

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name: CNA/Acute Care, Home Health, Personal Care Aide, and Restorative Aide

Academic Year: 2023

1. Has your program mission or primary function changed in the last year?

The current mission and primary function of the program has remained unchanged since the six-year program review.

The Certified Nursing Assistant (CNA) Acute Care Aide Program is the foundation of the Nursing Assistant Program. It is a prerequisite to register for the Certified Home Health Aide (CHHA), EKG/Monitor Observer, and Restorative Aide classes. The CNA course is frequently the first nursing class students take when choosing a career as a Licensed Vocational Nurse (LVN) and Registered Nurse (RN). It also serves as a prerequisite for the LVN program. Most importantly, the Nurse Aide Certification is required for employment in a skilled nursing facility or the acute care hospital as a nursing assistant.

The CNA curriculum is not covered in any other course. The LVN approved curriculum states that the CNA is a prerequisite and as such, the LVN program is not required to include curriculum on CNA basic patient care skills. Santa Barbara City College and Cuesta College both offer a CNA program. Unfortunately, these programs along with many other CNA programs throughout the state are currently closed because of the pandemic. This has significantly increased the need for the AHC CNA program to remain open as a training site.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

- Course review and the 6-year program review were approved, Spring of 2021.
- The Certified Nurse Aide, Certified Home Health Aide, Restorative Aide and Personal Care Assistant have all been approved so that they can be offered as Distance Learning. All of these classes will continue to be taught face-to-face as student feedback support this as the preferred modality.
- Successful Program Accreditation for the Certified Nursing Aide and Certified Home Health Aide programs. These programs are approved by the CDPH until January 2025. The renewal cycle is every two years.
- Non-credit Offerings. The Personal Care Assistant (PCA) has successfully navigated through AP&P. The Health Science Department has scheduled the first class offering for this fall 2023.

Learning Outcomes Assessment

a-b. Please summarize key results from this year's assessment. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment data.

- The Program Learning Outcomes (PLOs) were revised during the 6-year program review process. The first PSLO to be evaluated using the new SPOL system was PSLO1: The scope of practice for this PSLO is that of a CNA or HHA. Demonstrate clinical skills in a varied environment in long-term and acute care facilities. A 100% success pass rate was reported for the CNA, CHHA, and EKG programs. Instructor feedback demonstrates that students show safe clinical judgement, following through with clinical assignments and promptly reporting relevant information to the nurse.
- The CNA faculty continues to monitor student progress, clinical proficiency and state exam pass rates to ensure that the learning outcomes for the program are being met. Over the last year, 58 students completed the CNA course and went on to pass the State CNA exam with a 100% pass rate

c. Please summarize recommendations and/or accolades that were made within the program/department.

The enrollment numbers for the CHHA program have remained low. To increase enrollment, it has been suggested by the ACH Nursing Advisory board that the class be offered immediately after students complete the CNA/Acute Care Aide class. The HHA class was cancelled during the pandemic because of the limited clinical space available. Before the pandemic, this class had an enrollment of twenty-four to thirty-six students. The last class offering for the summer of 2022 was eleven. Currently, there are twenty-five students who have completed the application process to take the course scheduled for May 2023.

d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

- Current Program Learning Outcomes (PLOs) were approved by the Health Science Department in 2021.
PSLO 1: Demonstrate clinical skills in a varied environment (Evaluation complete Fall 2022)
PSLO 2: Demonstrate theoretical concepts as they apply to patient care. (Evaluation planned for Fall 2023)
PSLO 3: Identify and demonstrate understanding of the standards of professionalism for the health care provider. (Evaluation planned for Fall 2024)

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

Yes, the public website is current for both the CNA and CHHA pathways for certification. Flyers and other advertisements have also been reviewed and demonstrate currency. The CNA classes are scheduled twice a year, during the spring and fall semesters. As recommended by program advisory board, the CHHA class is now scheduled immediately after students complete the CNA/Acute Care Aide class.

4. Were there any staffing changes?

The full-time staffing needs for the CNA and HHA programs have remained stable. A job posting has been added to hire more part-time faculty. The applicant must be a nurse with an active California nursing license, one year of experience providing care to chronically ill or elder patients, and 24 hours of continuing education in planning, implementing, and evaluating educational programs in nursing. The recruitment process to find qualified applicants continues to be strained as more nurses are choosing to retire.

The most significant addition to staffing has been the hiring of an administrative assistant. This position interacts with every program within the Health Science Department and assists with such functions as program expansion needs, online program applications, and student support for activities such as the graduation ceremonies.

5. What were your program successes in your area of focus last year?

- The need for CNAs remains high as many programs throughout the State have remained closed due to the pandemic. In contrast, the AHC program has remained open with 58 students completing the CNA program in 2022. The retention rate was 98%, completion rate 100%, and the pass rate for the CNA State Exam for 2022 was 100%.
- An additional nursing simulation lab was needed at the Santa Maria campus to accommodate the number of nursing students scheduling the space. This semester, W21 was opened for the LVN program to use as a dry lab. Many needs accompany the opening of the new lab, including additional hospital beds, manikins, and simulation equipment. Items such as these, were moved from the building M lab to W21 and will need to be replaced during the next planning cycle.

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

6. Does the program meet documented labor market demand?

- The need for CNAs and CHHAs (Certified Home Health Aide) remains remarkably high as community partners express employment concerns and students report being hired before they even finish the class. This is unlike previous years, when students had to

have a current CNA certificate before applying for a position. The program will continue to monitor the availability of clinical sites and increase enrollment as clinical training sites continue to allow more students to enter.

- In California, the number of Nursing Assistants is expected to grow much faster than the average growth rate for all occupations. Jobs for Nursing Assistants are expected to increase by 14.3 percent, or 10,900 jobs between 2018 and 2028.

Estimated Employment and Projected Growth for Nursing Assistants in California					
Geographic Area (Est. Year-project)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Job Openings
(2018-2028)	76,000	86,900	10,900	14.3	1,021,800

7. How does the program address needs that are not met by similar programs?

The CNA program remained open as several programs throughout the state have closed because of the limited clinical sites available. Some of the skilled nursing facilities, within the area have again opened their CNA program. The class size for these programs has usually been less than ten. The community needs for CNAs/HHAs and PCA remains high as local facilities also report that CNAs frequently remain in a position for two years or less.

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

Yes, enrollment remains strong for the CNA programs. The retention and success rates are consistently 98-100% for both the CNA and CHHA programs. Through the post-program survey, approximately 80% of the program graduates go on to gain employment in the field of health care.

8. 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?

Yes, the course review and course prerequisites have been reviewed. The CNA and CHHA have also been reviewed by the program faculty and the CDPH to ensure that they follow the States CCR, Title 22, Division 5, Chapter 2.5, Article 1-5 and the Nurse Assistant Training Federal Regulations, title 42 CFR 483.75 and 483 subpart D.

9. Have recommendations from the previous report been addressed?

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

New Program Planning Initiative	
Title:	Santa Maria Nursing Simulation Lab, replace two (2) patient beds
Planning years:	The academic years for this to be approved, 2023-2024
Description: The Nursing Simulation Lab has been designed to mirror the patient unit as seen in the hospital. This lab is used by several programs within the Health Science Department, (CNA, LVN, RN and MA), to allow students the hands-on experience needed to practice nursing skills before going into the hospital and working directly with patients. The patient bed is a major piece of equipment in the lab and needs to be replaced when it no longer works. There are still two (2) beds in the SM lab that are 25+ years old and need to be replaced. (Note: These beds are not in good working order)	
Resources:	
Priority Level: High	
Resource Type: Equipment	
Per Item Price: \$7,198.24 x 2 beds Price with taxes/shipping, etc: \$17465.48	
Description: Hillrom Reconditioned Versacare bed (annual maintenance and mattresses are included) for the SM Nursing Lab	

New Program Planning Initiative	
Title:	Nursing Simulation Lab, replace two (2) blood pressure simulators
Planning years:	The academic year for this to be approved 2023-2024
Description: The life-like simulator permits the instructor to preset values for both the systolic and diastolic pressures, providing an excellent way for students to practice listening to and distinguishing blood pressure sounds prior to actual clinical experience. Using this realistic unit will allow the student to find the preset results and the instructor will be better able to determine if the student has performed the procedure correctly and accurately.	
Resources:	
Priority Level: High	
Resource Type: Equipment	
Per Item Price: \$1342.95 x 2 Price with taxes/shipping, etc: \$1879 x 2	
Description: Life-like blood pressure simulator with simulation arm and program. One for the SM Nursing Lab and one for the Lompoc Nursing Lab	

New Program Planning Initiative	
Title:	Nursing Simulation Labs, two (2) electronic stethoscopes
Planning years:	The academic year for this to be approved 2023-2024
Description: This stethoscope is designed to pick up sound and increase the volume in the target frequency range, making it much more efficient and easier for the student to more clearly hear the systolic and diastolic sounds of a blood pressure. This unit is also provided as a tool for students to use with hearing loss (not wear hearing aids).	

Resources:	
Priority Level: High	
Resource Type: Equipment	
Per Item Price: \$335 x 2	Price with taxes/shipping, etc: \$810
Description: McKesson Audio Electronic Stethoscope, used in simulation to enhance sounds such as the systolic and diastolic sounds of a blood pressure. One for the SM Nursing Lab and one for the Lompoc Nursing Lab.	

New Program Planning Initiative	
Title:	Nursing Simulation Labs, two (2) bariatric stretchers
Planning years:	The academic year for this to be approved 2023-2024
Description: This Sechrist Industries stretcher has a lower height from the floor to mattress of 22 inches, a mattress base of 76 x 27, and it is designed to safely transport a bariatric patient.	
Resources:	
Priority Level: High	
Resource Type: Equipment	
Per Item Price: \$4,500 x 2	Price with taxes/shipping, etc: \$9900
Description: The Santa Maria nursing lab needs to replace the two stretchers that were moved over to the new nursing simulation lab in building W. Of the high priority pieces of equipment requested, this is first on the list. One for the SM Nursing Lab and one for the Lompoc Nursing Lab.	

New Program Planning Initiative	
Title:	Nursing Labs, three large dial aneroid blood pressure dials with stands
Planning years:	The academic year for this to be approved 2023-2024
Description: Large Faced Aneroid Dial	
Resources:	
Priority Level: Medium	
Resource Type: Equipment	
Per Item Price: \$343 x 3	Price with taxes/shipping, etc: \$1260
Description: The larger face on this aneroid sphygmomanometer assists the student to see the measurement lines. A height adjustable stand with casters is also included in this quote.	

Area of Focus Discussion Template

CURRICULUM AND TEACHING DESIGN

Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices.

Topics:

- Reviewed curriculum for currency and when required compliance with the California Department of Public Health (CDPH) mandates
 - Curriculum reviewed for the Certified Nurse Assistant (CNA), EKG monitor, Certified Home Health Aide (CHHA), Restorative Aide (RA) and Personal Care Assistant (PCA).
- Review course materials through the lens of equity and student access
- Assess teaching practices, skills training equipment, and technology needs that enhance student learning.
- Review Post-Employment Data for CNA and CHHA CTE programs

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

- a. Curriculum reviewed for currency and compliance with CDPH mandates.
 - *Referenced State CCRs, Title 22 and Federal CFRs, Title 42 (CDPH.gov)*
 - NNAAP/NATAP 2018 edition (National Nurse Aide Assessment Program, National Nurse Aide Testing) (CA Community College Chancellor's Office)
- b. Workforce Development Board for San Luis Obispo and Santa Barbara Counties (<https://www.ca.gov/department/social-services/workforce>)
- c. Institutional Effectiveness/Program Review: Enrollment & Headcount (AHC Program Review Data for CTE programs)
- d. Lightcast 2023 Data Set for Occupation Overview/Demographics (www.economicmodeling.com)
- e. Culturally Responsive Higher Education Curriculum Assessment Tool (AHC)
- f. End of Term Student Survey from the CNA and CHHA classes

Curriculum Accreditation

The CDPH program approval process for the CNA and CHHA Curriculum was completed in January 2023, with all three programs being accredited until January 30, 2025. The CNA and CHHA programs are highly regulated by the CDPH requiring a program to go through the accreditation process every two years. Each class taught at a different time or location is an independent program with its own unique identification number and expiration date. Currently, there are two CNA and one CHHA program managed under these guidelines.

Basic Accreditation Process

The CDPH requires that the Program's application be "complete and accurate". Supporting CDPH documents include a detailed theory and clinical curriculum with the date and time that every topic is covered, a clinical training site agreement for each facility, and a list of all CDPH approved program instructors including a resume that supports skilled nursing experience. The CDPH requires that each clinical training site be free of any State "citations". Such a citation would prevent our students from training at that site for (2) years. The following is a list of the CDPH forms an approved program must utilize ([cdph.ca.gov/Programs/CHCQ/LCP/Nurse-Assistant-Training-Program](https://www.cdph.ca.gov/Programs/CHCQ/LCP/Nurse-Assistant-Training-Program)) to demonstrate compliance with the approved CDPH curriculum.

- CDPH 276C-Nurse Assistant Certification Training Program Individual Student Record. This form is used to track theory content and mandated hours. (<https://www.cdph.ca.gov/CDPH%20Document%20Library/ControlledForms/cdph276c.pdf>)
- CDPH 276A-Nurse Assistant Training Program Skills Check List. This form is used to track that a DSD Instructor has directly observed the student successfully completing every skill on the list. It is also used to track the mandated clinical hours completed by the student. (<https://www.cdph.ca.gov/CDPH%20Document%20Library/ControlledForms/cdph276a.pdf>)
- CDPH 276B-Daily Nurse Assistant Training Program Schedule. Each theory content and each patient care skill are listed with the date and time taught. This curriculum is very prescriptive. For example, if on the third theory day from 1000-1100 the blood pressure is listed as theory content, then someone coming in at that time should see that it is the topic being taught. Federal and State regulation define the content and mandated hours for the CNA and CHHA courses.

Non-credit Offerings

The Personal Care Assistant (PCA, Health 7001 & 7002) have successfully navigated through the AHC AP&P process and has been approved by the Health Science Department for scheduling it in fall 2023. To reduce the price barriers for community members, it is being offered as non-credit. Open Education Resources (OER) resources will also be used, making it possible for every student to have a copy of the course materials on the first day of class. The PCA offering prepares students to assist patients and families with non-medical directed personal care: assist with home management activities: care for patient with dementia and Alzheimer's disease: and assist in the needs associated with end-of-life care. Members of the program's advisory board have also asked that the course content be reviewed to determine if a student who has completed this course might also qualify as a Health Care Aide.

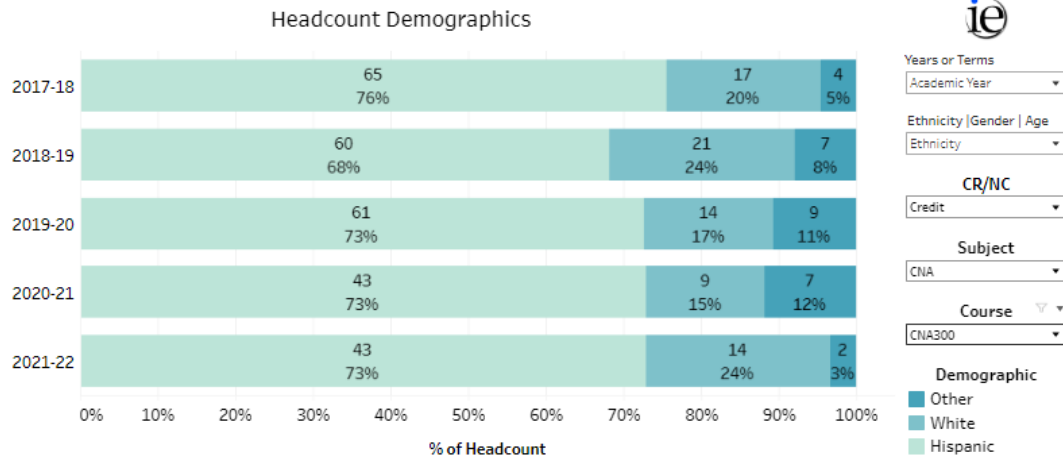
Student Access

The demographics for the ethnicity of students taking these courses are representative of those present on campus and within our local community. A noticeable gap can be seen between demographics for gender, with no more than five men registering to take a class. A similar gap can also be seen in this demographic for the field of nurses as the Board of Registered Nursing

reports that only 10% of nurses are men. The debate continues, as nursing professionals continue to ask why more women are drawn to this field and more importantly, what measures can be put into place to encourage men to go into nursing. (See the following diagram, Institutional Effectiveness, Program Review: Enrollment & Headcount)

Home / Institutional Effectiveness / Program Review: Enrollment & Headcount

PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



	2017-18		2018-19		2019-20		2020-21		2021-22	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Asian	1.00	1%					2.00	3%		
Black			1.00	1%	1.00	1%				
Filipino	2.00	2%	6.00	7%	7.00	8%	2.00	3%	1.00	2%
Hispanic	65.00	76%	60.00	68%	61.00	73%	43.00	73%	43.00	73%
Pac Isl							1.00	2%		
Two or More	1.00	1%			1.00	1%				
Unknown							2.00	3%	1.00	2%
White	17.00	20%	21.00	24%	14.00	17%	9.00	15%	14.00	24%
Grand Total	86.00	100%	88.00	100%	84.00	100%	59.00	100%	59.00	100%

ie

Years or Terms
Academic Year

Ethnicity | Gender | Age
Ethnicity

CR/NC
Credit

Subject
CNA

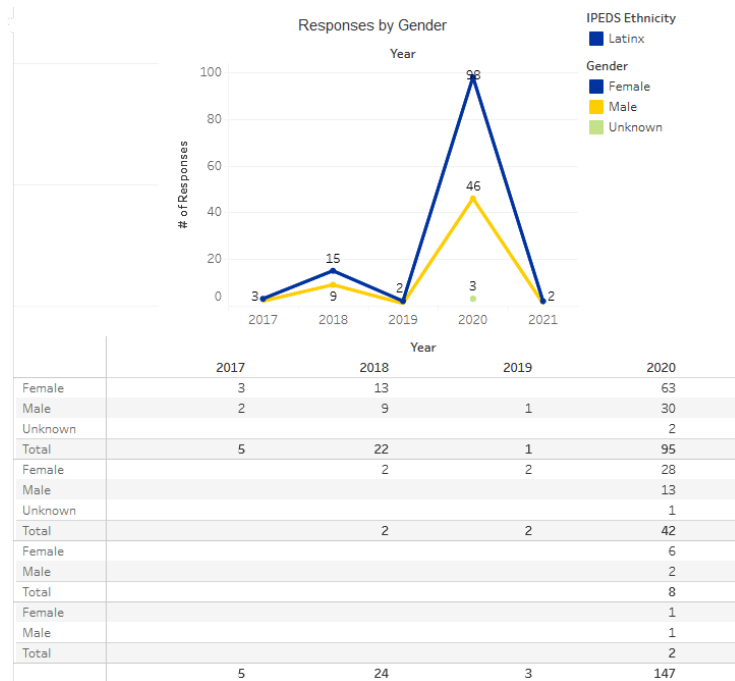
Course
CNA300

Demographic
Other
White
Hispanic

Enrollment & HC By Program

Enrollment & HC By Course

Fill Rate & Efficiency



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?

Success Rates Through the Lens of Equity

The program maintains a high retention and completion rate as demonstrated by the reference table below. This data is monitored along with course demographic data to ensure that access into the program is equitable for our community and student population. Occasionally, a student will drop during the first week because of the time commitment (22 hours/week), challenges with childcare, and the inability to receive federal financial support for taking this class. Approximately one hundred and fifty students apply for the CNA program each semester with an average wait time of one semester for getting in.

CNA/Acute Care Aide Program Enrollment and State Exam Pass Rate (*Data obtained through class student surveys)			
Year	Enrollment (1 st day of class)	Passed CNA State Exam	Educational goal to be an LVN/RN*
2018/2019	90	88	88
2019/2020	85	77	77
2020/2021	59	58	58
F2021/S2022	59	59	59
F2022/S2023	66	63	64

Post-Employment Wages (CTE, Career and Technical Education)

Ninety-five to 100% of the AHC CNA students want to continue their education through the AHC stepladder program to receive an LVN or RN License. Both the LVN and RN report an equitable wage post-graduation. The annual wage according to the U.S. Bureau of Labor Statistics (2023) for an LVN is \$69,930 (\$33/hour) and for an RN, \$133,340 (\$64/hour). Yearly, the AHC office of Institutional Effectiveness also collects data related to the number of AHC CNA students that go on to take the AHC LVN program

AHC CNA student going on to take the ACH LVN program		
Year	Students that completed the AHC CNA Program	Students Accepted into LVN Program
2015	25	34
2016	20	34
2017	21	31
2018	20	32
2019	25	36
2020	26	33
2021	25	37
2022	23	32

The CNAs and HHAs continue to struggle to receive a wage of \$21/hour. It should be noted that taking a Career and Technical Education class such as the CNA program has been shown to increase the wages for women, with up to a \$3.00/hour increase. A similar increase can be seen in Table 4 for Latinx with a wage increase of \$6.39/per hour. The number of respondents is low but that should increase as post pandemic wages are being increased to \$21-\$25/hour. Post-pandemic, students are reporting an hourly wage from \$17-\$21.50 for 1-2 years of experience and \$22.6-\$25 for 3-5 years of experience. The higher salary ranges are being seen for those nursing assistants working in the hospital.

(Results from post program student survey)

CTE Outcomes Survey Dashboard (Gender, Female)				
Skills Builder		2018	2019	Grand Total
TABLE 3	After Training Wage	\$19.36	\$16.25	\$18.12
	Before Training Wage	\$15.42	\$15.13	\$15.30
	Wage Difference	\$3.94	\$1.13	\$2.82
	% Wage Difference	20%	7%	16%
	# of Responses	37	18	55

<https://www.hancockcollege.edu/ei/CTEOutcomesData.php>

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CTE Outcomes Survey Dashboard (Ethnicity, Latinx)			
Skills Builder		2018	Grande Total
	After Training Wage	\$22.66	\$22.66

TABLE 4	Pre and Post Program Wage Increase		
	Before Training Wage	\$16.30	\$16.30
	Wage Difference	\$6.36	\$6.36
	% of Wage Difference	28%	28%
	# of Responses	19	19
https://www.hancockcollege.edu/ei/CTEOutcomesData.php			

Employment Opportunities for the PCA, CNA, and HHA		
Name of Site	Positions open as of 5/15/2023	
Ca. Standard Occupations Classification PCA	6,450/Statewide	Ca.gov/workforce board
Indeed.com Classification CNA	122-Arroyo Grande 68-Santa Maria 70-Lompoc	https://www.indeed.com
Indeed.com Classification HHA Data checked 5/15/2023	22-Arroyo Grande 19-Santa Maria 17-Lompoc	https://www.indeed.com

Most Jobs for CNAs are Found in the Nursing Care Facilities

% of Total Employment for CNAs in California	
Industry Title	
Nursing Care Facilities	49.7%
General Medical Surgical Hospitals	23.7%
Community Care Facilities for the Elderly	7.5%
Employment Services	3.4%
Federal Government	1.8%
Source: EDD/LMID Staffing Patterns	

Enrollment Growth for the HHA

Enrollment growth was a goal from the last 6-year program review. Before the pandemic the program included a winter and summer offering with annual enrollment numbers of 24 to 36. Unfortunately, the CHHA classes had to be postponed because the CDPH did not have a provision that allowed theory content to be taught online as ERT. The CHHA offering was once again offered in the summer of 2021 with 15 students and the summer of 2022 with 11. Based on feedback from the nursing advisory board, the HHA class is now offered immediately following the completion of the spring CNA class. The current enrollment for the summer of 2023 is 24. Six of the students enrolled are attending for the 24 hours of in-class hours that the CDPH has approved for continuing education. (Note: CDPH requires a CNA certification before a student can take an CHHA class which prevents these to classes from being offered at the same time.)

3. What are your plans for change or *innovation*?

Current Technologies

Certified nursing and home health aides work on the front lines of patient care in the home, hospital, and skilled nursing facilities. As such, the program strives to use current technology in the classroom. Digital textbooks are preferred as they give the student access to online quizzes, skills videos, and audio translations for many of the medical terms used in the class. PowerPoints and laptop applications such as the living lung can frequently be used together during a lecture to provide a more interactive experience to theory content. When teaching such topics as the cardiovascular or respiratory system, life size models are brought forward to allow the learning to be more of a three-dimensional experience. With new innovations and changes, these pathways will need to be funded. Note: keeping the technologies in the classroom current is a priority and yet, students still report benefiting from some of the more traditional teaching methods such as learning in small groups and using a pad and pencil to diagram a concept.

Nursing Simulation Lab

The opportunity to connect theory content to skills competency is so important for students at this level, that each class, for the first three weeks, is a combination of theory and skills practice. The design of the lab provides a realistic “true to life” experience with four complete patient unit with simulation manikins, patient transfer lifts, electronic vital sign equipment and the list goes on. With currency of the lab space being a priority, equipment must be kept in good working order and replaced in a timely manner after it has served its time as useful. To maintain this training environment a new budget augmentation has been requested to replace outdated equipment. Please refer to the Analysis of Resources section for further details.

Culturally Responsive Curriculum

The CNA faculty are currently reviewing the course materials and textbooks for assess and equity using the AHC Culturally Responsive Higher Education Curriculum Assessment Tool developed by LeeAnne McNulty, Leah Q Peoples and Rick Rantz. The review and modification of course materials will focus on areas of Portrayals of Diversity, Accuracy of Portrayals and Social Justice (CRHE-CAT). As the review process is just beginning there is not much to report.

4. How will you *measure* the results of your plans to determine if they are successful?

Feedback from Advisory Committee Members

- The CNA program will continue to partner with the LVN/RN programs to hold an annual community-based advisory meeting. Advisory members include representatives from local agencies who have cause to hire our graduates.
- Highlights from the last meeting centered around the changing landscape brought on by the pandemic. Once the CDC (Centers for Disease Control) and CDPH guidelines were firmly in place, advisory members strongly supported the student role and their return to the nursing floor to complete clinical training.
- Feedback from the Directors of Nursing and the Directors of Staff Development who work directly with our students.

- a. Students are well prepared and comfortable working with the new innovative technologies now being seen in the field due to the pandemic.
- b. The students' ability to recognize that change can happen quickly and being able to slow down and assess a situation are qualities they see in our students.

Monitoring State Exam Pass Rates for the NNAAP

- Maintaining a high program completion rate combined with a high pass rate for the national exam to ensure that student can go into the community and work as Certified Nurse Aides.
- This semester, the students achieved a 100% pass rate for both the written and skills portion of the State exam.
- The NNAAP consists of two components: a written exam and a skills demonstration. The Rater for the skill portion of the exam is an RN that has not taught or provided instruction to the student. The student must successfully complete both components of the exam before a state can add the student's name to the state nurse aide registry. The state registry is used to assure employers that the potential hire has met the federal and state requirements for employment. (ncsbn.org/exam/nnaap)

Evaluating Program Learning Outcomes

- Reviewing course outlines and syllabi for innovative teaching strategies and current simulation practices at the CNA level. Students to practice each federally mandated patient skill in the nursing lab, demonstrating to the instructor that they are prepared to go onto the nursing floor to care for patients.
- Ongoing assessment of program policies, procedures and resources to promote equity using the AHC Culturally Responsive Higher Education Curriculum Assessment Tool.

5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?

- In preparation for the offering of an on-line CNA class, instructors are scheduled to take the AHC 30 Hours DE course to learn how to include methods that demonstrate and support regular and substantive interactions.
- With the passage of Assembly Bill (AB) 2850 (chapter 769), the CNA program now has the State and Federal endorsement to offer theory content online.
 - The approval process requires that the CDPH have access to the CNA Canvas shell for auditing of the course materials, PowerPoints, tests, student policy manual, and curriculum. The online class will be seen as an independent program with its own CDPH identification number and expiration date.
 - Once approved by the CDPH, the Allan Hancock College course outline of record will have an option to teach the course as distance learning. The

timeline for the first synchronous or asynchronous offering could be as soon as Spring 2024.

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.*

For the CNA Programs, all new requests have been added to the 2023 Yearly Planning Document. Please refer to that document.

Program Review Signature Page:

Mary Pat Nelson
[Mary Pat Nelson \(May 26, 2023 08:27 PDT\)](#)

May 26, 2023

Program Review Lead

Date

Thomas Lamica
[Thomas Lamica \(May 27, 2023 06:31 PDT\)](#)

May 27, 2023

Program Dean

Date



Jul 20, 2023

Vice President, Academic Affairs

Date












CNA Program Review_2022-23


Final Audit Report

2023-07-20

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2023-05-26 - 3:27:32 PM GMT
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