

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2018

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Nursing and Allied Health

Program: Certified Nursing Assistant

Current Academic Year: 2018-2019

Last Academic Year CPPR Completed: 2014-2015

Current Date: 03/07/18

NARRATIVE: INSTRUCTIONAL CPPR

I. GENERAL PROGRAM INFORMATION

Mission Statement: The mission of the Nursing Assistant Program is to provide a competent workforce for the community, and prepare students to enroll in Nursing Programs that require them to be Certified Nursing Assistants .

The nursing assistant program goals are to prepare students to practice safely and enter into a viable market.

These goals were developed through formal and informal collaborative processes with nursing and allied health faculty, Advisory Committee members, and community partners. In order to maintain the status of our program, we will need to preserve existing community relationships and develop new ones through outreach activities. Being well connected to our community allows for information exchange and identification of future trends and needs.

Faculty must remain current in their field and be involved with local, state, and/or national organizations that provide information regarding changing and expected standards of practice and continuing education opportunities. Course and program evaluations by students and clinical sites will continue to provide a valid mechanism to assess the effectiveness of these goals and identification of continuing or changing student and program needs. Evaluation tools are included at the end of this section. Approximately 90% of students who complete the nursing assistant program plan to be nurses. They enroll in allied health courses to obtain knowledge and experience while they wait to be accepted in nursing schools. Several nursing schools including universities require that students complete a nursing assistant program prior to enrollment.

Nursing Assistant certification (CNA) is required for Cuesta's LVN Program and many RN schools. To encourage students to work as a Nursing Assistant after completing the program, their name will be entered twice in the LVN pool if they work at least 500 hours.

Brief history of the program

The Nursing Assistant Program was implemented in 1994 under the program title Nursing 48 or Certified Nursing Assistant.

All classes were taught in SLO, until 1998 when enrollment declined and it was decided to try a North County class in the Fall and a SLO class in the Spring. In the Fall of 1999 students came to the North County for theory one day a week and had to travel to SLO to use the skills lab on Thursdays and Fridays the first three weeks. After the first three weeks, students stayed in the North County to obtain their clinical experience at a local Skilled Nursing Facility.

The College determined to resurrect the program by hiring a new full time tenured faculty member in 1999. The course was to be taught primarily on the North County campus in the fall, and on the SLO campus in the Spring

At the end of the Spring semester in 2000, the instructor requested a bed, two gurneys, three manikins, and a curtain to be installed in the classroom; hence the first Allied Health mini skills lab on the North County campus. The students could now stay entirely on the North County campus in the fall. The students are required to master approximately forty six skills See the Attendance Record attached at the end of this review.

Beginning in 1994, the second nine weeks of the semester in the Fall and Spring included students transitioning into the Home Health Aide course titled Nursing Assistant 49. The Home Health Aide course was taught from 1994 - 2000. In 1999 the course moved to the North County campus in the fall and remained on the SLO campus in the Spring. After the spring semester in 2000, the program was discontinued due to a decrease in community need.

It was determined through Allied Health Advisory meetings with our community hospitals that there was a need to train Certified Nursing Assistants (C.N.A.) to function well in the Acute Care setting. A Certified Nursing Assistant is trained to function in a skilled nursing facility or long term care facility where the patients are not acutely ill. The hospitals were spending a great deal of time and money training a C.N.A. to function in Acute Care safely.

Hence, in the Fall of 2000 began the first Acute Care Nursing Assistant Program. The curriculum was written based on the requests from hospital managers, and scope of practice of an Unlicensed Assistive Personnel. The Medical/Surgical manager at Twin Cities Community Hospital required all nursing assistants seeking employment at Twin Cities to complete Cuesta's Acute Care Nursing Assistant course before being hired.

The ACNA Program had been a huge success until Cuesta cancelled several courses due to budgetary constraints. Because the ACNA course was not a prerequisite to Nursing Schools, it was deleted in Fall 2012.

Another course that was born out of community need was the Monitor Observer class originally titled Nursing Assistant 25. Hospitals have Unit Secretaries which are now officially titled Health Unit Coordinators (HUC) because of the founding of The National Organization of Health Unit Coordinators. Besides coordinating the care in the department, the HUC's are responsible for recognizing abnormal heart rhythms in Intensive Care Units, Step Down Units, and Medical Surgical Units where telemetry is available. Most HUC's are Acute Care Nursing Assistants who are trained on the job by other HUC's. The component of the job that requires much study and practice is learning to recognize abnormal heart rhythms.

Thus, Cuesta began offering the Nursing Assistant 25 Monitor Observer Course in the Fall 2001 semester with a full enrollment, and three students wanting to add the class if a seat became available. It was taught only on the SLO campus once each Fall until 2008 when it was offered on the North County campus exclusively. This course was brought to the North County to free up rooms in SLO for other allied health programs.

By Fall 2008, all Nursing Assistant courses were moved to the North County campus.

The Nursing Assistant 25 course started on North County campus October 21, 2008, with a full enrollment and three students wanting to add the class if a spot became available. In Fall 2012 the course was deleted due to budgetary constraints.

Currently only NAST 148 is being taught in the Nursing Assistant Program, because this course is a prerequisite to Cuesta's LVN program and many schools of nursing throughout the nation.

List current faculty, including part-time faculty

Fay Johnson, RN – Full time tenured faculty who holds a Director of Staff Development Certificate of Completion which required a 24 hour course in training, planning, implementing, and evaluating educational programs in nursing. Prior to teaching at Cuesta, this instructor had five and a half years experience as a Registered Nurse providing direct patient care in a long term care facility. Four and a half of those years were spent teaching a Certified Nursing Assistant Program for the facility.

The instructors must adhere to rigid state mandated guidelines as outlined in Title 22 of the California Code of Regulations. Every two years the Nursing Assistant Program must be reviewed by the State of California Department of Health Services Licensing and Certification Section to determine if the program continues to meet the minimal requirements. The Nurse Assistant program is due for renewal April 30, 2019.

Grace Shalob, ADN – holds a Director of Staff Development Certificate with 16 years of experience, including 10 years in skilled nursing facilities. She has been the Director of Nursing at skilled nursing facilities in the past. She is a contract employee through Compass Health and works closely with the full time tenured faculty two days a week. The two days are seven hour clinical days held at a Compass skilled nursing facility where Grace works. She is released from all duties at the facility while she instructs Cuesta Nursing Assistant students. She is an approved clinical instructor for the program by

the Department of Health Services. As outlined in Title 22 Code of Regulations, "The ratio of students to instructor for the clinical training is not to exceed a ratio of one instructor to fifteen students, so two instructors are required.

Rebecca Horne- has an Associate Degree in Nursing, holds a Director of Staff Development Certificate, and has 13 years experience in skilled nursing facilities. She works closely with the full time tenured faculty instructor one day a week for six hours on campus to help teach skills.

Other Staff/Faculty/Support Personnel

Marcia Scott, Director of Nursing and Allied Health

Antonio Torrey, Nursing and Allied Health Division Chair

Lisa Purcell- Student Success Specialist, CNA/LVN

Debra Adams, temporary Program Specialist Nursing and Allied Health Division (SLO)

Claudia Ferriday, Nursing and Allied Health Program Specialist

Brita Blue, Secretary III, Nursing and Allied Health Division (NCC)

All faculty are required by their regulatory bodies to maintain currency in their field of expertise through approved continuing education every two years.

Describe how the Program Review was conducted and who was involved:

The current program review was prepared by Fay Johnson, Full time Tenured faculty with contributions from the Division Chair, Antonia Torrey, Marcia Scott Nursing Director, Lisa Purcell LVN/CNA Success Specialist, and Brita Blue Secretary III North County campus.

PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

A. Identify how your program addresses or helps to achieve the District's Mission Statement

The program goals of the nursing assistant program are congruent with the college mission. This mission is accomplished by providing curricula, skill development, and clinical experiences that prepare students to apply a standard of practice that is competent, safe, and ethical within their respective scope of practice. Through challenging and dynamic learning opportunities, students' lives are improved as they become engaged citizens in their communities. The program promotes cultural, intellectual, and professional growth. Most students enrolled in this program plan on progressing through an educational plan to more advanced health care professions. Many work part-time as nursing assistants as they complete pre-requisites for nursing or other health science degrees. The Nursing Assistant program regularly includes a diverse student demographic of ethnicity and age. Students are encouraged to recognize the diverse learning styles of their cohorts. Students must work in groups to practice and master skills to meet the course learning objectives. The instructor assigns partners to work together in the clinical setting to perform patient care. The instructor does not assign partners who are friends, of the same age, or ethnicity as much as possible. This encourages students to learn to work with people who are different than

them. Students are exposed to a diverse population of patients, families, and health care providers. The curriculum addresses culture, and challenges students to explore their values regarding diversity. For example students are asked to consider their views on ethnicity, bioethical issues (abortion, stem cell research, prisoners receiving transplants), the diverse patient responses to health care issues that may not be congruent with their own (obesity, smoking, lifestyle choices) socioeconomic issues, etc. Culturally specific health care is addressed including religion, hygiene, diet, privacy, and communication skills. The program's curriculum addresses caring for self, patients, colleagues, community, and stress management.

Students are frequently referred to our Student Success Specialist, counseling, DSPS, for academic and support services, financial Aid, Reentry counseling, Workforce Development, ESL classes, and the community Literacy Council. Because the nursing assistant is the entry level into nursing, rarely a student is encountered that does not read and write at a 6th grade level which is required to pass the national exam. The student has the opportunity to request the national written exam to be administered to them orally. This has worked well for ESL students who understand the English spoken word better than the written word. Faculty and students have worked with DSPS resources to promote student retention and success through academic support including note takers, tutors, readers, special adaptive equipment (ie stethoscope for the Deaf and hard of hearing) and extra time to take exams. Financial resources reduce stress and promote success. The special needs of reentry students are recognized and supported. Employment opportunities on and off campus promote retention. These referrals combined with faculty support provide opportunities for students to recognize their strengths, identify achievable goals, enhance success, and enrich their lives. The faculty is professional and serves as role models and resources. Full time faculty participates in divisional and campus committees. The success of the nursing assisting program and our students hinges upon a working and mutually beneficial relationship with our community partners. The faculty functions as a liaison between the college and community. In turn, our students must learn to collaborate with each other, clients, families, and the health care team. The hospitals frequently contact the faculty with staffing needs. Information regarding available positions is emailed to faculty who in turn forwards them to current and previous students via email list serves. Many of the previous nursing assistant students working in the community mentor our current students during their clinical rotations and upon being hired by a facility.

In response to increased demand for nursing assistant spaces in the class, the need for another section was evaluated. In Fall 2013 we increased the cap to 30, and classes have filled each semester since, except Spring 2018 due to the flu epidemic.

Collaborated with the Admissions and Records and Counseling Department to develop access strategies for low priority registration students.

Maintained or increased success rates in NAST 148; Continued to purchase current equipment that is the industry standard to maintain the high success rate of our students.

Continue to offer NAST 148 to high school students. The minimum age requirement to enroll in CNA is 16 as mandated in California's Code of Regulation, Title 22. High school students could obtain high school credit.

Continue faculty, staff and students participation in high school outreach activities (CTE college/career fairs, College night, Grizzly Academy).

Continue to support participatory governance even though it is more difficult for programs with 1 FT faculty who are responsible for teaching assignment and the regulatory component of their program. The full time faculty currently serves on the Nursing Selection Committee.

The Director and Division Chair continued to mentor faculty in the Integrated Planning Model and CPPR process.

Participation at district events for business and civic Leaders

- a. Hosted advisory meetings and regularly interface with affiliate agencies in our community. We are visible because students train in these agencies and are highly respected.
- b. Continued discussion with Long Term Care (LTC) and confirm outside funding to keep a second CNA clinical group using contracted faculty.
- c. Implemented methods to increase the # of employer and alumni surveys that are returned to the department so that we have better gainful statistical data from employers in our community.

Work with the foundation to maintain community partnerships which support salaries, equipment, operational expenses, technology, professional development, student success strategies, facility improvements, and in-kind support—received financial support from private donors.

Maintain contractual partnerships with LTC clinical to better support the number of students being served.

Cuesta continues to collaborate with Health Workforce Initiative at Mission College Northern Division to offer state certification testing on North County campus. The tenured full time faculty is an Independent Contractor working for HWI. The certification testing is offered monthly, except June and July. An instructor is not allowed to test their own students. Twice a year when Cuesta students test, an adjunct nursing faculty who does not teach in the Nursing Assistant program, evaluates Cuesta's students. Faculty has collaborated with Compass and informed them of the test dates, and they are posted on the Mission College website.

In February 2018, the full time tenured faculty volunteered to test CNA skills on High School students through the Skills USA program at Paso Robles High School. These students are enrolled in a CNA program at their high schools.

Nursing Assistant students are entering the healthcare profession as a first time student, re-entry or student who is pursuing a higher degree. The Cuesta Certified Nurses Assistant program has almost a 100% success rate on their national exam. They are very marketable in the community as CNAs or continue their professional development in other healthcare occupations.

NAST students learn to critically think within their scope of practice and know what information must be communicated to licensed personnel. The team approach is important to communicate what is accurate, clear, and logical as well as provide ethical care.

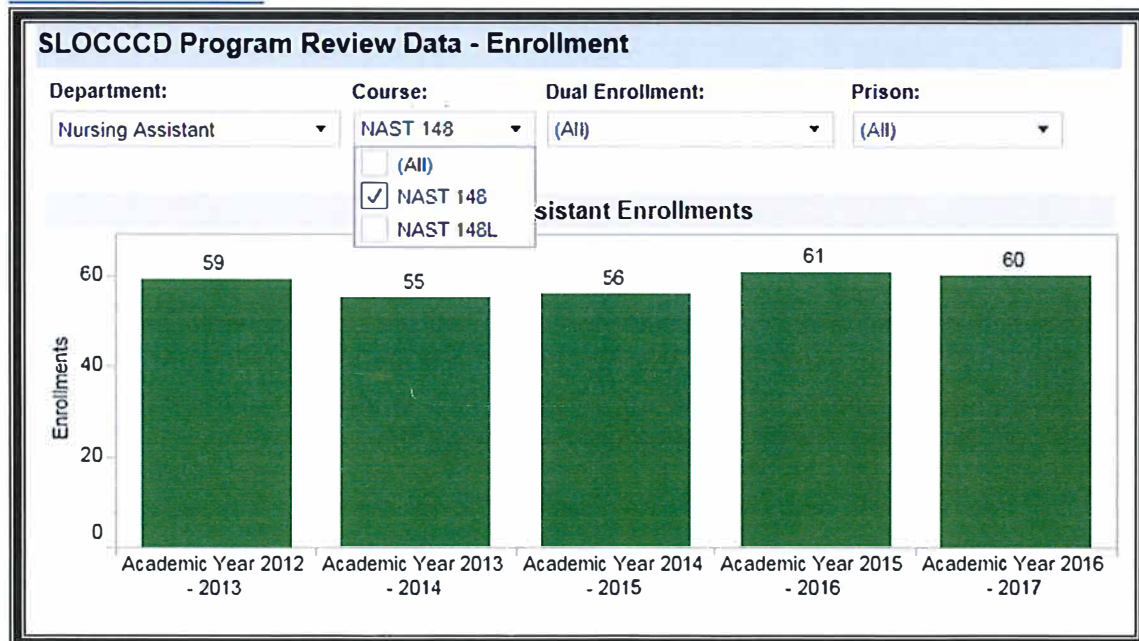
NAST students learn to provide basic care; and communicate with people who are demented, Deaf and hard of hearing, vision impaired, and feeling their worst and most vulnerable. Students are taught to provide nonjudgmental care demonstrating no bias. A person is rendered care simply because they exist as a human.

The responsibilities as CNAs are including more technology. Students are responsible for navigating the electronic medical record to research information about their assigned patients, and to document in the EMR as well. Students are taught to protect patient privacy and importance of using equipment accurately. Competence, safety and privacy are essential to the field of healthcare.

II. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

The data components are hyperlinked below.

