Citrus College

Vocational Nursing
Instructional Program Review 2010-2011

Spring 2011

Prepared by

Name	Title
Gail Tucker	Faculty

Vocational Nursing Program Review Committee Members

Name	Title
Gail Tucker	VN Program Coordinator
Maureen Renaghan	Health Sciences Director
Karla Parsons	Adjunct Faculty
Connie Boquiren	Faculty
Julie Wong	Faculty
Lynda Grauso	Faculty
David Greene	Faculty/Curriculum Rep
James Wollum	Program Review Coordinator; Faculty/Social & Behavioral Science

PROGRAM REVIEW – Vocational Nursing

The final summary of the program review process for Vocational Nursing is attached to this page.

I affirm that this program has been reviewed according to the accepted District procedures for program review and that the final summary accurately reflects the consensus of the members of the review committee.

James McClain, Dean of Mathematics & Health Sciences

date

Michelle Plug, Articulation Officer

date

David Kary, Chair of Curriculum Committee

date

Irene Malmgren, Vice President of Academic Affairs

date

Roberta Eisel, Academic Senate President

date

Geraldine M. Perri, Superintendent/President

date

It will be the department's responsibility to communicate review recommendations with additional offices and services.

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1. Executive Summary

Program History/Description

The Citrus College Vocational Nursing (VN) Program, established in 1966, provides the nursing students with high-quality, college-level instruction. This educational opportunity develops the social, technical and professional skills required of a licensed vocational nurse. The program includes entry-level education that prepares the student for the National Council for Licensure Examination (NCLEX-VN) for state licensure through the Board of Vocational Nurses and Psychiatric Technicians (BVNPT). Successfully completed VN course work may be applied toward an Associate Degree as electives.

Strengths /Effective Practices

The VN Program is integral to the Citrus College nursing career ladder, offering students an effective stepping stone toward achieving career advancement in nursing.

Weaknesses/Lessons Learned

Currently there is a shift in the job market for VNs. While there has been a decrease in placement in acute facilities, there continues to be a market for VNs in sub-acute, home health, hospice and long-term care. To address this trend, the program has temporaily reduced the number of seats available each semester. Additionally, student clinical placements have been shifted toward long-term and sub-acute, with limited acute clinical placements being reserved for VN students in the final semester of the program.

The BVNPT provides quarterly and yearly NCLEX-VN pass-rate statistics to the program. Since the last Program Review, the VN Program has generally maintained pass rates well above the national average; there has been a fluctuation in pass rates noted over time. In order to achieve consistency in high pass rates, the program has incorporated support strategies for students, including utilizing grant funds to purchase NCLEX-VN review course.

Recommendations/Next Steps

1. The program will maintain ongoing monitoring of job-market trends and communication with clinical partners to evaluate existing placements.
2. Utilize the human simulation lab to provide students with opportunities to learn in a controlled environment. Currently, the lab is being integrated into the clinical portion of the program in such a way that it utilizes the human simulation lab to the maximum percentage of clinical time allowed by the BVNPT.

3. Maintain existing clinical placements

4. Increase the number of faculty who are fully trained in human simulation to maximize utilization of the lab, as well as to maximize the learning opportunity for students.

2. Faculty

Full-Time Faculty	Adjunct Faculty
Salima Allahbachayo	Alvin Cao
Connie Boquiren	Angela Clark
Deborah Bowman	Dalvir Dhillon
Wendy Deras	Karla Parsons
Jeanette Ellis	Renee Payne
Julie Ettesvold-Wong	Monique Williams
Lydna Grauso	
David Green	
Gail Tucker	

3. Program description and mission

The Vocational Nursing (VN) Program mission is to provide qualified students with high quality, entry-level nursing education in a learning environment that promotes diversity, academic excellence, personal growth, and professional skill development.

Completion of the VN course work will empower students to contribute to economic growth in both the immediate community we serve and globally. The time frame of one calendar year provides qualified students with college-level preparation in Vocational Nursing.

The Vocational Nursing Program has adopted the Institutional General Education Competencies of Citrus College (as approved by Steering December 8, 2008). General Education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

The VN Program curriculum is offered in a variety of teaching modalities that are geared to address the diverse learning needs of the students we serve. (Citrus College Value number 4, Diversity: Fostering a learning community in which the values, goals, and learning styles of all students are recognized and supported.) Additionally, enrollment patterns in both the program entry prerequisite, Introduction to Health Occupations (NRS 100), and the VN Program have demonstrated increased representation of males in nursing, as well as a variety of other non-traditional student enrollments, such as second career entries, displaced workers, homemakers, and culturally diverse students.

The VN Program has integrated the Citrus College Core Competencies as appropriate to the program. The integration of these competencies is delineated in Section 9.

The 2009 NCLEX pass rate for Citrus College was 90%. The state average was 74%. It is noteworthy that the 2009 NCLEX pass rate for Citrus College was the highest in six years.

CITRUS COLLEGE NCLEX PASS RATE

Name of School	Pass Rate 2004	Pass Rate 2005	Pass Rate 2006	Pass Rate 2007	Pass Rate 2008	Pass Rate 2009
Citrus College	87%	83%	83%	86%	85%	90%
Number of Graduates	75	78	120	98	67	81

4. Program Goals and Objectives

The goals and objectives of the Vocational Nursing Program are:

a) Provide students with a Certificate of Completion

b) Prepare the student for the NCLEX-VN

c) Prepare the student to work as a competent, entry level VN member of the healthcare team

d) Provide support and program-specific counseling to facilitate student advancement in the profession of nursing

e) Maintain an active Advisory Committee in order to align program development with the needs of the community/industry

f) Establish and maintain clinical partnerships that provide learning commensurate with the program/governing body clinical criteria

g) Maintain adequate and competent faculty [See California Code of Regulations (CCR), Section 2529(c)(3)]

h) Annually review and revise the program's policy and procedure manuals, which includes the VN Handbook and all program accreditation documents

5. Review of previous recommendations

The following information is a retrospective review of recommendations made in the 2004-2005 six-year review. Additionally, information is provided that reflects adjustments made with subsequent annual reviews.

MISSION:
• To identify and evaluate learning needs of incoming students:
  --Review: SLO's have been addressed for each of the courses offered in the VN Program (see Section X).
• Revise preparatory course curriculum (NRS 100) based on findings of evaluations:

--Review: NRS 100 has been reviewed and evaluated by faculty and is currently under revision.
- Maintain an enrollment pattern that demonstrates participation of underrepresented demographic groups:
  --Review: The BVNPT annual reports for academic years 2004-2005 through 2009-2010 indicated.
  Number of Annual Enrollments 05 – 06 through 09 – 10:

Academic Year	05-06	06-07	07-08	08-09	09-10
Total # Students	(105)	(96)	(91)	(85)	(90)

•Number of Underrepresented Groups (males):

Academic Year	2004	2005	2006	2007	2008	2009	2010
Total # Students	(2)	(12)	(20)	(22)	(16)	(23)	(12)

In years past, the industry focus was on males in nursing, and that was the focus of our data gathering. Because we have recently begun to have easily accessible, campus-wide data tracking through our research department, we anticipate that we will be able to present much more comprehensive statistics on a variety of non-traditional/under-represented VN student groups

- Increase community awareness of instructional and support programs available to nursing students at Citrus College:
  --Review: The Health Sciences Department regularly schedules department tours for members of the public through the External Relations Department.
  --Nursing-specific counselors conduct public information meetings. A part of that meeting is to inform the public that we have in-house counseling available for all nursing students.
- Revise course descriptions for NRS 250, 260, and 263, to include changes in verbiage related to licensure requirements:
  --Review: NRS 250, 260 and 263 are currently inactive due to budgetary restrictions.

NEED:
- Within the next 3 years, revise all NRS course objectives to be updated to as recommended by the Chancellor's Office:
  --Review: All active VN courses either have SLOs in place, or pending.
- The Nursing Program should explore the viability of an RN Program with a 30 unit option:
  --Review: Citrus College launched an ADN Program in Fall 2007.
- Review the numbering sequence of the vocational nurse courses to mimic what is actually offered. (e. g. Semester II: 170, 171L, 172,173,174, 183) Change 183 to 175.
  --Review: The courses for VN have been designated as VNRS; however, course 183 has not yet been changed.
- Reword/retitle the NRS 260 Drugs and Solutions class for certified nurse assistants who plan to challenge the VN licensure exam to more clearly explain what the course has to offer:
  --Review: Due to budget constraints, NRS 260 has not been offered in several semesters. It is currently inactive.

- Offer all courses each semester for nurses and allied health professionals:
  --Review: Due to budget constraints, Health Sciences does not currently offer any ancillary nursing courses.

QUALITY:
- Nursing faculty should continue to pursue advanced degrees to enhance their professional growth and to prepare to teach across nursing programs:
  --Review: Currently, 6 of 7 full-time faculty teaching in the VN Program are Masters prepared.
- Seek grants and other means to provide cutting-edge teaching/learning technologies will enhance student/faculty learning, develop new courses, reduce attrition and improve licensing pass rates:
  --Review: The Health Sciences Department continuously seeks funding specific to nursing. Currently there are grants from Perkins and WIA funds in place to facilitate success/completion for VN students.
- Continue to find outside sources such as the Workforce Investment Board, CalWORKS and contract education, which will aid students in meeting career goals:
  --Review: The Health Sciences Department continuously seeks funding specific to nursing. Currently there are grants from Perkins and WIA funds in place to facilitate success/completion for VN students.

FEASIBILITY:
- Expand the program and increase the number of full-time faculty to accommodate the increase of sections:
  --Review: Based on feedback from the Nursing Advisory, and current job market data, the VN program has been decreased from 45 to 30 enrollments each semester.
- The VN job market is projected to be 20.2% by 2012. The program should look to offer admission to the program every 8 weeks. OB/Pediatrics, which is currently offered only once per year during the summer session, should be offered during the regular school year as well:
  --Review: Based on feedback from the Nursing Advisory, and current job market data, the VN program has been decreased from 45 to 30 enrollments each semester. Our recent decreased enrollments were based more on a need to identify where we could make cuts due to budgetary issues and some difficulty in getting clinical rotation placements in acute facilities. The expected 20.2% increase by 2012 is related to increasing number of VN positions, including, but not limited to, long-term acute, sub-acute, and in-home care. Our recent decrease in VN enrollment was related to a need to decrease the number of students per instructor ratio requested by our clinical partners, and the need to reduce FTEs campus-wide
- RN job growth is projected to be 27% by 2012. With such a successful VN Program, the faculty should continue to pursue the development of an RN program on this campus:
  --Review: An RN Program has been in place since 2007.
- Continue to upgrade equipment and software, in order to keep the department on the cutting edge:

--Review: A remodel and upgrade in 2006-2007 met this recommendation. Currently we are seeking funding to change out all outdated nursing videos (VHS) with DVD's.
- Pursue a remodel to bring classrooms into a more student friendly atmosphere for learning:
  --Review: A remodel and upgrade in 2006-2007 met this recommendation for the skills lab. The TC Building classrooms are in need of new cabinetry.

COMPLIANCE: There were no recommendations made in this area, as the program was in full compliance. The Commendations were:
- All faculty meet licensure qualifications as Registered Nurses/faculty for the BVNPT.

