

Instructional Comprehensive Program Review: N109 Nurse Assistant/Home Health Aide Training 2015-2022 Comprehensive Program Review

Cover

Overview

Program Review Year

Title N109 Nurse Assistant/Home Health Aide Training 2015-2022 Comprehensive Program Review

Year of Last Comprehensive Review Fall 2016

Year of Last Mini Update, if applicable 11/25/2019

Originator Kafle, Elaine

Area Dean Lu S. Crary

Division

Nursing & Allied Health

Department

Nursing

Subject

- NURS - Nursing

Is this a review for a degree/certificate or all the courses in the subject?

All Courses

Courses

- NURS 109 - Nurse Assistant Training/Home Health Aide Training - Active

Co-Contributors

*Co-Contributor must be chosen before proposal is launched

- Crary, Shara
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Overview

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- Access
- Curriculum and programs
- Services

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.

Areas of focus are:

- Increase visibility
- Develop strategic partnerships
- Building campus community

3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered.

Areas of focus are:

- Communication
- Employee development
- Transparent Infrastructure

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

The Nurse Assistant/Home Health Aide (CNA/HHA) Training Program (NURS109) was developed in order to provide interested students with a foundation of basic nursing care. The course was officially approved by the California Department of Public Health (CDPH) on January 19, 2010. On July 14, 2011, the CDPH officially approved of the HHA component of the program, which was first implemented during the spring 2013 semester. The HHA component gives students additional training in caring for residents/clients in Assisted Living centers or in the home setting. On August 26, 2020, the CDPH officially approved an “eLearning” component for online delivery of lectures for the CNA component of the program. This would replace any emergency waivers granted by the CDPH for online instruction.

According to the United States Department of Labor, Bureau of Labor Statistics (<https://www.bls.gov/ooh/healthcare/nursing-assistants.htm>), employment of nursing assistants is projected to grow 5 percent from 2021 to 2031. In addition, San Jose-Sunnyvale-Santa Clara is the top-paying metropolitan area (<https://www.bls.gov/oes/current/oes311131.htm#st>) in the United States for CNAs.

The job outlook for home health/personal care aides (<https://www.bls.gov/ooh/healthcare/home-health-aides-and-personal-care-aides.htm>) from 2021 to 2031 is expected to increase by 25%, much faster than the average for all occupations.

Upon successful completion of the 7-unit course, students are qualified to take the California State Certification Exam to become Certified Nursing Assistants (CNAs). CNAs are eligible for employment in Skilled Nursing Facilities, Acute Care Hospitals, as well as in the home setting through Home Health Care Agencies. However, the State Certification is a regulatory requirement only for nursing assistants who want to work in a long-term care setting (skilled nursing facilities, or SNFs). With an increasing aging population, CNAs are needed more than ever in SNFs.

Currently, requirements for the course are: High School Diploma or GED, valid social security number or Tax ID under the Dream Act, Physical Health Exam clearance, TB exam clearance, Covid vaccination, recent flu vaccination, and Background Clearance. The course is open to all students who meet the aforementioned requirements and is based on open enrollment. The course is offered in the spring or fall semesters and can accommodate 30 (2 clinical sections with 15 students per section) students per semester. During the fall 2011 semester, a 3rd clinical section was added as a pilot to accommodate the many waitlisted students. The last semester to have 3 clinical sections was Spring 2017, due to sections not filling to capacity.

Those who successfully complete the training program and pass the state certification exam can work as CNAs or HHAs and/or further their education in nursing.

- **2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

One of our goals was to build a non-credit guided pathway in health professions, which would incorporate both credit and non-credit courses. While we did establish such a pathway, the two courses that were part of the program were met with consistent low enrollment. Due to this, the courses were in the queue to be deactivated. Another goal was to explore the possibility of other CNA certificate programs (Acute Care CNA; Restorative Nurse Assistant/RNA). With limited faculty, and existing Acute Care CNA programs in the Bay Area (Power Personnel in San Jose and Nurse Builder Academy in Santa Clara), this goal was set aside. The RNA training is something to still revisit, however, as the training consists of only an additional 30 hours.

Our 3rd goal of continued collaboration with the Arthur N. Rupe Foundation, which has generously assisted many of the students with grant funding each academic year since 2014, has been met. Funding has helped cover fingerprinting costs, student textbooks, uniforms, state exam fees, and personal protective equipment.

- **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**

As noted above, a recent accomplishment was securing grant funding to help support student success. For a student working a part-time job that pays minimum wage, the funding equates to approximately 40 hours of work. For some, these extra hours were spent studying. For others, not having to work full-time also helped alleviate the need to find childcare.