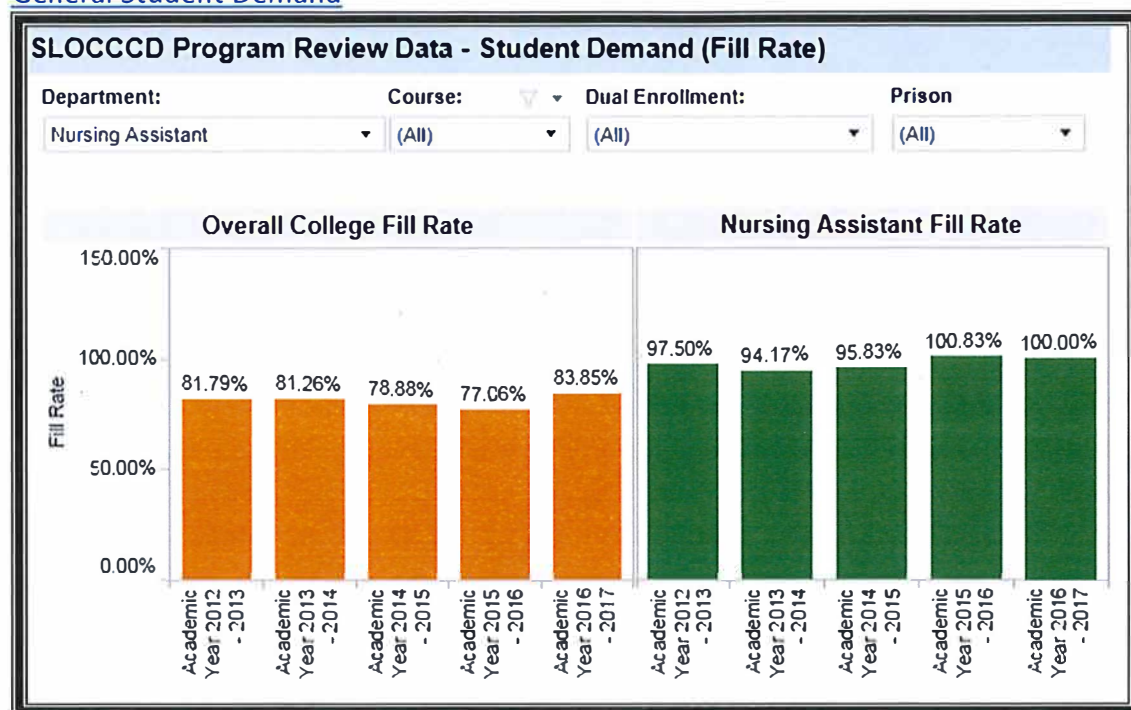
[General Enrollment](#)



The Nursing Assistant classes start with no empty seats, and consistently turn away students on a wait list. If a student drops, for academic or personal reasons, after the first week of classes, it is too late to add a

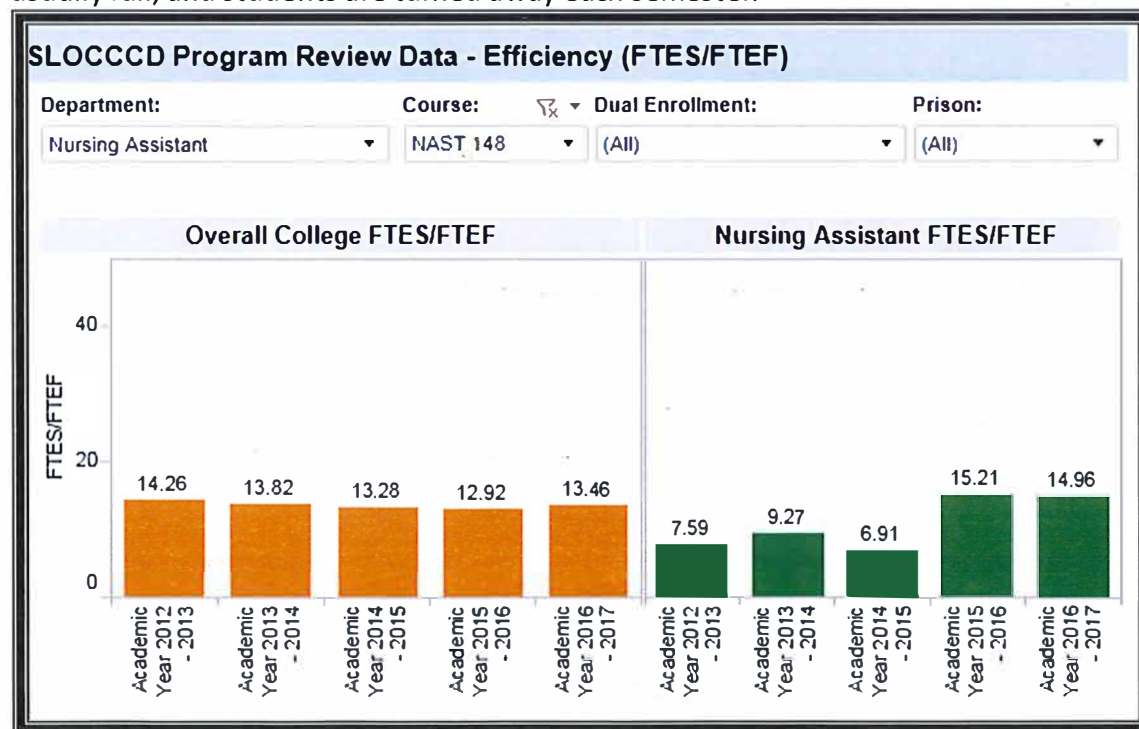
student due to regulatory and clinical agency requirements.

General Student Demand



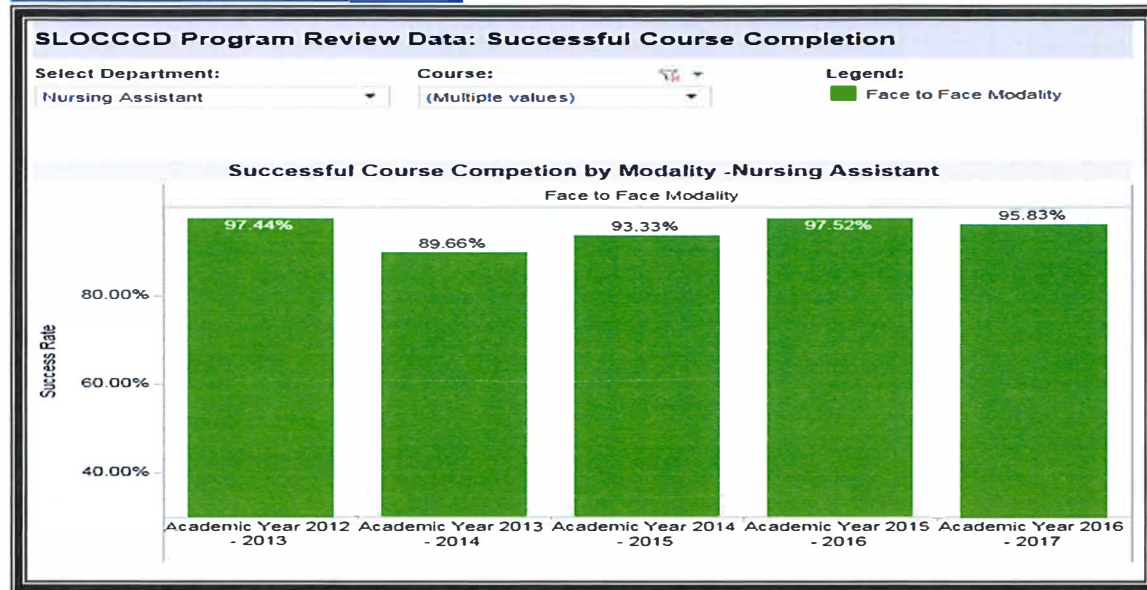
General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

The Nursing Assistant Program consistently fills higher above the college fill rates. The wait list is usually full, and students are turned away each semester.



