1. **Strategic Initiatives (Student Centered, Organizational Transformation and Community Engagement)**
   a. Write a brief description of each program proposed commitment to the strategic initiatives from previous Program Review
      The CNA/HHA Program is within EVC's Division of Nursing and Allied Health; a summary of the strategic initiatives is outlined below. The Program helps the college fulfill its Mission by preparing interested students to embark in an entry-level healthcare profession that allows them to provide compassionate care to the infirm (especially to the fragile elderly), therefore helping serve the community as responsible citizens.
      i. *Community Engagement*
         1. *Build an awareness of campus programs, both internal and external; communicate and network*
         2. *Seek articulation with local high schools on all levels of courses*
      ii. *Organizational Transformation*
         1. *Increase online and hybrid course and program offerings*
         2. *Increase persistence, retention and success rate for all courses*
         3. *Review, strengthen and implement emergency preparedness/response procedures*
         4. *Provide training and support for employees to effectively offer online and hybrid courses and student support services*
         5. *Strengthen and implement accountability, compliance structures, and transparency in the budget process, including stable leadership over finances*
      iii. *Student Centered*
         1. *Reassess and develop a balanced scheduling of course offerings to better meet the needs of students, including additional CTE offerings. Increase the number of course offerings on Fridays and Saturdays.*
         2. *Expand the number and type of course offerings and student services available via alternative instructional delivery systems including online and hybrid courses.*

b. Discuss whether each proposed commitment has been completed, is still in progress or has not been started. Give evidence of completion. Include in your discussion any new commitments that have been added, removed or revised. *The following is an evaluation of the CTAs:*

Community Engagement:
1. *2nd semester nursing students and faculty have been involved in Day on the Bay, Day on the Park, HIV clinical. Evergreen Nursing Student Association (ENSA) is involved in numerous community events.*
2. *Two faculty participate in ENSA*
3. *Annual college connection is grant funded; should continue to look into the opportunity. Two faculty have participated in the past.*
4. *One faculty attended KinderCaminata in 2013; continued participation proposed & encouraged.*

Organizational Transformation
1. *New online course: Health Education*
2. *FCS (Family Consumer Studies), CNA, and all of nursing courses use Moodle*
3. *Increasing student success- cumulative exams; having 75% as the pass rate (using 75% as the Chancellor's cut score); TEAS workshop; Friday afternoon remediation (past 3 semesters)*
4. *Two faculty participate in the ER preparedness committee*
5. *>90% of faculty have used grant funding for staff/professional development*
6. *Dean updates faculty on the campus budget every meeting*
7. *Nursing administration researched and applied for grants, including the Dorothy Rupe Grant (from the Art*

Student Centered
1. *FCS taught Fridays and Wednesday nights & online; Health Ed is offered online; Pathophysiology is offered during the summer. In addition, the CNA program has an additional third section (as of Spring 2015)*
2. *Global Health Issues course is being developed*
3. *Department program coordinator (Adrienne Burns) updates Nursing website regularly; CNA website to be updated soon*
4. *Again- FCS, CNA, and all of nursing courses use Moodle*
5. *Tutoring services are posted on all course syllabi, which are all posted on Moodle*

II. Areas of Improvement (from previous Program Review)
a. Write a brief description of the identified areas of improvement. *The following recommendations were made based on the feedback provided for the 2014 Program Review:*
1. *Provide information on what strategies will be utilized to capture employment data*
2. *Collaborate with CTE (Career & Technical Education) dean to develop an advisory group*

b. Discuss whether each identified area of improvement has been completed, is still in progress or has not been started. Give evidence of completion.

An employment survey has been developed and will be transferred to the online tool, SurveyMonkey. The intent of such a survey is to track employment data of recent graduates of the program in intervals of 3, 6, and 12 months post-program completion. The target date release the survey for the Spring 2015 and Summer 2015 graduates is by the end of November 2015. Thereafter, the survey will be sent to fall semester students in March, June, and December and to spring semester students in August, November, and May.