Another accomplishment is receiving approval on August 26, 2022 from the eLearning division of the California Department of Public Health (CDPH), to have an online teaching modality for the CNA program. The eLearning program was re-approved on October 28, 2022. With the March 2020 emergency waiver to move all courses online, we were faced with the huge challenge of cancelling our cohort. At the time, the CDPH had not implemented online teaching modalities or waivers for the CNA course to be offered online. The waiver (program flexibility) was offered on May 5, 2020 and expired December 17, 2020. For subsequent semesters afterward, online CNA programs must now have official CDPH approval for an online modality. Having this approval allows the flexibility to have the course offered in a hybrid model, which many students find convenient in terms of commuting time and gas expenses.

Finally, we received CDPH approval on October 15, 2020 with another clinical facility, the Redwoods Post-Acute. This was extremely beneficial during the early months of the Covid pandemic, when our other (much smaller) clinical affiliate was not allowing students to train there due to social distancing and the limit to the number of students allowed (i.e., eight, when each of our sections has 15 students). Students trained at the Redwoods Post-Acute during the Spring 2021 semester.

- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

Aside from personnel, most of the resources that have impacted student success were obtained through external grant funding. Other supplies were purchased in a group of non-instructional supplies at \$500/year; this could be items such as alcohol wipes for cleaning skills lab stethoscopes; white board markers and other office supplies; etc.

We hired 3 adjunct faculty to accommodate an increase in the number of waitlisted students during the Fall 2015, Spring 2016, Fall 2016, and Spring 2017 semesters.

- **5. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

We hope to continue collaborating with the Arthur N. Rupe Foundation so that students can receive financial assistance through their generous grant funding. Grant funding helps economically disadvantaged students to access the program; this also supports our mission to support students' aspirations, education, and career attainment. Grant funding also ties in with the strategic initiative that focuses on access to programs and services, thus supporting student success. Another goal is to explore the possibility of adding the Restorative Nurse Assistant (RNA) certificate to the course. This also contributes to the strategic initiative of supporting student success by opening up career windows upon course completion. Another consideration is to have the course submitted as a Certificate of Specialization, as the student is eligible to receive CNA certification upon successful completion of the course and successful passing of the state certification exam. In addition, we would like to maintain state certification exam pass rates at or above 90%. Finally, since there is only one

faculty teaching in the program, hiring a faculty instructor may be helpful in the event of an increase again in waitlists; substituting if the primary faculty is ill, has a family emergency, and so forth; or to assist with teaching any additional optional open labs per student interest and skills lab availability.

Program Set Standards (Summary Tab)

Overall, EVC's Institution Set Standard for success rate is 72%, and the aspirational goal for student success is 75%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'15-F'21 average		72.00%		

Courses with no Degree or Certification

NURS 109 - Nurse Assistant Training/Home Health Aide Training

Created: 02/07/2021

Modify Course

Originator: Elaine Kafle

Program Success Rate 84.22%

Program Set Standard: It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.

Program Set Standard 81%

Recommendation: 90% of the 6 year average success rate could be your program standard (average x 0.9).

Program Success Goal: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.

Program Success Goal 87%

- **Is your program success rate higher or lower than the campus?**

Higher

- **If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?**

Students are encouraged to spend additional time in the skills lab as needed to prepare for the state certification exam. The laboratory final also simulates the skills component of the state certification exam to also help students be prepared. Students are alerted early if grades are not passing. Students are encouraged to study in groups for exams. Finally, a sense of camaraderie is established both within the larger class (i.e., both sections that meet concurrently for lecture), as well as in individual clinical groups, by the establishment of team names and educational team "games" meant to foster retention of information and a healthy, friendly form of competitiveness.

- **Is the current program success rate higher than the program set standard?**

Higher

- **How close is the program to meeting the program success goal?**

The program is 3% away from meeting the program success goal.

- **Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

These measures are new measures established based on the F'15-F'21 average success rate for the program.

Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian: 102 - 78.380%**
Program Average Total Enrolled
1.000
Program Success Rate
100.000
- **Asian: 9380 - 79.320%**
Program Average Total Enrolled
14.000
Program Success Rate
86.480
- **Black or African American: 464 - 61.430%**
Program Average Total Enrolled
2.000
Program Success Rate
77.780
- **Hawaiin/Pacific Islander: 95 - 65.790%**
Program Average Total Enrolled
0.000
Program Success Rate
0.000
- **Latinx: 9005 - 64.730%**
Program Average Total Enrolled
11.000
Program Success Rate
82.680
- **Two or More Races: 614 - 70.030%**
Program Average Total Enrolled
2.000
Program Success Rate

83.330

- **Unknown: 1655 - 72.640%**
Program Average Total Enrolled
2.000
Program Success Rate
75.450
- **White: 1256 - 73.480%**
Program Average Total Enrolled
2.000
Program Success Rate
81.250

Success Rates: Measures by Gender

- **Female: 12340 - 73.970%**
Program Average Total Enrolled
25.000
Program Success Rate
84.930
- **Male: 10154 - 69.610%**
Program Average Total Enrolled
6.000
Program Success Rate
81.420
- **No Value Entered: 77 - 72.590%**
Program Average Total Enrolled
1.000
Program Success Rate
100.000

Success Rates: Measures by Age

- **17 & Below: 736 - 86.260%**
Program Average Total Enrolled
0.000
Program Success Rate
0.000
- **18-24: 15285 - 69.350%**
Program Average Total Enrolled
19.000
Program Success Rate

84.640

- **25-39: 4470 - 75.390%**

Program Average Total Enrolled

10.000

Program Success Rate

84.360

- **40 & Over: 2065 - 78.860%**

Program Average Total Enrolled

3.000

Program Success Rate

75.000

- **Unknown: 16 - 71.080%**

Program Average Total Enrolled

0.000

Program Success Rate

0.000

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

There is a gender equity gap, as we typically have more females than males enroll in the program. However, according to the U.S. Bureau of Labor Statistics (BLS), 13.3% of registered nurses (RNs) in 2021 were men, up from 7% in 2008. **Possible intervention to address the gap:** Per the 2022-2027 EVC Educational Master Plan, one possible intervention to address the gender equity gap is to hire part-time male faculty. The challenge has been finding faculty who fulfill one of the specific requirements of having experience in long-term care and home health nursing. Another possible intervention would be to depict males in uniform on the EVC CNA/HHA website and/or other forms of advertisement (pamphlets) to attract more males into the program, and/or have Professor Dr. Garry Johnson continue his guest presentations on "Men in Nursing" so that the word is spread about a possible career in nurse assistant training and nursing.

The website revision could be implemented within the current academic school year; having Dr. Johnson speak to the class could be re-implemented starting Spring 2023. Reassessment: Because there are typically approximately 23% or fewer males in the program, or 7 out of 30 students, only a slight change in the equity gap is expected.

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

According to the disaggregated data, the average program success rate based on ethnicity/race is 83.85%, or 2.85% exceeding our program set standard of 81% for student success but 3.15% away from reaching our program success goal. The average program success rate based on gender is

88.78%; this exceeds our program set standard for student success by 4.56% and our program success goal by 1.78%.

Finally, the average program success rate based on age group (excluding those age groups that did not participate in the program) is 81.33%, or 2.89% less than our program set standard for student success and 5.67% away from reaching our program success goal. Despite this, all data with respect to EVC's disaggregated success rates are still higher than the set standard for success rate of 72%, and the aspirational goal for student success of 75%.

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

Not applicable.

Program Awards - If Applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program:

**http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
(http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)**

You will need to select drop down menus and then “select program type by major of study” (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box “program type- four digits TOP”, then update report to get program specific information.

Degree Type

Student Enrollment Types

Student Enrollment Type: Day or Evening Student

- **Day: 4639 - 50.900%**
Program Average Headcount
21.000
Program Percentage of Total
64.400
- **Day & Evening: 2929 - 32.100%**
Program Average Headcount
12.000
Program Percentage of Total
36.500

- **Evening: 1022 - 11.200%**
Program Average Headcount
 0.000
Program Percentage of Total
 0.000
- **Unknown: 530 - 5.800%**
Program Average Headcount
 0.000
Program Percentage of Total
 0.000

Student Enrollment Type: Academic Load

- **Full Time: 2259 - 24.800%**
Program Average Headcount
 4.000
Program Percentage of Total
 11.900
- **Half Time or less than half time: 6084 - 66.700%**
Program Average Headcount
 26.000
Program Percentage of Total
 73.200
- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

Since the last program review, there has been a significant decrease in the percentage of day students (from 89% to 64.4%) and an increase in the percentage of day/evening students (from 11% to 36.5%). There could possibly be more students working during the day who therefore need to take other, if any, courses in the evening. The percentage of full-time students decreased from 11.9% to 3.3%; there is an increase in half-time (or less than half-time) students from 73.2% to 96.5%.

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

The CNA/HHA program is comparable to EVC in regard to enrollment based on day or evening students in that the majority of students are day students. In addition, the majority of CNA/HHA students, as with EVC students, are part-time students (half-time or less than half-time).

- **c. Based on the data, would you recommend any changes?**

I would not recommend any changes. The CDPH has approved a daytime schedule for the program, so it therefore would need to be offered during the daytime for students.

Student Demographics - Headcount

Student Demographic: Gender

- **Female: 5008 - 54.950%**
Program Headcount
26.000
Program Percentage of Total
78.800
- **Male: 4075 - 44.640%**
Program Headcount
6.000
Program Percentage of Total
18.200
- **No Value Entered: 37 - 0.410%**
Program Headcount
1.000
Program Percentage of Total
3.060

Student Demographic: Age

- **17 & Below: 486 - 5.310%**
Program Headcount
0.000
Program Percentage of Total
0.000
- **18-24: 5493 - 60.210%**
Program Headcount
19.000
Program Percentage of Total
59.900
- **25-39: 2168 - 23.800%**
Program Headcount
10.000
Program Percentage of Total
30.810
- **40 & Over: 966 - 10.600%**
Program Headcount
3.000

Program Percentage of Total

9.290

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 40 - 0.430%**
Program Headcount
1.000
Program Percentage of Total
2.900
- **Asian: 3689 - 40.480%**
Program Headcount
14.000
Program Percentage of Total
41.100
- **Black or African American: 208 - 2.290%**
Program Headcount
2.000
Program Percentage of Total
4.900
- **Hawaiian/Pacific Islander: 36 - 0.400%**
Program Headcount
0.000
Program Percentage of Total
0.000
- **Latinx: 3636 - 39.850%**
Program Headcount
11.000
Program Percentage of Total
31.200
- **Two or More Races: 248 - 2.730%**
Program Headcount
2.000
Program Percentage of Total
4.800
- **Unknown: 690 - 7.520%**
Program Headcount
2.000
Program Percentage of Total
7.000

- **White: 573 - 6.300%**

Program Headcount

3.000

Program Percentage of Total

7.400

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

From Fall 2015 to Fall 2017, there was a decline in enrollment in relation to seat capacity. The change is ironically due to the increase in the number of sections offered. While full wait lists prompted us to add a 3rd section beginning in the Spring 2015 semester, the inability to maintain all sections at capacity (particularly the 3rd one, most likely due to the time that clinical was offered as compared with the other two sections) has brought us back to two sections as of the Fall 2017 semester. The program has steadily had an enrollment of 30 students, with only the Spring 2019 semester having an enrollment of 27 students. Reasons for attrition include family emergencies, personal or family health issues, and inability to successfully manage scheduling in relation to work and other obligations. A PowerPoint summarizing course expectations is posted on the EVC CNA/HHA website; the faculty also responds to all inquiries about the program within 2 business days so that interested students could make an informed decision regarding whether the course would be suitable for them, given their current obligations and circumstances.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

There is a higher percentage of females in the program compared to EVC (78.8% compared to 54.95%). This is due mainly to the fact that the discipline of nursing and nursing care has historically been a predominantly female career (although this is changing due to changes in gender attitude).

Another difference is that unlike the college, there were no students in the program ages 17 and below. While the minimum age requirement to enroll in a nurse assistant training program (based on the CA Health & Safety Code, section 1337.2) is 16 years old, because the training entails hand-on interaction with frail elderly, it is not one commonly sought out by those younger than 18. However, the percentage of the remaining age groups within the program align very closely with the overall college, with the majority of students falling in the 18-24 age group (59.90% for the program; 60.21% for EVC). Finally, there also is a very close parallel between the program and the college across the board in terms of race/ethnicity, with the majority of students coming from Asian or Hispanic backgrounds.

Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up. Gender: As noted above, male. Age: As noted above, 17 and below. Ethnic group: Only the Hawaiian/Pacific Islander ethnic group is smaller than campus makeup, and only by a small margin (0.0% compared to 0.4%).

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

The main gap is the gap in gender. As previously mentioned, possible interventions include depicting males in uniform on the EVC nursing website and/or other forms of advertisement (pamphlets) to attract more males into the CNA program; having Professor Dr. Garry Johnson continue his guest presentations on “Men in Nursing” as with some of the previous semesters so that students could spread the word to their male friends; hiring male faculty to increase the diversity of faculty.

Institutional Effectiveness (6.5 year average, see Summary Tab)

EVC Capacity: 61.70% EVC Productivity: 14.43

Program Capacity

78.03%

Program Productivity

8.83

Is your capacity rate higher or lower than the campus?

Higher

Is your productivity goal higher or lower than the campus?

Lower

If the program capacity and/or productivity is lower than the campus, please provide rationale:

Because the CA Dept. of Public Health mandates a ratio of 15:1 for instruction in the clinical and laboratory settings, the productivity goal is lower than that of the campus. However, to enhance course efficiency, clinical cohorts are combined into one lecture class.

