

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2023

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Health and Wellness, Skilled Trades and Technology

Area of Study: Nursing and Allied Health

Program: Licensed Vocational Nursing

Current Academic Year: 2022-2023

Last Academic Year CPPR Completed: 2019

Current Date: 3/6/2023

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

- I. Describe how this program review was conducted, including how all program members were involved in the planning process.

The sections of this Program Review document were split between the full-time faculty members of the LVN program, the Academic Success Specialist, the Program Specialist, Division Chair, and Director, and each contributed to its completion. The entire document was then reviewed by the Director of Nursing and Division Chair. The document was reviewed, with final revisions made, at a meeting to attain mutual agreement amongst all faculty.

II. GENERAL PROGRAM INFORMATION

Program Mission

NURSING DIVISION MISSION STATEMENT:

The mission of the Cuesta College Vocational Nursing Program is to provide for the educational preparation of Vocational Nursing students. The student will be prepared as a generalist to practice at an entry-level with the ability to apply critical thinking skills and the nursing process in a caring and individualized manner to help others maintain or regain optimal health, or a peaceful death.

Please highlight any changes and improvements since the last Comprehensive Program Review. Be sure to specifically indicate those changes that have been made in the program to address equity gaps.

- The LVN program was approved by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) in 2006. This program was implemented to meet a significant community need for LVNs in Long Term Care Staffing. It was designed as a 12-month, full-time, fast-track program. Thirty students were admitted to the North County Campus in Paso Robles, CA with 3 part-time faculty members and no additional clerical support within the division. This new beginning was made possible, in part, due to a financial and staffing partnership with Compass Health. Class #1 was

completed with 25 students in May 2007. In the fall of 2020, the program shifted from a 12-month program to an 18-month program. The shift was made to improve the LVN program by providing built-in breaks to allow faculty and students to refresh and reset. The previous pace led to faculty and student exhaustion in the 3rd term. The change also allowed for Improved organizational flow by better aligning similar content within terms:

- Perioperative theory is moved into the 1st term to align with acute problems and allow room in the 2nd term for perinatal content
- Maternity nursing theory is moved into the 2nd term to align with clinical hours (previously this theory was in the 1st term with clinical in the 2nd term)
- End-of-Life content is moved into the 3rd term (previously in the 1st term)
- The following New content was added:
 - A transgender simulation is added to the 1st term, week 12
 - A Senior Wellness Fair is added in the 3rd term, week 6
 - An End-of-Life simulation is added in the 3rd term, week 6
- Theory hours increased by 34 hours for a total of 609 hours and clinical hours increased to 982 an increase of 10 hours.
- Since these beginning years staff has been added to support the success of the LVN program. We currently have two full-time faculty members, 3 part-time clinical instructors, and 4 full-time support staff including an Academic Success Specialist, Program Specialist, Clinical Coordinator, and a Division/Department Assistant.

List all current full-time and part-time faculty in the program.

List current faculty, including part-time faculty

Nancy Wages	FT
Karen Wilson	PT Faculty
Spencer Plante	PT Faculty
Stephanie Rymal	PT Faculty
Betsy Bettencourt	PT Faculty
Cary Lou Martinson	PT Faculty
Cynthia Allan	PT Faculty

III. PROGRAM SUPPORT OF THE DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

A. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

[District's Mission Statement](#)

Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.

We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.

Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

The nursing program inspires a diverse population to achieve their educational goals by informing a wide net of future students in our county and region through the following means:

- Information Sessions offered each semester
- attending local grade school, middle school, and high school career days
- participation in college events (examples: Promise Day, Grizzly Academy, Cuesta Connect, Latina Leadership Network)

The nursing program promotes on-time completion of the Licensed Vocational Nursing certificate with an aggressive retention program and provides resources within the program that allows students to pass their LVN licensure exam and obtain prompt employment as a nurse. The program supplies each student with Access to Skyscape to assist with their academic learning and to Kaplan as a resource to assist each student in preparation to pass their NCLEX. An Academic Success Specialist is also available to students and meets with students regularly to assist and promote the successful completion of the program.

We offer an optional and efficient Associate Degree in Licensed Vocational Nursing.

The nursing program curriculum incorporates innovative and challenging learning in theory, skills lab, simulation, the flipped classroom, quiz platforms, and the clinical patient care setting. The learning process to become a nurse necessarily enhances cultural, intellectual, personal, and professional growth to achieve essential caring and competent nursing behaviors. Nursing students learn integrated content of diversity, advocacy, and lifespan issues which progresses them from novice to expert nurses, and eventually leaders in our healthcare community.

- B. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

Institutional Goal 1: Completion

Increase the rates of completion for degrees, certificates, and transfer readiness overall for all students.

Institutional Objective 1.2

Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued.

- a. The program director provides an incoming student orientation held annually to help students prepare for the LVN program. Time management and financial resources to be successful in the two-year program are presented.
- b. Faculty–led clinical orientations are provided at the beginning of each new clinical setting to familiarize students with the facility, equipment, staff, and policies.
- c. Faculty provide high-quality instruction to reflect current industry standards to support and enhance student success and enter the health care workforce prepared.
- d. An aggressive retention policy is in place to promote on-time completion of the program (within 3 semesters: fall, spring, and summer). This policy requires students to meet with faculty and a success specialist when test scores drop below 75%, or clinical performance is not meeting course objectives.
- e. Volunteer opportunities are announced, and organized to the extent possible, for students to participate in community service events such as the American Heart Association Heart annual heart walk, and Camp Reach for the Stars.
- f. Students’ feedback on the program in a variety of ways through:
 - monthly meetings with the program director
 - course, program completion, and alumni surveys

Institutional Goal 2: Access

Increase student access to higher education.

Institutional Objective 2.3

Expand financial support opportunities for students

- a. The LVN program has been given donations to the nursing foundation that funds a success specialist and an LVN licensure exam preparation program. Students are referred to the success specialist for quiz and test scores below 75% and for poor clinical performance to help determine deficiencies and provide resources to remain successful in the program.
- b. Scholarship information and application support are aggressively given to students before the program begins and within the program.
- c. Donor funds in the nursing foundation have been used to provide emergency loans to students who are at risk of dropping out of the program due to financial hardships.
- d. Information on scholarships is provided and students are aggressively encouraged and supported to apply.

Institutional Goal 3: Partnerships

Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.

Institutional Objective 3.1

Increase the number of partnerships with four-year institutions to strengthen and streamline students' transfer opportunities.

