

# Program Review 2021-2022

Six-Year Review  
Academic and Vocational Programs

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Allan Hancock College Program Review  
2020-2021 Comprehensive Self-Study

Program review is intended to be a reflective process that builds on the extensive qualitative and quantitative data gathered from not only program reviews and annual updates but also the office of Institutional Research and Planning. The process lays out the program's major directions for the future and is the foundation for institutional planning and resource allocation. (Place your responses in the expandable text boxes below each question.)

I. Program Mission (must align with college mission statement)

- X For all programs, describe the need that is met by the program or the purpose of the program, and explain how it aligns with the college mission and strategic plan.
- X For CTEA programs only, show that "the program does not represent an unnecessary Duplication

(Sample: The Health, Physical Education, and Recreation Division is committed to providing excellent education opportunities to our students for their affective, cognitive and psychomotor development as they pursue sport, recreation, physical education, health education and wellness. We will encourage our students to further and sustain their individual endeavors toward the regular, lifelong pursuit of physical activity and a healthy lifestyle.)

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 CHHA (Certified Home Health Aide), EKG/Monitor Observer, or Restorative Aide classes. The CNA course is frequently the first nursing class students take when choosing a career as a LVN (Licensed Vocational Nurse) and/or RN (Registered Nurse). 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 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.

## PROGRAM REVIEW

### Status Summary-Plan of Action-Post Validation

During the academic year, 2021, the CNA completed program review. The self- study and validation teams developed a final plan of action-post validation based on information in the self-study and the recommendations of the validation team. For each plan, indicate the action taken, the result of that action, and the current status of the plan, if it is incomplete. (If any plan was made and action not taken, please state the rationale for not pursuing that particular item.)

The pandemic has had a significant impact on the Certified Nurse Assistant (CNA) programs throughout California with several having to close or postpone classes. The Allan Hancock Certified Nurse Assistant class was able to remain open. Even so, it had to lower its enrollment from forty-five students each semester to thirty to accommodate for the reduction in clinical placements within our local hospital and long-term care facilities. The Certified Home Health Aide class (CHHA) had to be postponed for the first year of the pandemic and all classes were converted to Emergency Remote Teaching (ERT). It was the combined efforts of our local community partners, the California Department of Public Health (CDPH), and the teams at Allan Hancock College, that made it possible for students to continue training as CNAs in the field of Health Care.

#### Summary: Six-year Comprehensive Review (2015-2016)

Plan of Action	Results & Status
<b>Successful</b>	
CDPH Program Accreditation	<p>Program accreditation is required every two years.                      CNA CDPH program is accredited until January 30, 2023                      CHHA CDPH program is accredited until January 30, 2023</p> <p>The CNA and HHA programs are highly regulated by the CDPH, requiring an active quality assurance and compliancy process that includes routine classroom audits, document control pathways and a QA procedure manual.</p> <p>Each program has six CDPH approved clinical sites available. For a clinical facility to be used as a training site, they must be free of any CDPH issued citations. The clinical sites must also be approved every two years with the accreditation.</p>
Increase Student Enrollment	<p>-Before the pandemic, annual enrollment for the CNA program was increased from sixty students to ninety.                      -The annual enrollment for the HHA program was also increased from twenty-four students to forty-eight.</p>

	-The reduction of clinical site availability resulting from the pandemic has had a significant impact on these enrollment numbers.
Budget Augmentation for Costs of the CDPH Live Scan Requirement	Budget augmentation obtained  Upon entering the CNA program, students complete the Live Scan process. The cost of the scan is paid for by the training program and cannot be passed onto the students per CDPH mandates.
Replace Retired Full-time Faculty	Two full-time faculty retired and were replaced in a timely manner. The new instructors now serve as tenured faculty.
<b>On-Going</b>	
Conversion to an Online Program Application	An online application was implemented for the first time in the Fall of 2021. Twenty-eight out of the thirty students highly recommended the new process. Unfortunately, feedback from the Health Science Office suggests that this application process was cumbersome, time consuming, and not recommend for use again.  Staffing and the current Admission Processes are not adequate to improve the existing condition.
Purchase of an electronic charting system for skills training	The Point & Click Program has been identified as the preferred software. Once a funding source is identified, plans to purchase will go forward.
Decrease student to instructor ratio for clinical training	On-going, the student to instructor ratios have been artificially reduced because of the pandemic. With clinical sites requiring the ratio not to exceed ten students to one instructor. This will need to be reevaluated as pandemic restrictions change.
<b>No Progress</b>	
Workplace Safety, plant serves to install new classroom door lock, M129	No change, no update since the last 6-year review. Classroom safety concerns continue, as the single door to the M129 classroom can only be locked from the outside, using a key
Additional Nursing Lab Space	An additional lab is needed at the Santa Maria campus to accommodate the number of nursing students needing access to the space. The first three weeks in Spring are the most congested as the CNA, LVN, and RN programs all start with a new group of students. This Spring, the department has asked to use the open "Tent" located outside of building M for additional space.  The request for another lab has been included in many of the Health Science program reviews, unfortunately they lack the details needed to move the project forward. a. Lab usage

	<p>The lab usage schedule demonstrates how impacted this space is as most slots between 0800-1600 are full. Any further requests will need to be made during the evening hours.</p> <p>b. Limited space</p> <p>The nursing lab is split into two sides. The larger side serves the needs of the CNA and MA program with 10-15 students at a time. Additional space is needed for students to demonstrate patient care skills such as transferring from a bed to a wheelchair using a hydraulic transfer lift.</p> <p>The second side of the lab is for nursing simulation training with life size manakins, computers, and medication carts taking up much of the physical space. Depending on what equipment is in use, occupancy numbers can be limited to 5-8 students at a time. The average enrollment number for a nursing class is between 30-45 students.</p>
<p>Monitoring post-program employment rates</p>	<p>The review team recommended a survey be developed using "Survey Monkey", a text or e-mail response systems.</p> <p>Outcome-Approximately 95% of students respond to a program survey given near the end of class. Unfortunately, many of these students have yet to apply for employment. For surveys sent out after the class ends, the responds rate drops to less than 20%.</p>

# SECTION 2

## COMPREHENSIVE SELF STUDY

Allan Hancock College Program Review  
2020-2021 Comprehensive Self-Study

Program review is intended to be a reflective process that builds on the extensive qualitative and quantitative data gathered from not only program reviews and annual updates but also the office of Institutional Research and Planning. The process lays out the program's major directions for the future and is the foundation for institutional planning and resource allocation.

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## II. Progress Made Toward Past Program/Departmental Goals

Summarize the progress the discipline has made toward achieving its goals during the past six years. Discuss briefly the quality, effectiveness, strengths and struggles of the program and the impact on student success as reflected in past comprehensive program reviews and Annual Updates.

### Successful Accreditation

The CNA and CHHA programs are highly regulated by the California Department of Public Health with a CDPH program approval lasting only two years before having to be resubmitted again. The mandates require that each class taught at a different time or at a different location be submitted as a separate program. This results in each class having its own program with a unique program identification number and expiration date. Currently, there are two CNA and one CHHA program managed under these guidelines. Interestingly the Allan Hancock College CHHA program ID number is 001 which makes it one of the first and longest running programs in California. (Reference, CDPH accreditation documents found in Section VIII)

### Student Retention and Completion Rates

The program maintains a high retention and completion rate as demonstrated by the reference table below. 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 year before getting in.

CNA/Acute Care Aide Program (\* Data obtained through class student surveys)

Year	Enrollment (1 <sup>st</sup> day of class)	Passed CNA State Exam	Educational goal to be an LVN/RN*
2016/2017	44	42	42
2017/2018	86	86	86
2018/2019	90	88	88
2019/2020	85	77	77
2020/2021	59	58	58
F2021	30	29	29

### Student Online Admission Process

The Health Science admissions process is in dire need of an upgrade from its current labor intensive “paper” system. The paper system is unable to keep up with program enrollment growth and timely reporting to State and local agencies. Over the past six years, attempts have been made to hire a second person to support this outdated system. Going forward, the office may be better served with a second person whose focus is the conversion of the admission process to one that is fully online.

To comply with State and local agency mandates each student must submit a paper copy of their vaccine records, physical, transcripts, and other confidential documents required by the

program. Managing this paper process for hundreds of students and five Health Science programs (CNA, Dental Assistant, Medical Assistant/Billing, Registered Nursing and Vocational Nursing) requires that every program application period be limited to the number of applicants that can be processed in the designated time allotted. With limits already being exceeded it is highly recommended by the Health Science Department to make upgrades to this Office a top priority.

**Enrollment Growth**

The main goal from the last 6-year program review was enrollment growth for both the CNA and Home Health Aide programs. Within the first year, the annual enrollment numbers for the CNA program went from 60 students to the goal of 90. Enrollment numbers between 85-90 were reached for every class offering until the mandates brought on by the pandemic. This reduced the number of clinical placements so that there is once again space for only 60 students.

The Home Health Aide program was expanded to include a Winter and Summer offering which doubled annual enrollment numbers from 24 to 48. Before the pandemic, the highest enrollment reached was 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 17 students enrolling and successfully completing the class.

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 Covid guidelines allow. (Note: employment trends can be reviewed in section 2-VII.)

**III. Analysis of Resources use and Program Implementation.**

Describe the program’s current allocation and use of human, physical technology, and fiscal resources. Are resources sufficient and appropriate to meet progress needs? Can program resources be reallocated to better meet student needs? If so, how?

	Current Allocation of Resources	Proposed Resources Allocation
Human Resources	3 FT faculty 3 PT clinical faculty 1 CNA Coordinator (A full time faculty member also serves as the CNA Program Coordinator with a 40% release time to ensure program currency) 1 FT program technician	No change requested for FT faculty 1 FT program technician 1 FT program or IT technician Both are needed to maintain and update the current admissions process. In addition, they must also serve as student liaisons and

	1 PT technician 10 hours/week	manage the daily operations of the office. (Admin Assistant II, \$58833/10-months) (Cost of upgrades to an online admissions system, undetermined)
Technology	<p>One Computer lab (with 40 computers) This is a high usage space serving the CNA, LVN, RN, MA, and DA programs</p> <p>Forty laptop computers, shared with the LVN and RN programs. Units are stored in the RN classroom.</p> <p>M129 and M108 equipped with a presentation station, internet access &amp; overhead projector</p>	<p>a. An additional 25 laptops with charging carts. Units to be distributed between the Santa Maria and Lompoc CNA Classrooms, for a total of 20 units at each site. -Unit price \$1,544/1 computer (Requesting 25 units) -Cart price \$1942/1 cart -Total cost \$44,167</p> <p>b. Update classroom M129 technology to meet the needs of a Distance Learning (DL) hybrid class. This may need to include upgrades to the presentation station.</p> <p>Instructors have met with IT personnel to discuss DL technology requirements. IT will be making the final decision as to what equipment would best meet these needs. (Dollar amount not determined)</p> <p>c. Replacement of (3) office copier/scanners that use toner (\$480 each-total for 3=\$1440)</p>
Fiscal Resources	CNA program budget with line items for student Live scan testing fees, and program office supplies is adequate.	<p>An additional line item is needed for the maintenance of lab equipment such as patient beds, vital sign machines and simulation equipment.</p> <p>Maintenance quote for (4) patient beds \$5544.</p>

#### IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses, or the program based on these data.

The CNA faculty continues to monitor student progress, student clinical proficiencies and state exam results to ensure program SLOs are met. The State Exam summary results are also reviewed for each content area, Activities of Daily Living, Basic Nursing skills, Emotional and Mental Health, Spiritual and Cultural Needs, Communication Needs, Client Rights, Legal and Ethical Behaviors and Working as a Member of the Health Care Team. Our students achieved a score of 85% or higher for most content areas. For fall 2020 a 72% was achieved for the area of spiritual and cultural needs. This was also the percentage rate reported for graduates statewide. The formal reporting of the Program Learning Outcomes has not been completed this year as we are waiting for the implementation of the new college process. Below are the suggested updates to the new system.

PSLO 1: Demonstrate clinical skills in varied environments in long-term and acute care facilities.		
Standard Met (1)	Standard Unmet (2)	Score
Demonstrates safe judgment by asking for clarification if unsure; follows through with tasks; reports to nurse when there is a change in the patient condition; follows the chain of command for reporting.	Does not adequately demonstrate safe judgment by asking for clarification if unsure; following through with tasks; reporting to nurse when there is a change in the patient condition; or following the chain of command for reporting.	
Uses time wisely by demonstrating an understanding of areas where time could be managed better. Plans a written method by which to make appropriate changes to the daily time management schedule.	Does not adequately demonstrate using time wisely or demonstrate an understanding of areas where time could be managed better. Does not provide a written method by which to make appropriate changes to the daily time management schedule.	
Seeks out learning opportunities beyond assignment. assistance as appropriate and consistently helps others without cueing	Does not adequately seek out learning opportunities beyond assignment, seek assistance as appropriate or help others without cueing	
PSLO 2: Demonstrate theoretical concepts as they apply to patient care		
Met (1)	Unmet (2)	

Applies theory information in the clinical setting. Demonstrating procedures as instructed. Displaying critical thinking in all areas of the program.	Does not adequately apply theory information in the clinical setting by demonstrating procedures as instructed and/or displaying critical thinking in all areas of the program.	
Follow guidelines for infection control, body mechanics and patient safety.	Does not adequately follow guidelines for infection control, body mechanics and patient safety.	
Passed the CDPH CNA State Examination.	Does not adequately understand theoretical concepts at a level to pass the CDPH CNA State Examination after two attempts.	
PSLO 3: Identify and demonstrate understanding of the standards of professionalism for the health care provide.		
Met (1)	Unmet (2)	
Communicates maturely/courteously, and functions as part of a team, introduces self, uses appropriate medical terminology engages in proper conversation with patients and uses correct verbal/nonverbal communication. Follows through with concerns and notifies the instructor and/or nurse accordingly.	Does not adequately communicate maturely/courteously, function as part of a team: introduce self, use appropriate medical terminology: engage in proper conversation with patients and use correct verbal/nonverbal communication and/or follow through with concerns and notify the instructor and/or nurse accordingly.	
Displays empathy and gentleness. Treats all with courtesy/respect as a unique individual, while displaying emotional, spiritual, and cultural awareness. Maintains a positive attitude and willingness to help others.	Does not adequately display empathy and gentleness, treating all with courtesy/respect as a unique individual, while displaying emotional, spiritual, and cultural awareness and/or maintains a positive attitude and willingness to help others.	
Seeks constructive criticism and the opinions of peers, faculty, and staff.	Does not adequately seek constructive criticism and the opinions of peers, faculty, and staff.	

#### V. Distance Learning (If applicable):

Describe the distance education courses offered in your program and any successes or challenges with these courses. Include the enrollment as well as percentage of courses offered by modality and the rationale for this ratio.

X Compare the success and retention of your online offerings to the same courses offered face-to-face. Analyze any gaps and plans to address these.

As well, describe how program instructors ensure regular substantive instructor- initiated contact in online classes.

With the passage of Assembly Bill (AB) 2850 (chapter 769), the CNA program now has the State and Federal endorsement needed 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 2023.

VI. Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP (Learning Assistance Program), community partnerships, etc.). Refer to list of Student Services.

#### Student Services

For many of our CNA students this is usually their first and sometimes just their second semester of college and getting connected to college resources is a priority. As such, student support services counseling, AHC librarian, student health services and guests from the community are invited to speak with each class. A visit from counseling is always a favorite as the counselors frequently share with students how to navigate the educational maze that leads from a career as a CNA to a BSN (Bachelor of Science in Nursing). The AHC librarian visits are focused on helping students find current “reliable” resources for a research paper. Nurses, administrator, physical therapist, and other community partners are also invited to share their insightful experiences, which students frequently find relatable to their own journey. Note, having the option to join the classroom via Zoom technology has allowed more of our guests to fit a classroom visit into their busy schedules.

#### Rupe Foundation Student Scholarship

On the first day of the Certified Nurse Assistant class, each student receives a course textbook with MindTap (digital online textbook, with study games, flashcards, and skills videos), uniform and a blood pressure kit. Once the students have completed the course, the

and assist them in successfully completing the course and preparing them to take the CNA State exam. The Rupe Foundation has been supporting the AHC CNA and CHHA students for over 7 years. The scholarship has an annual application cycle which the AHC grants office monitors to ensure a timely submission.

#### Innovations in the Classroom

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 seen 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 learning to be more of a three-dimensional experience. As we continue to keep the technologies in the classroom current, it should be noted that 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.

#### The Nursing 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 units, 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 for the maintenance and repairs of lab equipment. Please refer to the Analysis of Resources section for further details.

x Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze, by discipline, success by gender, age, ethnicity, and online (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).

#### Ethnicity and Gender

The demographics for the ethnicity of students taking these courses are representative of those present within our local community. (Refer to Demographics, Table 1). 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 more men to go into nursing. (Refer to Demographics, Table 2)

Academic Year 2020-2021 (Insert from the AHC SharePoint-Program Review)				
Table 1	Head Count	Enrollment	Retention	Success %
Asian	2	2	100%	100%
Black	1	1	100%	100%
Filipino	2	2	100%	100%
Hispanic	33	33	100%	100%
Native American	2	2	100%	100%
Other	1	1	100%	100%
Pac Isl	1	1	100%	100%
White	14	14	100%	100%
Unknown	2	2	100%	100%
Grande Total	58	58	100%	100%

Academic Year 2020-2021 (Insert from the AHC SharePoint-Program Review)				
TABLE 2	Head Count	Enrollment	Retention %	Success%
Female	53	53	100%	100%
Male	5	5	100%	100%
Grand Total	58	58	100%	100%

### Wages

Nursing Assistants have been in the top 50 jobs since April of 2020 (Center of Excellence 11/2020, South Central Coast Region). For the South-Central Coast, the wage for a HHA is between \$11.96-20.96 and the Nursing Assistant wage is between \$13.40-18.36 (Center of Excellence 11/2020, South Central Coast Region, Health Care Jobs and Wages).

It is important to consider middle-skill occupations that have entry-level wages below the California Family Needs Calculator as wages increase with additional experience and training. The AHC has designed a ladder approach for its nursing programs with a student first taking the CNA class and then going onto the LVN and RN programs. SOC (Standard Occupational Classification) Code: 29-1141, has the entry-level wage for an RN as \$38.68 and the median as \$47.51, which meets the California Family Needs Calculator or the South-Central Coast.

The AHC office of Institutional Effectiveness also collects data related to the number of AHC CNA students that go on to take the ACH LVN program each year. For the years 2016-2022 the number of students that completed the AHC CNA program is listed followed by the total of student enrolled for each LVN class.



Year	2016	2017	2018	2019	2020	2021	2022
AHC CNAs	20	21	20	25	26	25	23
LVN Enrollment	34	31	32	36	33	37	32

Once a student successfully passes the LVN State Licensing exam they go directly into the AHC RN program. A 100% pass rate was achieved last year for the LVN state exam (<https://www.bvnpt.ca.gov>)

It should also be noted that taking a CTE (Career and Technical Education) class such as the CNA program increased the wages for women as seen in Table 3, with up to a \$3.00/per 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 for Table 4 but that should increase as the 2020-2021 years are added.

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>

CTE Outcomes Survey Dashboard (Ethnicity, Latinx)			
Skills Builder		2018	Grande Total
TABLE 4	After Training Wage	\$22.66	\$22.66
	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>

#### Vii. Trend Analyses/Outlook

Using the information already gathered in the Annual Updates (e.g., enrollment and achievement data; student learning outcomes assessment and analysis input by advisory boards; existing articulation agreements, labor market trends) summarize the major trends, challenges and opportunities that have emerged in the program since the last comprehensive program review. Explain probable causes for any identified gaps or trends and actions taken or need to be addressed these.

program review. Explain probable causes for any identified gaps or trends and actions taken or need to be addressed these.

**Labor Market Trends**

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	Project Employment	Numeric Change	Percent Change	Job Openings
(2018-2028)	76,000	86,900	10,900	14.3	1,021,800

**Percentage of Total Employment for Occupation 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	

The elderly population, a group with much greater than average health care needs, will grow faster than the total population, increasing the demand for health services, especially for home health care, nursing, and personal care. This ensures continued demand for Nursing Assistants to work in the growing number of nursing homes and long-term care facilities. Further increasing the demand for Nursing Assistants is the managed health care practice of moving patients from acute care hospitals to skilled nursing facilities as quickly as possible.

Employment Development Department for the State of California

<https://www.labormarketinfo.edd.ca.gov>

A healthcare worker in a white uniform is pushing a woman in a wheelchair. The woman is wearing a yellow sweater and has blonde hair. They are walking on a light-colored tiled floor. The background is a plain wall.

## 2 Healthcare Support Occupations in 2 California Counties

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## What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumés, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.



## Report Parameters

### 2 Occupations

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31-1131 Nursing Assistants

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31-1128 Home Health and Personal Care Aides

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### 2 Counties

---

6079 San Luis Obispo County, CA

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6083 Santa Barbara County, CA

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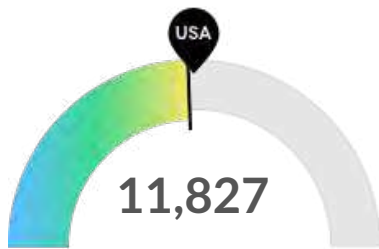
### Class of Worker

QCEW Employees, Non-QCEW Employees, and Self-Employed

The information in this report pertains to the chosen occupations and geographical areas.

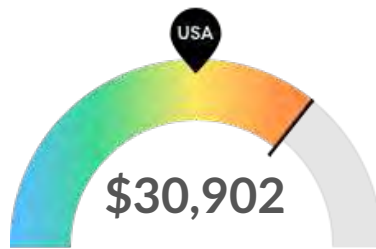
## Executive Summary

### Average Job Posting Demand Over an Average Supply of Regional Jobs



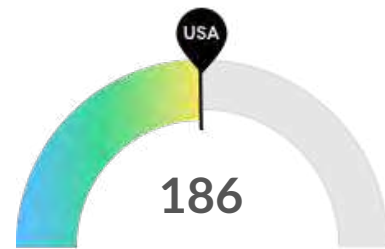
**Jobs (2021)**

Your area is about average for this kind of job. The national average for an area this size is 12,210\* employees, while there are 11,827 here.



**Compensation**

Earnings are high in your area. The national median salary for your occupations is \$28,004, compared to \$30,902 here.