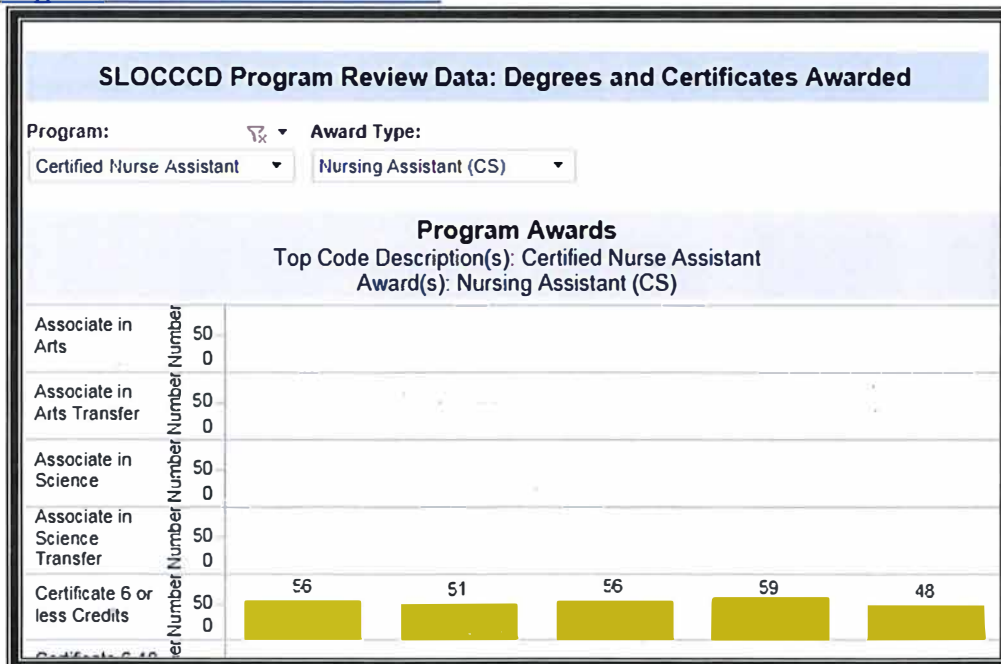
NAST courses are not a high generator of FTES, due to the regulatory mandate of 15 students to one instructor to ensure safe patient care in the clinical setting. To offset this inefficiency, beginning Fall 2013, a partnership was created between a community partner to donate one clinical faculty member. The lecture is taught by one faculty member to 30 students, and the clinical courses meet the smaller, mandated 1:15 faculty to student ratio. This partnership continues and has been very successful.

Student Success—Course Modality



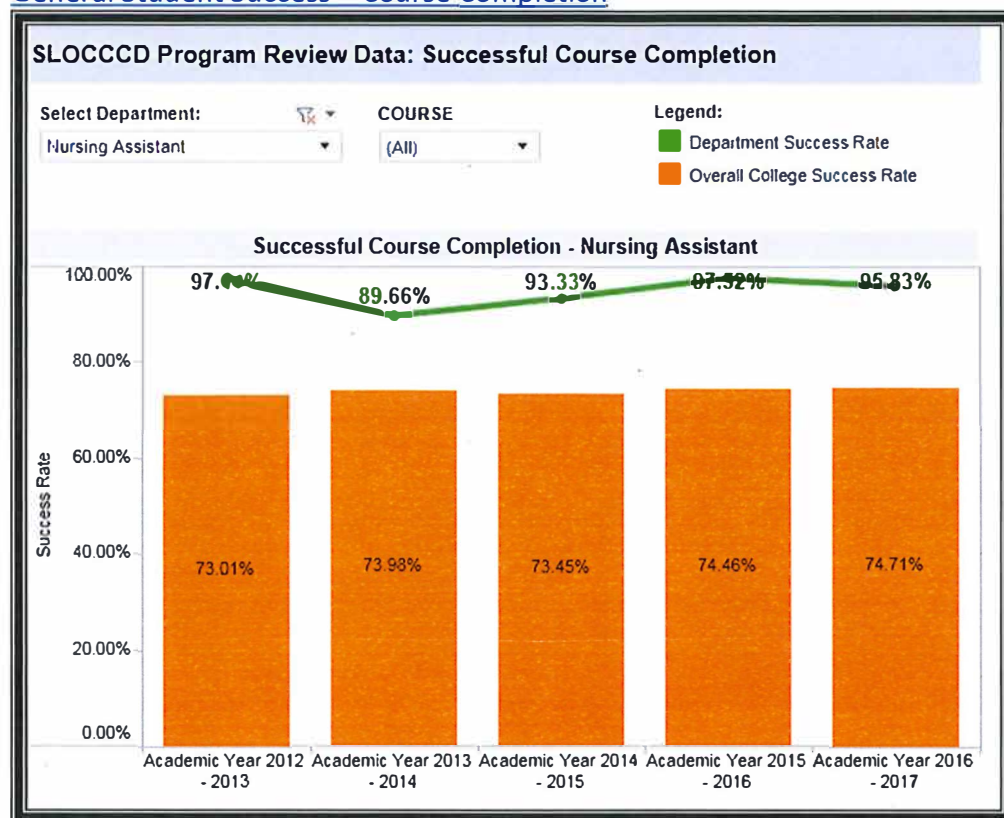
The completion rate for the Nursing Assistant program has been 89.66-97.52% for the past five years.

Degrees and Certificates Awarded



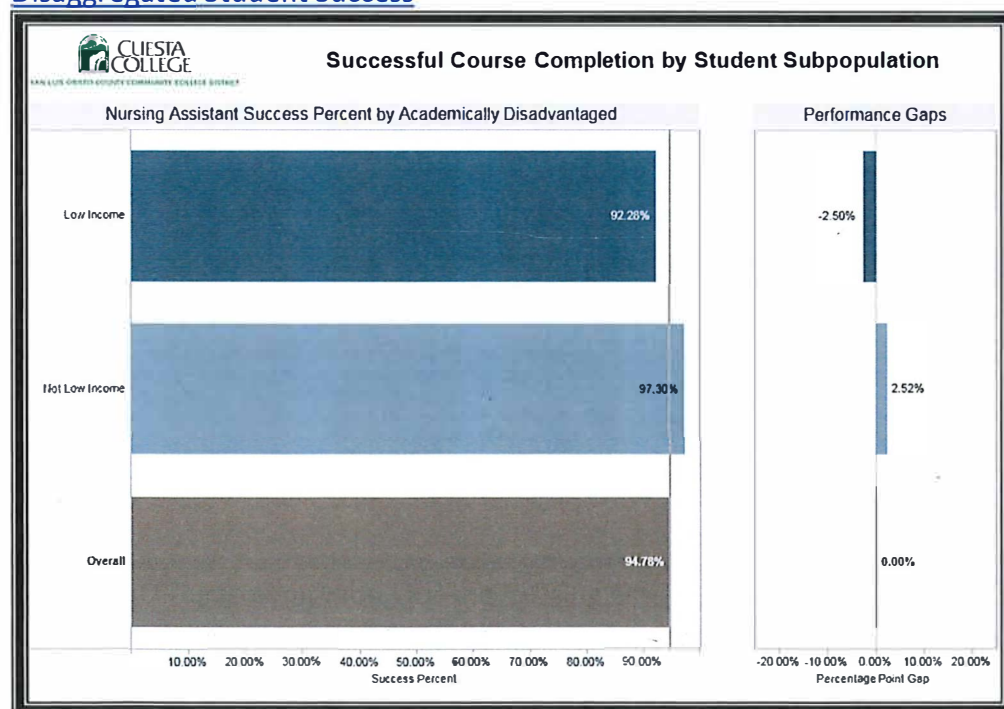
The number of Nursing Assistant certificates awarded between 2013 and 2017 are shown above.

