



## **Substantive Change Proposal**

A Proposal to Make a Change in a Program that Represents a Significant Departure  
from Current Practice

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To:  
Accrediting Commission for Community and Junior Colleges  
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Note: This entire document can be accessed electronically at  
<http://www.cerrocoso.edu/accreditation/scp2013.asp>

**A. Concise Description of the Proposed Change and the Reasons for It:**

Cerro Coso Community College is seeking approval for a change in a program that represents a significant departure from current practice. In particular, the College is seeking to begin offering its Licensed Vocational Nurse (LVN) certificate and degree at the Kern River Valley (KRV) outreach, one of the College’s established institutional sites away from the main campus.

For many years, the College has had as one of its strategic goals to improve its response to community needs. An external scan conducted as part of the Educational Master Plan in 2012 revealed the Kern River Valley service area is overwhelmingly skewed to an older population and is hardest hit by and slowest to recover from economic recession (**Appendix 1, pages 76-79**). For this reason, health-related occupational training was determined to be a good fit for the communities that make up the service area. Not only is licensed vocational nursing (and its step-up, registered nursing) on the list of occupations with the most anticipated annual openings in Kern County, but also on the list of fastest-growing occupations, each expected to grow 35% by 2018 (**Appendix 1, pages 88-89**).

The College has run Certified Nursing Assistant courses at the Kern River Valley campus for many years as well as Home Health Aide courses. In this respect, the decision to provide Vocational Nursing was the next logical step in developing skilled workforce training, taking advantage of the foundation of training already accomplished. In preparation for the writing of the Department of Labor (TAACCT) grant, additional research was completed to ensure a documented labor market need was evident (**Appendix 2**). Continued labor market demand was compiled as part of the completing the 2-Year Occupational Supplement required by the California Community College Chancellor’s Office (**Appendix 3**).

**B. Description of the Program to be Offered if the Substantive Change Involves a New Educational Program, or Change in Delivery Mode**

The Licensed Vocational Nursing program has been in existence at the college since 1991. It is composed of certificate and degree awards which prepare students to enter the workforce as nurses. The degree is comprised of the same core courses as the certificate with the addition of general educational requirements. The program requires core courses and also elective units. It has both a theory and clinical component.

Complete all of the following:

HCRS C070	Healthcare Provider CPR	0.5 units
HCRS C100	Fundamentals of Nursing	3.0
HCRS C103	Medical Surgical Nursing	3.0
HCRS C107	Basic Pharmacology Vocational Nursing	2.0
HCRS C113	Vocational Nursing Laboratory I	6.0
HCRS C204	Medical Surgical Nursing II	9.0
HCRS C205	Medical Surgical Nursing III	3.5
HCRS C206	Maternal/Child Nursing	3.0

HCRS C207	Advanced Pharmacology	1.0
HCRS C208	Critical Thinking and Leadership for the Vocational Nurse	1.5
HCRS C214	Clinical Nursing II	6.0
HCRS C216	Clinical Nursing Laboratory III	6.0

Select one of the following:

HCRS C240	Nutrition/Diet Therapy	3.0
HCRS C250	Cultural Diversity in Health Care	3.0
HCRS C255	Basic Cardiac Rhythm Interpretation	3.0
HCRS C260	Ethics for the Health Professional	3.0

Conditions of enrollment. Licensed Vocational Nursing requires the completion of prerequisite courses for entrance into the program:

BIOL C125	Survey of Anatomy and Physiology	4.0
<i>or</i> BIOL C251	Human Anatomy	4.0
<i>and</i> BIOL C255	Human Physiology	4.0
CSCI C070	Computer Literacy	1.0
HCRS C055	Certified Nursing Assistant	5.0
HCRS C150	Medical Terminology for the Health Professional	3.0
PSYC C101	General Psychology	3.0

The LVN program provides students with the necessary training to sit for the NCLEX exam. Successfully passing the exam affords students an LVN license which qualifies them for immediate employment.

