

Show All Possible Responses

* Response is required

1. PROGRAM OVERVIEW

* Program Title & Code

Program TitleCertified Nursing Assistant
(Max chars: 100)**Program Code**1230.30
(Max chars: 100)

* Is this a CTE program?

 Yes No

* 1a. Select the Chaffey Goals that directly relate and are MOST relevant to your program.

Goals are numbered for the purpose of making reference points so that PSR writers can identify and locate which Chaffey Goals relate to their program. Goal numbers do not represent priority numbers.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

* 1b. Describe how your program aligns with the Chaffey Goals. Please provide supporting statements and/or examples.

Refer back to the Chaffey Goals marked above (e.g., Goal 4: Provide supporting statements of how the program aligns with this goal).

Goal #1) The CNA program is open to all students as young as 16 years of age and beyond and accommodates students from disparate backgrounds. There are no pre-requisites for this program and is offered as non-instructional course sequence meaning that students do not pay unit fees. This is especially important for students who are currently unemployed or underemployed. It is the first step in a career ladder leading to employment as an LVN or RN.

Goal #2) The CNA program is the first step in a career ladder approach to a career in healthcare, specifically in the profession of nursing. The course is offered as a 9-week or 18-week option and prepares students for immediate employment as a nursing assistant as well as being one of the pre-requisites for admission to the VN program at Chaffey. Many students are able to apply to the VN program during the semester that they complete the CNA program and begin their training as a Licensed Vocational Nurse (LVN) as soon as the following semester.

Goal #3) Due to the recent changes in healthcare, specifically as they relate to the COVID pandemic, there is a growing need for healthcare professional at all levels to meet the healthcare needs of the community in both inpatient and outpatient settings. The CNA program prepares students to immediately enter the workforce upon completion of the program benefitting both the students and our surrounding community. Finally, the CNA program is a CTE program and the program is guided by a community advisory committee.

Goal #6) Due to the recent changes in healthcare, Chaffey has brought the CNA program back after being on hiatus for almost 3 years. We were able to work collaboratively with the local skilled nursing facilities to provide the required clinical site instruction and with the VN program to share on campus instructional space.

PRIOR VIP GOALS STATUS/PROGRESS

*** 1c. Please list the program's VIP Goals from the last PSR cycle and report on the progress (complete, ongoing, etc.).**

The CNA program has been on hiatus for several years and therefore a comprehensive PSR was not completed during the last cycle (2020). A new VIP has been developed for this cycle moving forward.

OTHER RESOURCES REQUESTS

*** 1d.1 At any point during the past PSR cycle (last three years), did you have "other resources requests" that were funded by the Resource Allocation Committee?**

If yes, proceed to questions 1d.2. If no, skip to section 2.

If you have items that were funded by Strong Workforce and Perkins, please mark "yes."

- Yes
- No

1d.2 If yes, did those purchases meet the program's intended purpose. Please explain.

N/A as the program has been on hiatus for the past several years.

2. EVIDENCE

The evidence section comprises of the following: (a) equity, (b) learning and completion, (c) CTE data if applicable, and (d) learning outcomes.

EQUITY DATA

Please reference the "Equity" Institutional Research data file to evaluate the following areas.

*** 2a.1 Concerning GENDER/IDENTITY, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend:				
1 = Increase	2 = Decrease	3 = No Change (plus or minus 2%)	4 = Insufficient Data Available	
	1	2	3	4
Number of enrollments by males				✓
Number of enrollments by females				✓
Success rate by males				✓
Success rate by females				✓
Retention rate by males				✓
Retention rate by females				✓

*** 2a.2 Concerning RACE/ETHNICITY, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%),

or there is insufficient data available.

Response Legend:

1 = Increase **2** = Decrease **3** = No Change (plus or minus 2%) **4** = Insufficient Data Available

	1	2	3	4
Number of enrollments by African American				✓
Number of enrollments by Asian				✓
Number of enrollments by Caucasian				✓
Number of enrollments by Hispanic				✓
Number of enrollments by other race/ethnicity				✓
Success rate by African American				✓
Success rate by Asian				✓
Success rate by Caucasian				✓
	1	2	3	4
Success rate by Hispanic				✓
Success rate by other race/ethnicity				✓
Retention rate by African American				✓
Retention rate by Caucasian				✓
Retention rate by Asian				✓
Retention rate by Hispanic				✓
Retention rate by other race/ethnicity				✓

