

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2022

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Nursing and Allied Health

Program: Certified Nursing Assistant (CNA/NAST)

Current Academic Year: 2022

Last Academic Year CPPR Completed: 2018-2019

Current Date: 02/25/2022

NARRATIVE: INSTRUCTIONAL CPPR

I. GENERAL PROGRAM INFORMATION

Mission Statement:

The mission of the Nursing Assistant Program is to provide a competent workforce for the community, and prepare students to enroll in nursing and other healthcare programs. The nursing assistant program prepares students to practice safely and enter into a viable market.

These goals were developed through formal and informal collaborative processes with nursing and allied health faculty, Advisory Committee members, and community partners. In order to maintain the status of our program, we will need to preserve existing community relationships and develop new ones through outreach activities. Being well connected to our community allows for information exchange and identification of future trends and needs.

Brief history of the program

The Certified Nursing Assistant Program (CNA), also known as Nursing Assistant Student Training Program (NAST) was implemented in 1994 with lectures and skills lab classes held on the SLO campus, and clinical experiences in long term care/skilled nursing homes throughout San Luis Obispo County. CNA shared one large well-stocked nursing skills lab with the RN program.

In 1998, with the opening of the NCC in Paso Robles, it was decided to trial the CNA fall classes to the NCC campus, while keeping spring classes on the SLO campus. In 1999, enrollments on the NCC were high, a full-time faculty member was hired, a skills lab was created, and the decision was made to house the program entirely on the NCC.

Community partners, in particular Compass Health, Inc., have consistently provided significant support to this program including facilities, equipment, donated faculty, and financial donations. Because of the faculty to student ratio that is needed for faculty to supervise students and assure safe patient care in the clinical course, the program

would be challenged to continue on college resources alone without the support of our community partners.

The CNA program comprises of both lecture (NAST 148) and hands-on clinical experience (NAST 148L). This program is a prerequisite to the Cuesta College LVN program and many schools of nursing throughout the nation.

Current faculty, including part-time faculty:

The COVID-19 pandemic forced the CNA program to pause because of insufficient clinical placements for the student hands-on clinical experience portion. The program has been on pause for the Fall 2020 through Spring 2022 semesters. Clinical sites have indicated that student clinical placements may resume in Fall 2022. Currently no full or part-time faculty are hired for this program due to this pandemic-induced pause. Fay Johnson, long time, full-time tenured faculty resigned in 2020 and a full-time replacement has not yet taken place.

Approved CNA faculty on file with the California Department of Public Health (CDPH) includes:

Marcia Scott, Program Director and Instructor

Cary Lou Martinson, Instructor

Melissa Penner, Instructor

Darby Axelrod, Instructor

Nancy Wages, Instructor

Other Staff/Faculty/Support Personnel

Marcia Scott, Director of Nursing and Allied Health

Monica Millard, Nursing and Allied Health Division Chair

Debra Adams, Clinical Coordinator

Brita Blue, Nursing Program Specialist

Describe how the Program Review was conducted and who was involved:

The current program review was prepared by:

Marcia Scott, Program Director

Monica Millard, Division Chair

Beth Johnson, Nursing Assistant Director

II. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

Program Mission Statement and Goals:

The program goals of the nursing assistant program are congruent with the college mission. This mission is accomplished by providing curricula, skill development, and clinical experiences that prepare students to apply a standard of practice that is competent, safe, and ethical within their respective scope of practice. Through challenging and dynamic learning opportunities, students' lives are improved as they become engaged citizens in their communities. The program promotes cultural, intellectual, and professional growth. Most students enrolled

in this program plan on progressing through an educational plan to more advanced health care professions. Many work part-time as nursing assistants as they complete pre-requisites for nursing or other health science degrees.

