



**Nursing CNA
PROGRAM REVIEW REPORT
2014 - 2015**

Faculty and Staff (List all)

Full Time	Adjunct	Support Staff
Deborah Bowman	Dalvir Dhillon	Cheryl Hall
Julie Ettesvold-Wong	Concepcion Victoria	Julie Tunno
Jeanette Ellis	Noemi Barajas	Sujae Lopez



Nursing Assistant Program

I. Executive Summary

Program Description:

Nursing Assistant (NA), a career technical education program, prepares students to care for individuals, families, and communities so they may attain, maintain, or recover optimal health and quality of life. The program meets the training requirements of the California Department of Public Health (CDPH). *NRS 101/Nurse Assistant* trains students in the theory and skills needed to care for residents in a long-term care facility. Upon successful completion of coursework, students become eligible to take the California Nurse Assistant Examination for Certification (CNA).

The CNA Program was not offered in the fall 2012 semester due to campus-wide budget cuts. The program was reinstated in spring 2013. In the 2013-2014 academic year, we applied for and were awarded grant funding to help ensure student success and retention. We applied for the same grant in the 2014-2015 academic year, and we were again awarded funding.

The course is offered during the day in 8-week modules.

The combined advisory committee for all nursing programs meets annually and is comprised of health care professionals including chief executive officers; nursing education consultants; and directors of nursing, education, staff development, faculty and students.

Strengths/Effective Practices:

The strengths identified in the NA Program include its short completion time (8 weeks), which facilitates swift program completion and entry into the healthcare workforce. The curriculum is delivered with lectures and hands-on training that is demonstrably effective through pass rates on the certification exam that range in the 90th percentile.

The HHA course was written and approved utilizing grant funding and we are planning to offer the course in winter 2015.

Student feedback indicated that there needed to be increased offering of skills lab hours for NA retention and remediation that is commensurate with other nursing programs in the department. We have utilized grant funding to increase skills lab hours that are convenient for NA students. The coordinator has reassigned time to accomplish program oversight.

Weaknesses/Lessons Learned:

The interruption in offering the program in fall of 2012 impacted the program enrollment numbers when it was reinstated in spring 2013. The Nursing Assistant website was inadequate in offering easy access to important documents, FAQs, course availability, etc. While we have improved the website since spring 2013, we still need to identify and remove technical barriers that create roadblocks for students obtaining program approval.

We are unable to identify, hire, and retain qualified faculty due the stringent criteria for NA instructors set forth by the CDPH. Additionally, we are unable to maintain adequate numbers of appropriate clinical facilities due, also due to CDPH regulations.

Recommendations/Next Steps:

- Offer the HHA course in winter and summer intersessions
- Identify, recruit, and retain qualified faculty to facilitate increasing student enrollments in the CNA course.
- Continue to keep the number of skills lab hours open for NA remediation and retention.
- Continue to update the website to provide prospective students easy access to documents for program application.
- Continue to utilize campus advertising modalities to promote increased enrollment.



Nursing Assistant Program

II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013-2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
NRS101 Nurse Assistant	S13	0	4	0	4	Spring 2014
NRS102 Home Health Aid	S13	0	0	0	0	Will be offered Winter 2015

III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2011	Number Awarded 2012	Number Awarded 2013	Number Awarded 2014
Certificate of Completion	s	?????	106	35	35	42

TYPE: AA = Associate in Arts AS = Associate in Science Degree C = Certificate S = Skill Award
 AA-T = Associate in Arts for Transfer AS-T = Associate in Arts for Transfer

IV. Sections Offered

Review the data sheet for section counts, which includes the following information by course category:

1. Section counts
2. Enrollment by student demographic
3. Success and retention

Provide a brief narrative analysis and describe any trends or concerns you noticed.

