Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Nursing Assistant

Program Code: 1202 - NURSING: CNA

Review Type: Instructional

Does this review contain any career technical education (occupational) programs?
Yes

External Regulations:
Yes

Chaffey College Mission Statement
Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
The Nursing Assistant and Home Health Aide Programs improve the lives of the diverse student population by providing quality accessible and student-centered education to the diverse communities they serve, thus providing safe and competent certified nurse assistants and home health aides to the community. Upon successful completion of the program, the students are eligible to take the Department of Public Health State Certification examination. This examination consists of a written exam and skills demonstrations. An approved state outside agency NNAAP (National Nurse Aide Assessment Program) administers this examination. The success of the nursing assistant students has consistently been 100% on both the written exam and skills. The statewide average for the written exam is 85% and ranges on specific skills from 79-92%. Receiving certification as a nursing assistant allows the student to take state regulated coursework to become a Home Health Aide. Successful completion of the Nursing Assistant program is a pre-requisite for Chaffey's Licensed Vocational Nursing (LVN) Program.

Review Team Response
Great Program Overview.
**PROGRAM DATA**

**Enrollment**

Enrollment by Day, Evening, Online, Arranged (NURAST)

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>326</td>
<td>415</td>
<td>405</td>
</tr>
<tr>
<td><strong>Day</strong></td>
<td>241</td>
<td>314</td>
<td>304</td>
</tr>
<tr>
<td><strong>Evening</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Online</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Arranged</strong></td>
<td>85</td>
<td>101</td>
<td>101</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>27.3%</td>
<td>-2.41%</td>
</tr>
<tr>
<td>Day</td>
<td>30.29%</td>
<td>-3.18%</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

The nursing assistant program consistently admits the same number of student each semester with a cap on the total number of students that may be admitted due to regulatory agencies. The increase in the enrollment is reflective of summer classes. We would expect to see a decrease in the 10 - 11 data as no summer classes will be held. The number of males, African-Americans and Asians entering the program is an area that the program is examining. The lower male enrollment is consistent with programs of this type. The program will be examining methods that would increase the enrollment of males, African-Americans and Asians.

Retention
### Retention Rate by Day, Evening, Online, Arranged (NURAST)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>-2.44%</td>
<td>-3.39%</td>
</tr>
<tr>
<td>Day</td>
<td>-1.75%</td>
<td>-3.7%</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>97.67</td>
<td>93.40</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

The trends indicate a consistently healthy, successful program and committed faculty.
### Success Rate by Day, Evening, Online, Arranged (NURAST)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>5.77%</td>
<td>-4.67%</td>
</tr>
<tr>
<td>Day</td>
<td>4.42%</td>
<td>-5.2%</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>79.07</td>
<td>86.79</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.
The data indicate an increasing trend in success rates. The faculty have worked diligently in keeping up with trends in the community and with program mandates. The faculty consistently utilize the resources offered from the college particularly the Success Centers

**Review Team Response**
Data and trends are interpreted properly. Implications for the program are included.

**DEGREE/CERTIFICATE DATA**

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>08/09</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>09/10</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>
Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?
The nursing assistant/home health aide program does not offer a degree. The success of the program is determined by the success rate on the State Certification Examination. The students in the nursing assistant program take a course of study (4 courses), that when successfully completed, make them eligible to take California’s State Certification Examination. This Examination has both a written exam and skills demonstration component and is conducted by an outside agency approved by the Department of Public Health. The students who successfully complete the State Certification Examination receive a certificate from the California Department of Public Health. The success rate for Chaffey College’s nursing assistant program is: 2007-2008: 100% 2008-2009: 98.96% 2009-2010: 100% Chaffey College
The state of California pass rate for 2010 is 88%. We do not have State information for prior years. State of California Students may apply for a “Certificate of Career Preparation” from Chaffey College through the Admissions and Records Department. This certificate is reflective of the 7 unit nursing assistant program. Although the faculty support and encourage students to apply for this certificate, there continues to be minimal response from students who have completed the program. The faculty are considering options/ways of encouraging students to complete the paperwork necessary for the “Certificate of Career Preparation”.