General Student Success – Course Completion



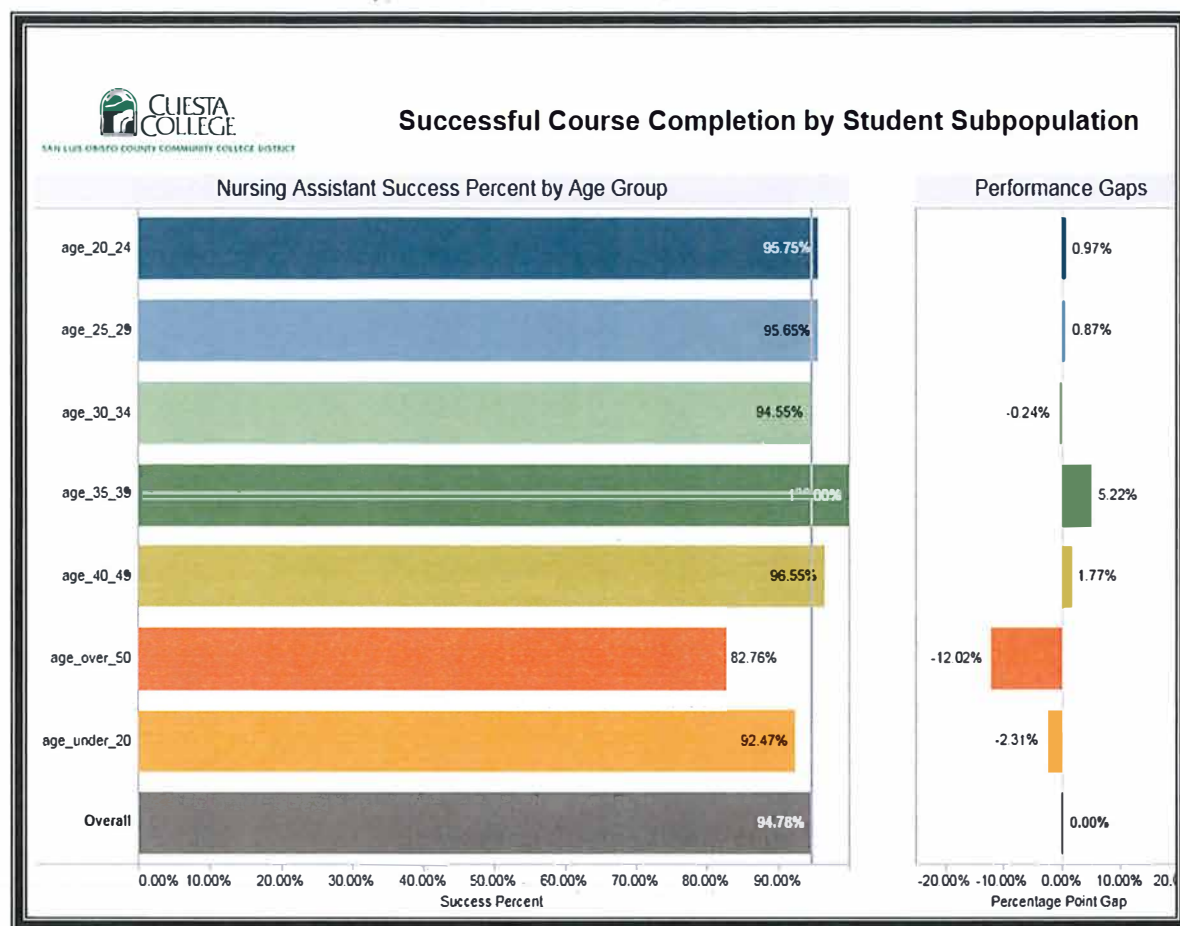
Successful Course completion for the Nursing Assistant program is shown by the green bar, and the college success rate in orange.

Disaggregated Student Success

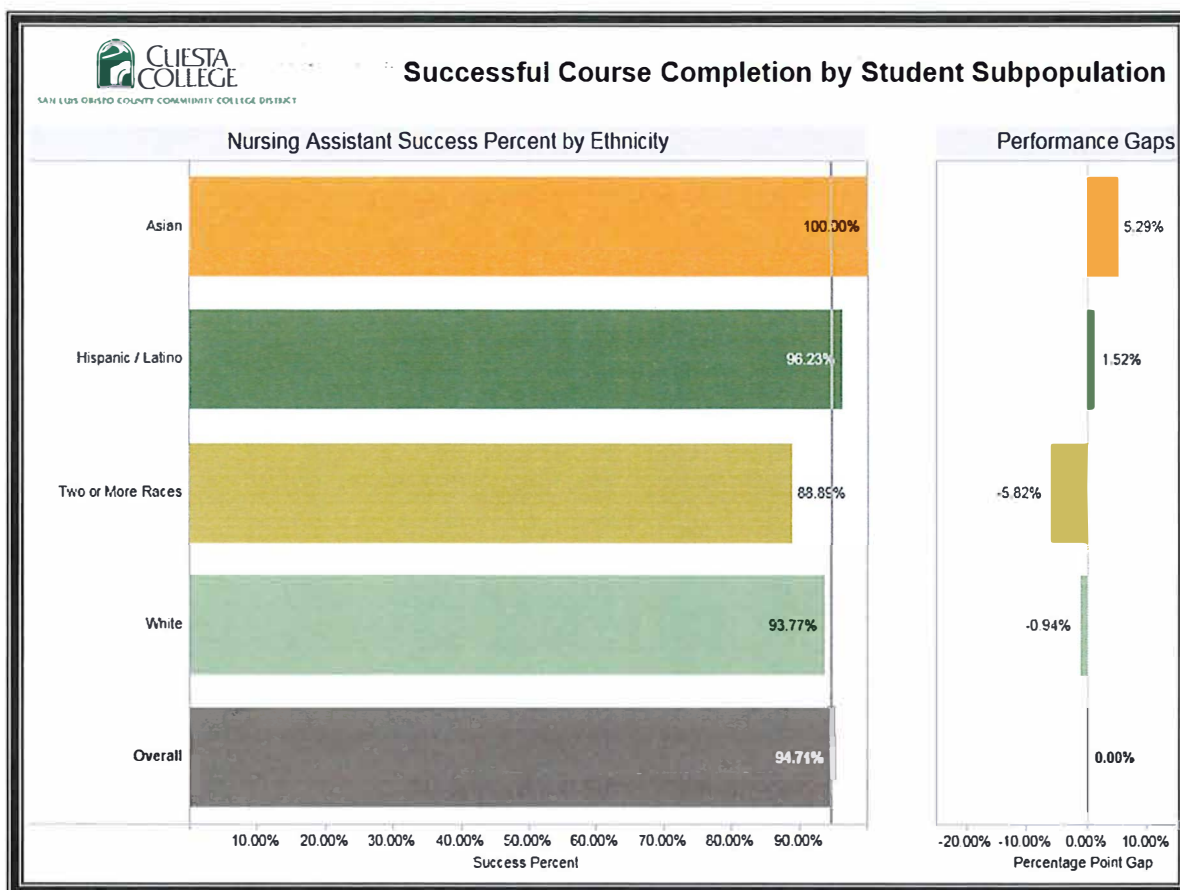


Disadvantaged: The low income students were only at a slight disadvantage of 5% when compared

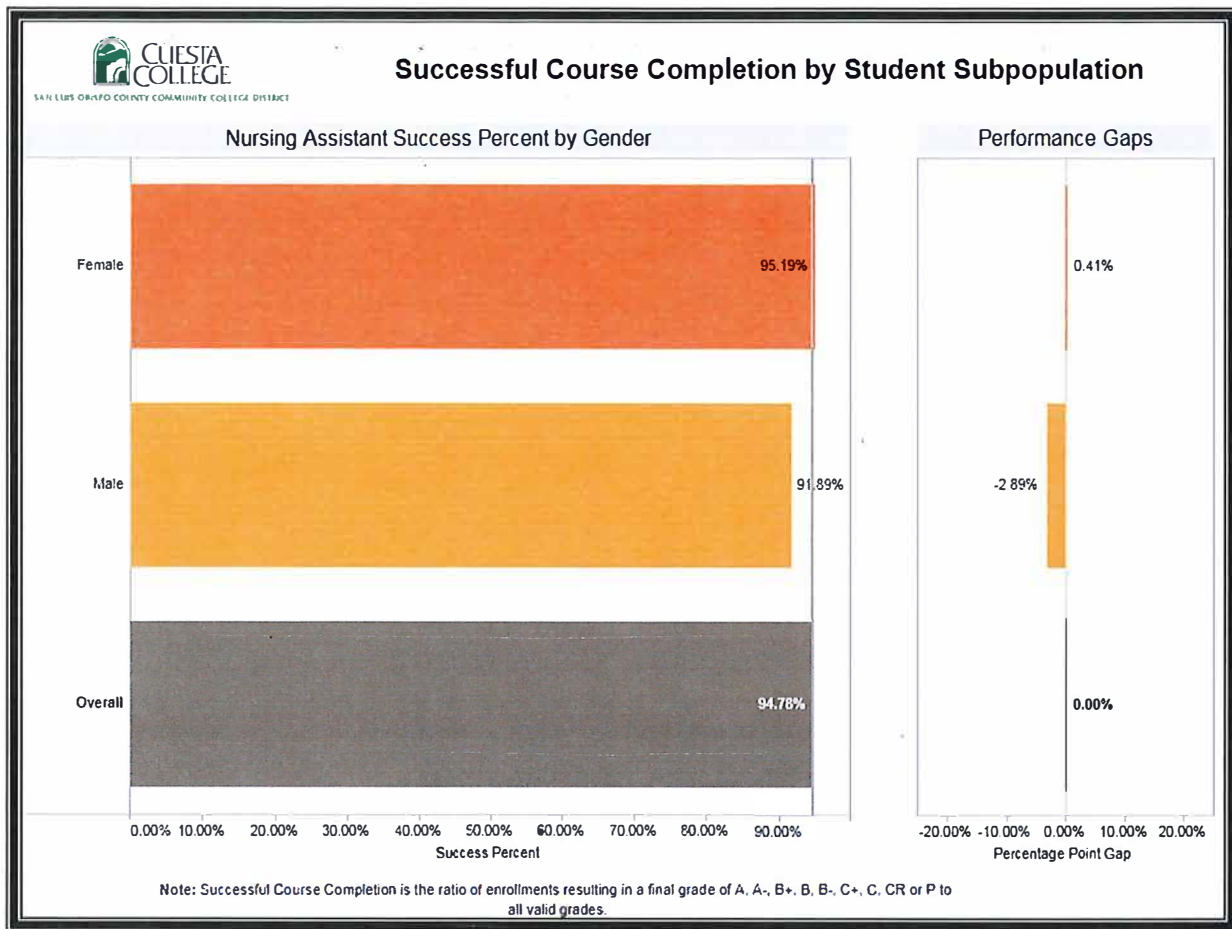
to the not low income students in regards to being successful in the course.