**Job Posting Demand**

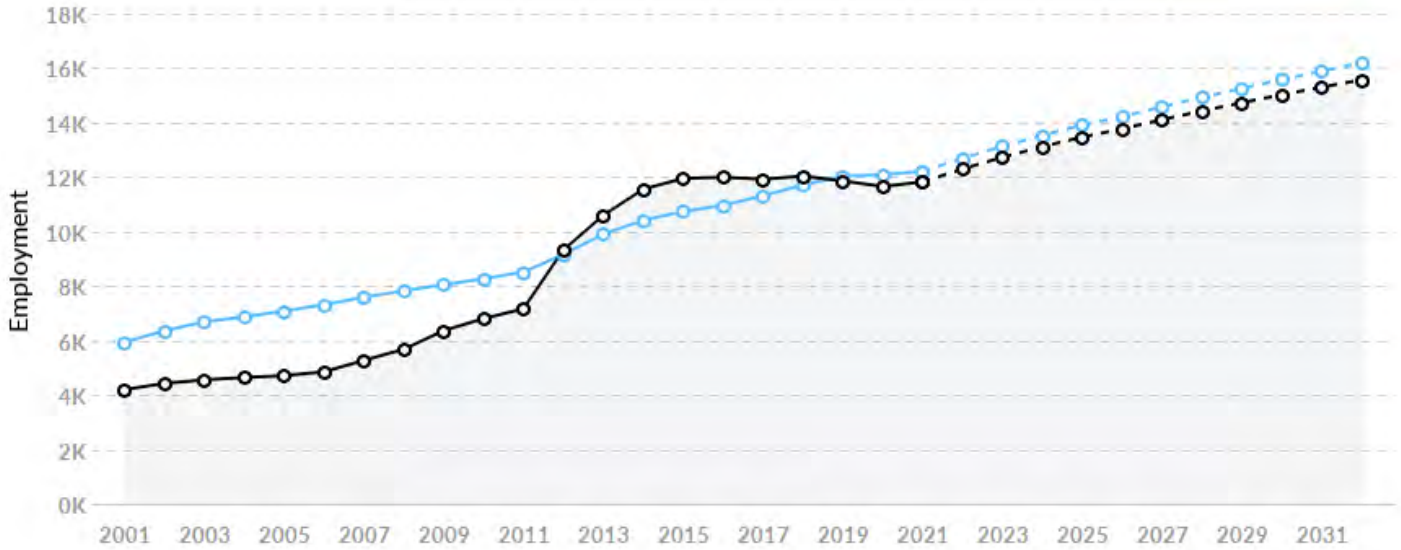
Job posting activity is about average in your area. The national average for an area this size is 188\* job postings/mo, while there are 186 here.

\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

# Jobs

## Regional Employment Is About Equal to the National Average

An average area of this size typically has 12,210\* jobs, while there are 11,827 here.



Region	2021 Jobs	2026 Jobs	Change	% Change
● 2 California Counties	11,827	13,773	1,946	16.5%
● National Average	12,210	14,225	2,015	16.5%

\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

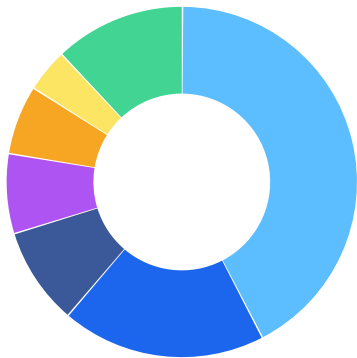
## Regional Breakdown



County	2021 Jobs
Santa Barbara County, CA	7,630
San Luis Obispo County, CA	4,197



## Most Jobs are Found in the Individual and Family Services Industry Sector

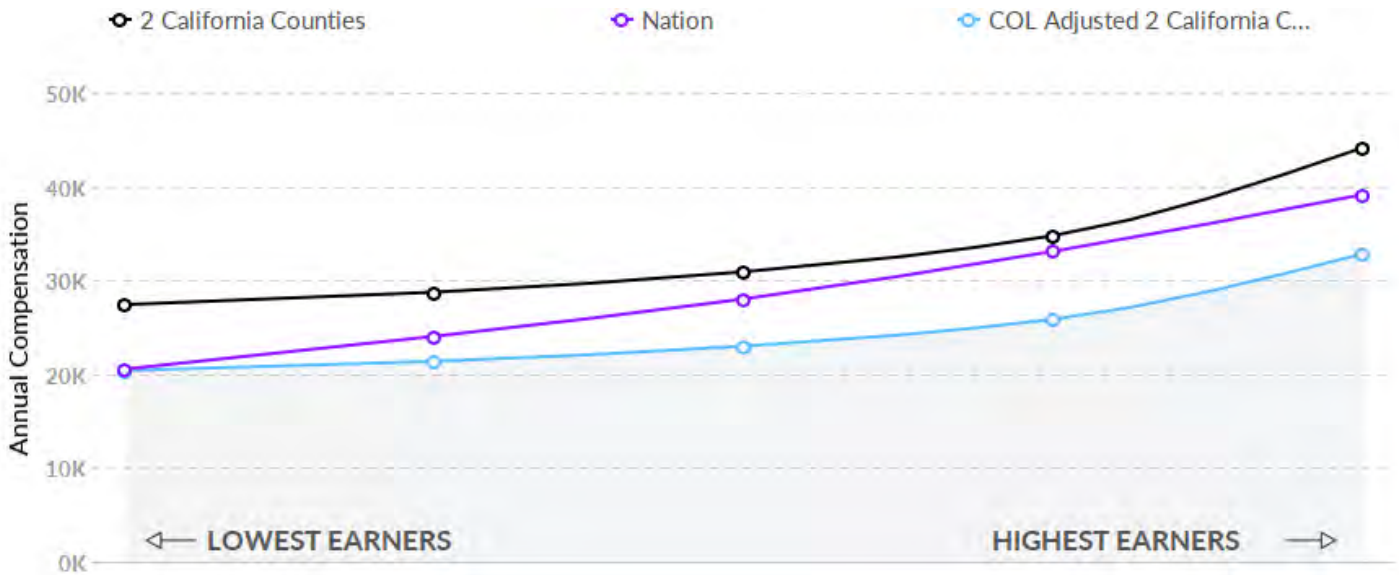


Industry	% of Occupation in Industry (2021)
Individual and Family Services	42.3%
Private Households	18.8%
Home Health Care Services	9.0%
Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	7.4%
Nursing Care Facilities (Skilled Nursing Facilities)	6.4%
Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities	4.0%
Other	12.1%

# Compensation

## Regional Compensation Is 10% Higher Than National Compensation

For your occupations, the 2020 median wage in your area is \$30,902, while the national median wage is \$28,004.



# Job Posting Activity



## 3,167 Unique Job Postings

The number of unique postings for this job from Jan 2021 to May 2022.



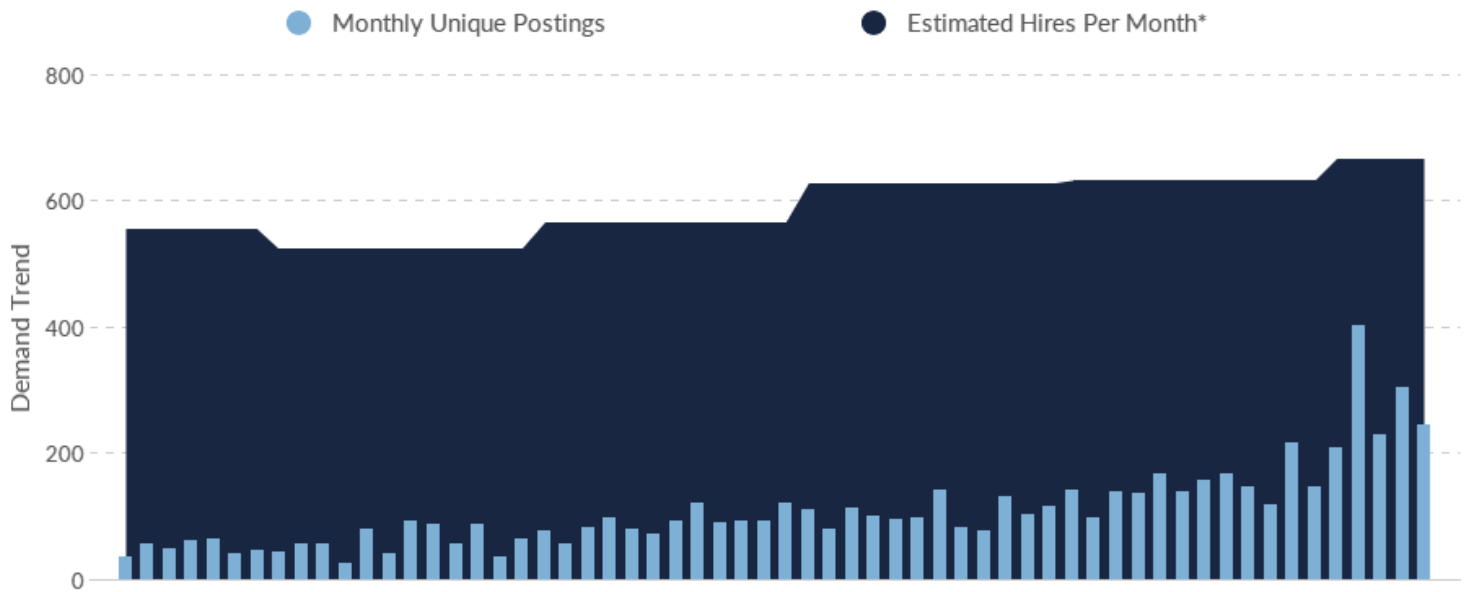
## 235 Employers Competing

All employers in the region who posted for this job from Jan 2021 to May 2022.













## More Hires Than Postings











More hires than postings may mean this position is filled via other methods.



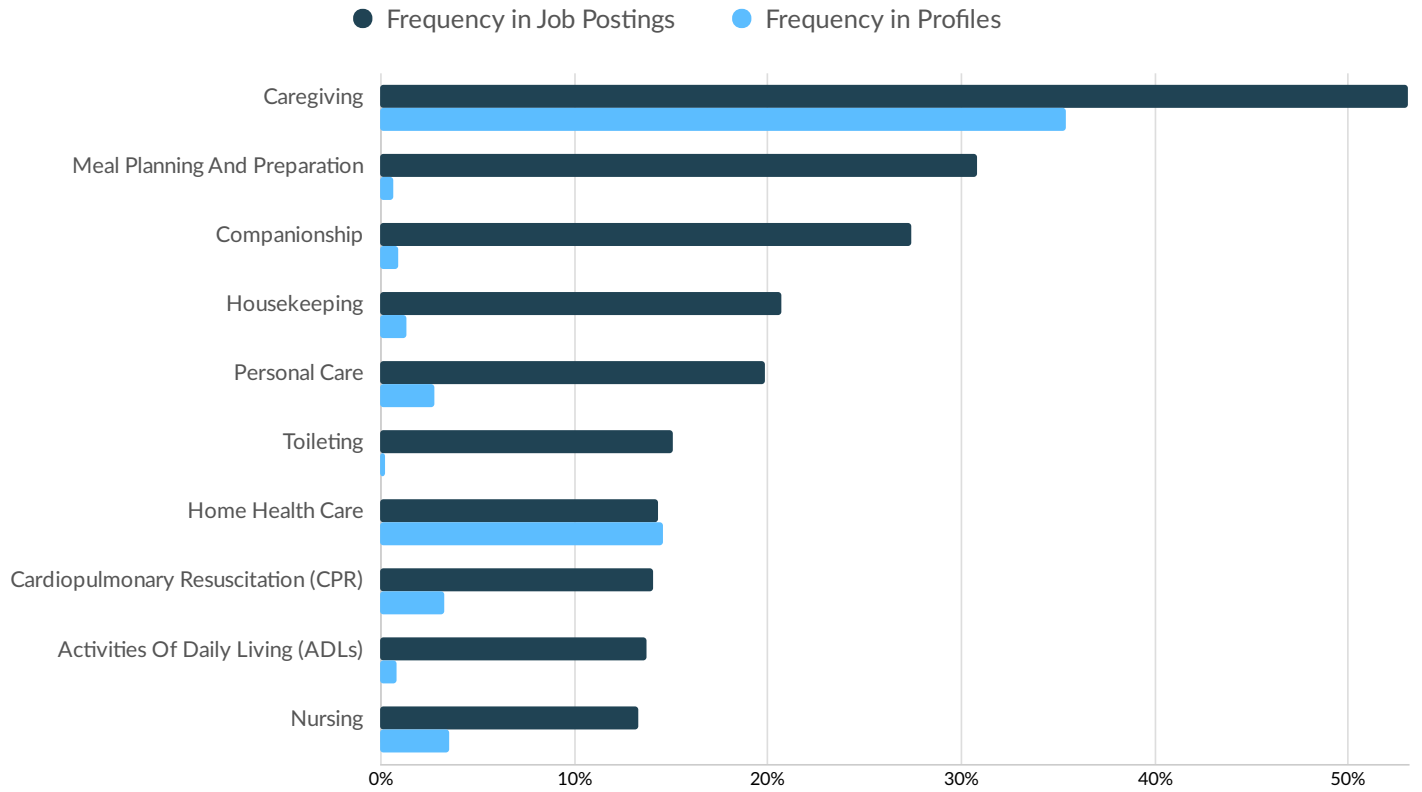
Occupation	Avg Monthly Postings (Jan 2021 - May 2022)	Avg Monthly Hires (Jan 2021 - May 2022)
Home Health and Personal Care Aides	139	531
Nursing Assistants	48	113

\*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Top Companies	Unique Postings
CareInHomes	544 
The Mentor Network	117 
Dignity Health	101 
Brightspring Health Services	86 
BrightStar Care	84 
Maxim Healthcare Services	80 
Devereux	74 
Cottage Health System	60 
Home Instead	43 
ResCare Community Living	40 

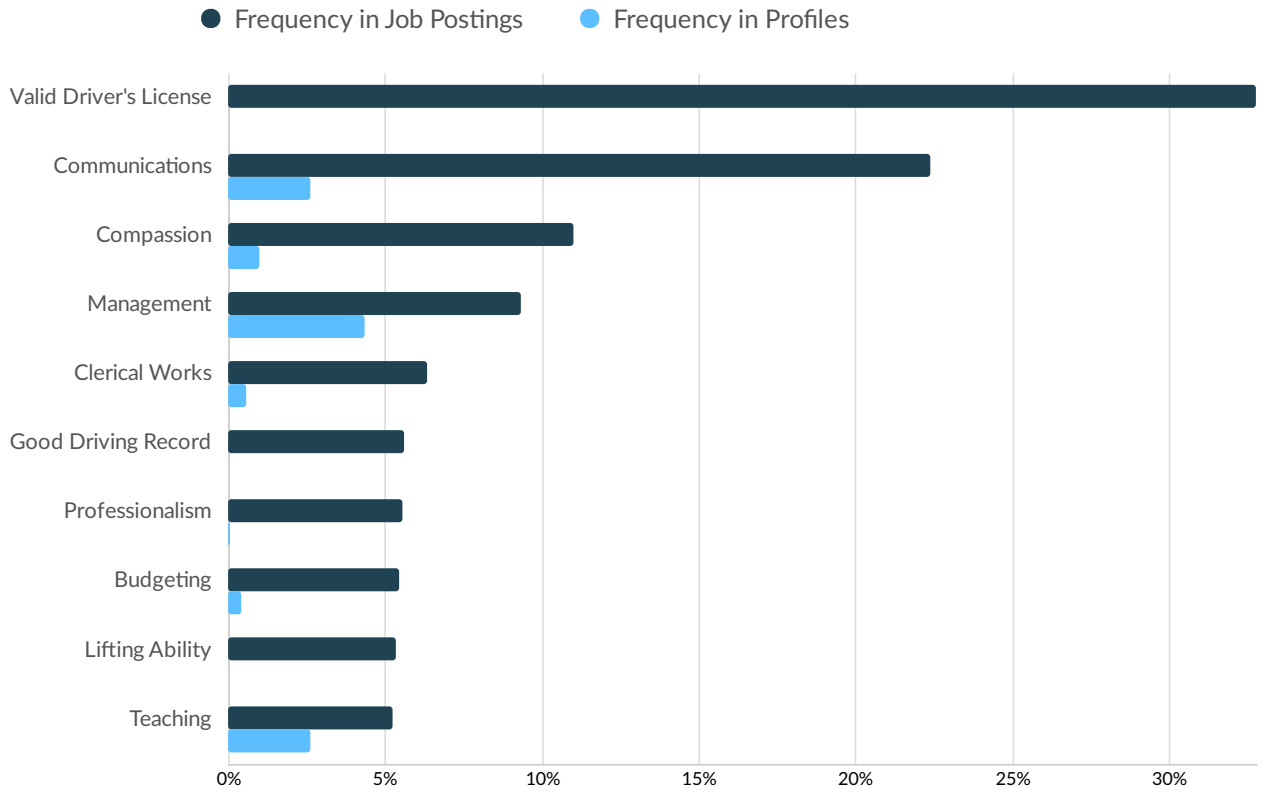
Top Job Titles	Unique Postings
Caregivers	599 
Direct Support Professionals	210 
Certified Nursing Assistants	150 
Special Needs Caregivers	129 
Patient Care Technicians	64 
Home Caregivers	63 
Care Caregivers	56 
Behavior Technicians	51 
In-Home Caregivers	49 
Certified Home Health Aides	48 

## Top Specialized Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Caregiving	1,682	53%	662	35%
Meal Planning And Preparation	976	31%	13	1%
Companionship	868	27%	17	1%
Housekeeping	657	21%	26	1%
Personal Care	631	20%	53	3%
Toileting	479	15%	5	0%
Home Health Care	454	14%	273	15%
Cardiopulmonary Resuscitation (CPR)	446	14%	62	3%
Activities Of Daily Living (ADLs)	437	14%	16	1%
Nursing	422	13%	66	4%

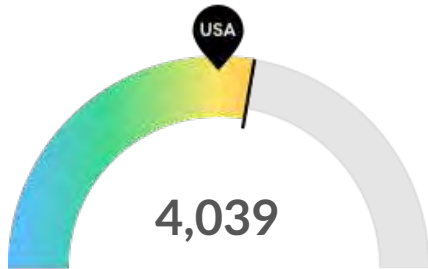
## Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Valid Driver's License	1,038	33%	0	0%
Communications	709	22%	49	3%
Compassion	349	11%	19	1%
Management	295	9%	81	4%
Clerical Works	201	6%	11	1%
Good Driving Record	178	6%	0	0%
Professionalism	176	6%	1	0%
Budgeting	173	5%	8	0%
Lifting Ability	169	5%	0	0%
Teaching	166	5%	49	3%

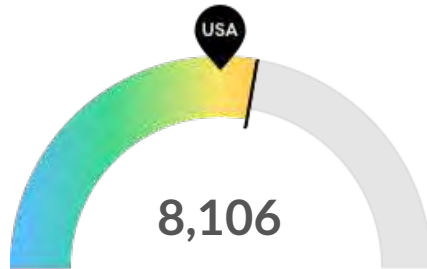
# Demographics

## Retirement Risk Is High, While Overall Diversity Is About Average



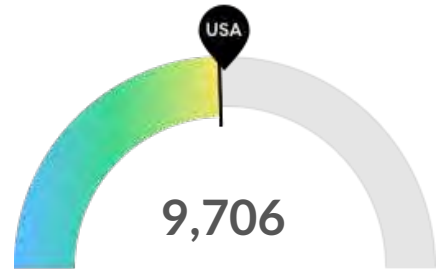
**Retiring Soon**

Retirement risk is high in your area. The national average for an area this size is 3,461\* employees 55 or older, while there are 4,039 here.



**Racial Diversity**

Racial diversity is high in your area. The national average for an area this size is 6,922\* racially diverse employees, while there are 8,106 here.

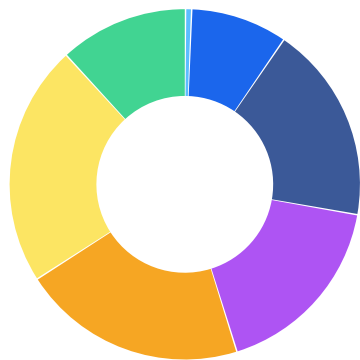


**Gender Diversity**

Gender diversity is about average in your area. The national average for an area this size is 9,939\* female employees, while there are 9,706 here.

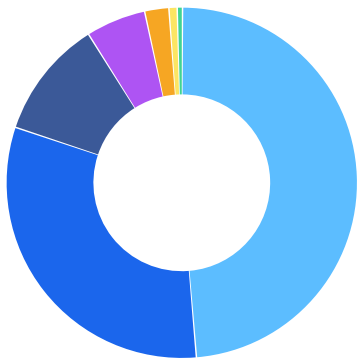
\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

## Occupation Age Breakdown



	% of Jobs	Jobs
14-18	0.6%	67
19-24	8.9%	1,055
25-34	18.2%	2,155
35-44	17.4%	2,060
45-54	20.7%	2,452
55-64	22.3%	2,633
65+	11.9%	1,406

## Occupation Race/Ethnicity Breakdown



	% of Jobs	Jobs
Hispanic or Latino	48.6%	5,748
White	31.5%	3,721
Asian	11.0%	1,295
Black or African American	5.5%	653
Two or More Races	2.2%	263
Native Hawaiian or Other Pacific Islander	0.8%	90
American Indian or Alaska Native	0.5%	58

## Occupation Gender Breakdown



	% of Jobs	Jobs
Males	17.9%	2,121
Females	82.1%	9,706



# Occupational Programs



**5 Programs**

Of the programs that can train for this job, 5 have produced completions in the last 5 years.



**423 Completions (2020)**

The completions from all regional institutions for all degree types.



**1,769 Openings (2020)**

The average number of openings for an occupation in the region is 72.

CIP Code	Top Programs	Completions (2020)
51.3901	Licensed Practical/Vocational Nurse Training	171
51.0000	Health Services/Allied Health/Health Sciences, General	103
51.3902	Nursing Assistant/Aide and Patient Care Assistant/Aide	98
51.2602	Home Health Aide/Home Attendant	51

Top Schools	Completions (2020)
Allan Hancock College	188
Cuesta College	163
Santa Barbara City College	50
Santa Barbara Business College-Santa Maria	22

## Appendix A - Data Sources and Calculations

### Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

### Occupation Data

Lightcast occupation employment data are based on final Lightcast industry data and final Lightcast staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Lightcast earnings by industry.

### Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

### Cost of Living Data

Emsi's cost of living data is based on the Cost of Living Index published by the Council for Community and Economic Research (C2ER).

### Emsi Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

### Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

### **Job Placement**

Graduates in the search for a job are encouraged to use the Allan Hancock College “Job Speaker” service. The site’s primary function is to connect students with potential employment opportunities. In addition, the service provides a tool designed to walk a student through the development of a resume, showcasing their achievements, qualifications, and capabilities. Students of AHC have access to these resources even after they graduate.

The 2019 Career and Technical Education Employment Outcomes Survey reports that over seventy two percent of Allan Hancock College’s CTE students go on to secure jobs that are closely related to their program of study. Eighty three percent report working 20-40 hours a week while attending classes and ninety three percent are satisfied/very satisfied with the education and training they received at AHC (California Community Colleges, CTE Employment Outcomes Survey, 2019 College Report).

In the CNA program, students receive over 140 hours of firsthand clinical training, working directly with patients. Along with their training they get to experience the working culture of a facility and decide if it is a place, they would like to seek employment. This semester, 6 out of the 9 students placed at just one of our four clinical training sites submitted a job application before completing the clinical rotation. (Rupe Scholarship, post-program survey)

### **Advisory Board**

The CNA program continues 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. At the start of the pandemic, skilled nursing facilities were closed to all visitors and students until the CDPH issued an All-Facility Letter (CDPH, AFL20-38.3) that encouraged and permitted facilities to allow students to enter for clinical experience. Those facilities that accepted students asked that we reduce the number of students entering the site to 10 (the ratio is usually 15 students and 1 instructor). To further reduce the possible chance of Covid exposure, we were also asked to limit the student’s rotations to just one. In the past, students were scheduled to rotate between two and sometimes three clinical sites.

If there are no clinical sites open for training the CDPH had temporarily allowed for the training to take place as lab simulation using manikins. Note, the preference is to have students train at the clinical sites providing direct patient care ([www.cdph.gov](http://www.cdph.gov)).

The Directors of Nursing and the Directors of Staff Development who work directly with our students are asked about trends that should be included in the program to better prepare our students for the future.

### **Survey Feedback**

Overall, students are well prepared and comfortable working with new innovative technologies. Flexibility, recognizing that change can happen quickly and slowing down to access a saturation are all qualities they seek in a CNA or CHHA. Courses they would recommend for the future include Restorative Aide, Personal Care Aide and Memory Care

classes. It would further benefit the CNAs if these courses were approved by the CDPH to serve as CEUs for certification renewal.

Students should also be able to clearly communicate with the nursing team, patients and their families and be able to clearly chart these outcomes. As such, they continue to support English 101 as a prerequisite to the CNA course.

As applicable, please address the breadth, depth, currency, and cohesiveness of the curriculum in relation to evolving employer needs and/or transfer requirements as well as other important pedagogical or technology-related developments and actions taken or needed to address these.

Within CDPH guidelines, the CNA curriculum has been formatted as a 12-unit class which meets industry standards and includes elements recommended by our advisory board members. For example, the AHC CNA class consists of the theory and skills training that meets the State's requirement for a student to take the CNA state exam (NNAAP Examination). Once this training is complete, students go on to the Acute Care Aide portion of the class that permits them to work in the acute care hospital. This is the additional knowledge base employers are seeking for care of the more acute patient. Offering the CNA and Acute Care Aide as one class also expands the student's employment opportunities in the long-term care and hospital settings.

As a CTE program we have redirected our focus toward classes that can be offered to the community as noncredit. In general, these classes are shorter and have a specific focus toward one area of health care. For example, the Restorative Aide (RA) class builds upon skills that assist a patient to maintain or regain their physical well-being. The Personal Care Aide (PCA) provides care in a person's home. The PCA does not require State certification and may allow the student to open his or her own business. As community demands arise, additional noncredit classes should be considered.

The pandemic has rapidly changed the needs of our community, State mandates, and the field of health care. This requires that instructors attend meetings and training seminars on a weekly and monthly basis to keep current. Areas of interest include the HWI (Health Work Force Initiative) which has invited programs throughout the State to join a monthly Zoom meeting to discuss the challenges training programs are facing. The Rupe Foundation invites representatives from CDPH to directly meet with program directors to review updates and address questions related to curriculum content and program compliance. Directors from our local training sites meet with us weekly to ensure that the SBPH (Santa Barbara Public Health) guidelines for Covid-19 are being followed. All these resources have allowed us to successfully navigate through and keep the CNA and CHHA class offerings available.

#### VIII. Long-Term Program Goals and Action Plans (aligned with the College Educational Master Plan)

Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development

activities and other resources to implement program goals. Be sure to show how these plans are related to assessment results (plan should cover a five-year period and include target dates and resources needed)

CHANGE to COURSE and PROGRAM	RESOURCES NEEDED	TARGET DATE
Expand student enrollment in the CNA/Acute Care Aide program as pandemic guidelines allow.	Additional DSD qualified clinical Instructor	Fall 2022
Obtain CDPH approval to offer the Restorative Aide course as continuing education units for the renewal for those with a CNA and/or HHA certification.		Fall 2023
Expand noncredit offers for community <ul style="list-style-type: none"> <li>a. Personal Care Aide class</li> <li>b. Memory Care Class</li> </ul>		Fall 2023 Fall 2024
Examine the student outcomes for the CNA/Acute Care Aide program to convert to a certificate of completion		Fall 2028
Maintain Accreditation for CNA/CHHA Programs  (Accreditation of each program is required every 2 years)		Spring 2023 Spring 2025 Spring 2027
STUDENT SUCCESS		
Purchase online charting software for documentation training.	Undetermined	Spring 2026
Obtain a budget augmentation for the maintenance of lab equipment and (4) patient beds.	\$650 each/4 Maintenance contract expires 12/23	Spring 2023
Replace patient bed in the SM nursing lab (Bed #1)	\$12,000	Spring 2026
Replace patient bed in the SM nursing lab (Bed #2)	\$12,000	Spring 2026
Replace patient bed in the Lompoc nursing lab (Bed #1)	\$12,000	Spring 2028
Replace patient bed in the Lompoc nursing lab (Bed #2)	\$12,000	Spring 2028
Update to an online CNA application process	Resources needed, undetermined	Spring 2023

PROFESSIONAL DEVELOPMENT	CTE and Professional Development funds	Spring 2024
Provide funding opportunities for faculty to attend seminars and workshops as a collective unit		

## SECTION 3

Student Status Summary

Student Data

Course Review Verification Sheet,

(Completed the year subsequent to self-study)

Course Outlines

Advisory Committee Membership

Data analysis is a critical component of program review. The three categories below should be used as guidelines in developing a summary of the student data

State at least three positive factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

1. Survey Question: I would recommend taking courses in the CNA program, 92% agree, 8% neither agree nor disagree, 26 students responded
2. Survey Question: Clarity of course goals and learning objectives, 92% highly satisfied, 4% somewhat satisfied, 4% neither satisfied nor dissatisfied, 26 students responded
3. Survey Question: Contribution toward my educational growth, 84% highly satisfied, 12% satisfied, 4% neither satisfied nor dissatisfied, 25 students responded.

These results are encouraging as they support the quality of the course content and the teaching styles used to present the course materials.

State at least three negative factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

1. Survey Question: Advise about the program from counselors, 50% highly satisfied, 27% somewhat satisfied, 18% neither satisfied nor dissatisfied, 5% highly dissatisfied, 22 students responded. Plan: These scores are relatively unchanged from the last comprehensive review. To meet the need, the nursing counselor is invited to speak with each class. The students are given the opportunity to ask questions about the nursing educational pathway and how to make an appointment with the counselor.
2. Survey Question: The availability of course offered in the CNA program, 68% highly satisfied, 20% somewhat satisfied, 12% neither satisfied nor dissatisfied, 25 responded. Plan: Expansion of the noncredit course offerings continues to move forward, with classes such as memory care and the personal care assistant.
3. Survey Question: Feedback and assessment of progress toward learning objectives, 68% highly satisfied, 28% somewhat satisfied, 4% neither satisfied nor dissatisfied, 25 responded. Plan: The students are given an evaluation after each clinical rotation (every 6 weeks). Half-way through clinical rotation, students are asked what goals they feel need attention. Instructor office hours are posted with most students preferring the time being spent in the nursing lab, practicing skills. To provide evidence to the State that the student has mastered theory content a weekly quiz is required with a score of seventy-four percent. The students are then given the opportunity to meet with the instructor before having to retake a quiz. The support provided through the course management system Canvas has also served to enhance the student experience as it allows the instructors to give timely feedback on all projects and quizzes completed through the system.



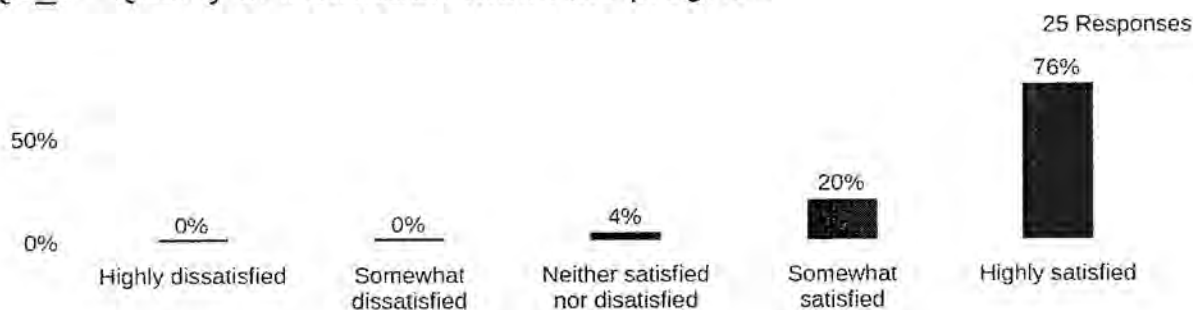
State any other information (use responsive numbers) that you obtained from student data (e.g. focus groups, questionnaires, or SGIDs) that may be of special interest to the self-study team. What planning implications will result from this information?

1. Survey Question: What is your final academic goal, 4% certificate, 8% uncertain, 19% AA/AS, 38 Bachelors, 31 Masters or higher, 26 students responded. Plan: The student receives a Certified Nurse Assistant certificate issued by the CDPH once they have completed the CNA course and successfully passed the State Certification Exam. As indicated by this data, most respondents (88%) plan to continue their education and received an associate or bachelor's degree. Student course survey data support these findings with every student in the CNA class wanting to continue in the field of nursing to obtain a Licensed Vocational Nurse or Registered Nurse degree. (Reference to Section VI of this document)

**CNA  
 Program Review - Fall 2021  
 Total responses: 25**

Please answer the following questions as they pertain to your experience in this course and all other courses in the CNA program at Allan Hancock College.

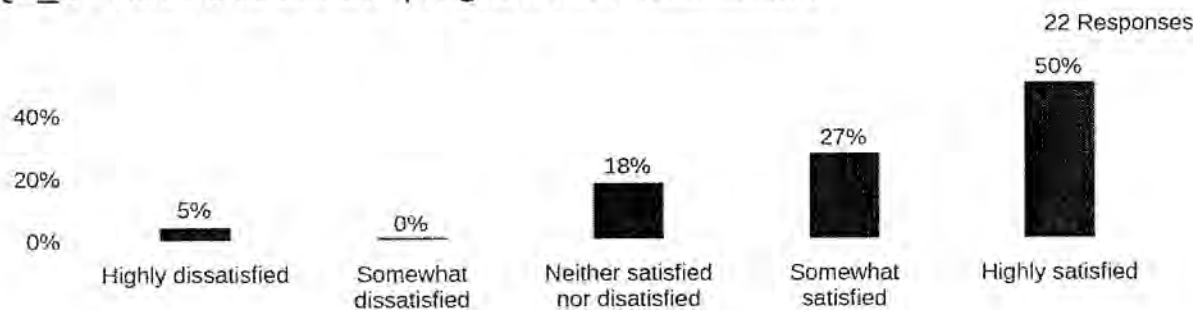
**Q2\_1 - Quality of instruction within the program**



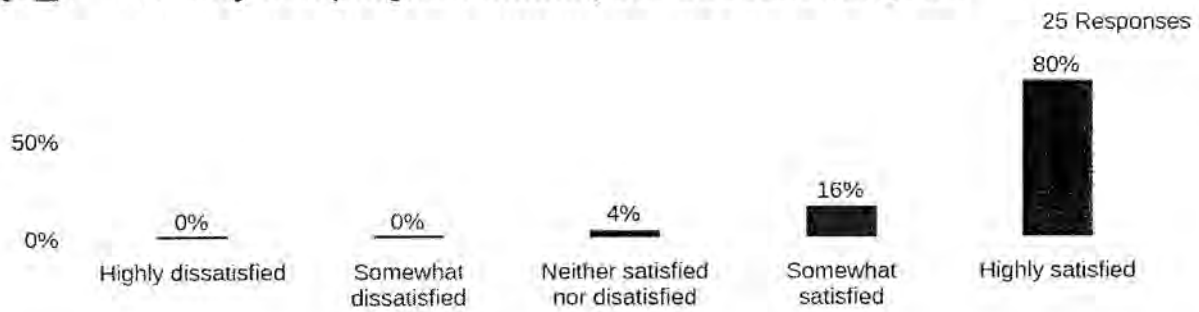
**Q2\_2 - The way textbooks and other materials used in courses within the program help me learn**



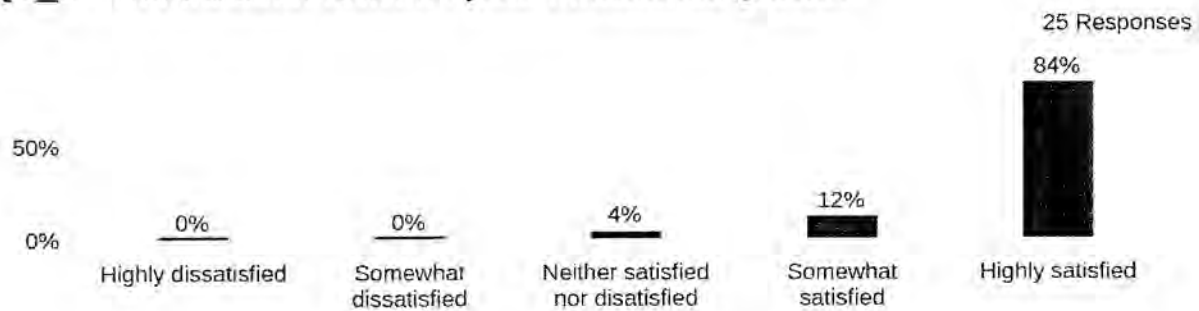
**Q2\_3 - Advice about the program from counselors**



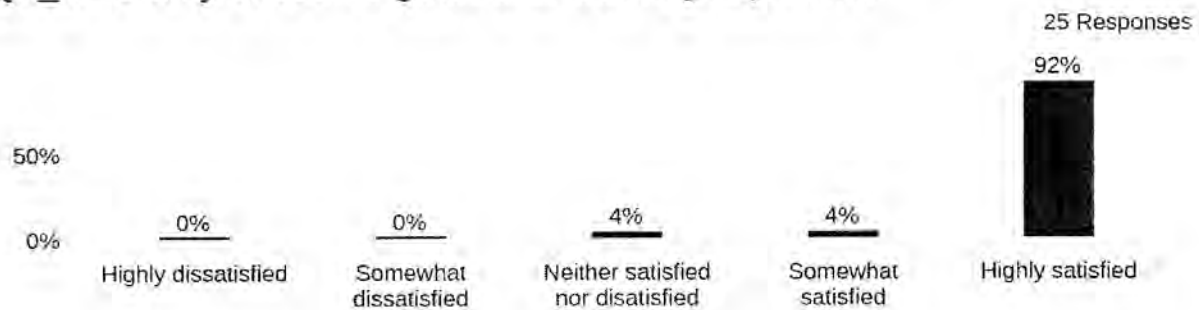
### Q2\_4 - The way this program meets your educational goals



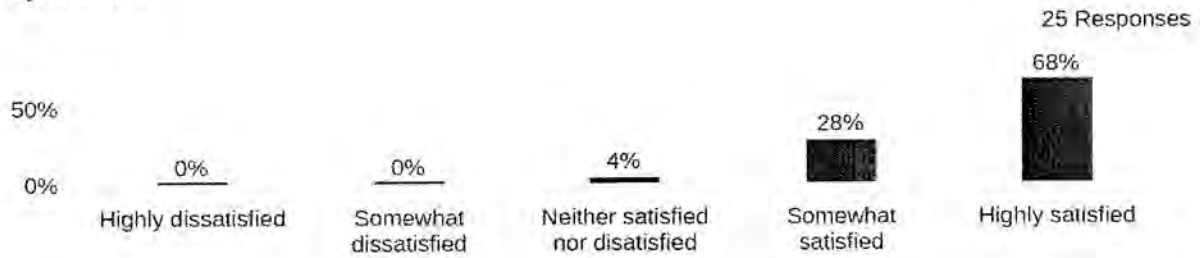
### Q2\_5 - Contribution towards your intellectual growth



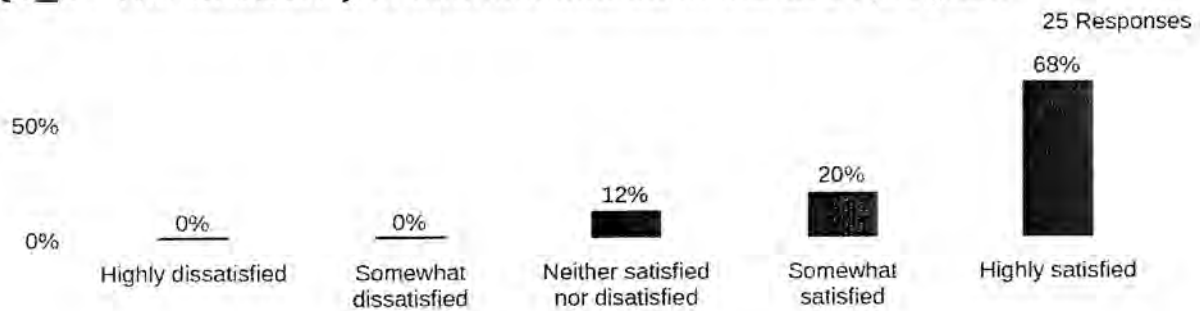
### Q2\_6 - Clarity of course goals and learning objectives



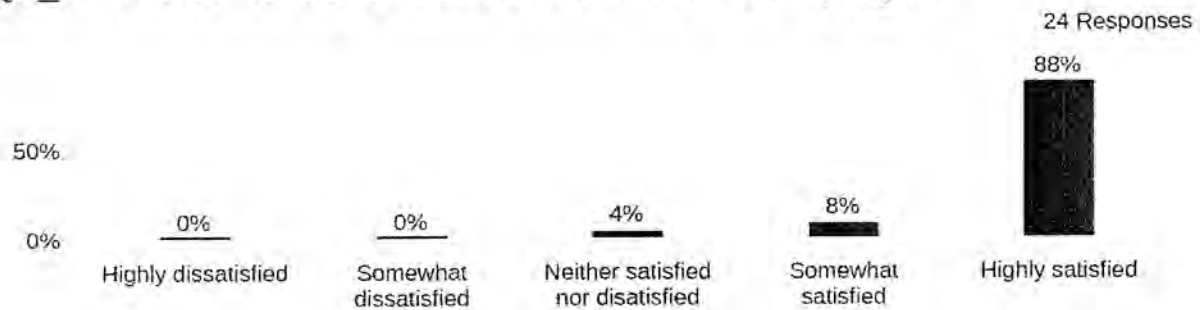
### Q2\_7 - Feedback and assessment of progress towards learning objectives



### Q2\_8 - The availability of courses offered in the CNA program



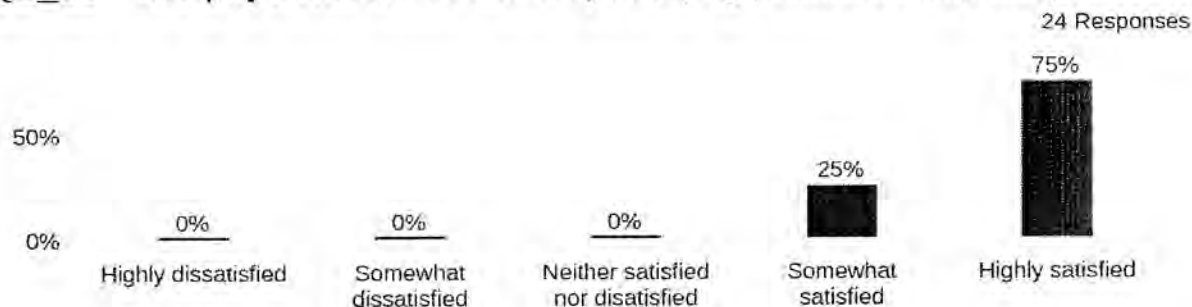
### Q2\_9 - The content of courses offered in the CNA program



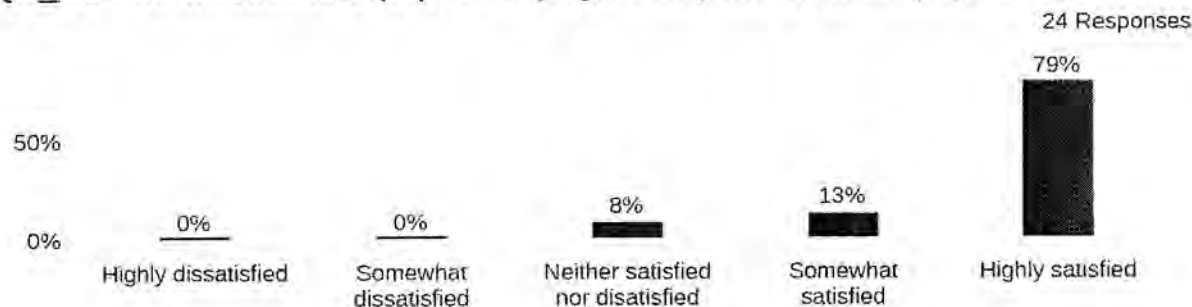
Q2\_10 - The coordination of courses offered in the CNA program and courses offered in other departments that may be required for your major