Fall 2013

- 50 students enrolled for the semester. The data shows student enrollment has not changed much over the past 5 years, with student enrollment ranging from 47-51 students. Ideally, we should be able to accommodate 60 students per semester (30 in each session) with our existing faculty.
- Predominately female students were enrolled (39/50), and that number has ranged from 36-45 females over the last 5 years.
- Males continue to be underrepresented (8/50) as compared to females. This ratio is up 3 males compared to Fall 2010 (5 males) and Fall 2011(5 males).
- 43 students were between the ages of 20-49 years, which has only slightly varied over the past five years. Retention (77%) among this age group was below the campuswide average of 90%. The success rate (68%) of this age group was similar to the campuswide average of 69%.
- Of the 2-5 students below the age of 20 years who were enrolled over the past four years it was interesting to note they had 100% retention and 100% success rates as compared to the students campuswide (90% and 69%) or course-wide.
- Over the last 5 years, the 14 students enrolled in the 50 and older age group had an average retention rate of 71% and success rate of 60%.
- Of all of the variables, only the 8 male students this semester had 100% retention rate, but their success rate was lower than the campuswide rate at 75%.
- There is a coorelation between the ethnicity and retention/succes rates of the students enrolled in the class. Black students had the lowest retention and success rates as compared to the other ethnic groups. 10 black students had 60% retention rate and 50% success rates as compared to the campuswide population of 90% retention and 69% success. Of the 15 white students enrolled the retention(80%) and success (60%) rates were below the campuswide percentages, as well.
- 11 Hispanic/Latino students had 91% retention and 91% success rates. However, there was a drop in Hispanic/Latino student enrollment numbers noted from the previous five years. There were between 20-33 Hispanic/Latino students enrolled over the last 5 years. The percentage of hispanic/latino students who were enrolled was about 50% less than previous years and does not reflect the campuswide number of hispanic/latino students enrolled.

- The number of Asian students enrolled (12) outnumbered the Hispanic/Latino students enrolled (11) by one student. Over the last five years, the Asian population ranged between 3-10 students per semester whereas the number of Hispanic/Latino students enrolled was 20-33.

In fall of 2013 there were 11 (22%) enrolled who were of Hispanic/Latino ethnicity, which is significantly lower than the 33 (68%). The Hispanic representation in the NA course in fall 2013 does not mirror the campus-wide representation, which is heavily Hispanic.

Spring 2014

- A total of 44 students were enrolled for the semester over two 8 week sessions. The enrollment has dropped to one of its lowest numbers ever over the past 5 years, which ranged from 43-50 students enrolled.
- 33 were female (lowest number of females over last 5 years) and 10 were male students consistent with a range of 5-9 males usually enrolled over 5 years.
- 37 female students enrolled between the ages of 20-49 which is consistent with previous years.
- Both sessions combined had a total of 43 students registered. 93% of those students completed the class (retention) and 81% passed the class (success) with a C or better.
- A more accurate analysis of student success would be based upon the state competency exam pass rates (92% as reported on 7/21/2014) and the number of students employed as a CNA.

The maximum number of students who can register for the lecture portion of class is unlimited according to the CDPH, but each clinical instructor can only take 15 students to their clinical sites. We should have been able to accommodate 120 students over this time period of time with our existing faculty. However, we do not have enough clinical partners or qualified instructors to increase enrollment or offer more sections.

V. Student Demographics

Review the data sheet for program enrollment, retention, and success which includes data on these metrics by student demographic

Provide a brief narrative analysis and describe any trends or concerns you noticed.

VI. Student Accomplishments

Provide current, interesting information about accomplishments of students who have participated in this program.

I have noticed a trend lately in regards to the types of students who enroll to take the nurse assisting class. In previous years, the students were usually young people who needed desperately to get a job fast, so they could contribute financially to their families. Through their autobiographies, I learned that many of these students came from extremely poor families and some even had small children to support. Some of their stories are heart-breaking to read. This particular group of students more often than not had English as their second language and had a great deal of difficulty speaking, let alone writing by using the English language. Many did not graduate from high school and their parents never finished grade school. Most of these students were not interested in moving up the career ladder (or didn't even know a career ladder existed) and would be comfortable getting a job, or possibly two jobs, so they could support their family.

