

2020 Nursing /Allied Health / EMT Instructional Program Review

LASSEN COMMUNITY COLLEGE

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2020 Nursing /Allied Health / EMT Instructional Program Review

SECTION 1: ACADEMIC PLANNING

I. Program Overview, Objectives, and Student Learning Outcomes

Overview:

The Nursing, Allied Health and EMT department is comprised of multiple vocational career pathways and programs. The extended naming of the program will be referred to as **Health Sciences** and each individual program will be identified appropriately for the purposes of this report.

The Licensed Vocational Nursing (LVN) program is accredited by the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT) and has been in operations and accredited at Lassen Community College (LCC) for nearly a half of a century being established in 1978.

The vocational nursing program was on hiatus at the writing of the last Instructional Program Review but has since been re-established and has achieved extraordinary success since its reinstatement. The vocational nursing program was revitalized in 2016 when Celeste Wisner and Christi Myers took on the responsibility of recreating a program that had been dark for several years. All curriculum and program content was found to be outdated and in need of updating. In 2016 all program content rewritten to meet current standards and the program approval was renewed by the Board of Vocational Nursing and Psychiatric Technicians with full board authorization to accept students and re-establish the program with a start date of February 1st, 2017. The spring 2017 LVN cohort concluded their program on December 8th, 2017. On August 21st, 2017 a second cohort began the program in an attempt to align with program start and end dates with the traditional school year.

Since the reinstatement of the LVN program LCC has graduated over 60 students prepared to complete their nursing examination and begin their career in the healthcare field. To date 56 of the graduated students have successfully passed the National Council Licensure Examination (NCLEX) and all have found employment. The program started with one full time instructor, one full time director/instructor and a working space that was under construction. Shortly after the beginning of the first cohort the program moved into its permanent space in the newly renovated CA113 class room in the creative arts building. Beginning with used equipment the program has upgraded

drastically and now provides optimal student learning opportunities in the high fidelity simulation lab.

Upon reinstatement of the LVN program the Health Science department also took on the endeavor of re-establishing the Emergency Medical Technician (EMT) programs with approval from the Local Emergency Services Authority, Nor Cal Emergency Medical Services (EMS). The EMT program offers an entry level life-saving course called Emergency Medical Responder, the department also began instructing Emergency Medical Technician a course preparing individuals for state and national registry licensure as an EMT Basic. The department also offers a refresher course for EMT-B necessary for license renewal. The Health Science also partnered with the local ambulance company and a local fire department to create a community Cardiopulmonary Resuscitation program offering Basic Life Support CPR as well as specialized courses for child care providers and public employees.

The Health Science department has also established a Medical Assisting (MA) program offering educational preparation for students to become state certified to work as both an administrative and clinical medical assistant. Phlebotomy Technician was established by our department at the same time offering a program accredited by the California Department of Public Health (CDPH), allowing students to prepare for licensure as a Phlebotomy Technician. The Health Science department has also effectively created a Certified Nursing Assistant (CNA) program which has been accredited by CDPH.

Description/Evaluation:

The Lassen Community College Health Science Department houses a variety of vocational trades in healthcare providing high level education to meet the healthcare needs of our community and region. The department meets annually with an advisory committee comprised of community partners and regional representatives to determine validity of programs being offered and to ensure that the industry needs are being met. The department also aligns all offerings with labor market data and North Far North recommendations. Each course offered is thoughtfully aligned with the institutions Mission, Vision, and Strategic Goals. The department currently offers the following opportunities for certificate and degree:

- Associate in Arts Degree University Studies: Emphasis in Allied Health
- Associate in Science Degree in Vocational Nursing
- Certificate of Achievement in Vocational Nursing
- Certificate of Achievement in Medical Assisting
- Certificate of Accomplishment in Administrative Medical Assisting
- Certificate of Accomplishment in Clinical Medical Assisting

The Lassen Community College Health Science programs are designed to prepare students for licensing and employment in the healthcare field upon completion. The department currently offers 25 individual active courses as listed by discipline:

Health Occupations	Vocational Nursing	EMT	Other
HO-120 Cardiopulmonary Resuscitation (0.5 Credits)	VN-50 Pharmacology (4 Credits)	EMT-21 Emergency Medical Responder (2.5 Credits)	AJ-59 First Aid/CPR/AED Refresher (0.5 Credits)
HO-3 Medical Terminology (3 Credits)	VN-51 Nursing Fundamentals (4 Credits)	EMT-60 Emergency Medical Technician Basic (6.5 Credits)	FS-20 First Aid/CPR for Public Employees (1.5 Credits)
HO-49 Health Occupation Work Experience (1 to 8 Credits)	VN-52 Clinical Lab 1 (7 Credits)	EMT-61 Emergency Medical Technician Basic Refresher (1 Credit)	CD-50 ECE Child Health & Safety (1Credit)
HO-70 Medical Assisting: Core (4 Credits)	VN-53 Adult Nursing Theory (7 Credits)		
HO-71 Medical Assisting: Administrative (6 Credits)	VN-54 Clinical Lab 2 (6 Credits)		
HO-72 Medical Assisting: Clinical (6 Credits)	VN-55 Nursing Leadership & Professional Development (2 Credits)		
	VN-56		

<p>HO-80A Geriatric Nursing Assistant (6 Credits)</p> <p>HO-88 Phlebotomy (3.5 Credits)</p>	<p>Clinical Lab 3 (6 Credits)</p> <p>VN-57 Maternity Nursing (2 Credits)</p> <p>VN-58 Pediatric Nursing (2 Credits)</p> <p>VN-59 IV Therapy & Blood Withdrawal (2 Credits)</p> <p>VN-60 Comprehensive Nursing Review (2 Credits)</p>		
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In alignment with the LCC Mission, both the LVN and Medical Assisting programs have developed Program Student Learning Outcomes:

Licensed Vocational Nursing Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement** in Vocational Nursing, the student will be able to:

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

Medical Assisting Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement** Medical Assisting the student will be able to:

1. Demonstrate the Knowledge about medical assisting and other allied health professions.
2. Demonstrate beginning level medical assisting skills.
3. Display understanding of basic medical terminology, anatomy and physiology.
4. Access and navigate basic computer systems.
5. Perform exam room procedures autonomously.
6. Demonstrate knowledge of Pharmacology.
7. Assist with minor surgery and laboratory procedures.
8. Provide Patient education.

Upon completion of the **Certificate of Accomplishment** in Administrative Medical Assisting the student will be able to:

1. Demonstrate the Knowledge about medical assisting and other allied health professions.
2. Demonstrate beginning level medical assisting skills.
3. Display understanding of basic medical terminology, anatomy and physiology.
4. Access and navigate basic computer systems.
5. Demonstrate professionalism in the role of administrative medical assisting and office reception.
6. Prepare and properly manage medical office records.
7. Demonstrate medical office finance and billing skills.
8. Display medical office management abilities.

Upon completion of the **Certificate of Accomplishment** in Clinical Medical Assisting the student will be able to:

1. Demonstrate knowledge about medical assisting and other allied health professions
2. Demonstrate beginning level medical assisting skills.

3. Display understanding of basic medical terminology, anatomy and physiology.
4. Access and navigate basic computer systems.
5. Perform exam room procedures autonomously.
6. Demonstrate knowledge of pharmacology.
7. Assist with minor surgery and laboratory procedures.
8. Provide patient education.

The Health Science program's mission and goals compliment Lassen Community College's Mission Statement and Strategic Goals. The Vocational Nursing statement of philosophy displays a combination of the programs mission and vision in addition to that set forth by the institution:

Health Science Statement of Philosophy

The vocational nursing program supports the philosophy of Lassen Community College. Furthermore, we believe that:

1. Vocational nursing education prepares the students to function within the definition and framework of the vocational nurse practice act in the state of California.
2. Vocational nurse practices under guidance of a registered nurse or licensed physician in a structured care setting in which policies, procedures and protocols for the provision of health care are established.
3. The preservation and promotion of health and wellness is the ultimate goal.
4. The goal of vocational nursing is to assist the individual, families and communities to prevent illness and maintain or restore health.
5. Persons are bio-psycho-social beings, influenced by both internal and external forces, some of which may be influenced by nursing intervention.
6. In providing care, the vocational nurse utilizes both technical and interpersonal skills based on concepts taken from life, physical, and behavioral sciences.
7. The rapidity of technological change necessitates that the nurse, prepared for first level competencies and master the process of problem solving.
8. Learning takes place in the learner who comes with varying abilities, needs, and goals.

9. The responsibility of the learner is to utilize the educational milieu for maximum involvement in the learning process.
 10. The educational milieu must foster the development of self-motivated growth and critical thinking skills.
 11. The teacher serves as a catalyst and facilitator by providing students guidance in experiences which employ critical thinking skills.
 12. Critical thinking is a multi-step process that involves goal directed and purposeful mental activity utilizing current scientific knowledge to identify multiple options/solutions leading to the desired outcome in a given situation.
 13. The student should be provided with experiences which foster continuing participation in nursing and community organization and educational program for personal and professional growth.
 14. Faculty is responsible for the assessment of student competency, to provide a safe effective care environment.
- *Statement represents all Health Science programs and will be reviewed and updated to include all programs at the next advisory committee meeting.

LCC established and published Mission Statement and Strategic goals are as follows:

Mission

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

Strategic Goals

- 1. Institutional Effectiveness:** Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning environment, while ensuring responsible stewardship of public trust and resources.
- 2. Learning Opportunities:** Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.

3. Resource Management: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.

4. Student Success: Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.

Identify and Evaluate the Program Student Learning Outcomes:

All Health Science Student Learning Outcomes link to the institutional Student Learning Outcomes in one or more ways. The following displays Institutional Level Student Learning Outcomes and their connection to Program Level Student Learning Outcomes:

Institutional Student Learning Outcomes	Connection to Program Level Student Learning Outcomes
<p>1. Communication: Ability to listen and read with comprehension and the ability to write and speak effectively</p>	<p>All Health Science courses include a component addressing the acquisition of appropriate communication skills including the student's comprehension and ability to listen, read, write, and speak effectively. All Health Science student require the ability to effectively communicate in the health science field they are training for at a high level.</p> <p>Students are provided opportunities to further develop their communication skills throughout all aspects of the health science courses. Students are required to read course content and ensure comprehension through activities and testing. Students are also provided multiple opportunities to prepare written reports, medical documentation, emergency response reports, patient assessments and stiff hand off reports, and perform oral presentations to both the class and other healthcare providers. All communication skills aligned through program level student learning outcomes require the student to navigate real world scenarios ensuring relevance to their chosen career path in the medical field.</p>
<p>2. Critical Thinking: Ability to analyze a situation, identify and research a problem, propose</p>	<p>All Health Science courses impress critical thinking skills. The department believes that critical thinking is a multi-step process that involves goal directed and purposeful mental activity utilizing current scientific knowledge to</p>

<p>a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome</p>	<p>identify multiple options/solutions leading to the desired outcome in a given situation. All course content instructs critical thinking skills that apply to real world scenarios in health care. All faculty recognize the implication of high level critical thinking skills as many situations requiring critical thinking skills in our student future career may be the difference between life and death for their patients. Students are taught through lecture and real life scenarios to build their own ability and confidence in critical thinking.</p>
<p>3. Life Long Learning: Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems</p>	<p>Health Science students learn techniques in research and interpretation of data. A focus is placed on the identification and utilization of evidence based reliable sources in knowledge searches. Student learn to navigate resources including textbooks, periodicals, library resources and internet resources. Students learn to research issues and validate the validity of information obtained. Students navigate a wide variety of old and new technologies including patient charting systems, digital and high fidelity simulations, documentation systems, electronic medication distribution systems, laboratory and diagnostic reports and analytics. Student also learn how to properly utilize many patient care technologies.</p>
<p>4. Personal/Interpersonal Responsibility Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures</p>	<p>Ethical decision making and problem solving are a vital component of all Health Science courses. Student are guided through a process of determining and setting realistic goals that will foster their personal development and future goals. Professional integrity and cultural competency are often a definitive factor in ensuring the success of a Health Science student as their chose career path requires the highest level of both integrity and cultural awareness. Student participate in care based scenarios to ensure their ability to productively contribute in a collaborative high stress environment. Health Science student participate in clinical rotations in the community where their personal and interpersonal responsibility is tested and evaluated.</p>

Evaluation of Program since Last Review:

The most recent program review for Health Science courses was completed in 2015 during a time that all programs were out of commission. The program review was completed by a past Nursing and Allied Health Director with the generous assistance of Celeste Wiser who is

now a full time faculty member. The evaluation was thoughtful and an accurate interpretation of program needs. Since the last review the Health Science department has accomplished the following:

1. Developed new curriculum and achieved approval from both the state Chancellor's Office and appropriate oversight agencies and has consistently offered the following programs:
 - a. Licensed Vocational Nursing
 - b. Emergency Medical Responder
 - c. Emergency Medical Technician
 - d. Medical Assisting
 - e. Nursing Assisting
 - f. Phlebotomy Technician
 - g. Cardiopulmonary Resuscitation
2. Identified and hired fulltime and adjunct staff to support current program needs.
3. Purchased and implemented new technologies to support student learning such as items housed in the LCC high fidelity simulation lab.
4. Acquired and populated refurbished instructional space in the Creative Arts building.
5. Employed a full time Nursing and Allied Health Director with a 60% administrative and 40% instructional load.
6. Began discussions and the formal process of developing an LVN to RN bridge program to meet the needs of our healthcare community locally and regionally.

With multiple changes since the last review it is evident that the Health Science department has experienced great success and continues to grow in a positive direction. As success is measured in many different ways the Department's true gauge is response from health collaborative members in regards to employment of past student. Our faculty has the regular opportunity to see our past students in action in healthcare industries in our local community where past students are highly respected and serve as a vital part of our local health care teams.

Analyze Program-Related Promotional Materials:

Program-related promotional materials have been developed and distributed by the director as needed. Materials are shared with the advisory committee, through local media, and on social media sites. The Health Science programs would benefit from further assistance in marketing. The Health Science program maintains an active page on Facebook used for marketing but recognizes that there are opportunities for further marketing through other social media sites. The Department's new Instructional Support Specialist (ISS) is currently working on a marketing plan and will continue to support marketing operations.

Planning Agenda:

1. Department naming should be aligned and consolidated to represent and include all programs, including, Nursing, EMT, Health Occupations, and any upcoming health science opportunities. Proposed naming of department for simplification is **Lassen Community College Health Sciences**.
2. All course and program Student Learning Outcomes (SLO) will be reviewed and updated and SLO mapping will be completed for all courses and programs.
3. Strategic planning will be completed for all Health Science courses and programs to ensure continued alignment with institution mission and vision and to ensure program offerings and growth meet community and regional needs.
4. Certificates of completion and accomplishment and degree offerings will be reviewed and revised as necessary.
5. Program promotional plan will be developed
6. Evaluation of program offerings and available space will be completed to ensure adequate instructional space for student success.
7. Department will further develop High School Health Career Pathway
8. Degree guidance will be implemented for degree programs to ensure that students are completing entire degree process.
9. Enrolment planning will be completed to ensure full enrolment in all courses offered.
10. Student services and support will be offered to all students to ensure success.

II Student Outcomes

A. Trends and Patterns in Student Outcomes

Description/Evaluation:

Vocational Nursing/Allied Health:

Associate in Arts Degree University Studies: Emphasis in Allied Health

Associate in Science Degree in Vocational Nursing

Certificate of Achievement in Vocational Nursing

Certificate of Accomplishment in Administrative Medical Assisting

Certificate of Accomplishment in Clinical Medical Assisting

Awards by Academic Year

Academic Year	Q	Award	Q	Award Count
Totals				66
2018		A.S. Vocational Nursing		7
2018		AA University Studies: Emphasis in Allied Health-CSU		6
2018		AA University Studies: Emphasis in Allied Health-IGETC		1
2018		Cert. of Achievement Vocational Nursing		9
2017		A.S. Vocational Nursing		10
2017		AA University Studies: Emphasis in Allied Health-CSU		4
2017		AA University Studies: Emphasis in Allied Health-IGETC		1
2017		Cert. of Achievement Vocational Nursing		12
2016		AA University Studies: Emphasis in Allied Health-CSU		4
2015		AA University Studies: Emphasis in Allied Health		6
2015		AA University Studies: Emphasis in Allied Health-CSU		1
2014		A.S. Vocational Nursing		1
2014		AA University Studies: Emphasis in Allied Health		4

Awards by Academic Year

Award Type	Academic Year			
	2016	2017	2018	2019
AS Vocational Nursing	-	10	7	10
Cert. of Achievement Vocational Nursing	-	12	9	10
AA University Studies: Emphasis in Allied Health - CSU	4	4	6	3
AA University Studies: Emphasis in Allied Health - IGETC	-	1	1	1

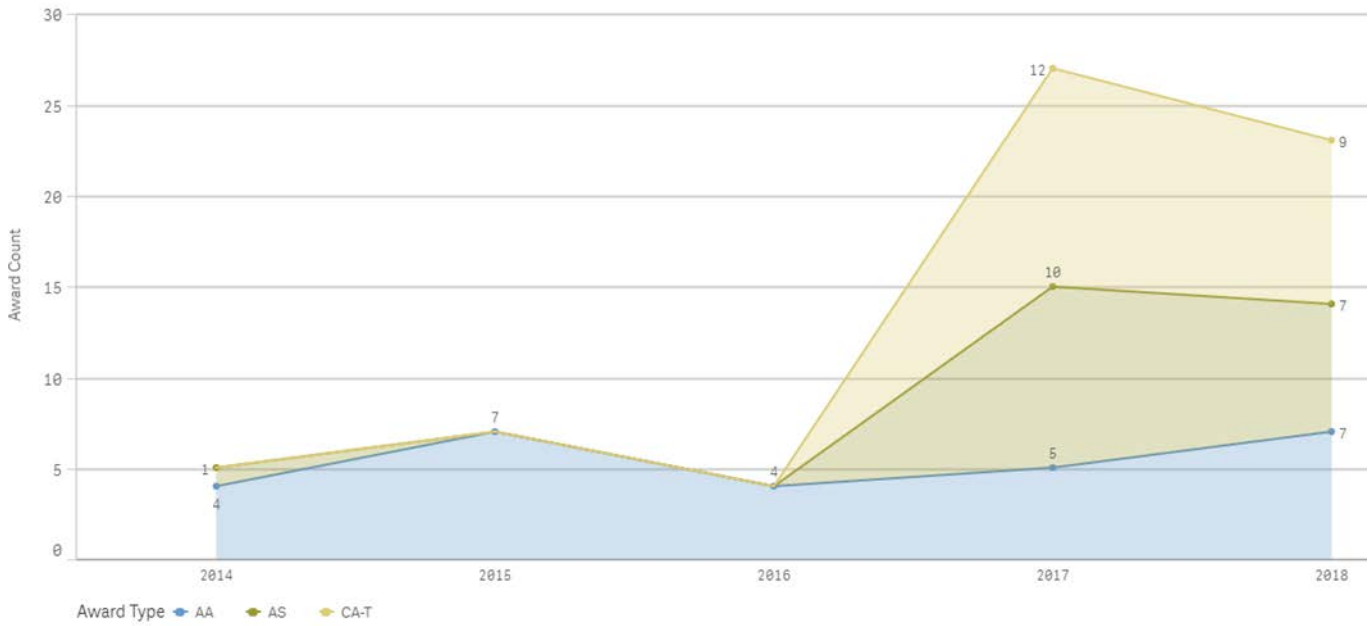
Reported numbers have been provided by the Office of Institutional Effectiveness, the following numbers represent Licensed Vocational Nursing program completion over the past four years.

Year	2017 Spring	2017 Fall	2018	2019	2020
Program Completions	18	12	10	21	18
Successful NCLEX Completion	17*	12	10	21	15**

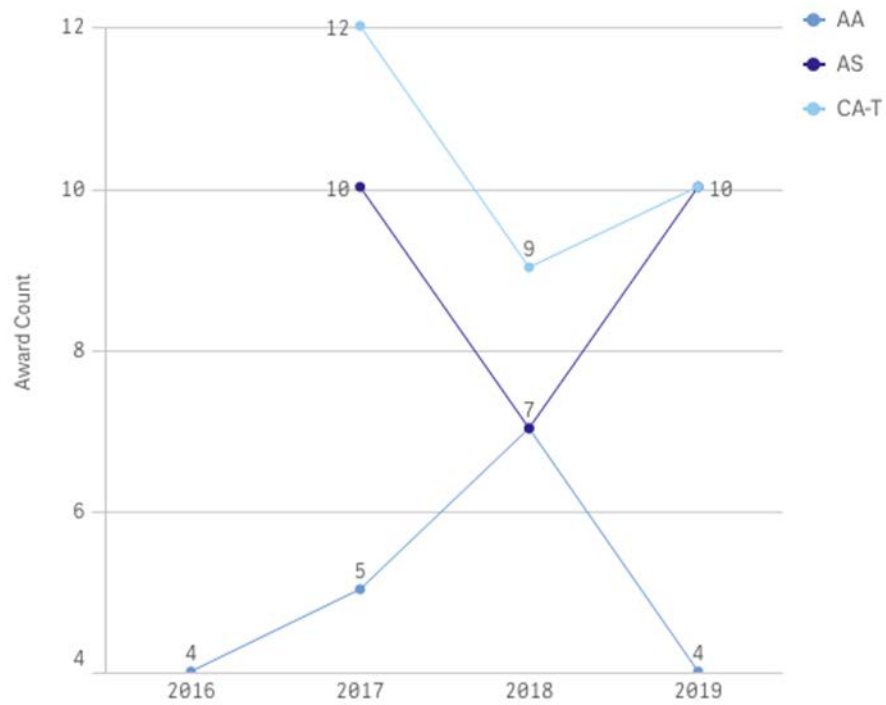
*One student in the 2017 cohort chose not to test for licensing.

