

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name NURS 300CNA/Acute Care Aide **Academic Year** 2026

1. Has your program mission or primary function changed in the last year? The program mission and primary function has remained the same for the C.N.A/Acute Care Aide and the Certified Home Health Aide. There has been a slight change in the EKG Monitor/Observer to DE, asynchronous. There has been a change in allowing any healthcare worker to enroll in the class. The mission has shifted to enhance the EKG skills of any healthcare worker versus strictly C.N.A. job opportunity skills. The primary mission at the completion of the C.N.A. program is to equip students with essential knowledge, technical skills, and ethical foundation required to provide safe, compassionate, and basic care to patients under the supervision of nursing professionals. CNAs are in demand at local community facilities. Certified Home Health Aides are in demand at a multitude of local agencies.
2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)
There has been changes to future EKG Monitor/Observer to include more frequent offerings and a course name change of basic EKG. More offerings and being more inclusive are a direct result of requests from advisory board and health sciences department meetings. No changes in certificates. The process for applying for certificates has changed. Counselors at both campuses are invited to assist students with applying which has been helpful.
3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?
Yes. There are no challenges maintaining the planned schedule. The website was updated with images of recent students. The C.N.A., Home Health Aide, and EKG Monitor/Observer are all under the nursing tab. The C.N.A. continues to be a prerequisite for the LVN program.
4. Were there any staffing changes? No staff changes. Although there has been some staffing changes. The part time staff, Denise Sanchez, is scheduled for the entire acute care portion of clinical to maintain continuity. Previously the acute care portion was split between two part time instructors. The other part time instructor is scheduled for state board testing. This makes scheduling more efficient.
5. What were your program successes in your area of focus last year?
1. Scheduling efficiency: Fall 25 semester was the first semester the LVC C.N.A. program used the Lompoc Skilled Nursing and Rehabilitation for clinical. This change was in response to the facility request. We received excellent feedback from the students. We plan to switch from the Comprehensive Care Center in Spring to the Lompoc Skilled Nursing and Rehabilitation facility in Fall semester. This keeps both facilities open in case CDPH revokes the ability to have students due to serious survey deficiencies.

2. Scheduling efficiency: Fall 25 was the first semester the C.N.A. program included Lompoc Valley Medical Center as an acute care clinical rotation. Previously, the Santa Maria and Lompoc clinical rotations were both at Marian Regional Medical Center. The Lompoc clinical was scheduled Tuesday/Wednesday and Santa Maria Thursday/Friday. This change allowed for both groups to have the same clinical days, Thursday/Friday. This made scheduling much simpler and efficient. There was excellent feedback from the instructor and students regarding LVMC as a new clinical site.
3. Enrollment efficiency: To increase enrollment and interest in the Lompoc Valley campus C.N.A. program, there is an interest link added to the website. Those interested can add their name and contact information. Those on the list were contacted regarding an open house at the classroom and lab. The open house was well attended, filling the classroom. The open house was scheduled just prior to the application period. The program coordinator and department technician gave information about what makes our programs unique.
4. Enrollment efficiency: To reach potential students, we reached out to Public Relations for advertising on AHC social media platforms. The social media post gives potential students information about the application deadlines.
5. Grant assistance and program orientation efficiency: In the program application and packet, students are informed of financial assistance with program requirements. Previously, textbook, MindTap (digital learning platform), and one set of scrubs were covered. For the Arthur N. Rupe grant application, a workbook was added to enhance student engagement. Reimbursement for shoes, and now 4 sets of scrubs which decreases the amount students need to cover. Program orientation has been made more efficient with students receiving all items needed prior to the course start date.
6. To improve state board outcomes, lab out rotations, mock state boards, open labs, and increased, continuous practice exams were initiated in Fall 25.

Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.

PSLO 1: Demonstrate clinical skills in varied environments

PSLO 2: Demonstrate theoretical concepts as they apply to patient care

PSLO 3: Identify and demonstrate understanding of the Standards of Professionalism for the health care provider

The C.N.A. program has historically had waiting lists. The local "competition" is the Central Coast Nursing Institute (CCNI). The CCNI program's students attend clinical at the same time as AHC students. The program coordinator spoke with administration regarding the effect this has on our students' clinical experience and ability to learn and practice skills. This has been remedied and going forward the coordinator will continue to assess clinical outcomes. Instructors identified students early on that needed more lab time. Instructors worked with the students after class to enhance skills competency. and the clinical instructor saw a great improvement. Feedback from clinical facilities regarding students' performance is positive.