6. List and Review of Degrees, Certificates, and Awards

We have on record, in the California Community Colleges Chancellor's Office(CCCCO) an active A.S. degree in Vocational Nursing. In order to accurately address the viability of this degree, retrospective research and data gathering is needed regarding the number of students who have earned an A.S. Degree in Vocational Nursing. Additionally, there is a need to address the current gap in available data related to the level of awareness past/current students had about the availability of the A.S. in Vocational Nursing Degree. Obtaining this data in future cohorts would provide a better framework for establishing a benchmark for evaluation of the viability of the A.S. Vocational Nursing Degree.

A course sequence map/curriculum plan (BVNPT approved) is provided in Attachment G.

Students entering in fall semester, progress through the program on the following tract:

- * Two 8-week sessions in the first semester
- * 16 weeks in the second semester
- * 8 weeks in Summer Intersession

Students entering in Spring semester, progress through the program on the following tract:

- * Two 8-week sessions in the first semester
- * 8 weeks in Summer Intersession
- * 16 weeks in the third semester

Lecture and laboratory/clinical courses have been offered in day, evening, weekend, and distance education scheduling. Laboratory/clinical course scheduling is driven, to a large extent, by clinical partners availability.

Currently students can complete the program in one calendar year. The VN Program schedules courses during the summer intersession to ensure and expedite completion. However, current budget constraints may impact scheduling, which could extend the time required to complete the program.

The certificate shows completion of the program and allows the student to apply and take the NCLEX-VN exam for licensure to practice as an LVN.

We have a long standing articulation agreement with Azusa Pacific University School of Nursing. Our students have been given some course credit toward earning a BSN. This is a long-standing agreement and will need to be reworked in the near future

Degree or Certificate Title	Date last reviewed by Curriculum	Average number of awards each year	Date degree SLOs written	Date degree SLOs Assessed	Date last reviewed by Advisory Council
Vocational Nursing Certificate	Pending	75 – 80	Pending	Pending	Fall 2010
A.S. Degree in Vocational Nursing	Pending	Unknown	Pending	Pending	Unknown

Vocational Nursing Certificate - Total of 386 issued since the last program review in Fall 2005.

The Program SLOs, mentioned in section 9, require that the course level assessments be linked. The SLO Assessments and Program SLOs are scheduled to be initiated in spring 2012.

7. List of Industry-Based Standard Certificates and Licenses

Licensure as a Vocational Nurse through the Board of Vocational Nurse and Psychiatric Technican (BVNPT)

8. Advisory Committee or Council

Name	Position / Company
Ayson, Elizabeth	VNA & Hospice
Caraway, Badrieh RN, MS, MAEd	State of California Board of Registered Nursing
Eisenberg, R.N., Jamie	Director of Nursing Arcadia Methodist Hospital
Frost, Ilene R.N.C., B.S.N.	Dept. of Education Arcadia Methodist Hospital
Gelvezon, Nanette	Education: VNA & Hospice
McElrath, Julie	Foothill Workforce Investment Board
McPhee, Catherine MSN, RN	Azusa Pacific University
Meshkin, Nahid	Clinical Educator: Citrus Valley Medical Center
Renaghan, Maureen DNP, RN	Director Health Sciences: Citrus College
Victoria, Connie	Education Department: Emeritus
Ketchum, Renee	Director of Nursing: Chaffey College
Kono, Michelle	LVN Student: Citrus College
Davis, Jennifer	ADN Student: Citrus College
DeLa Rosa, Marie	ADN Student: Citrus College
Okonkus, Ony	ADN Student: Citrus College
Shauna Bigby	Health Center: Citrus College
Franco, Millie	Health Sciences: Citrus College
Hall, Cheryl	Health Sciences: Citrus College
Mitzen, Kathy	Consultant: Citrus College
Allabachyo, Salima R.N.	Instructor: Citrus College Health Sciences

Boquiren, Conchita R.N.	Instructor: Citrus College Health Sciences
Bowman, Deborah R.N.	Instructor: Citrus College Health Sciences
Clark, Angela R.N., B.S.N.	Instructor: Citrus College Health Sciences
Deras, Wendy R.N.	Instructor: Citrus College Health Sciences
Ellis, Jeanette R.N.	Instructor: Citrus College Health Sciences
Parsons, Karla	Instructor: Citrus College Health Sciences
Greene, David MSN, R.N.,	Instructor: Citrus College Health Sciences
Ornelas, Rachel L.V.N.	Professional Expert: Citrus College Health Sciences
Santiago, Larry MSN., R.N.	Instructor: Citrus College Health Sciences
Tucker, Gail R.N. M.S.N.	Instructor: Citrus College Health Sciences
Arredondo, Dora	Dental: Citrus College Health Sciences
Pohl, Claudia	Dental: Citrus College Health Sciences
Hadsell, Cliff	Instructor: Citrus College Health Sciences
Williams, Monique	Instructor: Citrus College Health Sciences
Lopez, Sujae	Student Worker: Citrus College Health Sciences

9. Program Student Learning Outcomes

The Vocational Nursing Program has adopted the Institutional General Education Competencies of Citrus College (as approved by Steering December 8, 2008). General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificate from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.
Students completing courses in the Vocational Nursing Program will have acquired the following competencies:

1) Communication (personal expression and information acquisition)
a) Use correct medical terminology and nomenclature, in the correct context, in order to effectively communicate health/medical information and concepts to others.
2) Computation
a) Demonstrate the ability to perform accurate calculations of intake and output, drug dosages, and IV rates.
3) Creative, Critical, and Analytical Thinking, and Information Competency
a) Develop problem-solving and self-assessment skills and make appropriate decisions regarding a variety of procedural situations.
4) Community/Global Consciousness and Responsibility
a) Demonstrate the ability to interact with patients and work effectively as a member of the health care team.
b) Provide culturally specific healthcare to all people.
5) Technology
a) Develop the ability to use and adapt to current technologies used in the healthcare setting.
6) Discipline / (Subject Area Specific Content Material)
a) Provide patient care that falls within the scope of practice as set forth by the BVNPT.

10. Curriculum Review and Student Learning Outcomes Assessment

Course		SLOs	COOP	Approval	Del in proc	Last in Curriculum
NRS 100				X		
VNRS 150		X				S08
VNRS 151L		X				S08
VNRS 152		X				S11
VNRS 153		X				S07
VNRS 154		X				F06
VNRS 155		X				F09
VNRS 160		X				S08
VNRS 161L		X				S08
VNRS 162		X				S11
Course		SLOs	COOP	Approval	Del in proc	Last in Curriculum
VNRS 163		X				S07
VNRS 164		X				F06
VNRS 165		X				F06
VNRS 170		X				F09
VNRS 171L				X		
VNRS 172		X				S11
VNRS 173		X				F08
VNRS 180		X				F08
VNRS 181				X		
VNRS 182		X				S09
VNRS 183		X				S07
		18	0	3	0	

Key

Course: Course identifier and number

Not done: Courses without SLO's written

SLOs: Courses with SLO's written and approved

COOP: Co-operative Education (698, 699) classes

Approval: Courses with SLO's written but not approved, currently in the approval queue

Del in proc: Courses without SLO's written in the queue for deletion

Last in Curriculum: Last semester the course was approved by the curriculum committee.

     Classes with no date have not been in curriculum since Fall 2000.

     CO-OP ed classes need to be reviewed by the curriculum committee campuswide

Curriculum/ SLO Assessment Map: VNRS

CC 1: Use Correct Medical Terminology		CC 4 (A): Demonstrate Abilities
CC 2: Demonstrate/ Perform Accurate Calculations		CC 4 (B): Provide Culturally Specific Healthcare
CC 3: Developing Skills		CC 5: Use Current Technologies
		CC 6: Provide Patient Care

Course Applicability Key: T=Transfer, D= Degree, C= Certificate, S= Skill Award
Status Key: I=Introduced, D=Developed, M=Mastered

	CC1	CC2	CC3	CC4 (A)	CC4 (B)	CC5	CC6	Date of Assessment= FA10, SP12 or CA=(Ongoing, Continuing Assessment)
VNRS 150–Fundamentals of Nursing (3 Units), Applicability-D Last Offered-8/11, Last Curriculum Date: S11, Curriculum Revision Date: 7/13								
SLO 1	I	I	I	I	I	I	I	Scheduled for Spring 2012
SLO 2	I	I	I	I	I	I	I	
SLO 3	I	I	I	I	I	I	I	
SLO 4	I	I	I	I	I	I	I	
SLO 5	I	I	I	I	I	I	I	
VNRS 151L–Fundamentals of Nursing Lab (3 Units), Applicability-D Last Offered-8/11, Last Curriculum Date: S08, Curriculum Revision Date: 7/13								
SLO 1	I	I	I	I	I	I	I	Scheduled for Spring 2012
SLO 2	I	I	I	I	I	I	I	
SLO 3	I	I	I	I	I	I	I	
SLO 4	I	I	I	I	I	I	I	
SLO 5	I	I	I	I	I	I	I	
VNRS 152–Pharmacology 1 (1 Units), Applicability- D, Last Offered- 8/11, Last Curriculum Date: Curriculum Revision Date: 7/13								
SLO 1	I	I	I	I	I	I	I	Scheduled for Spring 2013
SLO 2	I	I	I	I	I	I	I	

	CC1	CC2	CC3	CC4 (A)	CC4 (B)	CC5	CC6	Date of Assessment= FA10, SP12 or CA=(Ongoing, Continuing Assessment)
VNRS 153–Introductory Nutrition for the Vocational Nurse (1 Units), Applicability-D&C/S, Last Offered-8/11, Last Curriculum Date: S11, Curriculum Revision Date: 7/12								
SLO 1	I	I	I	I	I	I	I	Scheduled for Spring 2012
SLO 2	I	I	I	I	I	I	I	
SLO 3	I	I	I	I	I	I	I	
SLO 4	I	I	I	I	I	I	I	
SLO 5	I	I	I	I	I	I	I	
VNRS 154–Body Structure and Function for the Vocational Nurse (1.5 Units), Applicability-D, Last Offered-8/11, Last Curriculum Date: F06, Curriculum Revision Date: 7/12								
SLO 1	I	I	I	I	I	I	I	Scheduled for Spring 2012
SLO 2	I	I	I	I	I	I	I	
SLO 3	I	I	I	I	I	I	I	
SLO 4	I	I	I	I	I	I	I	
VNRS 155–Social-Psychology for the Vocational Nurse (1 Units), Applicability-D, Last Offered-8/11, Last Curriculum Date: F09, Curriculum Revision Date: 9/14								
SLO 1	I	I	I	I	I	I	I	Scheduled for Spring 2012
SLO 2	I	I	I	I	I	I	I	
SLO 3	I	I	I	I	I	I	I	
SLO 4	I	I	I	I	I	I	I	
SLO 5	I	I	I	I	I	I	I	
VNRS 160–Medical-Surgical Nursing (3 Units), Applicability-D, Last Offered-4/11, Last Curriculum Date: S08, Curriculum Revision Date: 7/13								
SLO 1	I,D	I,D	I,D	I,D	I,D	I,D	I,D	Scheduled Fall 2012
SLO 2	I,D	I,D	I,D	I,D	I,D	I,D	I,D	
SLO 3	I,D	I,D	I,D	I,D	I,D	I,D	I,D	
SLO 4	I,D	I,D	I,D	I,D	I,D	I,D	I,D	
SLO 5	I,D	I,D	I,D	I,D	I,D	I,D	I,D	