The current college catalog shows the nursing program’s curriculum before it was revised in spring 2013 (**Appendix 20**). As part of the Department of Labor grant awarded in 2011, Cerro Coso worked with a consortium of other schools in California’s Central Valley to align and accelerate curriculum in a number of CTE areas, including vocational nursing. Before the revision, each semester was composed of one theory course (144 hours) and one clinical course (324 hours). As a result of the revision, the first and third semester theory courses (HCRS C101 and HCRS C201) were broken into smaller offerings. Nevertheless, the curriculum teaches the same content, with the same student learning outcomes, over the same number of hours:

Semester	Pre-Alignment	Post-Alignment
1	HCRS C101	HCRS C100
		HCRS C103
		HCRS C107
2	HCRS C102	HCRS C204
3	HCRS C201	HCRS C205
		HCRS C206
		HCRS C207
		HCRS C208

The change to the courses is currently being brought through the curriculum committee as a non-substantial change to a program. The new configuration will be reflected in the 2014-15 catalog (**Appendix 33**).

**C. Description of the Planning Process which Led to the Request for the Change**

Expanding the LVN program to the Kern River Valley campus has been identified as a goal in the two most recent Allied Health Careers Department annual unit plans, part of the College’s integrated annual planning process (**Appendix 4; Appendix 5**). Dialogue with the Kern Valley Healthcare District commenced in Fall 2012 to solidify the role each partner would play in delivery of the program, discuss funding possibilities, and identify clinical space. An application to the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) was submitted in July 2013 (**Appendix 6**). This comprehensive 450 page document includes not only the course outlines of record with specific courses objectives, but evaluation methodology for the curriculum, director and faculty applications, evaluation methodology of clinical facilities, admission criteria, screening and selection criteria, policies, organizational charts, program resources, logistical support and student support services. The LVN program at the Kern River Valley was not considered new but an extension of the program at Ridgecrest. It was approved by the nursing board in July 2013 (**Appendix 7**).

An important piece of the planning was to ensure quality delivery of the coursework. For the two campuses that already run the LVN program—the Indian Wells Valley campus (IWV) at Ridgecrest (main campus) and the Eastern Sierra College Center (ESCC) in Bishop and Mammoth—LVN instruction is provided in a combination of onsite and distance education modes. The theory components are delivered simultaneously to both campuses by means of iTV on Mondays and Thursdays. The clinical component is accomplished in local skills labs and area hospitals on Tuesdays and Wednesdays. The restricted elective of three units in nursing professionalism is offered by means of online instruction to all students. It was determined that the new program at KRV would adhere to the same delivery modes in the same timeframes:

Semester	Course	Instructional Method	Campus		
			IWV	ESCC	KRV
1 <sup>st</sup>	HCRS C070	Theory/Clinical	Onsite	Onsite	Onsite
	HCRS C100	Theory	iTV	iTV	iTV
	HCRS C103	Theory	iTV	iTV	iTV
	HCRS C107	Theory	iTV	iTV	iTV
	HCRS C113	Clinical	Onsite	Onsite	Onsite
2 <sup>nd</sup>	HCRS C204	Theory	iTV	iTV	iTV
	HCRS C214	Theory	Onsite	Onsite	Onsite
3 <sup>rd</sup>	HCRS C205	Theory	iTV	iTV	iTV
	HCRS C206	Theory	iTV	iTV	iTV
	HCRS C207	Theory	iTV	iTV	iTV
	HCRS C208	Theory	iTV	iTV	iTV
	HCRS C216	Clinical	Onsite	Onsite	Onsite

	HCRS C240	Theory	Online	Online	Online
	HCRS C250	Theory	Online	Online	Online
	HCRS C255	Theory	Online	Online	Online
	HCRS C260	Theory	Online	Online	Online

Planning for equipment and technology resources took place throughout summer 2013. Equipment and technology were purchased through the Department of Labor grant and will be in place in time for the program to start in January 2014. This includes outfitting a new skills lab at the KRV campus site with the required beds, mannequins, iPads, and other equipment and supplies (**Appendix 8**). It also includes a complete classroom set of iTV equipment (**Appendix 9**). KRV currently hosts iTV instruction in a variety of other disciplines, but given the all-day use the LVN program requires on Mondays and Thursdays, an additional dedicated room was necessary.

