

**PORTERVILLE COLLEGE
CURRICULUM PROGRAM REVIEW UPDATE**

Name of Division: Health Careers Contact Person: Shannon Cartwright/Elizabeth Keele
[Note: The information in this area will repeat on all pages.]

Please submit this form to the Curriculum Committee **before** adding the course to eLumen when proposing a new Course or a new Program. Once the form is received, the course and/or program will be added as a discussion items at the next available Curriculum Committee meeting.

Please include this form as an attachment when submitting the course for final evaluation in eLumen.

All new Courses/Programs must be directly tied to the Institutional Goals, Strategic Plan, Educational Master Plan, General Education Outcomes, and Institutional Outcomes as appropriate through the Division Program Review.

Is this new Course/Program addressed in your current Program Review: YES X NO _____

If YES, please attach the appropriate sections.

Health Careers Program Review 2022-2023 Page 74
New Goal #1 Develop a Licensed Vocational Nursing Program

LMI – Based on a comparison of occupational demand and supply, there is an undersupply of 206 trained workers in the subregion and 348 workers in the region. The need for LVNs is projected to grow by 9% over the next five years and has 411 projected annual openings. The Center of Excellence recommends that Porterville College work with the regional directors, the college’s advisory board, and local industry in the expansion of programs to address the shortage of Licensed Vocational Nurses in the region. (2022 Labor Market Analysis, Central Valley/Mother Load Center of Excellence). See attached.

Advisory Board/Industry – The Health Careers Advisory Committee ranked the LVN program as a high priority by all industry partners. See attached.

If NO, please complete the attached New Course/Program documents.

**PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS**

Division Name:

Contact Person:

Submission Date:

Health Careers

Elizabeth Keele

4-7-2023

Goals

Goal(s)	Timeline for completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)	Mission Statement	Guided Pathways Pillars
New Goal 1 Develop a Licensed Vocational Nursing Program	3 years	<ul style="list-style-type: none"> • Faculty for curriculum development • Faculty for teaching and implementing the new program 	Associate Dean Faculty Local industry	Funding Faculty Recruitment BVNPT board approval	1, 4	1, 4
New Goal 2 Develop a medical sonography courses and program/degree	5 years	<ul style="list-style-type: none"> • Funding for the development of the curriculum • Community industry support. 	Associate Dean Faculty Local industry	Funding Faculty Recruitment	1, 4	1, 4
Goal 3 (<i>Revised goal #1 from previous program review</i>) Develop a formal orientation and	3 years	<ul style="list-style-type: none"> • Time to complete the PT handbooks. • Time to complete the EMT handbook 	Associate Dean Faculty Division chair	Computer	1, 4	3

October 2022

Labor Market Analysis

Licensed Vocational Nurse



POWERED BY



Prepared by the Central Valley/Mother Lode Center of Excellence

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COVID-19 Statement: This report includes employment projection data by Emsi. Emsi's projections are modeled on recorded (historical) employment figures and incorporate several underlying assumptions, including the assumption that the economy during the projection period will be at approximately full employment or potential output. To the extent that a recession or labor shock, such as the economic effects of COVID-19, can cause long-term structural change, they may impact the projections. At this time, it is not possible to quantify the impact of COVID-19 on projections of industry and occupational employment. Other measures such as unemployment rates and monthly industry employment estimates will reflect the most recent information on employment and jobs in the state and, in combination with input from local employers, may help validate current and future employment needs as depicted here.

If for any reason this document is not accessible or if you have specific needs for readability, please contact us and we will do our utmost to accommodate you with a modified version. To make a request, contact Nora Seronello by phone at (209) 575-6894 or by email seronellon@mjc.edu.

Summary

Please note the COVID-19 statement on page 2 when considering this report's findings.

This study conducted by the Central Valley/Mother Lode Center of Excellence examines labor market demand, wages, skills, and postsecondary supply for Licensed Vocational Nurse. One occupation related to Licensed Vocational Nurse was identified for Porterville College:

- 29-2061, Licensed Practical and Licensed Vocational Nurses

Key findings:

- **Occupational demand** — There were 4,103 workers employed in jobs related to Licensed Vocational Nurse in 2021 in the South Central Valley/Southern Mother Lode (SCV/SML) subregion. Licensed practical and licensed vocational nurses had 4,103 workers, a projected growth rate of 11% over the next five years, and 411 annual openings.
- **Wages** — Licensed practical and licensed vocational nurses earn an entry-level wage, \$23.36/hour in the subregion.
- **Employers** — Employers with the most job postings in the subregion are Adventist Health, Gale Healthcare, and Wellpath.
- **Occupational titles** — The most common occupational title in job postings in the subregion is Licensed Practical and Licensed Vocational Nurses. The most common job title is Licensed Vocational Nurse.
- **Skills and certifications** — The top baseline skill is planning, the top specialized skill is patient care, and the top software skill is Microsoft Excel. The most in-demand certification is Licensed Vocational Nurse (LVN).
- **Education** — A postsecondary nondegree award is typically required for licensed practical and licensed vocational nurses.
- **Supply** — Analysis of postsecondary completions shows that on average 313 awards were conferred in the Central Valley/Mother Lode region each year.

