <p>2. Students were interviewed by the instructor (informally in the clinical setting) to ascertain their knowledge and ability to work with patients and family members with different cultural backgrounds than their own.</p> <p>3. Students were required to demonstrate appropriate skills after instruction</p>	<p>1. All students were given the theory examinations (5 in all) and most students were able to score high enough on the exams to pass the course with the required 75% average.</p> <p>2. Most students were able to verbalize the different concerns and methods of working with patients and families of multiple ethnic backgrounds</p> <p>3. All students were evaluated by the instructor on a one to one basis, with most students demonstrating a basic knowledge of clinical skills for working with a pediatric client</p>	<p>1. Students who were in jeopardy of not scoring enough points to meet the 75% standard were given individual counseling by the instructor outlining areas of concern and expectations for continuing in the program.</p> <p>2. Students who were unsure of the different cultural considerations needed to successfully ensure the health of the pediatric patient and their family were given one on one instruction by the instructor until a satisfactory level of knowledge was shown</p> <p>3. Students who did not have an adequate knowledge of the skills needed to work with pediatric clients were given one on one instruction by the instructor until the skill level required was reached</p>

Appendix F

Vocational Nursing Instructional Program Review: Status of Curriculum Review

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Vocational Nursing Instructional Program Review

Course	Curriculum Committee Review Completed	Curriculum Committee Review <u>Not</u> Completed
EMT 60 Emergency Medical Technician-B (Basic)	04/27/2010	
EMT 61 Emergency Medical Technician –B (Basic Refresher)	04/27/2010	
HO 3 Medical Terminology	04/27/2010	
HO 39 Advanced First Aid	Inactivated 01/22/2009	
HO 40 Nursing Assessment	04/27/2010	
HO 46 IV Therapy and Blood Withdrawal (Phlebotomy)	04/27/2010	
HO 54 Basic Structure and Function of the Human Body	04/27/2010	
HO 64 NCLEX Review	04/27/2010	
HO 80AGeriatric (Long-Term Care) Nurse Assistant	04/27/2010	
HO 120 Cardiopulmonary Resuscitation (CPR)	04/27/2010	
HO 152 Standard First Aid	04/27/2010	
VN 50 Pharmacology	04/27/2010	
VN 51 Nursing Fundamentals	04/27/2010	
VN 52 Clinical Lab I	04/27/2010	
VN 53 Adult Nursing Theory II	04/27/2010	
VN 54 Clinical Lab II	04/27/2010	
VN 55 Adult Nursing Theory III	04/27/2010	
VN 56 Clinical Lab III	04/27/2010	
VN 57 Maternity Nursing	04/27/2010	
VN 58 Pediatric Nursing	04/27/2010	
AS Vocational Nursing	04/27/2010	Proposed change in Pre-reqs.
Certificate of Achievement -Vocational Nursing	04/27/2010	Proposed change in Pre-reqs.

Status of Curriculum Review August 10, 2011

Mr. Thomas Jeffries, Subject Area Faculty Signature Date

Ms. Monna Walters, Subject Area Faculty Signature Date

Ms. Susan G. Mouck, Curriculum and Academic Standards Committee Chair Signature Date

Dr. Kayleigh Carabajal, Vice President/Dean of Academic Services Signature Date

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Appendix G

Vocational Nursing 2-Year Plan

VOCATIONAL NURSING

Vocational Nursing Associate in Science Degree

Required Core Courses: 37 units

Total Units: 60 units

Course Number	Course Title	Spring	Summer	Fall
VN 50	Pharmacology	3		
VN 51	Fundamentals of Nursing	4		

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VN 52	Clinical Nursing 1	6		
VN 53	Adult Nursing 2		6	
VN 54	Clinical Nursing 2		6	
VN 55	Adult Nursing 3			2
VN 56	Clinical Nursing 3			6
VN 57	Maternity Nursing			2
VN 58	Pediatric Nursing			2
Total		13	12	12

Elective Courses: 5 Units

Recommendations –

HO 40 – Advanced Nursing Assessment – 2 Units

HO 46 – IV and Blood Withdrawal – 2 Units

General Education Requirements: 18 units (These are completed prior to entering into the above advising plan and may include prerequisite courses.) Consult with your academic counselor.