Recently, however, I have noticed that many of the students enrolling were taking the class so they could get extra points on their applications when they applied at various schools of nursing. I have been told that they would get anywhere from 5 to 10 extra points depending if they worked as a CNA before applying to a school. This group of students were still young people just like those in the past, but the difference was that they had a dream which was larger than that of becoming a CNA. They were still poor, and some had small children, but they were educated and focused on their career goals. Many students have taken my nurse assistant class who already have a Bachelor's or Master's degree in various fields. I have even had physicians from other countries take the class. They were going back to school to become a nurse. Most of these students never intend to get a job working as a CNA and occasionally disappear from the class because they got accepted into a nursing program during the course of our 8 week class. Sometimes these students get accepted into Citrus College's ADN program.

I would like to talk about those students, those who are determined and focused and will do anything possible to attain their career aspirations, taking baby steps along the way. Every single semester, the number of these students gets larger and larger and for the most part make my job a little easier. Each year I see a few of my previous students walking out of one of their nursing classes with a big smile on their face and sometimes they stop to chat with me. My heart feels so proud and full the very moment I see them. I may not remember their full names, but their faces, I will never forget. Roni, Teiko, and others whose names I can't remember at this time. They are to be congratulated for the hard work and effort they have put into attaining their career goals.

VII. Student Learning Outcomes Assessment Reflection

Academic Senate Approved 4/11/12

All SLOs for every course will need to be assessed at least once within the 5-year comprehensive program review cycle. Upon reflection with program colleagues (or self-reflection for programs with only one instructor), please provide a brief narrative to the following (at least one row for one SLO needs to be completed for each course at this time):

Complete SLO assessment and analysis in the table at:

<http://intranet/SLO/Pages/default.aspx>

DOCUMENT REFLECTION DISCUSSION BELOW (FOR BOTH SUMMER/FALL 2013 AND WINTER/SPRING 2014)

Focus of Assessment for two terms

Fall 2013

Spring 2014



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VIII. Progress toward previous goals

During 2013-2014, we accomplished:

	Previous Goals	Progress/ Persons Responsible	Status	Year 1 Strategic Plan Objectives
Goal 1	Develop an acute care nursing assistant course	Not completed / NA Coordinator	P	1.1.1
Goal 2	Continue advisory committees for special courses that lead to careers.	Ongoing / NA Coordinator Next meeting 10/2014	C	3.1.5
Goal 3 2010-11	Together with the appropriate advisory committee develop innovative courses/programs to serve a wide range of students needs using all delivery modes including distance education and continuing education classes.	Acute Care skill awards to enhance marketability		1.1.8 3.1.5
Goal 4 2010-11	Continue to explore scheduling options to ensure access for appropriate populations.	Ongoing / NA Coordinator Explore possibility of weekend or afternoon classes Males continue to be unrepresented Hispanic/Latino enrollment down	I	1.1.1
Goal 5				

In addition to previous goals, during 2014-2015, we plan to:

	Description	Actions / Target Date	Data Index*	Institutional Goal
Goal 1	Increase enrollment	Student recruitment with information meetings and website update marquis/newspaper ads	P	2.1.1

Goal 2	Increase student retention numbers	NA Program Coordinator Educate skills lab personnel about methods of testing used by NNAAP and ARC Explore the idea of giving a pre-test or entrance exam to potential students	P	2.2.3
Goal 3	Write the Acute Care class	NA Program Coordinator Summer 2015	P	1.2.2

**For instutional goals visit link below.*

<http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf>

***For Educational and Facilities Master Plan, use table below.*

EFMP 1 – Develop an acute care nursing assistant course



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IX. Budget Recommendations for 2014-2015

(Add rows or attach additional pages as needed for complete description / discussion)

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
Adjunct faculty	Provide instruction for HHA and Acute skill award courses	N M C Q	2.