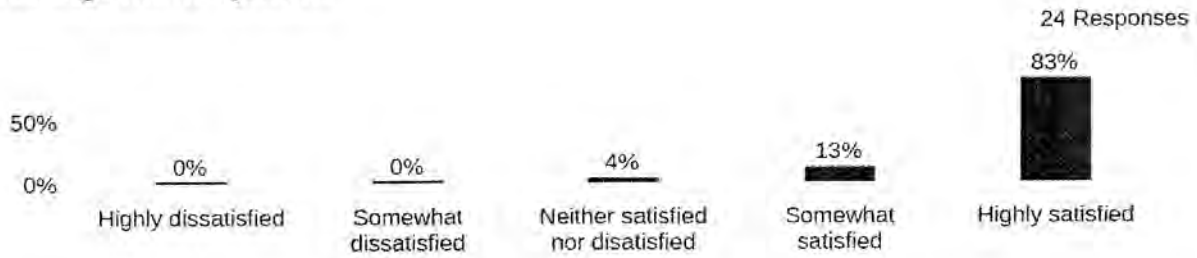
Q2\_11 - The physical facilities and space (e.g., classrooms, labs)



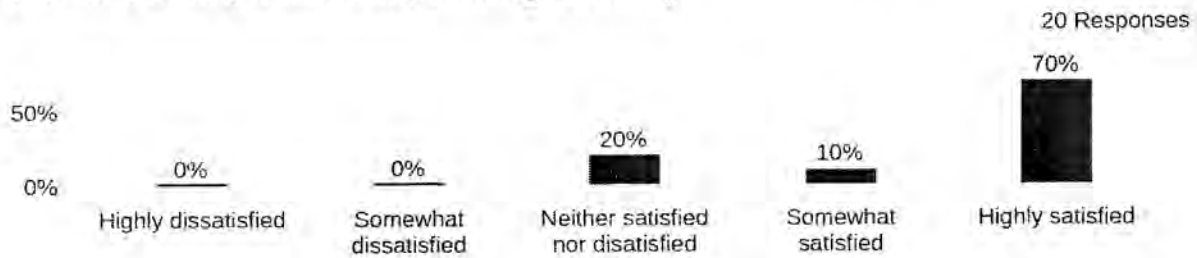
Q2\_12 - Instructional equipment (e.g., computers, lab equipment)



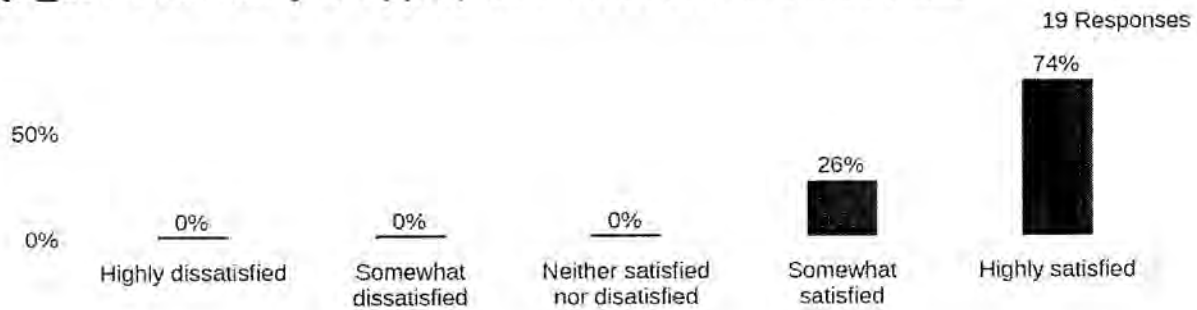
Q2\_13 - Presentation of classes via the college's Canvas course management system



Q2\_14 - Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)

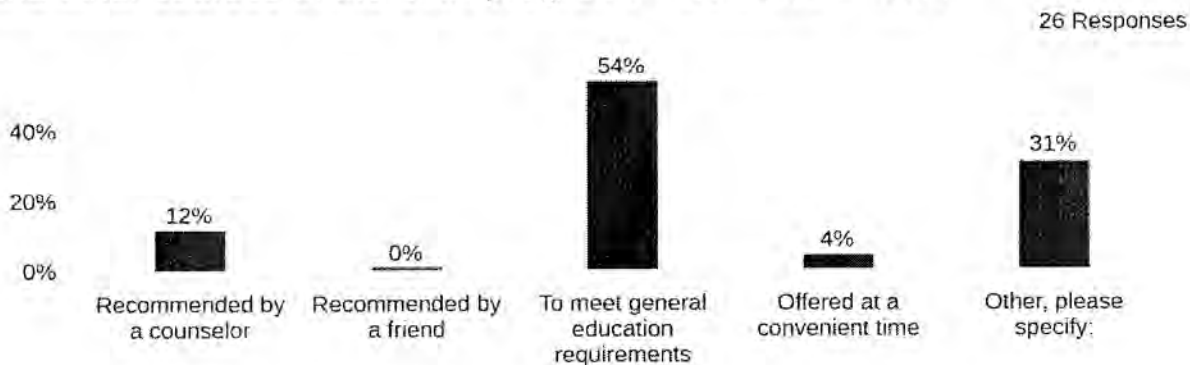


Q2\_15 - Availability of appropriate resources in the libraries

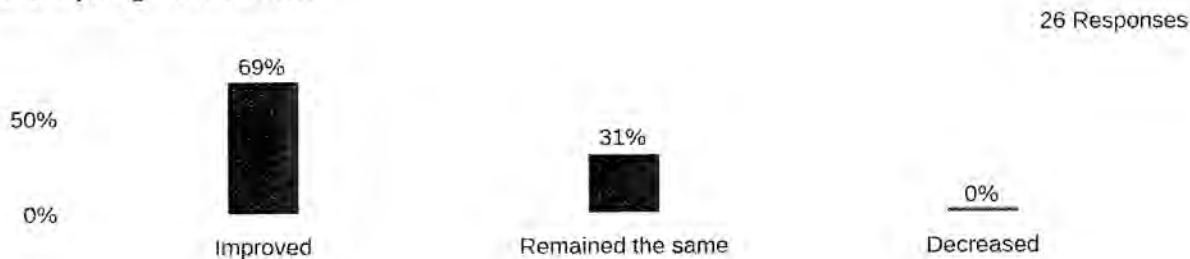


**Part II. Please answer the following questions about the CNA program.**

Q4 - Which of the following best describes your reason for taking this and other courses in the CNA program? - Selected Choice



Q5 - Compared to the beginning of the semester, your attitude about the CNA program has...

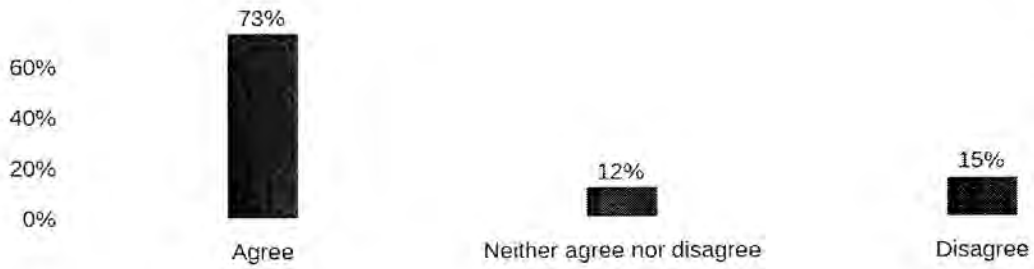


Q6\_1 - I would recommend taking courses in the CNA Program.



Q6\_2 - I plan on taking additional courses in the CNA program.

26 Responses



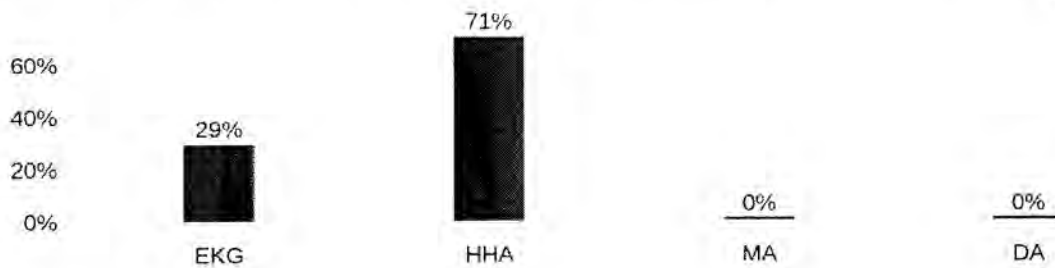
Q7 - Which of the following courses have you taken in the CNA program?

26 Responses



Q8 - Which courses are you taking this semester in the CNA program?

17 Responses

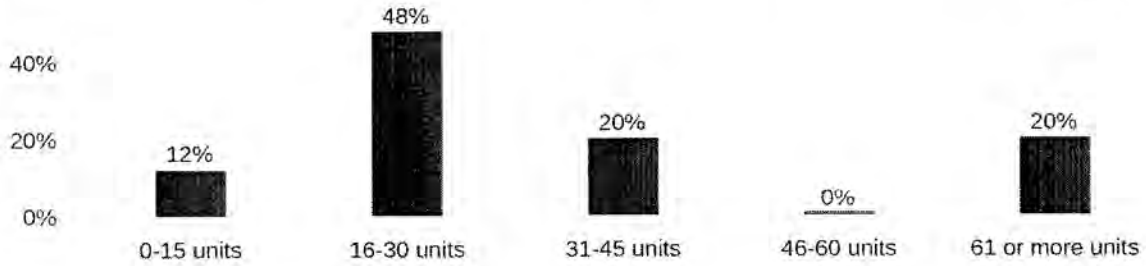




**Part III. Background questions.**

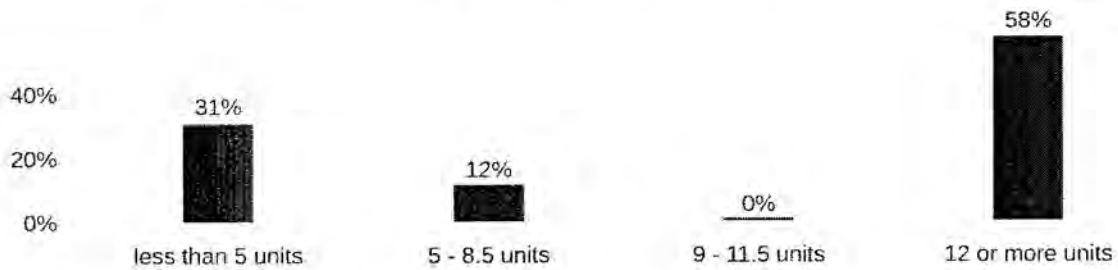
Q10 - How many units have you completed prior to this semester?

25 Responses



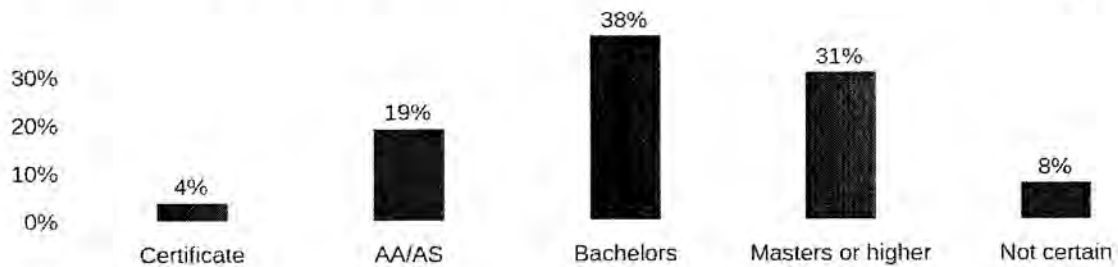
Q11 - In how many units are you currently enrolled?

26 Responses



Q12 - What is your final academic goal?

26 Responses



# Program Data

## STEP 1 | Choose subjects: CNA

Subjects: CNA

## STEP 2 | Choose awards: Nursing

Awards: Nursing

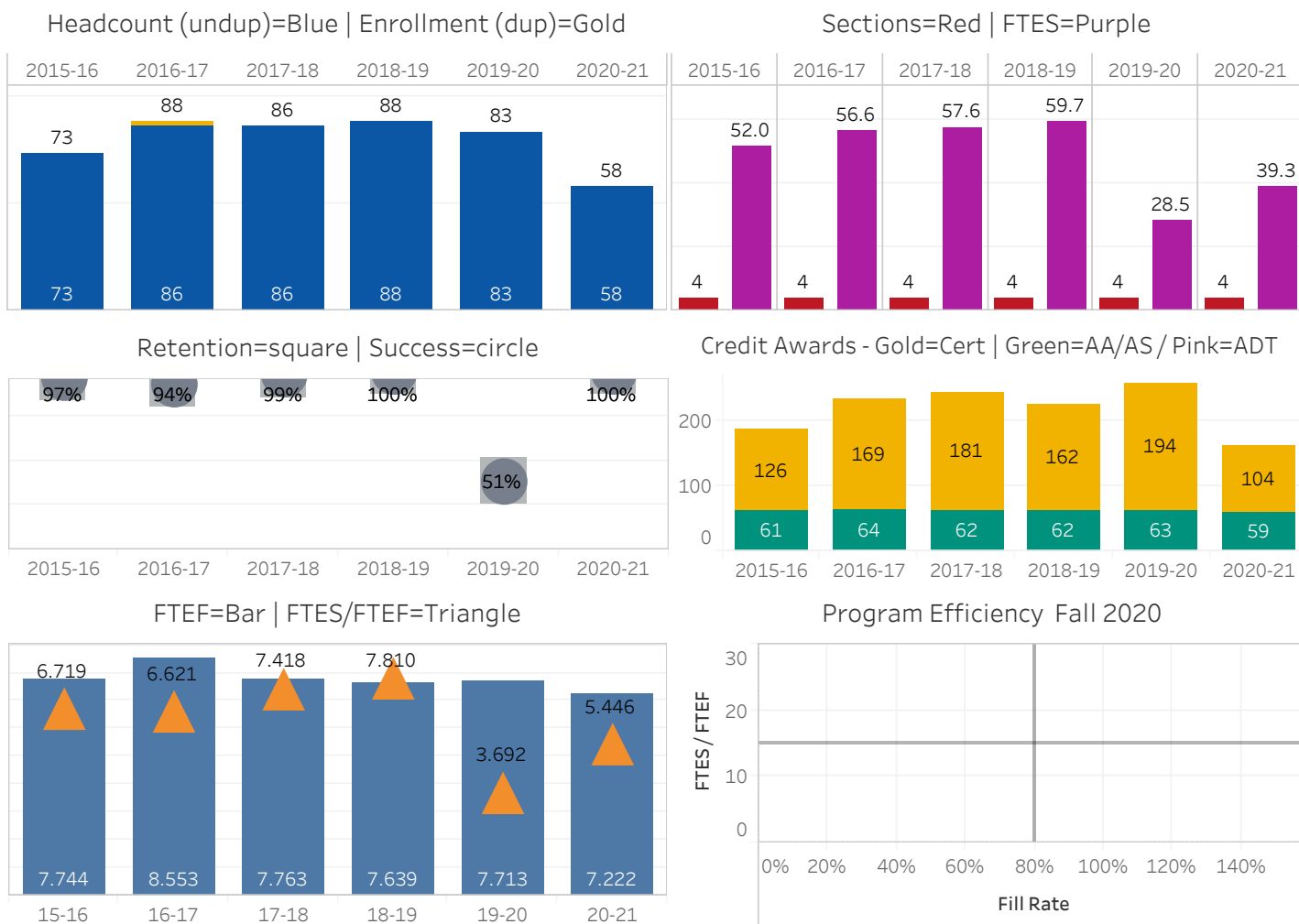
## STEP 3 | Choose majors: Nursing

Student Majors: Nursing

### Contents

- 1 - Enrollment, headcount, sections, FTES, retention, success
- 2 - Demographics
- 3 - Equity outcomes
- 4 - Online\Face to face comparison
- 5 - Efficiency
- 6 - Program awards & majors
- 7 - Faculty load
- A - Course demographic detail
- B - Awards by major detail

### Quick Program Facts



Data Source: Student-MIS; Award, Major & Faculty-Banner | Headcount-unduplicated students; Enrollment-duplicated students; Retention-students who receive a grade in the course; Success-students who receive a passing grade in the course; FTES/FTEF target is 15+; Fill Rate target is 80%+

# 1 Outcomes CNA

course\_  
All

EW Grade  
Exclude EW

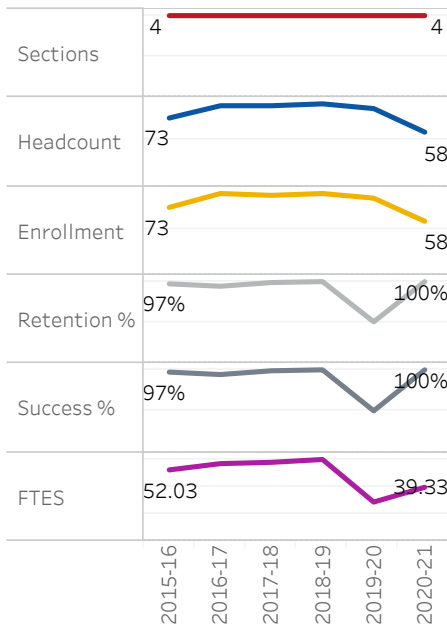


	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Sections	2	2	2	2	2	2	2	2	2	2	2	2
Headcount	29	44	44	44	43	43	44	44	42	41	29	29
Enrollment	29	44	44	44	43	43	44	44	42	41	29	29
retained	28	43	41	42	42	43	44	44	42	0	29	29
Retention %	97%	98%	93%	95%	98%	100%	100%	100%	100%	0%	100%	100%
success	28	43	41	42	42	43	44	44	42	0	29	29
Success %	97%	98%	93%	95%	98%	100%	100%	100%	100%	0%	100%	100%
FTES	22.93	29.10	27.84	28.78	28.47	29.11	29.82	29.84	28.48	0.00	19.66	19.66

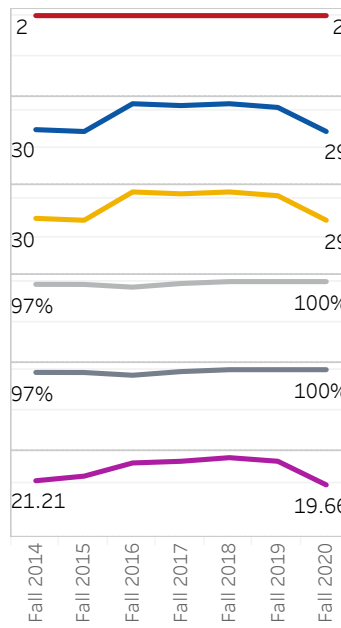
# Outcomes Allan Hancock College Credit

	Sum 2015	Fall 2015	Winter 2016	Spring 2016	Sum 2016	Fall 2016	Winter 2017	Spring 2017	Sum 2017	Fall 2017	Winter 2018	Spring 2018	Sum 2018	Fall 2018	Winter 2019	Spring 2019	Sum 2019	Fall 2019	Spring 2020	Sum 2020	Fall 2020	Spring 2021
Sections	355	1,177	41	1,220	357	1,184	41	1,214	333	1,168	45	1,186	270	1,145	47	1,159	299	1,208	1,212	272	1,119	1,107
Headco..	5,593	10,982	1,051	11,341	4,354	12,111	1,023	11,636	5,306	11,889	1,118	11,320	4,596	11,380	1,171	10,580	4,940	12,091	11,342	4,633	10,462	10,076
Enrollm..	8,789	28,471	1,270	28,153	8,305	29,268	1,314	28,161	8,052	28,754	1,480	26,960	6,868	28,650	1,535	26,193	7,252	30,166	26,977	7,364	25,401	23,090
Retentio n %	90%	86%	84%	89%	90%	88%	87%	88%	90%	87%	87%	88%	90%	87%	88%	88%	92%	88%	92%	90%	88%	89%
Success %	77%	70%	71%	73%	80%	71%	77%	74%	80%	71%	79%	74%	80%	71%	79%	74%	81%	72%	85%	80%	72%	75%
FTES	1,009	3,807	111	3,715	967	4,197	115	4,020	900	4,126	139	3,869	835	4,061	169	3,827	846	4,136	3,763	827	3,531	3,231

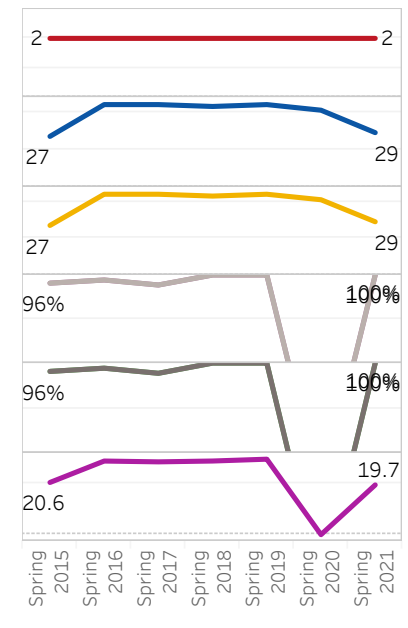
### CNA Academic Year



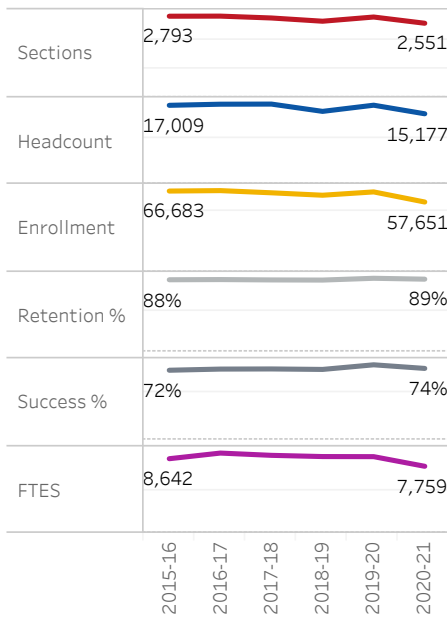
### Summer Terms



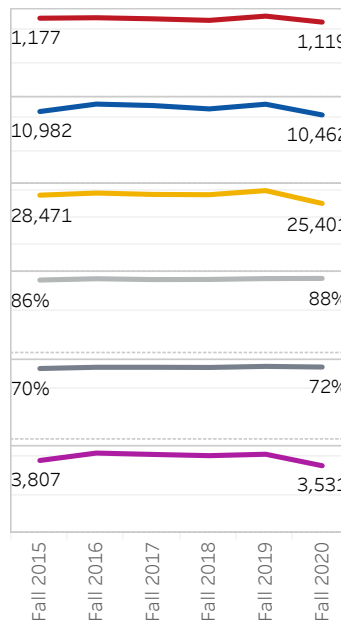
### Winter Terms



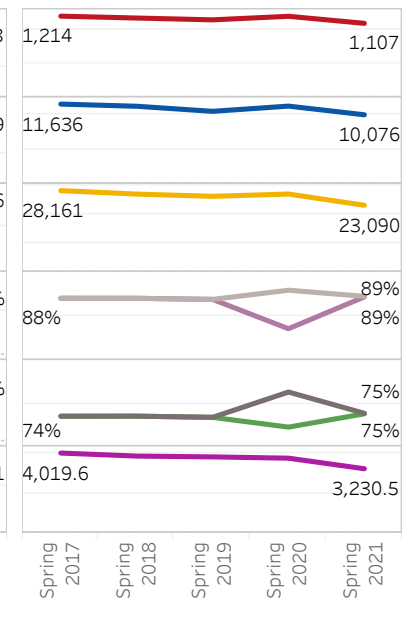
### AHC Credit Academic Year



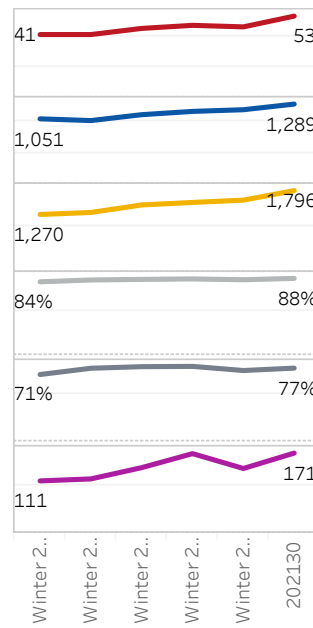
### Summer Terms



### Winter Terms



### Spring Terms



# 1 Retention & Success by academic year by course CNA

course_	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
NURS300	97%	97%	94%	94%	99%	99%	100%	100%	51%	51%	100%	100%
Grand Total	97%	97%	94%	94%	99%	99%	100%	100%	51%	51%	100%	100%

Retention % and Success % for each course\_ broken down by Academic Year. Color shows details about Retention % and Success %. The data is filtered on TERM\_CODE, CB04, subject and course. The TERM\_CODE filter excludes 201510, 201520, 201540, 202110 and 202130. The CB04 filter keeps C, D and N. The subject filter keeps CNA. The course filter has multiple members selected.