	CC1	CC2	CC3	CC4 (A)	CC4 (B)	CC5	CC6	Date of Assessment= FA10, SP12 or CA=(Ongoing, Continuing Assessment)
VNRS 161L–Medical-Surgical Nursing (3 Units), Applicability-D, Last Offered-4/11, Last Curriculum Date: S08, Curriculum Revision Date: 7/13								
SLO 1	I,D	I,D	I,D	I,D	I,D	I,D	I,D	Scheduled Fall 2012
SLO 2	I,D	I,D	I,D	I,D	I,D	I,D	I,D	
SLO 3	I,D	I,D	I,D	I,D	I,D	I,D	I,D	
SLO 4	I,D	I,D	I,D	I,D	I,D	I,D	I,D	
SLO 5	I,D	I,D	I,D	I,D	I,D	I,D	I,D	
VNRS 162–Pharmacology II (1 Units), Applicability-D, Last Offered-4/11, Last Curriculum Date: S11 Curriculum Revision Date: 7/13								
SLO 1	I,D	I,D	I,D	I,D	I,D	I,D	I,D	Scheduled Fall 2013
SLO 2	I,D	I,D	I,D	I,D	I,D	I,D	I,D	
SLO 3	I,D	I,D	I,D	I,D	I,D	I,D	I,D	
VNRS 163–Diet Therapy for the Vocational Nurse (1 Units), Applicability-D&C/S, Last Offered-4/11, Last Curriculum Date: S07 Curriculum Revision Date: 7/13								
SLO 1	I,D	I,D	I,D	I,D	I,D	I,D	I,D	Scheduled Fall 2012
SLO 2	I,D	I,D	I,D	I,D	I,D	I,D	I,D	
SLO 3	I,D	I,D	I,D	I,D	I,D	I,D	I,D	
SLO 4	I,D	I,D	I,D	I,D	I,D	I,D	I,D	
SLO 5	I,D	I,D	I,D	I,D	I,D	I,D	I,D	
VNRS 164–Body Structure and Function for the Vocational Nurse II (1.5 Units), Applicability-D&C/S, Last Offered-4/11, Last Curriculum Date: F06, Curriculum Revision Date: 6/12								

	CC1	CC2	CC3	CC4 (A)	CC4 (B)	CC5	CC6	Date of Assessment= FA10, SP12 or CA=(Ongoing, Continuing Assessment)
VNRS 165–Growth and Development: Young Adult-Elderly (1 Units), Last Offered-4/11, Last Curriculum Date: F06, Curriculum Revision Date: 6/12								
SLO 1	I,D	I,D	I,D	I,D	I,D	I,D	I,D	Scheduled Fall 2012
SLO 2	I,D	I,D	I,D	I,D	I,D	I,D	I,D	
SLO 3	I,D	I,D	I,D	I,D	I,D	I,D	I,D	
SLO 4	I,D	I,D	I,D	I,D	I,D	I,D	I,D	
SLO 5	I,D	I,D	I,D	I,D	I,D	I,D	I,D	
VNRS 170–Medical-Surgical Nursing II (7 Units), Applicability-D, Last Offered-8/11, Last Curriculum Date: F09, Curriculum Revision Date: 8/14								
SLO 1	D,M	D,M	D,M	D,M	D,M	D,M	D,M	Scheduled Spring 2013
SLO 2	D,M	D,M	D,M	D,M	D,M	D,M	D,M	
SLO 3	D,M	D,M	D,M	D,M	D,M	D,M	D,M	
SLO 4	D,M	D,M	D,M	D,M	D,M	D,M	D,M	
VNRS 171L–Medical-Surgical Nursing II (7 Units), Applicability-D, Last Offered-8/11, Last Curriculum Date: S11, Curriculum Revision Date: 9/14								
SLO 1	D,M	D,M	D,M	D,M	D,M	D,M	D,M	
SLO 2	D,M	D,M	D,M	D,M	D,M	D,M	D,M	
SLO 3	D,M	D,M	D,M	D,M	D,M	D,M	D,M	
SLO 4	D,M	D,M	D,M	D,M	D,M	D,M	D,M	
VNRS 172–Advanced Pharmacology (2 Units), Applicability-D, Last Offered-8/11, Last Curriculum Date: S11 Curriculum Revision Date: 9/14								
SLO 1	I,D	I,D	I,D	I,D	I,D	I,D	I,D	Scheduled Fall 2013
SLO 2	I,D	I,D	I,D	I,D	I,D	I,D	I,D	

	CC1	CC2	CC3	CC4 (A)	CC4 (B)	CC5	CC6	Date of Assessment= FA10, SP12 or CA=(Ongoing, Continuing Assessment)
VNRS 173–Psychology for the Vocational Nurse (2 Units), Applicability-D, Last Offered-4/11, Last Curriculum Date: F08, Curriculum Revision Date: 8/14								
SLO 1	D,M	D,M	D,M	D,M	D,M	D,M	D,M	Scheduled Spring 2013
SLO 2	D,M	D,M	D,M	D,M	D,M	D,M	D,M	
SLO 3	D,M	D,M	D,M	D,M	D,M	D,M	D,M	
SLO 4	D,M	D,M	D,M	D,M	D,M	D,M	D,M	
VNRS 180–Pediatric Nursing (3.5 Units), Applicability-D Last Offered-6/10, Last Curriculum Date:F08, Curriculum Revision Date: 8/14								
SLO 1	D,M	D,M	D,M	D,M	D,M	D,M	D,M	Scheduled Summer 2012
SLO 2	D,M	D,M	D,M	D,M	D,M	D,M	D,M	
SLO 3	D,M	D,M	D,M	D,M	D,M	D,M	D,M	
SLO 4	D,M	D,M	D,M	D,M	D,M	D,M	D,M	
SLO 5	D,M	D,M	D,M	D,M	D,M	D,M	D,M	
SLO 6	D,M	D,M	D,M	D,M	D,M	D,M	D,M	
SLO 7	D,M	D,M	D,M	D,M	D,M	D,M	D,M	
SLO 8	D,M	D,M	D,M	D,M	D,M	D,M	D,M	
SLO 9	D,M	D,M	D,M	D,M	D,M	D,M	D,M	
SLO 10	D,M	D,M	D,M	D,M	D,M	D,M	D,M	
VNRS 181–Growth and Development: Infancy-Adolescence (1 Units), Applicability-D, Last Offered-6/10, Last Curriculum Date: S11, Curriculum Revision Date:								
SLO 1	D,M	D,M	D,M	D,M	D,M	D,M	D,M	Scheduled Spring 2013
SLO 2	D,M	D,M	D,M	D,M	D,M	D,M	D,M	

	CC1	CC2	CC3	CC4 (A)	CC4 (B)	CC5	CC6	Date of Assessment= FA10, SP12 or CA=(Ongoing, Continuing Assessment)
VNRS 182–Obstetrical-Gynecological Nursing (4 Units), Applicability-D, Last Offered-6/10, Last Curriculum Date: F09, Curriculum Revision Date: 8/14								
SLO 1	D,M	D,M	D,M	D,M	D,M	D,M	D,M	Scheduled Summer 2012
SLO 2	D,M	D,M	D,M	D,M	D,M	D,M	D,M	
SLO 3	D,M	D,M	D,M	D,M	D,M	D,M	D,M	
VNRS 183–Leadership in Nursing (3 Units), Applicability-D&C/S Last Offered-8/11, Last Curriculum Date:S07, Curriculum Revision Date: 6/12								
SLO 1	D,M	D,M	D,M	D,M	D,M	D,M	D,M	Scheduled Spring 2013
SLO 2	D,M	D,M	D,M	D,M	D,M	D,M	D,M	
SLO 3	D,M	D,M	D,M	D,M	D,M	D,M	D,M	
SLO 4	D,M	D,M	D,M	D,M	D,M	D,M	D,M	
SLO 5	D,M	D,M	D,M	D,M	D,M	D,M	D,M	

11. Evaluation Criteria – Need

Labor market data suggests that, in California, the number of Licensed Vocational Nurses is expected to grow much faster than average growth for all occupations. Jobs are expected to increase by 21.5 percent, or 13,600 jobs, between 2008 and 2018. (See attachment California Occupational Guides.)

Minutes of the advisory committee meeting reflect the need for LVNs in extended and long term care. The focus of student preparation is currently being evaluated to incorporate a more market-based curriculum, with clinical learning experiences in extended long term facilities. (See Nursing Advisory Committee Meeting minutes of October 28, 2010.)

Over the past four to five years there have been a high number of students enrolling in the NRS 100 course, which is the pre-requisite course for the VN Program. There had been five to six sections with initial enrollment of 50-75 students per section. Currently, NRS 100 sections and enrollment maximum numbers have been reduced due to the decision to decrease VN enrollment from 45 to 30.

The number of students who can enroll in each cohort is regulated by the California Board of Vocational Nursing & Psychiatric Technician (BVNPT). There is a BVNPT student-to-teacher ratio of 15:1. Recently our clinical partners have begun allowing only a student-to-teacher ratio 10 or 12:1. The industry standard, which is based upon span-supervision and liability, drives this type of change. The governing body acquiesces to the clinical partner criteria.

There are other LVN programs offered at other local community colleges, as well as privately run technical schools. Some of the programs admit once a year, usually fall semester, and others admit fall and spring semester.

COMMENDATIONS:
   a) The VN Program enrolls two full-time cohorts per year.
   b) Health Sciences offers a full career nursing ladder with CNA, VN, and RN Programs.
   c) Marketing and recruitment efforts have increased the number of non-traditional, male, displaced workers, homemakers and culturally diverse students into the nursing field.
   d) Advisory Committee continues to provide positive feedback and support for the VN Program and the growing need for well-trained VN in extended and long term care.

12. Evaluation Criteria – Quality

For all the VNRS courses, lecture and lab content and units are appropriate and conform to BVNPT regulations. Disciplines are appropriate.

All students must have a criminal background screening, a current CPR card for the Healthcare Provider, Health History and Physical Exam, and TB clearance once they are accepted into the program.

Course pre-requisites are validated. We are in the process of reviewing and validating the co-requisites for some of the courses. The expected date of completion is winter 2012.

Course outlines in the VN program have been reviewed and updated on a regular basis (within the last 2-3 years). SLO's are in place for all but one course, VNRS 164. The expected date of completion is fall 2011

The Assessment Cycle is not in place at this time, but has been given top priority in the recommendations section of this program review.

The program supports state and district emphasis on critical thinking, problem-solving and written expression through the use of role-play, case scenarios, writing

assignments, and quizzes/exams. Close supervision of students while working in the clinical field is required.

All faculty are well qualified and approved to teach didactic and/or clinical by the BVNPT. Most faculty have some form of approval by the BRN in order to teach across programs, as appropriate. Faculty maintain currency in the field, providing high quality instruction, are dedicated to the students, and maintain high standards.

The Core Indicators for 2009-2010 were reviewed and discussed at the VN Faculty meeting on April 26, 2011. The consensus was that the Core Indicators demonstrated that the program is above the established goals for Core Indicators 1 (Skill Attainment), 2 (Completions), 4 (Employment) and 5 (NT Participation/Completion). For Core Indicator 3 (Persistence), the program fell below by .36. The overall interpretation of performance in the Core Indicators is that the Citrus College VN Program is viable, and meets community and industry needs. Our plan for improvement in is to have the dedicated nursing counselor provide increased student support through appropriate workshops and one-on-one sessions. We believe this will improve completion, persistence and success.