Revision 09.23.07

**Vocational Nursing
Certification of Achievement**

Required Core Courses: 37 units

Total Units: 54

units

Course Number	Course Title	Spring	Summer	Fall
VN 50	Pharmacology	3		
VN 51	Fundamentals of Nursing	4		
VN 52	Clinical Nursing 1	6		
VN 53	Adult Nursing 2		6	
VN 54	Clinical Nursing 2		6	
VN 55	Adult Nursing 3			2
VN 56	Clinical Nursing 3			6
VN 57	Maternity Nursing			2
VN 58	Pediatric Nursing			2

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Total		13	12	12
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Required Prerequisite Courses: 12 Units

Recommended Study Plan for Prerequisite Course Requirement

Course Number	Course Title	Spring	Summer	Fall
HLTH 25	Understanding Nutrition			3
PSY 1	Introduction to Psychology	3		
PSY 18	Life Span Psychology			3
BIO 25	Anatomy & Physiology I			4
BIO 26	Anatomy & Physiology II	4		
HO 3	Medical Terminology			3
HO 80A	Nursing Assistant	6		
MATH 53	Math for Nurses			2
Semester Total		13		15
Total for prerequisites				28

HO 3 and MATH 53 requirements may be met by challenging the course and passing the final exam.

If the is already a Certified Nursing Assistant or has taken the course in another institution or facility within the past 5 years, HO 80A requirement is met. Medical Assistant training may **not** be used in lieu of the CNA requirement.

Appendix H

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Vocational Nursing Scheduling Data

Classes Scheduled the Past Two Years
SPRING 2009

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00 AM	HO 46 (8:00 AM-1:50PM, 3:00 PM-5:50 PM)	HO 51 (8:00 AM-11:50 AM)	VN 50 (8:30 AM-12:05 PM)	VN 52 (school lab) (8:00 AM-11:00 AM, 12:00 PM-4:00 PM)	VN 52 (times varied with facility)	VN 52 (times varied with facility)	HO 64 (8:00 AM-11:50 PM, 1:00 PM-5:20 PM)
9:00 AM							
10:00 AM							
11:00 AM							
12:00 PM							
1:00 PM							
2:00 PM				HO 3 (2:00 PM-4:50 PM)			
3:00 PM							

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4:00 PM							
5:00 PM							
6:00 PM		HO 54 (6:00 PM-8:50 PM)					

SUMMER 2009

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00 AM			VN 53 (8:00 AM-11:50 AM, 1:00 PM-3:15 PM)	VN 54 (times varied with facility)	VN 54 (times varied with facility)	VN 54 (times varied with facility)	
9:00 AM							

FALL 2009

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00 AM			VN 55 (8:00 AM-10:15 AM))	VN 56 (times varied with facility)	VN 56 (times varied with facility)	VN 56 (times varied with facility)	
9:00 AM							
10:00 AM		VN 58 (10:00AM-12:25 PM)	VN 57 (10:45 AM-1:00 PM)				
11:00 AM							
12:00 PM							
1:00 PM					HO 3 (1:00 PM-3:50 PM)		
2:00 PM							
3:00							

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PM							
4:00 PM							
5:00 PM							
6:00 PM		HO 54 (6:00 PM- 8:50 PM)					

SPRING 2010

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00 AM	HO 46 (8:00 AM- 4:50PM,)	HO 51 (8:00 AM- 12:10 PM)	VN 50 (8:30 AM- 12:00 PM)	VN 52 (school lab) (8:00 AM- 11:00 AM, 12:00 PM- 4:00 PM)	VN 52 (times varied with facility)	VN 52 (times varied with facility)	HO 64 (8:00 AM- 11:50 PM, 1:00 PM- 5:20 PM)
9:00 AM							
10:00 AM							
11:00 AM							
12:00 PM							
1:00 PM							
2:00 PM							
3:00 PM							
4:00 PM							
5:00 PM							