### Measure Names

- Retention %
- Success %

# 1 Retention & Success by summer term by course CNA

Measure Names

# 1 Retention & Success by fall term by course CNA

course_	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
NURS300	97%	97%	93%	93%	98%	98%	100%	100%	100%	100%	100%	100%
Grand Total	97%	97%	93%	93%	98%	98%	100%	100%	100%	100%	100%	100%

**Measure Names**

■ Retention %

■ Success %

# 1 Retention & Success by spring term by course CNA

course_	Spring 2016		Spring 2017		Spring 2018		Spring 2019		Spring 2020			Spring 2021	
NURS300	98%	98%	95%	95%	100%	100%	100%	100%	0%			100%	100%
Grand Total	98%	98%	95%	95%	100%	100%	100%	100%	0%			100%	100%

**Measure Names**

- Retention %
- Success %



## 2 Program Demographics CNA

course\_  
All

Choose individual course via filter or see Appendix A for full demographic course details

Age Category	Academic Year											
	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Under 20	3	2.03	12	8.14	12	8.14	9	6.10	13	5.42	9	6.10
20-24	36	25.97	39	26.12	38	25.74	44	29.83	41	12.21	26	17.63
25-29	22	15.49	19	12.15	22	14.89	14	9.49	11	4.75	12	8.14
30-34	6	4.19	7	4.14	7	4.07	10	6.78	10	3.39	5	3.39
35-39	2	1.36	7	4.73	3	2.03	7	4.75	4	1.36	5	3.39
40-49	2	1.50	1	0.68	3	2.03	4	2.71	3	0.68	1	0.68
50+	2	1.50	1	0.67	1	0.68			1	0.68		

ETHNICITY	Academic Year											
	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Asian			3	1.36	2	1.36			1	0.00	2	1.36
Black	4	2.85	1	0.66			1	0.68	1	0.68	1	0.68
Filipino	4	2.99	2	1.36	2	1.36	6	4.07	7	3.39	2	1.36
Hispanic	37	26.35	66	44.38	61	40.64	44	29.82	48	16.27	33	22.38
NativeAm	2	1.50	1	0.09					1	0.68	2	1.36
Other											1	0.68
Paclsl											1	0.68
White	26	18.34	13	8.78	21	14.23	36	24.41	25	7.46	14	9.49

	Academic Year											
	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Female	66	47.54	77	50.57	72	48.10	80	54.23	71	23.73	51	34.58
Male	7	4.49	9	6.05	13	8.81	6	4.07	11	4.07	5	3.39
Unknown					1	0.68	1	0.68	1	0.68		

	Academic Year											
	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
First Time			1	0.67								
First Time Transfer			2	1.36	3	2.03	1	0.68	2	0.00	2	1.36
Continuing	69	49.19	78	51.80	76	50.80	82	55.59	79	28.48	49	33.23
Returning	4	2.85	5	2.80	7	4.75	4	2.71	2	0.00	5	3.39
Grand Total	73	52.03	86	56.63	86	57.58	87	58.98	83	28.48	56	37.97

## 2 Demographics Allan Hancock College Credit

Age Category	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Under 20	4,528	2,759	5,805	3,105	6,308	3,155	6,018	3,326	7,482	3,583	6,828	3,029
20-24	6,054	3,341	5,700	3,398	5,460	3,190	5,057	3,070	4,867	2,853	4,251	2,441
25-29	2,555	1,118	2,440	1,255	2,395	1,212	2,071	1,101	2,060	1,089	1,831	986
30-34	1,533	528	1,379	578	1,327	556	1,173	560	1,130	507	1,109	550
35-39	969	292	924	357	891	328	758	319	844	342	706	296
40-49	1,262	356	1,042	379	1,040	384	801	328	874	324	732	306
50+	966	248	789	227	676	210	608	189	583	185	447	151

ETHNICITY	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Asian	582	275	512	264	469	214	386	186	378	187	280	140
Black	673	359	583	326	555	278	459	259	491	278	437	232
Filipino	473	292	483	309	462	269	450	305	488	259	405	234
Hispanic	8,196	4,670	8,206	4,873	7,475	4,482	6,604	4,071	7,536	4,047	6,704	3,456
NativeAm	263	133	307	144	348	167	358	198	360	190	325	164
Other	2	0	4	1	5	2	2	1	2	1	2	1
Paclsl	97	50	119	62	141	62	131	74	167	81	128	62
White	6,728	2,862	7,016	3,146	7,819	3,541	7,236	3,751	7,129	3,648	6,533	3,319

	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Female	8,360	4,479	8,768	4,922	8,937	4,913	8,454	4,877	8,777	4,837	8,274	4,467
Male	8,643	4,159	8,340	4,181	8,126	4,049	7,027	3,916	7,521	3,767	6,316	3,053
Unknown	3	2	109	23	181	51	121	52	228	88	209	88

	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
First Time	2,920	1,185	2,777	1,194	2,562	1,089	2,666	1,240	2,620	1,189	2,263	995
First Time Transfer	2,634	616	2,111	541	2,352	656	1,766	564	1,540	447	1,312	380
Continuing	10,178	5,991	10,502	6,487	9,986	6,305	9,576	6,120	9,325	5,977	8,237	5,234
Returning	3,196	675	2,277	551	2,382	539	1,964	496	2,231	504	1,926	495
Special Admit	935	173	2,260	353	2,578	424	2,281	425	3,521	574	3,288	505
Unknown	6	2	4	0	1	0	1	0	2	0		
<b>Grand Total</b>	<b>17,004</b>	<b>8,641</b>	<b>17,217</b>	<b>9,126</b>	<b>17,235</b>	<b>9,014</b>	<b>15,597</b>	<b>8,845</b>	<b>16,523</b>	<b>8,691</b>	<b>14,794</b>	<b>7,608</b>

### 3 Program Equity Outcomes CNA

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

**\*\*Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects\*\***

	Academic Year									
	2020-21									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
<b>Under 20</b>	9	9	0	6.10	100.0%			100.0%		
20-24	26	26	0	17.63	100.0%	0.0%		100.0%	0.0%	
25-29	12	12	0	8.14	100.0%	0.0%		100.0%	0.0%	
30-34	5	5	0	3.39	100.0%			100.0%		
35-39	5	5	0	3.39	100.0%			100.0%		
40-49	1	1	0	0.68	100.0%			100.0%		
<b>Grand Total</b>	<b>58</b>	<b>58</b>	<b>0</b>	<b>39.33</b>	<b>100.0%</b>	<b>0.0%</b>		<b>100.0%</b>	<b>0.0%</b>	

### 3 Program Equity Outcomes CNA

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

**\*\*Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects\*\***

	Academic Year									
	2020-21									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
Asian	2	2	0	1.36	100.0%			100.0%		
Black	1	1	0	0.68	100.0%			100.0%		
Filipino	2	2	0	1.36	100.0%			100.0%		
Hispanic	33	33	0	22.38	100.0%	0.0%		100.0%	0.0%	
Native Am	2	2	0	1.36	100.0%			100.0%		
Other	1	1	0	0.68	100.0%			100.0%		
Pac Isl	1	1	0	0.68	100.0%			100.0%		
White	14	14	0	9.49	100.0%	0.0%		100.0%	0.0%	
Unknown	2	2	0	1.36	100.0%			100.0%		
<b>Grand Total</b>	<b>58</b>	<b>58</b>	<b>0</b>	<b>39.33</b>	<b>100.0%</b>	<b>0.0%</b>		<b>100.0%</b>	<b>0.0%</b>	

### 3 Program Equity Outcomes CNA

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

**\*\*Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects\*\***

	Academic Year									
	2020-21									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
<b>Female</b>	53	53	0	35.94	100.0%	0.0%		100.0%	0.0%	
<b>Male</b>	5	5	0	3.39	100.0%			100.0%		
<b>Grand Total</b>	<b>58</b>	<b>58</b>	<b>0</b>	<b>39.33</b>	<b>100.0%</b>	<b>0.0%</b>		<b>100.0%</b>	<b>0.0%</b>	

### 3 Program Equity Outcomes CNA

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity.

\*\*Equity Outcomes only work for a single subject. Contact IE to get data for multiple subjects\*\*

	Academic Year									
	2020-21									
	Headcount	Enrollment	EW count	FTES	Retention %	PPG Retention Mod	PPG Retention Impact	Success %	PPG Success Mod	PPG Success Impact
<b>First Time Tran..</b>	2	2	0	1.36	100.0%			100.0%		
<b>Continuing</b>	51	51	0	34.58	100.0%	0.0%		100.0%	0.0%	
<b>Returning</b>	5	5	0	3.39	100.0%			100.0%		
<b>Grand Total</b>	<b>58</b>	<b>58</b>	<b>0</b>	<b>39.33</b>	<b>100.0%</b>	<b>0.0%</b>		<b>100.0%</b>	<b>0.0%</b>	

### 3 Allan Hancock College Credit Equity Outcomes

Equity:

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

#### Academic Year

- 2015-16
- 2016-17
- 2017-18
- 2018-19
- 2019-20
- 2020-21

#### DemoChoice

Age

	Academic Year 2020-21						
	Headcount	Enrollment	EW count	FTES	Retention %	PPG AHC Retention Mod	PPG AHC Retention Impact
Under 20	6,318	21,130	40	2,684	89.4%	1.3%	
20-24	3,806	14,590	42	2,106	87.5%	-1.7%	242
25-29	1,639	5,059	13	842	87.6%	-0.8%	41
30-34	1,009	3,021	15	472	88.6%	0.3%	
35-39	642	1,812	15	258	90.5%	1.4%	
40-49	660	1,821	7	266	89.0%	0.2%	
50+	407	1,058	13	134	91.0%	1.9%	
<b>Grand Total</b>	<b>13,986</b>	<b>48,491</b>	<b>145</b>	<b>6,762</b>	<b>88.6%</b>		

	Academic Year 2020-21						
	Headcount	Enrollment	EW count	FTES	Success %	PPG AHC Success Mod	PPG AHC Success Impact
Under 20	6,318	21,130	40	2,684	71.0%	-3.9%	831
20-24	3,806	14,590	42	2,106	73.1%	-0.6%	89
25-29	1,639	5,059	13	842	75.4%	2.2%	
30-34	1,009	3,021	15	472	77.6%	4.6%	
35-39	642	1,812	15	258	80.9%	6.7%	
40-49	660	1,821	7	266	79.9%	5.7%	
50+	407	1,058	13	134	81.1%	6.5%	
<b>Grand Total</b>	<b>13,986</b>	<b>48,491</b>	<b>145</b>	<b>6,762</b>	<b>73.4%</b>		

### 3 Allan Hancock College Credit Equity Outcomes

Equity:

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

#### Academic Year

- 2015-16
- 2016-17
- 2017-18
- 2018-19
- 2019-20
- 2020-21

#### DemoChoice

Ethnicity

	Academic Year 2020-21						
	Headcount	Enrollment	EW count	FTES	Retention %	PPG AHC Retention Mod	PPG AHC Retention Impact
Asian	242	833	0	120	90.3%	1.7%	
Black	398	1,352	7	202	88.1%	-1.1%	15
Filipino	378	1,445	2	207	90.6%	1.8%	
Hispanic	6,317	21,790	55	3,035	87.9%	-1.6%	349
Native Am	308	1,013	8	145	85.9%	-2.7%	28
Other	2	6	0	1	83.3%		
Pac Isl	125	418	0	56	87.1%	-1.6%	7
White	5,871	20,576	72	2,859	89.4%	1.7%	
Unknown	363	1,058	1	137	88.7%	0.0%	
<b>Grand Total</b>	<b>13,986</b>	<b>48,491</b>	<b>145</b>	<b>6,762</b>	<b>88.6%</b>		

	Academic Year 2020-21						
	Headcount	Enrollment	EW count	FTES	Success %	PPG AHC Success Mod	PPG AHC Success Impact
Asian	242	833	0	120	77.4%	4.8%	
Black	398	1,352	7	202	69.3%	-5.8%	78
Filipino	378	1,445	2	207	78.9%	5.3%	
Hispanic	6,317	21,790	55	3,035	70.9%	-4.6%	1,010
Native Am	308	1,013	8	145	67.7%	-5.9%	60
Other	2	6	0	1	83.3%		
Pac Isl	125	418	0	56	68.9%	-3.7%	15
White	5,871	20,576	72	2,859	76.2%	5.0%	
Unknown	363	1,058	1	137	73.1%	-0.6%	6
<b>Grand Total</b>	<b>13,986</b>	<b>48,491</b>	<b>145</b>	<b>6,762</b>	<b>73.4%</b>		



### 3 Allan Hancock College Credit Equity Outcomes

Equity:

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

Academic Year

- 2015-16
- 2016-17
- 2017-18
- 2018-19
- 2019-20
- 2020-21

DemoChoice

Gender

	Academic Year 2020-21						
	Headcount	Enrollment	EW count	FTES	Retention %	PPG AHC Retention Mod	PPG AHC Retention Impact
Female	7,724	27,366	75	3,881	88.9%	0.6%	
Male	5,985	20,284	69	2,770	88.3%	-0.5%	99
Unknown	283	841	1	111	87.0%	-1.8%	15
<b>Grand Total</b>	<b>13,986</b>	<b>48,491</b>	<b>145</b>	<b>6,762</b>	<b>88.6%</b>		

	Academic Year 2020-21						
	Headcount	Enrollment	EW count	FTES	Success %	PPG AHC Success Mod	PPG AHC Success Impact
Female	7,724	27,366	75	3,881	74.4%	2.3%	
Male	5,985	20,284	69	2,770	72.4%	-1.8%	361
Unknown	283	841	1	111	66.1%	-8.0%	68
<b>Grand Total</b>	<b>13,986</b>	<b>48,491</b>	<b>145</b>	<b>6,762</b>	<b>73.4%</b>		

### 3 Allan Hancock College Credit Equity Outcomes

Equity:

Percentage Point Gap (PPG)-compare a group outcome to the overall outcome, if group is 3% less or lower than overall then group is disproportionately impacted.

PPG Mod-same as PPG except overall outcome is modified to NOT include group outcome.

PPG Impact-amount of students needed to have a positive outcome in order to have the group reach equity

#### Academic Year

- 2015-16
- 2016-17
- 2017-18
- 2018-19
- 2019-20
- 2020-21

#### DemoChoice Student Type

	Academic Year 2020-21						
	Headcount	Enrollment	EW count	FTES	Retention %	PPG AHC Retention Mod	PPG AHC Retention Impact
First Time	2,157	7,000	27	898	86.4%	-2.2%	157
First Time Tran..	978	2,011	4	302	89.6%	1.8%	
Continuing	8,004	31,977	98	4,704	87.9%	-2.5%	798
Returning	1,544	2,932	11	385	87.8%	-0.3%	10
Special Admit	3,298	4,570	5	472	97.7%	9.7%	
Unknown	1	1	0	0	100.0%		
<b>Grand Total</b>	<b>13,986</b>	<b>48,491</b>	<b>145</b>	<b>6,762</b>	<b>88.6%</b>		

	Academic Year 2020-21						
	Headcount	Enrollment	EW count	FTES	Success %	PPG AHC Success Mod	PPG AHC Success Impact
First Time	2,157	7,000	27	898	60.4%	-13.5%	945
First Time Tran..	978	2,011	4	302	78.4%	5.8%	
Continuing	8,004	31,977	98	4,704	74.0%	0.6%	
Returning	1,544	2,932	11	385	73.1%	0.8%	
Special Admit	3,298	4,570	5	472	87.3%	14.6%	
Unknown	1	1	0	0	100.0%		
<b>Grand Total</b>	<b>13,986</b>	<b>48,491</b>	<b>145</b>	<b>6,762</b>	<b>73.4%</b>		

4 Online / Onsite course comparison CNA

\*All online courses and matching onsite courses\*

4 Online / Onsite Retention & Success course comparison CNA

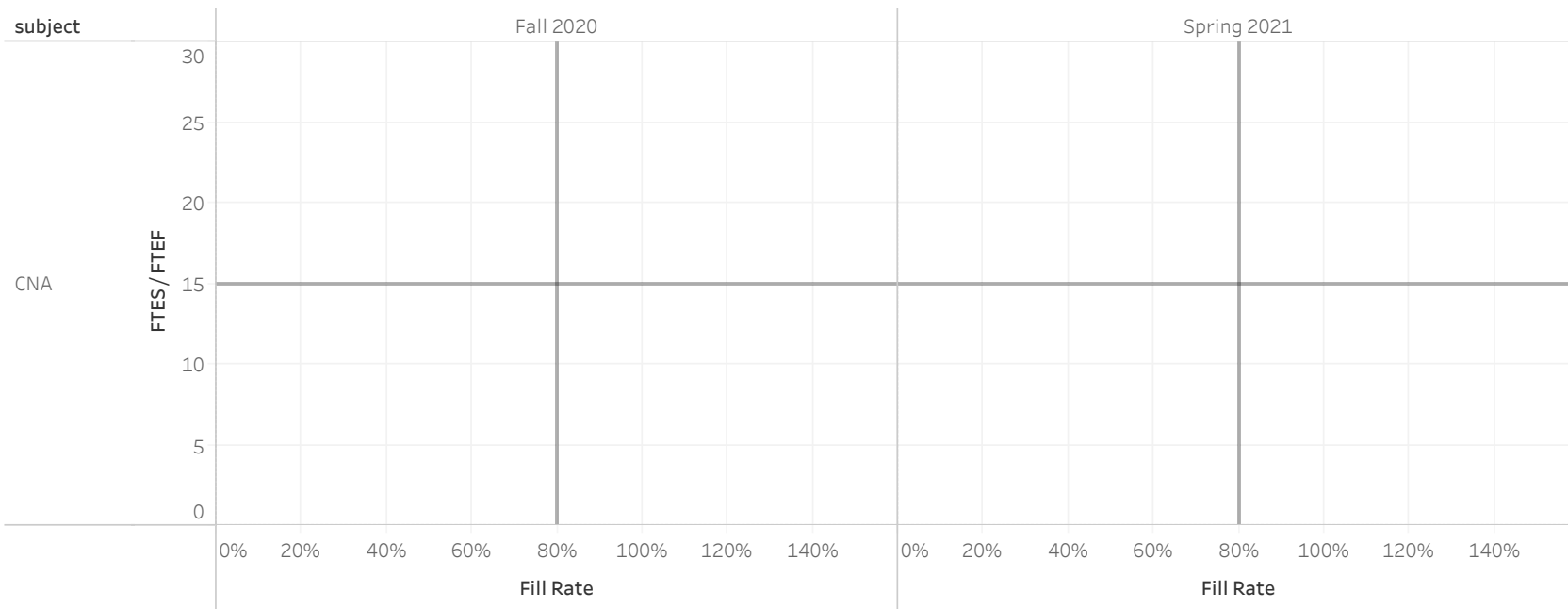
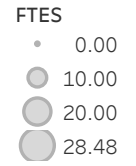
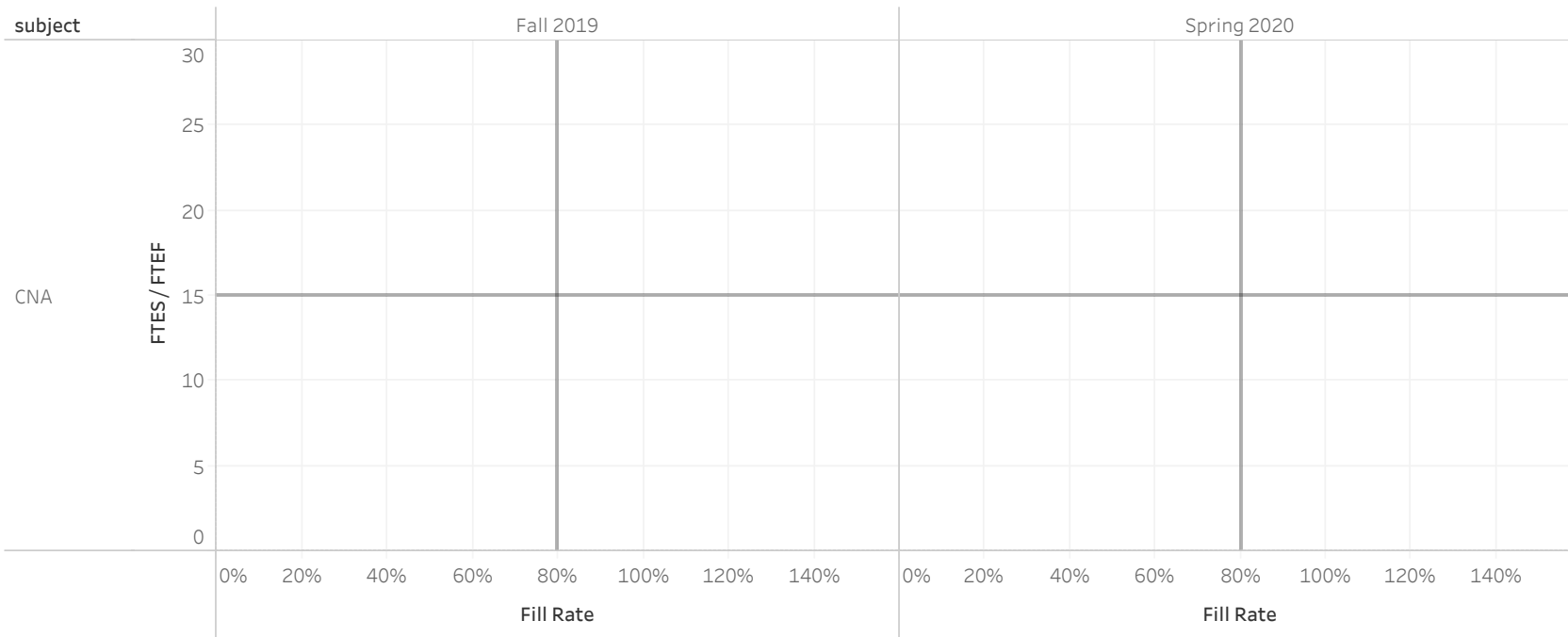
\*All online courses and matching onsite courses\*