COMMENDATIONS:
 a) Nursing faculty attend conferences to keep abreast of current technology and methodology to bring students state-of-the-art experiences and curriculum.
 b) Nursing course syllabi contain clear grading standards, attendance and make-up policies, drop date, contact numbers for faculty, homework policy, and relevant student support services information. Additionally, comprehensive information is also provided in a Student Nurse Handbook and contract.
 c) The VN Program has secured a 50% reassign time for the assistant director of vocational nursing to ensure compliance with the BVNPT requirements.
 d) All nursing faculty have continued their formal education with a minimum of a Bachelor's degree in Nursing, the majority hold a master's degree.
 e) Critical thinking skills, nursing process, and competency skills related to nursing are evaluated throughout the program by nationally standardized comprehensive nursing related psychometric testing and review products purchased from VTEA Grant funds.
 f) National licensure exam scores continue to increase with the pass rate at 90% in 2009.
 g) The VN Program received an Outstanding Achievement Award "In Recognition of Achieving Outstanding Performance of 90% - 100%, Licensed Vocational Nurse (100%) 2009/2010," from the South Bay Workforce Investment Board on October 28, 2010.

13. Evaluation Criteria – Feasibility

-- The program has adequate communication with and support from the counseling department. There are dedicated nursing counselors housed within the Health Sciences Department, who provide students needed support, early detection of need for remediation, and improved completion, persistence, and success.

-- The facilities and equipment in the recently remodeled skills lab provide excellent learning opportunities for students. However, this state-of-the-art equipment requires continuous upgrading and maintenance for consistent instructional delivery. The classrooms assigned, while equiped with smart panels, are technologically limited. Ideally, the VN Program, as well as all the other Health Science Programs, would benefit greatly from the purchase and installation of Wi-Fi and a cart with laptops that would afford each of the classrooms the capability of becoming an interactive computer lab/testing center. Library resources are adequate.

COMMENDATIONS:
 a) The department has vigorously sought grant funding, to provide technical equipment and software, state-of-the-art mannequins and other supplies to keep students current with what is actually in use in health care settings.
 b) The VN Program offers courses days, evenings and weekends, 9-hour, 10-hour, and 12- hour clinical shifts.
 c) The department uses the computer lab PC 212 & 230 along with the skills lab for basic skills, competencies, orientation to local hospital facilities and licensure preparation reviews.

14. Evaluation Criteria – Compliance

-- All course requisites meet federal, state, and district requirements.
All students have a criminal background screening, a current CPR card for the Healthcare Provider, Health History and Physical Exam, and TB clearance once they are accepted into the program.
-- The 2009 reaccreditation was completed successfully and is in place until May 2013. (see Attachment F)
-- All course outlines of record meet state, district, and federal regulations for content.
-- Advisory meetings are held once a year (minutes are attached). The clinical sites meet ADA, industry standards and OSHA requirements.

COMMENDATIONS:
 a) The VN Program is fully accredited and has recently received reaccreditation from BVNPT until May 2013.
 b) All faculty meet licensure qualifications as Registered Nurses/faculty for the BVNPT.

15. Evaluation Criteria – Other

16. Recommendations

Rank	Description of recommendation (actions or behaviors to be completed)	Responsible person(s)	Target Date	Personnel	Facilities	Equip. / Software	Supplies
1	Develop and implement the SLO assessment process for all VNRS courses	VN Program Coordinator and Faculty	Spring 2012	☒	☐	☐	☐
2	Review the numbering sequence of the vocational nurse classes to mimic what is actually offered(Change VNRS 183 to 175)	VN Program Coordinator	Fall 2011	☒	☐	☐	☐
3	Review supplies, equipment, software, and DVD's to ensure that we are providing current educational methodologies	HS Director/ Skill lab Coordinator	Spring 2013	☐	☒	☒	☒
4	Review need for a remodel/update of computer technology integration into existing classrooms to provide more flexibility in content delivery modalities.	HS Director	Spring 2013	☐	☒	☒	☐
5	Update courses that currently do not have SLO's and submit for curriculum review. VNRS 164, the remaining course needing SLO completion, is scheduled to be completed in summer 2011 and sent for Curriculum Committee review in early fall 2011.	HS Director/VN Coordinator	Fall 2012	☐	☐	☒	☐
6	Expand the existing RN database to include VN students in order to gather and sort appropriate data. This is identified as a method for providing an accurate picture of student success/completions.	HS Director/VN Coordinator	Fall 2012	☒	☐	☒	☐
7	Take the VN Certificate and A.S. Degree through Curriculum Review process	Health Science Director/VN Coordinator	Spring 2013	☒	☐	☐	☐

17. Budget Recommendations

Resources are needed in the following areas:

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact ◊	Priority ‡
Instructor for across programs teaching to fill a gap left with resignation/non-renewals	To provide adequate faculty to ensure excellence/continuity in instruction delivery across programs. To ensure student success by providing adequate numbers to qualified, full-time faculty	M N C	ABC

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact ◊	Priority ‡
Skills Lab technical support that is adequate for the needs of students enrolled in expanding programs	Student-focused Skills Lab mentoring and remediation is a critical element in promoting student success. The grants we are currently utilizing fund accessibility.	M N F	A B C
This support is viewed by faculty as needing to be institutionalized in the future through district funding	While supplemental grant funding provides students with increased opportunity, the temporary nature of grant funding does not ensure that future students will be provided with the same opportunities.	M N F	A B C

Facilities

Facilities / repairs or modifications needed	Discuss impact on goals / SLOs	Bldg / Room	Impact ◊	Priority ‡
Ongoing repairs/maintenance of high fidelity equipment	Provision of state-of-art learning experiences	Skills Lab	M N F C	A B C
Identify faculty office space that provides increased privacy for student counseling.	Ferpa issues arise when office space is not completely private. It is essential that VN faculty meet with students confidentially, in order to support positive outcomes for students.	PC or CI	M N F C	A B C
Refurbish classrooms with countertops and new cabinetry and improved/matching seating for students.	Cleanliness and safety in the classroom environment enhances learning. Cabinetry that is made to contain the equipment safely and securely will promote appropriate use and life of the items. Appropriate seating to accommodate adult learners of many sizes will help to ensure comfort in the learning environment for several hours.	TC 228, 229. 230	N F C	B C
Emergency call system	Access to immediate assistance in case of an emergency is vital to student and faculty health and safety.	PC 212, 230. TC 228, 229, 230	N F C	B C

Computers / Software (TeCS)

Item	Discuss impact on goals / SLOs	Cost	Impact ◊	Priority ‡
Hand held computers for all clinical faculty	Providing a communication tool for off campus faculty impacts students and faculty by providing real time connection to help to serve all students. iPad. These would be used across programs in nursing.	@ $850x12 each for F/T faculty 7000 district and 3200 grant funded	Q F	C
Electronic pointers in all classrooms	To help the student to focus on the information in greater detail	$ 3000 district and $2000 grant supplement	Q F	C
Electronic Student Library	Accessibility of textbooks online will help students to stay on track anywhere they have internet.	Available in the library. Will need to look at contributing to upgrades.	Q F	C

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact ◊	Priority ‡
Purchase of new and ongoing upgrades to existing classroom teaching tools/models/manequins	Providing high-quality, college-level instruction. Maintaining high-fidelity human simulators.	$15,000 from district, to be matched by grant funding	M N Q F C	B C
* Training: formal mentoring program for faculty. Faculty Development.	To assist faculty to adjust to the school mission, values and program objectives.	$2500 District funding and $5,000 from grant funding	M N C	A B C
*Training: Technology training to faculty	To assist faculty to understand and utilize state of the art teaching concepts. This item would be shared between CNA, VN, and RN		N F	B C

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact ◊	Priority ‡
Medical durable goods and products	Learning to use actual medical products in the safety of the Skills Lab will ensure proper use and understanding prior to actual patient use in the clinical setting		M N Q	A B C

◊ **Impact:**

M = Mission: Does program meet the District's mission and established core competencies? Does program reflect the District's diversity?

N = Need: How is program addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

Q = Quality: Are lecture/lab unit values appropriate? Have the course outlines been reviewed / updated regularly? Are disciplines appropriate? Is faculty development adequate? Does program support State and District emphasis on critical thinking, problem solving and written expression? Does program meet stated objectives in the form of SLOs? Are course pre-requisites and co-requisites validated?

F = Feasibility: Are facilities, equipment, and library resources adequate? Are evening programs and services adequate? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

C = Compliance: Do course requisites meet Federal, State & District requirements? Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?

‡ **Priority:**

A. Is this goal mandated by law, rule, or district policy?

B. Is this goal essential to program success?

C. Is this goal necessary to maintain / improve program student learning outcomes?

Attachment A: Key Performance Indicator Data

VNRS Program Review

	Key Performance Indicators	Fall04	Fall05	Fall06	Fall07	Fall08	Fall09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered	17.0	17.0	17.0	17.0	17.0	17.0
4	Sections Offered	23.0	31.0	26.0	22.0	24.0	26.0
5	Morning Secions	20.0	19.0	16.0	14.0	16.0	15.0
6	Afternoon Sections	3.0	4.0	4.0	4.0	4.0	6.0
7	Evening Sections		8.0	3.0		1.0	1.0
8	Arranged Sections			3.0	4.0		
9	Weekend Sections					1.0	2.0
10	Short Term Sections	16.0	24.0	16.0	13.0	15.0	15.0
11	DistanceEd Full-Term Sections	0.0	0.0	0.0	0.0	1.0	1.0
12	DistanceEd Short-Term Sections	0.0	0.0	0.0	0.0	1.0	1.0
13	Enrollment	823	1030	814	607	617	655
14	Weekly Student Contact hours (WSCH)	3076.8	2996.9	2879.0	2539.4	2717.0	3244.6
15	Full-Time Equivalent Students (FTES)	105.5	102.8	98.7	78.4	83.8	100.1
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)	5.8	6.1	5.7	5.3	5.9	6.9
17	Credit Reimbursement Rate	**$2,922.30**	**$3,259.71**	**$3,476.34**	**$3,668.28**	**$3,834.46**	**$3,834.46**
	Program Operation						
18	WSCH/FTEF	534.2	490.5	502.5	481.0	462.1	471.6
19	FTES/FTEF	18.3	16.8	17.2	14.8	14.3	14.6
20	Fill Rate at Census	92.1	88.5	99.2	83.4	86.1	87.8
	Program Success						
21	Course Retention	99.0	98.5	97.5	99.8	100.0	99.5
22	Course Success	95.4	94.5	95.6	95.7	96.1	95.0

VNRS Program Review

	Key Performance Indicators				Winter08	Winter09	Winter10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered						
4	Sections Offered						
5	Morning Secions						
6	Afternoon Sections						
7	Evening Sections						
8	Arranged Sections						
9	Weekend Sections						
10	Short Term Sections						
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections						
13	Enrollment						
14	Weekly Student Contact hours (WSCH)				0.0	0.0	0.0
15	Full-Time Equivalent Students (FTES)						
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)						
17	Credit Reimbursement Rate				$3,668.28	$3,834.46	$3,834.46
	Program Operation						
18	WSCH/FTEF						
19	FTES/FTEF						
20	Fill Rate at Census						
	Program Success						
21	Course Retention						
22	Course Success						