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6:00 PM		HO 54 (6:00 PM-8:50 PM)					
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SUMMER 2010

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00 AM			VN 53 (8:00 AM- 11:50 AM, 1:00 PM-3:15 PM)	VN 54 (times varied with facility)	VN 54 (times varied with facility)	VN 54 (times varied with facility)	
9:00 AM							
10:00 AM							
11:00 AM							

FALL 2010

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00 AM	HO 46 (8:00 AM- 12:00 PM, 12:30 PM-5:50 PM)		VN 55 (8:00 AM- 10:15 AM))	VN 56 (times varied with facility)	VN 56 (times varied with facility)	VN 56 (times varied with facility)	
9:00 AM							
10:00 AM		VN 58 (11:00AM- 1:20 PM)	VN 57 (11:00 AM-1:20 PM)				
11:00 AM	HO 80A (11:00 AM- 5:45PM)			HO 80A (8:00 AM- 5:00PM)			
12:00 PM							

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1:00 PM							
2:00 PM							
3:00 PM							
4:00 PM							
5:00 PM							
6:00 PM		HO 54 (6:00 PM-8:50 PM)					

SPRING 2011

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00 AM	HO 46 (8:00 AM-11:50 AM, 12:40 PM-5:30 PM, 2/27/11-3/20/11) HO 64 (8:00-11:50 AM, 1:00 PM-5:20 PM, 1/23/11-	HO 50 (8:00 AM-11:55 AM)	VN 51 (8:00 AM-1:20 PM)	VN 52 (school lab) (8:00 AM-11:00 AM, 12:00 PM-4:00 PM)	VN 52 (times varied with facility) HO 80A (7:30 AM-10:50 AM, 3:00 PM-5:50 PM)	VN 52 (times varied with facility) HO 80 A (8:00 AM-4:30 PM)	

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	2/13/11)						
9:00 AM							
10:00 AM							
11:00 AM							
12:00 PM							
1:00 PM							
2:00 PM							
3:00 PM							
4:00 PM							
5:00 PM							
6:00 PM		HO 54 (6:00 PM-8:50 PM)					

SUMMER 2011

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00 AM		VN 53 (8:30 AM-11:20 AM)	VN 53 (8:30 AM-11:20 AM)	VN 54 (times varied with facility)	VN 54 (times varied with facility)	VN 54 (times varied with facility)	

FALL 2011

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00 AM	HO 46 (8:00 AM-12:00 PM, 12:30 PM-5:50 PM)	VN 55 (8:00 AM-10:35 AM)	VN 57 (8:00 AM-10:20 AM)	VN 56 (times varied with facility)	VN 56 (times varied with facility)	VN 56 (times varied with facility)	

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	PM)						
9:00 AM							
10:00 AM							
11:00 AM	HO 80A (11:00 AM- 5:45PM)	VN 58 (11:30AM- 2:05 PM)		HO 80A (8:00 AM-5:00PM)			
12:00 PM							
1:00 PM			HO 3 (1:00 PM-3:50 PM)				
2:00 PM							
3:00 PM							
4:00 PM							
5:00 PM							

Appendix I

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Vocational Nursing Instructional Program Review Student Evaluation Summaries

13 Surveys

LASSEN COMMUNITY COLLEGE
INSTRUCTIONAL PROGRAM REVIEW – SUMMARY OF STUDENT EVALUATION

Name of Program: Vocational Nursing Program

Date Survey Completed: 12/14/2009 Current Course: Vocational Nursing Program

Tell Us About Yourself:

1. Educational Goal: What is your educational objective at Lassen Community College.
(Check all that apply).

General Education:	Degrees/Certificates:	General Interest:
0 Transfer to 4-year Job Requirement Institution Continuing Education	3 AA/AS 10 Certificate of Achievement	0
0 IGETC Development	0 Certificate of Accomplishment	0 Personal
0 CSU Certification		
0 Transfer to another community college	Title of degree or certificate:	