*** 2a.3 Concerning AGE GROUP, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend:

1 = Increase **2** = Decrease **3** = No Change (plus or minus 2%) **4** = Insufficient Data Available

	1	2	3	4
Number of enrollments by age group, 19 or younger				✓
Number of enrollments by age group, 20-24				✓
Number of enrollments by age group, 25-29				✓
Number of enrollments by age group, 30-39				✓
Number of enrollments by age group, 40-49				✓
Number of enrollments by age group, 50 or older				✓
Success rate by age group, 19 or younger				✓
Success rate by age group, 20-24				✓
	1	2	3	4
Success rate by age group, 25-29				✓
Success rate by age group, 30-39				✓
Success rate by age group, 40-49				✓
Success rate by age group, 50 or older				✓
Retention rate by age group, 19 or younger				✓
Retention rate by age group, 20-24				✓
Retention rate by age group, 25-29				✓
Retention rate by age group, 30-39				✓
Retention rate by age group, 40-49				✓
Retention rate by age group, 50 or older				✓

*** 2a.4 Concerning OTHER CHARACTERISTICS, identify important EQUITY developments and trends.**

Review data from the last six years and indicate whether the number of enrollments, success rates, and retention rates in the following categories have increased, decreased, not changed (plus or minus 2%), or there is insufficient data available.

Response Legend:				
	1	2	3	4
	1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = Insufficient Data Available			
Number of enrollments by students with disabilities				✓
Number of enrollments by first generation				✓
Number of enrollments by economically disadvantage				✓
Success rate by students with disabilities				✓
Success rate by first generation				✓
Success rate by economically disadvantage				✓
Retention rate by students with disabilities				✓
Retention rate by first generation				✓
Retention rate by economically disadvantage				✓

*** 2a.5 Over the last three years, has the number of course sections offering zero-cost textbooks increased, decreased, or remained the same?**

Response Legend:			
	1	2	3
	1 = Increase 2 = Decrease 3 = No Change		
Number of sections with zero-cost textbooks			✓

*** 2b. IDENTIFY EQUITY STRENGTHS**

- First, summarize "equity" data from Institutional Research that describes your program strengths.
- Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
- Considering the evidence, explicitly identify specific "equity" strengths.

The CNA program has historically been an entry point for students from all backgrounds demonstrating the essence of the community college open access ethos. Unfortunately, due to a loss of the only FT faculty due to retirements several years ago, it was not possible to maintain the program's viability which resulted in a loss to the community for individuals wanting to begin a career in healthcare, specifically the nursing profession. The last of the data from prior to the program being placed on hiatus was from 2018 and therefore it is not really possible to have a meaningful discussion of the program's equity data given the current situation. The trends prior to the program going on hiatus were essentially stable up to the point the data became unavailable.

*** 2c. IDENTIFY DISPARITIES IN EQUITY**

- First, summarize "equity" data from Institutional Research that describes areas of improvement.
- Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.
- Third, considering the evidence, identify disparities in equity.

If there is a disparity in equity, DO NOT discuss responsive strategies in this section. You will be able to address responsive strategies in the STRATEGIC PLANNING section (item 4d).

*If the data shows favorable results for equity, answer the following question instead: How will the program maintain excellence in equity?

The trends prior to the program going on hiatus were essentially stable with success, enrollment, and retention rates of males appearing to be on the decline as of 2018, though there is insufficient data to make firm determinations on the cause and effect of this indicator.

LEARNING AND COMPLETION DATA

Please reference the "Learning and Completion" Institutional Research data file to evaluate the following areas.

*** 2d.1 Identify important LEARNING and COMPLETION developments and trends.**

Review data over the last six years.

Response Legend: 1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = N/A 5 = Insufficient Data Available					
	1	2	3	4	5
Overall Enrollment					✓
Overall Retention					✓
Overall Course Success					✓
FTES					✓
All ADT degrees awarded					✓
All AA degrees awarded					✓
All AS degrees awarded					✓
All degrees awarded					✓
	1	2	3	4	5
All Certificate Completion					✓
Average units earned, ADT degree					✓
Average units earned, AA degree					✓
Average units earned, AS degree					✓
Average units earned, all degrees					✓
Average units earned by certificate(s)					✓

CTE PROGRAMS: Labor Market Information (LMI): Regional Job Outlook (If Applicable)

OCCUPATIONAL GROWTH

2d.2 Identify important CTE PROGRAM developments and trends.