Review Team Response
You may want to address the low number of certificates awarded in your VIP. You have a highly successful program demonstrated by State Certification pass rates; however, if one simply looks at certificates awarded your program would appear less successful. Consider collaboration with the Counseling Department and/or Transcript Evaluation Office to explore automatic awarding of the local certificate that would not require a student to even have to initiate the paper application for certificate.

STUDENT LEARNING OUTCOMES
Upon completion of the program, the students will demonstrate the skills and knowledge needed to pass the California state nursing assistant certification examination.

Students will be able to list and discuss various career opportunities available to them through professional development.

Discuss how the number, type, depth, and breadth of the courses support program SLO’s.
The curriculum is mandated by the Department of Public Health. The Nursing Assistant Program according to the Public Health Department requires a minimum of 60 hours theory and 100 hours clinical. The curriculum is designed around the requirements of the Department of Public Health and in addition we offer 2 classes that support and enhance the SLOs. One class offers personal and professional skills which enable students’ to procure
employment. The other class focuses on the nursing skills that are tested on the State Certification examination.

**Discuss how courses in the program articulate with or complement each other.**
NURAST 400 and 400 L are the state mandated courses that meet the requirements of the Department of Public Health. NURAST 405 and NURAST 450 support the mandated classes (400 and 400L). A high rate of success on the state Certification exam is evidenced by the over 90% pass rate consistently achieved by graduating students. NURAST 450 assists the students in gaining employment once they have successfully passed the state examination. NURAST 420 and 420L prepare the certified nursing assistant to complete this course of study and receive their certificate from the Department of Health Services for employment as a Home Health Aide. A student cannot be enrolled in NURAST 420 and 420L without having a current Nursing Assistant Certification (NURAST 400,400L. NURAST 405 and 450).

**Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).**
The Vocational Nursing Program at Chaffey College requires a pre-requisite of current status as a California Certified Nursing Assistant, or completion of Nursing Assistant 400, 400L, 405 and 450 (Chaffey College Catalog 2010-2011, page 72.) As requested by faculty, Marie Boyd has attended nursing assistant staff meetings to address specific questions relating to SLO for the program.

**How and when has your department assessed Program SLO's' and how have you responded to the results?**
Within the last academic year 3 course SLOs have been created for each course in the Nursing Assistant program. These course SLOs are aligned with the program SLOs and with the institution's CORE competencies. Attached is a copy of the Chronological Assessment Plan which lays out by semester which course and which course SLO will be assessed.

**What program or course changes have been made based on the result of the assessed outcome?**
The program began SLO assessment during the FALL 2010 semester where NURAST 405 and NURAST 450 each assessed one SLO. Faculty will meet this semester (SPRING 2011) to examine the data and determine if any changes need to be made. During the SPRING 2011, NURAST 400 will examine 2 course SLOs and NURAST 450 will examine 1 course SLO

**Review Team Response**
Overall Program Level Implementation of SLOs is Developmental. Due to a lack of space in the team response box, the SLO Rubric and a detailed reader's report will be emailed to you and your dean.

**Discuss how your services help maintain a high level of student satisfaction.**

**Discuss how you evaluate your effectiveness in meeting students' needs.**

**How and when has your service reviewed or revised SLO?s and/or AUO?s.**

**How has your program utilized SLO/AUO assessment results for program improvement?**

**Review Team Response**
### CURRICULUM UPDATE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURAST 400 Nursing Assistant - Active</td>
<td>02/08/2006</td>
</tr>
<tr>
<td>NURAST 400L Nursing Assistant Laboratory - Active</td>
<td>02/08/2006</td>
</tr>
<tr>
<td>NURAST 420 Home Health Aide - Active</td>
<td>02/08/2006</td>
</tr>
<tr>
<td>NURAST 420L Home Health Aide Laboratory - Active</td>
<td>02/08/2006</td>
</tr>
<tr>
<td>NURAST 450 Professional Development for the Nursing Assistant - Active</td>
<td>09/14/2011</td>
</tr>
<tr>
<td>NURAST 405 Nursing Assistant Skills Laboratory - Active</td>
<td>02/03/2010</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NURAST Home Health Aide - Active</td>
<td></td>
</tr>
<tr>
<td>NURAST Nursing Assistant - Active</td>
<td></td>
</tr>
<tr>
<td>NURAST Acute Care Technician - Active</td>
<td></td>
</tr>
</tbody>
</table>

Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:
Faculty have completed the course modification for NURAST 450 this mod is in the Curricunet queue as of 4/4/2011.

What steps has your program taken to proactively respond to changing and emerging student and community needs?
Advisory Committees
Needs Assessment
Demographic Trends
Labor Market Studies/Projections

Briefly explain:
Hospital training sites that our program utilizes are actively hiring recent Nursing Assistant graduates which meets identified labor market needs. The March, 2011 Needs Assessment projects a 20.4% growth in jobs for the Inland Empire for nursing assistants. Statistically, more females than males enroll in the NURAST program. To aide in retention and possible recruitment, male students are placed with male CNAs in the hospital setting whenever possible to gain real-life perspective in the workplace through positive role modeling. The March, 2010 Needs Assessment for HHA projected a 31% increase in jobs in the Inland Empire from 2006-2016. The need for Home Health Aides (HHA) will be accomplished by offering at least one HHA course every semester. Although there is a significant projection of jobs in the Inland Empire for both CNA’s and HHA’s, fiscal and space limitations prohibit the
Review Team Response
Course that required updating has adequately been addressed. We commend the program on outstanding labor market data that clearly links students to employment opportunities and also demonstrates close collaboration with community agencies.

ADVISORY COMMITTEE INFORMATION

An occupational program is required to have an active advisory board. Describe the advisory board membership, how often it meets, its role and involvement with the program, and how the program responds to advisory board recommendations (give examples).

The Nursing Advisory Committee is composed of members from the health care community, nursing faculty from the Associate Degree Nursing Program, Licensed Vocational Nursing Program, Nursing Assistant/Home Health Aide Program and faculty and administration from Chaffey College that are associated with these Health Sciences Programs. This advisory committee meets yearly and is hosted by one of the nursing programs. The community members of the advisory committee provide advisement, perspective and input into each of the programs plus updates and changes occurring at their respective agencies. The faculty from Chaffey College provided information and insight into the assistance they provide to the success of the nursing programs. The advisory members encouraged the Educational Services Coordinator to continue to pursue offering the Home Health Aide program as there continues to be a need in the community for Home Health Aides.

Review Team Response

EXTERNAL REGULATIONS
Organization: Department of Public Health is the licensing agency. The Nursing Assistant and Home Health Aide students and faculty must also adhere to the State and Federal regulations of the clinical facility.
Last Review: 04/30/2009
Recommendations: None. Both the Nursing Assistant and Home Health Aide programs were approved
Budgetary Recommendations: Not applicable at this time
Addressed Satisfactorily: Yes
Status of Recommendation: Not applicable at this time
Next Review: 04/30/2011

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)
How does your program evaluate its effectiveness?

Review Team Response

**STUDENT SUPPORT - ACCESS**

How do the services you provide to students facilitate access to learning? (e.g. admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

**STUDENT SUPPORT - SUPPORT**

How do the services you provide to students support student learning? (e.g. counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

**STUDENT SUPPORT - OTHER**

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
</table>
Additional information:

Review Team Response

VISIONARY IMPROVEMENT PLAN (VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:
Support Critical Thinking and Information Competency by providing current media and equipment that will enhance student learning and success.