2. Your Need for this Course: Why are you taking this course?

13 Core Requirement for degree or certificate	0	Job Requirement
0 Elective for degree or certificate	0	Continuing Education
2 General Education course for degree or transfer	0	Personal Development

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- Other: Please Specify _____
3. Type of Course – Lecture Only
4. Does the course content reasonably compare with the catalog/schedule description?
 13 yes 0 no
5. Did the catalog clearly explain the order in which the courses in this program should be taken?
 13 yes 0 no
6. Was any cost for this course/program, beyond registration and books clearly identified in the catalog?
 0 yes 13 no
7. Did the course require a textbook?
 13 yes 0 no
 If yes, was the textbook(s) for this course adequately used?
 13 yes 0 no
8. Was a syllabus for the course provided at the beginning of the course?
 13 yes 0 no
 If yes, did the syllabus clearly identify the student learning outcomes for this course?
 10 yes 3 no

Scheduling:

9. Did the scheduling of this course meet your needs?
 13 current schedule met my needs
 0 needed morning offering
 0 needed afternoon offering
 0 needed evening offering
 0 needed summer offering
 0 needed week-end offering
 needed short-term (less than semester) offering
10. The scheduling of this course:
 13 resulted in no scheduling conflicts
 0 conflicted with other core (required) courses in the program
 0 conflicted with elective courses in the program
 0 conflicted with general education courses

Facilities/Equipment:

11. Do the on-campus facilities for this course/program adequately meet your needs?
 4 I was provided with reasonable access to the facilities
 0 The facilities were unavailable at times that I could use the facility.
- 0 The temperature of the facilities was comfortable.
 8 The temperature of the facilities was frequently too hot.
 5 The temperature of the facilities was frequently too cold.
- 10 The lighting in the facilities was adequate
 0 The lighting in the facilities was too bright

- 3 The lighting in the facilities was too dark
- 7 The chairs/tables/desks were adequate
- 6 The chairs/tables/desks were inadequate

12. Did the course/program provide the necessary equipment?

- 10 Sufficient equipment for the number of students
NA
- 7 Sufficient time on equipment was allowed for each student
NA
- 2 Equipment was current up-to-date
NA
- 3 Equipment was generally in good operating condition
NA

13. Describe how this course/program could be improved to better meet the needs of the students

at Lassen Community College.

1. By have more up to date equipment: lab equipment, videos, computer programs
2. Have a building where moderate temperature can be maintained—not 60 degrees in the winter and 100 degrees in the summer.
3. Have equipment similar to what is found in the clinical settings.

Appendix J

Vocational Nursing Professional Advisory Board Minutes

LASSEN COMMUNITY COLLEGE
VOCATIONAL NURSING
ADVISORY BOARD MEETING
Unapproved Minutes
August 29, 2011

MEMBERS PRESENT

Dr. Kayleigh Carabajal
Monna Walters
Steve Jones
Jane Low
Steve Hendrickson
Steve Tank
Sandy Beckwith
KC Mesloh
Linda Wagner
Debbie Phillips

Dean Of Academic Services
Director of Vocational Nursing LCC
CNE HDSP/CCC
DON CCC FNP
Administrator Country Villa Riverview
DON Country Villa Riverview
Lead Counselor LCC
Counseling Office LCC
CNO Seneca Healthcare
Banner Lassen

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Sophia Wages	Board Member
Joanna Zimmerman	Public Health
Ross Stevenson	Division Chair for Nursing
Caryn Nobles	ISS Nursing LCC
Katia Weatherford	Student Representative for Nursing Class
Deanna Bustamante	Northeastern Rural Health
Sarah Lamar	Northeastern Rural Health
Tom Jeffries	Nursing Instructor
Norman Franklin	Workforce Development of CA

Dr. Kayleigh Carabajal asked that everyone introduce themselves and the institution they were representing. She then introduced herself as the Dean of Academic Services, and said that today she wanted to put to rest some of the rumors that have been circulating. She asked if everyone had looked over the agenda. She wanted to discuss the proposed changes to the curriculum and pre-requisites to the nursing program, she asked Monna to discuss some of the changes.