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.
1. The C.N.A. program has excellent retention, only one student dropped the program.
 2. The benchmark is 100% pass rate for written and skills competency exams. We had one student fail the written exam, passing on the second attempt. We had 100% of students pass the skills competency exam.
- c. Please summarize recommendations and/or accolades that were made within the program/department. Student surveys show they would recommend the program to others interested in taking a C.N.A program. They feel competent in their knowledge and skills.
- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.
- There are no further changes to the programs.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

- a. Which courses were reviewed for regular and substantive interactions (RSI)?
There were no course reviews. Program coordinator will ensure this is completed for the Summer EKG Monitor/Observer DE Asynchronous course.
- b. What were some key findings regarding RSI?
- Some strengths:

- Some areas of possible improvement:

c. What is the plan for improvement?

CTE two-year review of labor market data and pre-requisite review

a. Does the program meet documented labor market demand? I believe we have met labor market demand. Most of the clinical facilities have few openings.

b. How does the program address needs that are not met by similar programs? The local C.N.A. courses are the CCNI and Comprehensive Care facility program.

Ours is unique in that:

- It is in person, not on-line
- Has grant assistance to help students financially
- Has the acute care aide theory and clinical rotations
- Has several different facilities for clinical experience, not just one
- Provide on campus California skills competency exam through Credentia (for CDPH certification)
- Has a pathway, with counselor assistance, from C.N.A to LVN to RN and now even BSN

c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

Yes, students can get employment after the program in many types of healthcare settings. The Home Health Aide is offered right after the C.N.A program to make students employable at Home Health/Home Care agencies in addition to long term care facilities, memory care, assisted living, and hospitals. The Home Health has been well attended with nearly all seats filled (21 of 24). Local agency

speakers are invited to speak to students regarding employment opportunities.
 C.N.A wages range from \$21.00 to \$26.00 per hours.

- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

The C.N.A. is part of the LVN and RN advisory board. English remains the only prerequisite.

- e. Have recommendations from the previous report been addressed?
 Yes, all recommendations have been addressed.

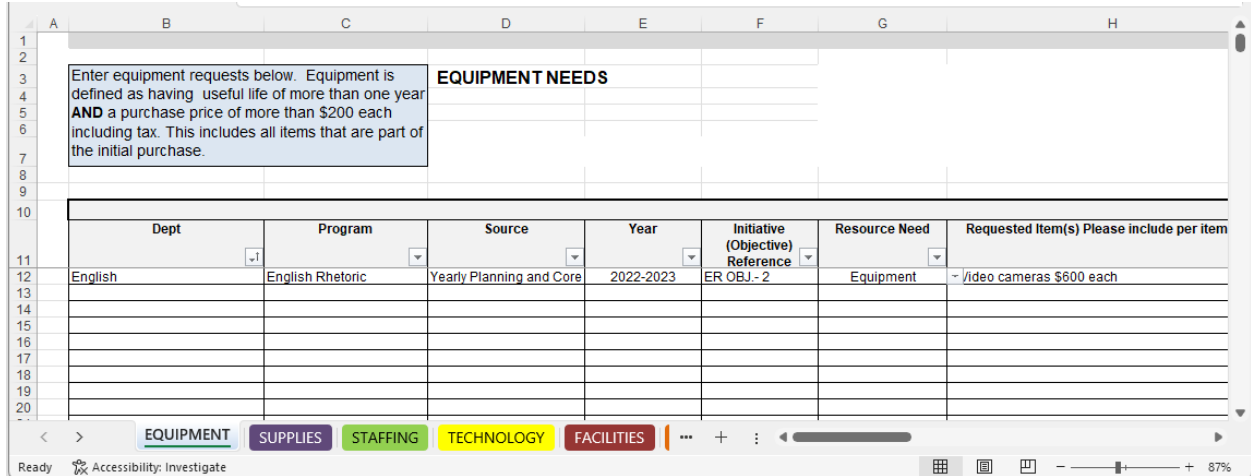
Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics**. *This section is only used if there are new planning initiatives and resources requested.*

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	2 Rolling vital signs carts
Planning years:	<i>(The academic years this will take to complete)</i> 2026 to 2027
Description:	
<p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>The success levels of our courses have indicated that students need to be able to perform a manual blood pressure and be proficient in taking electronic vital signs. Both campus labs have an electronic Wech/Allyn vital signs monitor. Rolling carts to place the machines allow students to roll from bed to bed in the lab. The cart has cord storage area which makes the skill much safer as cords can cause students to trip. It also maintains infection control practices.</p>	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Demonstrate Clinical Skills