For the most up-to-date data about projected occupational growth, please visit the Center for Excellence Labor Market Demand data. The CoE Labor Market Demand data is available at: COE - Supply and Demand | Centers of Excellence (coeccc.net)

Response Legend: 1 = Middle Skill 2 = Above Middle Skill		
	1	2
CTE: Projected Occupational Growth	✓	

*** 2e. IDENTIFY LEARNING AND COMPLETION STRENGTHS--ASSESSMENT OF PROGRAM HEALTH**

- First, summarize "learning and completion" data from Institutional Research that describes your program strengths. Be sure to address any items marked "increase" and/or "no change," if "no change" is a positive reflection of the program (e.g., provide data for stable or increased enrollment, retention, success patterns, or data for increased number of certificates/degrees). If applicable, summarize data related to program strengths for "projected occupational growth."
- Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide

additional information or data that has not been included in their Institutional Research files.
c. Third, considering the evidence, explicitly identify specific "learning and completion" strengths.

Since the program was placed on hiatus in 2018, there is insufficient data to have a meaningful discussion, especially in light of the recent changes in healthcare, specifically those related to the COVID pandemic. The trends prior to the program going on hiatus were essentially stable, however, up to the point the data became unavailable.

2f. LEARNING AND COMPLETION AREAS OF IMPROVEMENT

a. First, summarize "learning and completion" data from Institutional Research that describes areas of improvement. Be sure to address any items marked "decrease" and/or "no change," if "no change" reflects an area needing improvement (e.g., provide data for decreased enrollment patterns or the number of certificates/degrees earned). If applicable, summarize data related to areas of improvement for "projected occupational growth."

b. Second, if applicable, summarize internal or external data/evidence/research the department has (e.g., surveys, interviews, focus groups, external assessment techniques). Programs may provide additional information or data that has not been included in their Institutional Research files.

c. Third, considering the evidence, explicitly identify specific areas in which the program can improve over the next three years.

You are only be asked to identify areas of improvements. You will be asked to address the strategies that the program plans to implement in the STRATEGIC PLANNING section (item 4d).

*If the data shows favorable results for learning and completion, answer the following question instead: How will the program maintain excellence in learning and completion?

Since the program was placed on hiatus in 2018, there is insufficient data to have a meaningful discussion, especially in light of the recent changes in healthcare, specifically those related to the COVID pandemic. The trends prior to the program going on hiatus were essentially stable, however, up to the point the data became unavailable.

3. EVIDENCE--LEARNING OUTCOMES

Learning Outcomes represents the third element of the EVIDENCE component of the PSR evaluation. If you have questions about the learning outcomes requirements in section 3, please contact Shannon Jessen at shannon.jessen@chaffey.edu or Laura Picklesimer at laura.picklesimer@chaffey.edu.

3a. MANDATORY COMPONENTS: Please identify which of the following MANDATORY components have been completed by checking the appropriate boxes.

The Outcomes and Assessment Committee will verify if mandatory components have been fulfilled.

- COURSE LOs (CLOs) have been revised/updated as needed and entered in the course SLO Taskstream workspace.
- COURSE LOs (CLOs) have been mapped to Program or Institutional Learning Outcomes in each course's Taskstream workspace.
- PROGRAM LOs (PLOs) for each degree/certificate have been revised/updated as needed, and entered in the Program Learning Outcomes (PLO) Workspace.
- PROGRAM LOs (PLOs) for each degree/certificate have been mapped to Institutional Learning Outcomes in the Program Learning Outcomes (PLO) Workspace.
- Each Degree and Certificate has a Curriculum Map that aligns Courses to PROGRAM LOs in Taskstream's Program Learning Outcomes (PLO) Workspace.

Three Year Cycle

3b.1 List any courses from your department that were not offered during the previous three-year cycle (from fall 2018 through fall 2021). Enter NONE if all courses were offered.

There is NO SCORING for element 3b.1

The CNA program has been on hiatus since 2018 and therefore there is no SLO assessment data to address.

3b.2 Did you evaluate learning outcomes for all courses other than those listed in 3b.1 within the previous three-year period? Note: evaluating courses for ACES-ILO (formerly New World of Work, or NWOW) counts for this

component.

- Yes
- No

Assessment Results and Reflection

3c.1 Is there ACES-ILOs assessment data (formerly known as NWOW employability skills) for courses in your department?

There is NO SCORING for element 3c.1.