VNRS Program Review

	Key Performance Indicators	Spring05	Spring06	Spring07	Spring08	Spring09	Spring10
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered	17.0	17.0	17.0	17.0	17.0	17.0
4	Sections Offered	30.0	38.0	28.0	23.0	26.0	26.0
5	Morning Secions	23.0	23.0	15.0	19.0	15.0	16.0
6	Afternoon Sections	7.0	9.0	8.0	3.0	6.0	5.0
7	Evening Sections		2.0			1.0	1.0
8	Arranged Sections		4.0	1.0			
9	Weekend Sections			3.0		2.0	2.0
10	Short Term Sections	18.0	22.0	15.0	17.0	15.0	15.0
11	DistanceEd Full-Term Sections	0.0	0.0	0.0	1.0	1.0	1.0
12	DistanceEd Short-Term Sections	0.0	0.0	1.0	0.0	1.0	1.0
13	Enrollment	712	880	724	574	680	635
14	Weekly Student Contact hours (WSCH)	3347.8	4107.5	3734.5	2651.6	3303.0	2957.5
15	Full-Time Equivalent Students (FTES)	114.8	140.8	128.0	81.8	101.9	91.3
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)	7.8	9.8	7.4	6.4	7.0	10.2
17	Credit Reimbursement Rate	**$2,922.30**	**$3,259.71**	**$3,476.34**	**$3,668.28**	**$3,834.46**	**$3,834.46**
	Program Operation						
18	WSCH/FTEF	428.1	420.9	508.1	416.9	473.9	290.0
19	FTES/FTEF	14.7	14.4	17.4	12.9	14.6	8.9
20	Fill Rate at Census	57.0	60.8	90.1	75.9	91.8	82.5
	Program Success						
21	Course Retention	99.7	98.3	96.1	99.0	99.6	99.5
22	Course Success	94.4	94.3	92.4	94.1	99.0	96.5

VNRS Program Review

	Key Performance Indicators	Summer04	Summer05	Summer06	Summer07	Summer08	Summer09
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Program Access						
1	Majors (total)						
2	New Majors						
3	Courses Offered	3.0	3.0	3.0	3.0	3.0	3.0
4	Sections Offered	3.0	14.0	20.0	15.0	14.0	15.0
5	Morning Secions	2.0	2.0	2.0	2.0	11.0	6.0
6	Afternoon Sections	1.0	1.0	1.0	1.0	2.0	1.0
7	Evening Sections			2.0			
8	Arranged Sections		11.0	15.0	12.0	1.0	8.0
9	Weekend Sections						
10	Short Term Sections	3.0	3.0	5.0	3.0	13.0	7.0
11	DistanceEd Full-Term Sections						
12	DistanceEd Short-Term Sections	0.0	0.0	0.0	0.0	0.0	0.0
13	Enrollment	271	233	307	251	175	221
14	Weekly Student Contact hours (WSCH)	1631.6	2544.2	3125.8	1480.5	1287.9	1553.3
15	Full-Time Equivalent Students (FTES)	55.9	87.2	107.2	50.8	39.7	47.9
	Program Resources						
16	Full-Time Equivalent Faculty (FTEF)	0.3	4.1	5.5	3.0	3.2	3.5
17	Credit Reimbursement Rate	$2,922.30	$3,259.71	$3,476.34	$3,668.28	$3,834.46	$3,834.46
	Program Operation						
18	WSCH/FTEF	4798.8	617.5	566.3	488.6	397.5	448.9
19	FTES/FTEF	164.5	21.2	19.4	16.8	12.3	13.9
20	Fill Rate at Census	101.9	18.5	21.3	94.4	91.9	89.1
	Program Success						
21	Course Retention	92.6	100.0	99.3	98.0	100.0	100.0
22	Course Success	88.9	96.1	99.3	98.0	99.4	99.5

	Key Performance Indicators	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
		Year1	Year2	Year3	Year4	Year5	Year6
	Program Resources						
23	Revenue: FTES*Reimbursement Rate	$799,315.31	$913,403.34	$941,184.29	$638,941.01	$683,569.18	$755,196.90
24	Total District Adopted Program Budget	NO DATA	NO DATA	NO DATA	NO DATA	1,217,491	1,107,624
25	Support Personnel (wage without benefit, 2200 and 2400 in budget)	NO DATA	NO DATA	NO DATA	NO DATA	NO DATA	N/A
26	Supplies (4300 in budget)	NO DATA	NO DATA	NO DATA	NO DATA	7,809	7,418
27	Cost	NO DATA	NO DATA	NO DATA	NO DATA	1,211,438	
28	Total FTES for the year	273.71	280.21	270.74	174.18	178.27	196.95
29	Cost per FTES					$6,795.52	
	Degrees and Certificates						
30	Degree: Licensed Vocational Nursing				7	11	9
31	Certificates: Licensed Vocational Nursing	152	148	172	104	134	86
32	Skill Awards						
33	Licenses (reported by department)						
	Career Technical Education Programs						
34	VTEA Grant						
35	Industry Contributions to Program Resources						
36	Available Jobs						
37	Attach one copy of the three most recent College Core Indicator Information forms for each of the appropriate TOP codes						
38	Please include "Student Satisfaction" and "Employer Satisfaction" in the program review write-up.						
39	Labor market data						

|		04-05		05-06		06-07		07-08		08-09		09-10	
		Year1		Year2		Year3		Year4		Year5		Year6	
Gender													
	Female	168	79.6%	191	81.6%	162	75.3%	139	73.5%	116	73.0%	125	73.5%
	Male	43	20.4%	43	18.4%	53	24.7%	49	25.9%	41	25.8%	41	24.1%
	Missing							1	0.5%	2	1.3%	4	2.4%
	Total	211	100.0%	234	100.0%	215	100.0%	189	100.0%	159	100.0%	170	100.0%
Age													
	19 or younger	13	6.2%	15	6.4%	7	3.3%	4	2.1%	3	1.9%	6	3.5%
	20-24	57	27.0%	48	20.5%	49	22.8%	42	22.2%	61	38.4%	60	35.3%
	25-29	41	19.4%	53	22.6%	61	28.4%	54	28.6%	39	24.5%	42	24.7%
	30-34	26	12.3%	26	11.1%	30	14.0%	27	14.3%	25	15.7%	25	14.7%
	35-39	24	11.4%	24	10.3%	22	10.2%	20	10.6%	10	6.3%	12	7.1%
	40-49	43	20.4%	50	21.4%	34	15.8%	31	16.4%	15	9.4%	17	10.0%
	50 and above	7	3.3%	18	7.7%	12	5.6%	11	5.8%	6	3.8%	8	4.7%
	Total	211	100.0%	234	100.0%	215	100.0%	189	100.0%	159	100.0%	170	100.0%
Ethnicity													
	Asian	97	46.0%	106	45.3%	103	47.9%	94	49.7%	64	40.3%	42	24.7%
	Black or African American	12	5.7%	19	8.1%	11	5.1%	10	5.3%	9	5.7%	7	4.1%
	Hispanic/Latino	57	27.0%	53	22.6%	46	21.4%	45	23.8%	40	25.2%	40	23.5%
	American Indian or Alaska Native			1	0.4%	3	1.4%	3	1.6%	2	1.3%		
	Native Hawaiian or Other Pacific Islander							4	2.1%	6	3.8%	3	1.8%
	White	28	13.3%	41	17.5%	41	19.1%	28	14.8%	21	13.2%	29	17.1%
	Unknown/Non-Respondent	17	8.1%	14	6.0%	11	5.1%	5	2.6%	17	10.7%	49	28.8%
	Total	211	100.0%	234	100.0%	215	100.0%	189	100.0%	159	100.0%	170	100.0%
Educational Goal													
	Degree & Transfer	34	16.1%	24	10.3%	31	14.4%	2	1.1%	6	3.8%	17	10.0%
	Transfer	7	3.3%	14	6.0%	8	3.7%					3	1.8%
	AA/AS	3	1.4%	3	1.3%	2	0.9%	5	2.6%	25	15.7%	32	18.8%
	License	46	21.8%	56	23.9%	53	24.7%	4	2.1%	18	11.3%	26	15.3%
	Certificate	113	53.6%	121	51.7%	109	50.7%	7	3.7%	19	11.9%	28	16.5%
	Job Skills	4	1.9%	4	1.7%	2	0.9%	3	1.6%	9	5.7%	22	12.9%
	Undecided									2	1.3%	9	5.3%
	Not Reported	4	1.9%	12	5.1%	10	4.7%	168	88.9%	80	50.3%	33	19.4%
	Total	211	100.0%	234	100.0%	215	100.0%	189	100.0%	159	100.0%	170	100.0%

Attachment B: Library Report

LIBRARY ACTIVITY:
        Library Research Orientations
                3 (during prior year)

        Circulation of materials in subject area
                4% of total circulation

LIBRARY RESOURCES:
        Dewey 610-619.99   3,215
        Ejournals   2,163

Format of Collection

Audio/Video
2%

Print Books
27%

Ejournals
40%

Print
Periodicals
0%

Ebooks
31%

Age of Collection

1980s>
15%

2010
0%

2006-2009
25%

1990s
19%

2000-2005
41%

Reserves
1%

Reference
2%

Audio/Video
2%

Periodicals
0%

General
23%

Internet
72%
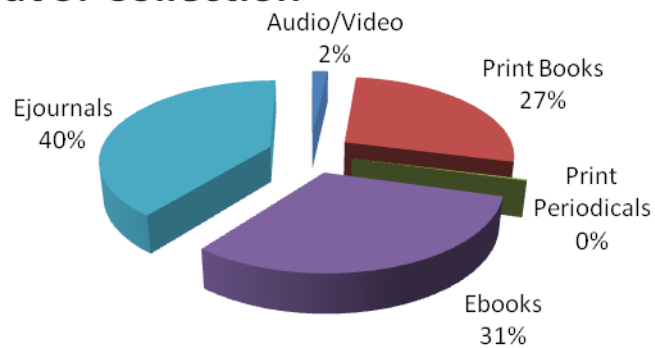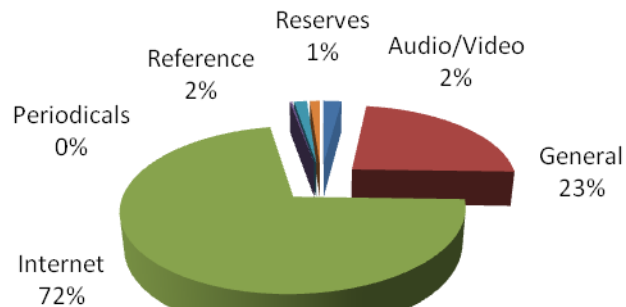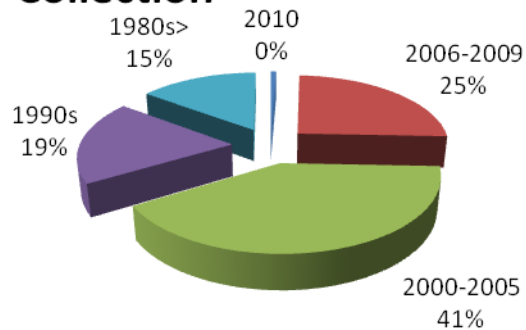
Location of Collection