Curriculum

Related Assessments

N109 CNA/HHA Training Spring 2022 SLO Assessment Report- Created: 01/25/2023 New Section Level SLO Assessment Report Originator: Elaine Kafle (/Form/Module/Index/3129)

- **1. Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.**

The program uses the most current model curriculum for both CNA training and HHA training, as put forth by the California Community College Health Care Initiative and the Butte College Regional Health Occupations Resource Center. In addition, as noted previously, the program now has a CDPH-approved eLearning (online) teaching modality component. Approval is required by the CDPH, the regulatory body for all Nurse Assistant Training Programs in CA, for the delivery of online lectures.

During the Spring 2022 semesters, the instructor piloted and incorporated an online virtual CNA simulations program (<https://cnasimvr.com/> (<https://cnasimvr.com/>)); the program was paid through a nursing grant at \$90 per student. Through the program, students could advance their CNA skills with interactive, self-paced, online CNA clinical skills scenarios. The program was not renewed for Fall 2022.

The course was also last updated through CurriQunet on March 3, 2022, to include revised SLOs.

- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to deactivate these courses, please explain why).**

NURS109 (Nurse Assistant/Home Health Aide Training) is currently the only course offered in the program. The course meets current state (CA Department of Public Health) approval, with the traditional on-campus CNA/HHA program valid until the next renewal date of May 2023 and the online (eLearning) program for the CNA component valid until the next renewal date of August 2024. The course is currently offered every fall and spring semesters.

- **3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).**

Not applicable.

- **4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

In class, the instructor has incorporated the games of Kahoot, Jeopardy, Family Feud, Who Wants to be a Millionaire, and Question Bee; these games foster collaborative learning. According to Allery (2004), educational games “provide participants with opportunities to learn from their involvement with the structured experience....gaming can aid self-awareness through peer interaction and feedback...the use of gaming can also aid skill development in a relatively risk-free environment, for example, decision-making, negotiation, problem-solving, creativity, and initiative....there are high levels of participation amongst learners who will generate data that can then be discussed, analyzed and synthesized, usually within a group setting” (p. 504). The instructor also allows in-class group work wherein students, within small groups of 3 to 4, prepare mini-presentations to be shared the same day. Henry (2006) asserted that assigning group work to students allows them to work with peers on a task in a relatively safe environment. Van Blankenstein, Dolmans, Van Der Vleuten, and Schmidt (2011) noted that several studies have shown that working together in small groups has a positive effect on learning performance. The authors remarked that providing explanations during small group discussions stimulates elaboration, which in turn is expected to foster learning, benefit short-term recall, and increase retention of knowledge. In addition, students have shared in class their previous life experiences related to health care. Sousa (2006) pointed out that “using examples from students’ experiences will allow students to bring previous knowledge into working memory to accelerate making sense and attaching meaning to new learning” (p. 68). Finally, the students also share their current clinical experiences during post-conference; this approach includes stories of success or crisis to provide valuable learning experiences for students and teachers, thus promoting empathy and understanding (Brown, Kirkpatrick, Mangum, & Avery, 2008). These teaching strategies significantly enhance interest and learning versus the use of solely conventional straight lectures.

References: Allery, L. (2004). Educational games and structured experiences. *Medical Teacher*, 26(6), 504-505.

Brown, S. T., Kirkpatrick, M. K., Mangum, D., & Avery, J. (2008). A review of narrative pedagogy strategies to

transform traditional nursing education. *Journal of Nursing Education*, 47(6), 283-286.

Henry, P. R. (2006). Making groups work in the classroom. *Nurse Educator*, 31(1), 26-30.

- **5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.**

One goal is to explore the possibility of adding the Restorative Nurse Assistant (RNA) certificate to the course. RNA certification would comprise of an additional 30 hours of training. Another consideration is to have the course submitted as a Certificate of Specialization, as the student is eligible to receive CNA certification upon successful completion of the course and successful passing of the state certification exam.

Another goal is to possibly offer the course as a Certificate of Achievement since students are eligible to receive state certification through the CA Department of Public Health. Finally, another future goal is to continue re-applying for grant funding through the Arthur N. Rupe Foundation.

- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**

The program currently does not have any articulation agreements with High School Districts and/or other 4-year institutions. Per the California Department of Public Health, the minimum age requirement for student enrollment in the program is 16 years old.

- **7. If external accreditation or certification is required, please state the certifying agency and status of the program.**

The program was approved by the California Department of Public Health (CDPH) in January of 2010. On August 26, 2020, the CDPH approved an online (eLearning) version of the program (for the theory component). A renewal application is required for submission to the CDPH every 2 years, on alternating years, in order for both modalities of the program (traditional on-campus; eLearning for theory) to remain in good standing. The traditional face-to-face, on-campus program was last renewed on August 18, 2021 and expires (i.e. is due for renewal) on May 31, 2023. The eLearning program was last renewed on October 22, 2022, and expires (i.e. is due for renewal) on August 26, 2024.