Similar to the way the program is offered at ESCC, the College will run the program at KRV once every two years. The suitability of this timeframe will be continually monitored and adjusted if needed.

The final planning piece was ensuring the program's prerequisites are being offered on a schedule and in sufficient quantities to permit students to be eligible for the program without hindrance or barriers. To that end, the following program prerequisites were run onsite at the Kern River Valley campus in the semesters leading up to the anticipated start of the program in January 2014:

Course	Title	Last Offered
BIOL C125	Survey of Anatomy and Physiology	Spring 2013
CSCI C070	Computer Literacy	Spring 2012, Fall 2012, Spring 2013
HCRS C055	Certified Nursing Assistant	Spring 2012, Fall 2012, Spring 2013
HCRS C150	Medical Terminology	Spring 2012, Fall 2012, Spring 2013
PSYC C101	General Psychology	Spring 2012

***D. Evidence that the institution has analyzed and provided for adequate human, physical, technology, and financial resources and processes necessary to initiate, maintain, and monitor the change and to assure the activities undertaken are accomplished with acceptable quality.***

*Human.* The Dean of Career Technical Education and the Vice President of Academic Affairs are the responsible educational administrators overseeing the program. These positions provide the leadership and supervision to ensure programs like Vocational Nursing adhere to all relevant planning and assessment processes of the College and that all appropriate stakeholders are involved. The KRV campus also has a site director, a classified campus manager, who administers day-to-day activities on the ground.

The LVN program is part of the Allied Health Careers department at Cerro Coso Community College, and is overseen by both a nursing director, approved by the Board of Vocational Nurses and Psychiatric Technicians, and a faculty chair, who coordinates all aspects of curriculum, scheduling, budgeting, and certificated personnel screening and evaluation.

Adjunct and full time faculty have or will receive the necessary training and experience to provide students with excellent instruction. The College will need an additional full time clinical faculty member, and the position is currently in recruitment (**Appendix 10**). The College is partnering with the local hospital to identify potential instructors. As the program will only operate every other year, further development of the partnership to share the cost of instruction will be explored as this is the College's practice at its other sites.

*Physical, Technology, and Financial Resources.* The College has all the physical, technology, and financial resources to continue to monitor and maintain quality support of student success and achievement in CTE programs. As explained above, facilities have been identified for both the clinical coursework and the theory component to be delivered by iTV. The Department of Labor grant has provided funding to purchase initial startup equipment, technology, supplies, and software. Ongoing physical and technology needs are to be processed through the College's integrated planning and budget allocation processes that begin with the annual unit plans and ends with resource allocation in the college budget (**Appendix 12; Appendix 24**). As a member of the CTE division, the LVN program additionally has access to support through Carl Perkins VTEA funding if there is a demonstrated deficiency.

#### **E. Evidence that the institution has Received All Necessary Internal and External Approvals.**

The Vocational Nurse Certificate and Degree was initially approved in 1991. The offering of the January 2014 program at KRV was approved by the Board of Vocational Nursing and Psychiatric Technicians in July 2013 (**Appendix 7**).

#### **F. Evidence that each Eligibility Requirement Will Still be Fulfilled Specifically Related to the Change**

Cerro Coso Community College was last awarded reaffirmation of accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC) in January 2013 with a requirement that it complete a Follow-up Report by October 15, 2013 (**Appendix 13**). The College submitted its last Institutional Self Evaluation Report in August 2012. The College submitted its last Substantive Change Proposals in April 2012: a proposal to change the mission statement and a proposal to add five new programs in the area of career and technical education (**Appendix 15**), (**Appendix 16**). The College will continue to meet its eligibility requirements in the following areas.

##### 1. Authority

Cerro Coso Community College is authorized to operate as a degree granting institution by all appropriate governmental organizations and agencies as required by each of the jurisdictions in which it operates. The College is accredited by ACCJC/WASC and is part of the California Community College system. The proposed additional programs do not affect this eligibility requirement.



## 2. Mission

Based on a periodic review of college planning documents begun in 2012, the mission statement was last revised and subsequently approved by the Board of Trustees in February 2013 (**Appendix 17**). The proposed additional programs do not affect this requirement.