**Three students from most recent cohort are preparing to complete exam.

Awards by Type

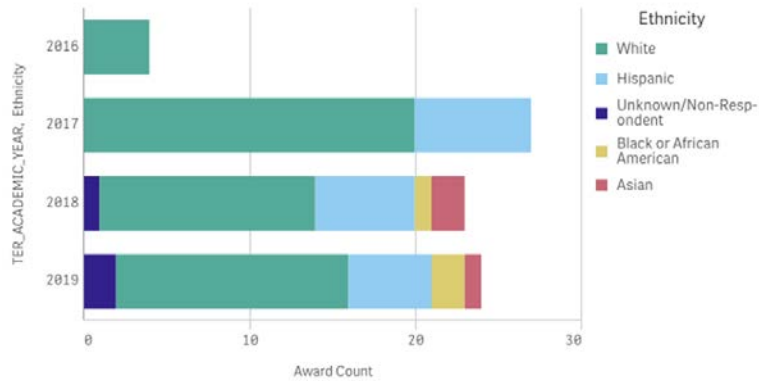


Degrees and Certificates Awarded By Academic Year

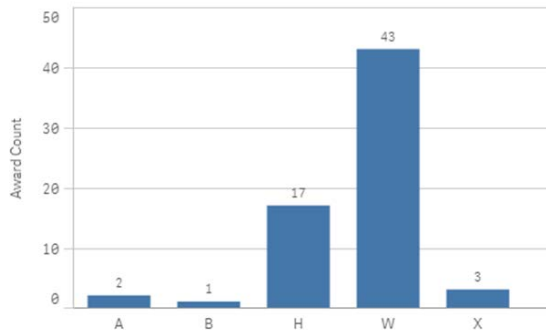


Awards by Ethnicity

Awards (Completions) by Ethnicity

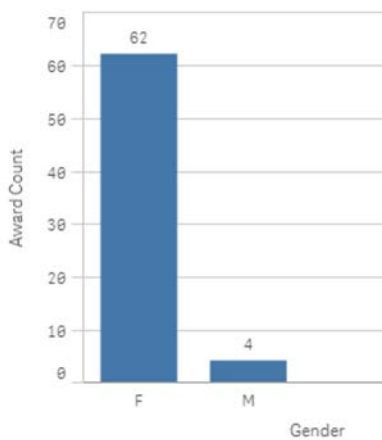


Awards by Ethnicity

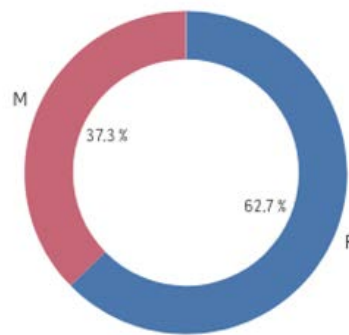


Awards by Gender

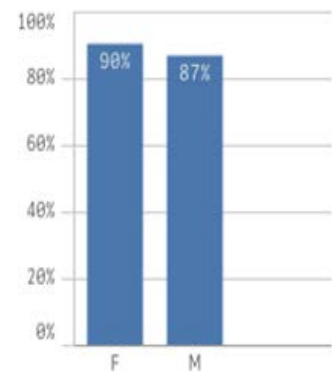
Awards by Gender



Student Headcount by Gender



Success by Gender



Discussion: Historically the nursing industry has drawn more female participants than male however we are seeing a change in this trend.

B. Completion, retention and success data for the last four years

2016 -2019

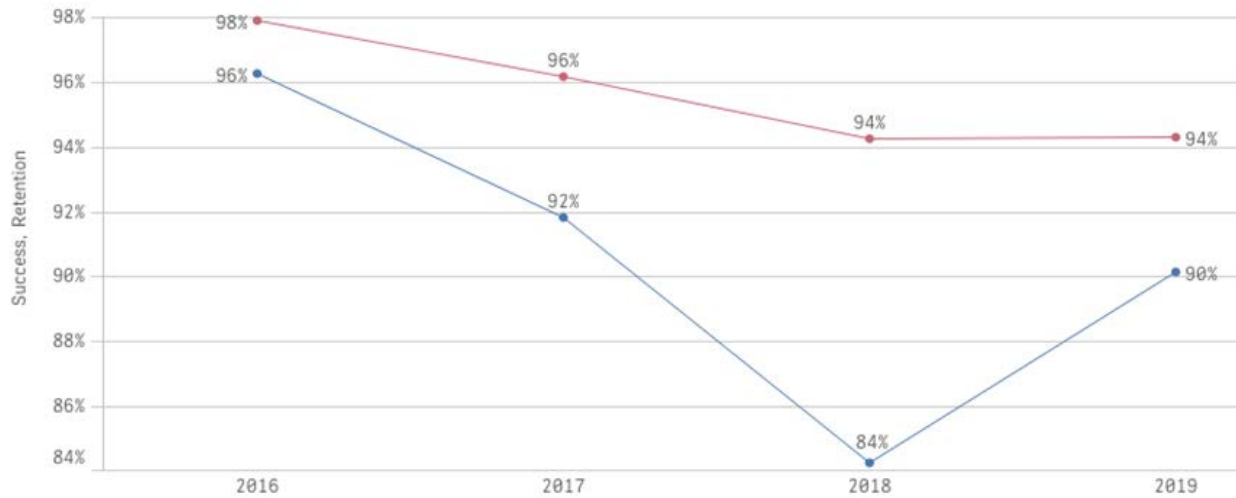
Overall Success

90.5%

Overall Retention

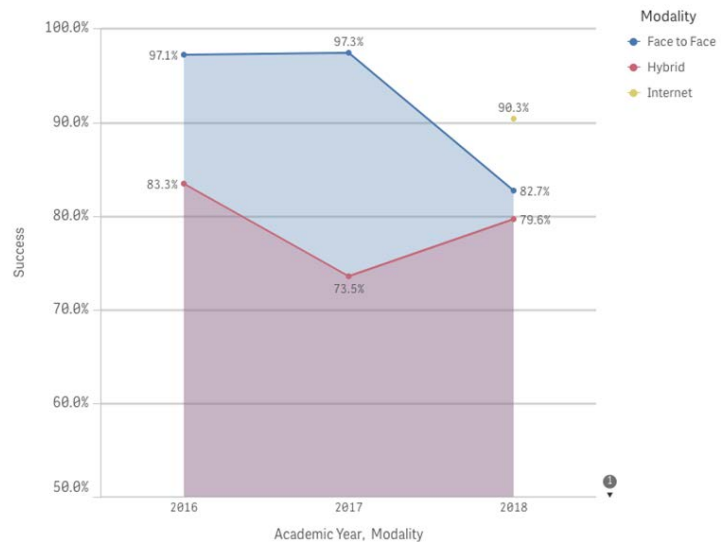
95.5%

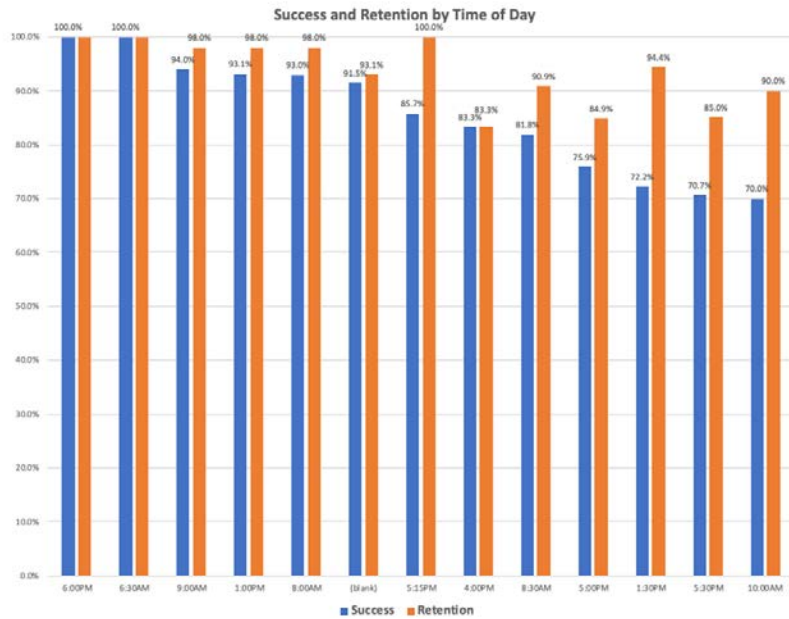
Student Success and Retention



Discussion: Health Science programs have historically ensured that all courses are supported through a web-enhanced version of the course for student success and easy transition if needed. Face to face modality is the preferred method of instruction however all programs have learned to be flexible as needed.

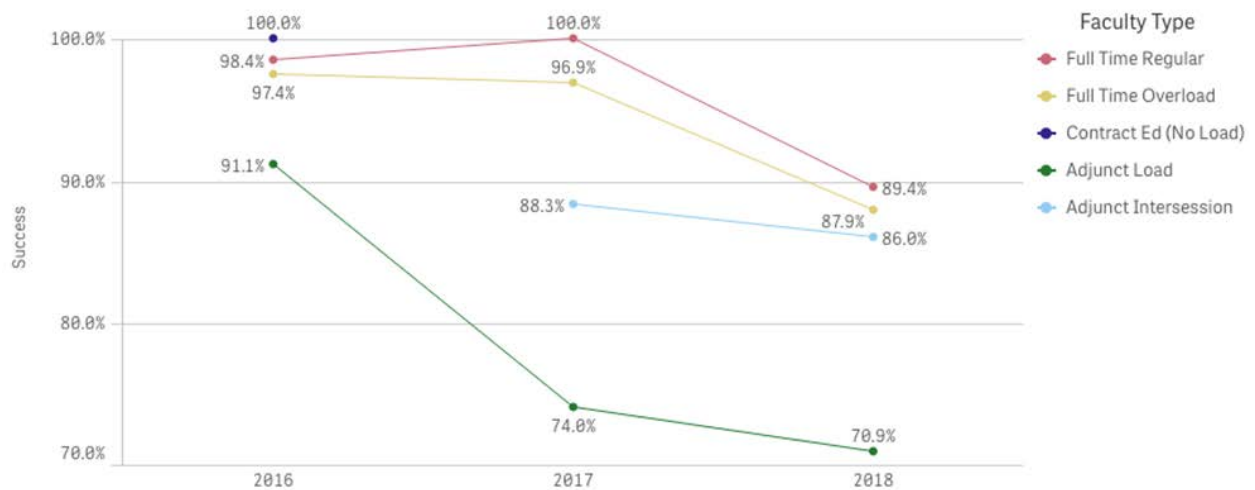
Success Rates by Modality and Academic Year





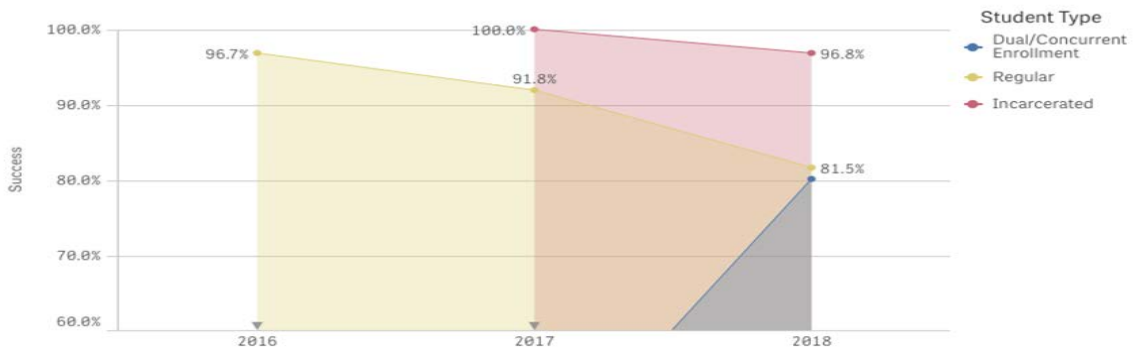
Discussion: Program timing does not fall into traditional course time frames as student clinical rotations often begin before 0700 and end after 1900. Health Science programs have been extremely resourceful in sharing space for instruction and ensures adequate lab time for all programs however all programs would benefit from both more class and lab space. All Health Science courses are in the process of alignment with VN standards to ensure student success.

Success Rates by Faculty Type and Academic Year

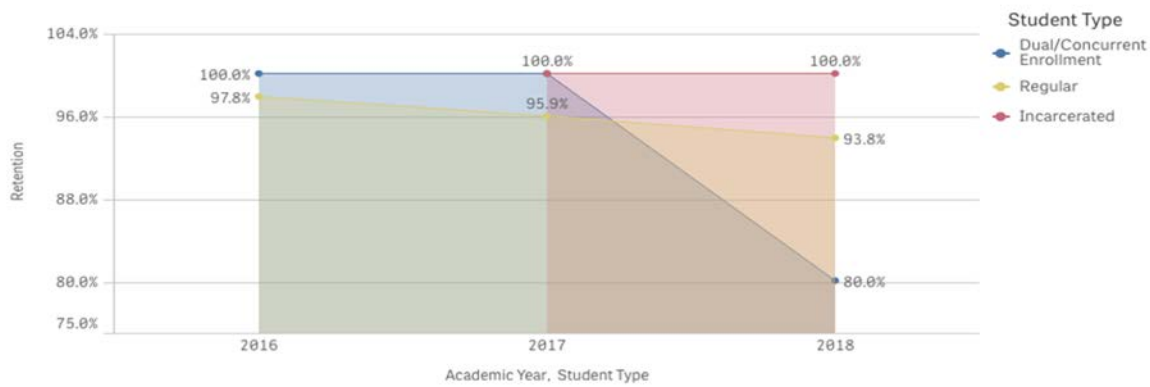


Discussion: The Health Science department currently has two full time faculty, one fulltime director with a 40% instructional load and maintains all other programs through the utilization of adjunct staff. The department has a need for additional full time instructors in order to ensure dedication instruction and to maintain favorable outcomes in all programs. Additional full time instructors will allow for program planning and scheduling that will accommodate the needs of the students we serve. Our adjunct instructors do a fantastic job but they also take on the responsibility of instructing the short term vocational courses that often enroll students with multiple barriers to their education. The department is working on processes to ensure increased success rates amongst courses instructed by adjunct faculty.

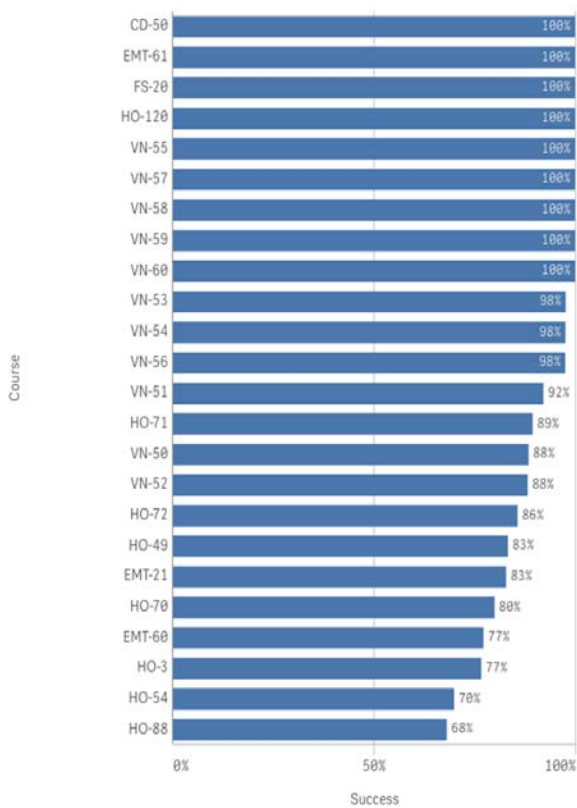
Success Rates by Student Type



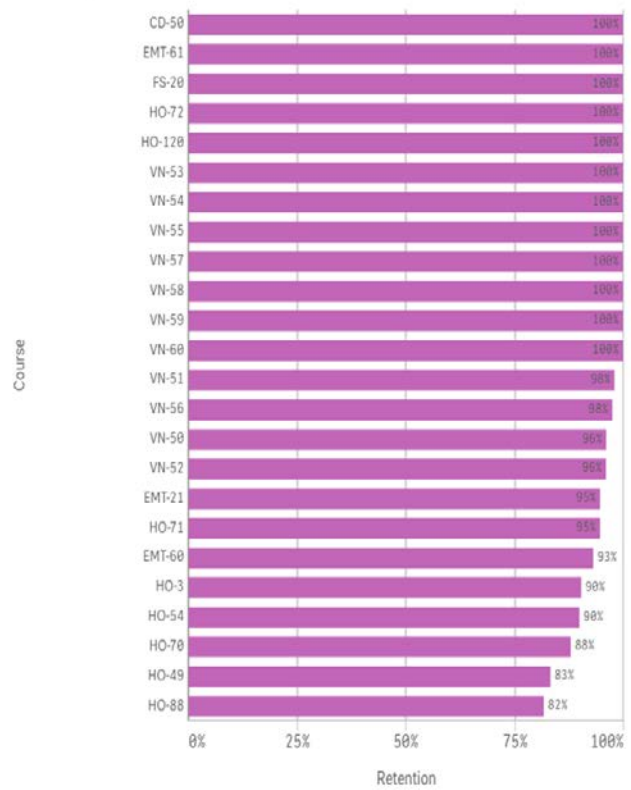
Retention Rates by Student Type



Success by Course



Retention by Course



Analyze program effectiveness based on available quantitative data and qualitative experiences.

Success and retention of all Health Science programs have increased substantially over the past four years and continue to grow steadily. Consistency of course offerings attract a wide and diverse population of students from across the state and across state lines. Health Science programs have historically appealed to female students, program marketing will make an intentional effort to ensure potential program participants are aware that Health Science programs and careers are not gender specific.

It is clear through a review of data that many students need further guidance in regards to degree and certificate completion. Individuals are completing programming successfully but there appears to be a disconnect in the number that complete the process of receiving their certificate or degree. Further, there appear to be further opportunities for certification of achievement or accomplishments or degree opportunities that have not been formally realized.

The Health Science department has found great success over the past four years and have overcome many barriers in the creation and reinstatement of all Health Science programs, the overall success of the programs are met with great pride by all faculty. Data offers optimal opportunities for growth and will guide planning, delivery and growth of all programs. There is a clear need for additional full time faculty in respect to program offerings and a staffing plan should be developed to support anticipated need and growth over the next several years.

Program recruitment planning will assist with filling course offerings and a thorough evaluation of prerequisites will assist in ensuring student success in courses with decreased retention and success rates.

Planning Agenda:

11. Degree and certificate guidance will be simplified and made available to all students through the department webpage and by each instructor upon enrollment into the course.
12. Program marketing will ensure equitable and meaningful outreach with a special focus on appealing to all ethnicities and genders.
13. Develop recruitment plan to increase gender and ethnic diversity within Health Science Programs.
14. Success and retention of all courses will be closely monitored and an enrollment plan will be created to ensure adequate students in each course to evaluate program success.
15. All hybrid and online courses will be reviewed and instructional design guidance will be considered to ensure that hybrid and online courses are engaging to all students and allow for adequate success and retention.

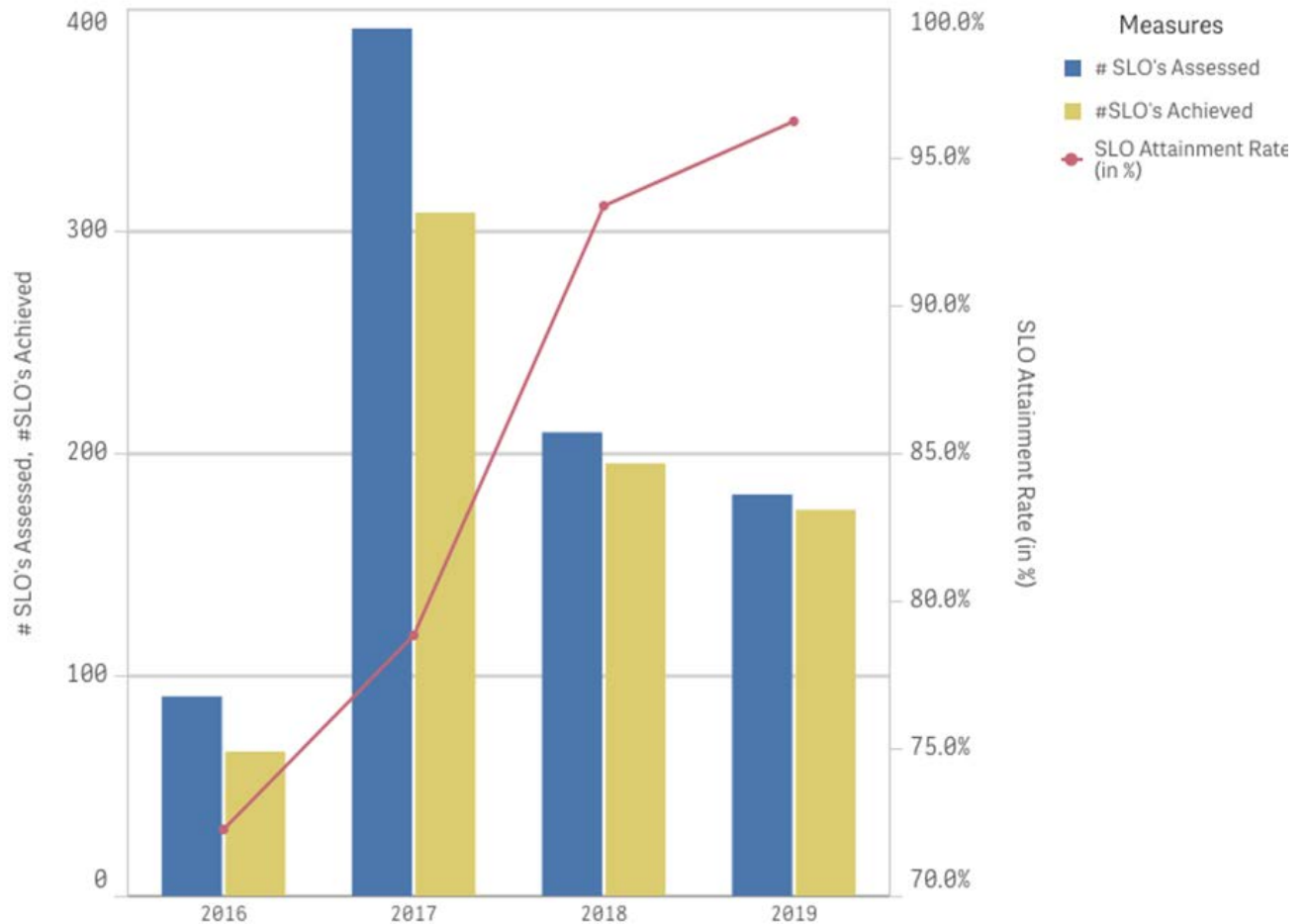
16. Additional full time faculty should be hired to support program growth and success.
17. Adjunct faculty will receive guidance from full time faculty on engaging and meaningful ways to ensure success and retention of student in courses offered.
18. Program success by course will be evaluated and prerequisite requirements will be evaluated to ensure optimal student success in courses.
19. Access to student support services will be displayed and promoted in all courses by both fulltime and adjunct faculty to support student success.
20. Develop opportunities for transfer to four year programs in Health Science.

B. Student Learning Outcome Assessment

Student Learning Outcome (SLO) mapping has recently been completed or is in the process of being completed for all Health Science courses and programs.