To which planning direction does this goal apply?
Excellence in teaching and learning
CTE pathway development
Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:
1. Faculty will review and determine current and future equipment and media needs. For example, geriatric manikins and nursing assistant skills DVDs which must maintain a 5 year currency
1. By the end of spring semester, current and future equipment and media needs will be identified

Year 2 Steps to Success (activities) and VIP Assessment:
1. Faculty will develop a strategic plan to replace, augment and fund equipment and media
1. By the end of spring semester, a strategic plan will be developed and ready to implement

Year Three Goal:
Support Personal, Academic and Career Development by increasing enrollment of males, African-Americans and Asians in the nursing assistant program

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
CTE pathway development
Connectedness

Year 1 Steps to Success (activities) and VIP Assessment:
1. Research literature for methods/strategies of recruiting males, African-Americans and Asians into the program. 2. Collaborate with Counseling on recruitment strategies.
1. By the end of the Spring semester a compilation of viable recruitment strategies/methods will be presented to the faculty. 2. By the beginning of Spring semester a meeting with counseling and faculty will have been scheduled.

Year 2 Steps to Success (activities) and VIP Assessment:
1. Implement at least two recruitment strategies for males, African-Americans and Asian.
1. By the end of spring semester, data should indicate an increase in the enrollment of males and African-Americans into the nursing assistant program.

Review Team Response
Regarding the Three year goal of providing current media and equipment, consider writing this goal so that it creates an on-going process in order to maintain five year currency. If you have questions on this comment contact the Review Team.

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty routinely attend College Flex activities</td>
<td></td>
<td></td>
<td>Faculty attend Health Workforce Initiative Advisory Committee meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Faculty attend Nursing Advisory Committee meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Faculty keep current with employment trends for nursing assistants through analysis of Labor Market</td>
</tr>
</tbody>
</table>
Instructors must complete at least 30 hours of continuing education to renew nursing license. Faculty served as a revision editor for Nurse Assist model curriculum through the Chancellor's Office. Faculty routinely read professional nursing journals. Cardiopulmonary resuscitation course is attended every two years. Nurse Assistant Model Curriculum is utilized for latest data for CNA training.

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?

By reading nursing journals and attending conferences and workshops, instructors are able to keep current with latest nursing practices which are integrated into NURAST courses. However, time and monetary constraints do not allow instructors to attend many seminars or conferences.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>One faculty is a member of the Health and Safety Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One faculty is a member of the Early Alert Planning Committee.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>One faculty member volunteers annually at the PAWS information booth.</td>
</tr>
</tbody>
</table>

How does your program benefit from your campus engagement?

Attending flex activities, program and departmental meetings allows collaboration with colleagues to discuss and evaluate student learning outcomes. The Early Alert Planning Committee allows instructors to identify students who may benefit from individualized support and referrals to campus resources to help achieve academic success.

Teaching/Years of Service
<table>
<thead>
<tr>
<th>Nursing Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

Given the data how has your program been impacted?
There are two full time tenured instructors in the Nursing Assistant program. Both Instructors fall within the 11-15 years of service.

Does your program anticipate retirements within the next 3 years?
None anticipated.

Review Team Response
Please elaborate on specific activities completed for 30 hours of continuing education in order to maintain nursing license. We commend you for taking the initiative to enter the Teaching/Years of Service data in the comments section since you were not able to access the actual data section.

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.
VTEA funds were granted this academic year for oral thermometers ($890) and a Geri manikin ($1750. Geri Manikins are lightweight, fully jointed and simulate at least 35 nursing procedures.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:
Year 1:
Hiring Criteria:

Year 2:
Hiring Criteria:

Year 3:
Hiring Criteria:

STAFF
Year 1
Year 1
One (1) Geri manikin - $1752.92 includes tax and S/H

Year 2
One (1) Geri manikin same as above with possible increase

Year 3
One (1) Geri manikin - same as above with possible increase

TECHNOLOGY

Year 1

Year 2

Year 3

SOFTWARE

Year 1

Year 2

Year 3

OTHER

Year 1
DVDs on Psycho/Social Issues in Gerontology - approximate cost $300

Year 2
Nursing Assistant Skills DVDs. approximate cost $1500. Industry Standard is to have media currency of 5 years

Year 3

Review Team Response
If the Geri manikins will be a recurring need consider putting the recurring cost into your on-going departmental budget.

Review Team Response
The program contains excellent information and analysis to be useful for planning, supporting and improving student achievement and SLO’s. The review contains clear, measurable goals and resource requests. The Review Team appreciates the program’s
responsiveness and collaboration in addressing the team's comments.