## 3. Governing Board

Cerro Coso Community College is governed by the KCCD Board of Trustees who ensures that the institution adheres to and carries out its mission (**Appendix 14 - Standard IV.B.1**). The proposed additional programs do not affect this requirement.

## 4. Chief Executive Officer

A Chief Executive Officer (CEO), who has a full-time responsibility to the institution, is appointed by the KCCD Board of Trustees. The current CEO and Cerro Coso Community College president is Ms. Jill Board, approved by the Board in May 2010. As the college leader, the president is responsible for maintaining policies, rules, and regulations as set forth by the Chancellor, the Board of Trustees, the California Education Code, the Board of Governors of California Community Colleges, and the general laws of California and of the United States. These responsibilities include compliance to all appropriate policies, rules, regulations, and laws concerning distance education delivery (**Appendix 14 - Standard IV.B.2**). The proposed additional program does not affect this requirement.

## 5. Administrative Capacity

As explained in more detail above, the institution has sufficient administrative staff to support its new mission. In support of interactive television, a new Director of Distance Education position (2012) is devoted solely to developing and overseeing the DE program (**Appendix 14 - Standard III.A.2**). The College is better prepared administratively than it has ever been to employ iTV as a method for offering programs such as vocational nursing. The proposed additional programs do not affect this requirement.

## 6. Operational Status

Cerro Coso Community College is operational, with students actively pursuing degree programs. The proposed revision does not affect this requirement.

## 7. Degrees

A substantial portion of Cerro Coso Community College's educational offerings lead to degrees, and a significant portion of its students are enrolled in them. The Vocational Nursing degree program has general educational components that can be taken onground at the KRV site or through the College's DE offerings. (**Appendix 14 - Standard II.A.1**).

## 8. Educational Programs

All of Cerro Coso's principal degree programs are congruent with its expanded mission, are based on recognized higher education fields of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to degrees offered, are regularly reviewed for quality assurance, and culminate in identified student learning outcomes that are continually being assessed (**Appendix 14 - Standard II.A.1**). The proposed additional program shows the College's ability to respond to community needs and expand workforce training into viable employment areas.

## 9. Academic Credit

Cerro Coso Community College awards academic credit based on generally accepted practices in degree-granting institutions of higher education (**Appendix 14 - Standard II.A.2.h**). The proposed program does not affect this requirement.

## 10. Student Learning and Achievement

Cerro Coso is actively engaged in the process of publishing, implementing, and assessing student learning outcomes at the course, program, and institutional levels. As evidenced at length in the College's most recent Self Evaluation Report and as verified by the external evaluation team, the same student learning outcomes for courses and programs are in place regardless of mode of delivery. The College has the infrastructure to gather, assess, identify gaps, and make improvements in SLO's in all modes (**Appendix 14 - Standard II.A.1.c**)

## 11. General Education

Cerro Coso Community College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry (**Appendix 14 - Standard II.A.3**). The proposed additional program does not affect this requirement.

## 12. Academic Freedom

The faculty and students at Cerro Coso Community College are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/education community in general (**Appendix 14 - Standard II.A.7**). The proposed additional program does not affect this requirement.

### 13. Faculty

Cerro Coso has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs, including those in clinical as well as distance education mode (**Appendix 14 - Standard III.A.2**). The proposed additional program does not affect this requirement.

### 14. Student Services

As explained more at length below, Cerro Coso provides a wide range of student services that support student learning and development within the context of its mission. Online students receive all the same services and types of services as students on campus, from initial counseling contacts to tutoring services (**Appendix 14 - Standard II.B**). Cerro Coso was one of the first colleges in California to pioneer a comprehensive array of matriculation services online back in 1999-2000, and the most recent external evaluation resulted in a commendation of the College's "strong student-centered atmosphere," including online (**Appendix 19**). The proposed additional program does not affect this requirement.

### 15. Admissions

Cerro Coso Community College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate to its programs (**Appendix 14 - Standard II.B**). As an impacted program, Vocational Nursing selects students through a non-evaluative lottery process. This is the case with the program at IWV and ESCC and will be the case at KRV.