Curriculum Change Proposals:

Monna explained that we would like to change HO 54 (Structure & Function) to BIO 25-26 (Human Anatomy and Physiology I and II). We need to change the pre-requisite now for the next class. Those students that have taken HO 54 will be grandfathered in for the next program. She said that some of the students that take HO 54 do well but others don't and the instructors have to take class time to explain the anatomy and physiology. She suggested that HO3 (Medical Terminology) be added as a pre-requisite, some of the other colleges require HO3 to get into their nursing programs. The other curriculum change would be to VN 50 – Pharmacology. This is where we lose students because they don't have the foundation for math and the instructor has to take extra time to teach remedial math and doesn't have enough time for medications. She suggested adding two units on to Pharmacology making it a 5 unit class, the extra 2 units for math to teach them fractions and decimals.

Sandy Beckwith: "When would these changes take place?"

Monna: "We recommend the changes take place in the next class."

Kayleigh: "The math part, making that a pre-requisite?"

Monna: "Not a pre-requisite just added into the class."

Sarah Lamar: "Pharmacology is not a pre-requisite? Is there a test during the applications?"

Monna: Some schools have a pre-requisite math test but not the Vocational Nursing Programs, RN's do.

Kayleigh: “Are there any other questions”? All this has to be approved by the curriculum committee.

Jane Low: “Are BIO 25-26 transferable? What about HO 54?”

Monna: “Yes BIO is but HO 54 is not.”

Kayleigh: The key to changing to BIO 25-26, is that these classes are pre-requisites for RN programs. BIO classes are bursting at the seams.

Ross Stevenson: Asked about Pharmacology class how do 5 units compare to what other schools are offering?

Monna: “It would be 2 units more.”

Kaleigh: “I attended the Northern Consortium and Pharmacology is an issue across the state. Other colleges are considering this; every director said that Pharmacology is an issue”.

Ross: “Shouldn’t the pre-requisites be changed to Math 51?”

Monna: The math need for nursing is very specific; it’s not algebra, its advanced basic math.

Kayleigh: “Do all support these proposals”? Everyone agreed.

Sarah Lamar: She told us that she was a recent graduate and that there was another portion of her application called the “T’s test”, and she suggested we use that.

Monna: It’s open enrollment for the VN program.

Update on Current Program Status:

Monna told us that the Nursing Student Handbook revisions were approved by the Board on September 9, 2011.

Kayleigh:

Current Students:

There are currently 15 students in the Nursing Program that will graduate on December 14, 2011.

Licensure Pass Rates:

In 2010 there were 16 students taking state boards with at 96% pass rate, in 2011 4 students took the state boards with a 100% pass rate. This is higher than the state and national rates.

Location (M Building Decommissioned)

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The portable M building where the nursing has been housed was supposed to be a temporary location, it has outlived its useful life. The nursing will be relocated, maybe off campus for a while. She asked for any suggestions of any facilities or sites where we could have lab areas for faculty and students.

Jane Low: “Are there requirements to be off campus”

Monna: “We are planning to take 30 students again”.

Kayleigh: There is certain real estate requirement per student; going back up to 30 students might be compliant with the state.

Office Moves:

The nursing staff is moving their offices to HU 213/214.

Staffing Level Change (ISS)

Caryn’s ISS (Instructional Support Specialist) hours have been increased to 20 hours per week.

New Equipment:

Monna told us that she found some equipment that we didn’t know we had. We have a new electronic Hoyer like the ones they use at clinical sites. We have started to order new equipment, three new IV arms for HO 46, and are pricing new hospital beds.

Kayleigh; “It is my intention to spend \$111,375 on new equipment when the program opens.”

Funding Request Approval (CTE):

We have some CTE monies for current year and will have funding for next year.

Next Steps

Seeking Grant Funding:

Kayleigh is currently getting all the data together to obtain funding for the nursing program.