- a. The LVN Program works to strengthen its partnerships with local education institutions, civic organizations, businesses, and industries by hosting community Advisory Meetings twice a year with representatives from clinical facilities and local healthcare agencies, as well as involving LVN staff from Allan Hancock College in Santa Maria, CA.
- b. The LVN program has a long-standing partnership with Compass Health, a healthcare agency in our community, which donates a faculty member and makes significant contributions to the nursing foundation account annually.
- c. Faculty collaborate with personnel at facilities that make our clinical rotations possible in both long-term cares as well as acute care.
- d. Increased efforts to maintain communication with alumni who are future leaders in the local healthcare industry themselves to grow alumni bonding and strengthen the program's outreach potential for future preceptorship, faculty recruiting, and facility association networks.

Institutional Goal 4: Facilities and Technology

Integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.

Institutional Objective 4.1

Improve facilities and technology through the District's Facilities Master Plan and Technology Plan

- a. The nursing faculty have been given sufficient office space to complete work and hold office hours.
- b. A Simulation Lab has been created with six adults, one child, and one infant mannikins to offer multiple patient care scenarios for students. Simulations have been developed that represent patients throughout their life span. Mannikins can be dressed to simulate a birthing mother/baby, pediatric patient, adult, and geriatric scenarios.
- c. The skills lab has electronic medical record software that helps to train students on the software found in the skilled facilities they are assigned.
- d. Thirty laptops were purchased for students to perform classroom research and enhance the learning of course objectives.

- e. Faculty and staff offices have laptops, docking stations, and two monitors. Faculty have easy access to printers, scanners, and copiers.

Institutional Goal 5: Fiscal

Build a sustainable and stable fiscal base.

Institutional Objective 5.2

Identify and develop sources of revenue beyond annual state allocations to support institutional effectiveness.

The nursing program can contribute significantly to operational costs.

- a. To the extent possible, nursing courses taught with faculty-to-student ratios are efficient. Theory courses are taught by 1 instructor to 30 students. Clinical courses are necessarily reduced to a smaller faculty-to-student ratio to provide adequate supervision for safe patient care.
 - b. The nursing foundation pays for the full-time division chair's salary and stipend.
 - c. The nursing foundation pays for the full-time nursing and allied health division Clinical Coordinator's salary and benefits.
 - d. The nursing foundation pays for the part-time nursing success specialist's salary and benefits.
 - e. Local healthcare partner donates a clinical faculty member.
 - f. Donations are sought to pay for expensive equipment rather than deplete college funds:
 - Donor funding has provided funds for the simulation manikins and high-cost equipment in the skills lab.
- C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

ILO 1. Personal, Academic, and Professional Development

Students achieving this outcome will be able to:

- **Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development**
 - a. Demonstrate the professional skills necessary for successful employment
 - b. Students are taught the importance of choosing a lifestyle that promotes personal health and mental well-being through the nursing program's Caring Philosophy and Framework.
 - c. Students are taught to demonstrate the professional skills necessary for successful employment as an entry-level nurse in a variety of healthcare settings during weekly lectures, skills lab practice, and clinical patient care practicum throughout the four semesters of the nursing program.

ILO 2. Critical Thinking and Communication

Students achieving this outcome will be able to:

- **Analyze and evaluate their thinking processes and those of others**
 - **Communicate and interpret complex information in a clear, ethical, and logical manner**
- a. Students are taught to critically think through patient care scenarios in the skill lab and simulation lab. Debriefings occur in a small, confidential group setting to reflect and strengthen one's thinking.
 - b. Students perform patient care in the clinical setting weekly. Patient care expectations progress from simple to complex throughout the four semesters. Students research patient care the evening before attending clinical and submit forms to faculty for review, and faculty question students in the clinical setting to assure students have adequately prepared before implementing care that incorporates physical and emotional patient assessment, medical orders, lab, and diagnostic test results.
 - c. Students are taught the ethical and legal elements of patient confidentiality.

ILO 3. Scientific and Environmental Understanding

Students achieving this outcome will be able to:

- **Draw conclusions based on the scientific method, computations, or experimental and observational evidence**
 - **Analyze the relationship between people's actions and the physical world**
 - **Make decisions regarding environmental issues based on scientific evidence and reasoning**
- a. Students are taught to use evidence-based research throughout the nursing program to meet the complex needs of patients.
 - b. The importance of lifelong learning is emphasized to keep pace with an ever-changing healthcare world.
 - c. Nursing process is the scientific method that forms the foundation of nursing practice and is at the core of our curriculum.

ILO 4. Social, Historical, and Global Knowledge and Engagement

Students achieving this outcome will be able to:

- **Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world**
- **Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures**

- a. Students engage in patient care scenarios that involve patients throughout their lifespan and of a multitude of cultural backgrounds.

ILO 5. Artistic and Cultural Knowledge and Engagement

Students achieving this outcome will be able to:

- **Identify, create, or critique key elements of inspirational art forms**
- **Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories**
 - a. Students engage in patient care scenarios that involve patients throughout their lifespan and of a multitude of cultural backgrounds. This includes transgender simulation for the understanding of patients from diverse groups.
 - b. Students engage in patient teaching with community health fair by demonstration of poster boards/art presentations to help the community participants understand Stroke, Nutrition, and Activity as ways to improve their overall health outcomes.

ILO 6. Technical and Informational Fluency

Students achieving this outcome will be able

to:

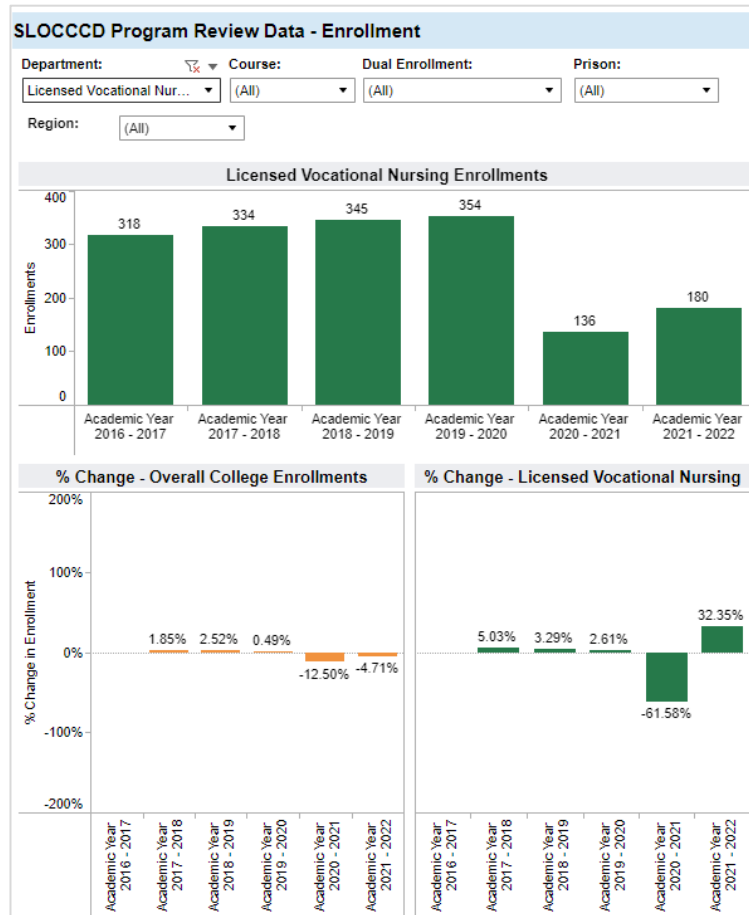
- ***Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically***
- ***Produce and share electronic documents, images, and projects using modern software and technology***
 - a. Information is an overriding concept in the curriculum as students use computer and internet resources to perform classroom assignments and research patient care.
 - b. Confidentiality of patient personal information is taught throughout the program and required to remain in the program.

IV. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

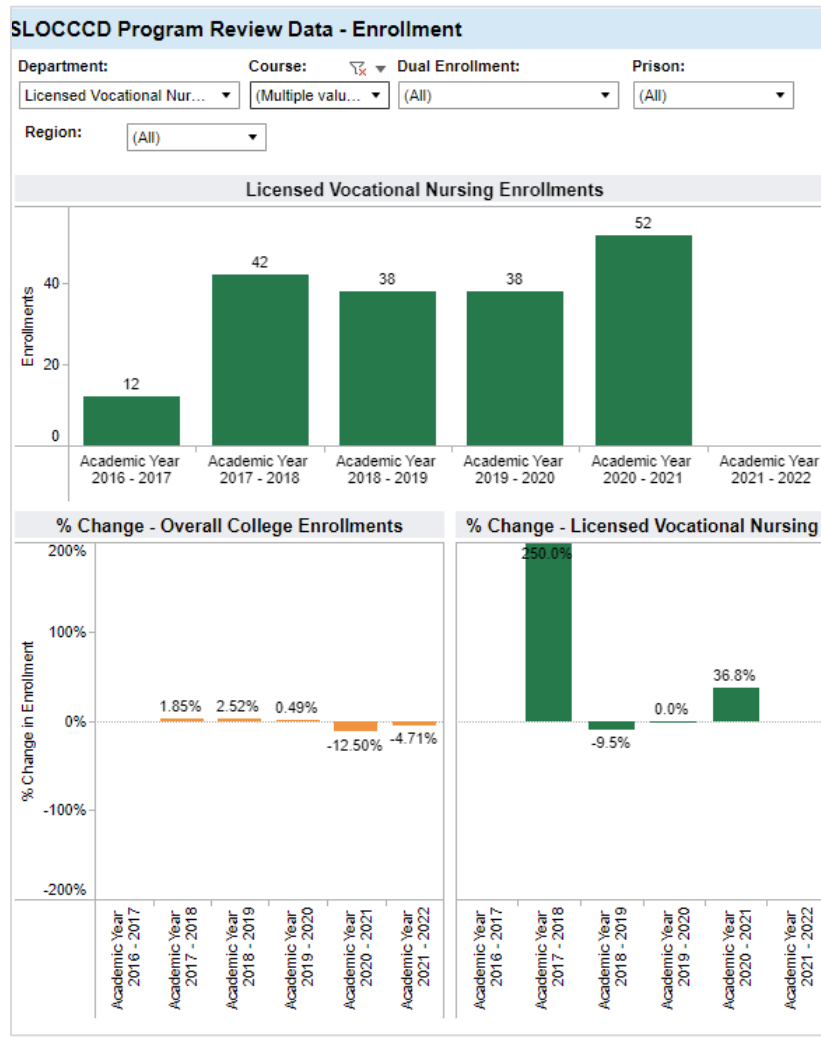
A. [General Enrollment \(Insert Aggregated Data Chart\)](#)

These numbers demonstrate the demand and interest in the LVN program. The LVN program enrolls 30 students every year. During the pandemic, LVN students were not permitted in the Skilled nursing facilities. The number reflects a stopping of the program for that time. When we did restart, the community partners limited student numbers in the facilities. As of Fall 2023, we continue to attract a large qualified application pool and must turn away more than 30 applicants. Forecasting predicts increasing demand for LVN graduates as the role of the LVN has expanded well outside of its traditional role in long-term care facilities into facets of acute care, private practice, clinics, schools, and surgical centers among others.



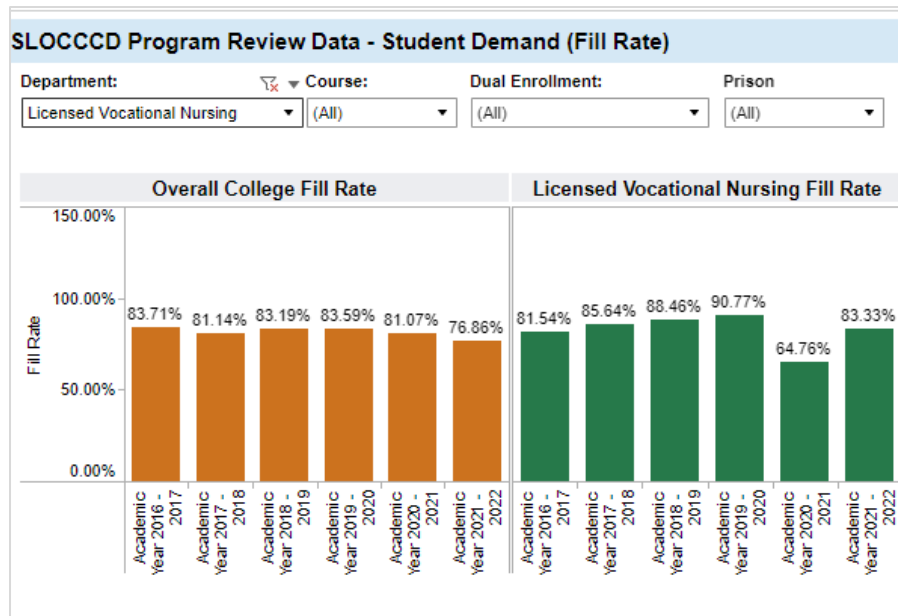
Certificate of Specialization, Intravenous Therapy, Blood Administration and Phlebotomy