Measure Names

## 4 Online / Onsite credit course comparison Allan Hancock College

Course Type		Academic Year					
		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Online</b>	Headcount	7,580	7,006	7,152	6,744	7,040	7,440
	Enrollment	15,710	15,695	15,548	15,081	15,957	18,025
	Sections	509	517	501	457	487	586
	Retention %	83%	83%	84%	85%	87%	87%
	Success %	64%	66%	67%	68%	73%	71%
	FTES	1,496	1,524	1,523	1,490	1,569	1,790
<b>Onsite</b>	Headcount	13,623	14,458	14,466	13,515	14,715	13,013
	Enrollment	50,973	51,353	49,698	48,165	50,024	39,626
	Sections	2,284	2,279	2,231	2,164	2,278	1,965
	Retention %	90%	90%	89%	89%	91%	90%
	Success %	75%	76%	76%	75%	80%	76%
	FTES	7,145	7,775	7,511	7,403	7,313	5,969
<b>Grand Total</b>	Headcount	<b>17,009</b>	<b>17,251</b>	<b>17,276</b>	<b>15,700</b>	<b>17,034</b>	<b>15,177</b>
	Enrollment	<b>66,683</b>	<b>67,048</b>	<b>65,246</b>	<b>63,246</b>	<b>65,981</b>	<b>57,651</b>
	Sections	<b>2,793</b>	<b>2,796</b>	<b>2,732</b>	<b>2,621</b>	<b>2,765</b>	<b>2,551</b>
	Retention %	<b>88%</b>	<b>88%</b>	<b>88%</b>	<b>88%</b>	<b>90%</b>	<b>89%</b>
	Success %	<b>72%</b>	<b>74%</b>	<b>74%</b>	<b>73%</b>	<b>78%</b>	<b>74%</b>
	FTES	<b>8,642</b>	<b>9,298</b>	<b>9,034</b>	<b>8,893</b>	<b>8,881</b>	<b>7,759</b>

# 5 Efficiency Graph CNA



Higher Fill Rate (right side of graph) and higher efficiency (top of the graph) is the ideal place for a course to be.

## 5 Efficiency Table CNA

Academic Year	Term Code_	course_	FTEs	FTEF+	FTEs / FTEF	Enrollment	Maximum Enrollment	MaxEnroll..	Fill Rate
2019-20	Fall 2019	NURS300	28.5	0.000		42	45	22.5	93%
		Total	28.5	0.000		42	45	22.5	93%
	Spring 2020	NURS300	0.0	0.000		41	45	22.5	91%
		Total	0.0	0.000		41	45	22.5	91%
	Total		28.5	0.000		83	90	22.5	92%
2020-21	Fall 2020	NURS300	19.7	0.000		29	30	15.0	97%
		Total	19.7	0.000		29	30	15.0	97%
	Spring 2021	NURS300	19.7	0.000		29	30	15.0	97%
		Total	19.7	0.000		29	30	15.0	97%
	Total		39.3	0.000		58	60	15.0	97%
<b>Grand Total</b>			67.8	0.000		141	150	18.8	94%

## 6 Degree/Certificate Nursing

	Program Desc	Degree	Degree Major	Degree Desc (group)	Academic Year Graduation Desc					
					2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<b>Unduplicated</b>	Nursing	C1NA	Certified Nursing Assistant	Certificate of Accomplishment	70	83	85	87	84	58
<b>Duplicated</b>	Nursing	C1NA	Certified Nursing Assistant	Certificate of Accomplishment	70	83	85	87	84	59
<b>Unduplicated</b>	Total				70	83	85	87	84	58
<b>Duplicated</b>	Total				70	83	85	87	84	59

## 6 Majors Nursing - Headcount

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Null			6		4	
Certified Nursing Assistant					57	233
Licensed Vocational Nursing	188	231	243	214	170	156
Psychology	3					
Registered Nursing	1,417	1,489	1,463	1,346	1,269	1,101
Undeclared	3					
<b>Grand Total</b>	<b>1,601</b>	<b>1,717</b>	<b>1,696</b>	<b>1,549</b>	<b>1,492</b>	<b>1,474</b>



## 6 Nursing Award|Major Match

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.

--Headcount & Percentages are the students who are a major match/split for a specific award.

--Data is sorted by program/major of the earned award.

Program..	Degree	Degree Major	Degree Desc (group)	Major ..	Academic Year Graduation Desc											
					2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
					HC	%	HC	%	HC	%	HC	%	HC	%	HC	%
Nursing	C1NA	Certified Nursing Assistant	Certificate of Accomplishment	Match									3	4%	5	9%
				Split	70	100%	83	100%	85	100%	87	100%	81	96%	53	91%
	Total				70	100%	83	100%	85	100%	87	100%	84	100%	58	100%

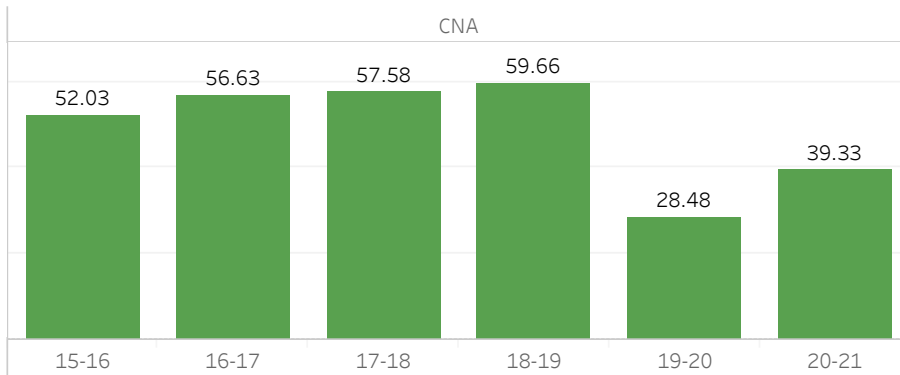
## 6 Degree/Certificate Allan Hancock College

		Academic Year Graduation Desc					
	Degree Desc (group)	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<b>Unduplicated</b>	Associate in Arts	494	523	493	589	882	885
	Associate in Arts - Transfer	92	126	159	164	218	262
	Associate in Science	277	319	313	321	304	310
	Associate in Science-Transfer	95	128	126	191	228	249
	Certificate of Accomplishment	381	419	416	372	423	328
	Certificate of Achievement	681	795	791	876	810	1,156
	NC Cert 48 to <96 hrs	3	10	22	21	22	5
	NC Cert 144 to <192 hrs						6
	NC Cert 192 to <288 hrs	7	5	1	6	13	
	NC Cert 288 to <480 hrs	2	27	46	38	32	3
	NC Cert 480 to <960 hrs			2	9	32	
<b>Duplicated</b>	Associate in Arts	709	726	737	814	1,437	1,616
	Associate in Arts - Transfer	95	130	163	165	229	341
	Associate in Science	307	347	345	350	335	332
	Associate in Science-Transfer	99	133	138	207	237	323
	Certificate of Accomplishment	404	501	491	417	478	373
	Certificate of Achievement	722	846	870	958	865	1,636
	NC Cert 48 to <96 hrs	3	10	23	21	22	5
	NC Cert 144 to <192 hrs						6
	NC Cert 192 to <288 hrs	7	5	1	6	13	
	NC Cert 288 to <480 hrs	2	34	46	39	33	3
	NC Cert 480 to <960 hrs			2	9	32	
<b>Unduplicated</b>	<b>Total</b>	<b>1,491</b>	<b>1,703</b>	<b>1,673</b>	<b>1,804</b>	<b>1,972</b>	<b>1,983</b>
<b>Duplicated</b>	<b>Total</b>	<b>2,348</b>	<b>2,732</b>	<b>2,816</b>	<b>2,986</b>	<b>3,681</b>	<b>4,635</b>

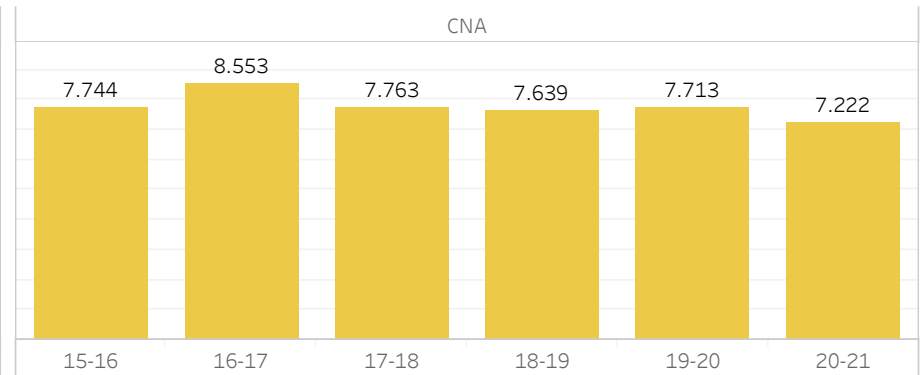
# 7 FTEF+Overload, FTES & Efficiency - CNA

Academic Year																	
2015-2016			2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
FTEF+	FTES	FTES / FTEF	FTEF+	FTES	FTES / FTEF	FTEF+	FTES	FTES / FTEF	FTEF+	FTES	FTES / FTEF	FTEF+	FTES	FTES / FTEF	FTEF+	FTES	FTES / FTEF
7.744	52.03	6.72	8.553	56.63	6.62	7.763	57.58	7.42	7.639	59.66	7.81	7.713	28.48	3.69	7.222	39.33	5.45

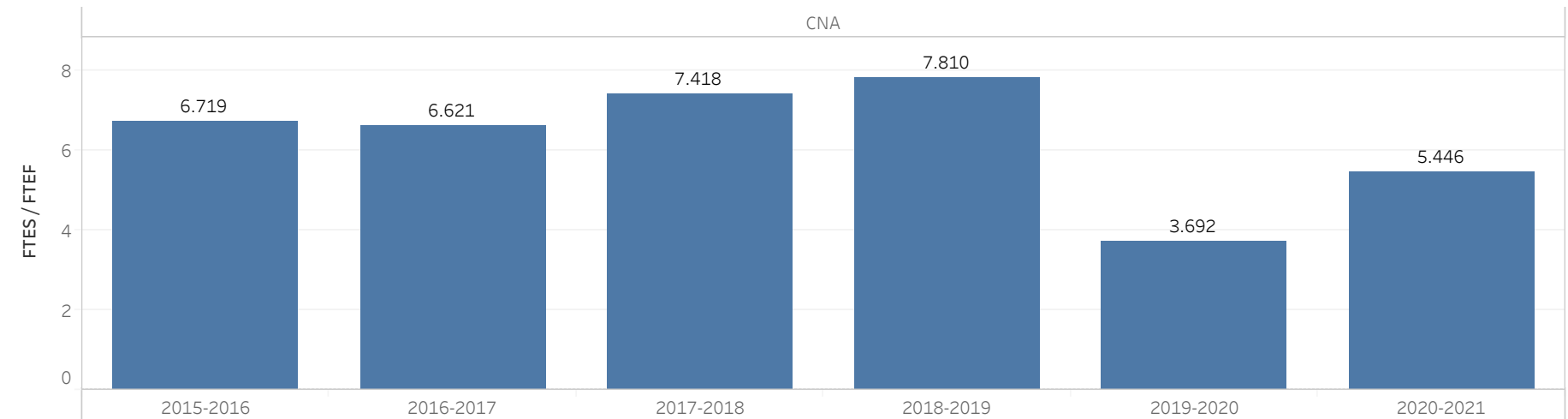
FTES



FTEF



FTEF/ FTES

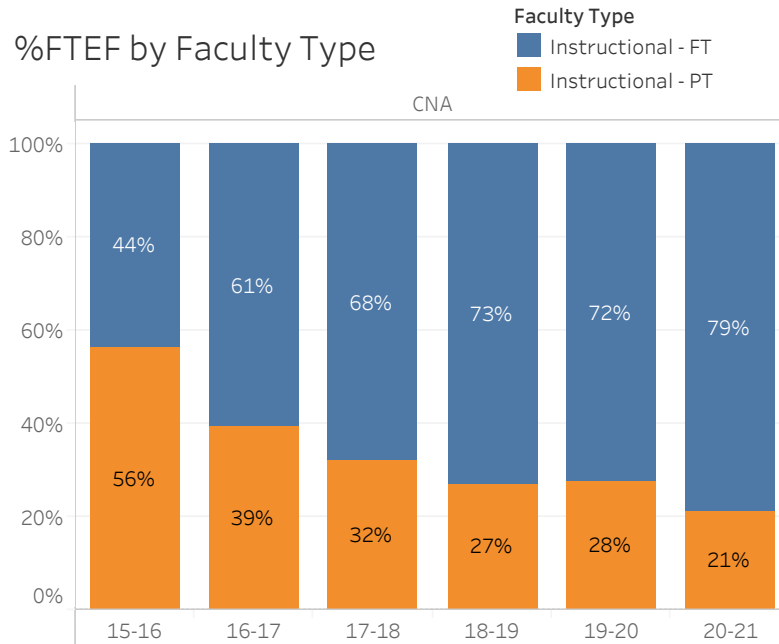


# Faculty Type

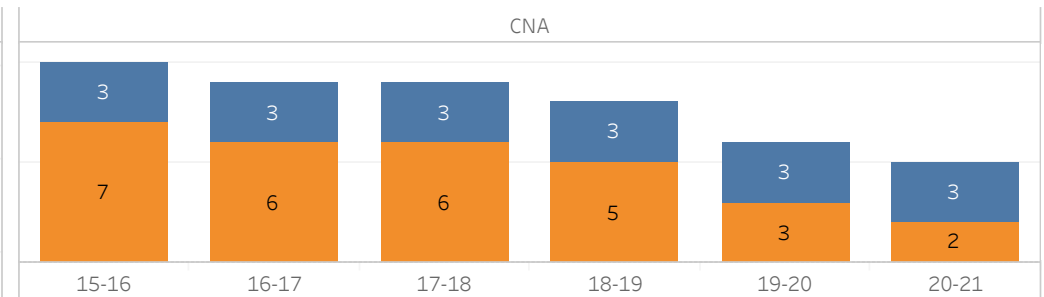
subject_	Faculty Type	2015-2016				2016-2017				2017-2018			
		FTEF	Overload_	Faculty	Sections	FTEF	Overload_	Faculty	Sections	FTEF	Overload_	Faculty	Sections
CNA	Instructional - FT	2.965	0.943	3	4	4.559	1.071	3	4	4.400	1.282	3	4
	Instructional - PT	3.836	0.000	7	4	2.923	0.000	6	4	2.081	0.000	6	4
<b>Grand Total</b>		<b>6.801</b>	<b>0.943</b>	<b>9</b>	<b>4</b>	<b>7.482</b>	<b>1.071</b>	<b>9</b>	<b>4</b>	<b>6.481</b>	<b>1.282</b>	<b>9</b>	<b>4</b>

subject_	Faculty Type	2018-2019				2019-2020				2020-2021			
		FTEF	Overload_	Faculty	Sections	FTEF	Overload_	Faculty	Sections	FTEF	Overload_	Faculty	Sections
CNA	Instructional - FT	4.341	1.700	3	4	4.280	1.787	3	5	4.350	1.721	3	4
	Instructional - PT	1.598	0.000	5	4	1.646	0.000	3	5	1.151	0.000	2	2
<b>Grand Total</b>		<b>5.939</b>	<b>1.700</b>	<b>8</b>	<b>4</b>	<b>5.926</b>	<b>1.787</b>	<b>6</b>	<b>6</b>	<b>5.501</b>	<b>1.721</b>	<b>5</b>	<b>4</b>

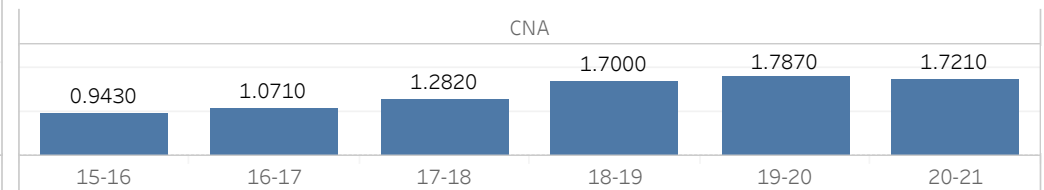
## %FTEF by Faculty Type



## Faculty count by type



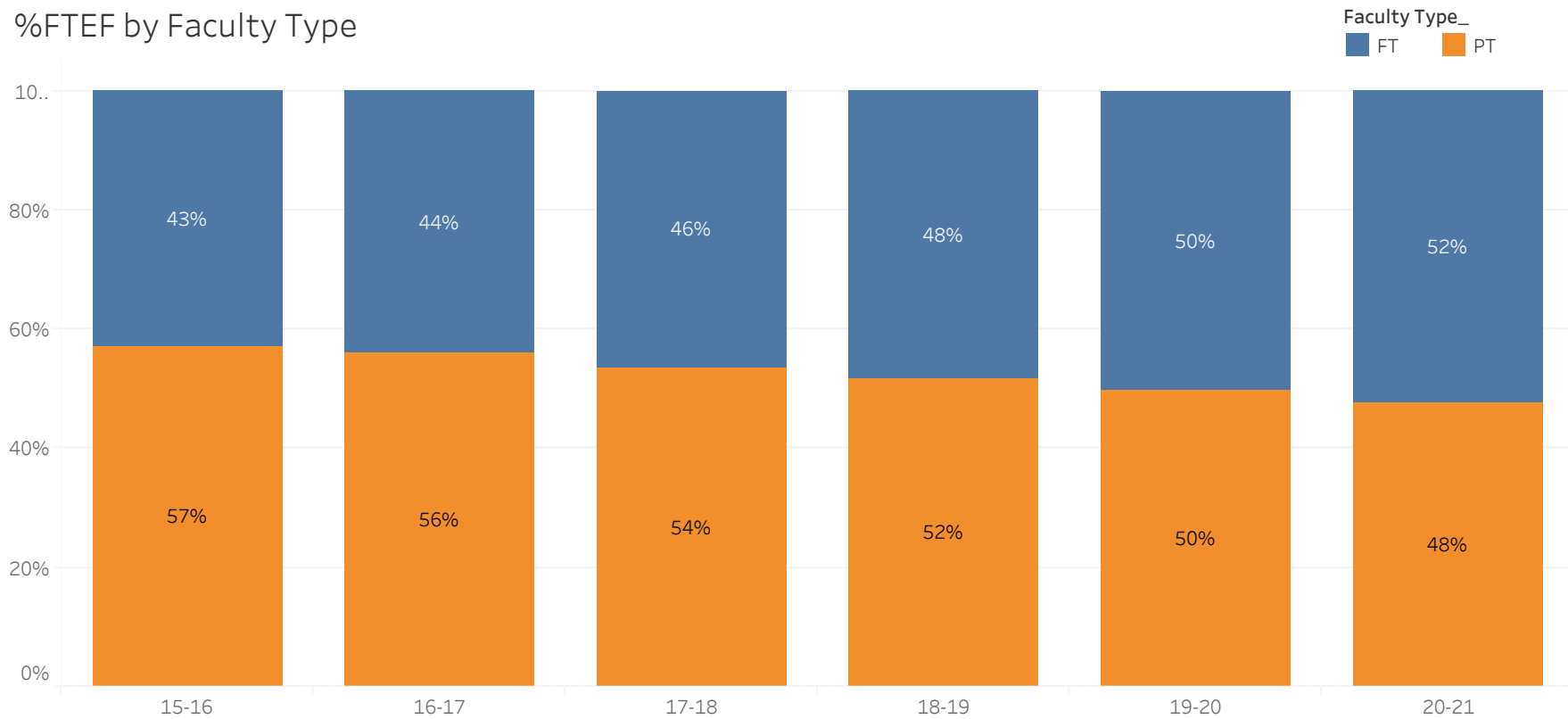
## Overload



## 7 FTEF+Overload by Faculty Type Allan Hancock College

Instruction .. Faculty Type	Academic Year					
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Instructional - FT	310.594	331.703	344.107	343.923	340.591	328.688
Instructional - PT	359.820	355.797	331.111	315.432	300.351	263.265
Total	670.414	687.500	675.218	659.355	640.942	591.953
Grand Total	670.414	687.500	675.218	659.355	640.942	591.953

## %FTEF by Faculty Type



## Appendix A: Program/Course Demographics by Outcome CNA

		Academic Year											
		2018-19				2019-20				2020-21			
		Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %	Headcou..	FTES	Retention %	Success %
<b>NURS300</b>	Under 20	9	6.10	100%	100%	13	5.42	62%	62%	9	6.10	100%	100%
	20-24	44	29.83	100%	100%	41	12.21	44%	44%	26	17.63	100%	100%
	25-29	14	9.49	100%	100%	11	4.75	64%	64%	12	8.14	100%	100%
	30-34	10	6.78	100%	100%	10	3.39	50%	50%	5	3.39	100%	100%
	35-39	7	4.75	100%	100%	4	1.36	50%	50%	5	3.39	100%	100%
	40-49	4	2.71	100%	100%	3	0.68	33%	33%	1	0.68	100%	100%
	50+					1	0.68	100%	100%				

## Appendix B: Major match detail

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.