### 16. Information and Learning Resources

As explained in more detail below, Cerro Coso provides long-term access to sufficient information and learning resources and services to support its mission (**Appendix 14 - Standard II.C**). The proposed additional program does not affect this requirement.

### 17. Financial Resources

Cerro Coso Community College operates within the KCCD funding allocation formula to adequately support its mission and to ensure financial stability (**Appendix 14 - Standard III.D**). The proposed additional program does not affect this requirement.

### 18. Financial Accountability

KCCD annually undergoes and makes available an external financial audit by a certified public accountant on each of the colleges within the district. The audit includes the expenses of and income generated by online courses (**Appendix 14 - Standard III.D.2**). The proposed additional program does not affect this requirement.

## 19. Institutional Planning and Evaluation

The College has an annual integrated planning cycle that promotes ongoing, collegial, and self-reflective dialogue about continuous improvement of student learning and institutional processes. The institution revisits its measureable Strategic Goals once every three years and has a process in place for annually assessing, reviewing, and discussing progress on these goals (**Appendix 14 - Standard I.B.2**). The College has an annual integrated planning cycle that starts with a review of the mission and evidence of student achievement in program reviews and SLO results and ends with resource allocation and the college budget (**Appendix 14 - Standard I.B**). The proposed additional program does not affect this requirement.

## 20. Public Information

Cerro Coso provides an online copy of its catalog, available on the College's website, with precise, accurate, and current information concerning the 18 bullet points required (**Appendix 20; Appendix 14 – Standard II.A.6**). As mentioned above, the courses have undergone realignment within the past year but the entire program revision was too late to make the 2013-14 catalog approved by the KCCD board in April 2013. The revised Vocational Nursing program is currently being brought through the curriculum committee and will become part of a 2014-15 catalog. The new courses were approved internally by the college governing board in December 2012. (**Appendix 21**). The courses were additionally approved by the nursing board on July 19, 2013. (**Appendix 22**).

## 21. Relations with the Accrediting Commission:

The KCCD Board of Trustees provides assurance that Cerro Coso Community College adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities (**Appendix 14 - Standard IV.A.4**). The proposed additional program does not affect this requirement.

***G. Evidence that Each Accreditation Standard Will Still be Fulfilled Specifically Related to the Change and that All Relevant Commission Policies are Addressed.***

### **Standard I**

#### *A. Mission*

The institution will continue to establish student learning programs and services that are aligned with its purposes, character, and student population (**Appendix 20**):

*The mission of Cerro Coso Community College is to provide outstanding educational programs and services tailored to the students in the communities and rural areas we serve. We demonstrate a conscious effort to produce and support student success and achievement through traditional and distance delivery.*

*To accomplish this mission, we will provide:*

- *Transfer and career technical education*
- *Remedial instruction*
- *Comprehensive support services*
- *Learning opportunities that develop ethical and effective citizenry, and*
- *Continuing education that is compatible with the institution's primary mission*

One of the recommendations from the last Institutional Effectiveness Review was for the College to establish a regular cycle by which to review the mission statement (**Appendix 19**). While the College had always periodically reviewed its mission statement and other guiding principles—vision, values, and strategic plan—it had never explicitly written down the process. As indicated in the College's most recent Follow-Up Report filed with the Commission in October 2013, in spring 2013 a section was added to the College's Participatory Governance Model, describing the College's practice of following a three-year mandatory review and revision cycle in concert with the review of the mission statement and guiding principles (**Appendix 13**). The revised Model was last reviewed by College Council on April 18, 2013, and sent forward for printing (**Appendix 23**).

The program change in this proposal applies directly to the board-approved mission of providing career technical education as well as indirectly to providing learning opportunities that develop ethical and effective citizenry.

#### *B. Improving Institutional Effectiveness*

The planning for all programs is tied directly to the college mission and strategic goals. All programs are subject to the annual integrated planning process that begins with a review of the college mission, strategic goals, program review, and student achievement in SLO assessment (**Appendix 24**). The College has a 6-year comprehensive program review cycle, which is updated yearly in annual unit plans. Resource requests in the annual unit plans for physical resources, IT, marketing, professional development, and staffing are separately reviewed and analyzed, and a budget and student success plan developed that tie all allocations and success goals firmly back to the mission, strategic goals, and evidence of student achievement (**Appendix 11**).