- Yes
- No

*** 3c.2 Are all COURSE LO assessment results (other than ACES-ILO/NWOW data) from fall 2018 through fall 2021 entered into Taskstream?**

- Yes
- No

*** 3c.3 Mark all applicable approaches to illustrate how your department currently uses course learning outcome (CLO) results. Mark all that apply.**

- Review & share results as a department
- Revise CLOs
- Change instructional strategies
- Attend professional development
- Change methods of assessment
- Modify criteria for measuring success
- Other:

*** 3c.4 PROGRAM STRENGTHS**

Describe how your department is using CLO assessment results to draw thoughtful conclusions regarding the strengths of your program(s). Use data from course learning outcomes assessments to support your answer. If applicable, include data for ACES (formerly NWOW) employability skills that have been assessed in your program.

The CNA program includes a professional development course that is unique to Chaffey's CNA program. In it, students work on skills related to employability, specifically the 'soft skills' that many employers indicate are lacking in the workforce. It is unclear from the data available how effectively this goal was being measured and assessed; however, moving forward the program plans to implement an assessment plan which intentionally and meaningfully measures this information.

*** 3c.5 PROGRAM AREAS OF IMPROVEMENT**

Describe how your department is using CLO assessment results to draw thoughtful conclusions to address areas for improvement in your program(s). Use data from course learning outcomes assessments to support your answer. If applicable, include data for ACES (formerly NWOW) employability skills that have been assessed in your program.

Due to the program being on hiatus, there is very limited SLO (CLO) information available to analyze; however, moving forward, the CNA program plans to use the ACES framework to measure the program's success in the development of students' employability skills.

*** 3c.6 Identify next steps that will help address gaps in achievement of the Program Learning Outcomes.**

- Revise program learning outcomes
- Embed ACES-ILOs outcomes and assessments into the curriculum

- Attend professional development/training in embedding ACES-ILO (formerly New World of Work/NWOW) outcomes and assessments into the curriculum
- Develop a department Canvas shell to share discipline-specific ACES-ILO resources
- Schedule a department meeting with members of the OAC and/or the ACES-ILO team for Q&A and coaching
- Implement changes to course assignments and/or curriculum
- Other (please specify):

Institutional Learning Outcomes ACES-ILO Assessment Plan

In previous PSR cycles, courses were mapped (aligned) to Program Learning Outcomes (PLO, introduced/practiced/mastered), which were also mapped (aligned) with Institutional Learning Outcomes (ILO). Academic, Career/Community, & Employability Skills (ACES, formerly New World of Work/NWOW) were subsequently introduced to connect college coursework to skills valued by employers and advanced programs of study. The ACES skills have been aligned with ILOs, creating opportunities to directly assess ILOs and measure student progress longitudinally.

Develop a three-year plan that identifies one or more ACES-ILO skills and provides opportunities for students to demonstrate their level of competency in at least THREE (of the 40 possible) ACES-ILO (formerly New World of Work/NWOW) outcomes in Canvas. For statistically valid results, a good goal is to obtain assessment data for at least 50% of all sections for each course over the three year PSR cycle. Please specify one or more specific objectives and action items for each of the next three years.

* 3d.1 Identify the ACES-ILO skill(s) for which your department will assess outcomes over the next three years.

If it is helpful, refer to the ACES-at-a-Glance document, located at <https://tinyurl.com/za9b3kps>, or refer to the Top 3 ACES by Academic & Career Community, located at <https://www.chaffey.edu/outcomes/digital-badges.php>.

- Adaptability
- Analysis / Solutions Mindset
- Collaboration
- Communication
- Digital Fluency
- Empathy
- Entrepreneurial Mindset
- Resilience
- Self Awareness
- Social / Diversity Awareness

* 3d.2 What specific objectives or actions will be taken each year to ensure at least three of the 40 possible ACES-ILO outcomes are assessed in all courses (at least 50% of sections) for the next three years? NOTE: During the three year cycle, a minimum of three different outcomes MUST be assessed.

ACES-ILO YEAR 1 ACTIONS

Professional Development - Train all faculty on the ACES/ILO process
Identify at least one outcome to assess

* ACES-ILO YEAR 2 ACTIONS

Identify two or more outcomes to assess
Begin to identify remaining outcomes for all courses in program

* ACES-ILO YEAR 3 ACTIONS

4. STRATEGIC PLANNING

Perhaps the most important piece in the PSR process is strategic planning. Here you will create your Visionary Improvement Plan (VIP) Goals. VIP Goals is an opportunity for all faculty (not just primary writers) to get together to analyze data, discuss the overall self-study, and identify area improvement goals for the next three years. You will then develop an action plan, which outlines how your area plans to achieve your VIP Goals.