Student Learning Outcome and Assessment

Related Assessments

N109 CNA/HHA Training Spring 2022 SLO Assessment Report- Created: 01/25/2023 New Section Level SLO Assessment Report Originator: Elaine Kafle (/Form/Module/Index/3129)

Student Learning Outcomes

NURS 109 - Nurse Assistant Training/Home Health Aide Training - Identify the role of the CNA and HHA and the state requirements for certification. (Active)

NURS 109 - Nurse Assistant Training/Home Health Aide Training - Describe principles of client safety, including environmental assessment and emergency procedures. (Active)

NURS 109 - Nurse Assistant Training/Home Health Aide Training - Demonstrate skills necessary to perform nursing assistant and home health aide procedures safely and effectively, including infection control procedures, proper body mechanics, accurate measurement of vital signs and intake/output, mobility/transfer techniques, grooming/hygiene principles, feeding techniques, and accurate documentation. (Active)

NURS 109 - Nurse Assistant Training/Home Health Aide Training - Utilize beginning principles of therapeutic communication while providing culturally sensitive care to all clients. (Active)

NURS 109 - Nurse Assistant Training/Home Health Aide Training - Explain the responsibilities of the CNA and HHA to maintain client rights; protect confidentiality; and to prevent, recognize, and report client abuse. (Active)

NURS 109 - Nurse Assistant Training/Home Health Aide Training - Analyze appropriate client interventions taken by nursing assistants or home health aides based on normal changes in aging and the human anatomy. (Active)

NURS 109 - Nurse Assistant Training/Home Health Aide Training - Identify and address the medical/social needs of the clients being served, including those with developmental and mental disorders, HIV/AIDS, Hepatitis/TB, chronic conditions, and those who require rehabilitative care, hospice care, and palliative care. (Active)

NURS 109 - Nurse Assistant Training/Home Health Aide Training - Explain nutrition concepts and cleaning/care tasks in the home setting as it pertains to the role of the home health aide. (Active)

Program Learning Outcomes

- **1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs. Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.**

Not applicable.

- **2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) List any SLOs or PLOs that have not been assessed in the last two years and provide an explanation of why they have not been assessed. This will be reviewed by the IEC to determine if your Program Review is approved or not.**

All program (i.e., course) SLOs have been assessed at minimum once every year (typically, however, at the end of each semester) since the last comprehensive program review. Assessment is based on exam and quiz questions that align to SLOs. In addition, for the skills component of the course, a state-approved clinical checklist is used to assess competency in several nurse assistant skills. Many of these skills are also on the state certification exam. Dialogue surrounding SLO work during division meetings has included general reminders regarding when course assessments are due and a particularly robust discussion/presentation on the SLO audit process given by Dr. Grace Estrada, SLO Coordinator, on November 30, 2020. Copies of division meeting minutes are attached; SLO information is highlighted yellow. The minutes are limited to 8/2019 to 1/2022 as the preparer of this program review is not able to access electronically any minutes prior.

- **3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.**

There have not been major changes in course curriculum since the last comprehensive review, due to consistently achieving the program success goal that at least 90% of students will receive a 75% or better on assessment tools. In addition, state certification exam pass rates were at 91% to 100% for each semester assessed since Fall 2015. Minor modifications to the course include revisions of exam questions based on assessment data and the addition of open lab sessions to support student preparation for the state certification exam. One plan for improvement would be to determine whether to continue to use a newly adopted textbook, or to go back to the textbook previously used. The determination could be made based on student feedback regarding the textbook's role in student preparation for the state certification exam.

It has been a trend that students who receive A's and B's in the course will typically pass the state certification exam. On the other hand, students who have received a "C" grade (and are therefore still eligible for the state exam) did not always pass the state exam. Only 56% of students who passed the class with a "C" also passed the written and/or skills component of the state exam. Because testing for the state exam consists of both a written component and a hands-on skills component, students who were receiving a "C" grade were encouraged to take practice written exams and spend more time in the skills lab.

Names omitted: One success story regarding the impacts of SLO assessment on student learning occurred during the Fall 2019 semester. During this time, there was a student who had continued difficulty with the measuring of manual blood pressure. During the midterm evaluation, it was determined that he needed not only practice in the skills lab during regular and open lab sessions, but even during down time with his peers at clinical. It was towards the very last or second to the last day of clinical that the student had a better grasp of the skill, and he passed the skill as one of the skills tested during the lab final exam.