Certificate of Specialization, Intravenous Therapy, Blood Administration, and Phlebotomy Certification Course has been offered since 2017 and is approved by the California BVNPT for licensed vocational nurses. Students completing the course will receive certification in IV Therapy and Blood Withdrawal and may incorporate this training within their scope of practice. This course is renewed every 2 years through the BVNPT and was renewed in March 2022. There is no data for 2021-2022. Students completed this course as of December 2022 and data will be reflected on the next CPPR.



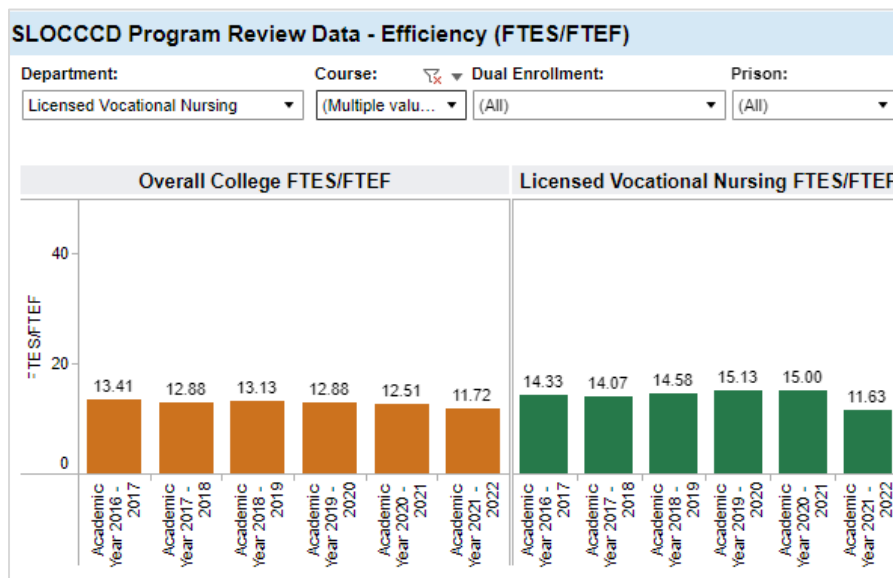
B. [General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

LVN fill rates for the start of the program are always 100%. The data indicates our fill rates fluctuating from 81.54% to 90.77%. The low number of 64.76% for 2020-2022 reflects the pause of the program for that time. When we did restart, the community partners limited student numbers in the facilities. As of Fall 2023, we continue to attract a large qualified application pool. The program admits 30 students every year but loses students to personal and academic issues. Variance in fill rate is related to a student drop and the inability to fill the spot due to the inability to make up clinical content. Attrition at the end of each semester (academic or life issues) will decrease fill rates for the next semester.



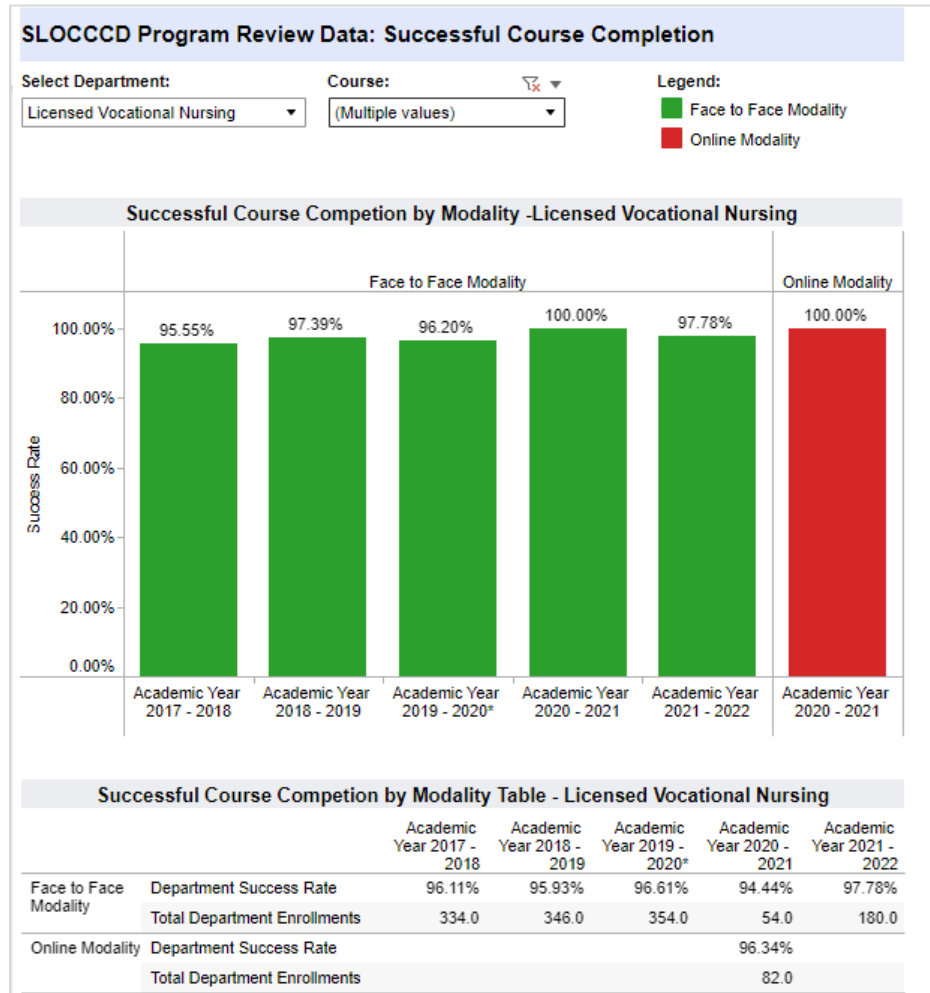
C. [General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