--Headcount & Percentages are the students who are a major match/split for a specific award.

--Data is sorted by program/major of the earned award.

Major Match	Program Desc	Degree	Degree Major	Student Major	Degree Desc (group)	Academic Year Graduation Desc								
						2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021			
<b>Match</b>	Nursing	AS	Licensed Vocational Nursing	Licensed Vocational Nursing	Associate in Science	2		2	4	6	1			
				Registered Nursing	Associate in Science	30	28	30	30	29	24			
				C1NA Certified Nursing Assistant	Certificate of Accomplis..					3	5			
				C3 Licensed Vocational Nursing	Certificate of Achieveme..	2		2	4	7	1			
				Total		32	28	32	34	39	30			
	Total					32	28	32	34	39	30			
<b>Split</b>	Nursing	AS	Licensed Vocational Nursing	Biology	Associate in Science		1			1				
				Business Administration	Associate in Science					1				
				Dental Assisting	Associate in Science		1							
				Kinesiology for Transfer CSU	Associate in Science	1								
				Mathematics and Science	Associate in Science	3	3	1						
				Mathematics and Science CSU	Associate in Science			2						
				Registered Nursing	Associate in Science	19	23	21	24	23	26			
				Undeclared	Associate in Science	1	2	1						
				Registered Nursing	Biology	Associate in Science	1					1	1	
					Business Administration	Associate in Science							1	
					Kinesiology for Transfer CSU	Associate in Science		1						
					Licensed Vocational Nursing	Associate in Science	1	2		1	1	3		
					Mathematics and Science	Associate in Science	2	2	3					
					Mathematics and Science CSU	Associate in Science				2	1	3		
					Psychology	Associate in Science	1							
					Undeclared	Associate in Science		1	2	1				
					C1NA Certified Nursing Assistant	Null	Certificate of Accomplis..						1	
						Accounting	Certificate of Accomplis..	1						
				Admin Justice for Trnsfr CSU		Certificate of Accomplis..			1					
				Administration Of Justice		Certificate of Accomplis..	1	1						
				Art		Certificate of Accomplis..		1						
				Arts and Humanities		Certificate of Accomplis..		1						
				Arts and Humanities CSU		Certificate of Accomplis..				1				
				Biology		Certificate of Accomplis..	1	7	1	6	2	1		
				Biology for Transfer CSU		Certificate of Accomplis..					2			
				Business Admin for Trnsfr CSU		Certificate of Accomplis..			1					

## Appendix B: Major match detail

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.

--Headcount & Percentages are the students who are a major match/split for a specific award.

--Data is sorted by program/major of the earned award.

Major Match	Program Desc	Degree	Degree Major	Student Major	Degree Desc (group)	Academic Year Graduation Desc					
						2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Split	Nursing	C1NA	Certified Nursing Assistant	Business Administration	Certificate of Accomplis..	2					
				Chemistry	Certificate of Accomplis..						1
				Comm Studies for Transfer CSU	Certificate of Accomplis..					1	
				Community Ed Non Credit	Certificate of Accomplis..				1	1	
				Culinology	Certificate of Accomplis..	1					
				Dance	Certificate of Accomplis..						1
				Dental Assisting	Certificate of Accomplis..			2			
				Early Chldhd Studies General	Certificate of Accomplis..	2					
				Elementary Education	Certificate of Accomplis..			1			
				Emergency Medical Services	Certificate of Accomplis..	1	1	2		1	1
				Engineering	Certificate of Accomplis..			1	1		
				English	Certificate of Accomplis..	1					
				Enology/Viticulture	Certificate of Accomplis..	1					
				Environmental Health & Safety	Certificate of Accomplis..						1
				Human Services General	Certificate of Accomplis..	1		1	1	1	
				International Studies	Certificate of Accomplis..				1		
				Kinesiology for Transfer CSU	Certificate of Accomplis..			2			
				Licensed Vocational Nursing	Certificate of Accomplis..	2	6	6	6	4	4
				Management	Certificate of Accomplis..	1		1			
				Marketing	Certificate of Accomplis..	2					1
				Mathematics and Science	Certificate of Accomplis..	1		1	3	2	3
				Mathematics and Science CSU	Certificate of Accomplis..	2			4	1	6
				Music	Certificate of Accomplis..			1	1		
				Paralegal Studies	Certificate of Accomplis..				2		
				Physics	Certificate of Accomplis..	1					
				Police Academy	Certificate of Accomplis..	2					
				Psychology	Certificate of Accomplis..	2	2	2	2		
				Psychology for Transfer UC	Certificate of Accomplis..						1
				Registered Nursing	Certificate of Accomplis..	41	54	63	61	61	37
				Social Sciences	Certificate of Accomplis..			1			
Social&Behavioral Science CSU	Certificate of Accomplis..				1	1					
Sociology for Transfer CSU	Certificate of Accomplis..				1						



## Appendix B: Major match detail

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.

--Headcount & Percentages are the students who are a major match/split for a specific award.

--Data is sorted by program/major of the earned award.

Major Match	Program Desc	Degree	Degree Major	Student Major	Degree Desc (group)	Academic Year Graduation Desc					
						2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Split	Nursing	C1NA	Certified Nursing Assistant	Undeclared	Certificate of Accomplis..	4	2	1			
		C3	Licensed Vocational Nursing	Biology	Certificate of Achieveme..		1				1
				Business Administration	Certificate of Achieveme..						1
				Dental Assisting	Certificate of Achieveme..		1				
				Kinesiology for Transfer CSU	Certificate of Achieveme..	1					
				Mathematics and Science	Certificate of Achieveme..	3	3	1			
				Mathematics and Science CSU	Certificate of Achieveme..			2			
				Registered Nursing	Certificate of Achieveme..	20	25	20	23	23	25
		Undeclared	Certificate of Achieveme..	1	2	1					
		CT	Certified Home Health Aide	Accounting	Certificate of Accomplis..		1				
	Administration Of Justice			Certificate of Accomplis..		1	1				
	Art			Certificate of Accomplis..		1				1	
	Arts and Humanities			Certificate of Accomplis..			1				
	Biology			Certificate of Accomplis..		1	2			2	
	Business Admin for Trnsfr CSU			Certificate of Accomplis..				1			
	Business Administration			Certificate of Accomplis..		1					
	Certified Nursing Assistant			Certificate of Accomplis..						1	
	Community Ed Non Credit			Certificate of Accomplis..						1	
	Culinology			Certificate of Accomplis..		1					
	Early Chldhd Studies General			Certificate of Accomplis..		1					
	Elementary Education			Certificate of Accomplis..			1				
	Emergency Medical Services			Certificate of Accomplis..			1				
	Engineering			Certificate of Accomplis..			1				
	Human Services General			Certificate of Accomplis..				1	1		
	International Studies			Certificate of Accomplis..			1				
	Licensed Vocational Nursing			Certificate of Accomplis..	1		4	3	4		
	Marketing			Certificate of Accomplis..		1					
	Mathematics and Science			Certificate of Accomplis..	1		1			3	
	Mathematics and Science CSU			Certificate of Accomplis..		1	1	1	2		
	Music			Certificate of Accomplis..		1					
	Paralegal Studies			Certificate of Accomplis..			1				
	Psychology			Certificate of Accomplis..	1	2		1			

## Appendix B: Major match detail

--If a student has the same program of study and major as the award earned they will be a 'Major Match'. If not they will be a 'Major Split'.

--Headcount & Percentages are the students who are a major match/split for a specific award.

--Data is sorted by program/major of the earned award.

Major Match	Program Desc	Degree	Degree Major	Student Major	Degree Desc (group)	Academic Year Graduation Desc							
						2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021		
Split	Nursing	CT	Certified Home Health Aide	Registered Nursing	Certificate of Accomplis..	6	25	30	24	36			
				Social and Behavioral Sciences	Certificate of Accomplis..					1			
				Undeclared	Certificate of Accomplis..	1	1	1					
				EKG Monitor Observer	Administration Of Justice	Certificate of Accomplis..		1	1				
					Arts and Humanities	Certificate of Accomplis..			1				
					Biology	Certificate of Accomplis..		2	1				
					Business Administration	Certificate of Accomplis..						1	
					Certified Nursing Assistant	Certificate of Accomplis..						1	
					Dance	Certificate of Accomplis..						1	
					Early Chldhd Studies General	Certificate of Accomplis..		1					
					Elementary Education	Certificate of Accomplis..			1				
					Emergency Medical Services	Certificate of Accomplis..	1			1			
					Human Services General	Certificate of Accomplis..				1	1		
					Licensed Vocational Nursing	Certificate of Accomplis..	1		4	3	4	1	
					Mathematics and Science	Certificate of Accomplis..	4	2					
					Mathematics and Science CSU	Certificate of Accomplis..				1		1	
					Police Academy	Certificate of Accomplis..		1					
					Psychology	Certificate of Accomplis..				1			
					Registered Nursing	Certificate of Accomplis..	11	6	14	10	21	13	
					Social and Behavioral Sciences	Certificate of Accomplis..			1				
					Social&Behavioral Science CSU	Certificate of Accomplis..						1	
					Undeclared	Certificate of Accomplis..	2	2	1				
					Total					124	149	149	147
	Total					124	149	149	147	165	105		
<b>Grand Total</b>						<b>154</b>	<b>177</b>	<b>179</b>	<b>180</b>	<b>203</b>	<b>132</b>		

**PCA: CONTENT REVIEW**  
WITHIN THE SAME DISCIPLINE OR ACROSS DISCIPLINES

Course Prefix and Number NURS 300 CNA/Acute Care Aid

Department Health Sciences Responsible Instructor Mary Pat Nelson

PCA being reviewed: ENGL 101 Type: Prerequisite

Use one form for each prerequisite/corequisite/advisory if the course has more than one.

Review Team (Recommended: Four instructors; preferably two of whom teach the course being reviewed; one who teaches the preceding course, and one who teaches the subsequent course, as appropriate)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Recommended Materials:**

1. Course outline for record being reviewed preceding course and subsequent course
2. For each course, current text, typical tests, sample projects, quizzes, and any other relevant evaluation tools as used within the courses and evidenced by the course outline, written grading standards (possibly from syllabus).
3. Use instructional research program (Tableau) prerequisite-corequisite data reflecting student success based on completion and non-completion of prerequisite course.

**Process:**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. <u>Examine objectives of course being reviewed.</u><br/>Are objectives current? <u>YES</u><br/>Will student successfully completing this course have a reasonable chance of success in subsequent course? <u>YES</u></li> <li>2. <u>Examine objectives of preceding course.</u><br/>Are the objectives equivalent of the entrance skills necessary to succeed in the course being reviewed? <u>YES</u></li> </ol> | <ol style="list-style-type: none"> <li>3. <u>Examine the evaluation tools used within the course.</u><br/>Do the tests, quizzes, projects, assignments reflect skills which the student would have acquired in the preceding course? <u>YES</u></li> <li>4. <u>Examine the text used for the course.</u><br/>Does the textbook require a base of knowledge the student would have obtained in the preceding course? <u>YES</u></li> </ol> |
|---|---|

Based on the attached documentation, it is the recommendation of the faculty that:

- The prerequisite/corequisite/advisory (Circle one) is appropriate.
- The prerequisite/corequisite/advisory (Circle one) should be deleted.
- The prerequisite/corequisite/advisory (Circle one) should be modified.

The course outline should be modified to reflect outcomes of content review and to include entrance/exit skills.

<u>Mary Pat Nelson</u> <small>Mary Pat Nelson 2021 25, 2021 10:26:10</small>	Oct 25, 2021	<u>Mary Pat Nelson</u> <small>Mary Pat Nelson 2021 10:26:10</small>	Oct 25, 2021
Originator	Date	Department Chair	Date
Approved: <u>M. J. [Signature]</u>		Oct 26, 2021	
Academic Dean		Date	

CONTENT REVIEW  
WITHIN THE SAME DISCIPLINE OR ACROSS DISCIPLINES

Course Prefix and Number Nurs 416 Certified Home Health Aide

Department Health Sciences Responsible Instructor Mary Pat Nelson

PCA being reviewed: Nurse 300 CNA/Acute Care Aide Type: Prerequisite  
Use one form for each prerequisite/corequisite/advisory if the course has more than one

Review Team (Recommended: four instructors; preferably two of whom teach the course being reviewed, one who teaches the preceding course, and one who teaches the subsequent course, as appropriate)

Instructor: Mary Pat Nelson Department Team Member: Michell Lehne

Instructor: Joann Bellrose Team Member: Alexandra De Jounge

Recommended Materials:

1. Course outline for course being reviewed preceding course and subsequent course
2. For each course, current text, typical tests, sample projects, quizzes, and any other relevant evaluation tools as used within the courses and evidenced by the course outline, written grading standards (possibly from syllabus).
3. EVA report from Computer Services reflecting student success based on completion and noncompletion of prerequisite course.

Process:

1. Examine objectives of course being reviewed.  
Are objectives current? Yes  
Will student successfully completing this course have a reasonable chance of success in subsequent course? Yes
2. Examine objectives of preceding course  
Are the objectives equivalent of the entrance skills necessary to succeed in the course being reviewed? Yes
3. Examine the evaluation tools used within the course.  
Do the tests, quizzes, projects, assignments reflect skills which the student would have acquired in the preceding course? Yes
4. Examine the text used for the course  
Does the textbook require a base of knowledge the student would have obtained in the preceding course? Yes

Based on the attached documentation, it is the recommendation of the faculty that:

- X The prerequisite/corequisite/advisory is appropriate. (CDPH State Mandate)  
(circle one)
- The prerequisite/corequisite/advisory should be deleted.  
(circle one)
- The prerequisite/corequisite/advisory should be modified.  
(circle one)
- The course outline should be modified to reflect outcomes of content review, and to include entrance/exit skills.

Mary Pat Nelson  
Initiator Mary Pat Nelson | Sep 15, 2021 09:59 (CST) Date

Mary Pat Nelson  
Department Chair Mary Pat Nelson | Sep 15, 2021 09:59 (CST) Date

Approved: Margaret Lee Academic Dean -- Date Sep 15, 2021

Completed forms and all backup documentation should be maintained at the department. Transfer conclusion information to the Program Evaluation PCA Summary Report.

PREREQUISITES, COREQUISITES, ADVISORIES  
LIMITATION ON ENROLLMENT

Course Prefix and Number Nurs 300 CNA/Acute Care Aide

Department Health Science Department Responsible Instructor Mary Pat Nelson

Prerequisite being reviewed: Limitation on Enrollment

Use one form for each prerequisite/corequisite/advisory if the course has more than one

The prerequisite/restriction on enrollment is necessary for the health and safety. Students or other persons would be at risk without this requirement for the following reason(s):  
  
Nurs 300 CNA/Acute Care Aide (CDPH mandates require that the ratio of students to instructor be no more than 15 students to 1 instructor)

The course is not a major degree core requirement or a graduation requirement for which there is no alternative course available.  
Alternative Course(s):  
Prefix & No.      Name of Course  
\_\_\_\_\_  
Prefix & No.      Name of Course  
\_\_\_\_\_

Mary Pat Nelson  
Mary P. Nelson (Sep 15, 2021 02:30 PDT)

Initiator \_\_\_\_\_ Date \_\_\_\_\_

Mary Pat Nelson  
Mary P. Nelson (Sep 15, 2021 02:30 PDT)

Department Chair \_\_\_\_\_ Date \_\_\_\_\_

Approved:

Margaret Lee

Sep 15, 2021

Academic Dean \_\_\_\_\_ Date \_\_\_\_\_

Completed forms and all backup documentation should be maintained at the department. Transfer conclusion information to the Program Evaluation PCA Summary Report.

PREREQUISITES, COREQUISITES, ADVISORIES  
LIMITATION ON ENROLLMENT

Course Prefix and Number Nurs 416 Certified Home Health Aide

Department Health Science Department Responsible Instructor Mary Pat Nelson

Prerequisite being reviewed: Limitation on Enrollment

Use one form for each prerequisite/corequisite/advisory if the course has more than one

The prerequisite/restriction on enrollment is necessary for the health and safety. Students or other persons would be at risk without this requirement for the following reason(s):

Nurs 416 Certified Home Health Aide (CDPH mandates require that the ratio of students to instructor be no more than 15 students to 1 instructor

The course is not a major degree core requirement or a graduation requirement for which there is no alternative course available.

Alternative Course(s):

Prefix & No.	Name of Course
_____	_____
Prefix & No.	Name of Course
_____	_____

Mary Pat Nelson  
Mary Pat Nelson (Sep 15, 2021 06:52 PM)

Initiator \_\_\_\_\_ Date \_\_\_\_\_

Mary Pat Nelson  
Mary Pat Nelson (Sep 15, 2021 06:59 PM)

Department Chair \_\_\_\_\_ Date \_\_\_\_\_

Approved:  
Margaret Lau

Sep 15, 2021

Academic Dean \_\_\_\_\_ Date \_\_\_\_\_

Completed forms and all backup documentation should be maintained at the department. Transfer conclusion information to the Program Evaluation PCA Summary Report.



### COURSE REVIEW VERIFICATION

Discipline: Health Science Department Year: 2021

Program/Discipline: Nurs300 CNA/Acute Care Aide/Health Science Department

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

1. The following course outlines are satisfactory as written and do not require modification (list all such courses)  
The course outlines of record have been reviewed and found to be satisfactory.  
-Nurs 300 CNA/Acute Care Aide  
-Nurs 400 Home Health Aide  
-Nurs 422 EKG/Monitor Observer
2. The following courses require minor modification to ensure currency. It is anticipated that such minor modifications will be completed by N/A
3. The following courses require major modification. The self study team anticipates submitting such modifications to the AP&P committee, FALL 20\_\_\_\_ SPRING 20\_\_\_\_ NA

#### GENERAL EDUCATION or MULTICULTURAL/GENDER COURSES

The following courses were also reviewed as meeting an **AHC general education** requirement and were found to satisfactorily meet the established criteria (list courses by prefix & number):  
NA

The following courses were also reviewed as meeting an **AHC general education** requirement and will require modification to ensure the content reflects compliance with category definitions (list courses by prefix & number). It is anticipated that such modifications will be completed by:  
(date) \_\_\_\_\_ NA

The following courses were also reviewed as meeting the **multicultural/gender graduation** requirement and were found to satisfactorily meet the established criteria (list courses by prefix & number):  
NA

The following courses were also reviewed as meeting the **multicultural/general graduation requirement** and will require modification to ensure the content reflects compliance with category definitions (list courses by prefix & number). It is anticipated that such modifications will be completed by:  
(date) \_\_\_\_\_  
NA

Course Review Team Members:

_____	Signature	_____	Date
_____	Signature	_____	Date
_____	Signature	_____	Date



Board Approval: 12/15/2020  
 PCA Established: 04/14/2015  
 DL Conversion: 12/15/2020  
 Date Reviewed: Fall 2021  
 Catalog Year: 2021 - 2022

## Allan Hancock College Course Outline

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**Discipline Placement:** Health Care Ancillaries

**Department:** Health Sciences

**Prefix and Number:** NURS 300

**Catalog Course Title:** CNA/Acute Care Aide

**Banner Course Title:** CNA/Acute Care Aide

---

### Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	10.000	160.0 - 180.0	
Lab	12.500	200.0 - 225.0	
Outside-of-Class Hours	20.000	320.0 - 360.0	
<b>Total Student Learning Hours</b>	42.5	680.0 - 765.0	14.0
<b>Total Contact Hours</b>	22.5	360.0 - 405.0	

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**Number of Times Course may be Repeated**

0

**Grading Method**

Letter Grade Only

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### Requisites

**Prerequisite**

ENGL 101 Freshman Composition: Exposition

**Limitations on Enrollment**

Admittance to CNA program.

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### Entrance Skills

Upon entering this course, the student should be able to:

ENGL 101 - Freshman Composition: Exposition

- learn to read critically and to perceive the significance and meaning between structure and content in texts of varying lengths
- think critically about their own ideas, beliefs, and assumptions as they examine and compare those of different writers.
- improve writing skills and techniques.

- effectively interact and communicate with varied audiences from a rhetorical and thematic perspective.
- conduct research effectively including investigation, collection, evaluation, and documentation, and present the findings in acceptable written form.
- access and use information ethically and effectively.
- identify both discipline specific and other information technology resources.

## Catalog Description

The course details the roles and responsibilities of the certified nursing assistant in both long-term and acute care settings. It emphasizes the importance of professionalism, responsibility, and accountability. It introduces various health care professional careers.