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Teaching Conferences	Provide professional faculty development	varies	N M C Q	2 3

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority
FIX Smart panel in TC230 Was fixed but is still problematic	Provision of effective instruction	TC230	M C Q	2 3

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Replace the existing outdated computer lab hardware and software. This includes all 30 computers.	Classroom/computers and lab equipment provide high quality instruction in nursing education. Currently, the computer lab hardware does not support critical software needed to effectively deliver instruction.	40-60,000	M, N, Q, F, C	2, 3
Updated lab software	Effective instruction	10,000	N M C Q	2 3

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Replace human simulator that has become so obsolete that it can no longer be repaired.	Effective instruction. Maintain the simulation lab to meet current best practice.	95,000-110,000	M, N, Q, F, C	2, 3
Bedside stands and over-bed tables	Student safety, effective instruction	1,000	N M C Q	2 3

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
PPE and supplies	Infection control practices for clinical sites	5, 000	N M C Q	2 3

Services (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Mandated fingerprinting	Legislated that students not pay for this course requirement	3, 000	N M C Q	1, 2, 3

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request \$30,000 for a classroom set of equipment (one item for each student), if \$15,000 were available, would it be possible for two students to share an item? Is the request “All or nothing”?

Determining Budget Impact:

Indicate one or more of the following areas that your request will affect:

M = Mission: Does the request assist the program in meeting the District’s mission and established core competencies and / or diversity?

N = Need: Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

Q = Quality: Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?

F = Feasibility: Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

C = Compliance: Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

Budget Priorities:

When establishing priority, consider the following:

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success.

Priority 3: This item is necessary to maintain / improve program student learning outcomes.



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X. Career Technical Education

TOP CODE: 1201 HEALTH OCCUPATIONS (GENERAL)

1. Advisory Committee meeting date(s): October 27, 2012

2. Advisory Committee recommendations

1.	Commence with HHA class in winter 2015
2.	
3.	
4.	
5.	

3. Are these Advisory Committee minutes on file with Academic Affairs?

YES X NO _____

4. Vocational Funds

Source	Purpose	Amount
Vocational Nursing District Budget	Sustainability	130,000-150,000
Rupe Grant	Acute Curriculum Development/ skills lab support	50,000

5. Labor Market Data 2008 – 2018

(California Employment Department Labor Market Information for Los Angeles County)

Occupation	Soc Code	Employment Estimated	Employment Projected	Change
Nursing Assistant	31-1014	3,787	2,195	8%
				%
				%
				%
				%
				%

6. Discuss demand for workers in this TOP code based on CA Employment Development Department Labor Market Information for Los Angeles County and Advisory Committee input. Describe the rationale for use of data regarding additional geographic areas.

We used data identified as being in the Citrus College District. Our advisory members indicated that trends in hiring among the facilities we serve include increasing the number of CNAs hired, with less VN hiring in acute facilities.

CORE INDICATORS

Indicator	2009-10 (Actual)	2010-11 (Actual)	2011-12 (Actual)	2012-13 (Proposed)	2013-14 (Planning)
1. Technical Skill Attainment	77%	68.5%	67.5%	81%	?
2. Credential, Certificate, or Degree	77%	68.5%	67.5%	81%	?
3. Persistence or Transfer	86%	83%	85%	93%	
4. Placement	0.00				
5. Nontraditional Participation					
6. Nontraditional Completion					

Total Count is 10 or Greater

Total Count is Less Than 10

- Core 1 - Skill Attainment, GPA 2.0 & Above:
- Core 2 - Completions, Certificates, Degrees and Transfer Ready :)
- Core 3 - Persistence in Higher Education :)
- Core 4 - Employment: 79.86% Performance Goal
- Core 5 - Training Leading to Non-traditional Employment:

CITRUS COLLEGE Negotiated Level	2009-10	2010-11	2011-12	2012-13	2013-14
1. Technical Skill Attainment	92.46%	87.93%	88.81%	88.82%	87.27%
2. Credential, Certificate, or Degree	66.13%	78.95%	82.05%	80.93%	81.50%
3. Persistence or Transfer	82.18%	83.62%	85.96%	85.86%	86.50%
4. Placement	79.86%	80.33%	82.21%	81.48%	76.97%
5. Nontraditional Participation	12.58%	19.05%	20.37%	22.08%	22.60%
6. Nontraditional Completion	12.02%	19.72%	22.10%	25.00%	26.50%