The data in the table above shows the efficiency of the theory courses (101/101A/102/102A/103/103A) without the clinical patient care component, in which one faculty lectures to all students resulting in efficiency that is slightly above the overall college efficiency. The low number of 11.63 for 2020-2022 reflects the pausing of the program for that time. When we did restart, the community partners limited student numbers in the facilities. The theory courses are cohorts for the clinical setting. In the face of the pandemic, clinical lack of availability greatly impacted our program



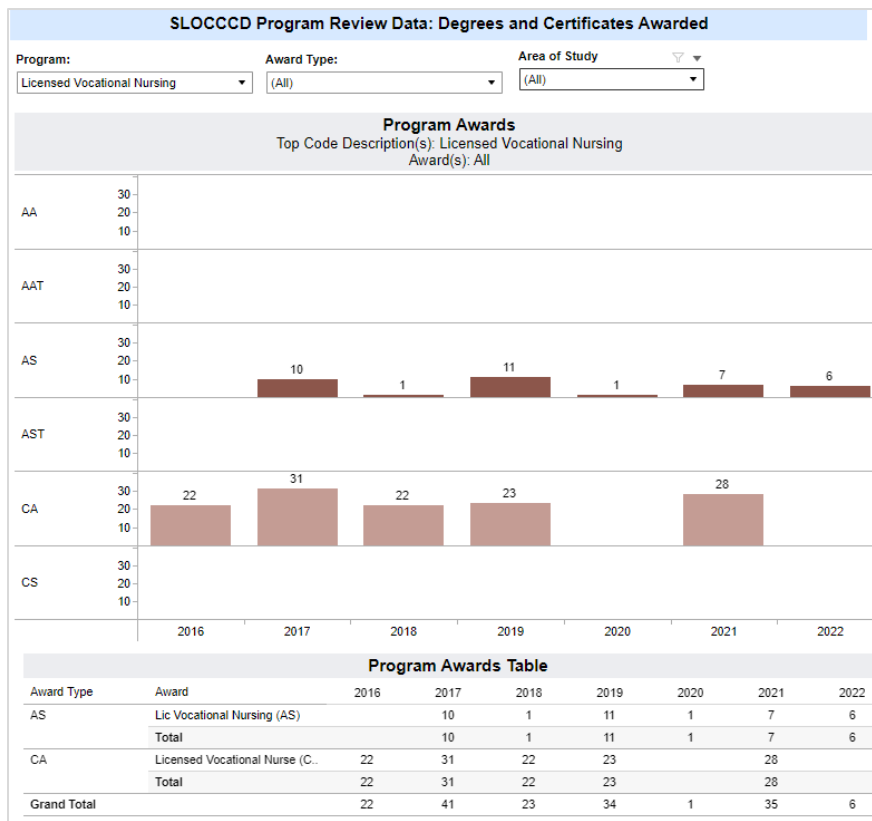
D. [Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

All LVN theory courses traditionally are taught face-to-face. However, in the face of the pandemic, online courses for the 103 courses were taught with an online modality. As of February 2023, the BVNPT will not allow these courses to be taught using an online modality.



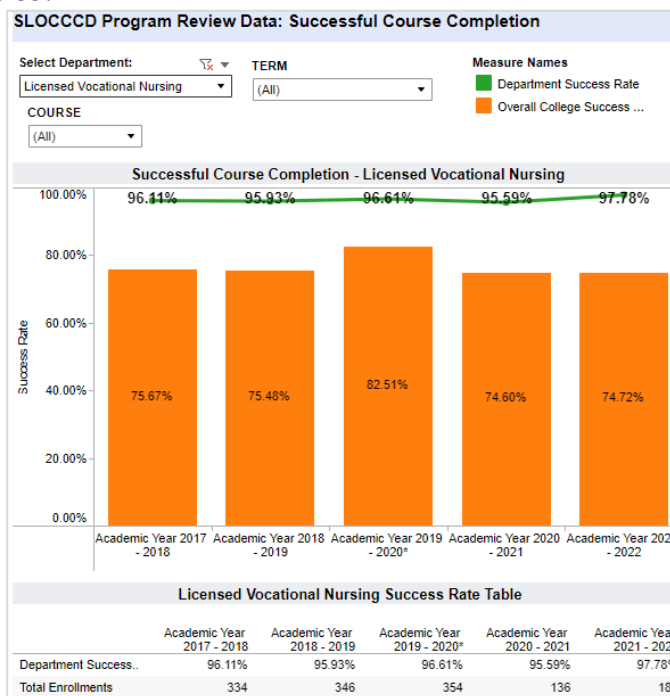
E. [Degrees and Certificates Awarded \(Insert Data Chart\)](#)

Data is blank in the chart for 2021-2022 but 35 students completed the program in this time frame. The LVN certificates awarded represent a > 85% retention rate for the past five years. The above graph also demonstrates completion of the optional Licensed Vocational Nursing, Associate in Science Degree that has been available to students since 2016.