The program director has not yet collaborated with the SJECCD dean of College Transitions and Extension programs, Kishan Vujjeni , to develop a CTE advisory committee. However, discussion was held at the South Bay Consortium for Adult Education (SBCAE) meeting held on November 13, 2015 regarding developing a regional CTE advisory board.

III. Program Learning Outcomes (PLOs)/Student Learning Outcomes (SLOs)
a. What are the PLOs/SLOs and how do they align to the Institutional Learning Outcomes?

N109 SLOs- Upon successful completion of the course, the student will be able to:	Alignment with ILOs
Identify the role of the CNA/HHA and the state requirements for certification.	ILO #3: Information Competency ILO #5: Personal Development
Identify principles of client safety, including environment assessment and emergency procedures.	ILO #3: Information Competency
Demonstrate skills necessary to perform nursing assistant procedures safely and effectively, including accurate measurement of vital signs, transfer techniques,	ILO #3: Information Competency ILO #4: Social responsibility ILO #5: Personal Development

bathing/grooming principles and feeding techniques.	
Accurately document nursing assistant and home health aide skills, including vital signs, patient transfers, bathing, grooming, and feeding.	ILO #1: Communication
Describe basic infection control procedures, client rights, and confidentiality.	ILO #3: Information competency- use information ethically
Utilize beginning principles of therapeutic communication while providing culturally sensitive care to all clients	ILO #1: Communication- Listen actively, respectfully and critically ILO #4- Social responsibility
Explain responsibilities to prevent, recognize, and report client abuse.	ILO #5: Personal development- Demonstrate understanding of ethical issues and make sound judgments
Identify and address the needs of clients undergoing various stages of care including long-term care, rehabilitative care, and the dying process.	ILO #2: Inquiry and Reasoning
Identify and address the special needs of clients with developmental and mental disorders.	ILO #2: Inquiry and Reasoning
Identify and address the needs of clients with HIV/AIDS, Hepatitis, and TB.	ILO #2: Inquiry and Reasoning
Demonstrate and provide culturally sensitive care to all clients.	ILO #5: Social responsibility- demonstrate value and respect for diversity and for multiple perspectives

b. What are the criteria needed to meet the PLOs/SLOs? *Students must demonstrate clinical competency by completing a skills checklist by the end of the semester. They must also successfully pass the theoretical component of the course with a70% or better.*

  c. What percentage of students would you expect to achieve each PLO/SLO by the end of the program? *At least 90% of students are expected to achieve each SLO by the end of the program.*

IV. **What evidence are you analyzing to assess the PLOs/SLOs?**

  a. List and describe tools used for assessment of the criteria needed to meet the PLO, include the assessment process. *Students complete a total of 5 exams (the first four exams are worth 100 points; the fifth exam is worth 65 points) and 2-3 quizzes (20 points each). In addition, students must successfully complete a competency skills checklist in the clinical setting in order pass the practical component of the course. Finally, students who pass the course with a "C" or better are eligible to take a state competency evaluation which consists of a written exam and a skills test.*

  b. Describe measurement methods, if applicable (i.e. scoring rules, grading rubrics, checklist...etc.). *Test and quiz scores are added as total points; grading is as follows: 90-100=A, 80-89=B, 70-79=C, 60-69=D, <69=F. A skills competency checklist which has been approved by the program's regulating agency (California Department of Public Health, or CDPH) is utilized to assess performance in the clinical setting.*

V. **How well are the students learning?**

  a. Based on the assessment results, did the students achieve the standards of success? *Yes. For the 2013-2014 school year, 100% (52 out of 52) of students passed the course with a "C" or better and 94.5% of students passed the state certification exam. For the 2014-2015 school year, 98% of students passed the course with a "C" or better (61 out of 62) and 98% of students passed the state certification exam.*

  b. Based on discussions with faculty, what have you discovered about learning and the significance of these findings for your program (what did your findings show you)? *For the CNA program, there was only one faculty until Spring 2015. A third clinical section was added in Spring of 2015. New instructor agreed with assessment methods. Certification exam pass rate for Spring 2015 semester was 96.7% (29 out of 30 students).*

  c. Describe any program improvements made as a result of PLO/SLO assessment and indicate whether or not they worked. *Pass rates for the state certification exam improved after the implementation of open lab hours.*