Description/Evaluation:

Number of SLO's Assessed and Achieved, with SLO Attainment Rate (%)



Student Learning Outcomes (SLO's) By Course and Academic Year

Course	Academic Year and Course Totals	# Assessed	Achieved	% Attained
CD-50	Course Totals	0	0	-
	2019	0	0	-
EMT-21	Course Totals	29	0	0%
	2016	10	0	0%
	2017	19	0	0%
	2018	0	0	-
	2019	0	0	-
EMT-60	Course Totals	0	0	-
	2017	0	0	-
	2018	0	0	-
	2019	0	0	-
EMT-61	Course Totals	0	0	-
	2018	0	0	-
	2019	0	0	-
FS-20	Course Totals	7	7	100%
	2016	7	7	100%
	2019	0	0	-
HO-3	Course Totals	188	161	86%
	2016	14	0	0%
	2017	71	65	92%
	2018	31	28	90%
	2019	72	68	94%
HO-49	Course Totals	6	6	100%
	2017	3	3	100%
	2018	3	3	100%
HO-54	Course Totals	10	4	40%
	2017	10	4	40%
HO-70	Course Totals	21	15	71%
	2017	4	0	0%
	2019	17	15	88%
HO-71	Course Totals	7	7	100%
	2017	3	3	100%
	2018	0	0	-
	2019	4	4	100%
HO-72	Course Totals	14	12	86%
	2017	0	0	-
	2018	11	9	82%
	2019	3	3	100%
HO-80A	Course Totals	10	9	90%
	2019	10	9	90%
HO-88	Course Totals	29	20	69%
	2017	11	10	91%
	2018	18	10	56%
HO-120	Course Totals	9	9	100%
	2017	0	0	-
	2018	9	9	100%
	2019	0	0	-
HO 49	Course Totals	2	2	100%
	2016	2	2	100%

Course	Academic Year and Course Totals	# Assessed	Achieved	% Attained
VN-50	Course Totals	51	51	100%
	2017	12	12	100%
	2018	17	17	100%
	2019	22	22	100%
VN-51	Course Totals	51	50	98%
	2017	12	12	100%
	2018	17	16	94%
	2019	22	22	100%
VN-52	Course Totals	46	46	100%
	2017	12	12	100%
	2018	13	13	100%
	2019	21	21	100%
VN-53	Course Totals	30	30	100%
	2017	18	18	100%
	2018	12	12	100%
	2019	0	0	-
VN-54	Course Totals	10	10	100%
	2017	0	0	-
	2018	10	10	100%
	2019	0	0	-
VN-55	Course Totals	46	46	100%
	2017	36	36	100%
	2018	10	10	100%
	2019	0	0	-
VN-56	Course Totals	46	46	100%
	2017	36	36	100%
	2018	10	10	100%
	2019	0	0	-
VN-57	Course Totals	46	46	100%
	2017	36	36	100%
	2018	10	10	100%
	2019	0	0	-
VN-58	Course Totals	46	35	76%
	2017	36	25	69%
	2018	10	10	100%
	2019	0	0	-
VN-59	Course Totals	46	46	100%
	2017	18	18	100%
	2018	18	18	100%
	2019	10	10	100%
VN-60	Course Totals	46	10	22%
	2017	36	0	0%
	2018	10	10	100%
	2019	0	0	-
VN 50	Course Totals	19	19	100%
	2016	19	19	100%
VN 51	Course Totals	19	18	95%
	2016	19	18	95%
VN 52	Course Totals	19	19	100%
	2016	19	19	100%
VN 54	Course Totals	18	18	100%
	2017	18	18	100%

Student Learning Outcomes (SLO's) by Modality and Academic Year

Modality	Measure	Academic Year				Modality Averages	Modality Totals
		2016	2017	2018	2019		
Face-to-Face	% Attained	71.6%	75.9%	94.5%	98.8%	85.2%	
	Assessed	88	299	164	85		636
	Achieved	63	227	155	84		529
Hybrid	% Attained	100.0%	88.0%	85.7%	91.7%	91.4%	
	Assessed	2	92	14	24		132
	Achieved	2	81	12	22		117
Internet	% Attained	-	-	90.3%	94.4%	92.4%	
	Assessed	-	-	31	72		103
	Achieved	-	-	28	68		96

Student Learning Outcomes (SLO's), All Modalities, by Academic Year

	Measure	Academic Year				Modality Averages	Modality Totals
		2016	2017	2018	2019		
All Modalities	% Attained	85.8%	82.0%	90.2%	95.0%	88.2%	
	Assessed	90	391	209	181		871
	Achieved	65	308	195	174		742

The Health Science department recognizes trends in SLO success and have identified barriers to success in specific areas of course and programs. All courses with decreased SLO rates will should be evaluated to ensure that SLO measures align with the course delivery and adjustments should be made as needed.

Planning Agenda:

21. All course and program SLOs will be evaluated and mapped to ensure alignment with institutional mission and standards and industry standards.
22. Continued monitoring of SLO attainment and modification as needed.
23. Courses with decreased SLO rates will be evaluated and recommendations will be made to assist with increased success rates.
24. Ensure all faculty and adjunct faculty understand and execute the SLO process.

C. Student Evaluation Summary

The student evaluation summary for the purposes of this report is provided by the Office of Academic Services and no data was available at the writing of this report.

LCC Health Sciences evaluates students regularly and utilizes collected data for program improvement and planning for student success. All data is housed with the director and shared with faculty and advisory committee members to determine appropriate program changes, data is available upon request.

***Attachment I: 2020 Student Evaluations**

Description/Evaluation:

Student Evaluation Summary provided by Office of Academic Services was not available at the writing of this report.

Planning Agenda:

25. Work with the Office of Academic Services and to ensure that student evaluation data is available for review.

III. Curriculum

A. Degrees and/or Certificates

Description/Evaluation:

LCC Health Science department currently offer the following degrees and certificates:

- Associate in Arts Degree University Studies: Emphasis in Allied Health
- Associate in Science Degree in Vocational Nursing
- Certificate of Achievement in Vocational Nursing
- Certificate of Accomplishment in Administrative Medical Assisting
- Certificate of Accomplishment in Clinical Medical Assistant

***Attachment A: Approved course of study or two-year plan for each degree and certificate.**

Course Student Learning Outcomes

Student Learning Outcomes – HO Courses	
H0-3 Medical Terminology	Upon completion of this course the student will be able to: Demonstrate correct spelling and appropriate usage of medical terminology relating to the normal functioning and selected disorders of the human body.
H0-49 Health Occupation Work Experience	Upon completion of this course, the student will be able to: 1. After creating individualized measurable occupational learning objectives that identify new skills to be attained, complete work tasks on-the-job that strengthen skills that support objective completion,

	<p>recognizing the benefits that setting and achieving skills enhancement goals has on career development</p> <p>2. Demonstrate proficient soft skills identified in self-assessment to employer in work setting.</p> <p>3. Given the course syllabus, which identifies assignment deadlines, independently track course requirements using tools and suggestions from instructor; complete and submit assignments in a timely manner, strengthening ability to meet deadlines.</p> <p>4. Demonstrate the ability to use descriptive skill language.</p> <p>5. Identify career options within this academic discipline.</p>
HO-70 Medical Assisting: Core	Upon completion of this course, the student will be able to: <ol style="list-style-type: none"> 1. Demonstrate knowledge about medical assisting and other allied health professions. 2. Demonstrate beginning level medical assisting skills. 3. Demonstrate beginning understanding of basic medical terminology, anatomy and physiology. 4. Access and navigate basic computer systems.
HO-71 Medical Assisting: Administrative	Upon completion of this course, the student will be able to: <ol style="list-style-type: none"> 1. Demonstrate professionalism in the role of administrative medical assisting and office reception. 2. Prepare and properly manage medical office records. 3. Demonstrate medical office finance and billing skills. 4. Display medical office management abilities.
HO-72 Medical Assisting: Clinical	Upon completion of this course, the student will be able to: <ol style="list-style-type: none"> 1. Perform exam room procedures autonomously. 2. Demonstrate knowledge of pharmacology. 3. Assist with minor surgery and laboratory procedures. 4. Provide patient education
HO-80A Geriatric (Long-Term Care) Nurse Assistant	Upon completion of this course the student will be able to: Demonstrate the various components of a certified nursing assistant's role in providing successful long term nursing care.
HO-88 Phlebotomy	Upon completion of this course, the student will be able to: Perform venipunctures and capillary punctures on adults, children and infants consistent with Department of Health Services and OSHA standards.
HO-120 Cardiopulmonary Resuscitation (CPR)	Upon completion of this course the student will be able to: Demonstrate the ability to assess a breathing or cardiac emergency in adults, children and infants and administer early response care based on standards and procedures established by American Heart Association.

Student Learning Outcomes – Vocational Nursing Courses	
VN-50 Pharmacology	<p>Upon completion of this course the student will be able to:</p> <ol style="list-style-type: none"> 1. Verbalize understanding of pharmacological principles as they pertain to the different classifications of medications used in the clinical setting. (Analytical skills) 2. Calculate accurate dosages of ordered medications to provide safe administration of medications.
VN-51 Nursing Fundamentals	<p>Upon completion of this course the student will be able to:</p> <ol style="list-style-type: none"> 1. Verbalize understanding of fundamental principles of nursing care and how they apply to the care of the patient. (Analytic skills) 2. Identify signs of wellness or illness on the health continuum, and describe the fundamental care appropriate at the various stages.
VN-52 Clinical Lab 1	<p>Upon completion of this course the student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate safe and appropriate nursing skills consistent with beginning level nursing. 2. Demonstrate the ability to prioritize nursing care of patients consistent with beginning level nursing. 3. Communicate with patients, family members, physicians and clinical site staff regarding the patient's health status at a level consistent with beginning level nursing. 4. Demonstrate safe and accurate medication administration
VN-53 Adult Nursing Theory	<p>Upon completion of this course the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe the pathophysiology of the disorders of all body systems. 2. Identify medications and treatment modalities appropriate to disorders of all body systems.
VN-54 Clinical Lab 2	<p>Upon completion of this course the student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate safe and accurate medication administration. . 2. Demonstrate safe and appropriate nursing skills with minimal assistance while caring for patients with a variety of disorders of all body systems. 3. Demonstrate the ability to prioritize nursing care of patients with minimal assistance. 4. Communicate with patients, family members, physicians and clinical site staff regarding the patient's health status with minimal assistance.
VN-55 Nursing Leadership and Professional Development	<p>Upon completion of this course the student will be able to:</p> <ol style="list-style-type: none"> 1. Apply the concept of critical thinking to course and clinical content. 2. Demonstrate leadership, organization, and management skills for the professional workplace. 3. Identify, apply and interview for a position as a Licensed Vocational Nurse.
VN-56 Clinical Lab 3	<p>Upon completion of this course the student will be able to:</p> <ol style="list-style-type: none"> 1. Provide safe and effective nursing care to patients in the health care setting including maternal and pediatric patients. 2. Prioritize nursing care of patients in the health care setting. 3. Communicate with patients, family members, physicians and clinical site staff regarding the patient's health status.

	<p>4. In a clinical setting, demonstrate the appropriate skills to care for maternity patients.</p> <p>5. Demonstrate the appropriate skills to care for pediatric patients in the clinical setting.</p>
VN-57 Maternity Nursing	<p>Upon completion of this course the student will be able to:</p> <p>1. Describe the fertilization process in humans.</p> <p>2. Verbalize an understanding of the care of a pregnant woman during each phase of the pregnancy and delivery into post-partum care.</p>
VN-58 Pediatric Nursing	<p>Upon completion of this course the student will be able to:</p> <p>1. Apply theoretical learning of pediatric growth and development along with health and wellness to the pediatric population in the clinical setting.</p> <p>2. Verbalize the importance of utilizing cultural considerations when working with children and parents in the clinical setting.</p>
VN-59 IV Therapy & Blood Withdrawal	<p>Upon completion of this course the student will be able to:</p> <p>1. Perform venipunctures, initiate and maintain IV therapy in accordance with the LVN scope of practice.</p> <p>2. Accurately document venipuncture and the start of IV therapy in accordance with current legal requirements, current nursing practice act, and standard of care within the LVN scope of practice.</p> <p>3. Perform blood withdrawal within LVN scope of practice.</p> <p>4. Complete Board of Vocational Nurse and Psychiatric Technician Intravenous Therapy and Blood Withdrawal certification.</p>
VN-60 Comprehensive Nursing Review	<p>Upon completion of the course the student will be able to:</p> <p>Complete a preparatory comprehensive exam with a passing score.</p>

Student Learning Outcomes – Emergency Medical Technician Courses	
EMT-21 Emergency Medical Responder	<p>Upon completion of this course the student will be able to:</p> <p>Diagnose emergency situations and provide appropriate emergency treatment.</p>
EMT-60 Emergency Medical Technician (Basic)	<p>Upon completion of this course the student will be able to:</p> <p>Function as an entry level EMT-1</p>
EMT-61 Emergency Medical Technician Basic Refresher	<p>Upon successful completion of this course the student will:</p> <p>Complete the required number of continuing education hours and skills testing required by the State of California for recertification as an EMT-B. Students completing the Transition requirements will also possess validation of completion of Transition requirements.</p>
Student Learning Outcomes – Other Courses	
AJ-59	<p>Upon completion of this course the student will be able to:</p>

First Aid/ CPR/AED Refresher	<ol style="list-style-type: none"> 1. Demonstrate the ability to assess a breathing or cardiac emergency in adults, children and infants and administer early response care based on standards and procedures established by the American Heart Association. 2. Identify and demonstrate the steps to provide initial first aid care to individuals experiencing physical trauma emergencies.
FS-20 First Aid/CPR for Public Employees	<p>Upon completion of this course the student will be able to:</p> <p>Demonstrate the ability to assess a breathing or cardiac emergency in adults, children and infants and administer early response care based on standards and procedures established by American Heart Association.</p>
CD-50 ECE Child Health & Safety	<p>Upon successful completion of this course the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate skills and knowledge necessary to obtain a Pediatric First Aid Card. 2. Demonstrate skills and knowledge necessary to acquire a CPR Card for infants, children and adults. 3. Demonstrate skills and knowledge necessary to obtain California Child Care Health and Safety Certification

Health Science department faculty analyze progress made on the assessment of program (degree/certificate) learning outcomes annually and determine the need for revision to courses, degrees, certificates, or teaching styles.

Advisory Committee and Labor Market Data

The Health Science Advisory Committee meets annually or more frequently if required.

Meeting Dates:

- February 29, 2016
- November 3, 2016
- March 13, 2018
- June 5, 2019
- June 4, 2020

Advisory committee roster, meeting attendance, agendas, and meeting minutes are available in the Office of Academic Services or from the director. The Advisory Committee has been extremely active in advising on labor market needs and community health care struggles. The committee has supported all endeavors taken by the Health Science Department and most all members in the industry have hired LCC Health Science graduates.

*Attachment C: Recent Advisory Committee Meeting Minutes

The following is Labor Market Data supporting current program offerings and future planning provided by North Far North.

Labor Market Data for

Nurse Assistant Vocational Nurse and Registered Nurse

Geography - The program identified specifically targets the labor market need for trained workers in...

- Select a region/subregion or a single county geography using the drop down lists embedded in the green or blue cell.	Region/Subregion list Far North	County list n/a
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Demand - the program(s) prepare students to work in the following occupations...			Supply - On average, how many awards (certificates and degrees) are conferred by community colleges and other post-secondary institutions in	
SOC Code	Occupational Title	Annual Openings	Institution Type	# of Awards Conferred (Annual Average)
1 29-1141	Registered Nurses	540	Community Colleges	480
2 29-2061	Licensed Practical and Licensed Vocatio	156	Other Post-secondary Institutions	149
3 31-1014	Nursing Assistants	380		
4				
5				
6				
Summary of Data Entered:				
7			Demand	1076
8			Supply	629
9				
10			Analysis:	
11			It's a go! Undersupply indicated	

Occupation	Skill-Category	Typical Education	Median Hourly Wage
Registered Nursing	Middle-Skill	Associates degree	\$43.65
Licensed Vocational Nurse	Middle-Skill	Postsecondary non-degree	\$25.89
Certified Nurse Assistant	Middle-Skill	Postsecondary non-degree	\$14.95

*Attachment B: Far North Region Workforce & Training Opportunity Profile 2020: Healthcare

Regional Labor Market Data for Emergency Medical Technician programs has been found to be inaccurate and is currently under review. Local EMS agencies have confirmed the need for EMT training and have expressed a need for an Emergency Medical Technician Advanced Course offering. The Health Science Department is exploring the need and opportunity of this additional offering.

Regional Labor Market Data has displayed a need for a Registered Nursing Program and this need has been further expressed by all community partners and advisory committee members. The department has begun the process of information gathering to develop appropriate planning in the future opportunity of offering an LVN to RN Bridge at Lassen Community College.

Planning Agenda:

26. Continue to engage and meet with the Health Science Advisory Committee.
27. Ensure alignment of program and course SLOs through SLO Mapping.
28. Develop curriculum and seek approval for an LVN to RN Bridge Program

B. Courses

Description/Evaluation

1. It is understood by the Health Science department that there were no actively running courses at the time of the last program review in 2015/2016. Since the previous review the program has actively offered the following courses:
 - a. HO-120, HO-3, HO-49, HO-70, HO-71, HO-72, HO-80A, HO-88
 - b. VN-50, VN-52, VN-52, VN-53, VN-54, VN-55, VN-56, VN-57, VN-58, VN-59, VN-60
 - c. EMT-21, EMT-60, EMT-61
 - d. AJ-59, CD-20, FS-20
2. All Health Science program courses have undergone extensive review for accuracy and currency and are reviewed by program faculty annually, if changes are needed the curriculum is sent to Curriculum Committee for consideration. All VN and remaining HO curriculum is currently under review by program faculty for update.

***Attachment C: Status of Curriculum Review**

3. At the writing of this report half of the Health Science curriculum had been sent to Curriculum/Academic Standards Committee for action. The remaining courses are under review and will be sent for action by the end of February 2021.
4. The Health Science department follows the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.
5. The signed Instructional Program Curriculum Review Form is included with completed program review documents

Planning Agenda:

29. Complete all curriculum review and send to Curriculum/Academic Standard Committee for action.

C. Articulation/Integration of Curriculum

Description/Evaluation:

The LCC Health Science department currently has no articulation agreements with any CSU Colleges.

Planning Agenda:

30. Meet with Articulation Officer and determine if there are any course offerings in Health Science that should be considered for articulation agreements.

III. Scheduling and Enrollment Patterns

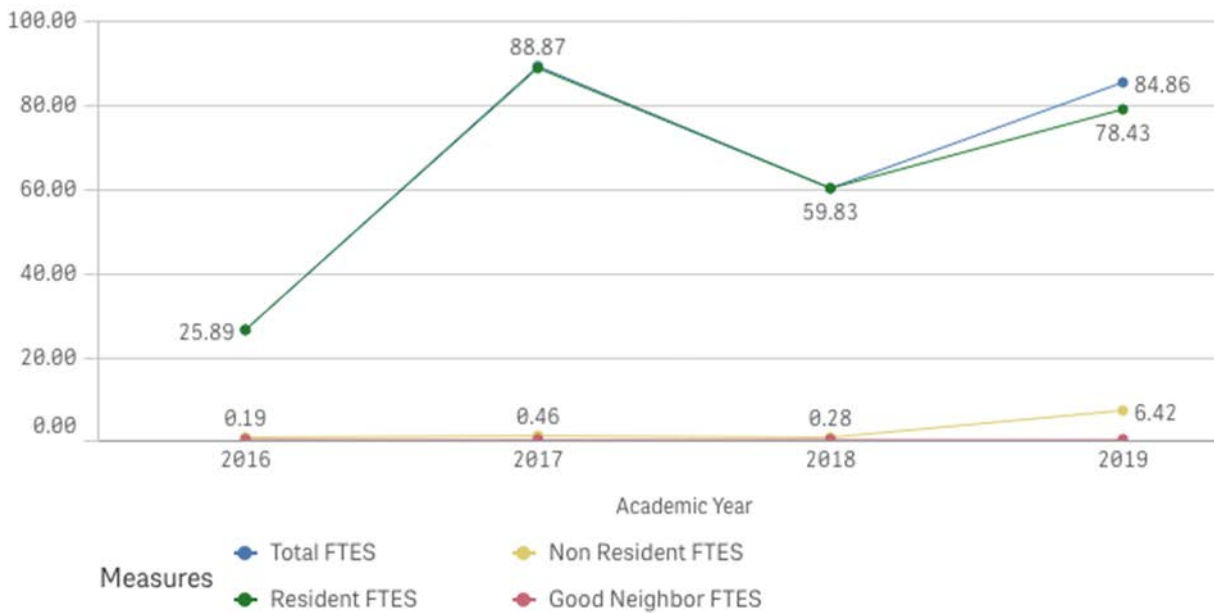
Description/Evaluation:

The LCC Health Science department is currently reviewing the two year enrolment plan and will be updating the plan in spring of 2021.

Current scheduling for Vocational Nursing has been consistent and appropriate. Scheduling for all other programs are under review and considerations are being made to determine how scheduling can better fit student success needs.

With the exception of Vocational Nursing all other Health Science scheduling has been created to accommodate the working student, however we have learned that the majority of students prefer a more intense short term program. Because of the real-world aspect of all courses face-to-face delivery is preferable however programs have been modified as needed for other delivery methods.

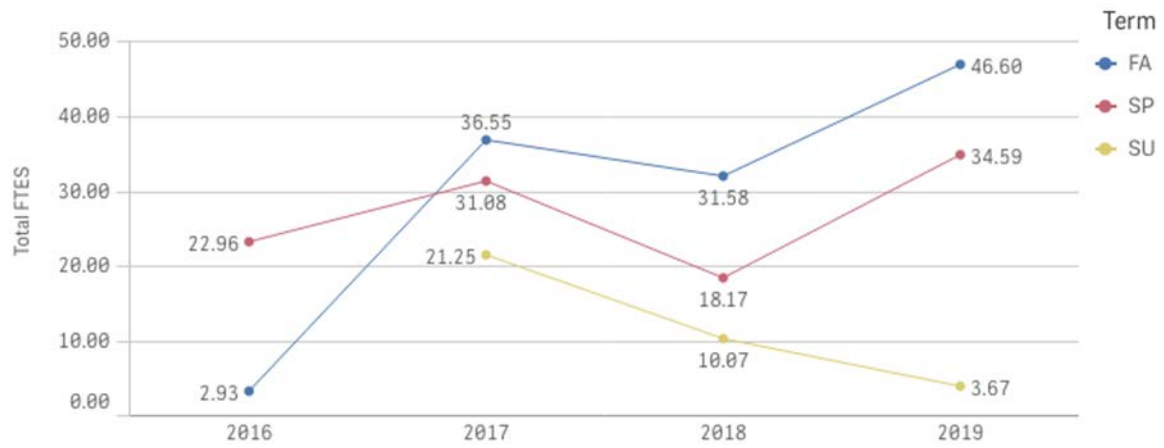
FTES by Academic Year



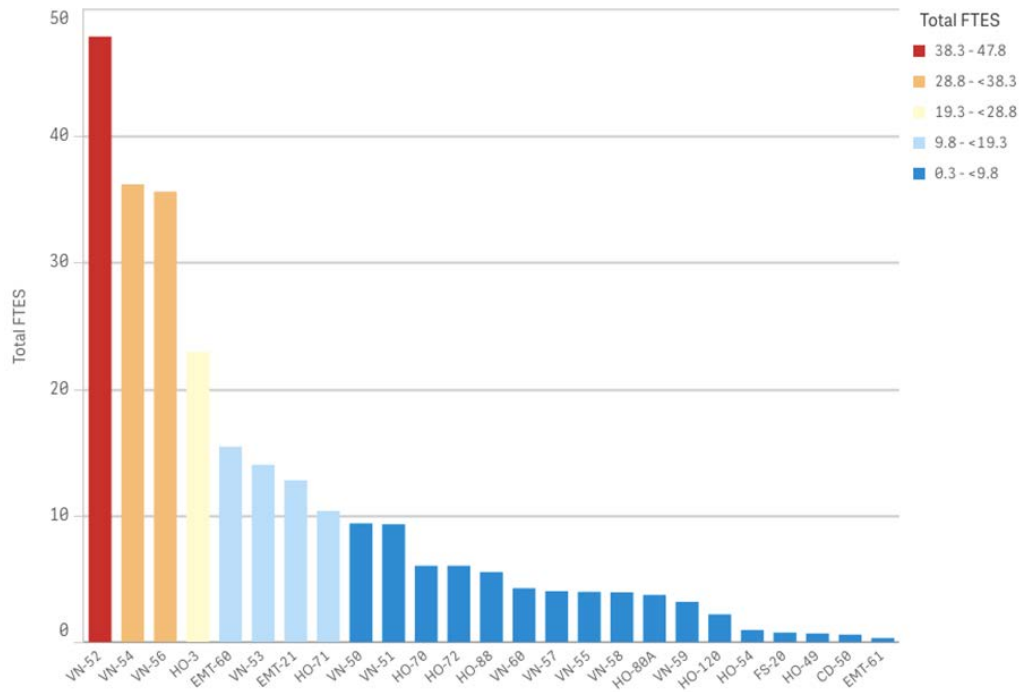
FTES by Year

Academic Year	Resident FTES	Non Resident FTES	Good Neighbor FTES	Total FTES	Total FTES YOY change
Totals	252.09	7.35	0.00	259.44	-
2019	78.43	6.42	0.00	84.86	41.84%
2018	59.55	0.28	0.00	59.83	-32.68%
2017	88.41	0.46	0.00	88.87	243.22%
2016	25.70	0.19	0.00	25.89	-

FTES by Semester



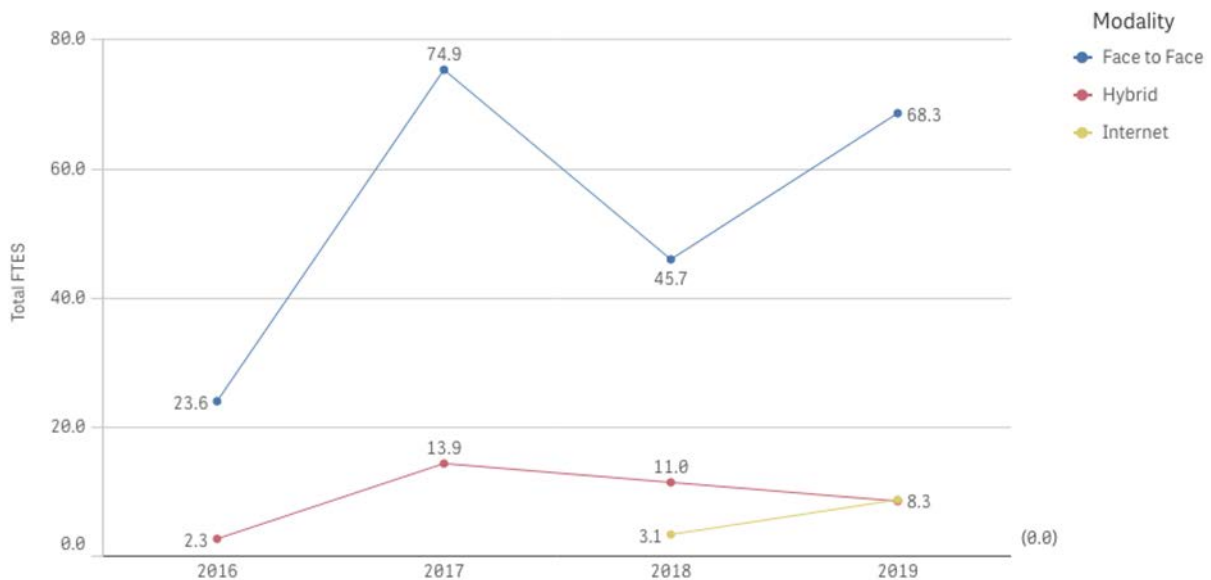
FTES by Course



FTES by Course, Academic Year and Semester

Course	Academic Year and Semester											Course Totals
	2016		2017			2018			2019			
	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	
CD-50		0.37									0.21	0.58
EMT-21	1.36		2.32	0.49		1.58	0.65	2.19		4.17		12.76
EMT-60		2.11		2.66	4.16			2.55			3.93	15.40
EMT-61						0.14					0.17	0.31
FS-20		0.73										0.73
HO-120	0.14	0.15	0.15		0.34	0.15		0.15	0.21	0.34	0.55	2.18
HO-3	1.33		2.60	2.80	3.00	1.80		3.10	1.50	3.30	3.50	22.93
HO-49	0.10	0.07		0.10	0.10		0.10	0.13			0.07	0.67
HO-54			0.94									0.94
HO-70			0.67		2.67				1.20		1.47	6.00
HO-71				1.00		5.33				2.00	2.00	10.33
HO-72				1.00			3.67				1.33	6.00
HO-80A											3.70	3.70
HO-88		1.71		1.55			0.75	1.50				5.51
VN-50		2.46		1.55			2.42			2.93		9.37
VN-51		2.43		1.55			2.38			2.93		9.30
VN-52		12.92		8.16			12.05			14.66		47.78
VN-53			4.08		2.72		2.86			4.33		13.99
VN-54			10.49		6.99		6.71			11.93		36.13
VN-55				1.17	0.78			0.71			1.30	3.95
VN-56				10.49	6.99			5.83			12.24	35.55
VN-57				1.14	0.78			0.71			1.36	3.99
VN-58				1.13	0.78			0.65			1.36	3.92
VN-59				1.34		1.07			0.76			3.17
VN-60				1.41	0.78			0.65			1.41	4.24
Semester and Annual Totals	2.93	22.96	21.25	36.55	31.08	10.07	31.58	18.17	3.67	46.60	34.59	259.44
	25.89		88.87			59.83			84.86			

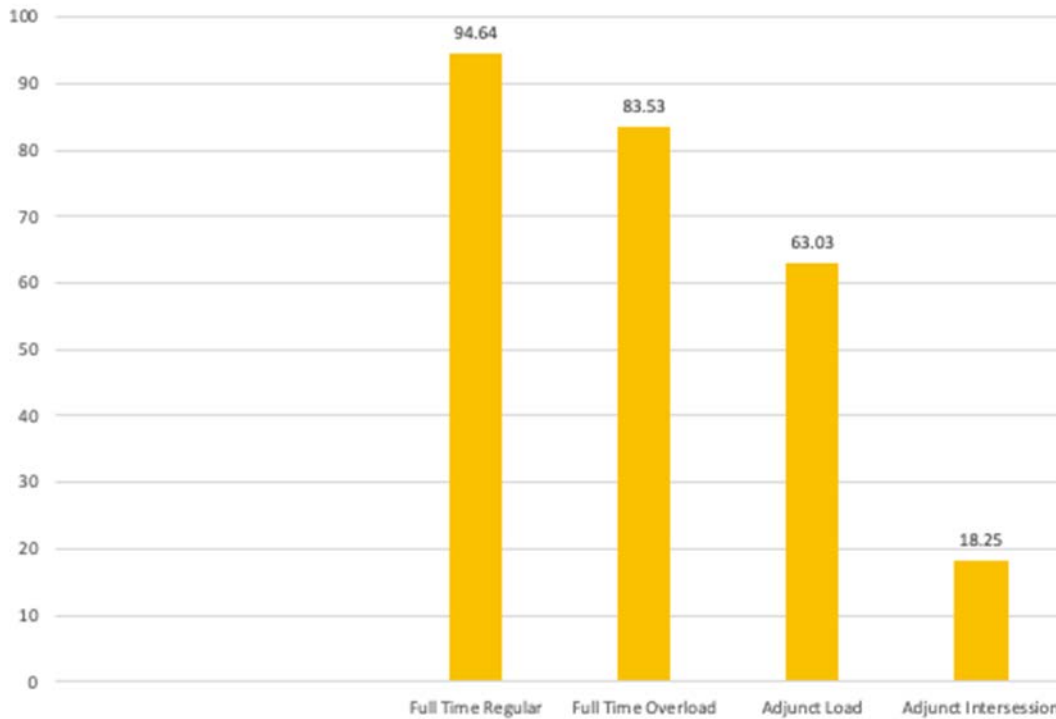
FTES by Modality and Academic Year



FTES by Modality, Academic Year and Semester

Modality	Academic Year and Semester											Modality Totals, All Years
	2016		2017			2018			2019			
	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	
Face to Face	2.83	20.78	17.98	32.65	24.31	2.94	27.81	14.94	0.97	41.30	26.05	212.56
Internet	-	-	-	-	-	-	-	3.10	1.50	3.30	3.50	11.40
Hybrid	0.10	2.18	3.27	3.90	6.77	7.13	3.77	0.13	1.20	2.00	5.04	35.49
Semester and Annual Totals	2.93	22.96	21.25	36.55	31.08	10.07	31.58	18.17	3.67	46.60	34.59	259.44
	25.89		88.87			59.83			84.86			

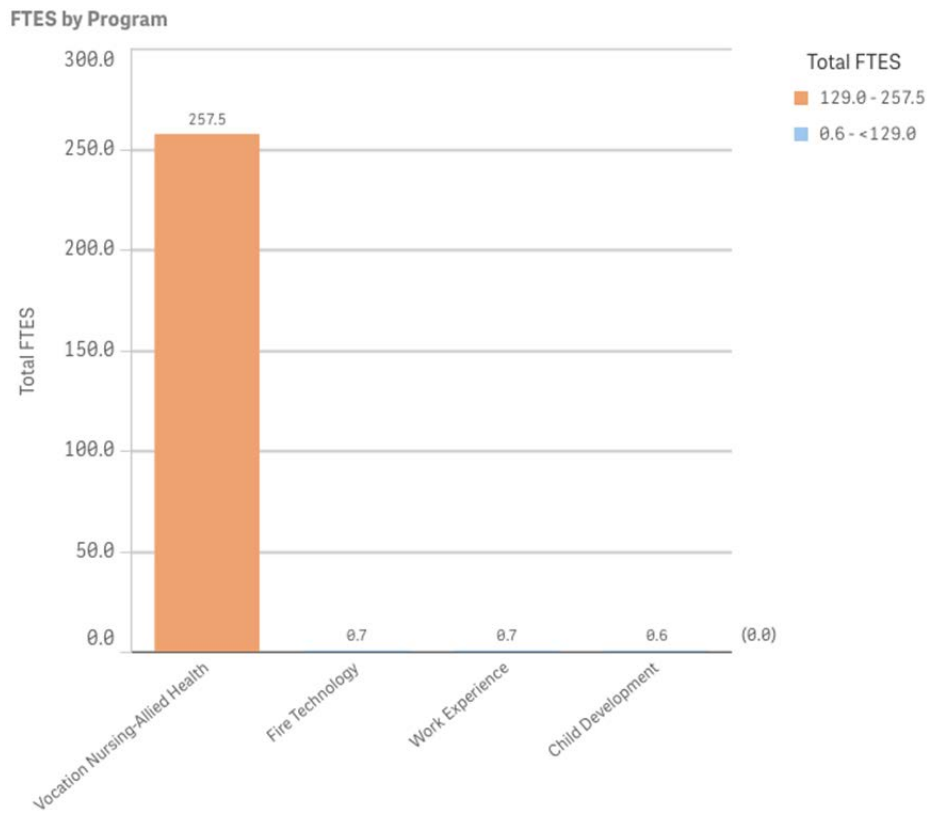
Total FTES for All Years by Teaching Arrangement



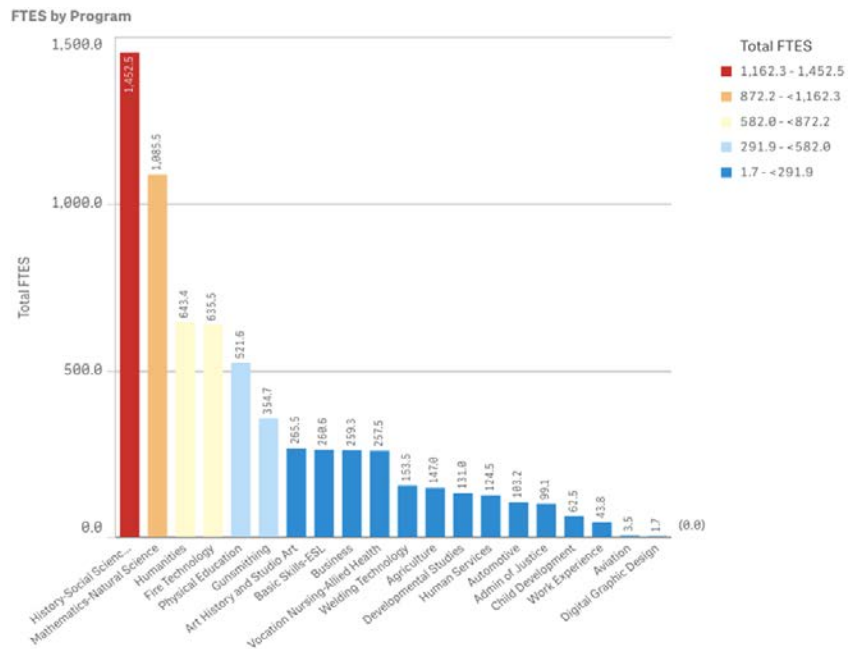
FTES by Teaching Arrangement, Academic Year and Semester

Teaching Arrangement	Academic Year and Semester											Totals for All Years by Teaching Arrangement
	2016		2017			2018			2019			
	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	
Full Time Regular	1.43	18.66	4.08	6.90	10.54		7.76	3.00		36.79	5.49	94.64
Full Time Overload			10.64	21.15	12.71	1.22	18.76	5.83	0.97		12.24	83.53
Adjunct Load	1.50	4.30		8.50	7.82		5.07	9.34		9.81	16.69	63.03
Adjunct Intersession			6.52			8.86			2.70		0.17	18.25
Semester and Annual Totals	2.93	22.96	21.25	36.55	31.08	10.07	31.58	18.17	3.67	46.60	34.59	259.44
	25.89		88.87			59.83			84.86			

FTES Generated by the Vocational Nursing/Allied Health Program, AY 2016 through 2019



FTES Generated by all Programs, AY 2016 through 2019



Planning Agenda:

31. Create enrolment plan in collaboration with the Dean of Instruction.
32. Explore options for increasing Health Science program FTEs.
33. Identify and acquire additional space for program growth.

IV. Equipment

Description/Evaluation:

The Health Science program is currently creating an inventory of all past purchased and donated equipment and supplies. Health and medical technology equipment and supplies are required for ensuring student success through simulated scenarios and lab situations.

Fiscal Year	Grant	Items
16/17	SWP	Equipment and supplies
16/17	SWP	Demo Dose Simcart w/ white glove set-up and install
17/18	Perkins	Equipment and supplies.
17/18	Perkins	Infant IV training leg
17/18	Perkins	Monitor stand
17/18	Perkins	Little Anne 4pk (skill guide and extension cable)
17/18	Perkins	Laptop LLEAP instructor, patient monitor
17/18	Perkins	Nursing baby PMB
17/18	SWP	printers for SimCart
17/18	SWP	SimMom and accessories
17/18	SWP	Nursing Kid and accessories
17/18	SWP	SimView and items
17/18	SWP	Equipment and supplies
18/19	Perkins	Laptops
18/19	SWP	Wall mount for TV
18/19	SWP	AC for classroom
18/19	SWP	Electrical supplies for lab
18/19	SWP	warranties for equipment (Laerdal)
18/19	SWP	Laptops (24) and charging cart
19/20	Perkins	Electric easy lift patient
19/20	Perkins	IV task trainer (supplies and ECG cable)
19/20	Perkins	iPad Pro and accessories
19/20	Perkins	(11) laptops
19/20	SWP	(6) laptops
19/20	SWP	SIM EMR subscription
19/20	SWP	Furniture for lab from KI
19/20	SWP	a lot of supplies from Quill, let me know if you need the breakdown
19/20	SWP	A lot of supplies from Pocket Nurse

19/20	SWP	fetal monitor
19/20	SWP	crash cart bundle refill kit
19/20	SWP	EMT materials from American Heart Association
19/20	SWP	Nursing Anne Simulator (the courses and white glove set up)
19/20	SWP	SimPad PLUS
19/20	SWP	LLEAP for SimPad Plus and accessories
19/20	SWP	wound assess car kit Nursing Anne simulator
19/20	SWP	Mastectomy skin Nursing Anne simulator
19/20	SWP	AED trainer
19/20	SWP	Lots of scenarios and skills from Laerdal
19/20	SWP	materials and equipment to build CA-102 classroom
19/20	SWP	Amazon: Lots of supplies
19/20	SWP	AC for CA-102
19/20	SWP	Equipment and supplies

All current program equipment is in good working condition and not in need of replacement at this time. Further equipment will be needed for program growth.

The only need for equipment maintenance and service is currently for the programs high fidelity mannequins and current maintenance is supported by grant funding.

New equipment will be required for program growth which will be supported by grant funding. The Health Science programs are in need of both additional instructional as well as lab space. A preliminary plan has been developed for acquisition of space and supplies to support growth of programs creating additional FTEs for the institution.

Planning Agenda:

34. Complete comprehensive inventory of all equipment and supplies.
35. Purchase needed equipment for program growth.
36. Identify location for safe storage of medical equipment when not in use.

V: Outside Compliance Issues (if appropriate for program)

Description:

There are no outside compliance issues impacting the Health Science programs currently. Courses must comply with appropriate accreditation agencies based on program, the director insures compliance with all certifying and accreditation agencies.

Evaluation:

The director will continue to ensure compliance of all programs.

Planning Agenda:

37. Director will ensure compliance with the following:
 - a. California Department of Public Health: Phlebotomy & CNA
 - b. Board of Vocational Nursing and Psychiatric Tech: LVN
 - c. NorCal EMS: EMT
 - d. American Heart Association: CPR
38. Director will seek further accreditation for the MA program.
39. Explore partnership opportunities for Public Health Program with UC Merced

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

All Planning Agenda items listed will require involvement of program faculty and will be organized and implemented in order of importance based on faculty consideration.

1. Department naming should be aligned and consolidated to represent and include all programs, including, Nursing, EMT, Health Occupations, and any upcoming health science opportunities. Proposed naming of department for simplification is Lassen Community College Health Sciences.
2. All course and program Student Learning Outcomes (SLO) will be reviewed and updated and SLO mapping will be completed for all courses and programs.
3. Strategic planning will be completed for all Health Science courses and programs to ensure continued alignment with institution mission and vision and to ensure program offerings and growth meet community and regional needs.
4. Certificates of completion and accomplishment and degree offerings will be reviewed and revised as necessary.
5. Program promotional plan will be developed
6. Evaluation of program offerings and available space will be completed to ensure adequate instructional space for student success.
7. Department will further develop High School Health Career Pathway
8. Degree guidance will be implemented for degree programs to ensure that students are completing entire degree process.
9. Enrolment planning will be completed to ensure full enrolment in all courses offered.
10. Student services and support will be offered to all students to ensure success.
11. Degree and certificate guidance will be simplified and made available to all students through the department webpage and by each instructor upon enrollment into the course.
12. Program marketing will ensure equitable and meaningful outreach with a special focus on appealing to all ethnicities and genders.
13. Develop recruitment plan to increase gender and ethnic diversity within Health Science Programs.
14. Success and retention of all courses will be closely monitored and an enrolment plan will be created to ensure adequate students in each course to evaluate program success.

15. All hybrid and online courses will be reviewed and instructional design guidance will be considered to ensure that hybrid and online courses are engaging to all students and allow for adequate success and retention.
16. Additional full time faculty should be hired to support program growth and success.
17. Adjunct faculty will receive guidance from full time faculty on engaging and meaningful ways to ensure success and retention of student in courses offered.
18. Program success by course will be evaluated and prerequisite requirements will be evaluated to ensure optimal student success in courses.
19. Access to student support services will be displayed and promoted in all courses by both fulltime and adjunct faculty to support student success.
20. Develop opportunities for transfer to four year programs in Health Science.
21. All course and program SLOs will be evaluated and mapped to ensure alignment with institutional mission and standards and industry standards.
22. Continued monitoring of SLO attainment and modification as needed.
23. Courses with decreased SLO rates will be evaluated and recommendations will be made to assist with increased success rates.
24. Ensure all faculty and adjunct faculty understand and execute the SLO process.
25. Work with the Office of Academic Services and to ensure that student evaluation data is available for review.
26. Continue to engage and meet with the Health Science Advisory Committee.
27. Ensure alignment of program and course SLOs through SLO Mapping.
28. Develop curriculum and seek approval for an LVN to RN Bridge Program
29. Complete all curriculum review and send to Curriculum/Academic Standard Committee for action.
30. Meet with Articulation Officer and determine if there are any course offerings in Health Science that should be considered for articulation agreements.
31. Create enrolment plan in collaboration with the Dean of Instruction.
32. Explore options for increasing Health Science program FTEs.
33. Identify and acquire additional space for program growth.
34. Complete comprehensive inventory of all equipment and supplies.
35. Purchase needed equipment for program growth.
36. Identify location for safe storage of medical equipment when not in use.
37. Director will ensure compliance with the following:
 - a. California Department of Public Health: Phlebotomy & CNA
 - b. Board of Vocational Nursing and Psychiatric Tech: LVN

c. NorCal EMS: EMT

d. American Heart Association: CPR

38. Director will seek further accreditation for the MA program.

39. Explore partnership opportunities for Public Health Program with UC Merced

B. Prioritized Recommendations for Inclusion in the Planning Process

Inclusion in Education Master Plan: The EMP addresses the instructional planning needs of the college.