A recommendation in this area from the last Institutional Effectiveness Review was for the College to further improve and integrate all of its planning activities (**Appendix 19**). While the College addressed

his recommendation in a number of ways, ones dealing with this substantive change report in particular are:

- the completion of a new set of strategic goals that is far more focused and measurable than the prior set of goals
- a revision of the program review template to align resource categories directly with those in the annual unit plan
- a revision of the annual unit plan template to forge a tighter connection with the program review, including asking for annual updates on program review goals
- mid-point progress checks on the achievement of annual unit plan goals (**Appendix 13**).

As regards the Vocational Nursing program and its connection to the college mission and strategic goals in particular, the last comprehensive program review for the Vocational Nursing program was completed in 2009 (**Appendix 25**). The next comprehensive program review is due in 2015. The last annual unit plan was submitted October 2012 (**Appendix 11**). The next AUP is due October 15, 2013.

## **Standard II**

### *A. Instructional Programs*

The College will continue to demonstrate that all instructional programs address and meet its mission. Instructional programs are assessed through SLO assessment and a six-year program review cycle. Each program review begins with a statement of the program's relation to the educational purposes outlined in the mission.

The College will continue to gather data on student needs through external scans, workforce surveys, community forums, student readiness assessments, and student achievement analyses. The college will continue to define, align, and assess, student learning outcomes; it will use the results to identify gaps in achievement, make improvements, reassess, and keep the public and prospective students informed on the College's progress in this area. The SLO Committee maintains a Course Assessment Matrix that shows the institution's progress on SLO definition and assessment. This Matrix is linked on the college website for review by prospective students, current students, the public, and the institution's own personnel (**Appendix 26**).

The College ensures the quality of all instructional programs in a way that relies on established curriculum-approval procedures, determination of student and community needs, reliance on faculty expertise, assessment of the appropriateness of distance education delivery, and the assistance of advisory committees as appropriate (**Appendix 14 - Standard II.A.2**).

A recommendation in this area from the last Institutional Effectiveness Review was for the College to ensure that all courses and programs are evaluated through an ongoing systematic review and that

outcome assessment results are integrated into the planning and allocation process (**Appendix 19**). The College has addressed this by making program review a more explicit part of the integrated planning cycle. In spring 2013, the Institutional Effectiveness Committee made revisions to both the annual unit plan and the program review templates to bring them into closer alignment. Based on feedback from the External Evaluation Report as well as from dialogue with the team during its October visit, the annual unit plan template now calls for an explicit tie-back to the last program review and a direct statement of the unit's progress during the prior year on achieving program review goals (**Appendix 27**). The program review template now aligns directly with the second-level resource analyses of the planning cycle, with the "Currency" section having been reorganized into the subsections of staffing, professional development, facilities, technology, and marketing (**Appendix 28**). Another tighter integration is that specific student learning outcome improvements in both courses and programs are now listed on the program review. These would be the same SLO improvements that are to be captured later in the annual unit plan template as having been accomplished.

The end result is a closer integration between program review and annual unit planning which will be first in evidence in the 2013 planning cycle for 2014-15. Not only are the program review strategies for improvement kept continually in front of those responsible for unit planning but also in front of section, division, and resource leaders who develop subsequent plans based on the unit plans (**Appendix 24**). Since budget is the last step in the planning process, there is now a direct link from program review to resource allocation.

The College will continue to provide CTE programs that meet professional competencies. All programs in this review have regular advisory committee meetings. One innovation for quality control is the recent adoption in the CTE area of an Advisory Committee Handbook for best practices (**Appendix 29**). This handbook provides for guidance and standards in such areas as expectations, appropriate membership, size, quorum, orientation of new members, term limits, meeting frequency, member recognition, and faculty/staff responsibility to the advisory committee. The handbook was implemented in the fall 2013 semester by the CTE division.