While not directly related to SLO assessment, another success story worth sharing occurred during the same semester. We had a student who was in her late 40's and wanted to go through a change in careers. She felt that pursuing a career in healthcare (vs. secretarial-type work) was more meaningful and rewarding. She was experiencing a difficult personal time (going through a divorce), but remained focused on the course and completed it with a "B." She remains in my memory because she was so thankful for the course and remarked how the accomplishment gave her a sense of renewed purpose to move on.

Faculty and Staff

Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.**

Elaine Kafle, Ph.D., MS, PHN, RN**CNA Program Coordinator and Instructor, CNA/HHA Program**

Elaine has been an RN since 1991. Her experience in long-term care nursing and well as home-health nursing totals 6-7 years. In addition, prior to becoming an RN, she worked as a nursing assistant in the acute care setting while in nursing school, which has proven to be beneficial when relating first-hand nursing assistant experiences to her students in the program.

Elaine has had her Director of Staff Development Certificate since 2002, a former requirement of the CDPH to teach in a nursing assistant training program. She has a Master of Science in Nursing degree from UCSF, with a focus on Gerontology/Nursing Education. Both have contributed to the success of the program. Elaine also has her Public Health Nurse (PHN) certificate, a requirement by the CDPH to obtain approval for the HHA program. Elaine later went back to school at Capella University and obtained her Ph.D. degree in Adult & Postsecondary Education.

Elaine's main focus at EVC since she began teaching the program in Spring 2010 has been to prepare the students to successfully pass the state certification exam and to provide compassionate, competent care to others. Elaine has completed continuing education courses specific to gerontology and the care of geriatric clients.

S. Lu Crary, DNP, MS, RN**Division Dean, Nursing & Allied Health**

Dr. Lu joined EVC in September of 2022. As part of her role as Division Dean, Lu conducts the division, departmental, and committee meetings; oversees the process of tenure evaluations; makes sure that faculty S-7 forms are completed and signed; ensures that clinical site agreements are current; participates in the hiring process of new faculty; and works with all faculty on scheduling for subsequent semesters.

Austin Hunter, MA**Nursing & Allied Health Program Coordinator**

As the Nursing Program Coordinator since Spring of 2022, Austin works as the face of the Nursing and Allied Health program in the office, meeting visitors, taking calls and responding to emails. He advises students about Nursing prerequisites and criteria for admission. Austin oversees the application review process, orders department supplies, and manages department budgeting. He also creates student evaluation forms for all faculty, courses, and clinical sites. Austin has an M.A. in Philosophy from SFSU and he is also a Ph. D candidate in Philosophy at UC Santa Cruz.

Denise Medina, MBA**Instructional Support/Technician, Nursing**

Denise Medina assists the CNA program with ordering supplies, ensuring lab linens are cleaned, assisting with lab set up, and providing technology assistance with computerized exams. Denise has worked for the EVC Nursing Department full-time for the last 4 years and has worked for the college for 25 years. She arranges open lab dates based on instructor/skills lab availability, as well as making sure that the lab is available on scheduled lab dates.

- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

Elaine has attended six CNA Director's Conferences since 2014 (i.e., every June from 2014 to 2019), which has afforded her the opportunity to network with other CNA/HHA program directors from the state of CA, as well as with experts in the field of long-term care/gerontology. At these conferences, Elaine has learned as well as shared best practices with other program directors. Elaine was a speaker at two of these annual conferences; in June 2015, she offered a presentation on her doctoral dissertation surrounding nursing students with learning disabilities; in June 2017, she presented her CDPH (CA Dept. of Public Health)-approved policy & procedure manual that she developed based on updated CDPH guidelines. Through attendance at the conferences, Elaine has also learned valuable information on topics such as trends in long-term care and the labor market (thus impacting employability of CNAs); navigating regulation barriers to CNA training.

In October 2016, Elaine gave a presentation at EVC (through the EVC Professional Development Center) on nursing students with learning disabilities, based on her dissertation.

During the 2016-2017 academic year, Elaine served on the Distance Education committee and collaborated with other faculty in updating the Distance Education manual, critiquing a rubric for evaluating the effectiveness of faculty-student contact hours, and creating a clearer definition of what constitutes regular and effective faculty-student contact hours. Because of scheduling conflicts, Elaine currently serves on the SLO Assessment Committee.

In August 2017, Elaine participated in the Guided Pathways training at EVC.

Elaine developed two non-credit healthcare courses (HC 501 & 502) that were approved on July 21, 2017; these courses were part of two proposed non-credit certificate of completion programs in healthcare. However, due to low enrollment, the courses are due to be deactivated.

Elaine has taken four EDIT courses at EVC (010, 015, 022, 023) as well as completed several one-hour distance education in-service training courses (also offered at EVC). These courses have helped her improve her CANVAS LMS.