Inclusivity and Equitability:

The Nursing Assistant program welcomes, engages, and supports a diverse student demographic. Students are encouraged to recognize the diverse learning styles of their cohorts. Students work in groups to practice and master skills to meet the course learning objectives. Faculty assign partners to work together in the clinical setting to perform patient care. This is done in a manner that does not assign partners who are friends, of the same age, or ethnicity as much as possible. This encourages students to learn to work with people who are different than them. Students are exposed to a diverse population of patients, families, and health care providers. The curriculum addresses culture, and challenges students to explore their values regarding diversity. For example, students are asked to consider their views on ethnicity, bioethical issues (abortion, stem cell research, prisoners receiving transplants), the diverse patient responses to health care issues that may not be congruent with their own (obesity, smoking, lifestyle choices) socioeconomic issues, etc. Culturally specific health care is addressed including religion, hygiene, diet, privacy, and communication skills. The program's curriculum addresses caring for self, patients, colleagues, community, and stress management.

Students are frequently referred to the Nursing Student Success Specialist, Counseling, DSPS, Financial Aid, Reentry Counseling, Workforce Development, ESL classes, and the Community Literacy Council for support services. Because the nursing assistant is the entry level into nursing, students often need accommodations to pass the national certification exam. An example of such accommodations is allowing students to request the national written certification exam to be administered to them orally. This has worked well for ESL students who understand the English spoken word better than the written word. Faculty and students have worked with DSPS resources to promote student retention and success using academic support that includes note takers, tutors, readers, special adaptive equipment (ie stethoscope for the hearing impaired) and extra time to take exams. Financial resources reduce stress and promote success. The special needs of reentry students are recognized and supported. Employment opportunities on and off campus promote retention. These accommodations, combined with faculty support, foster students to recognize their strengths, identify achievable goals, enhance success, and enrich their lives.

CNA/NAST students learn to provide basic patient care. They learn to communicate with people with dementia, hearing and visual deficits. Students are taught to provide nonjudgmental care demonstrating no bias. A person is rendered care simply because they exist as a human.

Critical and Clinical Judgment:

CNA/NAST students learn to critically think within their scope of practice and know what information must be communicated to licensed personnel. The team approach is important to communicate what is accurate, clear, and logical as well as provide ethical care.

Technology:

The responsibilities as CNAs include technology. Students are responsible for navigating the electronic medical record to research information about their assigned patients, and to document in the electronic medical record (EMR). Students are taught to protect patient privacy and importance of using the EMR equipment accurately.

Competence, safety and privacy are essential to the field of healthcare.

Community Partners:

The success of the CNA/NAST program and our students hinges upon a working and mutually beneficial relationship with our community partners. The faculty functions as a liaison between the college and community. In turn, our students must learn to collaborate with each other, clients, families, and the health care team. The community healthcare facilities frequently contact the faculty with staffing needs. Information regarding available positions is emailed to faculty who in turn forwards them to current and previous students via email list serves. Many of the previous nursing assistant students working in the community mentor our current students during their clinical rotations and upon being hired by a facility.

Successful Certification and Employment Data:

The CNA/NAST program has essentially a 100% success rate for students who take their national certification exam. These students are very marketable for employment as CNA's or to continue their professional development in other healthcare occupations. As reported in employer surveys, Advisory Committee members, and faculty, the students who complete this program become employed or continue their education to higher healthcare certificates and degrees. Many enter the Cuesta College LVN and RN programs, and it is noted that the CNA program provides a solid foundation for them to succeed.

The Director and Division Chair continued to mentor faculty in the Integrated Planning Model and CPPR process by:

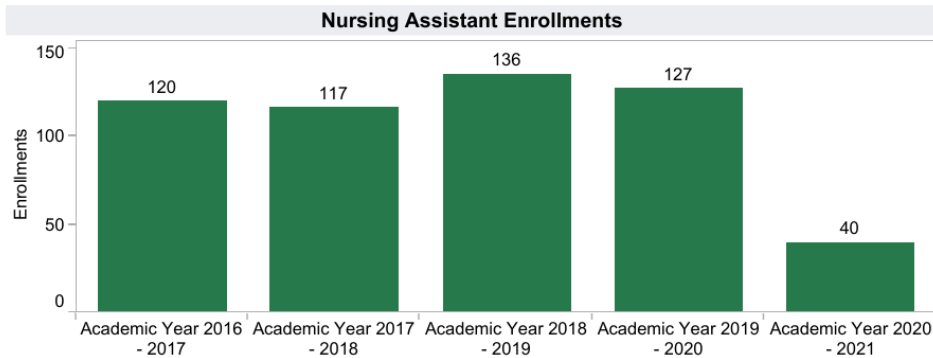
- a. Participation at district events for business and civic Leaders
- b. Host community Advisory Meetings and regularly interface with affiliate agencies and community partners.
- c. Implemented methods to increase the number of employer and alumni surveys that are returned to the department so that we have better gainful statistical data from employers in our community.
- d. Work with the foundation to maintain community partnerships which support salaries, equipment, operational expenses, technology, professional development, student success strategies, facility improvements, and in-kind support—received financial support from private donors.
- e. Maintain contractual partnerships with LTC clinical to better support the number of students being served.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS
 (Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