Databases

EBSCO:	Other:
Academic Search Premier *(1975-)* Multi-displinary database for academic publications including peer-reviewed journals, & images.	**Salem Health** *Magill's Medical Guide* & *Salem: Cancer.* Medical encyclopedias.
Alt HealthWatch*(1990-) Complementary, holistic & integrated approaches to health care & wellness journals.	
Health Source: Consumer ed. behaviorial health, childcare, food sciences & nutrition, medical sciences, sports medicine & general health. Includes **Merriam-Webster's Medical Desk Dictionary**	
Health Source: Nursing/Academic ed. Scholarly medical, nursing & allied health journals, including *Lexi-PAL Drug Guide,* which covers generic drug patient education sheets with brand names.	
MEDLINE biomedical, dentistry, health care system, medicine, nursing, pre-clinical sciences titles journals. Annual in Dec.	
Psychology & Behavioral Sciences (1965-) mostly peer-reviewed journals also covering anthropology, emotional characteristics, mental processes, & observational & experimental methods.	
Vocational & Career *(1985-) Trade and industry-related journals including *Pediatric Nursing, Wireless Week, Restaurant Business, and Advertising Age.*	

Ejournal Subject Headings:

- Diet & Clinical Nutrition (68)
- Human Anatomy & Physiology
  - Anatomy (5)
  - Animal Biochemistry (32)
  - Neuroscience (47)
  - Physiology (105)
- Medicine
  - Alternative Medicine (35)
  - Cardiovascular Diseases (63)
  - Clinical Endocrinology (29)
  - Clinical Immunology (43)
  - Connective Tissue Diseases (1)
  - Dermatology (30)
  - Diseases by Body Region (3)
  - Emergency Medicine (7)
  - Gastroenterology (26)
  - Geriatrics (24)

  - Gynecology & Obstetrics (44)
  - Hematologic Diseases (23)
  - History of Medicine (5)
  - Industrial Medicine (10)
  - Infectious Diseases (19)
  - Internal Medicine (43)
  - Medical & Biomedical Informatics (5)
  - Medical Education (9)
  - Medical Ethics & Philosophy (13)
  - Medical Professional Practice (8)
  - Medical Research (27)
  - Medical Technology (7)
  - Medicine - General (221)
  - Metabolic & Nutritional Diseases (8)
  - Military & Naval Medicine (2)
  - Musculoskeletal System Diseases (9)
  - Neurology (95)

- o Oncology (73)
- o Ophthalmology & Optometry (30)
- o Otorhinolaryngology (21)
- o Palliative Care (3)
- o Pathology (63)
- o Pediatrics (75)
- o Radiology, MRI, Ultrasonography & Medical Physics (30)
- o Respiratory System Diseases (14)
- o Sports Medicine (8)
- o Tropical & Arctic Medicine (6)
- o Urology & Nephrology (35)
- Nursing (83)
- Occupational Therapy & Rehabilitation (18)
- Pharmacy, Therapeutics, & Pharmacology (126)
- Physical Therapy (21)
- Psychiatry
  - o Clinical Psychology (13)
  - o Psychiatric Disorders, Individual (20)
  - o Psychiatry - General (27)
  - o Psychoanalysis (5)
  - o Psychopharmacotherapy (1)
  - o Psychosomatic Medicine (3)
  - o Psychotherapy (22)
  - o Sexual Problems (3)
  - o Substance Abuse Disorders (15)
- Public Health
  - o Adolescent & Adult Public Health (2)
  - o Aged Public Health (1)
  - o Communicable Diseases (10)
  - o Emergency Medical Services (1)
  - o Environmental Health (7)
  - o Epidemiology & Epidemics (9)
  - o Ethnic Minorities & Public Health (3)
  - o Foodborne Diseases (1)
  - o Gender Specific Public Health (21)
  - o Government Health Agencies, U.S. (6)
  - o Hospitals & Medical Centers (40)
  - o Legal & Forensic Medicine (6)
  - o Long-Term Care Facilities (4)
  - o Medical Care Plans (9)
  - o Medical Economics (10)
  - o Medical Geography (1)
  - o Medical Statistics (10)
  - o Mental Illness Prevention (14)
  - o Public Health - General (144)
  - o Regulation of Health Care (1)
  - o Social Medicine (6)
  - o Toxicology & Public Health (20)
  - o Transmission of Disease (2)
  - o World Health (5)
- Surgery & Anesthesiology
  - o Anesthesiology (10)
  - o Plastic Surgery (3)
  - o Prosthesis & Artificial Organs (2)
  - o Surgery - General and By Type (65)
  - o Transplantation of Organs & Tissues (5)
  - o Wounds & Injuries (3)

Attachment C: Core Indicators VNRS 2009-2010

**PERKINS IV Core Indicators of Performance by 6-digit Vocational TOP Code**
Summary Detail Report for 2009-2010 Fiscal Year Planning

CITRUS COLLEGE

123020 Licensed Vocational Nursing

	Core 1 Skill Attainment			Core 2 Completions			Core 3 Persistence		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	99.55	223	224	95.92	94	98	81.82	180	220
Female	99.43	173	174	96.05	73	76	81.76	139	170
Male	100.00	50	50	95.45	21	22	82.00	41	50
Non-traditional	100.00	36	36	87.50	7	8	94.44	34	36
Displaced Homemaker		0	0		0	0		0	0
Economically Disadvantaged	99.28	137	138	96.92	63	65	83.70	113	135
Limited English Proficiency	100.00	10	10	100.00	5	5	77.78	7	9
Single Parent	100.00	28	28	100.00	12	12	81.48	22	27
Students with Disabilities		0	0		0	0		0	0
Technical Preparation	100.00	3	3	100.00	2	2	66.67	2	3
District	99.55	223	224	95.92	94	98	81.82	180	220
State	91.96	14,935	16,241	91.98	7,467	8,118	84.58	13,479	15,937

	Core 4 Employment			Core 5a NT Participation			Core 5b NT Completion		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	88.89	88	99	22.32	50	224	22.45	22	98
Female	88.31	68	77	0.00	0	174	0.00	0	76
Male	90.91	20	22	100.00	50	50	100.00	22	22
Non-traditional	87.50	7	8	22.32	50	224	22.45	22	98
Displaced Homemaker		0	0		0	0		0	0
Economically Disadvantaged	90.16	55	61	22.46	31	138	20.31	13	64
Limited English Proficiency	100.00	4	4	20.00	2	10	20.00	1	5
Single Parent	83.33	10	12	7.14	2	28	8.33	1	12
Students with Disabilities		0	0		0	0		0	0
Technical Preparation	100.00	1	1	33.33	1	3	50.00	1	2
District	88.89	88	99	22.32	50	224	22.45	22	98
State	89.05	5,612	6,302	14.51	3,012	20,758	15.63	1,607	10,282

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed.

Performance Rate Less Than Goal is Shaded

Core 1 - Skill Attainment, GPA 2.0 & Above: 92.46% Performance Goal - (2006-2007)
Core 2 - Completions, Certificates, Degrees and Transfer Ready: 66.13% Performance Goal - (2006-2007)
Core 3 - Persistance in Higher Education: 82.18% Performance Goal - (2006-2007)
Core 4 - Employment: 79.86% Performance Goal - (2006-2007)
Core 5 - Training Leading to Non-traditional Employment: Greater than 12.58% Participation & 12.02% Completion - (2006-2007)

Attachment D: Sample Certificate of Achievement

Citrus College

This certifies that

Sample A. Student

Has satisfactorily completed the prescribed course of study

and is hereby awarded this

Certificate of Achievement

in

Vocational Nursing

Given at Glendora, California, this twelfth day of August, 2010.

Signature

Superintendent/President

Signature

Vice President of Instruction

Attachment E: Labor Market Information
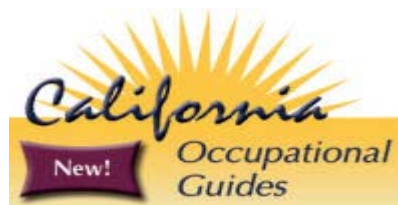
Licensed Practical and Licensed Vocational Nurses in California
http://www.labormarketinfo.edd.ca.gov/occguides/Detail.aspx?Soccode=292061&Geography=0601000000

May also be called: Licensed Practical Nurses; Licensed Attendants; Nursing Technicians; Home Health Nurses; and Home Health Care Providers

Licensed Vocational Nurses (LVNs) provide basic, bedside nursing care for sick, injured, convalescing, elderly, and physically or mentally disabled persons. They typically work in a health care team under the direction and supervision of a physician or registered nurse and develop their skills in medical-surgical, maternity, and pediatric nursing. Licensed Vocational Nurses observe patients, perform basic assessments, and report and document changes in a patient's condition. They also measure vital signs, perform medical treatments, and administer prescribed medications. Licensed Vocational Nurses may collect samples and perform routine laboratory tests, feed patients, and record food and fluid intake and output. Some help deliver, care for, and feed newborn babies. Some LVNs perform intravenous therapy or blood withdrawal. Licensed Vocational Nurses can also supervise certified nursing assistants and aides.

Additional duties can vary greatly depending on where the LVN works. Licensed Vocational Nurses who work in nursing care facilities help to evaluate residents' needs and develop care plans. In doctors' offices and clinics, they may make appointments for patients, keep records, and perform other clerical duties. Those who work in the patient's home may prepare meals, keep rooms orderly, see that patients are comfortable and in good spirits, and teach family members simple nursing tasks.

Licensed Vocational Nurses may operate medical machinery such as cardiac output and glucose monitors. They use hypodermic needles, nebulizers, or extremity restraints. They also use computer software for calendar and scheduling and to enter medical records electronically.

Important Tasks and Related Skills

Each task below is matched to a sample skill required to carry out the task.

Task	Skill Used in this Task
Administer prescribed medications or start intravenous fluids, and note times and amounts on patients' charts.	Medicine and Dentistry
Help patients with bathing, dressing, maintaining personal hygiene, moving in bed, or standing and walking.	Customer and Personal Service
Answer patients' calls and determine how to assist them.	Active Listening
Record food and fluid intake and output.	Writing
Provide basic patient care and treatments, such as taking temperatures or blood pressures, dressing wounds, treating bedsores, giving enemas or douches, rubbing with alcohol, massaging, or performing catheterizations.	Time Management
Measure and record patients' vital signs, such as height, weight, temperature, blood pressure, pulse and respiration.	Problem Sensitivity
Evaluate nursing intervention outcomes, conferring with other health care team	Oral Expression

Skill	Definition
	members as necessary.	
Observe patients, charting and reporting changes in patients' conditions, such as adverse reactions to medication or treatment, and taking any necessary action.	Monitoring

Skill	Definition
Medicine and Dentistry	Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities. This includes symptoms, treatment alternatives, drug properties and interactions, and preventive health-care measures.
Customer and Personal Service	Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
Active Listening	Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
Writing	Understanding written sentences and paragraphs in work related documents.
Time Management	Managing one's own time and the time of others.
Problem Sensitivity	The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
Oral Expression	The ability to communicate information and ideas in speaking so others will understand.
Monitoring	Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

Working Conditions

Licensed Vocational Nurses work in hospitals, clinics, doctors' offices, nursing and long-term care facilities, ambulatory surgical centers, emergency medical centers, private homes, and group homes. They work a variety of shifts and since most patients need round-the-clock care, some LVNs work nights; weekends; and holidays. Some hospitals have 16-hour (double) shifts, and overtime wages may be paid after the first eight hours. Licensed Vocational Nurses may deal with stressful, heavy workloads.