AGE: Students over 50 and under 20 were less likely to be successful in the course. 100% of students ages 35-39 were successful.



Ethnicity: Ethnic subpopulations had a successful course completion percentage except those that listed two or more races, which was 88.8%. Overall completion percentage is 94.7%.



Gender: Female students only had a slightly higher success rate than males- A 3.30% difference.

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

III. CURRICULUM REVIEW

- A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR.

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR Notified impacted program(s)*
NAST 148	yes	no	no	no	no
NAST 148L	yes	no	no	no	no

1. Course Review

Course Number	NAST 148	NAST 148L
1. Effective term listed on COR	Date: Spring 2014	Date: Spring 2014
2. Catalog / schedule description is appropriate	yes	yes
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes	yes
4. "Approved as Distance Education" is accurate (and new addendum complete)	N/A	N/A
5. Grading Method is accurate	yes	yes
6. Repeatability is zero	yes	yes
7. Class Size is accurate	yes	yes
8. Objectives are aligned with methods of evaluation	yes	yes
9. Topics / scope are aligned with objectives	yes	yes
10. Assignments are aligned with objectives	yes	yes
11. Methods of evaluation are appropriate	yes	yes
12. Texts, readings, materials are dated within last 5 years	no ³	no ³
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes	yes
14. Degree / Certificate information (if applicable) is correct	yes	yes
15. Course Student Learning Outcomes are accurate	yes	yes
16. Library materials are adequate and current *	yes	yes

¹ If no, a major modification is needed within the next 5 years (see five-year cycle calendar).

² If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)

³ If no, a minor modification is needed in the current term.

⁴ If no, contact the Curriculum Chair or Curriculum Specialist.

2. Programs

- List all programs/certificates that were active at the time of the last CPPR.
- Review the CurricUNET "Program of Study" outline and indicate yes/no for each program/certificate.
- For each deactivated program provide the effective term posted on CurricUNET.

Program / Certificate Title	Currently active	New program since last CPPR	Program modification since last CPPR	Deactivated since last CPPR
Nursing Assistant Certificate of Specialization	yes	no	no	no

3. Program Review

- Review the CurricUNET "Program of Study" outline for each active program/certificate and indicate yes/no for each column below.

Currently active Program / Certificate: Title	Required courses and electives, incl. course numbers, course titles, and course credits, are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment
Nursing Assistant Certificate of Specialization	yes	no*	yes

* If not, program modification is needed.

** If not, Program Learning Outcomes modification is needed.

4. Four-Year Cycle Calendar

- During the following four-year cycle all aspects of the course outline of record and program curriculum will be reviewed for currency, quality, and appropriate CurricUNET format.
- Indicate if a course needs a major or minor modification based on the current course review. Your curriculum representative will assist you.
- When submitting a major or minor modification, please enter or update the Student Learning Outcomes for each course.

COURSES

Course Number	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
NAST 148	minor				review				minor
NAST 148L	minor				review				minor

PROGRAMS / CERTIFICATES

Program/Certificate Title	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
Nursing Assistant Certificate of Specialization	modify				review			

- A. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

Yes

- B. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

IV. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

- C. Attach or insert the assessment calendar for your program for the next program review cycle.

Fall SLO's will be assessed the following spring.

- D. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

The course assessment was just completed in eLumen this Spring 2018 semester.

- E. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

A review of the PLO Summary Map by Course" reveals that this remains to be completed. The division chair will work with the lead faculty to remedy this in Spring 2018.

ILO/PLO Summary Map by Course/Context

Map Origin: CS_NUR_ASST

Map Target: All ILOs

Course	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
NAST148						
NAST149						

- F. Highlight changes made at the course or program level that have resulted from SLO assessment.

The instructor decided to start having an inclusive final at the end of the 9 week course so as to track better the questions on the tests that map to the SLO's. The final will be run through the Apperson app which will quickly show how students mastered the questions related to the SLO's.

- G. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#)

Two facilities responded to the Employee Survey Spring 2018 form that was distributed. One facility indicated that the students need to bring to clinical more vital sign equipment so as to complete all vital signs in a timely manner. The instructor is going to request more vital sign equipment during the inventory and ordering cycle which occurs in April-May.

V. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

- A. Institutional Goals and Objectives
- B. Institutional Learning Outcomes
- C. Program outcomes

Institutional Goal 1:

Completion.....

Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

Institutional Objective

The Nursing Assistant course does not transfer, but a Certified Nursing Assistant Certificate is a pre-requisite for Cuesta's LVN Program, and many other schools of nursing throughout the nation.

See the above completion chart in this document

1.1.....

Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs.

After completing the Nursing Assistant Program, and passing the National Certification Exam, students are employable as a nursing assistant.

Institutional Objective 1.2.....

Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued.

Nursing Assistant students have the support of a Success Specialist who helps them study. Also referrals to DSPS occur if students struggle with the exams.

Institutional Goal 2:

Access.....

Institutional Objective 2.1.....

Increase enrollment of low-income and underrepresented students through targeted outreach efforts.

See the financial chart above in this document.

Institutional Objective 2.2.....

Increase enrollment opportunities for community members who are 55 years of age and older.

Institutional Objective

See the age chart inserted above in this document.

2.3.....

Expand financial support opportunities for students.

Students are encouraged and given the resources to complete FAFSA and apply for financial aid

Institutional Objective 2.4.....

Increase career pathways for local high school students.

Students can take the Nursing Assistant course at age 16, and receive high school credit and college credit. However, the rigors of the program are problematic. A full time enrolled high school student could not attend the course.

The Nursing Assistant course is a Face to Face course, and it is not recommended to be an online course. Nursing Assistant is entry level into healthcare, and students need much supervision with mastering skills and concepts in a classroom setting.

Institutional Goal 3: Partnerships.....

Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.

Institutional Objective 3.1.....

Increase the number of partnerships with four-year institutions to strengthen and streamline students' transfer opportunities.

Cuesta's Nursing Assistant Program has partnerships with all Skilled Nursing Facilities in the community. Compass offers a contractual employee who teaches 15 of the 30 students enrolled in one of their facilities. The other 15 students are assigned to another Compass facility.

Institutional Objective 3.2.....

Increase the number of partnerships with local businesses in order to expand student work-based and experiential-based learning opportunities.

The last day of class is on campus, and several employers come with applications and recruitment strategies to hire the Nursing Assistants.

Institutional Goal 4: Facilities and Technology.....

Integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.

The Nursing Assistant Program has the same equipment that is being used in the facilities. The full time instructor orders each Spring any equipment/supplies needed for students to practice at school.

Institutional Objective 4.1.....

Improve facilities and technology in accordance with the District's Facilities Master Plan and Technology Plan.

The Nursing Assistant classroom received a new computer, data camera (ELMO) and a second data projector. The instructor is able to have two documents open simultaneously.

Institutional Objective 4.2.....

Address the educational and facilities needs of South County residents by conducting and utilizing the results of a community survey.

Institutional Goal 5: Fiscal.....