General Enrollment

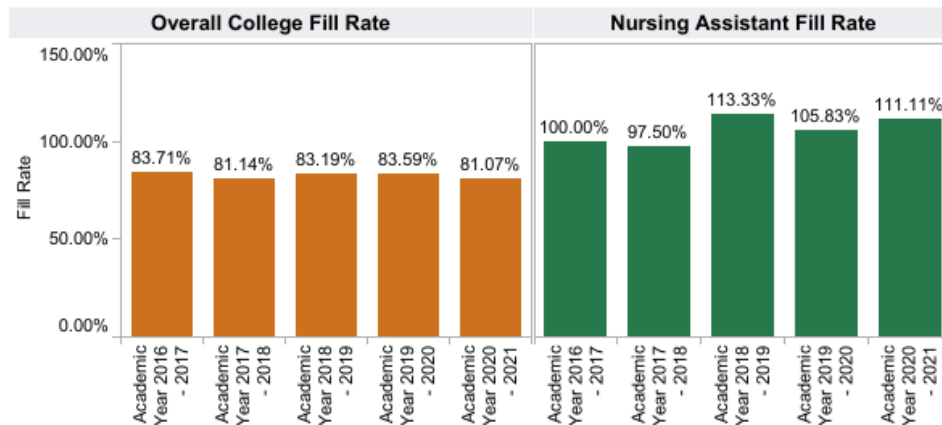
SLOCCCD Program Review Data - Enrollment

Department: Nursing Assistant Course: All Dual Enrollment: All Prison: All



SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Nursing Assistant Course: All Dual Enrollment: All Prison: All



General Efficiency (FTES/FTEF)

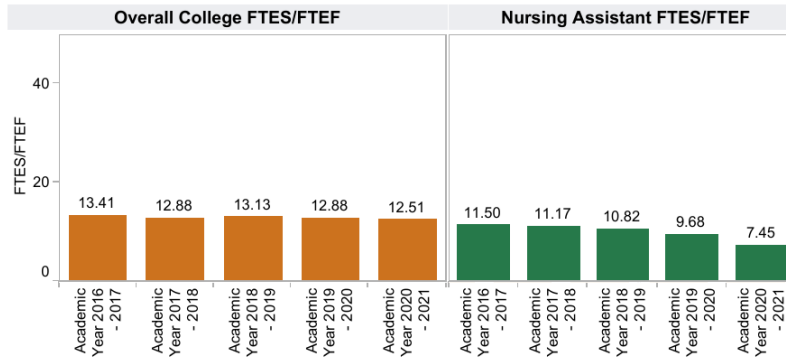
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Nursing Assistant

Course:
All

Dual Enrollment:
All

Prison:
All



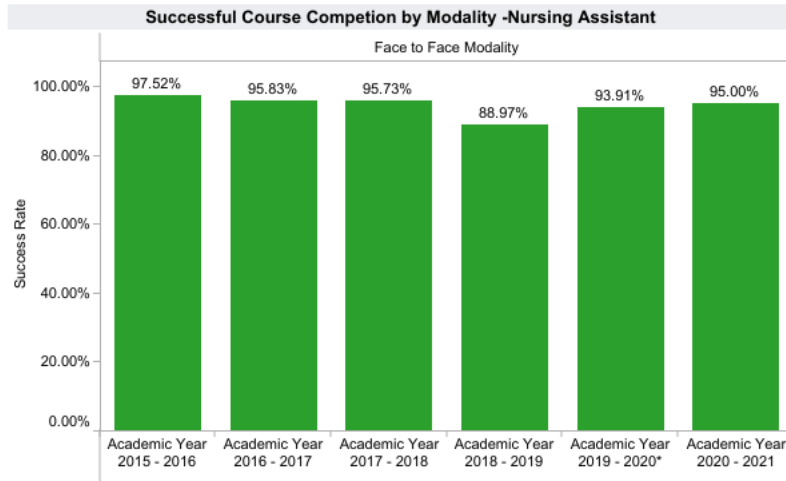
Student Success—Course Completion by Modality