The job of an LVN often involves prolonged standing, a lot of walking, some lifting, bending, stooping, and reaching. They are subject to back injuries when helping patients move in bed, stand, or walk. Dangers from infectious agents are also part of the work environment. Consequently, LVNs may face hazards from caustic chemicals, radiation, and infectious diseases such as hepatitis, tuberculosis, and AIDS. In addition, the patients they care for may be confused, agitated, or uncooperative.

Licensed Vocational Nurses can join the California Licensed Vocational Nurses' Association (CLVNA) or the Licensed Vocational Nurses League of California (LVNL). They may also join the Health Care Workers division of the Service Employees International Union (SEIU).

Will This Job Fit Me?

The job of Licensed Vocational Nurse will appeal to those who enjoy activities that involve assisting others. This occupation satisfies those with social interests. Social occupations involve working with, communicating with, and teaching people as well as helping or providing service to others.

What Wages and Benefits Can I Expect?

Wages

The median wage in 2010 for Licensed Vocational Nurses in California was $49,818 annually, or $23.95 hourly. The median is the point at which half of the workers earn more and half earn less.

Annual Wages for 2010	Low (25th percentile)	Median (50th percentile)	High (75th percentile)
California	$42,677	$49,818	$57,947

Source: EDD/LMID Occupational Employment Statistics Survey, 2010 Wages do not reflect self-employment.

Hourly Wages for 2010	Low (25th percentile)	Median (50th percentile)	High (75th percentile)
California	$20.52	$23.95	$27.86

Source: EDD/LMID Occupational Employment Statistics Survey, 2010. Wages do not reflect self-employment.

Benefits

Benefits usually include vacation, sick leave, medical and dental insurance, and retirement plans.

What Do Local Employers Say About Benefits? Of the 495 employers in California, almost all provide medical insurance and dental insurance, and most provide vacation and sick leave and vision insurance benefits to Licensed Vocational Nurses who work full-time.

Percent of Employers Who Provide Specific Benefits by Time Base		
Benefit Type	Full-Time	Part-Time
Medical Insurance	92%	24%
Dental Insurance	86%	25%
Vacation	78%	26%
Sick Leave	71%	22%
Vision Insurance	70%	21%
Life Insurance	59%	18%
Retirement Plan	56%	23%
Disability Insurance	29%	11%
Paid Time Off Bank	29%	14%
No benefits	2%	37%

Source: EDD/LMID Local Occupational Information Survey, 2008

Of the 464 employers surveyed who responded in California, who provides medical benefits, most reported that they pay half or more of the cost of medical insurance for full-time, and most reported that they pay half or more of the cost of medical insurance for part-time Licensed Vocational Nurses.

Percent of Employers Who Paid Medical Insurance by Portion Paid by Time Base		
Portion Paid by Employer:	Full-Time	Part-Time
All	22%	11%

Half or more	55%	57%
Less than Half	21%	27%
None	2%	5%

Source: EDD/LMID Local Occupational Information Survey, 2008

What is the Job Outlook?

Growth in the employment of LVNs is in response to the long-term care needs of a rapidly growing elderly population and the general growth of healthcare. Replacement needs will be a major source of job openings as workers leave the occupation. Nursing homes will offer the most new jobs for LVNs as the number of aged and disabled people who need long-term care rises. Hospitals are continually under pressure to lower costs and are progressively using more LVNs in place of registered nurses. Increasingly, LVNs will also find jobs outside the traditional hospital setting as healthcare delivery changes.

Projections of Employment

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.

Estimated Employment and Projected Growth Licensed Vocational Nurses					
Geographic Area (Estimated Year-Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Additional Openings Due to Net Replacements
California (2008-2018)	63,300	76,900	13,600	21.5	19,800

Source: EDD/LMID Projections of Employment by Occupation

Annual Job Openings

In California, 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.

Estimated Average Annual Job Openings Licensed Vocational Nurses			
Geographic Area (Estimated Year-Projected Year)	Jobs From Growth	Jobs Due to Net Replacements	Total Annual Job Openings
California (2008-2018)	1,360	1,980	3,340

Source: EDD/LMID Projections of Employment by Occupation

How Do I Qualify?

Education, Training, and Other Requirements

Licensed Vocational Nurses must be at least 17 years of age; possess a high school diploma, or the equivalent; and complete a vocational, or practical, nursing program approved by the Bureau of Vocational Nursing and Psychiatric Technicians (BVNPT). In addition, they must complete an application for Vocational Nurse Licensure and pay the

required fees to the BVNPT, successfully pass a fingerprint background check by the California Department of Justice and the Federal Bureau of Investigations, complete a record of conviction form, and pass the licensing examination, known as the National Council Licensing Examination for Practical (Vocational) Nurses (NCLEX-PN).

There are two other methods by which an applicant can apply for licensure as a Vocational Nurse in California. One method requires that the applicant complete at least 51 months of paid bedside nursing experience in a general acute care facility. In addition to this experience, applicants must also complete a pharmacology course with 54 hours of theory and a verification of skill proficiency. Another method permits U.S. military corpsmen to take the NCLEX-PN if they have completed 12 months of active duty rendering direct bedside patient care, have completed a basic course in nursing in a branch of the armed forces, and have received an honorable discharge from the military.

Experience

Programs for LVNs are one year or longer and include classroom study (theory), supervised clinical practice (patient care), and pharmacology. Classroom study covers basic nursing concepts and patient care-related subjects including anatomy, physiology, medical-surgical nursing, pediatrics, obstetrics, the administration of drugs, and nutrition. Clinical practice usually is in a hospital, but sometimes includes other settings.

Early Career Planning

High school preparation courses in English, mathematics (including algebra and geometry), science (including biology and chemistry), physics, computer science, social studies, and foreign language are recommended.

Work Study Programs

California offers Regional Occupational Programs (ROP) for LVNs. One such program is titled ROP-Health Career Classes, Anatomy/Physiology. To find an ROP program near you, go to www.carocp.org/carocps.html

Continuing Education

Licensed Vocational Nurses in the State of California are required by law to complete 30 hours of continuing education every two years, in addition to paying a renewal fee, to maintain an active license. Courses must be taken through a continuing education provider recognized by the BVNPT.

Licensing and Certification

This occupation is licensed by the Department of Consumer Affairs, Bureau of Vocational Nursing and Psychiatric Technicians (BVNPT). Contact the agency that issues the license for additional information.

- Licensed Vocational Nurse
- Midwife

Licensed Vocational Nurses must obtain certification by the Bureau of Vocational Nursing and Psychiatric Technicians (BVNPT) to perform intravenous therapy and blood withdrawal. For more information, go to the U.S. Department of Labor's site www.acinet.org and scroll down to "Career Tools." Click on "Certification Finder" and follow the instructions to locate certification programs.

Where Can I Find Training?

There are two ways to search for training information:

- Search by Field of Study to find what programs are available and what schools offer those programs. You may use keywords such as: Vocational Nurse
- Search by Training Provider to find schools by name, type of school, or location.

Contact the schools you are interested in to learn about the classes available, tuition and fees, and any prerequisite course work.

Where Would I Work?

The largest industries employing Licensed Vocational Nurses are as follows:

Industry Title	Percent of Total Employment for Occupation in California
General Medical and Surgical Hospitals	28.5%
Nursing Care Facilities	24.6%
Employment Services	11.8%
Home Health Care Services	11.0%
Offices of Physicians	5.9%

Source: EDD/LMID Staffing Patterns

What Employers Say...

The Employment Development Department surveyed 495 employers in California which employ 8,449 Licensed Vocational Nurses. Here's what they had to say:

About Full-Time/Part-Time: Almost All of these firms employ full-time and most employ part-time Licensed Vocational Nurses.

About Work Experience: Of the 495 employers surveyed in California, most require new hires to have prior work experience as Licensed Vocational Nurses. In the table below, percentages may not add to 100% since employers may select more than one time period.

How Much Work Experience Do Employers Require?	
More than 5 years	3%
25 to 60 months	7%
13 to 24 months	35%
1 to 12 months	61%

Source: EDD/LMID Local Occupational Information Survey, 2008

About Recruitment: Of the 495 employers surveyed in California, most indicate it is moderately difficult to find applicants with experience who meet their minimum hiring requirements, while some indicate it is moderately difficult to find applicants without previous experience who meet their minimum hiring requirements to fill vacancies for Licensed Vocational Nurses.

About Hiring: Of the 495 employers surveyed in California, most expect the number of Licensed Vocational Nurses they employ to remain stable during the coming year.

Hiring Expectations	
Expect Employment to Increase	18%
Expect Employment to Remain Stable	78%

Expect Employment to Decline	4%

About Vacancies: Of the 495 employers surveyed in California, 72 percent hired Licensed Vocational Nurses during the past year. Of the hiring firms, 93 percent filled existing vacancies, 19 percent filled newly created positions, and 8 percent filled temporary assignments.

Finding a Job

Direct application to employers remains one of the most effective job search methods. Licensed Vocational Nurses can also register with their school placement center for job leads. The California Licensed Vocational Nurses' Association advertises job opportunities as well. Newspaper classified ads and the Internet offer additional sources for job listings. **Online job opening systems** include JobCentral at http://www.jobcentral.com/ and CalJOBS[SM] at http://www.caljobs.ca.gov/.

To find your nearest One-Stop Career Center, go to www.servicelocator.org. View the helpful job search tips for more resources.

Yellow Page Headings

You can focus your local job search by checking employers listed online or in your local telephone directory. Below are some suggested headings where you might find employers of Licensed Vocational Nurses.

- Healthcare
- Hospitals
- Medical Clinics
- Nurse Registries
- Nursing and Convalescent Homes
- Physicians and Surgeons
-

Find Possible Employers

To locate a list of employers in your area, go to "Find Employers" on the Labor Market Information Web site:

- Select one of the top industries that employ the occupation. This will give you a list of employers in that industry in your area.
- Click on "View Filter Selections" to limit your list to specific cities or employer size.
- Click on an employer for the street address, telephone number, size of business, Web site, etc.
- Contact the employer for possible employment.

Where Could This Job Lead?

Experienced LVNs may be promoted to supervisory or administrative positions. In some employment settings, such as nursing homes, they can advance to become charge nurses who oversee the work of other LVNs or nursing aides. With additional education and a passing score on the national licensure examination, LVNs can become registered nurses, nurse practitioners, or physician assistants.

Related Occupations

Below is a list of occupations related to Licensed Vocational Nurses with links to more information.

Occupation	Occupational Guide	Industry Report	Occupational Profile
Dental Hygienists	Guide		
Physical Therapist Assistants	Guide #451	Health	Profile
Physician Assistants	Guide		
Psychiatric Aides	Guide #567	Health	Profile
Registered Nurses	Guide		
Respiratory Therapists	Guide		

Other Sources

- Bureau of Vocational Nursing and Psychiatric Technicians
  http://www.bvnpt.ca.gov/
- California Licensed Vocational Nurses Association
  http://www.clvna.org/
- The Licensed Vocational Nurses League of California
  http://www.lvnlofca.com/
- California Board of Registered Nursing
  http://www.rn.ca.gov/
- Service Employees International Union
  http://www.seiu.org/

These links are provided for your convenience and do not constitute an endorsement by EDD.