Build a sustainable and stable fiscal base.

Institutional Objective 5.1.....

Build a sustainable base of enrollment by effectively responding to the needs of the District as identified in the Educational Master Plan.

See the enrollment chart inserted above in this document.

Institutional Objective 5.2.....

Identify and develop sources of revenue beyond annual state allocations to support institutional effectiveness.

The Nursing Assistant program has received supplies from a Foundation Grant. Frequently the nursing assistant program receives donations from local institutions. Items such as beds, bedside stands, and overbed tables have been donated.

Institutional Objective 5.3.....

Identify and implement strategies to address the rising costs of employee retirement obligations (CalSTRS and CalPERS) while maintaining support for institutional effectiveness.

The plan in the future is to replace the full time tenured instructor with a Compass contract employee. The contract person will teach all students theory including Compass students, and have several clinical instructors throughout their facilities.

NNAAP- National Nursing Assistant Assessment Program pass rates:100% of Cuesta students that took the certification exam passed the last quarter.

The full time tenured instructor went through the evaluation process last Fall 2017. The students ranked the class in all categories above the college, cluster and division.

See the attached two employer surveys at the end of this report.

Indicate any anticipated changes in the following areas:

- A. Curriculum and scheduling** – no anticipated changes.
- B. Support services to promote success, persistence and retention** – this career option has a high demand for Spanish speaking employees. Identifying ways to support ESL and Spanish speaking students is underway.
- C. Facilities needs** – a larger skills practice room would benefit student learning.
- D. Staffing needs/projections** – Anticipate a faculty retirement in 2 years

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

The model implemented in 2013, with one faculty member lecturing to 30 students, and two clinical sections of 15 students and two faculty members, one of which is donated by a healthcare partner, has been successful. The healthcare agency has indicated they will continue to donate this parttime clinical faculty member.

VI. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

The Nursing Assistant Program was renewed in April 2017 for two years, and will require renewal in April 2019. This reapproval process involved submitting a schedule of training listing theory topics with hours, and clinical objectives and hours for the entire course. Also 4 lesson plans, and a sample of the student record documenting clinical training and theory.

See the Individual Student Record, and Employee Surveys at the end of this document.

VII. After completing and submitting this document, please complete the Overall Program Strength and Ongoing Viability Assessment with your Dean before May 15, 2018.

Nursing Assistant Curriculum: Individual Student Record

SAMPLE FORM

NURSE ASSISTANT CERTIFICATION TRAINING PROGRAM INDIVIDUAL STUDENT RECORD

Student name	Social security number	Start date	Completion date
Instructor signature	Printed name	Initials	Date
			Final grade

Instructor: Date and initial in the theory column when student completes hours.

THEORY			CONTENT	TEST SCORES
Hours	Date	Initials	Prior to any direct contact with a patient, at least a total of 16 hours of training shall be provided in the following areas: 1. Communications and interpersonal skillsModules 1, 3, 15A, C 2. Infection controlModule 6 3. Safety and emergency procedures including the Heimlich maneuverModules 4, 5, 12 4. Promoting the independence of patientsModules 8E, H, 14 5. Respecting the rights of patientsModules 2, 16C	
			Module 1: Introduction	
			A. Role and responsibilities of Certified Nurse Assistant (CNA)	
			B. Title 22	
			C. Requirements for nurse assistant certification	
			D. Professionalism	
			E. Ethics and confidentiality	
			Module 2: Patients' Rights	
			A. Title 22	
			B. Health and Safety Code	
			C. Code of Federal Regulations	
			Module 3: Communication/Interpersonal Skills	
			A. Communications	
			B. Defense mechanisms	
			C. Sociocultural factors	
			D. Attitudes illness/health care	
			E. Family interaction	
			Module 4: Prevention and Management of Catastrophe and Unusual Occurrences	
			A. Emergency	
			B. General safety rules	
			C. Fire and disaster plans	
			D. Roles and procedures for CNA	
			E. Patient safety	
			Module 5: Body Mechanics	
			A. Basic body mechanics	
			B. Transfer techniques	
			C. Ambulation	
			D. Proper body mechanics/positioning techniques	

All records pertaining to individuals who have successfully completed the program shall be available for the Department's inspection for a period of four years from date of enrollment. Records of individuals who did not complete the program must be kept for two years from the date of enrollment.

Student name			Instructor signature	Initials
THEORY			CONTENT	TEST SCORES
Hours	Date	Initials		
			Module 11: Nutrition	
			A. Proper nutrition	
			B. Feeding technique	
			C. Diet therapy	
			Module 12: Emergency Procedures	
			A. Signs and symptoms of distress	
			B. Immediate and temporary intervention	
			C. Emergency codes	
			Module 13: Long-Term Care Resident	
			A. Needs of persons with retardation, Alzheimer's, cerebral palsy, epilepsy, dementia, mental illness	
			B. Introduction to anatomy and physiology	
			C. Physical and behavioral needs and changes	
			D. Community resources available	
			E. Psychological, social, and recreational needs	
			F. Common diseases/disorders including signs and symptoms	
			Module 14: Rehabilitative Nursing	
			A. Promoting patient potential	
			B. Devices and equipment	
			C. ADLs	
			D. Family interactions	
			E. Complications of inactivity	
			F. Ambulation	
			G. ROM	
			Module 15: Observation and Charting	
			A. Observation of patients and reporting responsibilities	
			B. Patient care plan	
			C. Patient care documentation	
			D. Legal issues of charting	
			E. Medical terminology and abbreviations	
			Module 16: Death and Dying	
			A. Stages of grief	
			B. Emotional and spiritual needs of patient and family	
			C. Rights of dying patient	
			D. Signs of approaching death	
			E. Monitoring the patient	
			F. Postmortem care	

NURSE ASSISTANT TRAINING PROGRAM SKILLS DEMONSTRATED	S/U	Comments	Date Performed	Licensed Nurse Initials
Module 14. Rehabilitative/Restorative Care (4 Hours Clinical)				
1. Range of motion exercises				
2. Assisted ambulation of resident with gait belt				
3. Assisting the resident to ambulate with walker				
4. Assisting the resident to ambulate with cane				
5. Rehabilitative devices		Type:		
Module 4/12. Emergency Procedures and Prevention of Catastrophe (2 Hours Clinical)				
1. Applying postural supports (safety devices)				
2. Applying soft wrist/ankle restraint as safety device				
3. Heimlich maneuver for the conscious resident				
4. Heimlich maneuver for the unconscious resident				
5. Positioning of call light				
6. Demonstrates fire/disaster procedures				
7. Handles O ₂ safely				
8. Use of fire extinguisher				
Module 8. Patient Care Skills (44 Hours Clinical)				
1. Back rub				
2. Bed bath/partial bath				
3. Tub bath				
4. Shower				
5. Assisting with oral hygiene				
6. Mouth care of the unconscious resident				
7. Denture care				
8. Nail care				
9. Combing the resident's hair				
10. Shampoo of bedridden resident				
11. Shampoo with shower or tub bath				
12. Medicinal shampoo				
13. Shaving—electrical shaver				
14. Shaving—razor blade				
15. Dressing and undressing the resident				
16. Changing the clothes of resident with IV				
17. Assist in the use of urinal				
18. Assist in the use of the bedpan				
19. Assisting resident to commode/toilet				
20. Bladder retraining				
21. Bowel retraining				
22. Perineal care				
23. Artificial limbs				
24. Splints				
25. Applying a behind-the-ear hearing aid				
26. Removing a behind-the-ear hearing aid				

Nursing Assistant Competency Evaluation:

Pass Rate at 100% for

10/1/2017 – 12/31/2017

26 students tested and 26 students
passed

NNAAP®

National Nurse Aide Assessment Program

An NCSBN® Examination

CODE: S0096

NURSE AIDE COMPETENCY EVALUATION PROGRAM FOR CALIFORNIA

PROGRAM: CUESTA COLLEGE
P.O. BOX 8106
SAN LUIS OBISPO CA 93403
Attn: NURSE AIDE TRNG PROGRAM COORD

STATE: CALIFORNIA
REPORT: TRNGFXXCA
REPORT DATE: 02/19/2018
REPORTING PERIOD: 10/01/2017-12/31/2017

SUMMARY OF RESULTS FOR WRITTEN EXAMINATIONS ADMINISTERED TO YOUR GRADUATES

T/S CODE	TEST SITE NAME:	AW			AO			AS			Written Exam total		
		#TESTED	#PASS	%PASS	#TESTED	#PASS	%PASS	#TESTED	#PASS	%PASS	#TESTED	#PASS	%PASS
S0096	NO TEST CENTER INFO	0026	0026	100%	0000	0000	000%	0000	0000	000%	0026	0026	100%