SLOCCCD Program Review Data: Successful Course Completion

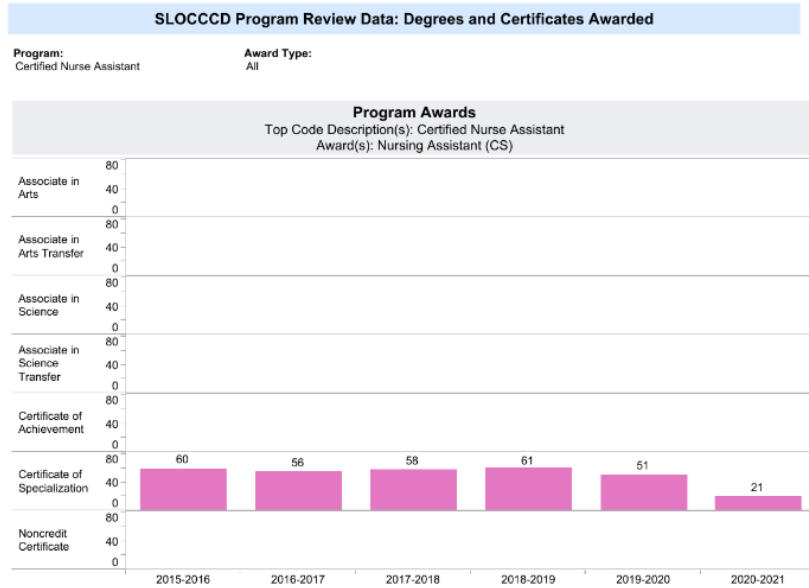
Select Department:
Nursing Assistant

Course:
All

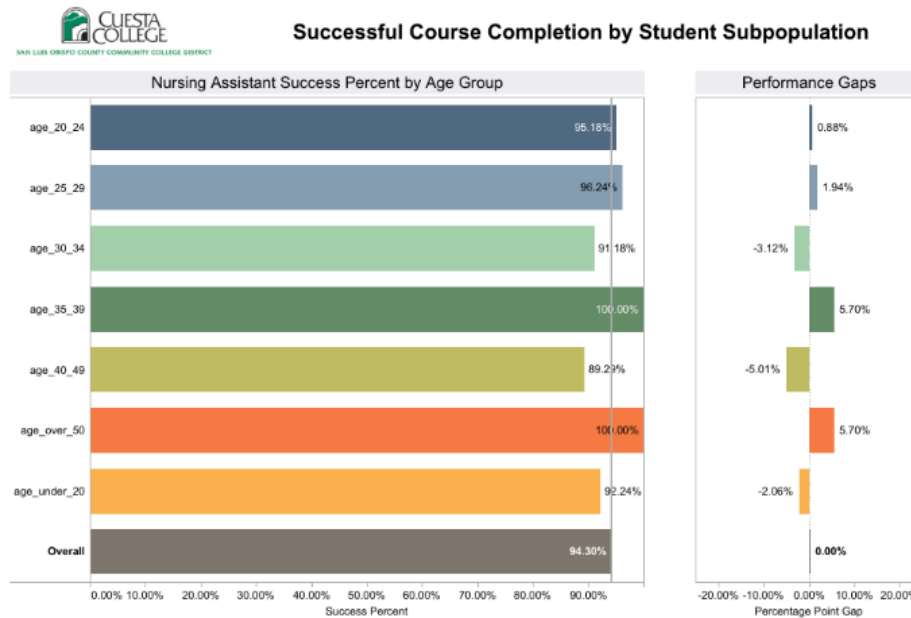
Legend:
Face to Face Modality



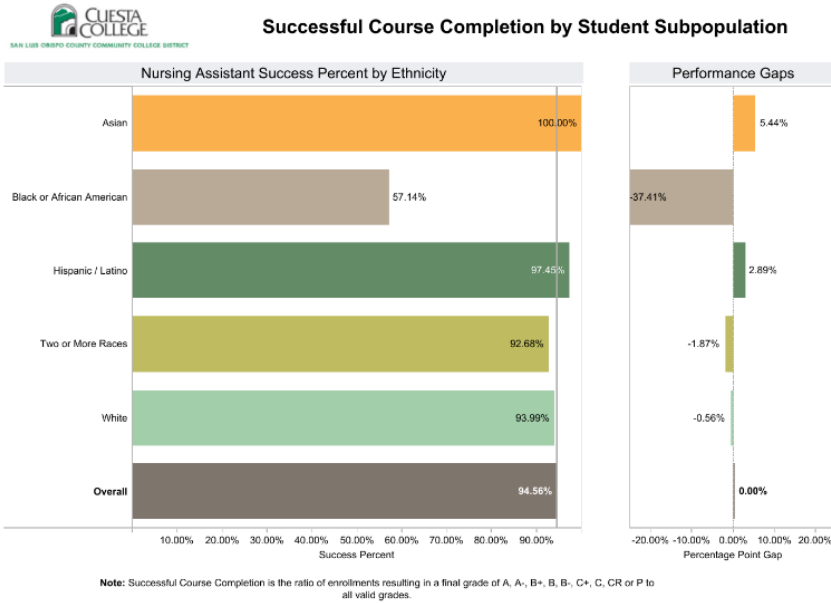
Degrees and Certificates Awarded (Insert Data Chart)



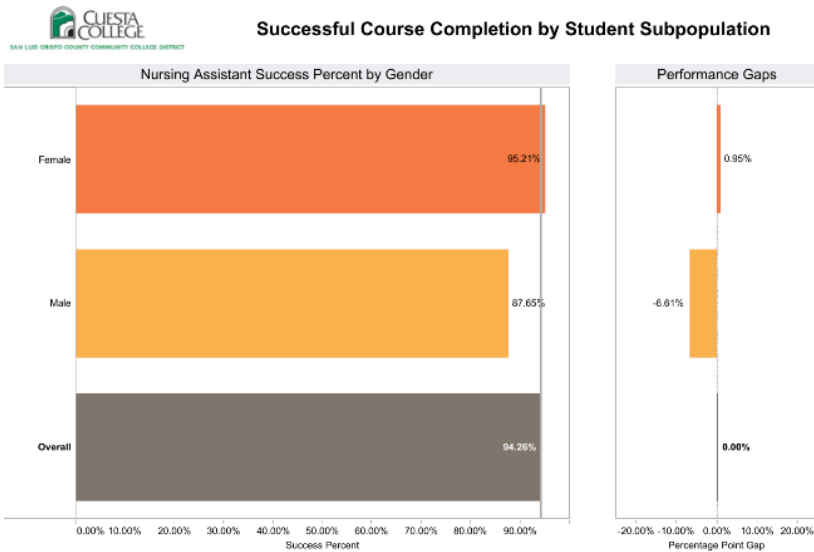
Disaggregated Student Success - Age



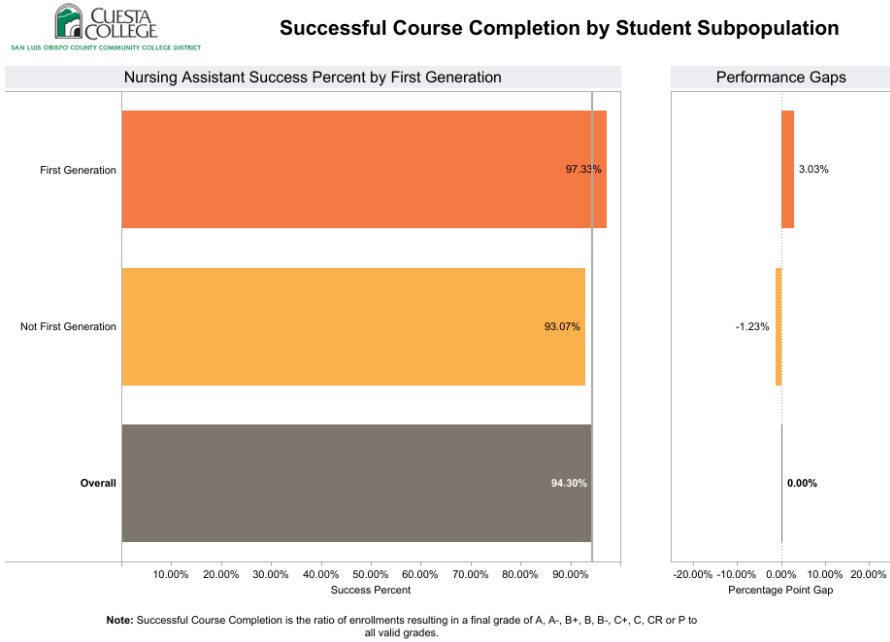
Disaggregated Student Success Ethnicity



Disaggregated Student Success Gender



Disaggregated Student Success First Generation



The above chart shows a 93.07% or higher completion rate for First Generation students in the program.

IV. CURRICULUM REVIEW

- A. All CNA/NAST courses and certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR are reported on below by completing the [Curriculum Review Template](#).
- B. Completing the template below provides evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form demonstrates evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:
- Course description
 - Student learning outcomes
 - Caps
 - New DE addendum is complete
 - MQDD is complete
 - Pre-requisites/co-requisites
 - Topics and scope
 - Course objectives
 - Alignment of topics and scopes, methods of evaluation, and assignments with objectives
 - Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
 - Textbooks
 - CSU/IGETC transfer and AA GE information
 - Degree and Certificate information

CURRICULUM REVIEW GUIDE and WORKSHEET Courses and Programs

1. Courses

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR Notified impacted program(s)*
NAST 148	yes	no	no	no	no
Nast 148L	yes	no	no	no	no

2. Course Review

Course Number	NAST 148	NAST 148L
1. Effective term listed on COR	Date:2014	Date:2014
2. Catalog / schedule description is appropriate	yes	yes
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes	yes
4. "Approved as Distance Education" is accurate (and new addendum complete)	no ⁴	no ⁴
5. Grading Method is accurate	yes	yes
6. Repeatability is zero	yes	yes
7. Class Size is accurate	yes	yes
8. Objectives are aligned with methods of evaluation	yes	yes
9. Topics / scope are aligned with objectives	yes	yes
10. Assignments are aligned with objectives	yes	yes
11. Methods of evaluation are appropriate	yes	yes
12. Texts, readings, materials are dated within last 5 years	yes	yes
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes	yes
14. Degree / Certificate information (if applicable) is correct	yes	yes
15. Course Student Learning Outcomes are accurate	yes	yes
16. Library materials are adequate and current *	yes	yes

¹ If no, a major modification is needed within the next 5 years (see five-year cycle calendar).

² If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)

³ If no, a minor modification is needed in the current term.

⁴ If no, contact the Curriculum Chair or Curriculum Specialist.

3. Programs

- List all programs/certificates that were active at the time of the last CPPR.
- Review the CurricUNET "Program of Study" outline and indicate yes/no for each program/certificate.
- For each deactivated program provide the effective term posted on CurricUNET.

Program / Certificate Title	Currently active	New program since last CPPR	Program modification since last CPPR	Deactivated since last CPPR
Nursing Assistant Certificate of Specialization	yes	no /	no	no

4. Program Review

- Review the CurricUNET “Program of Study” outline for each active program/certificate and indicate yes/no for each column below.

Currently active Program / Certificate: Title	Required courses and electives, incl. course numbers, course titles, and course credits, are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment
Nursing Assistant Certificate of Specialization	yes	no*	yes

* If not, program modification is needed.

** If not, Program Learning Outcomes modification is needed.

5. Five-Year Cycle Calendar

COURSES

Course Number	Fall 2022	Spring 2022	Fall 2020	Spring 2020	Fall 2021	Spring 2021	Fall 2019	Spring 2019	Fall 2018	Spring 2018
NAST 148		minor		review						minor
NAST 148L		minor		review						minor

PROGRAMS / CERTIFICATES

Program/Certificate Title	Fall 2022	Spring 2022	Fall 2021	Spring 2021	Fall 2020	Spring 2020	Fall 2019	Spring 2019	Fall 2018	Spring 2018
Nursing Assistant Certificate of Specialization		review				review				modify

cm revised 11/08/16

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

- A. Attach or insert the assessment calendar for your program for the next program review cycle. Fall semester course SLO’s will be assessed the following Spring semester, and Spring semester course SLO’s will be assessed the following Fall semester.
- B. Have you completed all course assessments in eLumen? Course assessments have been completed for Spring 2021.
- C. Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

Cuesta College

ILO/PLO Summary Map by Course/Context

Map Origin: CS_NUR_ASST

Map Target: All ILOs

Course	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world’s languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
NAST148		1	1	2		1
NAST148L						
		1	1	2		1

- D. Include the most recent “ILO Summary Map by Course” from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

Cuesta College

ILO/PLO Summary Map by Course/Context

Map Origin: CS_NUR_ASST

Map Target: CS_NUR_ASST

Course	CS_NUR_ASST	CS_NUR_ASST	
		Demonstrate and apply ethical, competent, and safe patient care within the scope of practice for a CNA.	Demonstrate the knowledge/skills necessary to pass the State Certification Exam
NAST148		3	5
NAST148L		4	2
		7	7

- E. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

The instructors use inclusive final at the end of the 9-week course so as to track better the questions on the tests that map to the SLO's. The final use Apperson app which will quickly demonstrates how students mastered the questions related to the SLO's.

- F. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#).

VI. PROGRAM DEVELOPMENT

The following narrative explains how the CNA/NAST program supports efforts to achieve any of the following:

- A. Institutional Goals and Objectives
- B. Institutional Learning Outcomes
- C. Program outcomes

Institutional Goal 1: Completion.....

Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

The Nursing Assistant course does not transfer, but a Certified Nursing Assistant Certificate is a pre-requisite for Cuesta's LVN Program, and many other schools of nursing throughout the nation.

Institutional Objective 1.1.....

Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs.

After completing the Nursing Assistant Program, and passing the National Certification Exam, students are employable as a nursing assistant.

The CNA/NAST certificate is a prerequisite to the Cuesta College LVN program and receives points on the Cuesta College RN program application, as well as many schools in the state and country.

Institutional Objective 1.2.....

Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued.

Students are frequently referred to the Nursing Student Success Specialist, Counseling, DSPS, Financial Aid, Reentry Counseling, Workforce Development, ESL classes, and the Community Literacy Council for support services. Because the nursing assistant is the entry level into nursing, students often need accommodations to pass the national certification exam. An example of such accommodations is allowing students to request the national written certification exam to be administered to them orally. This has worked well for ESL students who understand the English spoken word better than the written word. Faculty and students have worked with DSPS resources to promote student retention and success using academic support that includes note takers, tutors, readers, special adaptive equipment (ie stethoscope for the hearing impaired) and extra time to take exams. Financial resources reduce stress and promote success. The special needs of reentry students are recognized and supported. Employment opportunities on and off campus promote retention. These accommodations, combined with faculty support, foster students to recognize their strengths, identify achievable goals, enhance success, and enrich their lives.

CNA/NAST students learn to provide basic patient care. They learn to communicate with people with dementia, hearing and visual deficits. Students are taught to provide nonjudgmental care demonstrating no bias. A person is rendered care simply because they exist as a human.

Institutional Goal 2: Access.....

Institutional Objective 2.1.....

Increase enrollment of low-income and underrepresented students through targeted outreach efforts.

The faculty, division chair, and director regularly participate in college outreach activities such as Promise Day on campus, Grizzly Youth Academy events, and Health Fairs at local K-12 schools.

Institutional Objective 2.3.....

Expand financial support opportunities for students.

Students are encouraged and given the resources to complete FAFSA and apply for financial aid. A representative from Financial Aid comes to the classroom to inform students of the application as well as where to seek support to complete the application.

Students are encouraged to apply for college scholarships and given information on where to locate these opportunities and how to

Institutional Objective 2.4.....

Increase career pathways for local high school students.

Students can take the Nursing Assistant course at age 16, and receive high school credit and college credit. However, the rigors of the program are problematic. A full time enrolled high school student could not attend the course.