### *B. Student Support Services*

Students have equitable access to services, regardless of location and mode of delivery. All matriculation components can be completed at a distance through a combination of the web enabled management information system (MyBanWeb), college website, or third-party product. These matriculation components include admissions, orientation (including components and services focused on preparing students for taking classes in the online environment), assessment, counseling/advising, student educational planning, registration, and follow-up services. These services are provided through a combination of web content, online interaction, email, and telephone. Whenever possible, services are provided through multiple modes to best meet the varied needs and preferences of students. All student services staff and faculty are trained and provided ongoing professional development in offering services at a distance, to students who may never physically attend one of our campuses (**Appendix 14 - Standard II.B**).

The College employs a job development specialist whose main responsibility is to work closely with CTE departments and students to facilitate employment. This position also tracks employment statistics. As a part of the Department of Labor grant (2012), the College has increased the hours of this function and implemented the best practice of embedding it directly in the classroom. Rather than students seeking out the job development specialist in the student services offices, the specialist attends the classes on a set schedule. Besides bringing the service directly to students, this allows the specialist to make time at the beginning, middle, and end of the semester to better keep employment considerations in front of students and on track.

### *C. Library and Learning Support Services*

Library and learning support services are mostly unaffected by this proposal. Although the learning resource center at the KRV campus is small, the library department supports all programs with texts and supplementary books at the request of faculty members. A call goes out several times a year soliciting book requests. As the Allied Health Careers Department has always been one of the most active departments in making use of this service, it will continue to do so in providing for a practical, working library of nursing materials at KRV as appropriate.

Tutoring and proctoring services are provided to students both onsite and online (**Appendix 14 - Standard II.C.1**). Another part of the Department of Labor grant referred to above is embedded remediation; tutors and supplemental instructors work very closely with the instructor and students both in- and outside the classroom to provide necessary support in shoring up reading, writing, and math skills needed for success.

The LVN program has had a long practice of working closely with student to provide supplemental support to assist students in the successful completion of the program. If students do not pass with exams with a 70% score, the LVN faculty members work with those students in study sessions and they are provided an opportunity to retake the exam. A remediation moodle site was set up a few years ago to provide supplemental resources to students. Faculty monitor this site and continue to upload resources and samples for students. The C6 grant provided additional support for student support including teaming basic skills faculty experts to work with nursing faculty to improve student success. As a result of the collaboration and the modularization of the nursing curriculum, it is expected that the embedding of math and English will increase student success. Embedded job development is also a guiding principle that was introduced into the program and will be scaled up as the first LVN cohort graduates in December of 2013. Job placement is generally high in the LVN cohorts and the additional support should further raise the quick placements of students (**Appendix 4**). Both embedded remediation and embedded job development were implemented in a limited number of piloting classes in Spring and Fall 2013, with expectations that successful practices are to be scaled up across the CTE division.



### **Standard III**

#### *A. Human Resources*

The College will continue to have sufficient personnel to monitor and maintain quality support of the new programs. As indicated above, for this program, additional faculty resources are needed and are currently being recruited for the clinical requirements. The iTV theory portion of the program is the same instruction that originates from the IWV campus in Ridgecrest and is currently delivered to the Eastern Sierra College Center in the existing program. KRV students will participate in the same instruction. The theory instructors are all minimally qualified and to this date have been the full-time faculty from IWV, including the College's nursing director.

A recommendation in this area from the last Institutional Effectiveness Review was for the College to develop appropriate policies and procedures that incorporate effectiveness in producing student learning outcomes into the evaluation process that includes adjunct faculty and others directly responsible for student progress toward achieving student learning outcomes (**Appendix 19**). This was addressed by an agreement in spring 2013 between management and the faculty union. It directly affects the substantive change in this proposal as adjunct faculty members shall provide assessment information to their faculty chair and a brief summary of this information as part of their evaluation portfolio (**Appendix 13**).