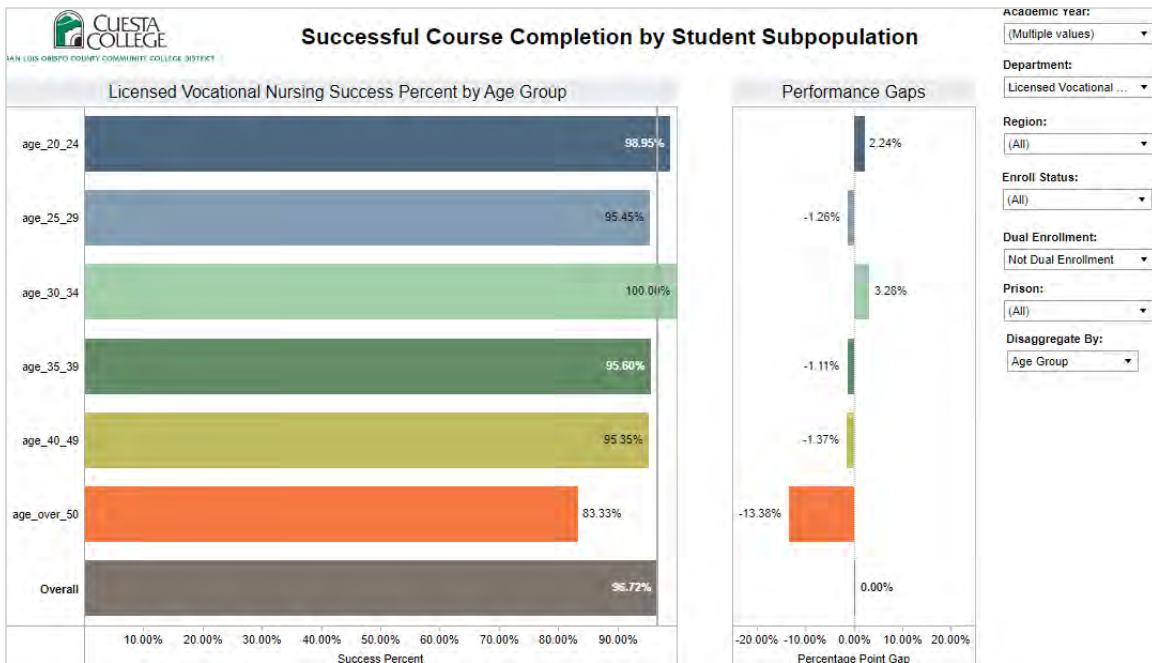
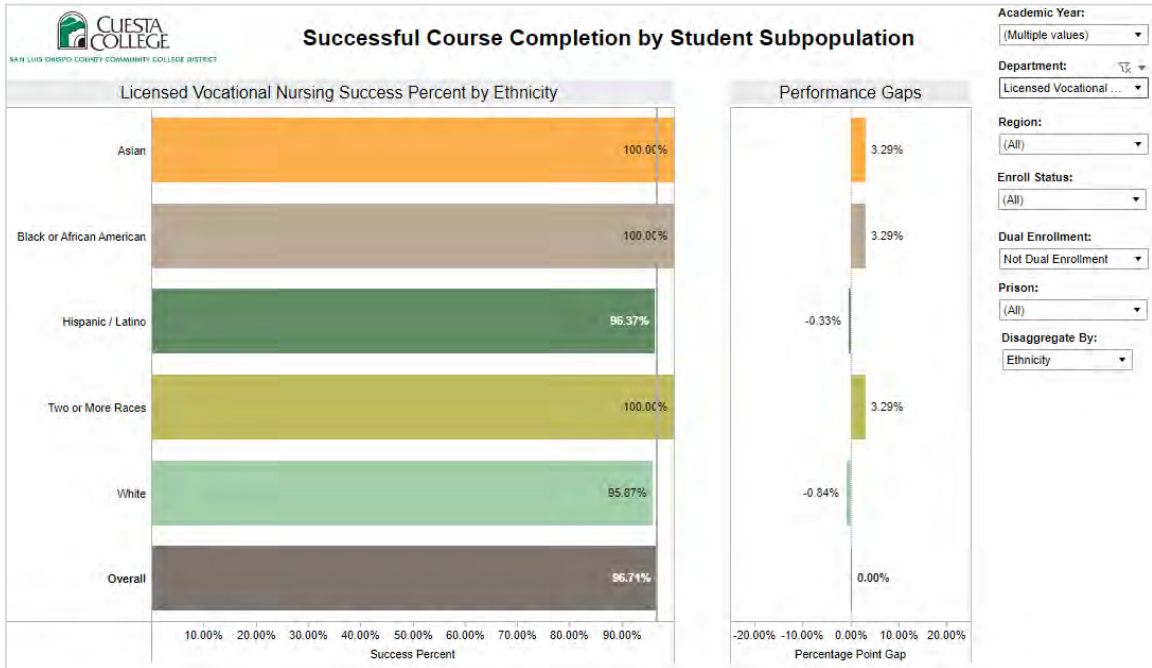


F. [General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

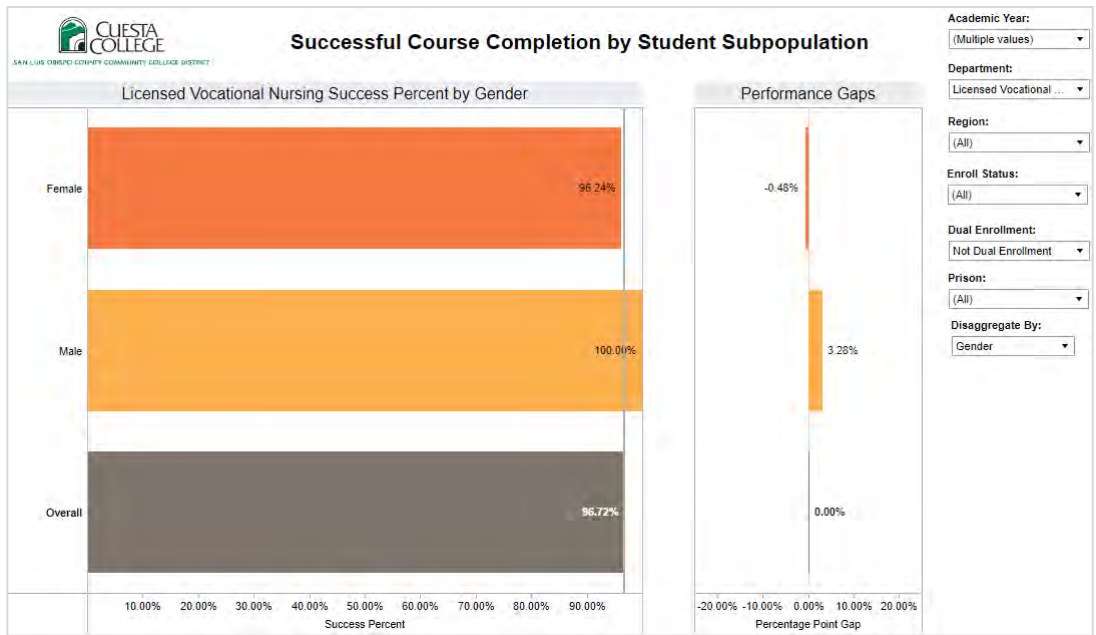
This chart reflects the successful completion (grade C or higher) of all required courses in the three semesters of the LVN program. The LVN Program success rate over the past 5 years has been higher than 95.59%.