VI. Strengths

    a. What strengths did you discover in your program? *The students are enjoying the course; the long-term care residents are staff enjoying having the students; pass rates remain consistently well above the state mandated pass rate of 65% ; students are finding jobs (and those who go on into nursing have been reported to be better prepared than those who have not taken prior nurse assistant training). Program Director has completed her Ph.D. in Adult/Postsecondary Education in Spring of 2015.*

VII. Additional Improvements

    a. What would you like to improve in your program? *I would like for us to be able to contract with an actual Home Health Agency for the home health component of the course. Students are not exposed to a home setting for the clinical component of the home health training but do go to Assisted Living for 2 hours to assist clients in that setting. I would also like to have better retention rates; many students have left the course due to family or personal emergencies, academic factors, or other pursuits.*

VIII. Budget

    a. Have budget needs changed at all since your most recent program review was submitted? *Since the most recent program review was submitted, we have applied for and obtained grant funds from the Arthur N. Rupe Foundation. The grant covers the instructional expense for open lab hours, skills lab equipment, and student expenses (including textbooks, uniforms, and certification exam fees). After grant funds are completed, we need to look at sustaining the open skills labs, which show evidence of assisting students.*

    b. If so, provide new budget and explain how these needs relate to your program's commitment to the college strategic initiatives, the college mission or PLO/SLO Assessment. *Approximately 22 hours of open lab per semester, at a rate of approximately $120 per hour (to include cost for employee benefits), is projected. This translates to approximately $5,280. The open labs assist students with demonstrating the skills necessary to perform nursing assistant procedures safely and effectively (SLO #3).*

IX. Appendix

    a. Attach assessment tools/methods used to assess evidence. *The attached survey for the Rupe grant helps with the identification of the number of students attending the open skills lab sessions (sign-in sheets are also collected) and the usefulness of sessions.*

X. Vocational (CTE) programs only (departments with CTE TOP Code)

    a. Changes in occupational outlook (from county, state, or federal sources). *According to the United States Department of Labor, Bureau of Labor Statistics, the job outlook for nursing assistants is projected to grow 21 percent from 2012 to 2022, faster than the average for all occupations. Because of the growing elderly population, many nursing assistants and orderlies will be needed in long-term care facilities.* http://www.bls.gov/ooh/healthcare/nursing-assistants.htm
In addition, the job outlook for home health aides for the same time frame is expected to increase by 48%, much faster than the average for all occupations.
http://www.bls.gov/ooh/healthcare/home-health-aides.htm#

    b. Any updates are recommendations from Advisory Board (please attach Advisory Board Meeting minutes)? *We currently do not have a separate Advisory Board for the CNA/HHA program.*

APPENDIX 1: Rupe Grant Survey

NURS 109

Please respond to each statement by checking the appropriate column

	Extremely Agree	Agree	Disagree	Extremely Disagree	Not applicable (n/a)
1. I found the workbook useful					
2. I found open lab useful					
3. I found the gas card to be useful					
4. I found the uniform allowance to be helpful					
5. I found the open skills lab sessions to be helpful					

1. If you attended open lab, please answer the following questions by placing an "x".

         a. I attended lab: ____1-2   ____2-3   ____3-4   ____4-6

         b. I attended lab during the following times: ____Saturday, days   ____Friday, evenings   ____other

2. What days or hours would work better for you to attend open lab? Please answer by placing an "x".

         a. ____days and/or ____evenings

         b. ____weekdays and/or ____weekends

3. Focusing on your needs, what else would be or would have been helpful in terms of helping you succeed in the course (i.e., more skills lab time? Etc.)?

4. List what day(s) of the week work best for you for open lab: