



Nursing: Certified Nurse Assistant (CNA) 2013-2014

Year Five Focus Area: PROGRAM SELF EVALUATION and SUMMARY¹

Program review should model a miniature accreditation self-evaluation process within a designated area of the campus. In essence, it provides a model and practice that generates and analyzes evidence about specific programs. Eventually this work should guide the larger work of the accreditation self-evaluation as well as guiding planning and budgeting decisions. The review should be a candid self-evaluation supported by evidence, including both qualitative and quantitative data. It should honestly document the positive aspects of the program and establish a process to review and improve the less effective aspects of a program.

Program Review: Setting A Standard – The Academic Senate for California Community Colleges

I. Program Description

Nursing Assistant (NA), a career technical education program, prepares students to care for individuals, families, and communities so they may attain, maintain, or recover optimal health and quality of life. The program meets the training requirement of the California Department of Public Health Services (CDPHS).

Nursing 101 Nurse Assistant trains students in the theory and skills needed to care for residents in a long-term care facility. Upon successful completion of coursework, students become eligible to take the California Nurse Assistant Examination for Certification (CNA).

The CNA Program was not offered in the summer and fall sessions of 2012 or the 2013 winter intersession due to campus-wide budget cuts.

Previously, the course was offered during the day in 6 week modules in the winter and summer sessions and 8 week modules in the fall and spring semesters. In addition, classes were full with students trying to add on the first day.

The program was re-instated in spring 2013; however, summer and winter sessions have not been offered.

Refer to other program review documents for information on the Registered Nursing and Vocational Nursing programs. This page describes programs at the entry level of a nursing career; students may earn a skill award in Nurse Assistant.

Prospective RN students who apply at certain colleges are given extra points for their admission package if they have a C.N.A. certificate. The certificate could increase their chance of getting accepted into these colleges.

¹ Reference to Accrediting Commission for Community and Junior Colleges (ACCJC) Standards:

Standard IIA.2 (b) The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving these outcomes.

The combined advisory committee for all nursing programs meets annually and is comprised of health care professionals including chief executive officers; nursing education consultants; and directors of nursing, education, and staff development.

II. Discuss progress toward objectives identified in the Educational and Facilities Master Plan 2011 - 2020.

Re-establishing the NA program in spring 2013, which was accomplished, was the first and most important goal we identified in the last program review. Additionally, we were awarded a grant for Home Health Aide (HHA) curriculum development and retention/remediation monies for skills lab support for NA students in the 2013-2014 academic year.

III. Are there obstacles or barriers that restrict the rate of student completions or are delaying timely completion?

1. The suspension of the program after the spring 2012 semester impacted the program's momentum. We have been brainstorming strategies for increasing program exposure through website, newspaper, and marquee advertising. We are seeing an increase in community interest since reinstating the program in spring 2013. In an attempt to fill the classes, we have had to schedule more than one informational session prior to each class offered. Since reinstating the course some sections have started with less than the maximum number of 30 students.

2. Students are not required to take an entrance exam or any other type of pre-screening test in order to register for the course. Once registered, they are required to maintain a 70% average on quiz scores, and satisfactorily demonstrate several skills, or they cannot advance into the clinical site nor take the final exam. In addition, a student cannot get a passing grade in the class if the student earns less than 70% on the final exam, and/or does not get satisfactory marks for skills demonstrations. We usually lose up to 4 students per session based upon these criteria.

3. Absenteeism is the main reason the retention rate is so low. The number of hours a student must spend in the classroom and the clinical site is closely regulated by the CDPHS. We meet for 21 hours every week for 8 weeks. Students can only miss 7 hours per session, and those hours must be made up in the skills lab. Students have been allotted a minimal number of dates/hours to use the skills lab in order to make up hours missed. Traditionally, skill lab hours were scheduled at the same times as when the NA class meets. A student who exceeds the 7 hour limit cannot accumulate the necessary number of hours required to pass the class and take the state competency exam. Usually there are a couple of students per session who do not have enough hours to receive a passing grade even though their quiz scores are well above 70%. Most of these students tend to stop coming to class (well after the deadline to drop date) because they know they will not be able to accumulate enough hours to pass. In these cases, students get an F grade.

4. Some students have shared that a lack of resources (money, child care, transportation, etc.) needed before the first day of class delays their intended completion time. Some students say they cannot get financial aid or their physical exams and lab work until they are registered for a class and in this case, students cannot register until all of their fees and supplies have been purchased.

IV. Identify three to five measurable self- improvement objectives to improve student retention and completion during the next five years.

1. For students having difficulty demonstrating their skills satisfactorily, we could offer additional skill lab hours as needed and work 1:1 with students. Many students need more time for instruction rather than only practice sessions. Perhaps we can look at providing the nurse assistant students with scheduled hours in the skill lab for skill competency testing much like what the VN and ADN students have been getting.
2. Students who get low quiz scores can be referred to the Early Alert Program, the Writing Café, and the Tutoring Center. We could always encourage students to get extra assistance from their instructors during office hours and to utilize the skills lab resources more often. We can also, ask students to complete an evaluation of the class at the end of the class where they can write the strengths and weaknesses of the course and instructors.
3. Meet with counseling as a way of informing/educating them of CDPH requirements a student needs prior to taking the class. In return, a student would know the expectations and could take remedial courses if indicated.
4. Explore the possibility of giving an entrance exam or other pre-screening exam to determine if a student has the language, reading and basic math skills needed to pass the class. Consider the option of developing and giving a brief assessment/general knowledge test to potential students during the information sessions. If a student is identified as needing some type of remediation or tutoring, inform the student about resources at Citrus that are available to them such as the Writing Café, Early Alert, and Tutoring Center.

V. Discuss opportunities for change that may exist within the next five years

- In addition to the HHA skill award, there is the opportunity to add an Acute Nursing Assistant skill award that will also increase student marketability. There are an increasing number of acute care hospitals that hire CNAs today.
- With the addition of HHA and acute nursing assistant skill awards, more qualified instructors will need to be hired. Currently there are two full-time and 1 adjunct faculty members who are qualified to teach the courses. At Citrus there are instructors and the program coordinator who plan to retire sometime during the next five years. We need to start planning in advance in order to maintain the upward momentum of the program and prevent the course from being suspended again.
- As the acute care course is developed we need to increase the number of hours a student can spend in the skills lab possibly using the SIM lab for more intense procedures. More equipment, supplies, available rooms to teach, and time in the skill lab are warranted.