A second recommendation is that student and staff equity and diversity plans be fully integrated with the College's planning processes and include strategies geared toward attracting a diverse pool of qualified applicants able to contribute to the success of the College's student population (**Appendix 19**). Although the student population of KRV tends to be overwhelmingly Caucasian, the gist of this recommendation is that the College have plans for attracting a diverse pool of qualified applicants, and the college-wide response will include all campus locations, including KRV (**Appendix 13**).

#### *B. Physical Resources*

Vocational Nursing requires certain courses be offered in a clinical setting. As stated above, the clinical rotations will be done in health care facilities and clinics in the communities of the valley.

Initial facilities and clinical sites have been approved by the nursing board. Expansion of these clinical sites will be developed as required. There are standard Memorandums of Understanding (MOU) that will be prepared with each facility and submitted the KCCD Board of Trustees. Skills laboratories will be utilized to develop student's clinical skills prior to going to a facility. While there is an existing skills laboratory currently used for CNA classes. The nursing board has required that the new KRV clinical skills laboratory be equal to the facilities in Ridgecrest/Mammoth and Bishop. For this reason, a new skills laboratory is being developed and is in the final stages of being set up for the new program. The skills lab will include simulation technology, advanced mannequins, laptops and iPads to improve student

learning. These items have been order and received. The existing skills lab will continue to be used for the CNA and Home Health Aide courses and were previously approved by the by the state’s nursing governing body for those programs.

A final recommendation to come out of the last Institutional Effectiveness Review that directly affects this substantive change proposal is for the College to develop and implement a process that allows the public, students, and employees to report safety conditions and other issues of disrepair to physical resources (**Appendix 19**). As indicated in the Follow-Up Report, this has been addressed by the full implementation of the facilities/safety tracking software SchoolDude. Implementation of SchoolDude at the College includes the KRV campus, and any issues related to safety conditions, physical resources or problems with the facility will be reported and remedied using the new processes.

### *C. Technology Resources*

Technology needs are limited. As indicated above, laptops and iPads are available for the Vocational Nursing program at all campus locations for the on-ground courses when classroom instruction and testing are required, and so they will be for at the KRV campus as well. The theory portion of the program will be broadcast using the iTV system and an additional T1 line is being installed to facilitate the expansion of the bandwidth for the new programmatic needs. This has been an effective practice that is now being scaled to the KRV site. The online support courses sites are utilized for onground courses and require space on specialized Moodle servers, which the College already has in possession. The C6 grant funding was used to purchase the necessary iTV resources, laptops, iPads and simulation mannequins and associated technology to provide an equal instructional environment to the IWV and ESCC campuses. No additional technology resources are necessary (**Appendix 8**).

### *D. Financial Resources*

The College has all the revenues its needs to support the courses and programs of this proposal. A three-year Department of Labor grant currently provides funding to enhance equipment and supply needs for the vocational nursing program. And finally, as a CTE program, funding is also available through VTEA if there is a demonstrated deficiency in one or more of the core indicators.

As indicated above under Standard I and as demonstrated in the College’s most recent Institutional Self Evaluation Report, the resource allocation for all courses and programs is part of a deliberative planning process that begins with a review of the mission, strategic goals, program reviews, and student achievement as reflected in SLO assessment results (**Appendix 14 - Standard III.D**).

## **Standard IV**

### *A. Decision Making Process*

The College will continue to embrace collegial consultation and participatory decision-making. Systematic participative process will continue to be used to assure effective discussion, planning, and implementation of improvements in practice, programs, and services. CTE programs not only have their own divisional meetings on a regular basis (**Appendix 31**), but also faculty chairs in the CTE areas are a part of the Faculty Chair Committee, a working group whose purpose is to make recommendations involving instructional matters to the Vice President of Academic Affairs.

In regards to distance education that includes iTV, the College has in place a participatory governance committee, the Technology Resource Team, charged with serving as College Council's primary recommending body for technology practices, procedures, standards, and training in the area of instructional technology. This group, in turn, relies on a faculty sub-committee of the Academic Senate, the Pedagogy and Technology Committee, to make recommendations about instructional technology, distance education, and other technology related to curriculum, teaching, and learning for the College (**Appendix 14 - Standard IV.A.2a-b**).

*B. Board and Administrative Organization*

No changes will result in this area from the added programs.