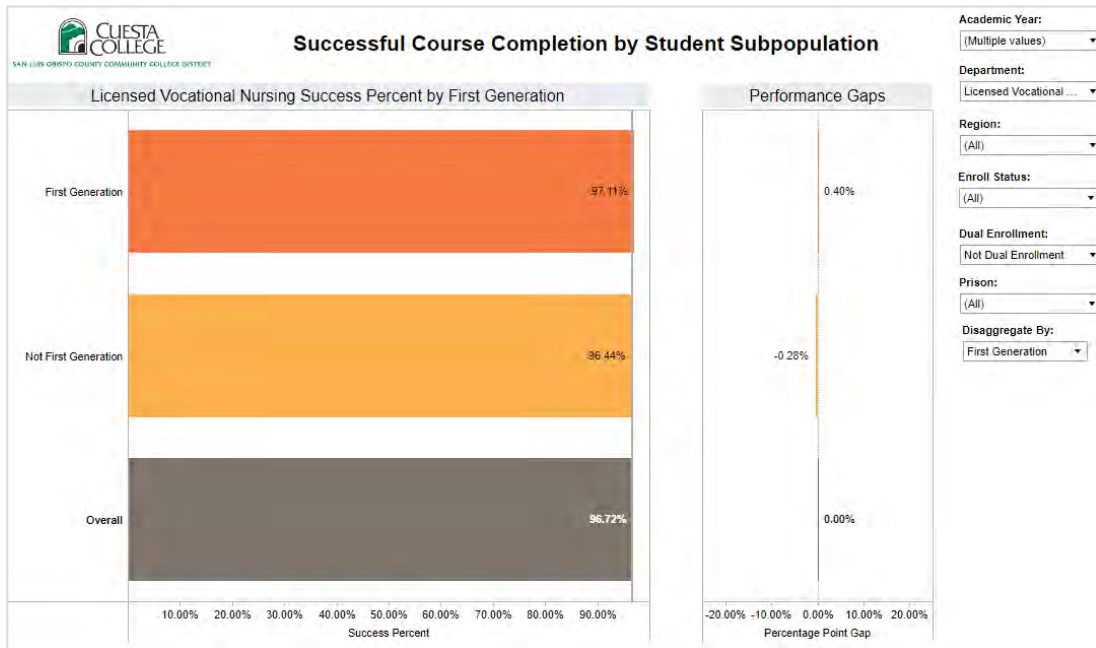
G. Review the [Disaggregated Student Success](#) charts



Success percent by age group reveals all age categories complete the LVN program at over 83.33%. We will evaluate the success of our students over 50 years and work to find ways to support them.



Licensed vocational nursing success percentage by gender reveals that females have a 96.24% success rate, and males have a 100% success rate.



LVN success percentage by first-generation shows 1st generation students have a 97.11% completion rate, while non-first-generation students have a 96.44% completion rate.

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe the origin and/or data collection methods used.

The LVN program recently submitted its request for continued program reapproval to offer LVN education through 2028. This reapproval process involved an extensive self-study written by the LVN faculty that was submitted to the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) in February of this year. A 2-day site visit by the BVNPT will be conducted in April.

LVN Program Highlights:

1. LVN Licensure first-test pass rates above the state average

The chart below shows the percentage of LVN students who passed the NCLEX-PN

**Department of Consumer Affairs
Board of Vocational Nursing and Psychiatric Technicians
Vocational Nursing Program Pass Rates**

The table below represents the performance of all first-time graduates of California vocational nursing programs who completed the NCLEX-PN® during the past five years.

Updated 04/8/2022

2017		2018		2019		2020		2021	
# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed

Cuesta College	21	90%	27	96%	30	93%	1	100%	27	93%
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Accredited Schools Rankings of Best LVN Programs in California

At Cuesta College, learners choose from 71 associate programs and 49 certificate programs. Located in San Luis Obispo, California, the public institution offers online and on-campus enrollment options, increasing flexibility for learners. Students often choose to work while enrolled at the school.

The school's career-focused programs train learners for specialized professional paths. In associate programs, degree-seekers take general education courses that strengthen critical thinking and writing skills. Instead of general education courses, certificate candidates take courses in their field of study.

V. PROGRAMS AND CURRICULUM REVIEW

A. Programs Review

- a. Review the CurricUNET “Program of Study” outline for each program and indicate yes/no for each program/certificate.

Program/Certificate Title (include all those programs and certificates that were active at the time of the last CPPR).	Currently Active	New program since last CPPR (if yes, include active date)	Program modified since last CPPR (if yes, include modified date)	Deactivated since last CPPR (if yes, include deactivation date)
Licensed Vocational Nurse – Certificate of Achievement (C.A)	Yes	No	Yes/May 2022	NO

- b. **For all Currently Active Programs/Certificates**, review the CurricUNET “Program of Study” outline for each active program/certificate and complete the table by indicating yes/no for each column.

Program/Certificate Title (include only those programs/certificates that are active).	Required courses and electives (including course numbers, titles, and credits) are accurate	Program description is current	Program Learning Outcomes are accurate and include methods of assessment.	If any answers are “no” for a program, please enter a date (MM/DD/YYYY) in the next 5 years by which the program will be corrected.
Licensed Vocational Nurse – Certificate of Achievement (C.A)	Yes	Yes	Yes	
Licensed Vocational Nursing Associate Degree (optional: need optional degree required general education courses)	Yes	Yes	Yes	

B. Curriculum Review

Complete the Curriculum Review Worksheet ([download from this folder](#)) and submit the form with your CPPR.

Based on the information that you enter, the template will create a 5-year calendar for your program to follow during which any modifications to the Course Outline of Record determined during the curriculum review.

What is the purpose of the worksheet? Completing the worksheet provides evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, and regulations, and advisory committee input. The form requires you to include evidence that you have reviewed that the entries on the course outline of record (CurricUNET format) are appropriate and complete.