Elaine would like to invest time in learning American Sign Language. An additional future development need would be to complete additional EDIT or @ONE courses to receive Distance Education certification. This would be beneficial if she decides to adopt a hybrid model of instruction. The timeline to complete an ASL course would be within the next two years; the timeline to complete at least one more EDIT course would be within 2 more years to follow.

Budget Planning

Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.**

The fund 10 budget for CNA is included in the overall Nursing Fund 10 budget and covers the cost of the faculty and limited supplies. The program needs additional funds to cover the finger printing cost for students enrolled in NURS 109, approximately \$4,000 annually in the event that the program is not awarded a grant from the Rupe Foundation. Based on the California Code of Regulations (section 71828) and the Health and Safety Code (section 1338.5), students are not to incur any cost of the mandatory fingerprinting.

- **2. List all external funds, i.e. fund 17, the department/program receives, and describe their primary use.**

The program has previously received grant funding since the 2014-2015 academic year from the Arthur N. Rupe foundation to support student success through open lab instruction and coverage of student supplies (textbooks, uniforms, etc.). Funding also pays for the students' fingerprinting costs and state certification exam fees. We did not have an award for the 2017-2018 academic year, but have since reapplied and received grant funding to support student success.

Technology and Equipment

Part F: Technology and Equipment

- **Review the current department technology and equipment needed and assess program adequacy. List and changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.**

The skills lab typically has sufficient supplies to allow the students to perform and practice their skills, such as mannequins, bedpans, linens, and so forth. However, at times equipment may need to be repaired or replaced, especially training stethoscopes and blood pressure cuffs. The cost of latex and exam gloves and other PPE will also need to be incorporated into the budget. Testing is conducted through computerized online testing (Canvas), proctored on campus in the S-204 Computer Lab. New screen covers and/or dividers between the computers need to be purchased. The Respondus online proctoring tool is another testing modality (for testing at home), to begin Fall 2022.

Additional Information

Part G: Additional Information

- **Please provide any other pertinent information about the program that these questions did not give you an opportunity to answer.**

The faculty, Elaine, thoroughly enjoys teaching N109.

Future Needs and Resource Allocation Request

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next Comprehensive Review. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

1. **Equipment/Supplies**

Ongoing Budget Needs

-Latex exam gloves for student/instructor use during clinical -Other PPE such as surgical masks; face shields -Teaching stethoscopes and/or BP cuffs when equipment breaks down -Alcohol wipes to clean stethoscopes -Fingerprinting costs

One-Time Expenditure

Request linked to SLO/PLO #

#3: Demonstrate skills necessary to perform nursing assistant and home health aide procedures safely and effectively, including accurate measurement of vital signs, transfer techniques, bathing/grooming principles, feeding techniques, and accurate documentation of skills.

Strategic Initiatives (student centered, organizational transformation, community engagement)

Yes

Improving student success rates

Yes

Achievement of program set standard for student success

No

2. **Faculty Request**

Ongoing Budget Needs

One-Time Expenditure

Potential need for adjunct faculty if wait lists increase again (teach clinical; substitute if needed; extra open labs if needed)

Total Expenses (Staffing and Faculty Requests include Salary and Benefits)

Request linked to SLO/PLO #

All course SLOs, especially #3:

Strategic Initiatives (student centered, organizational transformation, community engagement)

Yes

Improving student success rates

Yes

Achievement of program set standard for student success

Yes

Total Cost

Equipment/Supplies

Ongoing Budget Needs: -Latex exam gloves for student/instructor use during clinical -Other PPE such as surgical masks; face shields -Teaching stethoscopes and/or BP cuffs when equipment breaks down -Alcohol wipes to clean stethoscopes -Fingerprinting costs

One-Time Expenditure:

Total Expenses (Staffing and Faculty Requests include Salary and Benefits):

Faculty Request

Ongoing Budget Needs:

One-Time Expenditure: Potential need for adjunct faculty if wait lists increase again (teach clinical; substitute if needed; extra open labs if needed)

Total Expenses (Staffing and Faculty Requests include Salary and Benefits):

Attach Files

Attached File

NAH Meeting Minutes.zip (/Form/Module/_DownloadFile/3045/43425?fileId=279)

NURS 109 STATE CERTIFICATION EXAM PASS RATE DATAa.pdf
(/Form/Module/_DownloadFile/3045/43425?fileId=280)

EVC NATP & HHA Renewal Notices (Approvals) through May 2023.pdf
(/Form/Module/_DownloadFile/3045/43425?fileId=281)

Renewal NATP Approval Letter Evergreen Valley College through August 2024.pdf
(/Form/Module/_DownloadFile/3045/43425?fileId=282)

IEC Reviewers

IEC Mentor

Fahmida Fakhruddin

IEC Second Reader

Judith Girardi