Based on a comparison of occupational demand and supply, there is an undersupply of 206 trained workers in the subregion and 348 workers in the region. The Center of Excellence recommends that Porterville College work with the regional directors, the college's advisory board, and local industry in the expansion of programs to address the shortage of Licensed Vocational Nurses in the region.

Introduction

The Central Valley/Mother Lode Center of Excellence was asked by Porterville College to provide labor market information for Licensed Vocational Nurse. The geographical focus for this report is the South Central Valley/Southern Mother Lode (SCV/SML) subregion, but regional demand and supply data has been included for broader applicability and use. The average living wage for a single adult in the SCV/SML subregion is \$11.91/hour.¹ Analysis of the program and occupational data related to Licensed Vocational Nurse resulted in the identification of applicable occupations. The Standard Occupational Classification (SOC) System codes and titles used in this report are:

- 29-2061, Licensed Practical and Licensed Vocational Nurses

The occupational titles, job descriptions, sample job titles, and knowledge and skills from the Bureau of Labor Statistics and O*NET OnLine are shown below.

Licensed Practical and Licensed Vocational Nurses

Job Description: Care for ill, injured, or convalescing patients or persons with disabilities in hospitals, nursing homes, clinics, private homes, group homes, and similar institutions. May work under the supervision of a registered nurse. Licensing required.

Knowledge: Customer and Personal Service, English Language, Psychology, Medicine and Dentistry, Administration and Management

Skills: Service Orientation, Coordination, Social Perceptiveness, Active Listening, Monitoring

Occupational Demand

The SCV/SML subregion employed 4,103 Licensed Vocational Nurses in 2021 (Exhibit 1). Licensed practical and licensed vocational nurses had 4,103 workers in 2021 and is projected to grow by 9% over the next five years and has 411 projected annual openings.

Exhibit 1. Licensed Vocational Nurse employment and occupational projections in the SCV/SML subregion

Occupation	2021 Jobs	2026 Jobs	5-Year Change	5-Year % Change	Annual Openings
Licensed Practical and Licensed Vocational Nurses	4,103	4,539	436	11%	411
TOTAL	4,103	4,539	436	11%	411

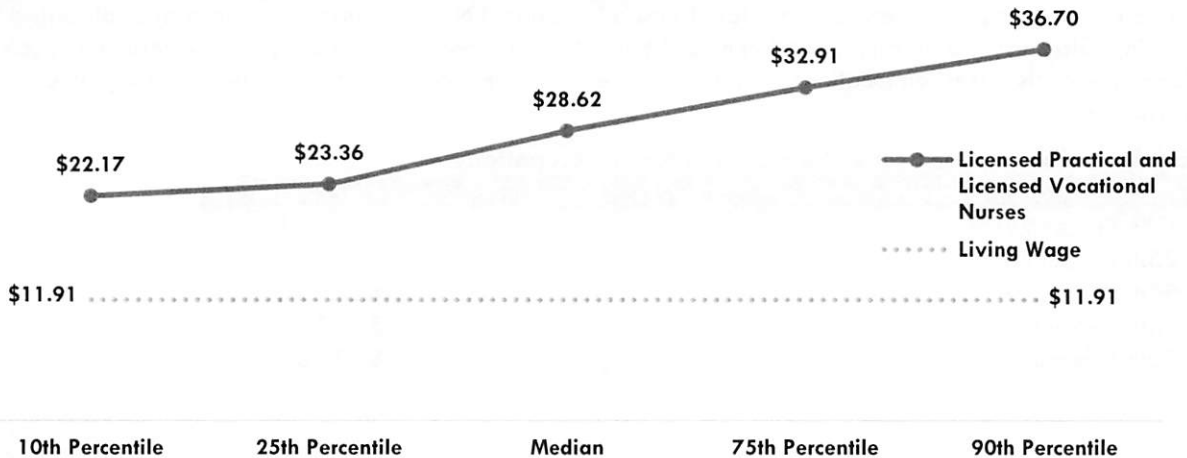
Wages

Exhibit 2a shows the hourly wages of the Licensed Vocational Nurse occupations. Licensed practical and licensed vocational nurses earn an entry-level wage, \$23.36/hour in the subregion². Please note 10th and 25th percentiles are considered entry-level wages while 75th and 90th are considered experienced wages, either gained by long term employment, received extra training, etc.

¹ The term "living wage" in Center of Excellence reports is calculated by averaging the self-sufficiency wages from the Insight Center's California Family Needs Calculator for each county in the subregion: <https://insightcced.org/tools-metrics/self-sufficiency-standard-tool-for-california/>.

² Entry-level wages are derived from the 25th percentile.

Exhibit 2. Licensed Vocational Nurse hourly wages in the SCV/SML subregion



Job Postings

There were 1,727 job postings for the occupation in the SCV/SML subregion from April 2022 to September 2022.³ The employers with the most job postings are listed in Exhibit 3.

Exhibit 3. Top employers of Licensed Vocational Nurse by number of job postings

Employer	Job Postings	% Job Postings
Adventist Health	74	6%
Gale Healthcare	55	5%
Wellpath	38	3%
Community Regional Medical	34	3%
Interim Healthcare	32	3%
Regional West Medical Center	25	2%
Healthcare Employment Network, Llc	22	2%
Ro Health	21	2%
Saint Agnes Medical Center	21	2%
Kaiser Permanente	20	2%

Exhibit 4 shows how job postings for the targeted occupations in the SCV/SML subregion are distributed across one O*NET OnLine occupations. The occupational title Licensed Practical and Licensed Vocational Nurses is listed in 1,727 job postings. Common job titles in postings include Licensed Vocational Nurse in 287 job postings, and Licensed Practical Nurse in 86 job postings.

Exhibit 4. Top occupational titles in job postings for Licensed Vocational Nurse

Occupational Title	Job Postings	% of Job Postings
Licensed Practical and Licensed Vocational Nurses	1,727	100%

³ Other than occupation titles and job titles, the categories below can be counted one or multiple times per job posting, and across several areas in a single posting. For example, a skill can be counted in two different skill types, and an employer can indicate more than one education level.

Salaries

Exhibit 5 shows the “Market Salaries” for Licensed Vocational Nurse occupations. These are calculated by Burning Glass using a machine learning model built off of millions of job postings every year. This accounts for adjustments based on locations, industry, skills, experience, education requirements, among other variables.

Exhibit 5. Salaries for Licensed Vocational Nurse occupations

Market Salary Percentile	Salary Amount
10th Percentile	\$35,940
25th Percentile	\$41,747
50th Percentile	\$47,908
75th Percentile	\$55,169
90th Percentile	\$62,435

Education

Of the 1,727 job postings, 317 listed an education level preferred for the positions being filled. Among those, 88% requested a high school or vocational training and 14% requested an associate degree (Exhibit 6). A job posting can indicate more than one education level. Hence, the percentages shown in the chart below may total more than 100%.

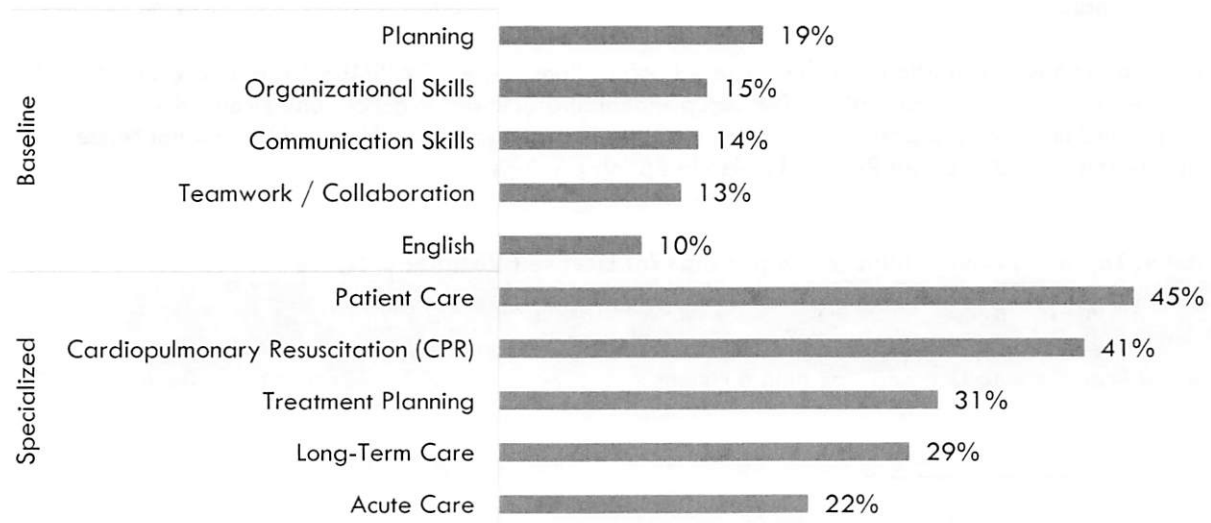
Exhibit 6. Education levels requested in job postings for Licensed Vocational Nurse

Education Level	Job Postings	% of Job Postings
High school or vocational training	279	88%
Associate's degree	44	14%

Baseline and Specialized Skills

Exhibit 7 depicts the top baseline and specialized skills for the targeted occupations. The three most important baseline skills are planning, 19% of job postings, organizational skills, 15%, and communication skills, 14%. The top three specialized skills are patient care, 45% of job postings, Cardiopulmonary Resuscitation (CPR), 41%, and treatment planning, 26%.

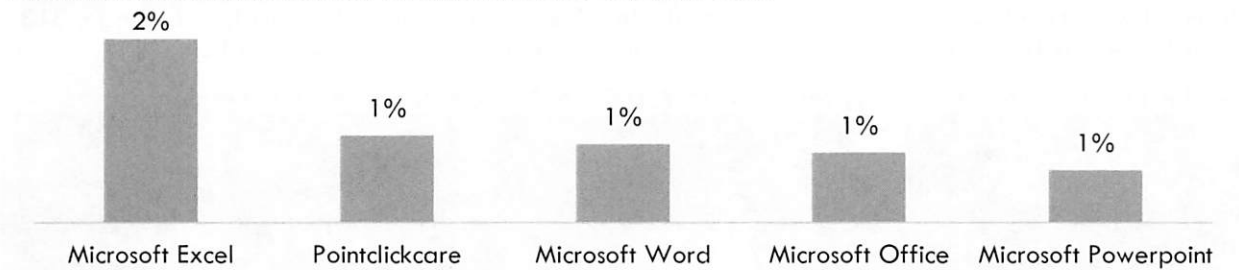
Exhibit 7. In-demand Licensed Vocational Nurse baseline and specialized skills



Software Skills

Analysis also included the software skills most in demand by employers. Microsoft Excel and Pointclickcare were the top two software skills identified in job postings (Exhibit 8).

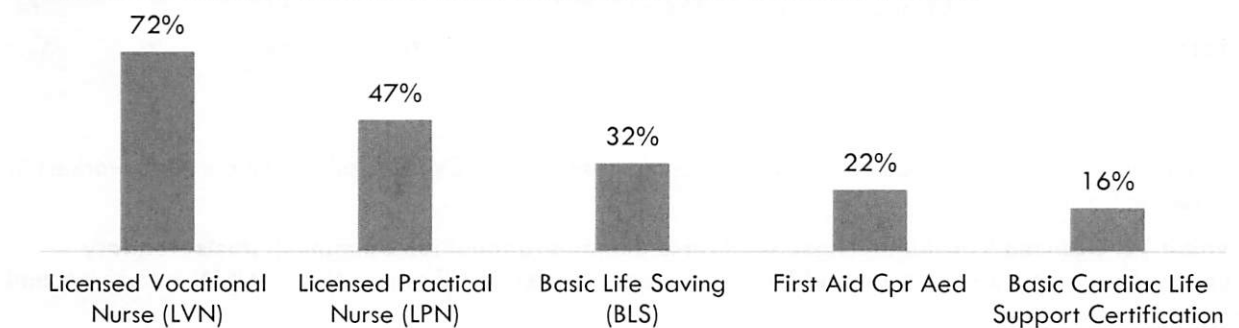
Exhibit 8. In-demand Licensed Vocational Nurse software skills



Certifications

Of the 1,727 job postings, 1,559 contained certification data. Among those, 72% indicated a need for a Licensed Vocational Nurse (LVN). The next top certifications are Licensed Practical Nurse (LPN) and Basic Life Saving (BLS) (Exhibit 9).

Exhibit 9. Top Licensed Vocational Nurse certifications requested in job postings



Education, Work Experience & Training

A postsecondary nondegree award is typically required for licensed practical and licensed vocational nurses (Exhibit 10).

Exhibit 10. Education, work experience, training, and Current Population Survey results for Licensed Vocational Nurse occupations⁴

Occupation	Typical Entry-level Education	Work Experience Required	Typical On-The-Job Training	CPS
Licensed Practical and Licensed Vocational Nurses	Postsecondary nondegree award	None	None	73.3%

⁴ "Labor Force Statistics from the Current Population Survey," Bureau of Labor Statistics, <https://www.bls.gov/cps/>.

Supply

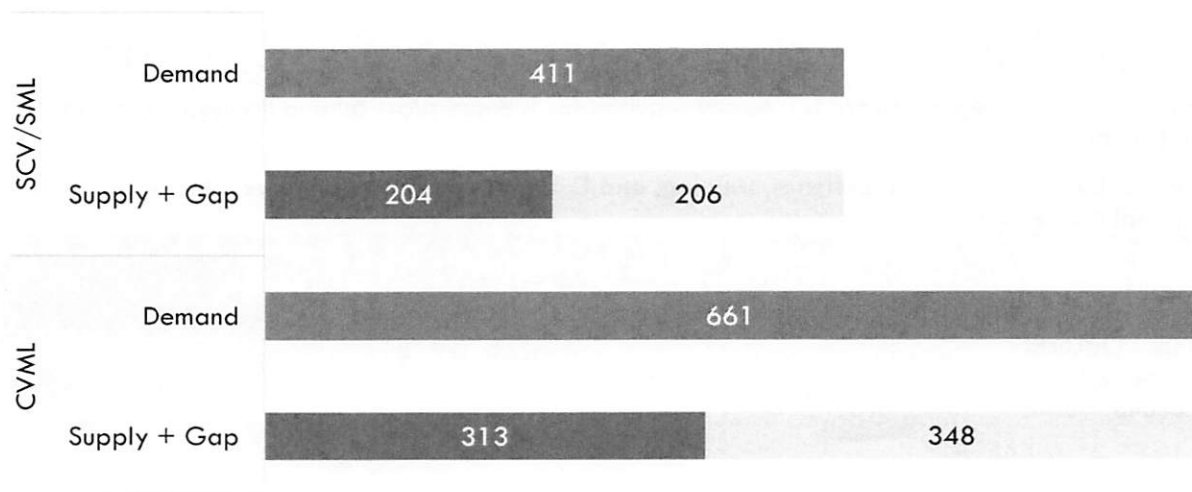
Analysis of program data from the Integrated Postsecondary Education Data System (IPEDS) included the TOP and CIP codes and titles: 123020 - Licensed Vocational Nursing and 51.3901 - Licensed Practical/Vocational Nurse Training. Analysis of the last three years of data shows that, on average, 313 awards were conferred in the Central Valley/Mother Lode region each year (Exhibit 11).

Exhibit 11. Postsecondary supply for Licensed Vocational Nurse occupations in the region

TOP/ CIP Code- Title	College	Associate Degree	Award 1 < 2 Academic Years	Certificate 30 < 60 Semester Units	Subtotal
123020 - Licensed Vocational Nursing	Bakersfield			20	20
	Cerro Coso	11		16	27
	Merced	21		23	44
	Reedley College	9		17	26
51.3901 - Licensed Practical/Vocational Nurse Training	Clovis Adult Education		54		54
	San Joaquin Valley College-Visalia	37			37
	Santa Barbara Business College-Bakersfield		41		41
	Xavier College School of Nursing		64		64
TOTAL		78	159	76	313

There is an undersupply of 206 Licensed Vocational Nurses in the SCV/SML subregion and 348 workers in the region (Exhibit 12).

Exhibit 12. Licensed Vocational Nurse workforce demand (annual job openings), postsecondary supply of students (awards), and additional students needed to fill gap in the SCV/SML subregion and region



Student Outcomes

Exhibit 13 summarizes employment and wage outcomes from the California Community College Chancellor's Cal-PASS Plus LaunchBoard for the TOP code related to Licensed Vocational Nurse. Of note, 59 students received a degree or certificate or attained apprenticeship journey status; 92% of students obtained a job closely related to their field of study; 75% had a median change in earnings; and 77% of students attained a living wage.

Exhibit 13. Regional metrics for the TOP code related to Licensed Vocational Nurse

Metric	Licensed Vocational Nursing 123020
Students Who Got a Degree or Certificate or Attained Apprenticeship Journey Status	59
Number of Students Who Transferred	*
Job Closely Related to Field of Study	92%
Median Change in Earnings	75%
Attained a Living Wage	77%
* denotes data not available.	

Conclusion

The entry-level wages of the occupation exceed the SCV/SML subregion's average living wage. There were 1,727 job postings in the past six months for occupations related to Licensed Vocational Nurse in the subregion. Analysis of skills and certification requirements in job postings indicates:

- The top baseline skill is planning, and the top specialized skill is patient care.
- The top software skill is Microsoft Excel.
- The top certification is Licensed Vocational Nurse (LVN).

There is an undersupply of trained workers, a shortage of 206 in the SCV/SML subregion and 348 in the region.

Recommendation

Based on these findings, it is recommended that Porterville College work with the regional director, the college's advisory board, and local industry in the expansion of programs to address the shortage of Licensed Vocational Nurses

in the region.

Appendix A: Methodology & Data Sources

Data Sources

Labor market and educational supply data compiled in this report derive from a variety of sources. Data were drawn from external sources, including the Economic Modeling Specialists, Inc., the California Community Colleges Chancellor’s Office Management Information Systems Data Mart and the National Center for Educational Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS). Below is the summary of the data sources found in this study.

Data Type	Source
Labor Market Information/Population Estimates and Projections/Educational Attainment	Economic Modeling Specialists, Intl. (EMSI). EMSI occupational employment data are based on final EMSI industry data and final EMSI staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level EMSI earnings by industry: economicmodeling.com .
Typical Education Level and On-the-job Training	Bureau of Labor Statistics (BLS) uses a system to assign categories for entry-level education and typical on-the-job training to each occupation for which BLS publishes projections data: https://www.bls.gov/emp/tables/educational-attainment.htm .
Labor Force, Employment and Unemployment Estimates	California Employment Development Department, Labor Market Information Division: labormarketinfo.edd.ca.gov .
Job Posting and Skills Data	Burning Glass: burning-glass.com/ .
Additional Education Requirements/ Employer Preferences	The O*NET Job Zone database includes over 900 occupations as well as information on skills, abilities, knowledge, work activities and interests associated with specific occupations: onetonline.org .

Key Terms and Concepts

Annual Job Openings: Annual openings are calculated by dividing the number of years in the projection period by total job openings.

Education Attainment Level: The highest education attainment level of workers age 25 years or older.

Employment Estimate: The total number of workers currently employed.

Employment Projections: Projections of employment are calculated by a proprietary Economic Modeling Specialists, Intl. (EMSI) formula that includes historical employment and economic indicators along with national, state and local trends.

Living Wage: The cost of living in a specific community or region for one adult and no children. The cost increases with the addition of children.

Occupation: An occupation is a grouping of job titles that have a similar set of activities or tasks that employees perform.

Percent Change: Rate of growth or decline in the occupation for the projected period; this does not factor in replacement openings.

Replacements: Estimate of job openings resulting from workers retiring or otherwise permanently leaving an occupation. Workers entering an occupation often need training. These replacement needs, added to job openings due to growth, may be used to assess the minimum number of workers who will need to be trained for an occupation.

Total Job Openings (New + Replacements): Sum of projected growth (new jobs) and replacement needs. When an occupation is expected to lose jobs, or retain the current employment level, number of openings will equal replacements.

Typical Education Requirement: represents the typical education level most workers need to enter an occupation.

Typical On-The-Job Training: indicates the typical on-the-job training needed to attain competency in the skills needed in the occupation.

Porterville College Health Careers
 Health Careers Advisory Committee Meeting
 Minutes
 August 1, 2022 - Zoom
 1300-1500

Present: Jeffrey Hudson-Covolo (SVMC), Elizabeth Turingan (SVMC), Traci Follet (SVMC), Kathie Allred (Kaweah Health), Lynette Johnson (Adventist Delano), Lisa Miralez (PDC), Angela Gonzalez (PDC) Kim Behrens (PC), Elizabeth Keele (PC), Rebecca Velasco

Handouts

- Proposal to Increase Nursing Enrollment
- Increasing Enrollment Proposed Schedule
- Consortium Faculty/Student Orientation User Guide
- PC Health Careers Communicable Disease Screening

AGENDA ITEM	DISCUSSION	ACTION
Meeting minutes	7/7/2021 Minutes reviewed	Approved
Health Careers New Building	Tentative move-in January 2024	
Fall COVID Protocols	<p>SVMC – No students allowed on COVID units. Return to pre-COVID scheduling patterns for all other units. Accepts medical/religious exemptions. DP/SNF continued COVID testing 3 times per week regardless of vaccination status.</p> <p>Kaweah Health– COVID testing 2 times a week within 72 hours or less for unvaccinated medical/religious exemptions.</p> <p>Adventist Delano – Mandatory vaccination for students. Does not accept exemptions for students.</p>	The Health Careers Office will submit copies of COVID vaccinations and exemptions to all facilities.

	PDC – Surveillance COVID testing for both vaccinated and unvaccinated. Unvaccinated 2 times a week. Vaccinated tests 1 time a week. N95 is required for unvaccinated. PDC will fit test students.	
RN PROGRAM		
Proposal to Increase Enrollment	Proposal to increase enrollment and tentative schedule reviewed and discussed. KCCD has committed to 2 additional tenure nursing instructor positions to support increased enrollment. The proposal is in response to the nursing shortage and requests from clinical agencies to increase student enrollment.	PC program director, Kim, will submit proposal to increase enrollment to BRN tomorrow 8/2/2022.
Clinical Placements	<p>Discussion on tentative schedule. SVMC and Adventist Health approved the tentative schedule for increasing enrollment. Kaweah Health would need to confirm if able to commit to spring clinical placement request for behavioral health related to new proposed program Unitek coming to Visalia-Porterville area. SVMC stated PC will remain priority for clinical placements. PDC committed to providing mental health/psych and intermediate medical surgical clinical placement for RN students. Once PDC is approved for mental health/psych, PC will decrease number of hours requested at Kaweah Behavioral Health from 108 hours to 40. Discussion regarding proposed change in regulation allowing more simulation. Kaweah Health needs confirm Unitek has not requested mental health/psych nursing placements for spring 2024.</p> <p>PC proposal is to increase enrollment from 20 students once a year to 20 students twice a year approved by 100% clinical agencies. 4 yes/0 no SVMC – 1st semester MS</p> <p><i>1ST Semester MS 1</i></p> <ul style="list-style-type: none"> • CDU: Thursday/Friday last 8 weeks <p><i>2nd Semester – OB</i></p> <ul style="list-style-type: none"> • FBC: Monday/Tuesday 6 weeks X 2 groups weeks (2-7 and 10-15) 	<p>Kim will email proposed schedule to clinical sites today.</p> <p>Mental Health faculty, medical-surgical faculty and Kim to be scheduled to meet with PDC to review course objectives and schedules in Sept.</p>

	<p><i>3rd Semester – MS</i></p> <ul style="list-style-type: none"> • 3N/3S: Monday/Tuesday Group 1 weeks 1-9 • CDU: Monday/Tuesday Group 2 weeks 1-4 and 10-14 <p><i>4th semester Med Surg</i></p> <ul style="list-style-type: none"> • Tele/ICU – Thursday/Friday Group 1 weeks 1-7.5 • Tele/ICU – Thursday/Friday Group 2 weeks 7.5-15 <p><i>CDU – Peds 2-3 students</i></p> <ul style="list-style-type: none"> • Thursday/Friday weeks 1-6 and 10-15 <p><i>NICU – Peds 1 student</i></p> <ul style="list-style-type: none"> • Thursday/Friday weeks 1-6 and 10-15 <p><i>Subacute (DP/SNF) – Psych Tech</i></p> <ul style="list-style-type: none"> • Wed/Thurs/Fri – 10 students X 3 groups (weeks 6-16) – 1 group at a time <p>ADVENTIST DELANO</p> <p><i>1ST Semester MS</i></p> <ul style="list-style-type: none"> • Med Surg: Thursday/Friday last 8 weeks <p><i>2ND Semester MS</i></p> <ul style="list-style-type: none"> • Monday/Tuesday 10-students 1st group weeks 2-8 • Monday/Tuesday 10-students 2nd group weeks 9-15 <p><i>4th Semester Peds – 2 students</i></p> <ul style="list-style-type: none"> • Peds: Thursday/Friday - inpatient peds/ER <p>KAWEAH BEHAVIORAL HEALTH</p> <p><i>3rd Semester Mental Health</i></p> <ul style="list-style-type: none"> • Behavioral Health: Currently use Fall semester weeks 5-15 • Behavioral Health: Availability for the spring 2024 to be confirmed. <p>PORTERVILLE DEVELOPMENTAL CENTER</p> <ul style="list-style-type: none"> • Sunday/Monday/Tuesday any availability for RN students. Mon and Tues approved for Med Surg and Mental Health for entire semester. 	<p>PDC to confirm if having students on the weekend is possible.</p>
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<p>Nursing Minor Curriculum Revision</p> <ul style="list-style-type: none"> Decreasing Units 	<p>Nursing program proposal to decrease nursing units from 41 units to 39 units with fall 2024 implementation. Nursing Practice Act minimum units is 18 for theory and 18 for clinical. Key discussion points of decreasing credit hours: 1) may alleviate some of the academic burden on students supporting their overall well-being, reducing stress, and promoting a healthier work-life balance, leading to increased retention rates and overall student satisfaction; 2) will address challenges related to hard-to-find clinical placements in mental health and pediatrics; 3) and will facilitate the availability of clinical placement and enables nursing programs to increase enrollment. Discussion regarding where to decrease theory and clinical hours with consensus to decrease units in specialties with the following recommendations:</p> <p>NURS P134 Obstetrics – decrease theory from 2 units to 1.5 units. NURS P135 Mental Health – decrease theory from 2 units to 1.5 units and decrease clinical from 2 units (108 hours to 81 hours). NURS P137 Pediatrics – decrease clinical from 2 to 1.5 units (108 hours to 81 hours)</p> <p>Current Curriculum Units 22 theory and 19 clinical. New curriculum recommendation and approval: 21 theory and 18 clinical.</p>	<p>Faculty to review and discuss fall 2022.</p>
<p>NCLEX-RN Pass Rates</p>	<p>NCLEX 1st time Pass Rates for 2021-2022 76.67%. 0520 cohort 1st to complete new curriculum. Pass rates pending.</p>	
<p>PSYCH TECH PROGRAM</p>		
<p>PT Program</p> <ul style="list-style-type: none"> Return to Previous Enrollment Clinical Placement Continuing Approval Visit Spring 2023 	<p>Psych Tech program reduced enrollment to 20 students per cohort related to COVID decreased availability of clinical sites. The request to return to admitting 30 students twice a year was submitted to and approved by BVNPT in May. SVDH confirmed they can accommodate 20 students for nursing science. Porterville Convalescent Hospital confirmed they can accommodate up to 20 students if needed. BVNPT continues to allow up to</p>	

<ul style="list-style-type: none"> Psych Tech Associate Degree 	<p>50% simulation if needed for any COVID-19 outbreaks. PDC and Coalinga State Hospital have committed to clinical placements for DD and Mental Health. Porterville Sheltered Workshop and PUSD – special ed are accepting students starting fall 2023.</p> <p>BVNPT Continuing Approval visit tentative April 2022.</p> <p>Discussion regarding a proposal for an Associate Degree in Psychiatric Technology. The degree would include completion of local GE and the Psych Tech program. General Psychology will be required and fulfill the Social Science GE area. The Psych Tech program fulfills the biological science and health education areas of GE. Once the program and courses are outlined, the curriculum will be br</p>	
<p>Psych Tech Pass Rates</p>	<p>1st-time licensure pass rate for 2021 is 80%.</p>	
<p>EMT PROGRAM</p>		
<ul style="list-style-type: none"> Instructor resources Clinical Experiences Continue 2 cohorts per semester 	<p>Imperial Ambulance has continued to provide professional experts to help with decreased skill lab instructor-student ratios and provide field observations for EMT students. The program will continue with the pattern of admitting 2 cohorts each semester. Current pass rates are not available.</p>	
<p>FUTURE PROGRAMS</p>		
<p>Proposed Future Programs</p>	<p>Discussion of industry needs and future programs. No recommendation to increase enrollment in Psych Tech or EMT. Advisory Committee Members identified the following programs as needed in order of priority. CNA and MA programs were suspended at Adult School during COVID.</p> <ul style="list-style-type: none"> Paramedic 	<p>Kim will reach out to adult school regarding reinstatement of CNA and MA.</p>

	<ul style="list-style-type: none">• LVN• Certified Nursing Assistant• Medical Office Assistant• Diagnostic Medical Sonography	
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Porterville College Health Careers
Health Careers Advisory Committee Meeting
Minutes
November 03, 2023
1130-1230

Committee Members: Kathie Allred (Kaweah Health), Lynette Johnson (Adventist Delano), Lisa Mirales (PDC), Angela Gonsales (PDC), Jeffrey Hudson-Covelo SVMC), Kim Behrens, Larraine Torrez (Adult School PUSD), Mara Lawson (Kaweah Health), Bryan Phipps (PDC), Trent Fiori (Imperial)
Other: Kim Behrens, Lupe Guillen, Elizabeth Keele

AGENDA ITEM	<u>DISCUSSION</u>	ACTION
Meeting minutes	reviewed	Approved
Committee Purpose and Objectives	The advisory committee shall serve as an informational body. The committee members are expected to provide professional expertise and recommend establishing an environment of continuous quality improvement in program curricula and student success.	
New Health Careers Building	The target date for the opening of new Health Careers Building is Spring/Summer 2024.	
Review of Programs		
Program Information and Policies	The PC Website is being moved to a new platform. Program policies can be accessed at https://www.portervillecollege.edu/programs-and-classes/health-careers/index.html	
EMT Program Continuing Approval Curriculum	EMT program continuing approval October 31, 2023, for another 4 years. The approval includes EMT-Basic, EMT continuing education, and Public Safety and First Aid Certification for Wildland Fire. The curriculum is up to	

<p>NREMT Pass Rates Paramedic Program</p>	<p>date with DOT/Title 22 curriculum. NREMT pass rates continue to struggle below 40% since COVID. Prior to COVID pass rates were 60%. One adjunct instructor resigned. The program has downsized from 2 cohorts of 3 per semester to 1 cohort per semester. The division has submitted a request for a full-time faculty for the EMT program to bring stability, growth, and a paramedic program.</p>	
<p>PT Program BVNPT Continuing approval site visit September 14, 2023 CAPTLE Pass Rates New Curriculum Review AA Degree in Psychiatric Technology Concurrent Enrollment BA Degree Grand Canyon Univ.</p>	<p>The PT program continuing approval site visit was in Sept 2023. The program has been renewed for another 4 years. Licensure pass rates are 90%. The new curriculum was fully approved and implemented this semester. The faculty is creating a PT AA degree. The program has established a concurrent enrollment agreement with Grand Canyon University. Psych Tech graduates will be granted 44 units towards their Bachelor's degree.</p>	
<p>RN Program BRN Continuing Approval NCLEX Pass Rates Curriculum Review</p>	<p>The RN program continuing approval site visit is scheduled for April 3-5, 2024. The program increased enrollment from 20 students admitted to once a year to twice a year. NCLEX-RN pass rates for 2022-2024 are 90%. The cohort average for the past 3 years is 83%. Implementation of NCLEX-Next Generation 2023 did not see a decrease in pass rates. Minor curriculum revision to be submitted to BRN in early spring. The program decreased theory units from 22 to 21 units and clinical units from 19 to 18 units. Curriculum concepts and exemplars were shared, and agencies will submit any recommended revisions to the division. Faculty will be starting an in-depth curriculum review in the spring.</p>	
<p>LVN Program</p>	<p>LVN program was ranked as the priority #2 needed program at the advisory committee meeting in 2022. The college was awarded the CSJVK16 LVN Pathway grant \$275,500. The grant funds are being used for</p>	

	<p>curriculum development, simulation equipment, and faculty development. The target date for implementation of the new LVN program is Spring 2026.</p>	
<p>Committee Discussion and Recommendations State of Industry Industry Trend Hiring needs and skills requirements</p>	<p>PDC shared their high vacancy rates with the need for LPT, RN, and LVN. SVMC shared continued needs for RN, LVN, Rad Tech, and medical sonography. SVMC commented students need more experience in communication with the Healthcare team.</p> <p>Imperial and SVMC stressed the urgent need for Paramedics in southeastern Tulare County encouraging the college to start a Paramedic program. The Paramedic shortage is predicted to continue to worsen. Kaweah Health is experiencing a shortage of RNs and LVNs and the need for more paramedics in the region. Imperial asked for faculty to remind students not to call the agency to schedule a ride for a long time without instructor approval.</p> <p>Adventist Delano continues to hire our new grads and has needs in ER/OR/ICU and throughout the hospital.</p> <p>PUSD Adult School has added a Pharm Tech program in addition to CNA, MA, and OR tech programs.</p> <p>Additional healthcare needs discussed were community healthcare workers and residential care assistants.</p>	