The Nursing Assistant course is a Face to Face course, and it is not recommended to be an online course. Nursing Assistant is entry level into healthcare, and students need much supervision with mastering skills and concepts in a classroom setting.

Institutional Goal 3: Partnerships.....

Develop and sustain collaborative projects and partnerships with the community’s educational institutions, civic organizations, businesses, and industries.

Institutional Objective 3.1.....

Increase the number of partnerships with four-year institutions to strengthen and streamline students’ transfer opportunities.

Cuesta’s Nursing Assistant Program has partnerships with all Skilled Nursing Facilities in the community.

The success of the CNA/NAST program and our students hinges upon a working and mutually beneficial relationship with our community partners. The faculty functions as a liaison between the college and community. In turn, our students must learn to collaborate with each other, clients, families, and the health care team. The community healthcare facilities frequently contact the faculty with staffing needs. Information regarding available positions is emailed to faculty who in turn forwards them to current and previous students via email list serves. Many of the previous nursing assistant students working in the community mentor our current students during their clinical rotations and upon being hired by a facility.

Institutional Objective 3.2.....

Increase the number of partnerships with local businesses in order to expand student work-based and experiential-based learning opportunities.

Employers are invited to come to the classroom to explain employment opportunities and benefits of working with their agencies.

CNA/NAST students are placed in community healthcare agencies/partners each week of the program for clinical work-based and experiential-based learning opportunities.

Institutional Goal 4: Facilities and Technology.....

Integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.

Institutional Objective 4.1.....

Improve facilities and technology in accordance with the District’s Facilities Master Plan and Technology Plan.

The responsibilities as CNAs include technology. Students are responsible for navigating the electronic medical record to research information about their assigned patients, and to document in the electronic medical record (EMR). Students are taught to protect patient privacy and importance of using the EMR equipment accurately.

Institutional Goal 5: Fiscal.....

Build a sustainable and stable fiscal base.

Institutional Objective 5.1.....

Build a sustainable base of enrollment by effectively responding to the needs of the District as identified in the Educational Master Plan.

See the enrollment chart and narrative inserted above in this document.

Institutional Objective 5.2.....

Identify and develop sources of revenue beyond annual state allocations to support institutional effectiveness.

The CNA/NAST program benefits from strong community partnerships with healthcare agencies that includes the donation of a clinical faculty member and facilities to educate students for the hands-on clinical portion of the program.

The program regularly receives equipment from the Cuesta College Foundation Grants.

Anticipated changes in the following areas:

A. Curriculum and scheduling

- The CNA/NAST program undergoes program renewal every two years through the California Department of Public Health. The current program has been approved through Spring 2023.
- The program was placed on a pandemic-induced pause from Fall 2020 through Spring 2022 due to insufficient clinical patient care opportunities. Clinical facilities have indicated the program will be able to place students for these opportunities again in Fall 2022.

B. Support services to promote success, persistence and retention

- The CNA/NAST program fully uses campus resources of DSPS, Counseling, EOPS,

Financial Aid, Reentry Counseling, Workforce Development, ESL classes, and the Community Literacy Council for support services

C. Facilities needs

D. Staffing needs/projections

- Currently there are no faculty hired to teach in this program due to the pandemic-induced program pause. Full or part-time faculty will be needed to resume the program in Fall 2022. This will include:
 - 1 program director approved by the California Department of Public Health (CDPH)
 - 1 lead theory instructor approved by the CDPH
 - 2 – 3 clinical instructors approved by the CDPH, at least of which one has been donated by Compass Health in the past
 - 1 skills lab instructor to work approximately 4 hours/week to support the theory instructor with the skills acquisition portion of the course

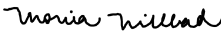
VII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 13, 2022.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Monica Millard		3/7/2022
Division Chair Name	Signature	Date

Marcia Scott	Marcia Scott	3/7/2022
Program Director Name	Signature	Date

	Signature	Date
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Brita Blue	Brita Blue	3/7/2022
Program Specialist Name	Signature	Date

Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. [The guidelines for faculty prioritization can be found by clicking this link.](#)

APPLICABLE SIGNATURES:

Vice President/Dean	Date
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Division Chair/Director/Designee	Date
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Other (when applicable)	Date
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The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.