*** 4a. Do you have any plans to modify a degree or certificate in your program?**

Yes

No

*** 4b. Are you planning to initiate a new program?**

Yes

No

*** 4c. Please identify specific factors that have contributed to or have influenced program areas of improvement?**

Refer to the following elements to help you answer this question:

2c. Identify disparities in equity

2f. Learning and completion areas of improvement

3c.3. Learning Outcomes Areas of Improvement

The CNA program has been on hiatus for several years. A 2020 Comprehensive PSR does not appear to exist, and all faculty who were involved in the program prior to it being paused are no longer with the district. For that reason, there is insufficient information available to the current faculty to address this question. The current faculty do have, however, an action plan for the program moving forward which will be provided in the VIP section of this document.

DEVELOP AN ACTION PLAN

*** 4d. What is your program's action plan to make improvements?**

An effective action plan is descriptive and has well-defined steps. Within the three-year plan, an action plan may include yearly milestones or incremental deadlines that help the program to achieve their VIP goal(s).

1. Faculty to attend Continuing education conferences focusing on nursing education and course delivery.
2. Move all faculty and program office space to CCHC
3. Submit approval for 2 teaching faculty members that meet the experiential and educational requirements for California Department of Public Health, as an Instructor/Director of Staff Development
4. Obtain approval from CNA testing agencies to have the ability to proctor the CNA certification exam on for enrolled students. Testing dates will be chosen and a site visit will be need to arranged by the testing organization for approval

CURRICULUM

4e. How does (or will) your department's degree and certificate programs incorporate opportunities for students to explore careers?

Information will be forwarded to the Curriculum Office. There is NO SCORING for curriculum question, 4e.

No answer specified

PROFESSIONAL DEVELOPMENT SUGGESTIONS

4f. What topics, skills or types of professional learning would help you or your program execute future plans?

Information will be forwarded to the Faculty Success Center, Distance Education, Classified Success Network, and the Professional Development Committee to inform future professional development planning.

There is NO SCORING for item 4f.

The program would benefit from workshops designed to address educational strategies for a diverse student body. For example, age-related difference, ethnicity, etc. While these are often offered through the FSC, the faculty in the CNA program is at a disadvantage because they are often offered during the times when faculty are working at their primary place of employment. Currently all of the CNA instructors work fulltime at an additional place of employment, having 2 faculty positions would benefit the program by dedicating more time to focus on course development and students.

VIP GOALS

* 4g.1 What are your Three-Year Visionary Improvement Plan Goals (1-3 goals recommended)?

VIP Goals should align with the Chaffey Goals, and should be clear, specific, measurable, action-oriented, realistic, and time bound.

1. Establish a CNA Program office space
2. Hire sufficient Faculty to meet program needs
3. Establish and become a CNA exam testing site for students and community within year 1

* 4g.2 Select the Chaffey Goals that directly relate and are MOST relevant to your VIP GOALS (please select all that apply):

VIP goals should relate to Chaffey Goals.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

* 4g.3 Explain the rationale that led your program to develop each VIP Goal. How does each VIP Goal align with the Chaffey Goals?

VIP Goal 1--Rationale and how it aligns with the Chaffey Goals

VIP Goal 2--Rationale and how it aligns with the Chaffey Goals

VIP Goal 3--Rationale and how it aligns with the Chaffey Goals

1. Moving all faculty, equipment, and course offerings to a single site will allow the program to centralize the program operation and increase efficiency

2. Faculty must meet minimum qualifications, as well as be approved by CDPH in order to teach in this program. Finding sufficient adjunct faculty is difficult due to the lack of faculty positions available. Currently, the program has 5 adjunct roles with no faculty position available. Currently, instructors are working for additional employers which limit the flexibility & growth of the CNA program. Additionally, the CDPH requires that the program have an approved director. Due to the Chaffey District and CDPH requirements of the individual in this position (e.g. scheduling, PSR, Curriculum, etc.), this position requires a full-time commitment and therefore a full-time faculty member.

3. As a testing site, enrolled students will have the ability to complete the state proctored exam in the comfort of the classrooms that they are familiar with, which would likely increase the probability of students successfully passing the CNA certification exam.