Attachment F: Certificate of Accreditation

STATE OF CALIFORNIA

dca

DEPARTMENT OF CONSUMER AFFAIRS

STATE AND CONSUMER SERVICES AGENCY · ARNOLD SCHWARZENEGGER, GOVERNOR
BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS
2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833-2945
Phone (916) 263-7800   Fax (916) 263-7866 | Web www.bvnpt.ca.gov

CERTIFICATE OF ACCREDITATION

for
Citrus College
Vocational Nursing Program
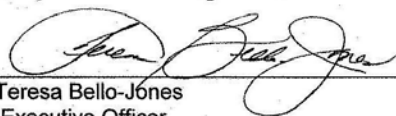
This document attests to the program's compliance with all requirements in Article 5 of the Vocational Nursing Practice Act with Rules and Regulations. A candidate's completion of an accredited vocational nursing program is partial fulfillment of requirements for the vocational nurse licensure examination.

Effective: May 13, 2009

John P. Vertido, LVN
President

Expires: May 12, 2013

Teresa Bello-Jones
Executive Officer

Attachment G: Curriculum Plan

CITRUS COLLEGE
VOCATIONAL NURSING PROGRAM
CURRICULUM PLAN – FULL TIME PROGRAM

PROGRAM PREREQUISITES: Intro to Health Occupations NRS 100   **TOTAL PROGRAM HOURS:** 1,548

COURSE TITLE	NO.	UNITS	THEORY HOURS	CLINICAL HOURS	CLASSIFICATION
SEMESTER I (1st 8 WEEKS)					
Fundamentals of Nursing	150	3	54		Nursing Fundamentals
Fundamentals of Nursing Lab	151L	3		162	Nursing Fundamentals
Pharmacology I	152	1	18		Pharmacology
Intro Nutrition/Voc Nurse	153	1	18		Nutrition
Body Structure & Function	154	1.5	27		Anatomy & Physiology
Social-Psychology/V.N.	155	1	18		Psychology
SEMESTER I (2nd 8 WEEKS)					
Medical-Surgical Nursing I *	160	3	54		Medical-Surgical Nursing
Medical-Surgical Nursing I Lab	161L	3		162	Medical-Surgical Nursing
Pharmacology II	162	1	18		Pharmacology
Diet Therapy For Voc. Nurse	163	1	18		Nutrition
Body Structure & Function II	164	1.5	27		Anatomy & Physiology
Growth & Development (Young Adult–Elderly)	165	1	18		Growth & Development (Adult)
SEMESTER II					
Advanced Medical-Surgical Nursing II*	170	7	126		Medical-Surgical Nursing
Medical-Surgical Nursing II Lab	171L	7		378	Medical-Surgical Nursing
Advanced Pharmacology	172	2	36		Pharmacology
Psychology for Voc. Nurse	173	2	36		Psychology
Leadership in Nursing	183	3	36	54	Leadership
SEMESTER III					
Pediatric Nursing	180	3.5	36	90	Pediatrics
Growth & Development (Birth–Adolescence)	181	1	18		Growth & Development (Child)
Obstetrical-Gynecological Nursing	182	4	36	108	
PROGRAM TOTALS		**50.5**	**594**	**954**	**1,548**

FORMULA FOR COMPUTING HOURS
1 unit = 18 theory hrs. per 16 weeks
1 unit = 54 clinical hrs. per 16 weeks

*SEE SUMMARY OF CONTENT FOR HOURS

CLASSIFICATIONS	UNITS	THEORY HOURS	CLINICAL HOURS
Anatomy & Physiology	3	54	0
Nutrition/Diet Therapy	2	36	0
Social-Psychology	1	54	0
Growth & Development	2	36	0
Reproductive (OB-GYN)	4	36	108
Nursing Fundamentals	6	54	162
Medical-Surgical Nursing (and Team Leading)	25	180 36	540 54
Pharmacology	4	72	0
Pediatrics	3.5	36	90

Attachment H: Advisory Committee Minutes

Health Sciences
Nursing Advisory Committee Minutes
October 28, 2010
12:30 – 2:00pm
Library Fishbowl
(12:30 – 1:00 Lunch and Networking)

Attendees: Salima Allahbachayo, Dora Arredondo, Elizabeth Ayson, Shauna Bigby, Connie Boquiren, Debbie Bowman, Badrieh Caraway, Angela Clark, Jennifer Davis, Marie Dela Rosa**,** Wendy Deras, Jamie Eisenberg, Jeanette Ellis, Millie Franco, Ilene Frost, Nanette Gelvezon, Cliff Hadsell, Cheryl Hall, Renee Ketchom, Michelle Kono, Sujae Lopez, Julie McElrath, Catherine McPhee, Nahid Meshkin, Kathy Mitzen Ony Okonkwo, Rita Ostravich, Parsons, Karla, Claudia Pohl, Maureen Renaghan, Gail Tucker, Connie Victoria, Monique Williams.

I. Welcome and Introductions:

   Dr. Maureen Renaghan, Director of Health Sciences

II. College News: PowerPoint presentation

   i.   Our VN and (C)NA Programs have been in existence for more than 40 years
   ii. In response to community need and the critical nursing shortage, Citrus College launched on phase of a Generic ADN Program to complete its nursing career ladder. The full program was launched in Fall, 2009. We graduated our second cohort in Spring, 2010 with 41 students successfully completing the program.
   iii. *GI Jobs*, a monthly magazine devoted to helping enlisted personnel transition from military service to the civilian workforce, recently named Citrus College a Military Friendly School for 2011. According to the magazine, inclusion on this list ranks Citrus College among the top 15 percent of all higher education institutions nationwide.
   iv. Citrus College received the Green Campus Award, one of the Leadership Awards presented at the 2010 Green California Community College Summit on October 12, 2010. The college earned this honor for its forward-thinking sustainability initiatives such as the Central Plant, the college's waste reduction program, and the Silver LEED standards requirement for all of the college's new buildings.
   v.   Top 15% of Institutions who serve military students
   vi. Green Campus Award on 10/12/10

   b. Allied/WIA Grant funds help provide scenarios…
   c. Ambulance donation by Shaffer Ambulance
   d. Claudia Pohl was congratulated for ADAA and Educator of the year.

III. Health Sciences Department News:
IV. Program updates:

   a. We are continuing to work on an across-programs human simulation scenario to promote collaborative learning between healthcare professions.

b. We received a donation of a working ambulance to enhance the learning experience of our EMT students.
c. Our Dental Coordinator, Claudia Pohl, is president-elect of the ADAA for the upcoming year. She was also awarded Educator of the Year by the same professional organization.

Career ladder VN to RN

i. ADN- 94.74 % pass rate, which represents:
- Cohort of graduates was 41
- I student has outstanding degree requirements remaining
- 38 have taken the NCLEX-RN, with 36 successful NCLEX-RN scores on the first attempt
- Our pass rate is 94.74%
- 2 unsuccessful first attempts
- 2 students have not taken the exam to date
- 1 student has not completed necessary coursework

ii. VN-Year to date Pass rate is 85%
- Based on input from our Advisory and current job market trends we have decreased our number of VN student slots from 45 to 30.
- Because the current job market indicates that VNs are finding jobs in extended and long term care, we are focusing more of the student learning experience in those types of facilities.

iii. CNA-Pass rate yesterday was 100%
- Based on input from our Advisory and the current job market, we have increased (C)NA course sections, using a combination of grant and district funding.

iv. EMT- Most recent pass rate is 88%
- Based on input from our community and clinical partners, we have added both more sections of existing courses and a new program, Emergency Management and Homeland Security

v. Dental-Most current pass rate is 93%
- Based on input from our community and clinical partners we have increased our numbers in Dental enrollments

d. Update on WIA/Allied Health Grant
i. Issues related to budgetary constraints- need for extensive tracking /case management required has impacted funds available.
ii. Special film project update- Additional footage/closed caption is still needed. Use of funds for tracking/case management has delayed completion.

V. Round Table Discussion: Agency and Community Input
a. Trends in hiring:
i. Nahid Meshkin of Queen of the Valley Hospital mentioned a MAC (?) Program that will have 16 new grads, 8 are scholars and the other 8 Preceptorship as of May 2010.

- (New) Prep Step- Volunteer Program- No hands on, only shadow. 15 total openings (5 have already been accepted) but they have had 300 applications for the 15 openings. Applications are available online.
    ii. Methodist representatives mentioned that in February they will have a New RN Grad Program and the application will be online. They encourage students, after applying, to connect with a recruiter, ask for their name, and contact them every 4-6 weeks to follow up, and demonstrate interest. Children's Hospital of Los Angeles is hiring about 75 new grads.
        - Tips to make grads more marketable:
            a. Training for ACLS, Cardiac Certifications
            b. Refresher course @ Gold West College, Costa Mesa and Rep from APU mentioned they also have a refresher course.
    iii. VNA Claremont: Not accepting new grads at the moment. When they do hire they look for 1 year acute experience or LVN Med Surge ICU.
        - Mentioned when Citrus has a job fair they would like to be invited
    iv. Julie McElrath of EDD offered information about workshops that are available such as interviewing skills, social networking, etc
    v. Monique Williams, faculty, wanted to know if volunteering is important and if it is considered when looking at an applicant? She wanted to know if she should recommend a student to volunteer before they are ready to apply for jobs or programs.
        - Partners would rather have work experience. Methodist says internships help.
        - RN Student asked if CNA Certificate helps?: yes
    b. Feedback on clinical placements, especially issues
        i. Precepting:
            - Queen of the Valley encouraged preceptor students that are placed at Queens be familiar with the hospital prior to precepting.
            - BRN/Trends- Preceptorhips are required.
            - Having multiple preceptors per student-
                o ADN students, Jennifer Davis and Marie De la Rosa felt it was beneficial to stay with the same nurse throughout. A lot of time is spent (when with several nurses) on explaining skills preceptee has acquired to the new nurse and less time is spent on learning new skills.
                o Salima Allabachayo explained that last year only one ADN student had 2 preceptors. Other than that, it is usually 1 student to 1 preceptor. Salima said her concern is the evaluation piece being compromised when having two preceptors.
                o Computerized medication delivery systems as a "barrier" was discussed. Students cannot access medications alone. Each student will have to wait for a preceptor or instructor to access meds. Maureen wanted to know if this one-on-one process is difficult. General answer is yes. This delays procedure of giving meds because of having to wait on instructor

availability. RN student said that at times it affects getting medication to a patient on time.

- At Queens students are not allowed to give medications in the ER or give any Narcotics.
- Badrieh Caraway was glad to get feedback from partners as well as students on this topic,
  - Badrieh suggested viewing the http://rn.ca.gov website to visit regarding nursing regulations. Title 16 California Code of Regulations; section 1426.1 of CCR details information regarding preceptorship; section 1427 details information about clinical facilities; section 1428 details student participation; and section 1429 has information on the 30 unit option.

ii. CTA – Utilization
- Ratios – Instructor: Student
  a. Trend is to decrease ratio. Should not be 15 (?) Final ratio from facilities usually is 10.
  b. Methodist says their facility will only allow 10