VI. PROGRAM OUTCOMES, ASSESSMENT, AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

Licensed Vocational Nursing (LVN) Courses assessment and Evaluation Cycle Calendar											
SEMESTER	SPRING 2020	FALL 2020	FALL 2021	SPRING 2022	FALL 2022	SPRING 2023	FALL 2023	SPRING 2024	FALL 2024	SPRING 2025	Fall 2025
ASSESSMENT OR RE-ASSESSMENT DATA COLLECTED	LVN 102 102A 102AL 102B refer to assessment tools	LVN 103 103A 103B refer to assessment tools	LVN 101 101AL 101B refer to assessment tools	LVN 102 102A 102AL 102B refer to assessment tools	LVN 103 103A 103B refer to assessment tools	LVN 101 101AL 101B refer to assessment tools	LVN 102 102A 102AL 102B refer to assessment tools	LVN 103 103A 103B refer to assessment tools	LVN 101 101AL 101B refer to assessment tools	LVN 102 102A 102AL 102B refer to assessment tools	LVN 103 103A 103B refer to assessment tools
ANALYZE RESULTS & PROGRAM IMPROVEMENT	LVN 102 102A 102AL 102B refer to assessment tools	LVN 103 103A 103B refer to assessment tools	LVN 101 101AL 101B refer to assessment tools	LVN 102 102A 102AL 102B refer to assessment tools	LVN 103 103A 103B refer to assessment tools	LVN 101 101AL 101B refer to assessment tools	LVN 102 102A 102AL 102B refer to assessment tools	LVN 103 103A 103B refer to assessment tools	LVN 101 101AL 101B refer to assessment tools	LVN 102 102A 102AL 102B refer to assessment tools	LVN 103 103A 103B refer to assessment tools
Plan Implementation proposed new curriculum 2024 for selected LVN courses	Implement to Spring Courses	Implement to Fall Courses	Implement to Spring Courses	Implement to Fall Courses	Implement to Fall Courses	Implement to Spring Courses	Implement to Spring Courses	Implement to Fall Courses	Implement to Fall Courses	Implement to Spring Courses	Implement to Spring Courses

B. Yes. Courses have been completed in eLumen.

C. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

Yes, all courses have been reviewed with faculty using eLumn.

D. Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

- E. Include the most recent “ILO Summary Map by Course” from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

Cuesta College
ILO/PLO Summary Map by Course/Context

Map Origin: Courses for Licensed Vocational Nursing
Map Target: CA_LVN

Course	CA_LVN				
	Apply age appropriate concepts and cultural awareness in nursing practice	Demonstrate basic leadership in nursing practice.	Demonstrate effective therapeutic and professional communication with patients and the health care team.	Integrate knowledge and skills gained from nursing sciences with clinical practice in meeting the complex needs of diverse groups of patients safely in multiple health care settings (long term care, outpatient practice, forensic setting)	Practice safely and ethically within LVN scope of practice while providing patient care and working with the health care team.
LVN101	3			3	6
LVN101A	1		1	6	5
LVN101AL	2		1	4	2
LVN101B			1	5	5
LVN102	3	1		5	2
LVN102A	2	1		4	3
LVN102AL	1	1		4	
LVN102B	1	1	1	4	1
LVN103					
LVN103A	1		1	3	
LVN103B		1	1	3	3
LVN104					
LVN104L					
	14	5	6	41	27

Cuesta College
ILO Summary Map by Course/Context

Map Origin: Courses for Licensed Vocational Nursing
Map Target: All ILOs

SLOs	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
LVN101						
Explain the Scope of Practice of the Licensed Vocational Nurse.						X
Identify legal and ethical requirements of the licensed nurse and how these apply to patient issues.						
Correlate the components of the nursing process with medical care and problems of the patient.						
Describe standard medical and nursing care across the life span for common alterations in physical/psychological function of specific body systems.				X		
Articulate the phases of human growth & development theories as guides for care across the life span.				X		
Correlate expected effects and potential side effects of medications with common disorders across the life span.				X		

- F. Highlight changes made at the course or program level that have resulted from the SLO assessment. Please include the evidence of dialog that prompted these changes.

- Simulation lab Laerdal Cloud Scenarios Purchased to work with the newer Laerdal mannikins with multifunctional interactions for students to view their interventions.
 - Purchased 32 laptops to enhance online/electronic test-taking skills, and to simulate electronic medication records to enhance medication administration documentation skills in clinical settings.
 - Continue to coordinate with clinical agencies to schedule the LVN104 IV/Phlebotomy Certification Course for post-completion alumni.
 - Full-time Success specialist to student success and remediation with Kaplan testing and assistance with financial concerns.
- G. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the Resource Plan Worksheet ([download from this folder](#)) and review the [Resource Allocation Rubric](#).

Simulation Faculty and Technicians for ongoing courses supportive of the theory and clinical needs for student learning and success.
 Laerdal Cloud Scenarios to support the use of the new mannikins.

VII. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

- A. Institutional Goals and Objectives
- B. Institutional Learning Outcomes
- C. Program outcomes

The program supports efforts to achieve program outcomes by constantly evaluating the need for change or improvement in our program. We evaluate course SLOs and program outcomes annually during faculty meetings. This also supports the institutional goals, learning, and program outcomes by ensuring the program is strong and competitive as well as supporting students during the process. Student support and success are at the heart of our college and though our program is very challenging to students, most graduate and become LVNs.

Indicate any anticipated changes in the following areas:

- A. Curriculum and scheduling

Our program is currently undergoing renewal with the BVNPT which may generate required curriculum changes

- B. Support services to promote success, persistence, and retention

Foundation funds were very low and the success specialist position was at risk of continuation. The program previously had two full-time faculty positions however the veteran faculty resigned on February 21, 2023 leaving the program with one FT tenure-track faculty teaching in her first year. The program employs part-time faculty to assist with skills lab and clinical needs. As of today, a part-time faculty will be teaching the theory course left vacant by the resignation and the clinical assignment will be covered by a part-time faculty.

We need an Assistant Director for the LVN program as required by the licensure board. The college may be asked to provide a salary for this position that supports students through the LVN program. This has been a key role in student success.

C. Facilities needs

- Additional skills lab space is needed to meet the BVNPT necessary 6 students per bed suite resource requirement.
- Classroom instructional station needs upgrading with new data projectors, computers, and visual presenter.

D. Staffing needs/projections

Simulation lab faculty and Liaison to oversee simulation.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

- The BVNPT has implemented a fee increase for program renewal for 2023.

VIII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

- NONE

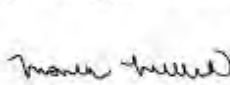

IX. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before **May 12, 2023.**

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Monica Millard			03/03/2023
Division Chair/Director Name	Signature		Date
Spencer Plante			03/02/23
Name	Signature		Date
Nancy Wages			3-2-23
Name	Signature		Date
Betsy Bettencourt			3/2/23
Name	Signature		Date
Cary Lou Martinson			3/2/23
Name	Signature		Date
Stephanie Rymal			03/02/23
Name	Signature		Date
Brita Blue			Mar 6, 2023
Name	Signature		Date

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here: [Faculty Prioritization Process Handbook](#)

APPLICABLE SIGNATURES:

Vice President/Dean **Date**

Division Chair/Director/Designee **Date**

Other (when applicable) **Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean’s narrative analysis. The signatures do not necessarily signify agreement.