TOTALS FOR YOUR GRADUATES	0026	0026	100%	0000	0000	000%	0000	0000	000%	0026	0026	100%
TOTALS FOR ALL CALIFORNIA	03815	03343	087%	00045	00024	053%	00000	00000	000%	03860	03367	087%

SUMMARY OF CONTENT AREA PERFORMANCE FOR WRITTEN EXAMINATIONS ADMINISTERED TO YOUR GRADUATES

CONTENT AREA	AW			AO			AS			Totals for Your Graduates		
	#TESTED	#PASS	%	#TESTED	#PASS	%	#TESTED	#PASS	%	#TESTED	#PASS	%
Activities of Daily Living	0026	0022	084%	0000	0000	000%	0000	0000	000%	0026	0022	084%
Basic Nursing Skills	0026	0026	100%	0000	0000	000%	0000	0000	000%	0026	0026	100%
Restorative Skills	0026	0023	088%	0000	0000	000%	0000	0000	000%	0026	0023	088%
Emotional and Mental Health	0026	0026	100%	0000	0000	000%	0000	0000	000%	0026	0026	100%
Spiritual and Cultural Needs	0026	0022	084%	0000	0000	000%	0000	0000	000%	0026	0022	084%
Communication Needs	0026	0025	096%	0000	0000	000%	0000	0000	000%	0026	0025	096%
Client Rights	0026	0026	100%	0000	0000	000%	0000	0000	000%	0026	0026	100%
Legal and Ethical Behavior	0026	0015	057%	0000	0000	000%	0000	0000	000%	0026	0015	057%
Member of Health Care Team	0026	0023	088%	0000	0000	000%	0000	0000	000%	0026	0023	088%

All Written Exams

Content Area	Your Graduates			All Graduates Statewide		
	#TESTED	#PASS	%	#TESTED	#PASS	%
Activities of Daily Living	0026	0022	084%	03860	03151	081%
Basic Nursing Skills	0026	0026	100%	03860	03339	086%
Restorative Skills	0026	0023	088%	03860	02912	075%
Emotional and Mental Health	0026	0026	100%	03860	03482	090%
Spiritual and Cultural Needs	0026	0022	084%	03860	03246	084%
Communication Needs	0026	0025	096%	03860	03604	093%
Client Rights	0026	0026	100%	03860	03565	092%
Legal and Ethical Behavior	0026	0015	057%	03860	02892	074%
Member of Health Care Team	0026	0023	088%	03860	03236	083%

AW = Written
AO = Oral
AS = Spanish

NNAAP®

National Nurse Aide Assessment Program

An NCSBN® Examination

PROGRAM: CUESTA COLLEGE
P.O. BOX 8106
SAN LUIS OBISPO CA 93403
Attn: NURSE AIDE TRNG PROGRAM COORD

STATE: CALIFORNIA
REPORT: TRNGFXCA
REPORT DATE: 02/19/2018
REPORTING PERIOD: 10/01/2017-12/31/2017

CODE: S0096 NURSE AIDE COMPETENCY EVALUATION PROGRAM FOR CALIFORNIA
SUMMARY OF RESULTS FOR SKILLS EXAMINATIONS ADMINISTERED TO YOUR GRADUATES

T/S CODE	TEST SITE NAME:	#TESTED	#PASS	%
S0096	NO TEST CENTER INFO	0026	0026	100%

TOTALS FOR YOUR GRADUATES	0026	0026	100%
TOTALS FOR ALL CALIFORNIA	03794	03444	090%

SUMMARY OF CONTENT AREA PERFORMANCE FOR SKILLS EXAMINATIONS ADMINISTERED TO:

Content Area	Your Graduates			All Graduates Statewide		
	#Tested	#Pass	%	#Tested	#Pass	%
Hand Hygiene (Hand Washing)	0026	0026	100%	03794	03767	099%
Applies One Knee-High Elastic Stocking	0000	0000	000%	00910	00887	097%
Assists Client to Ambulate	0000	0000	000%	01297	01267	097%
Assists Client with Use of Bedpan	0003	0003	100%	00805	00767	095%
Cleans Upper or Lower Dentures	0000	0000	000%	00271	00266	098%
Counts and Records Radial Pulse	0003	0003	100%	01002	00940	093%
Counts and Records Respirations	0000	0000	000%	00337	00331	098%
Donning and Removing PPE (Gown and Gloves)	0000	0000	000%	00216	00206	095%
Dresses Client with Affected Right Arm	0011	0011	100%	01250	01182	094%
Feeds Client Who Cannot Feed Self	0000	0000	000%	00309	00302	097%
Give Modified Bed Bath	0000	0000	000%	00509	00488	095%
Measures and Records Blood Pressure	0011	0011	100%	00684	00649	094%
Measures and Records Urinary Output	0000	0000	000%	00892	00870	097%
Measures and Records Weight	0012	0012	100%	00879	00845	096%
Performs Passive ROM for Knee and Ankle	0011	0011	100%	00470	00462	098%
Performs Passive ROM for One Shoulder	0015	0015	100%	01125	01055	093%
Positions Client on Side	0023	0023	100%	01547	01479	095%
Provides Catheter Care	0000	0000	000%	00000	00000	000%
Provides Foot Care	0012	0012	100%	00239	00224	093%
Provides Mouth Care	0000	0000	000%	01495	01459	097%
Provides Perineal Care (Peri-Care)	0000	0000	000%	00420	00381	090%
Transfers Client from Bed to Wheelchair	0003	0003	100%	00519	00503	096%

Nursing Assistant Employee
Survey for those who hired
course completers from Spring
2018

Cuesta College Certified Nursing Assistant Clinical Employee Survey Spring 2018

1. Please mark the name of your site/agency

	Arroyo Grande Care Center
	Bayside
	Bella Vista
	Danish Care
X	Mission View
	San Luis Transitional Care
	Vineyard Hills Care Center

2. Please rate (with check mark) Cuesta's CNA student behaviors based on how they performed during clinical.

	Weak	Satisfactory	Strong	Not Observed
Professionalism/Appearance		Weak X	X	
Critical thinking		X		
Interpersonal skills		X		
Patient satisfaction		X		
Patient care		X		
Documentation-paper		X		
Keeping RN/LVN Informed		X		
Team relationships		X		
Sensitive to specific needs of the elderly		X		
Appropriate body mechanics		X		
Prioritize and organize care		X		

3. Please rate (with check mark) our CNA students based on performance in the following areas.

	Never	Sometimes	Almost Always	Always	Not Observed
Demonstrates ethical practice				X	
Demonstrates competency				X	
Demonstrates safe patient care				X	
Function within the scope of practice of a CNA student				X	
Demonstrates entry-level knowledge/skills necessary to pass the State certification exam and become employed.				X	

4. How would you rate (with a check mark) Cuesta CNA student's preparation compared to students from other programs.

Less prepared	Equal	More prepared	N/A
	✓		

5. In your opinion, what are the strengths of the Cuesta CNA students and program?

Professionalism

6. In your opinion, what areas would you recommend that we strengthen in our curriculum and/or training?

better equipment on vital signs equipment

7. How many students who complete Cuesta's CNA program were employed by you in the past 12 months?

0	1	2	3	4	5+
			X		

4. How would you rate (with a check mark) Cuesta CNA student's preparation compared to students from other programs.

Less prepared	Equal	More prepared	N/A
	✓		

5. In your opinion, what are the strengths of the Cuesta CNA students and program?

Professionalism

6. In your opinion, what areas would you recommend that we strengthen in our curriculum and/or training?

better equipment on vital signs equipment

7. How many students who complete Cuesta's CNA program were employed by you in the past 12 months?

0	1	2	3	4	5+
			X		

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Antonia Torrey



3/7/18

Division Chair/Director Name

Signature

Date

Marcia Scott



3/7/18

Name

Signature

Date

Fay Johnson



3/8/18

Name

Signature

Date

Name

Signature

Date

Name

Signature

Date

Name

Signature

Date