Curricular Redesign:

The recommendations are; changing how the program is offered and marketing the program.

Addition of a CNA Program:

Monna said that none of our present staff meet the requirements to be the instructor of the CNA program, and that you have to be an RN with one year hands on experience. She has someone interested in the job that meets all the requirements and has lots of experience. The curriculum has been approved, and Country Villa has been approved for our clinical site. She handed out a draft job description for CNA program director.

Sandy: “How often.”

Monna: “Every term, fifteen students”.

Kayleigh: Everything has to go through the processes. We are planning diligently to enhance our program to meet Allied Health needs, adding a Certified Phlebotomy class, bridge to RN now, and looking for RN program in the future. Also adding a HA (Health Aid) class. The VN Program is not going away; we are just retooling it and enhancing the staffing.

Kayleigh asked for input from all present.

Steve Jones, High Desert State Prison: He said that they have 51 nursing positions and will have more full time in the future, going to have six more full time LVN’s. He said that he is confident what they need now they will need in the future and wants to keep the relationship with the college. He said they would do what they can to help the program be successful, and also that Mr. Norman Franklin (from Workforce Development) would help with FTE’s, that there is money out there.

Linda Wagner, Seneca Healthcare District: She said that she her charge nurses are LVN’s, ten of them are going to back to school for their RN. She also uses LVN’s in the SNF. She said that the program is very valuable and that she likes to hire graduates from LCC, but that Feather River College is knocking at my door. She said, “Your students have top priority and I don’t want to make that change.”

Kayleigh thanked her for her loyalty to Lassen College.

Debbie Phillips, Banner Lassen: She said Banner appreciates the students being there it is beneficial to the hospital and to the students. The patients love having the students and they ask the nurses questions and make them think. She said she was delighted that the program is just going to be postponed. She said we definitely need a CNA class because they use CNA’s too at the hospital.

Kayleigh said that the class would be postponed for two terms and the college would start taking applications in May of next year and the class would start in August 2012. Deanna asked if this would change the rotations and Monna said that she was working on new MOU’s for the clinical sites.

Sandy asked if the classes would be fall, spring and summer and Monna said it would be a twelve month program with no summer break

Kayleigh said that BIO 25 would be offered in the spring and BIO 26 in the summer so that the students could meet the pre-requisites before the class started in August.

Joanna Zimmerman, Public Health: Joanna had to leave but she said that the flu season is coming and the Public Health will be having a drive through clinic in October for the students to participate in.

Steve Tank, Country Villa Riverview: CVR is starting a new CNA class this week. He said that he has 23 nurses, all of which came from Lassen College. He said he usually hires one to two per class, the most he hired from one class was four.

Kayleigh said that we could use any extra equipment that any of the facilities had. She asked if there were any other questions about the future.

Active Role in NFNRC

Jane: “How is Lassen collaborating with Chico?”

Kayleigh said that she is becoming actively involved with Linda Zorn with Regional Health Occupations from Butte College said that there are grants available, for a comprehensive allied health program.

Additional Staff:

Monna said that we need additional staff, additional PT instructors, and one more full time instructor plus a new director. The director has to have one year teaching in an accredited program. If we have 30 students we need three clinical instructors and maybe more if the students are in Reno where they only allow 8 students per instructor.

Other

Kayleigh told us that Monna is working on a new mission statement, this program is trying to be the best in Northern California.

Sophia Wages, Board Member: Sophia said that she wanted to thank the staff, and that the trustees wanted to keep the program going. She said they received lots of communication, and wanted to thank all for making it a better program.

Kayleigh said, “ We are looking forward to a partnership with the community, and we appreciated all the input you’ve given us, in May of this year there were rumors of the program closing, we hope we’ve dispelled those rumors!”

Tom Jeffries, Nursing Instructor: Tom said. “Just from one instructors point of view, thank you all for allowing us to come interrupt your schedule and ask silly questions.”

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Deanna Bustamante, Northeastern Rural Health Clinics; “We love having you too.”

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