New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	2 teaching manikins
Planning years:	<i>(The academic years this will take to complete) 2026-2027</i>
Description:	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
Manikins are needed for students to practice important skills such as catheter care that must be demonstrated prior to performing on a patient in the clinical setting.	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan	<input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705
<input type="checkbox"/> Technology Plan	<input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.
<input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	Classroom chairs especially needed LVC classroom(low priority)
Planning years:	<i>(The academic years this will take to complete) 26-27</i>
Description:	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
There are several different types, colors, styles of chairs in 2-204. Some in bad repair. There are also several different colors, types, sizes of tables. It looks unsightly and students are in seats for many hours and complain that chairs are uncomfortable. It is difficult for students to learn when sitting in uncomfortable chairs for several hours.	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705	
<input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.	
<input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	
Planning years:	<i>(The academic years this will take to complete)</i>
Description:	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
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<input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.	
<input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	
Planning years:	<i>(The academic years this will take to complete)</i>
Description:	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
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Title (including number):	
Planning years:	<i>(The academic years this will take to complete)</i>
Description:	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
What college plans are associated with this Objective? (Please select from the list below):	
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Area of Focus Discussion Template

ENROLLMENT TRENDS AND EFFICIENCY

Enrollment Trends and Efficiency – look for areas of growth or decline, relationship to the college and similar programs, and head count (enrollment and full-time equivalents for students and full-time equivalents faculty). Sample activities include the following:

Possible topics:

- Review FTES, headcount and enrollment trends disaggregated by population groups.
- Assess trends in productivity.
- Review retention and success rates by modality and disaggregated by population groups.
- Analyze the throughput of students from every completion and assess time to completion and disproportionate impact.
- Collaborate with guided pathways success teams to determine if programmatic barriers exist.
- Establish program goals for success rates.

1. What data were analyzed and what were the main conclusions?

The C.N.A. program has excellent retention of students. Instructors identify needs early on, encourage LAP as needed, encourage use of office hours, and 1:1 with students. Lompoc had 1 student drop in Fall 25 and 1 drop in Spring 26.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

A challenge is that the program is a semester long and 12 units. Other programs like the CCNI are online and only a few weeks. The program is only 30 days and claims to be fast-track. As such, we may be getting fewer applications because potential students have chosen a shorter program.

3. What are your plans for change or *innovation*? Our programs, though longer than others, offer the acute care aide in addition to the C.N.A. This was one of many benefits

that were discussed in our open house. Increased advertising to reach more potential students is our plan.

4. How will you *measure* the results of your plans to determine if they are successful? Lompoc programs have dropped to 12 out of a cap of 15. We will continue to monitor our enrollment for the Lompoc program.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)
2. Are there specific recommendations regarding the core topic responses from the validation team? Health Sciences Department clerk and Program Coordinator monitor the number of applications. No further recommendations.

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

Sample:

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
Planning years:	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
Description:	
<p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.</p>	

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan
 Student Equity Plan
 Guided Pathways
 AB 705
 Technology Plan
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 Strong Workforce
 Equal Employment Opp.
 Title V

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Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ- 2	Equipment	/video cameras \$600 each

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	
Planning years:	<i>(The academic years this will take to complete)</i>
Description:	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	

What college plans are associated with this Objective? (Please select from the list below):

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 Student Equity Plan
 Guided Pathways
 AB 705/1705
 Technology Plan
 Facilities Plan
 Strong Workforce
 Equal Employment Opp.
 Title V

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	
Planning years:	<i>(The academic years this will take to complete)</i>
Description:	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
What college plans are associated with this Objective? (Please select from the list below): <input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	
Planning years:	<i>(The academic years this will take to complete)</i>

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705/1705
- Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.
- Title V

New Program Planning Initiative (Objective) – Core Topic Only

Title (including number):

Planning years: *(The academic years this will take to complete)*

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

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- Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.
- Title V

New Program Planning Initiative (Objective) – Core Topic Only

Title (including number):

Planning years: *(The academic years this will take to complete)*

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

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Program Review Signature Page:

Joann Bellrose

[Joann Bellrose \(May 18, 2026 10:08:41 PDT\)](#)

Program Review Lead

May 18, 2026

Date

Thomas Lamica

Program Dean

May 18, 2026

Date



Vice President, Academic Affairs

Jun 15, 2026

Date











CNA Program Review 2026-26_enrollment&efficiency

Final Audit Report

2026-06-15

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