Lassen Community College Health Science 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1,2	Develop curriculum and seek approval for an LVN to RN bridge program	August 2022	\$50,000	Increase FTEs, provide needed program to support local and regional need.
1,2	Explore partnership opportunities for Public Health Program with UC Merced	2021-2022	Dependent of partnership	Increase FTEs, provide needed program to support local, regional, and state need for Rural public health education.

Inclusion in Student Services Master Plan: The SSMP highlights the services needed to maximize the student experience through a variety of key student support services.

Lassen Community College Health Science 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
4	Consider services required to support additional student in LVN to RN bridge program	2021-2022	Unknown	Maximized student experience and support for LVN to RN bridge students.

Inclusion in Institutional Effectiveness Master Plan: The IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

Lassen Community College Health Science 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1	Support development of LVN to RN bridge program through, governance, leadership, integrated planning, and accountability.	2021-2022	Minimal	Creation of a local LVN to RN Bridge program increasing FTEs while ensuring responsible stewardship of public trust and resources.

Section Two: Human Resource Planning

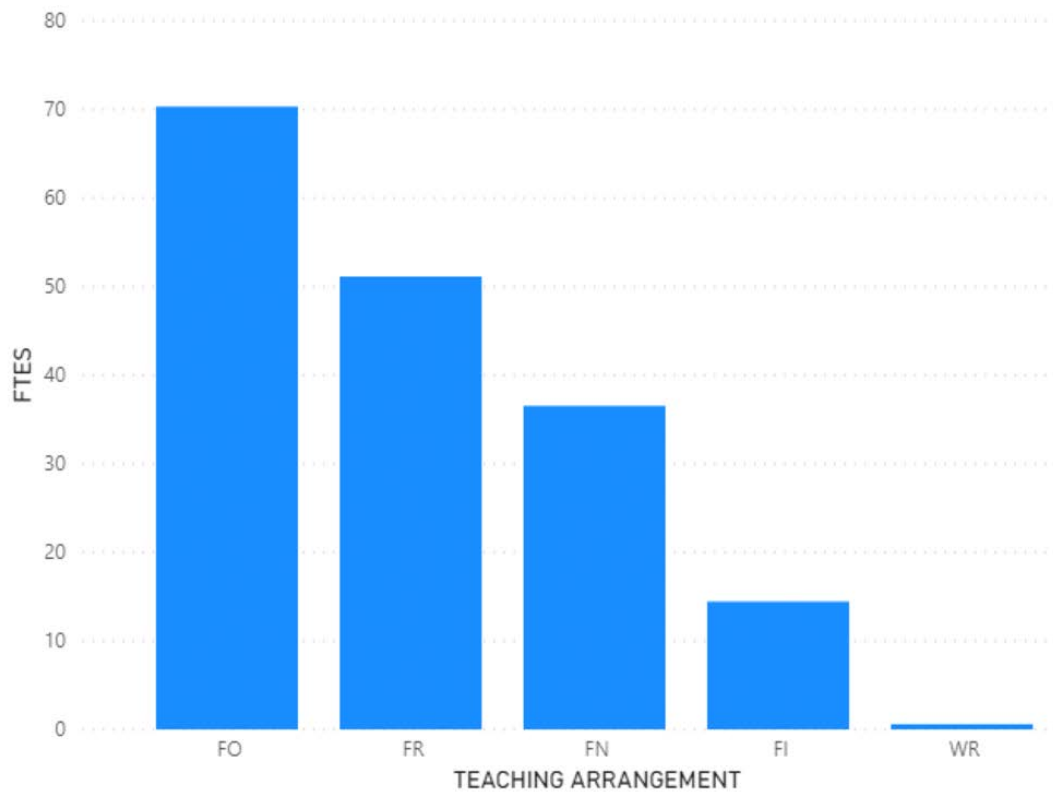
I. Program Staffing

Description/Evaluation:

Current Health Science Staffing

Full Time Faculty Nursing	Full Time Director Director 60% / Instructor 40%	Adjunct Faculty	Part Time Classified Instructional Support Specialist
2	1	1 EMT 3 HO	1

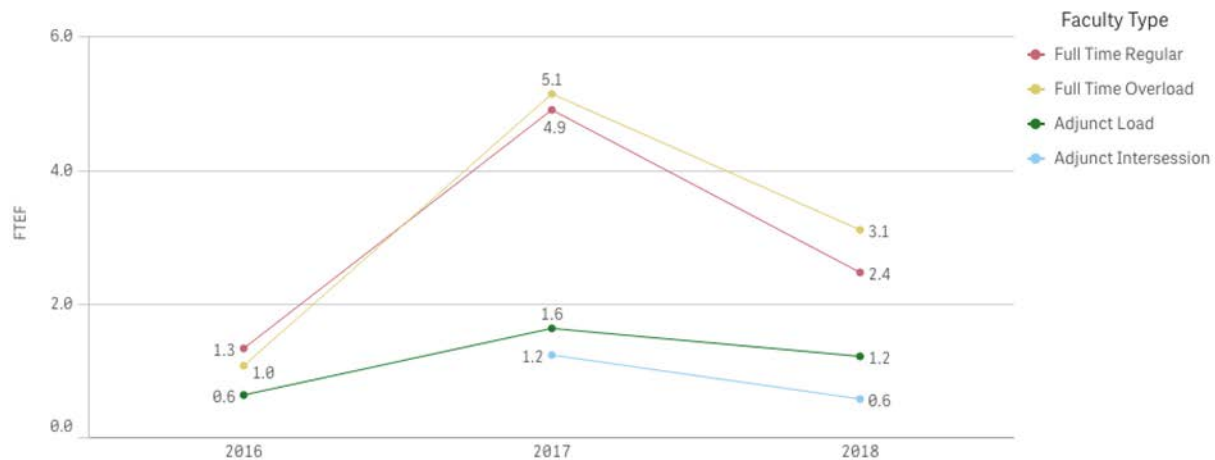
FTES BY TEACHING ARRANGEMENT



FO = Full Time Overload **FR** = Full Time Regular **FN** = Adjunct Load

FI = Adjunct Intersession **WR** = Contract Ed (No Load)

FTEF by Faculty Type and Academic Year



Productivity (FTES/FTEF)

12.2

The Health Science department would benefit by the addition of additional full time faculty members to support program growth. Current data shows that Full Time Overload exceeds Full Time Regular time allocation.

Adjunct instructors are used to the max number of hours consistently and courses are scheduled according to instructional load allowance rather than student need.

The Health Science programs have experienced substantial growth over the past four years and anticipates additional growth moving forward with the addition of an LVN to RN bridge program and potential partnership with UC Merced. Instructional Support is needed in an increased capacity with a special emphasis on simulation lab support.

Partnership with the High School has resulted in a successful and growing career pathway program that will require further faculty support and will continue to increase FTEs.

Planning Agenda:

1. Hire additional full time faculty in both Nursing and EMT.
2. Hire additional adjunct faculty to support program needs.
3. Increase the current ISS position for part time to full time.
4. Create an Assistant Director position to ensure program growth and succession planning.

II. Professional Development

Description/Evaluation:

Full time faculty regularly participate in Flex trainings as well as other professional development activities such as the Simulation Users Conference, Leading from the Middle Academy, etc.

Flex contracts were not available at the writing of this report but are available from the flex coordinator.

Planning Agenda:

5. Create plan for Professional Development opportunities relevant to Health Occupations field.

III. Student Outcomes

Description/Evaluation:

All Health Science programs continue to require Live Scan background check which have been provided by the HR department. It is anticipated that this will be a continued and increased need in the future.

Planning Agenda:

6. Ensure adequate staffing and scheduling for student Live Scan processing.

IV. Prioritized Recommendation

Prioritized Recommendations for Implementation by Program Staff

1. Hire additional full time faculty in both Nursing and EMT.
2. Hire additional adjunct faculty to support program needs.
3. Increase the current ISS position for part time to full time.
4. Create an Assistant Director position to ensure program growth and succession planning.
5. Create plan for Professional Development opportunities relevant to Health Occupations field.
6. Ensure adequate staffing and scheduling for student Live Scan processing.

Prioritized Recommendations for Inclusion in Human Recourse Master Plan:

Lassen Community College Health Science 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
3,4	Hire full-time 10 month EMT faculty	Fall 2021	\$60,000 - \$70,000	Increase FTEs, support High School career pathway program
1, 3,4	Create assistant director position with a 20% administrative, 80% instructional split as stipend position.	Fall 2021	\$12,500	Assist in development of LVN to RN bridge program and support current program management. The nursing director position was originally created to support nursing, since the reinstatement of programs the department has taken on multiple programs in Health Science to manage.
3,4	Hire full time Nursing faculty	Fall 2021	\$60,000 - \$70,000	Increase FTEs, support healthy workload for current instructional staff, support program development and growth
3,4	Increase current ISS position to full time	Spring 2022	\$30,000 - \$50,000	Provide program support for all Health Science programs with a special emphasis on Simulation Lab operations and maintenance leading to student success.
2	Support professional development opportunities	2021-2022	Grant supported	Increased professional development opportunities for faculty to further support student learning.
3	Consider Live Scan needs impact on current HR staffing and plan accordingly	2021-2022	Unknown	Ensure student receive live-scan services without overloading current staff

Section Three: Facilities Planning

I. Facilities

Description/Evaluation:

The Health Science programs currently are housed in the Creative Arts building with our main lecture and lab class room in CA 113. The space was refurbished for our use in 2016 and houses an extraordinary clinical lab space, phlebotomy lab space, student study area (which has doubled as a class room), lecture hall, and six station computer lab. The space houses a director's office, two instructor offices, a simulation control room, and storage/work space.

Recently the old jewelry room in CA102 was refurbished to assist with providing additional lecture space for the growing programs.

The Health Science programs do not utilize off campus instructional spaces with the exception of clinical sites where the program has instructional agreements.

It is anticipated that the Health Science programs will continue to grow substantially over the next five years and have a need for additional lecture and lab space to support current program operations and growth and future program growth with the addition of an LVN to RN bridge program, increased partnership with the High School in the career pathway program, and anticipated partnership with UC Merced for Public Health program support.

Planning Agenda:

1. Complete study of class room use in the Creative Arts building and determine potential areas for Health Program growth based on potential for FTE growth.
2. Increase instructional space by rehabbing two to three class rooms on the ground floor of the Creative Arts building.
3. Create a secondary lab space that can house all high fidelity simulation scenarios.
4. Modernize building appearance to match instructional space.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

All planning agenda items will require integration into the facilities planning process.

Prioritized Recommendations for Inclusion in the Planning Process

Prioritized Recommendations for Inclusion in the Facilities Master Plan: The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

Lassen Community College Health Science 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
3,4	Complete study of class room use in the Creative Arts building and determine potential areas for Health Program growth based on potential for FTE growth.	Fall 2021	Supported by grant funding	Support FTE growth and student success by ensuring a safe and sufficient learning environment.
3,4	Increase instructional space by rehabbing two to three class rooms on the ground floor of the Creative Arts building.	Fall 2021	Supported by grant funding	Support FTE growth and student success by ensuring a safe and sufficient learning environment.
3,4	Create a secondary lab space that can house all high fidelity simulation scenarios.	Fall 2021	Supported by grant funding	Support FTE growth and student success by ensuring a safe and sufficient learning environment.
3,4	Modernize building appearance to match instructional space.	Fall 2021	\$10,000	Support FTE growth and student success by ensuring a safe and sufficient entry to learning environments.

Section Four: Technology Planning

I. Technology

Description/Evaluation:

The Health Science department utilizes a wide variety of learning tools that utilize technology including computerized simulations, charting systems, simulation mannequins, patient monitors, recording systems, etc.

The department would benefit from continued technological support for program growth and development.

Planning Agenda:

1. Acquisition and instillation of technology for new program space.
2. ISS support of simulation lab operations

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

ISS support of simulation lab operations will be scheduled with ISS and will increase if staffing time allows to ensure technology maintenance in simulation lab.

Inclusion in Institutional Technology Master Plan: The ITMP addresses the technology needs of the campus.

Lassen Community College Health Science 2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2,4	Acquisition and instillation of technology for new program space.	Fall 2021	Grant supported	Increase student learning opportunities and supported increase in FTE growth with technology in new space.

Appendix A: Degrees & Certificates

Associate in Arts Degree University Studies: Emphasis in Allied Health

ALLIED HEALTH

Associate in Arts Degree **University Studies – Emphasis in Allied Health**

Required Core Courses: 20 units

Total Units: 60 units

Course Number	Course Title	Fall	Spring
BIO 20	Microbiology	5	
BIO 25	Human Anatomy & Physiology I	4	
BIO 26	Human Anatomy & Physiology II		4
CHEM 8	Introduction to Organic and Biochemistry		4
PSY 1	Introduction to Psychology	3	3

Focused Electives that may be required for health and medical degrees

	Focused Electives	Fall	Spring
ANTH 2	Cultural Anthropology		3
HLTH 25	Understanding Nutrition	3	3
CD/PSY 31	Child Development: Conception through Adolescence	3	3
SOC 1	Introduction to Sociology	3	3

Select General Education Option (CSU or IGETC)

See a counselor to prepare your educational plan with the latest scheduling information.

Appendix A: Degrees & Certificates

Associate in Science Degree in Vocational Nursing

LICENSED VOCATIONAL NURSING

Associate in Science Degree Licensed Vocational Nursing

Required Core Courses: 44 units

Total Units: 74 units

Course Number	Course Title	Term 1	Term 2	Term 3
VN 50	Pharmacology	4		
VN 51	Nursing Fundamentals	4		
VN 52	Clinical Lab I	7		
VN 53	Adult Nursing Theory II	7		
VN 54	Clinical Lab II	6		
VN 55	Adult Nursing Theory III		2	
VN 56	Clinical Lab III		6	
VN 57	Maternity Nursing		2	
VN 58	Pediatric Nursing		2	
VN 59	IV Therapy			2
VN 60	NCLEX Review		2	

General Education Requirements 3 units: Area C, Consult with your academic counselor

Prerequisite Courses: Required to be completed prior to acceptance into the Licensed Vocational Nursing Program. All courses must be passed with a grade of "C" or better.

Course Number	Course Title	Fall	Spring	Summer
ENGL 1 Or equivalent assessment placement	College Composition	3	3	*
Eligibility for MATH 60 Or equivalent assessment placement	Intermediate Algebra	4	4	*
HLTH 25	Understanding Nutrition	3	3	*
BIOL 25	Human Anatomy and Physiology I	4		*
BIOL 26	Human Anatomy and Physiology II		4	*
PSY 1	Introduction to Psychology	3	3	*
PSY 18	Human Development - A Life Span	3	3	*
HO 3	Medical Terminology	3		*
CPR Certification OR HO 120	Cardiopulmonary Resuscitation (CPR)	0.5	0.5	*

*Please check the schedule for summer offerings

Appendix A: Degrees & Certificates

Certificate of Achievement in Vocational Nursing

LICENSED VOCATIONAL NURSING

Certificate of Achievement **Licensed Vocational Nursing**

Required Core Courses: 44 units

Total Units: 64 units

Course Number	Course Title	Term 1	Term 2	Term 3
VN 50	Pharmacology	4		
VN 51	Nursing Fundamentals	4		
VN 52	Clinical Lab I	7		
VN 53	Adult Nursing Theory II	7		
VN 54	Clinical Lab II	6		
VN 55	Adult Nursing Theory III		2	
VN 56	Clinical Lab III		6	
VN 57	Maternity Nursing		2	
VN 58	Pediatric Nursing		2	
VN 59	IV Therapy			2
VN 60	NCLEX Review		2	

Prerequisite Courses: Required to be completed prior to acceptance into the Licensed Vocational Nursing Program. All courses must be passed with a grade of "C" or better.

Course Number	Course Title	Fall	Spring	Summer
ENGL 1 Or equivalent assessment placement	College Composition	3	3	*
Eligibility for MATH 60 Or equivalent assessment placement	Intermediate Algebra	4	4	*
HLTH 25	Understanding Nutrition	3	3	*
BIOL 25	Human Anatomy and Physiology I	4		*
BIOL 26	Human Anatomy and Physiology II		4	*
PSY 1	Introduction to Psychology	3	3	*
PSY 18	Human Development - A Life Span	3	3	*
HO 3	Medical Terminology	3		*
CPR Certification OR HO 120	Cardiopulmonary Resuscitation (CPR)	0.5	0.5	*

*Please check the schedule for summer offerings

Appendix A: Degrees & Certificates

Certificate of Achievement Medical Assisting

MEDICAL ASSISTING

Certificate of Achievement Medical Assisting

Required Core Courses: 18 units

Total Units: 18 units

Course Number	Course Title	Fall	Spring
HO 49	HO Work Experience	2	2
HO 70	Medical Assisting: Core	4	4
HO 71	Medical Assisting: Administrative	6	6
HO 72	Medical Assisting: Clinical	6	6

Certificate of Accomplishment in Administrative Medical Assisting

MEDICAL ASSISTING

Certificate of Accomplishment **Administrative Medical Assisting**

Required Core Courses: 10 units

Total Units: 10 units

Course Number	Course Title	Fall	Spring
HO 70	Medical Assisting Core	6	6
HO 71	Medical Assisting Administrative	4	4

Certificate of Accomplishment in Clinical Medical Assisting

MEDICAL ASSISTING

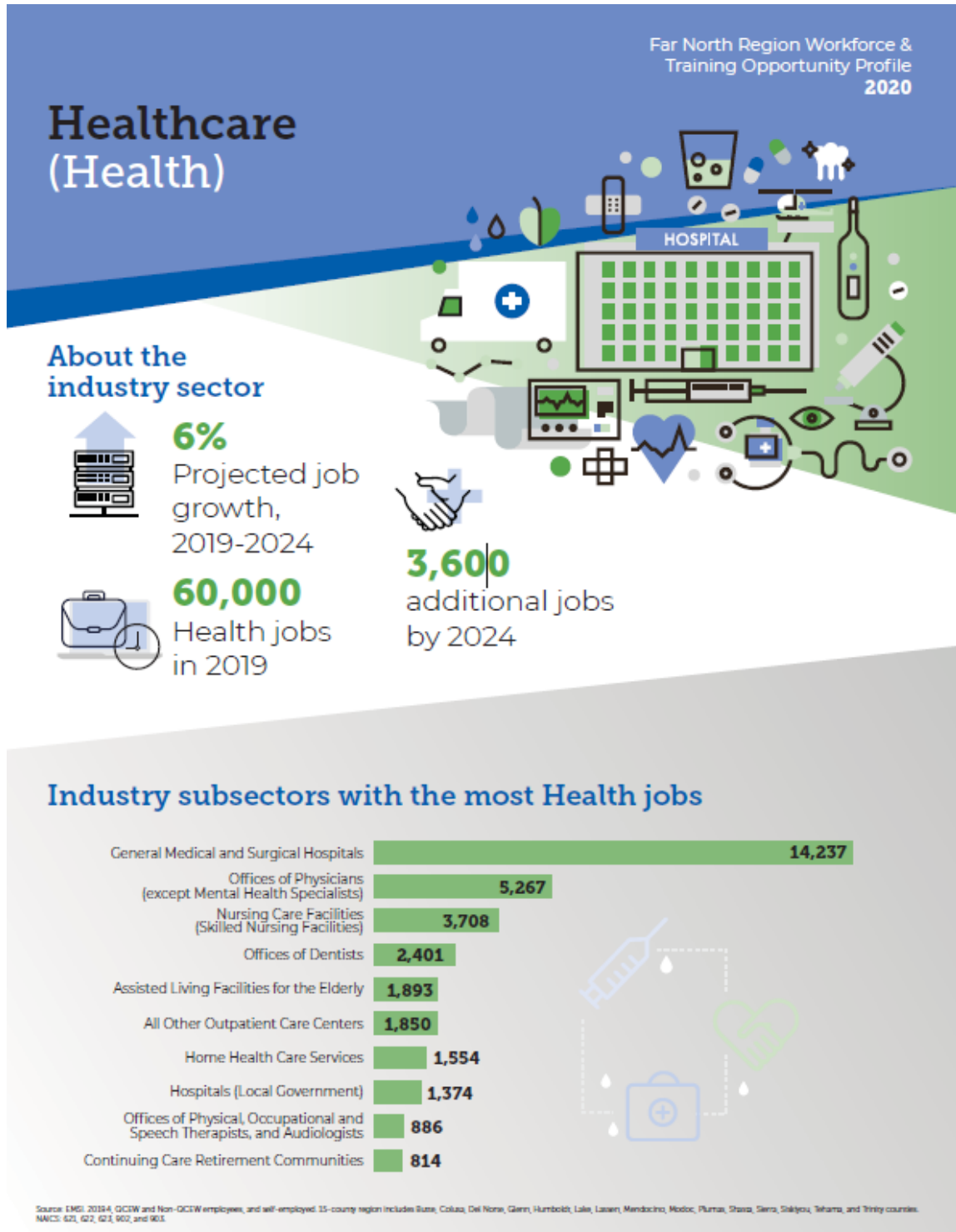
Certificate of Accomplishment **Clinical Medical Assisting**

Required Core Courses: 10 units

Total Units: 10 units

Course Number	Course Title	Fall	Spring
HO 70	Medical Assisting Core	4	4
HO 72	Medical Assisting Clinical	6	6

Appendix B: Far North Region Workforce & Training Opportunity Profile 2020 Healthcare



Appendix B: Far North Region Workforce & Training Opportunity Profile 2020 Healthcare

Top 10 employers posting Health jobs

- Adventist Health
- Oroville Hospital
- Dignity Health
- Enloe Medical Center
- Covenant Health
- St. Joseph Health System
- Banner Health System
- Sutter Health
- Nursefly Travel Nursing
- Knapp Medical Center



8,381

Health job postings,
Jan-Dec 2019



What are employers looking for?

Hardest-to-fill jobs

Job Title	# of Job Postings	Days to Fill
Social Workers, All Other	86	49
Personal Care Aides	47	49
Social and Human Service Assistants	16	41

Most in-demand jobs

Job Title	# of Job Postings	Demand
Registered Nurses	1,255	Very High
Medical Assistants	371	Very High
Nursing Assistants	364	Very High
Medical and Health Services Managers	358	Very High
Licensed Practical and Licensed Vocational Nurses	227	Very High
Patient Representatives	227	High
Medical Records and Health Information Technicians	225	High

Most desired certifications

- Basic Life Saving (BLS)
- Registered Nurse
- Advanced Cardiac Life Support (ACLS)
- Driver's License
- First Aid/CPR/AED
- American Heart Association certification
- Basic Cardiac Life Support
- Certified Nursing Assistant
- Certified Medical Assistant
- American Registry of Radiologic Technologists (ARRT) certification

Most desired skills

- Patient care
- Cardiopulmonary Resuscitation (CPR)
- Life support
- Acute care
- Treatment planning
- Physical therapy
- Scheduling
- Advanced Cardiac Life Support (ACLS)
- Patient/Family education and instruction
- Surgery



Sources: Burning Glass, Labor Insight, 2019-4; NAICS 31-33 EMS, 2019-4; QCEW and Non-QCEW employees, and self-employed 15-county region includes Butte, Colusa, Del Norte, Glenn, Humboldt, Lake, Lassen, Mendocino, Modoc, Plumas, Shasta, Sierra, Siskiyou, Tehama, and Trinity counties. NAICS 621, 622, 623, 902, and 903.

Appendix B: Far North Region Workforce & Training Opportunity Profile 2020 Healthcare

Far North Region Workforce & Training Opportunity Profile

Healthcare 3

Jobs titles & wages					
What jobs can I train for?	How many job openings each year?	How much will I earn per hour?			Educational Level
		Entry-Level 10th percentile	Median 50th percentile	Experienced 90th percentile	
Dental Hygienists	36	\$32	\$45	\$58	
Registered Nurses	531	\$30	\$44	\$60	
Medical and Health Services Managers	93	\$29	\$51	\$84	
Radiologic Technologists	32	\$27	\$41	\$58	
Respiratory Therapists	36	\$27	\$38	\$52	
Diagnostic Medical Sonographers	12	\$25	\$44	\$62	
Licensed Practical and Licensed Vocational Nurses	144	\$19	\$26	\$32	
Physical Therapist Assistants	24	\$17	\$30	\$39	
Phlebotomists	43	\$16	\$22	\$30	
Clinical Laboratory Technologists and Technicians	40	\$16	\$24	\$54	
Surgical Technologists	26	\$16	\$27	\$38	
Pharmacy Technicians	70	\$15	\$20	\$28	
Health Technologists and Technicians, All Other	44	\$15	\$20	\$32	
Dental Assistants	119	\$14	\$20	\$26	
Medical Records and Health Information Technicians	40	\$13	\$19	\$31	
Medical Assistants	265	\$13	\$17	\$23	
Social and Human Service Assistants	367	\$12	\$18	\$28	
Nursing Assistants	382	\$12	\$15	\$20	
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	151	\$12	\$18	\$34	
Home Health Aides	139	\$11	\$13	\$17	
Emergency Medical Technicians and Paramedics	42	\$11	\$16	\$29	
Physical Therapist Aides	45	\$11	\$13	\$17	

Source: EMS, 2019-4, OCEW and Non-OCEW employees and self-employed, 15-county region, EMS.

Bachelor's degree
 Associate's degree
 Postsecondary nondegree award
 High school diploma or equivalent

Appendix B: Far North Region Workforce & Training Opportunity Profile 2020 Healthcare

What training is available?

Community College programs

- | | |
|-----------------------------------|-----------------------------|
| Alcohol and Controlled Substances | Home Health Aide |
| Certified Nurse Assistant | Human Services |
| Dental Assistant | Licensed Vocational Nursing |
| Dental Hygienist | Medical Assisting |
| Emergency Medical Services | Medical Office Technology |
| Health Information Coding | Paramedic |
| Health Information Technology | Registered Nursing |
| | Respiratory Care/Therapy |



Where can I get training?

Local Community Colleges



BUTTE COLLEGE



Feather River College



LCC
LASSAN COLLEGE



MENDOCINO COLLEGE



Shasta College



College of the Siskiyous



C-O-E
CENTERS OF EXCELLENCE
FOR LABOR MARKET RESEARCH

coecc.net



California
Community
Colleges

cccco.edu



fnrc.org

Source: California Community Colleges Chancellor's Office Management Information System, DataMart
 The CCR has created 20 priority sector profiles for the Greater Sacramento (North) and the Far North subregions to inform planning and investment in Career Education under the Strong Workforce Program and the California Community Colleges Chancellor's Office Economic and Workforce Development Division. Regional summary profiles contain data definitions and methodology. The 15-county Far North region includes the Butte, Colusa, Del Norte, Glenn, Humboldt, Lake, Lassen, Mendocino, Modoc, Plumas, Shasta, Sierra, Siskiyou, Tehama and Trinity counties.
 This profile was supported by funds awarded by the CCCC's Economic and Workforce Development Division. It was produced pursuant to grant agreement number 19-405-001. This project was also supported by Projects in Common funding from the Strong Workforce Program, North/Far North Regional Consortium.
 © 2020 California Community Colleges Chancellor's Office, Economic and Workforce Development Program

Appendix C: Status of Curriculum Review

Course	Curriculum Committee Review Completed	Curriculum Committee Review <u>Not</u> Completed
HO-120 Cardiopulmonary Resuscitation	January 19, 2021- Tabled / AHA Update	
HO-3 Medical Terminology	January 19, 2021	
HO-49 Health Occupation Work Experience	March 19, 2019	
HO-54 Structure and Function	January 19, 2021 Inactivated	
HO-70 Medical Assisting: Core	January 19, 2021	
HO-71 Medical Assisting: Administrative	January 19, 2021	
HO-72 Medical Assisting: Clinical	January 19, 2021	
HO-80A Geriatric Nursing Assistant	January 19, 2021	
HO-88 Phlebotomy	January 19, 2021	
VN-50 Pharmacology	February 16, 2021	
VN-51 Nursing Fundamentals	February 16, 2021	
VN-52 Clinical Lab 1	February 16, 2021	
VN-53 Adult Nursing Theory	February 16, 2021	
VN-54 Clinical Lab 2	February 16, 2021	
VN-55 Nursing Leadership & Professional Development	February 16, 2021	
VN-56 Clinical Lab 3	February 16, 2021	
VN-57 Maternity Nursing	February 16, 2021	
VN-58 Pediatric Nursing	February 16, 2021	
VN-59 IV Therapy & Blood Withdrawal	February 16, 2021	
VN-60 Comprehensive Nursing	February 16, 2021	

Appendix C: Status of Curriculum Review

EMT-21 Emergency Medical Responder	January 19, 2021	
EMT-60 Emergency Medical Technician Basic	January 19, 2021	
EMT-61 Emergency Medical Technician Basic Refresher	January 19, 2021	
AJ-59 First Aid/CPR/AED Refresher	New Course	
FS-20 First Aid/CPR for Public Employees	January 19, 2021	
CD-50 ECE Child Health & Safety	January 19, 2021	

Appendix D: Recent Advisory Committee Minutes

Appendix D: Recent Advisory Committee Minutes

Appendix D: Recent Advisory Committee Minutes

Appendix E: Board Approval of Advisory Committee

Regular Meeting of the Board of Trustees - 5:30 p.m. (Tuesday, October 13, 2020)

Generated by Julie Johnston on Wednesday, October 14, 2020

Action: 7.03 Acceptance of 2020-2022 Nursing Program Advisory Committee

Members

In accordance with Board Procedure 4102 – Career/Technical Programs, the completed list of the nominees for the 2020-2022 Nursing Program Advisory Committee are presented. Such list complies with both the membership and voting guidelines. The complete list of nominees reflects the following: current members who have agreed to serve an additional two-year term and new industry nominees for consideration for the Nursing Program Advisory Committee for the 2020-2021 and 2021-2022 Academic Years.

Motion by Louis Hamilton, second by Tim Purdy

Final Resolution: Motion carries

Roll Call Vote was Taken:

Ayes: Kim Dieter, Shaun Giese (via Zoom), Louis Hamilton, Tim Purdy (via Phone), Alan Siemer, Sophia Wages

Noes: None

Absent: Buck Parks

Lassen Community College Nursing Advisory Committee Members						
Affiliation	Member	Position	Email	Phone	Status	
Banner Lassen Medical Center 1800 Spring Ridge Drive Susanville, CA 96130	Aileen Chandler	Chief Nursing Officer	Aileen.Chandler@bannerhealth.com	530-252-2234	Voting	
	Sandy Dugger	Chief Executive Officer	Sandy.dugger@bannerhealth.com	530-252-2238	Voting	
	Christina Lewis	Sr. RN Manager	Christina.lewis@bannerhealth.com	530-252-2095	Voting	
	Virginia Baker	Trauma & ER Coordinator	virginia.baker@bannerhealth.com	530-252-2105	Voting	
Banner Health Clinic 1345 Paul Bunyan Rd Susanville, CA 96130	Lee Asnin	Laboratory Senior Manager	Lee.Asnin@bannerhealth.com	530-252-2194	Voting	
	Jamie McMullen	RN Senior Clinic Manager	Jamie.McMullen@bannerhealth.com	530-252-2502	Voting	
Northeastern Rural Health Clinic 1850 Spring Ridge Drive Susanville, CA 96130	Michael Schaub	Chief Executive officer	mschaub@northeasternhealth.org	530-251-5000	Voting	
	Harmony Burns	Charge Nurse	Hburns@northeasternhealth.org	530-251-5000	Voting	
	Naomi Rea	Medical Director	NRea@northeasternhealth.org	530-251-5000	Voting	
Seneca Healthcare District 130 Brentwood Drive Chester, CA 96130	Steve Boline	Acting Administrator	sboline@senecahospital.org	530-258-2067	Voting	
	Karen Turner	Chief Nursing Officer	kturner@senecahospital.org	(530) 258-2151	Voting	
Modoc Medical Center 228 W McDowell Ave Alturas, CA 96101	Kevin Kramer	Chief Executive officer	K.Kramer@ModocMedicalCenter.org	530-233-5883	Voting	
	Edward Johnson JR	Chief Nursing Officer	E.Johnson@modocmedicalcenter.org	530-233-7031	Voting	
Sierra Medical Services Alliance 1325 Airmotive Way, Suite 290	Mike Williams	Strategic Planning Officer	mike@sierramed.org	209-725-7011	Voting	
	Trenton Murrieta	Ground Base Manager	trent.murrieta@sierramed.org	209-725-7011	Voting	
California Correctional Center P.O. Box 790 Susanville, CA 96127	Dr. Shereef Aref	Chief Executive Officer	shereef.araf@cdcr.ca.gov	530-257-2181 X4101	Voting	
	Tracy Stocks	Nurse Instructor	tracy.stocks@cdcr.ca.gov	530-257-2181 X4842	Voting	
	Jane Low	Chief Nurse Executive	Jane.Low@cdcr.ca.gov	530-257-2181 X4153	Voting	
High Desert State Prison 475-750 Rice Canyon Road	Todd Murray	Chief Executive Officer	todd.murray@cdcr.ca.gov	530-251-5100 X5492	Voting	
	Shannon Martin	Chief Nurse Executive	Shannon.Martin@cdcr.ca.gov	530-251-5020	Voting	
Lassen County Public Health 1445 Paul Bunyan Road Susanville, CA 96130	Helen May	Nurse	hmay@co.lassen.ca.us	530-251-8183	Voting	
	Deborah Perkins	Nurse	dperkins@co.lassen.ca.us	530-251-8183	Voting	
	Cynthia Raschein	Director of Public Health	craschein@co.lassen.ca.us	530-251-8183	Voting	
Eagle Lake Village 2001 Paul Bunyan Road		Director of Health and Wellness	dhw@eaglelakealf.com	530-250-3677	Voting	
		Executive Director	executivedirector@eaglelakealf.com	530-250-3677	Voting	
Mountain Valleys Health Centers PO Box 277	Shannon Gerig	Chief Operation Officer	Sgerig@MTNVALLEYHC.ORG	530 294 5241	Voting	
	Susan Knoch	Director of Nursing	sknoch@mtnvalleyhc.org	530 294 5241 x 3027	Voting	
Alliance for Workforce Development 1616 Chestnut St Susanville, CA 96130	Terri Hiser-Haynes	Supervisor of Business Services & Oper	thaynes@ncen.org	530-257-5057	Voting	
	Tracy Holt	Executive Director	tholt@ncen.org	530-257-5057	Voting	
VA Diamond View Outpatient Clinic 110 Bella Way Susanville, CA 96130	Tammy Fletcher	Charge Nurse	Tammy.Fletcher@va.gov	520-251-4500	Voting	
Lassen Indian Health Center 795 Joaquin Street Susanville CA 96130	Lona Marioneaux-Ibani	Director	Libantoru@lihc.org	530-257-2542	Voting	
Health Workforce Initiative, Far North Region Notre Dame Blvd Chico, CA 95928	Trudy Old	Regional Director	OldTr@Butte.edu	530-879-9-49	Voting	
	Christi Myers	Dir of Vocational Nursing /Hlth Occup.	cmyers@lassencollege.edu	530-257-6181 X8994	Non-Voting	
	Celeste Wiser	Vocational Nursing Instructor	cwiser@lassencollege.edu	530-257-6181 X8994	Non-Voting	
	Heidi Gray	Vocational Nursing Instructor	hgray@lassencollege.edu	530-257-6181 X8994	Non-Voting	
	Dr. Trevor Albertson	Interim Superintendent / President	talbertson@lassencollege.edu	530-257-6181 X8956	Non-Voting	
	Chad Lewis	CTE Division Chair	clewis@lassencollege.edu	530-251-8812	Non-Voting	
	Roxanna Haynes	Interim Dean of Instruction	rhaynes@lassencollege.edu	530-257-6181	Non-Voting	
	Fran Oberg	Executive Assistant	foberg@lassencollege.edu	530-251-8891	Non-Voting	
	Jessica Lynn Gillespie	Health Occup Instructor (Phlebotomy)	jgillespie@lassencollege.edu	530-257-6181 X8994	Non-Voting	
	Elisabeth Braccialini	Health Occup Instructor (CNA)	ebraccialini@lassencollege.edu	530-257-6181 X8995	Non-Voting	
	Amy Fiddament	Health Occup Instructor (CMA)	afiddament@lassencollege.edu	530-257-6181 X8996	Non-Voting	
	Lassen Community College 478-200 Hwy 139 Susanville, CA 96130	Matthew Falkowski	Emerg Medical Svcs Instructor	mfalkowski@lassencollege.edu	530-257-6181 X8994	Non-Voting
		Sue Kelley	Instructional Services Tech	skelley@lassencollege.edu	530-251-8840	Non-Voting
		Alison Somerville	Counselor	asomerville@lassencollege.edu	530-251-8847	Non-Voting

Appendix F: Student Organization

Student Organization - HOSA

LCC Nursing and Allied Health has recently been granted approval to host a Health Occupations Students of America (HOSA) group on campus. We are in the process of gaining campus approval and plan to form the group beginning early March. This group offers engagement, enrichment, and leadership opportunities for student in health care training.

<http://www.hosa.org/about>

Mission, Purpose, Goals, Creed, Core Values

Mission

The mission of HOSA is to empower HOSA-Future Health Professionals to become leaders in the global health community through education, collaboration, and experience.

Purpose

The purpose of HOSA-Future Health Professionals is to develop leadership and technical HOSA skill competencies through a program of motivation, awareness and recognition, which is an integral part of the Health Science Education instructional program.

Goals

The goals that HOSA believes are vital to each member are:

- To promote physical, mental and social well being.
- To develop effective leadership qualities and skills.
- To develop the ability to communicate more effectively with people.
- To develop character.
- To develop responsible citizenship traits.
- To understand the importance of pleasing oneself as well as being of service to others.
- To build self-confidence and pride in one's work.
- To make realistic career choices and seek successful employment in the health care field.
- To develop an understanding of the importance in interacting and cooperating with other students and organizations.
- To encourage individual and group achievement.
- To develop an understanding of current health care issues, environmental concerns, and survival needs of the community, the nation and the world.
- To encourage involvement in local, state and national health care and education projects.
- To support Health Science Education instructional objectives.
- To promote career opportunities in health care.

Creed

I recognize the universal need for quality, compassionate healthcare.
I understand the importance of academic excellence, skills training, and leadership development in my career pathway.
I believe through service to my community and to the world, I will make the best use of my knowledge and talents.
I accept the responsibility of a health professional and seek to find my place on a team equally committed to the well-being of others.
Therefore, I will dedicate myself to promoting health and advancing healthcare as a student, a leader, an educator, and a member of HOSA-Future Health Professionals.

Core Values

We value **learning**. We are committed to learning and becoming respected, knowledgeable and skilled health professionals. We will respect the experiences and contributions of our teachers, peers and patients and seek to learn from them.

We value **leadership**. We will serve as role models in our academic program, profession and community. We will be ethical, accountable and trustworthy. We will use our influence to empower others to strive for excellence.

We value **service**. We are dedicated to serving others with compassion. We believe that individuals are important, and we will treat everyone with respect and care.

We value **innovation**. We are dedicated to enriching the lives of others. We will continuously seek the knowledge and skills to address challenges and improve the health professions.



Appendix G: LVN Licensing Pass Rates

LVN Program Licensing Pass Rates

Attached is your program's **NCLEX/PN®** statistical report for **Quarter 4, 2020**.

The report includes pass rate statistics for **first - time candidates** who graduated from your vocational nursing program and tested during **Quarter 4 2020 (October 1, 2020 through December 31, 2020)**.

California's **Quarter Average** Pass Rate for First-Time Program Candidates during **Quarter 4, 2020** was **75%**.

California's **Annual Average** Pass Rate for First-Time Program Candidates for **Quarter 4, 2020** was **77%**.



Report 4 – Jurisdiction Program Summary of all First-Time Candidates Licensed in All Jurisdictions



CA - LASSEN COMMUNITY COLLEGE (US04103500)

NCLEX-PN

NCLEX Education Program	NCLEX Education Program City	NCLEX Graduation Date	04/01/2020 - 06/30/2020				07/01/2020 - 09/30/2020				Total			
			Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate	Total Delivered	Total Passed	Total Failed	% Pass Rate
CA - LASSEN COMMUNITY COLLEGE (US04103500)	SUSANVILLE	██████	1	1	0	100.00%	20	17	3	85.00%	21	18	3	85.71%
	Total		1	1	0	100.00%	20	17	3	85.00%	21	18	3	85.71%

Appendix H: LVN Licensing Pass Rates-Historical

LVN Program Licensing Historical Pass Rates

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.

	2015		2016		2017		2018		2019	
Lassen Community College	1	0%	No Testers	N/A	No Testers	N/A	30	87%	9	89%

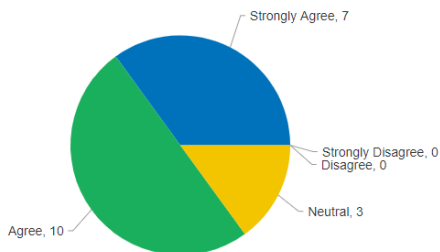
Appendix I: LVN Student Surveys Results

At the time of this report student data was not available however the program does survey students for reporting to the state on instructor effectiveness and other items for possible improvement. The provided data represents the 2020 graduating cohort.

Evaluation: Celeste Wiser

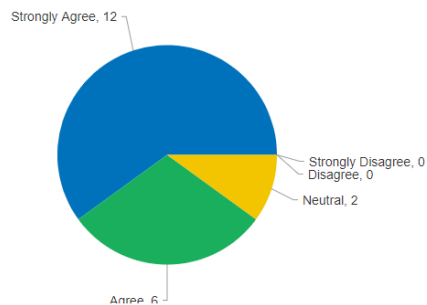
Please choose the best answer for each question. NURSE WISER:

Treated students with respect



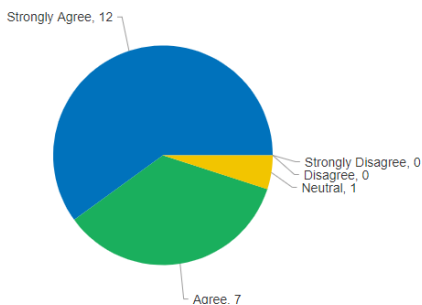
20 responses in 20 results

Made students feel free to ask questions



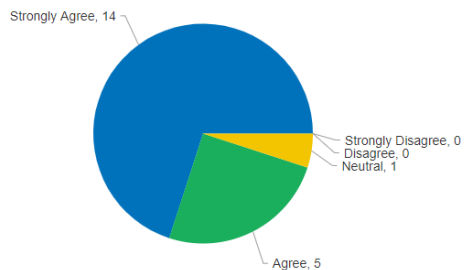
20 responses in 20 results

Was capable of answering questions



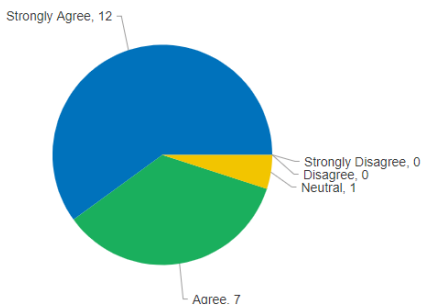
20 responses in 20 results

Started class on-time



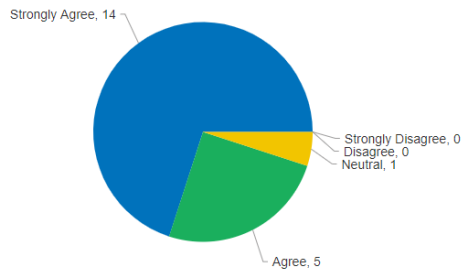
20 responses in 20 results

Utilizes all class time appropriately fostering a good learning environment



20 responses in 20 results

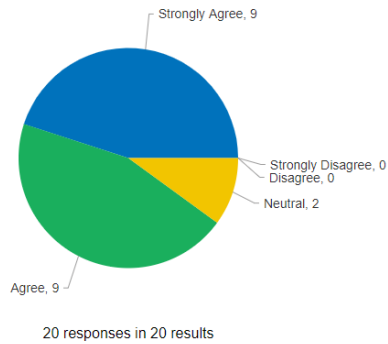
Was present and prepared in class and clinical



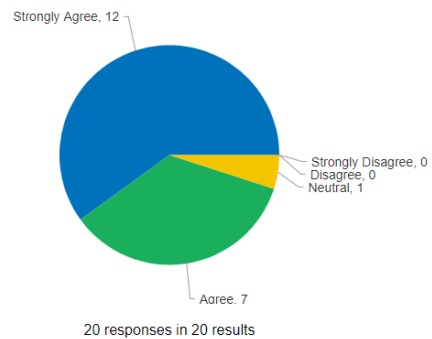
20 responses in 20 results

Evaluation Continued: Celeste Wiser

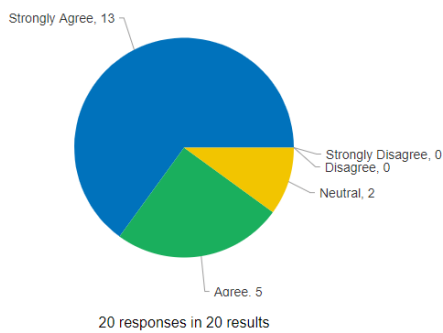
Gave exams that reflected the material covered in lectures and assignments



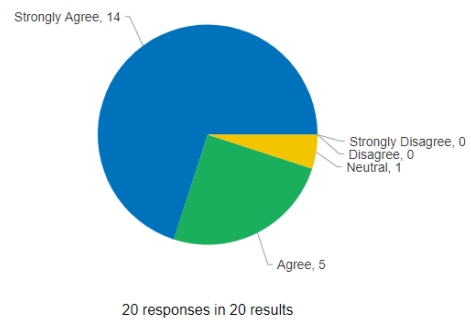
Provided constructive feedback on graded material



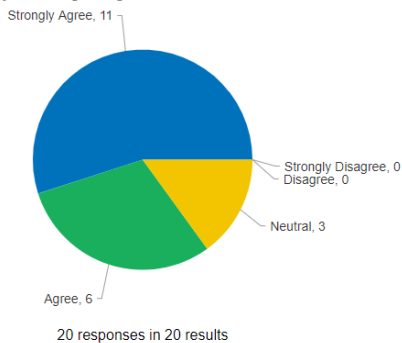
Kept students informed about their class grades and progress



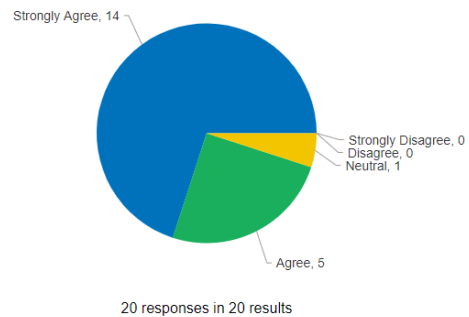
Was available during office hours



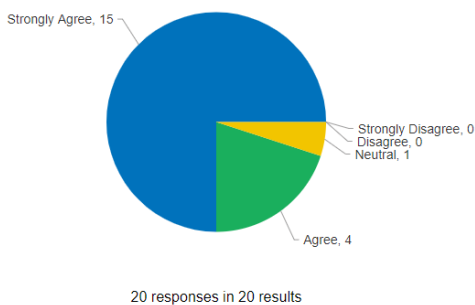
Set and followed clearly defined grading criteria



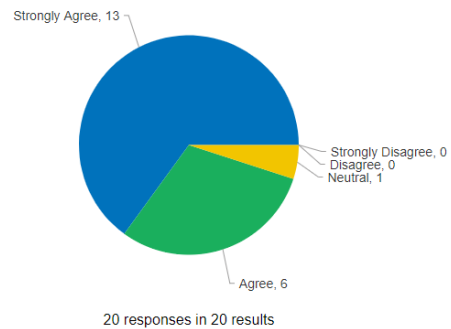
Utilized the entire allotted lecture time



Was enthusiastic about teaching the course

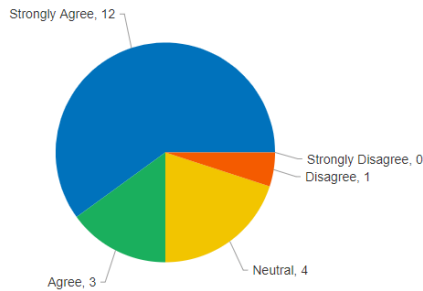


Completed the objectives outlined in the course descriptions



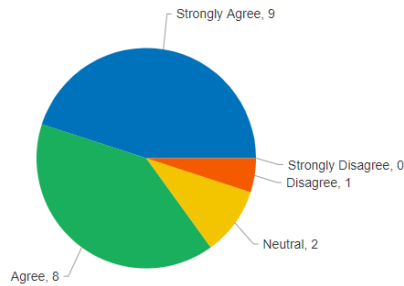
Evaluation Continued: Celeste Wisner

Was respectful toward all students



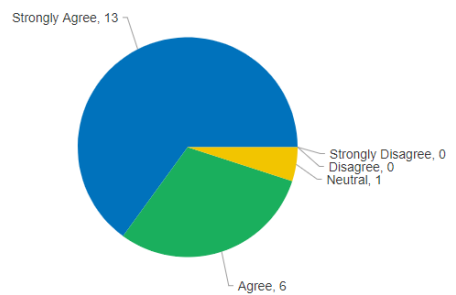
20 responses in 20 results

Is highly respected amongst classmates



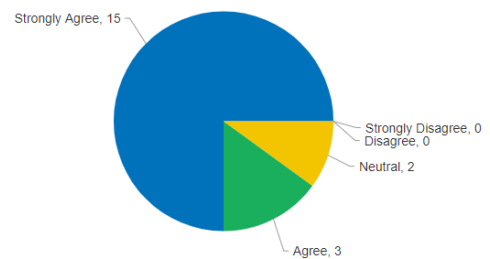
20 responses in 20 results

Set appropriate personal boundaries



20 responses in 20 results

I would recommend this instructor to other students



20 responses in 20 results

Please provide feedback on any response in the disagree or strongly disagree column:

I am grateful to have passed and to be graduating. I think that the instructor can work on not making students feel as if they are less than! Comments like if you don't know this by now maybe you should re-think wanting to be a nurse is unnecessary. I believe that positive reinforcement goes a long way! Thank you.

I REALLY DON'T HAVE ANYTHING TO SAY ABOUT NURSE WISER SHE HAS ALWAYS EXPIRED ME SINCE I STARTED THIS PROGRAM.

0

She is very restrict to give grade, which helps student to be prepare.

The responses of "neutral" or "agree" were chosen because the program was very difficult and expectations were extremely high on myself and my classmates. I was challenged, almost too much so, during this program and am not entirely sure it was necessary.

There were a couple times that she was slightly rude about a question. Once to me and I was told about or heard a couple times to other students. Like laughing at a question or just making a face and ignoring my question. It was at the beginning of the program though and I think she was still figuring out what kind of student I am which I understand.

Nurse Wisner I enjoyed her teaching style. She was great with charts and information.

I would recommend spend less time in the class room setting. It gets boring and causing lack of motivation.

n/a. I would have liked more review of difficult concepts compared to straight questions and mastery's for VN60. She has very high standards that are hard to meet, this can be good for a student or bad depending on how they handle the sometimes intense constructive criticism.

I did not mark any responses with disagree or strongly disagree.

I agreed with how everything went. Was respectful and gave me great feedback every time. Was helpful and helped me in any way she could. I said agree to one because as much it was said we went over the material there were certain things we did not. Things I wish I could have known to do better. Also the material was good but not enough time to do it or it was stacked on and stacked on every time which gave no time to do it or I was up all night trying to finish it.

She is one of the best teachers I have ever had. She expected a lot from us because she knew we could do it. I always knew I could go to her for any concern or question.

This program was okay, the only thing that i felt could be initiated is the realization that all students learn differently, and what works for most doesn't necessarily work for all.

Please provide any positive feedback regarding this instructor:

Very knowledge instructor, especially in cardiac. Great experience at clinical sites, really felt like Nurse Wisner had the students best interests in mind.

I learned a lot by attending nurse Wisner's classes. When I looked back and evaluate my today knowledge, in compare with my knowledge before starting this program, I see SO MUCH IMPROVEMENT. And, this is not only about attending this class, all classes that she was teaching were informative and perfectly designed to identify students' weaknesses and helping them to improve them. I learned a lot from nurse Wisner during this course and all courses she was teaching. And, I thank her.

She did great at teaching part of cardiac! Thank you.

I CAME BACK TO THE PROGRAM BECAUSE I KNEW, HOW MUCH I WILL GAIN FROM HER. I MIGHT BE AN A STUDENT BUT I WOULD NEVER FORGOT WHAT I HAVE GAIN FROM HER.

I enjoy learning from Nurse Wisner. She has a great attitude when she is teaching. I've learned a lot from her during this program. She tough and pushes us to the limit... but she is building the inner nurse in us & being lazy is NOT okay. I like her enthusiasm and her sense of humor.

She is very professional and try her best to educate students as much as she can.

Nurse Wisner is intelligent and knows the material she teaches. Her personality can be viewed as abrasive if you are not on time with school work or did poorly on an assignment. Overall, her skills as an instructor are amazing. I wasn't on her bad side often

at all, but the few times I made mistakes or was not owning up to my potential, her wrath was clear.

Nurse Wisner is a fantastic nursing instructor. I had a great learning experience with her style of teaching. She pushes nursing students to really be the best nurses they can be and provides a positive and encouraging environment for her students.

She is wonderful at lecture and teaching. I love how enthusiastic she is about all the information she is teaching. I also loved all the diagrams, they helped me learn information I needed to learn.

She always encourages me.

LCC LVN program is an excellent program. I would definitely encourage people to get their education here. The instructors are friendly and very supportive of their students. Their program is very organized and much better than most nursing program. I can tell that the instructors have worked very hard for this program.

Nurse Wisner is an incredibly dedicated and talented young educator. She maintains professionalism, is punctual, and is more than knowledgeable in the field of nursing. She is a phenomenal teacher both in the clinical and classroom setting. It was a true honor to be taught by her.

Nurse Wisner was an excellent instructor. She is very knowledgeable about the subjects that she teaches and is available to help break down hard concepts. She made me feel very comfortable during invasive procedures that I was doing for the first time.

I believe that Nurse Wisner is an excellent instructor, and I was glad that I was able to learn from her this cohort. I really enjoy her lecturing style, and wished that she would have been the instructor for most of the courses this year.

Although she was tough on us, I really appreciate and respect her as a person, instructor, and nurse. She is fantastic and provided us with a well-structured learning environment and held us to a high standard.

My positive feedback is that I was grateful for the time she took to answer my question and was very encouraging. Even if I had a bad grade or missed it by a point she always gave positive feedback and how to do better.

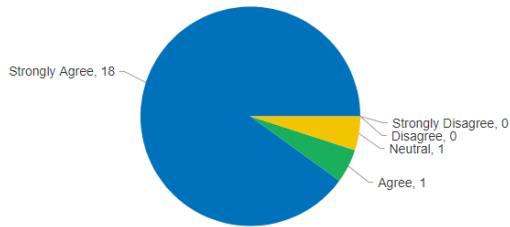
I feel so lucky to have had the opportunity to learn from nurse wisner, she is so intelligent and her passion for teaching is so easily seen. She would bend over backwards to help us all we had to do was ask.

They were good at talking and answering questions and seem genuinely concerned of our wellbeing.

Evaluation: Heidi Gray

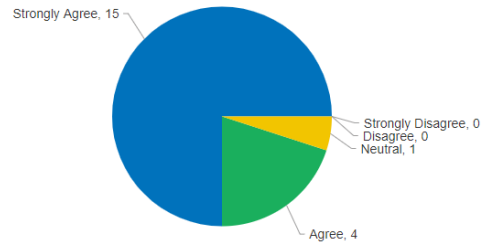
Please choose the best answer for each question. NURSE GRAY:

Treated students with respect



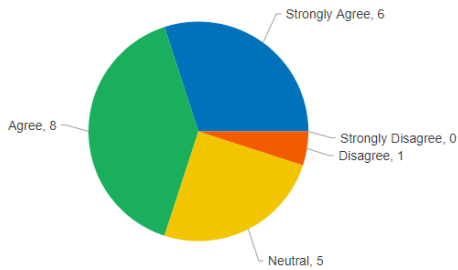
20 responses in 20 results

Made students feel free to ask questions



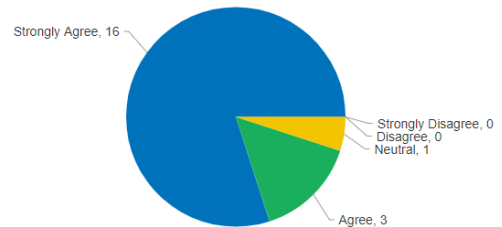
20 responses in 20 results

Was capable of answering questions



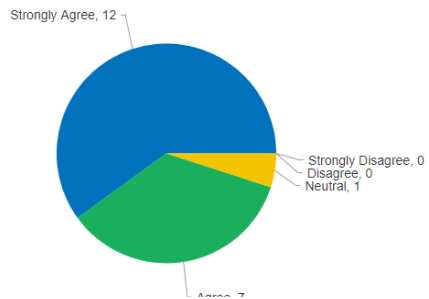
20 responses in 20 results

Started class on-time

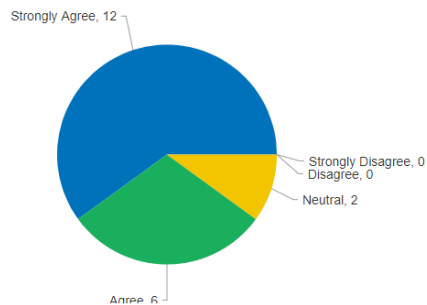


20 responses in 20 results

Utilizes all class time appropriately fostering a good learning environment

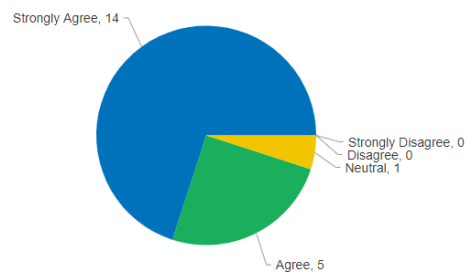


Provided constructive feedback on graded material

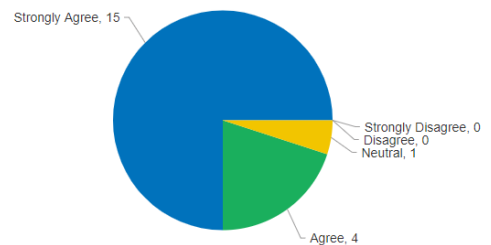


20 responses in 20 results

Was present and prepared in class and clinical



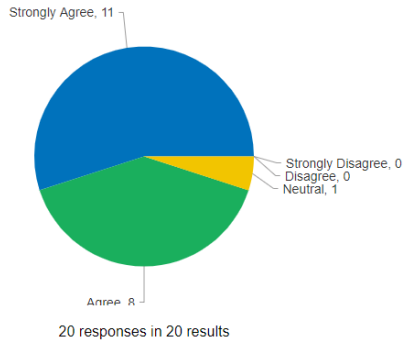
Gave exams that reflected the material covered in lectures and assignments



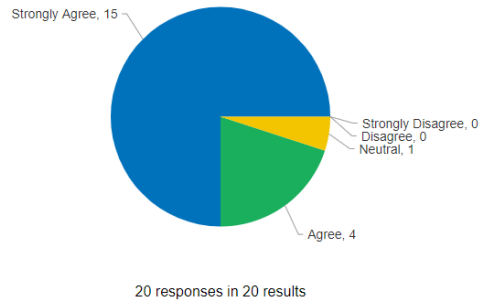
20 responses in 20 results

Evaluation Continued: Heidi Gray

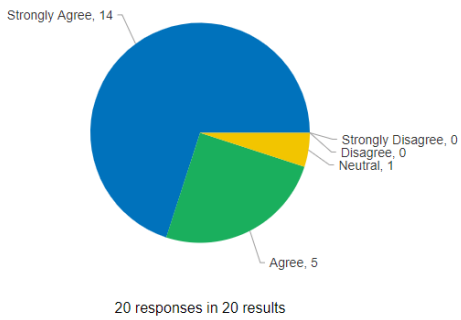
Kept students informed about their class grades and progress



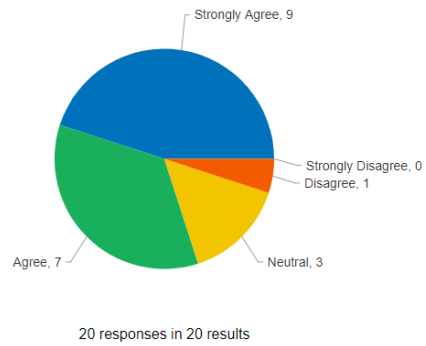
Was available during office hours



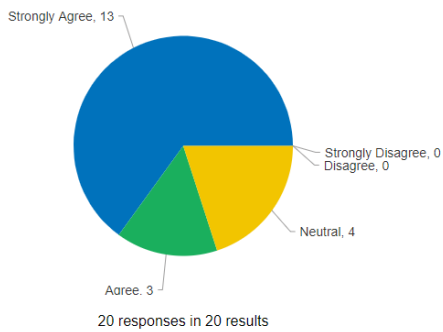
Set and followed clearly defined grading criteria



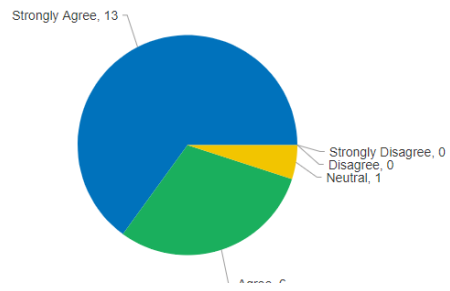
Utilized the entire allotted lecture time



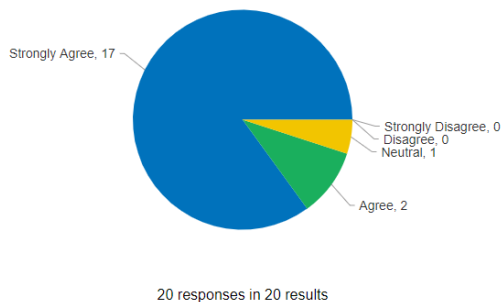
Was enthusiastic about teaching the course



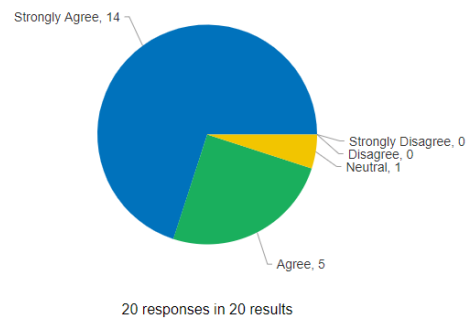
Completed the objectives outlined in the course descriptions



Was respectful toward all students

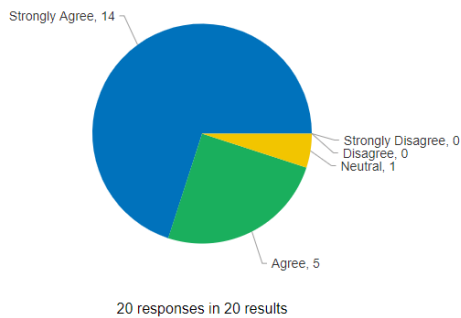


Set appropriate personal boundaries

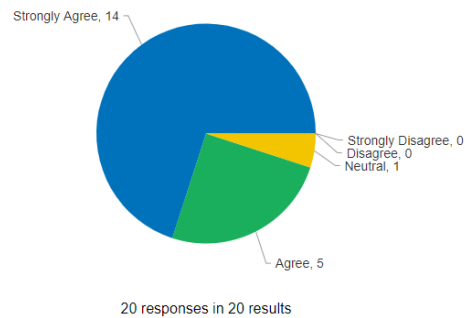


Evaluation Continued: Heidi Gray

Is highly respected amongst classmates



I would recommend this instructor to other students



Please provide feedback on any response in the disagree or strongly disagree column:

Nurse Gray was always approachable. She would make us students feel as if we can come to her if there was any issues and/or if we needed help with any lecture clarification.

I HAD THREE MONTHS EXPERIENCE WITH NURSE GRAY AND I FEEL LIKE SHE IS THE MOST WONDERFUL INSTRUCTOR.

I have nothing negative to say, but this was her first time teaching so she did not express very much enthusiasm.

I do not have any.

Overall, Nurse Gray was amazing. The only problem I had with her was that she was too nice to the students, and some of the students took advantage of it. Whether that be from talking during class or being relaxed on the rules, students would only attempt that with Nurse Gray.

She was always helpful when I asked questions.

She needs to improve her lecture skill. It's only her first cohort so it's understandable.

Nurse Grey was sometimes unable to answer questions and often refereed us to the book to look for the answer. This is her first year as an instructor it is to be expected that she is not as knowledgeable as an instructor that has been teaching for many years. Her lectures were at time monotone and not engaging.

I did not mark any responses with disagree or strongly disagree.

She didn't always display a desire to lecture, which doesn't foster the best learning experience for us as students, and was eager for lectures to end.

I did agree with answering questions on material. Was very knowledgeable but when there was questions that needed answer she was not quick to answer or just did not know and wanted us to look in the text book. Which is fine it was her first time teaching and it was Medsurge which was a lot to take in so I understood I think for next cohort just be more available to answer questions. Everything else she was able to answer me, had time to talk, made office hours and gave me good critics in areas I needed to work on.

She always went above and beyond to make sure we were prepared. She would provide us with multiple extra study items throughout the program that helped me a lot.

nurse gray lectured really really fast we were always finishing her lectures ahead of allotted time it would be helpful if she did lecture more sometimes i felt like there was just so much further in depth we could have gone on subjects

Good teacher

Please provide any positive feedback regarding this instructor:

Nurse Gray is an excellent instructor, very knowledgeable especially in med surg and maternity. She also created an excellent clinical experience.

Nurse Gray is the best, she can be rated 100/100. She is way beyond a professor. She is very well educated, well experienced, and patient. She always listened to students' concerns and questions with a well-mixed of highly professional and friendly manner and helped us during each class. Nurse Gray could be a ROLE MODEL for everyone who likes to become a teacher/professor. The way she teaches is unique because she breaks the difficult subjects into a simple and more understandable pieces and she uses many examples during her lectures which is a great help. Nurse Gray is a perfect, awesome, amazing professor who knows how control the hardest class and how to encourage students to move forward and learn more effectively. Nurse Gray is always accessible and ready for students and to make their questions. She is very respectfully teaching, and answering all questions. Nurse Gray is a SHINY STAR in this program.

Thank you nurse Gray for being such a perfect professor!

I really enjoyed having nurse Gray as an instructor. If more clarification was needed she was always available.

SHE ALWAYS MAKE ME FEEL WELCOME WHEN I RETURN BACK TO THE PROGRAM. ALWAYS AVAILABLE TO LISTEN.

I liked the way Nurse Gray taught. She didn't make it a stressful environment. She giggled at some funny comments she made... She really seemed to lighten the mood. And always had a smile on her face.

She is very kind and understand all the students. She is also very active to respond to the email very fast.

Nicest teacher in the program. She was very knowledgeable in labor and delivery and was willing to help those like myself who are not inclined to that sort of nursing. I was provided adequate information on the courses Nurse Gray taught despite not wanting to be a Labor and Delivery nurse.

Nurse Gray is a great instructor. She always come to class with a positive attitude and is ready is teach and help with anything she can.

I loved how Nurse Gray teaches from a real life standpoint instead of a book knowledge standpoint, and how sweet she is! Please don't lose that!

I think she needs to speak louder.

Love Nurse Gray with all my heart. She tries her very best to make us succeed as a nursing student.

Nurse Gray did a wonderful job in her first year teaching. She has a wonderful personality and really has a way of making students feel comfortable in the learning environment. She was a great clinical instructor and a compassionate nurse.

She was an amazing clinical instructor that made me feel comfortable during me medication administrations. I think that she will also grow to be an amazing lecture instructor with more experience.

Nurse Gray is a very nice person, and I truly believe that she cares for all of the students in this cohort.

I love nurse Gray! She is so fun to be around and her attitude and personality is infectious. She also displays a caring attitude which made it easy to want to go to her for advice or help.

Positive feedback is where she was very helpful in areas I needed help with. During clinical rotations she gave me courage and pushed me to do things I knew I could. She made class fun and exciting to learn. She was the best thing to happen to this program.

Be more confident in what you are saying or doing.

nurse gray is so enthusiastic and reassuring of her students. She has such positive energy and is extremely approachable. She is always made herself accessible to answer any questions and would go the extra mile if we needed help. In clinical she was great at med pass she made us comfortable knowing she was there but really gave us the opportunity to learn, it was a good balance.

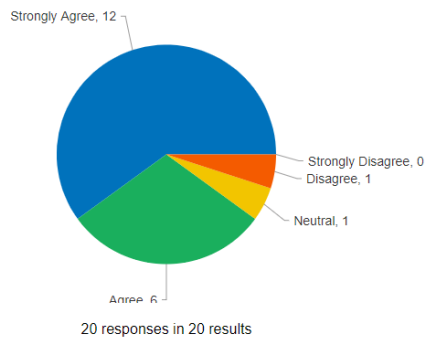
Nurse Gray is so extremely kind and made my time in the nursing program better.

Great at making student feel comfortable with asking questions.

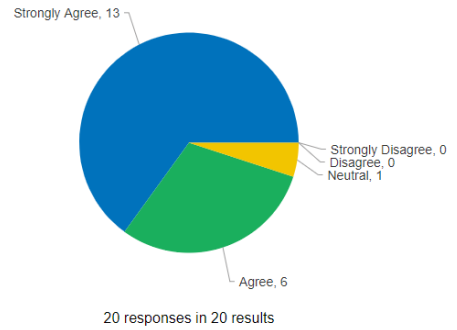
Evaluation: Christi Myers

Please choose the best answer for each question. NURSE MYERS:

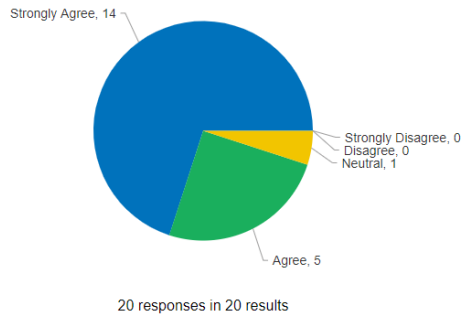
Treated students with respect



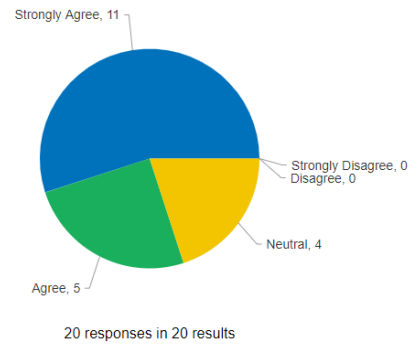
Made students feel free to ask questions



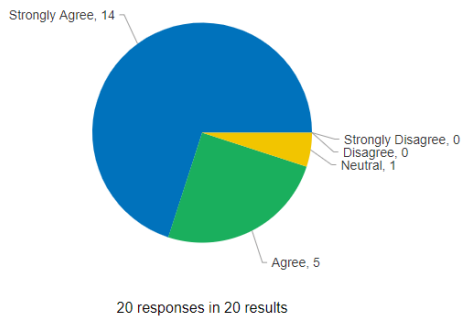
Was capable of answering questions



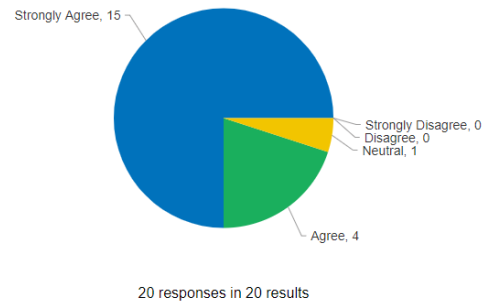
Was accessible to students



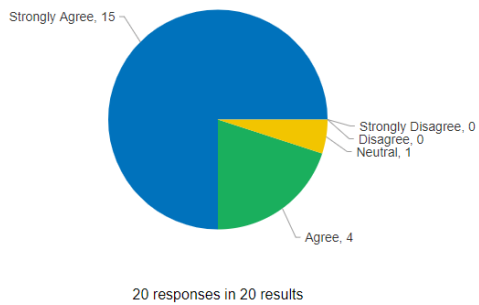
Validated student concerns and found solutions



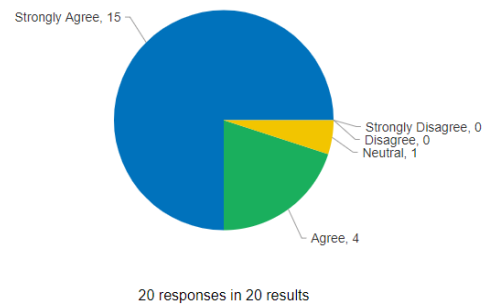
Ensured students felt safe in their learning environment



Maintained confidentiality regarding sensitive issues

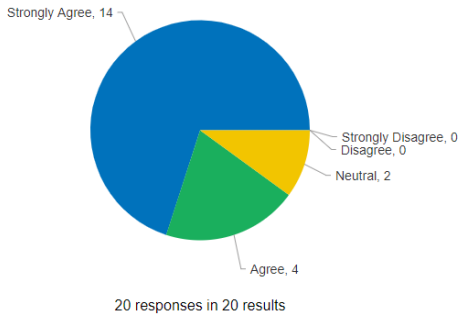


Provided constructive feedback in evaluations and student check-ins

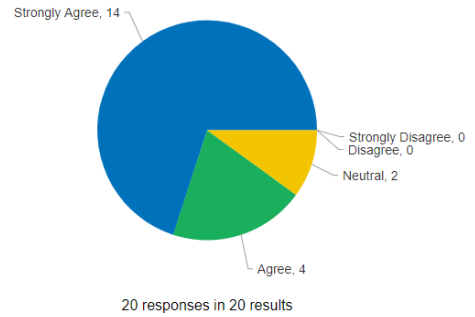


Evaluation Continued: Christi Myers

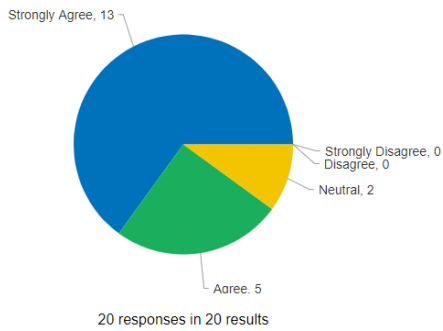
Held students equally accountable to all program requirements



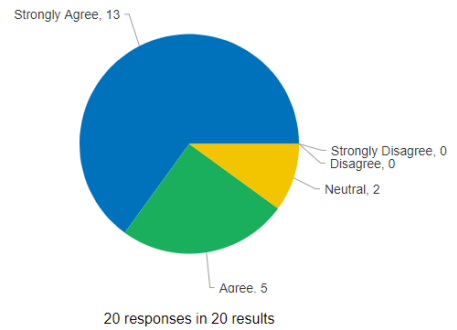
Offered reasonable and fair remediation to all students if needed



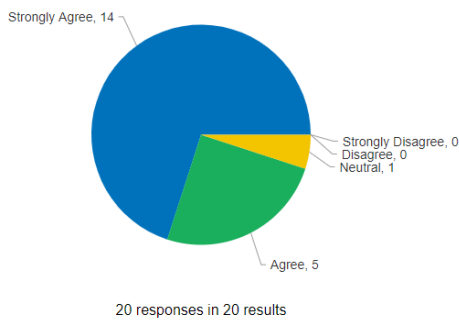
Was enthusiastic about your success in the program



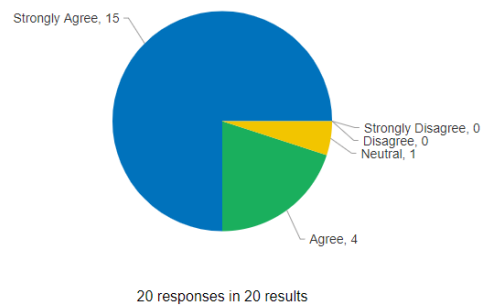
Was respectful toward all students



Set appropriate personal boundaries



Is highly respected amongst classmates



Please provide feedback on any response in the disagree or strongly disagree column:

NOTHING TO SAY

N/A

The only reason I chose "neutral" on some responses was because of the beginning of the program, many students were removed from the program where others were given more chances. I understand that the program cannot have a 100% pass rate, however one of the students that was removed was much better than a few of my classmates that passed the program

I admire what she does. She is an inspiration to everyone else.

None

Christi Myers is a great nursing program director, and with her role comes the job of maintaining high standards of education. With that said, I believe she was rather harsh on certain occasions in regards to people's dedication to the program. The "tough love" approach was difficult for myself and others to deal with at times made me want to quit the program. Christi is absolutely wonderful, however my piece of constructive criticism would be to approach the students in a more matter-of-fact way, rather than the tough love approach.

I truly enjoyed this program although very difficult. I think that the tough love given at times, although meant to be encouraging for us to push harder and be better, was not taken that way. I know myself and the other students at times struggled with the amount of "tough love" given. I do not consider myself to be a person who is overly sensitive or cannot handle pressure.

I did not mark any responses in disagree or strongly disagree.

Not always available and I was apprehensive to even reach out to her sometimes because she is so busy.

I agreed because we did not get to see her much. She was always so busy I never got a chance to sit and talk with her. Emails were delayed and couldn't get answers unless something wrong was done. Would of liked to see her more to talk about certain problems. Was in her office for a second and then would disappear but I understood it's because she is the director.

She is a genius and I cannot say enough good things about her.

Very busy

Please provide any positive feedback regarding this director:

Nurse Myers is an excellent instructor. Very knowledgeable and helpful. Created a number of awesome clinical experiences.

Nurse Myers is a very well educated and highly professional professor. Nurse Myers is a respected professor who always respectfully answered all our concerns.

Nurse Myers is a competent instructor. We saw more of her the first half of the program and then classes were mainly taught by nurse Gray!

NURSE MYERS IS A WONDERFUL INSTRUCTORS BESIDES BEING THE DIRECTOR OF THE NURSING PROGRAM, SHE ALWAYS AVAILABLE TO ATTEND TO YOUR NEEDS EVEN PERSONAL NEEDS.

Nurse Myers is another great instructor. She means business... she is very straight forward. And I highly respect her. She is inspirational to me.

I like the way that she react with everyone. She know what she is doing and does not kidding and playing around which make her personality unique.

Nurse Myers is a superhero. I do not understand how she can do so much in 24 hours! She was very knowledgeable and was able to help me personally succeed in this program.

Nurse Myers is a great nursing instructor and director. She is available and very helpful to anyone who is in need. She goes above and beyond to make sure this program is making the best nurses possible.

Thank you for this program and opportunity! I appreciate all you hard work!

She makes me strive to be an RN.

Very knowledgeable. I admired her very much

Christi is extremely dedicated and hard working. She is filled with compassion and is wonderful nursing instructor and person. She has been a huge inspiration to me and I am very grateful for her compassion and guidance throughout this program.

I have really enjoyed this program. The high standards of this program I believe will make me a great nurse. Nurse Myers was helpful and encouraging during my office hours.

Nurse Myers is very professional and knowledgeable in her abilities to be a director of this program.

I really love Nurse Myers and respect her so much! She was a fantastic instructor, very knowledgeable and fostered a safe space for us when in need of counseling or help overall.

Never treated me different but also gave me respect. When I was able to see her I could talk to her and ask her questions that she was able to help me with. Very encouraging and good at pushing to motivate.

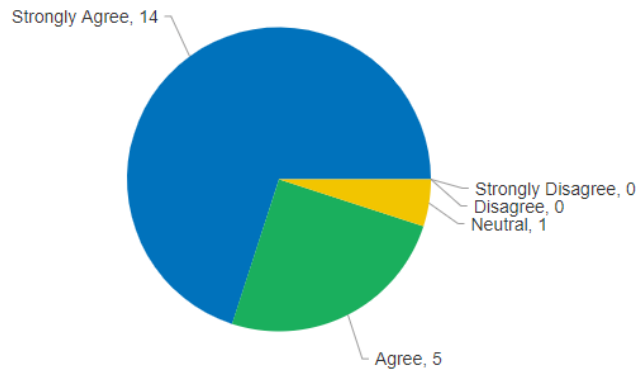
Please put in an RN program.

There aren't words to describe nurse Myers dedication to us as students and to the program as a whole. She is so easy to talk to and can come up the best solutions. I appreciate her so so very much. She is so smart and approachable and you just know she has our back always in clinical setting.

Good at encouraging students to do their best.

Evaluation: LVN Program

I would recommend this program to other students



20 responses in 20 results

Do you have any ideas that can be used to improve the program?

For future classes, clinical experience at Public Health and pandemic training.

Not really, this program is perfectly designed and meet all students' needs

I feel that this is a great program overall. Nurse Wisser can work on being more positive and not feeling students feel like they are not worthy and less than!

I THINK THE PROGRAM SHOULD INCLUDE LITTLE BIT OF THE NCLEX REVIEW FROM THE BEGINNING TO ALLOW THE STUDENTS TO BE MORE PREPARE WITH TEXT TAKING INSTEAD OF TAKING IT AT THE LAST WEEK OF THE PROGRAM.

Last week of NCLEX class, the amount of masteries due in one day is a little excessive.

The program is hard and need a lot of time, but it will make students profession.

If you open practice tests before the midterms and finals, there would be a higher success rate. Extrapolating information from the textbook doesn't always equate well to the finals. So letting the class experience how the test will be and be able to practice it (maybe on the NCLEX point) would help astronomically

I don't think I have any ideas to improve the program, I had a great learning experience and I wouldn't change it.

Use less negative feedback and more positive. Believe in the students in a way that is shown more to good students.

It was so hard but I am prepared.

Less class room time. Allow more independent studies.

I think that the program should have tutors from past cohorts who did well who will lead study groups once a week. I think this would add a beneficial resource for those who may be struggling and need extra help.

VN60 could be revamped to focus on more concepts than just quizzes

I would just say that the program could use more encouragement towards the students at the end of the program. I found that I was becoming more discouraged to succeed due to some language that was being used to describe the classes overall progress.

More opportunities for clinical experience, and less students in one site. The large number of students at times was overwhelming to the staff and made us look unorganized, many times.

I think maybe not overwhelming student and scaring them. More fear just creates more anxiety. With fear it just makes students depressed and make them do things they shouldn't. I know the program has to be tough but for some to try to end their life because of fear is not OK. There should be a balance.

More understanding of our home lives.

just having nurse gray slow down her fast lectures, i honestly couldn't make notes fast enough.

I definitely think that the NCLEX review class toward the end of the program should be stretched over a course of two weeks instead of 1. It was doable, although I really struggled getting all of the work done while also being a mom and going about daily life. I feel so physically, emotionally and mentally drained after finishing the NCLEX review course and think I would have done better with a little more time.

Making homework not as big as it is. When there is loads of homework the focus is more on completing assignments rather than learning from them.

Please share your best experience in the program

Best experience was getting to watch a c-section.

I had no confident when I entered the program, they gave me a good confident

I really enjoyed when we as a group went out in the community to do projects.

I HAVE GAIN SO MUCH IN THIS PROGRAM AND I BELIEVE I WILL BE THE BEST NURSE IN THE FUTURE.

I liked my clinical rotations. All great places we were able to experience.

Overall, I like the maternity section, and I enjoy reading and learning.

Passing. Being able to volunteer around the community was great as well.

My best experience in the program was probably clinical lab days, being able to go from station to station and do hands on skills and test our knowledge was great for me and those were my favorite days in the program.

Graduation.

I am so grateful.

Being in clinical and gaining all the experience

I had many wonderful experiences in the program. One of the best experiences I had was when I was doing clinical in the ER. There was a patient who was confused, intoxicated, and mentally impaired who I was assessing upon her admittance. I was able to step in and help the RN by using communication techniques that helped us obtain subjective data for this patient. She developed trust in me and I provided her with education about rehabilitation programs to help with her alcohol addiction and depression. She was very receptive and appreciative and I feel I provided her support and acceptance when she needed it.

My best experience of this program was putting in a catheter for a pregnant patient with Nurse Wiser.

The best experience that I had in this program was caring for patients, and having them rave about the care that I was giving them. It reminds me about why I went into nursing and makes me happy to complete the program to start making changes in patient care.

Time spent in the ER at Banner Lassen! I performed more nursing skills in one day than I did the entire program experience.

My best experience was clinical rotations and learning how to take care of patients. The instructors are there for you to help and they get very hands on. Even being pregnant and moving patients around. By far the best experience.

My best experience was when we did our class projects. They always turned out great and I learned so much.

Every single med pass at the hospital it made me feel that much more like a nurse and gave me such a confidence boost and it was so reassuring having our instructors right there with us making sure we were doing it correctly and rooting us on.

I really enjoyed the flu clinic.

Best experience was being with my friends.

Please share any negative experiences you faced due to the program

Only had one that was really tough. At [REDACTED] at pt lied about symptoms and passed the check point I was manning. The pt then lied at UC and was moved on to a provider where they then admitted to having COVID like symptoms. That provider came unglued, was very unprofessional with the UC LVN. The LVN was professional with me, but it was still an uncomfortable situation.

no negative experience

.

NO APPLICABLE

VN 60 was a difficult course.

It is not about the program, but I think that I need to learn to read and answer faster to do not get behind.

Very Stressful.

The only negative experience I faced during the program was stress that came with finances and tests.

There was an assignment that was not listed clearly so I completely unintentionally submitted part of it because the directions were not clear, and other students had the same issue as me. I tried to work out some kind of remediation with the teacher but was not allowed to. I do not believe this was fair.

none

I have no negative feedback for this program. I think it's an excellent program. However, they should not be so hard on their students. Using scare tactics only work for some students.

The only negative experience I had in the program was when we were on a zoom lecture and we got talked to about how we were not doing enough in keeping up with content. While this may have applied to some, it was put out in a very harsh manner and made me feel upset, stressed and not motivated.

The pressure put on us and tough love was at times over the top in my opinion.

During the program I did have some negative experiences. Those mainly had to do with students that were also in the program, and did not have to do with the program itself.

There is a lot of content learned in the 10 months of the program, so my family and home life was very neglected at times.

Negative would be just the fear that was created to pass the program I never had time to sleep or think. Things were just added and added and yes it would get done but I couldn't think or retain information.

None that I can think of.

my family had a really hard time accepting how unavailable i was but that is what i signed up for and they knew it

I felt some disrespect at times from the instructors and like I was being treated like a child. I also feel like the expectations are way too high at times even though I know they mean well.

Negative experiences were being told that a test was going to be hard. It already put me in the mind set of failing.

Please provide any further information that can be used to better the program for future cohorts

Public Health rotation, more encouragement during testing times.

This program is perfect

.

THE PROGRAM IS GETTING BETTER EVERY TIME.

Buckle down and study. Don't let life challenges get in the way. Always have a back up to your back up.

During that program, I learn a lot of materials besides learning to be well prepared before the due date.

n/a

I think this is a fantastic program and provides students with all the knowledge and skills to become great nurses. There is nothing I can think of at this time to better it.

Less negativity, more positive reinforcement. All the scare tactics had be so stressed that I literally had physical symptoms and had to be medicated to make it through.

Stay strong, do not quit.

Less class room time. allow more independent studies. I would suggest providing more time for in class lab.

Approach students in a way that lays out what is required of them. It is up to their own merit if they succeed or not. Telling them that they are not doing enough and need to step it up is unnecessary and likely won't apply to all. While I know the instructors want us to succeed, students need to be responsible for their actions.

Encourage and let us know that you believe we can make it through this program. We need to hear it. We talk negatively to ourselves a lot, and although you need to be strict instructors knowing that you believe in us would go a long way.

Perhaps providing a study guide may be helpful to future cohorts.

Maintain a lower class number. The large class combined with the pandemic forcing online learning forced our class to be "skimped" on learning experiences.

Relax and to think of the work load that is given.

Do more simulations in lab. They were scary, but I think it is what made me a better critical thinker.

n/a i think you had the perfect of support and availability to help us and provide feedback but also push us to want to work harder

Can't think of anything at this time.

Doing more active learning would be great.

**Did you participate in any LCC support programs or events?
Please list and explain the impact they had on your education.**

Student health fair, it was a lot of fun.

I received the greatest help from nursing program during the COVID19 crisis

.

NO

No and Yes, I was in disability for learning in the beginning of this course.

Work alliance
FAFSA

I was too busy to support events or sports in LCC.

We had opportunity to spend a lot of time going around campus for different ways to learn. We also had the opportunity to volunteer at different events during the year. These had a good impact on my education by giving me better communication skills and to learn more about Lassen County.

I did. I helped with the mental health fair, and the GLOW project. I think that they were wonderful and really helped me to grow and a person and be unafraid of speaking in front of groups of people.

English

Yes. I'm proud that I was able to help the community.

I participated in the flu clinic and it was really great and amazing.

N/A

The support programs were wonderful! It made me feel the community's support of everything that we are doing as students to become successful nurses.

The drive thru flu shot clinic was a fantastic opportunity that gave us confidence in vaccine administration!

Anything on campus or out of campus.

No I did not have time.

n/a

EOPS really helped me out this year.

Yes, I volunteered for Susanville clean up, the performance during Christmas, the walking event and a few more.

What type of support or activities would you like to see offered to nursing students at LCC?

More lab time. We missed out on a bit due to the pandemic.

More out of class projects

.

RELAXATION

The instructors have a lot of activities they have us involved in.

Educating the school age community.

n/a

I think it would be great for future nursing students to be "adopted" from different people in Susanville like we were this year, I would love to participate in.

More support on campus at the library with learning dosage calculations.

Gym

More guest speakers at least once a month. Spend some days discuss about the class and their personal performance. Allow students to encourage others during that time.

I think that the program should have tutors from past cohorts who did well who will lead study groups once a week. I think this would add a beneficial resource for those who may be struggling and need extra help.

N/A

I would like to see more support for students who are struggling with mental health during the program. Maybe a place where students who need some support can go for some encouragement.

More clinical rotation options. Even if it means traveling.

Therapist someone to talk to, release stress or activities to relax without fear.

Maybe outside sports like hiking or riding bicycles.

none, there is no time in nursing school

I think having people adopt a student (like we were adopted at the end of the program) is a really great idea. However, I think that should happen way earlier in the year because it is nice to have a support system outside of your regular support system.

None all of them were great.