## Course Content

### Lecture

- Role of CNA. Title 22 Regulations. OBRA (Omnibus Budget Reconciliation Act). Infection Control Issues. Communication and Interpersonal Skills. Patient's Rights. Civility, Accountability and Professionalism. Ethics and Confidentiality. HIPAA (Hospital Insurance Portability and Accountability Act). Scope of Practice.
- Body Mechanics. Medical and Surgical Asepsis. Rehabilitative / Restorative Care. Safety and Prevention of Catastrophe and Preparation for Emergencies. Begin Patient Care Skills. Documentation Requirements.
- Long-term Care Resident. Patient Care Skills and Activities. Dementia Patients, Special needs of persons with developmental and mental disorders Including intellectual disability, cerebral palsy, epilepsy, Parkinson's disease and mental illness: Signs, Symptoms, Treatment, Community Resources, Communication, Family Support, and Related Patient Care Skills. Vital Signs. Long-term Care Requirements for Fall Precautions
- Abuse Prevention, recognizing and reporting instances of resident abuse (as per HSC 1337.3)
- Body Systems: Chronic Disorders. Signs, Symptoms, and Related Patient Care Skills and Procedures. Vital Signs.
- Weights and Measures. Nutrition, Observation, and Charting. Electronic Medical Records. Related Patient Care Skills and Procedures. Vital Signs.
- Body Systems: Terminology and Related Patient Care Skills and Procedures. Vital Signs.
- Body Systems: Terminology and Related Care Needs. Related Patient Care Skills and Procedures. Vitals Signs.
- Body Systems: Death and Dying. Role of Hospice. Related Skills and Procedures.
- Body Systems: Related Skills and Procedures.
- Body Systems: Related Skills and Procedures. Preparation for Manual Skills and Written Portion of CNA State Board Examination.
- Introduction to Acute Care Aide. Scope of Practice in Acute Care. Ethics. Communication / Documentation. Safe Secure Environment. Care of the Surgical Patient. Care of the Cardiovascular Patient and Related Patient Care Skills.
- Care of the Patient with Acute Integumentary, Gastrointestinal, and Genitourinary Disorders. Nutritional Concerns in Acute Care Settings. Related Patient Care Skills.
- Care of the Patient with Acute Orthopedic, Neurological, and Oncology Disorders. Related Patient Care Skills.
- Care of the Pediatric Patient. Emergency Response in Acute Care Setting. Related Patient Care Skills.
- Pharmaceutical Concerns and Observations. The Patient with Psychological Disorders. Related Patient Care Skills. Sterile Technique. Job-Seeking Skills and Gaining and Retaining Employment. Continuing Education Responsibilities and Requirements. Reportable Signs and Symptoms of Psychotropic Medications.

### Lab

- Clinical Laboratory: Students will have clinical rotations in both long-term and acute care facilities to integrate and apply the different concepts, skills, and issues learned in the classroom and skills laboratory.

## Course Objectives

### At the end of the course, the student will be able to:

1. provide safe and effective care of residents/patients in both long-term and acute care settings.
  2. identify roles and responsibilities of the nursing assistant in various care settings.
  3. compare and contrast the scope of practice of nursing assistant in different care settings.
  4. describe and critique observed nursing staff behaviors in the clinical settings.
  5. compare and contrast the scope of practice of nursing assistants, vocational nurses, and registered nurses.
- 

## Methods of Instruction

- Lab
  - Lecture
  - **Methods of Instruction Description:**  
Skills demonstrations, scenarios, coaching, clinical practicum
- 

## Assignments

- **Outside Assignments**
    1. Reading assignments
    2. Internet search
    3. Community resource project
    4. Presentations
    5. Research paper
    6. Workbook assignmentsSample Assignment: Interview a resident using a recommended list of questions which centers on the resident's past. Document the resident's responses and reactions. Explain the importance of incorporating reminiscing exercises into the daily care of the resident.
- 

## Methods of Evaluation

- Exams/Tests
  - Quizzes
  - Class Work
  - Home Work
  - Lab Activities
  - Class Performance
  - Writing Requirements
  - Other
    1. Community resource project
    2. Oral presentations
    3. Research paper
    4. Workbook assignments
    5. Weekly quizzes
    6. Clinical evaluations
    7. Final examSample Evaluation: Give an example of an emergency situation involving the cardiovascular system. Include signs and symptoms, nursing assistant roles and responsibilities, and documentation.
- 

## Texts and Other Instructional Materials

### Adopted Textbook

1. Barbara Acello & Barbara R. Hegner *Nursing Assistant: A Nursing Process Approach* Edition: 11th 2016

### Supplemental Texts

1. Accompanying supplement - Mindtap through Cengage learning
2. Access to computer with Internet.

### Instructional Materials

None

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## Student Learning Outcomes

1. under direct supervision of an instructor, demonstrate clinical skills essential for a CNA to function safely in the clinical area
  2. meet established theory objectives through state-mandated theory hours and class participation
  3. identify legal and ethical responsibilities of the nursing assistant
  4. demonstrate skills and knowledge necessary to successfully complete and pass the state board examination
- 

## Distance Education

### Delivery Methods

- Internet
- Other

There will be face-to-face requirements for the laboratory requirements of the course.

**Instructor Initiated Contact Hours Per Week:** 22.500

### Contact Types

1. Email Communication (group and/or individual communications)
2. In-Person  
Clinical labs and skills labs
3. Other (please specify)  
Audio-video conferencing
4. Labs  
Virtual simulations

### Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/ DE setting for this course.

- Assignments will be submitted primarily through the district Course Management System(CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and / or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor - initiated contact.
- When appropriate, instructors may use group assignments.

Possible tools employed to adjust for ERT / DE course may include, but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio / videoconferencing(Zoom, Cranium Café)
- Interactive mobile technologies

- Chat, text, Twitter
- Telephone
- Virtual offices hours
- Other: None

### Adjustments to Evaluation Tools

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

### Strategies to Make Course Accessible to Disabled Students

All courses must meet the WCAG 2.0 level AA standards including but not limited to the items listed below:

1. Images, graphs, charts or animation. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. This will enable a screen reader to read the text equivalent to a blind student.
2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript may be sufficient.
3. Documents and other learning materials. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
5. Outside webpages and links
6. Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
7. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.
8. Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.
9. Avoid text images. Images of text are avoided, OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
10. Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
11. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
12. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

### Inform Students

The CMS will be used as a communication portal for all students. There are required face-to-face instructions and skills demonstration for the course.

### Additional Comments

None

# Allan Hancock College Course Outline

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**Discipline Placement:** Health Care Ancillaries  
**Department:** Health Sciences  
**Prefix and Number:** NURS 416  
**Catalog Course Title:** Certified Home Health Aide  
**Banner Course Title:** Certified Home Health Aide

---

## Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	1.500	24.0 - 27.0	
Lab	1.500	24.0 - 27.0	
Outside-of-Class Hours	3.000	48.0 - 54.0	
Total Student Learning Hours	6.0	96.0 - 108.0	2.0
Total Contact Hours	3.0	48.0 - 54.0	

**Number of Times Course may be Repeated**  
None

**Grading Method**  
Letter Grade Only

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## Requisites

**Limitations on Enrollment**  
Completion of course admission packet.

**Prerequisite**  
NURS 400  
or

**Prerequisite**  
NURS 300 CNA/Acute Care Aide  
or

**Prerequisite**  
Proof of current CNA certificate

**Advisories**  
MA 305 Body Systems and Disease

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## Entrance Skills

Upon entering this course, the student should be able to:

NURS 300 - CNA/Acute Care Aide

MA 305 - Body Systems and Disease

- o recite the technical terms, root words, prefixes, and suffixes used to identify body parts and directional terminology in the language of health occupations with proper diction and phraseology.
- o identify anatomical structures found in each major body system.

- identify how the progression of structural levels (atoms, molecules, compounds, cells, tissues, organs, and systems) contributes to the body's order and stability.
- distinguish between the physiological processes that take place in each body system.
- describe the structure, function, and reproduction of cells and the essentials of body chemistry.
- discuss and differentiate between major diseases processes that occur in each body system and how they affect homeostasis.
- compare and explain various diagnostic testing procedures used in each body system.
- identify treatment modalities used for major disease processes in each body system.

### **Entrance Skills Other (Legacy)**

#### **NUR 400**

1. demonstrate clinical skills in varied environments in long term and acute care hospitals.
2. identify and describe differences between long-term care and acute care nursing assistant functions
3. identify legal and ethical responsibilities of the nursing assistant
4. demonstrate skills and knowledge necessary to successfully complete and pass the state board examination

#### **NURS 300**

1. provide safe and effective care of residents/patients in both long-term and acute care settings.
2. identify roles and responsibilities of the nursing assistant in various care settings.
3. compare and contrast the scope of practice of nursing assistant in different care settings.
4. describe and critique observed nursing staff behaviors in the clinical settings.
5. compare and contrast the scope of practice of nursing assistants, vocational nurses, and registered nurses.

ADVISORY SKILLS (For advisories, the course outline must document entry skills which are either necessary but are likely to be obtained by other means or, while not necessary, would broaden or enhance student learning but are not fundamental to student success.)

Upon entering this course, the student should be able to:

#### **MA 305**

1. recite the technical terms, root words, prefixes, and suffixes used to identify body parts and directional terminology in the language of health occupations with proper diction and phraseology.
2. identify anatomical structures found in each major body system.
3. identify how the progression of structural levels (atoms, molecules, compounds, cells, tissues, organs, and systems) contributes to the body's order and stability.
4. distinguish between the physiological processes that take place in each body system.
5. describe the structure, function, and reproduction of cells and the essentials of body chemistry.
6. discuss and differentiate between major diseases processes that occur in each body system and how they affect homeostasis.
7. compare and explain various diagnostic testing procedures used in each body system.
8. identify treatment modalities used for major disease processes in each body system.

## **Catalog Description**

The course prepares the certified nurse assistant to expand skills and meet the home health aide eligibility requirements for State of California certification.

## **Course Content**

### **Lecture**

1. Theory
2. Emphasis on Home Care
3. Introduction to Aide and Agency Role
4. Interpretation of Medical and Social Needs of People Being Served
5. Personal Care Services
6. Nutrition
7. Cleaning and Care Tasks in the Home
8. Clinical
9. Personal Care Services
10. Nutrition
11. Care Tasks in the Home

### **Lab**

Lab and Clinical to integrate and apply the different concepts, skills, and issues learned in the classroom.

To include: Personal Care Services, Nutrition, Cleaning and Care Tasks in the Home.

## Course Objectives

### At the end of the course, the student will be able to:

1. differentiate home care activities from long-term care activities.
  2. define the home health aide role within the care management team.
  3. perform personal care services as defined in class and clinical experience on home-bound clients.
  4. interpret normal vs. abnormal pertinent medical and social needs of the patient and to whom to report findings.
  5. use required information systems, e.g., charts, forms, schedules appropriate to the home health aide level of practice.
- 

## Methods of Instruction

- **Demonstration**
  - **Lab**
  - **Lecture**
  - **Methods of Instruction Description:**  
Role playing, Individualized coaching
- 

## Assignments

- **Other Assignments**
    1. Complete review section at the end of each text chapter
    2. Complete a patient care plan for three patients  
Sample Assignment: Describe the styles of charting used in home health nursing and which items are the responsibility of the home health aide to document.
- 

## Methods of Evaluation

1. A pretest will evaluate current knowledge and skill level.
  2. Written standardized instructor and preceptor evaluation in the clinical site indicating competency in specific areas.  
Sample Evaluation: Based on one of the patient care plans developed during week one, discuss the following:
    1. What were the client's strong points that enabled him/her to work with the care plans?
    2. What factors did you find that were obstacles to a successful care plan?
- 

## Texts and Other Instructional Materials

### Adopted Textbook

1. Fuzy, J., Leahy, W., & Grafe, J. *Providing Home Care: A Textbook for Home Health Aides* Edition: 5 2017

### Supplemental Texts

1. Workbook: *Providing Home Care: A Textbook for Home Health Aides*
2. Home Care Journals and Nursing Journals
3. Text used in CNA course
4. Homemaker/Home Health Aide video series

### Instructional Materials

None

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## Student Learning Outcomes

1. NURS416 SLO1 - Demonstrate proficiency of client care skills performed in the home health setting.
  2. NURS416 SLO2 - Demonstrate theoretical concepts as they apply to clients in the home health care setting.
- 

## Distance Education

This course is not Distance Learning.

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# Allan Hancock College Course Outline

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**Discipline Placement:** Health Care Ancillaries

**Department:** Health Sciences

**Prefix and Number:** NURS 420

**Catalog Course Title:** Restorative Aide

**Banner Course Title:** Restorative Aide

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## Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	1.250	20.0 - 22.5	
Lab	1.250	20.0 - 22.5	
Outside-of-Class Hours	2.500	40.0 - 45.0	
Total Student Learning Hours	5.0	80.0 - 90.0	1.5
Total Contact Hours	2.5	40.0 - 45.0	

---

## Number of Times Course may be Repeated

None

## Grading Method

Letter Grade Only

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## Requisites

### Limitations on Enrollment

Must provide documentation of being a current certified nursing assistant or proof of successful completion of NATAP testing.

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## Entrance Skills

### Entrance Skills Other (Legacy)

Demonstrate basic bedside care that will insure safety and competency when assigned to actual community clinical situations.

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## Catalog Description

Prepares the certified nursing assistant to assist the resident in maintaining or promoting independence in the areas of mobility and performing activities of daily living. Upon successful completion, the student will receive a certificate of completion and will be qualified to work as a restorative aide in a long-term facility under the guidance of a licensed physical or occupational therapist or a licensed nurse. 26 CEUs will be offered.

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## Course Content

### Lecture

1. Introduction to Rehabilitation
2. The Nursing Process in Restorative Care
3. The Elderly in Long-Term Care
4. Infection Control
5. Principles of Restorative Nursing
6. Caring for Residents with Musculoskeletal, Neurological, and Integumentary Conditions

7. Preventing Personal Injury
8. Ambulation and Assistive Devices
9. Restorative Approaches to Meeting Residents' Nutrition, Hydration ADL, and Personal Care Needs
10. Restorative Care of Residents with Special Needs
11. Documentation of Restorative Care.

## Lab

1. Safe use of Restorative Equipment
  2. Range of Motion
  3. Contracture Prevention
  4. Feeding Programs
  5. Use of Adaptive Equipment for Meals
  6. Transfer Training using Assistive Devices
  7. Grooming and Dressing
  8. Assigned Rotation with Speech Therapist
  9. Assigned Rotation with Physical Therapist
  10. Assigned Rotation with Occupational Therapist
  11. Assigned Rotation with Restorative Aide
- 

## Course Objectives

### At the end of the course, the student will be able to:

1. contrast the responsibilities of nursing, physical therapy and the restorative aide in producing the maximum rehabilitation possible for the resident and the importance of a team approach for optimum results.
  2. identify regulations that apply to rehabilitative/restorative nursing.
  3. identify disabilities that could benefit from restorative care
  4. accurately document restorative care.
  5. demonstrate competence in performing restorative techniques.
- 

## Methods of Instruction

- Lab
  - Lecture
- 

## Assignments

- Other Assignments
    1. Samples of charting and documentation
    2. Patient Care Plans
    3. Take home tests
- 

## Methods of Evaluation

1. Class participation
  2. Accuracy and completeness of above assignments
  3. Written tests
  4. Evaluation of skills performed in the clinical setting
- 

## Texts and Other Instructional Materials

### Adopted Textbook

None

### Supplemental Texts

1. Nursing journals
2. Medical periodicals
3. SynergyCare Restorative Nursing System: Revelation Books
4. Knowledge Book
5. Interrogation Book
6. Handouts

### Instructional Materials

None

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## Student Learning Outcomes

1. NURS420 SLO1 - Demonstrate the correct application for adaptive devices used in restorative care that promotes independence.

2. NURS420 SLO2 - Demonstrate competency in performing restorative care within the RNA scope of practice.
- 

## **Distance Education**

### **Delivery Methods**

- Audio/videoconferencing (Zoom, Cranium Café), etc.
- Internet
- Other  
DE via synchronous only modality. There will be provisions to meet laboratory requirements in person.

**Instructor Initiated Contact Hours Per Week:** 2.500

### **Contact Types**

1. Email Communication (group and/or individual communications)

Other types may include but not limited to:

- Chat room
- Discussion Board
- Group meetings
- In-person
- Labs
- Listserv
- Zoom and similar platforms

### **Adjustments to Assignments**

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/ DE setting for this course.

- Assignments will be submitted primarily through the district Course Management System(CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and / or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor - initiated contact.
- When appropriate, instructors may use group assignments.

Possible tools employed to adjust for ERT / DE course may include, but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio / videoconferencing(Zoom, Cranium Café)
- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours
- Other: None

### **Adjustments to Evaluation Tools**

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

### **Strategies to Make Course Accessible to Disabled Students**

All courses must meet the WCAG 2.0 level AA standards including but not limited to the items listed below:

1. Images, graphs, charts or animation. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. This will enable a screen reader to read the text equivalent to a blind student.

2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript may be sufficient.
3. Documents and other learning materials. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
5. Outside webpages and links
6. Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
7. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.
8. Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.
9. Avoid text images. Images of text are avoided, OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
10. Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
11. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
12. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

### **Inform Students**

The CMS will be used as a communication portal for all students.

### **Additional Comments**

None

# Allan Hancock College Course Outline

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**Discipline Placement:** Health Care Ancillaries

**Department:** Health Sciences

**Prefix and Number:** NURS 422

**Catalog Course Title:** EKG/Monitor Observer

**Banner Course Title:** EKG/Monitor Observer

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## Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	1.500	24.0 - 27.0	
Lab	-	-	
Outside-of-Class Hours	3.000	48.0 - 54.0	
Total Student Learning Hours	4.5	72.0 - 81.0	1.5
Total Contact Hours	1.5	24.0 - 27.0	

---

## Number of Times Course may be Repeated

None

## Grading Method

Letter Grade Only

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## Requisites

### Limitations on Enrollment

Completion of course admission packet.

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## Entrance Skills

### Entrance Skills Other (Legacy)

Basic knowledge of the cardiovascular system and anatomical landmarks.

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## Catalog Description

Prepares the medical professional to function as a monitor observer in a clinical area where patients receive cardiac monitoring. Basic electrocardiograph patterns and cardiac arrhythmias are learned.

---

## Course Content

### Lecture

1. Basic Cardiac Anatomy and Physiology
  - a. conduction system
  - b. EKG patterns related to cardiac function
2. Sinus and Atrial Rhythms
  - a. normal
  - b. abnormal
  - c. rhythm strip drills
3. Junctional Rhythms and Heart Block
  - a. rhythm strip drills
4. Ventricular Dysrhythmias

- a. rhythm strip drills
  - 5. Paced Rhythms
    - a. pacemaker systems
    - b. rhythm reviews
  - 6. Monitoring Equipment Demonstration
    - a. final course activities
- 

## Course Objectives

### At the end of the course, the student will be able to:

1. understand the role and responsibilities of the monitor observer as a member of the health care team.
  2. recognize normal electrical patterns of the heart.
  3. recognize life-threatening abnormal rhythms of the heart.
  4. apply monitor leads correctly.
  5. understand the use of the cardiac monitor as a diagnostic and monitoring tool.
- 

## Methods of Instruction

- Lecture
- 

## Assignments

- **Other Assignments**  
Reading assignments and group projects will be done Sample Question: Discuss the differences between an EKG and a rhythm strip. Which is used for monitoring? Which is used for diagnosis? Why are they not both used for monitoring and diagnosing?
- 

## Methods of Evaluation

Objective quizzes, oral participation, and essay exams will be used as evaluative tools Essay Example: A nursing assistant informs you that Mr. Smith in Room 112 is complaining of being dizzy and a little short of breath. You run a rhythm strip and see that he has pacer spikes occurring at a rate of 72/minute and his QRS complexes are occurring at a rate of 56/minute. Explain the differences in pacer rate and QRS complex rate and any possible consequences to the patient.

---

## Texts and Other Instructional Materials

### Adopted Textbook

1. Huff, J. *ECG Workout* Edition: 7th 2017
2. Barbara Aehlert *ECG Made Easy, Pocket Reference* Edition: 6th 2018

### Supplemental Texts

1. Worksheets developed by the instructor.

### Instructional Materials

None

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## Student Learning Outcomes

1. NURS422 SLO1 - Describe the basic anatomy and electrophysiology of the heart.
  2. NURS422 SLO2 - Recognize life-threatening abnormal EKG rhythms and interventions required of a monitor observer.
  3. NURS422 SLO3 - Verbalize the role and responsibilities of the monitor observer as member of the health care team.
- 

## Distance Education

### Delivery Methods

- Audio/videoconferencing (Zoom, Cranium Café), etc.
- Internet
- Other
  - DL-Lecture synchronous only. This does not preclude face-to-face instruction.

**Instructor Initiated Contact Hours Per Week:** 1.500

### **Contact Types**

1. Email Communication (group and/or individual communications)

Other types may include but not limited to:

- Chat room
- Discussion Board
- Group meetings
- In-person
- Labs
- Listserv
- Zoom and similar platforms

### **Adjustments to Assignments**

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/ DE setting for this course.

- Assignments will be submitted primarily through the district Course Management System(CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and / or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor - initiated contact.
- When appropriate, instructors may use group assignments.

Possible tools employed to adjust for ERT / DE course may include, but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio / videoconferencing(Zoom, Cranium Café)
- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours
- Other: None

### **Adjustments to Evaluation Tools**

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

### **Strategies to Make Course Accessible to Disabled Students**

All courses must meet the WCAG 2.0 level AA standards including but not limited to the items listed below:

1. Images, graphs, charts or animation. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. This will enable a screen reader to read the text equivalent to a blind student.
2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.
3. Documents and other learning materials. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
5. Outside webpages and links
6. Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA

7. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.
8. Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.
9. Avoid text images. Images of text are avoided, OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
10. Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
11. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
12. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

**Inform Students**

>The CMS will be used as a communication portal for all students.

**Additional Comments**

na



# Allan Hancock College

## Course Outline

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**Discipline Placement:** Health Care Ancillaries  
**Department:** Noncredit Education  
**Prefix and Number:** HLTH 7001  
**Catalog Course Title:** Personal Care Attendant I  
**Banner Course Title:** Personal Care Attendant I

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### Hours

**Unit Type:** Standard  
**Weekly Lecture Hours:** 2.0  
**Weekly Lab Hour:** 0.0  
**Total Hours:** 2.0  
**Total Min Semester Contacts Hours for 16 weeks:** 32.000  
**Total Min Semester Contacts Hours for 18 weeks:** 36.000

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**Grading Method**  
Noncredit

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### Requisites

**Corequisite**  
HLTH 7002 Personal Care Attendant II

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### Entrance Skills

None

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### Catalog Description

The course prepares students to assist patients and families with non-medically directed personal care; assist with home management activities; care for patients with dementia and Alzheimer's disease; and/or assist in the needs associated with end-of-life care.

---

### Course Content

#### Lecture

Introduction: Role of the Direct Care Worker, Consumer Rights, Ethics and Confidentiality, Professionalism, Work Settings, Teamwork, and Career Development  
Foundational Knowledge, Attitudes, and Skills: Working with Elders, Respecting Cultural Differences, Assist in the Needs associated with end-of-life care  
Communication Skills, Documentation Skills and Confidentiality.  
Infection Control, Clean and Orderly Home Environment.  
Body Systems and Common Diseases, Body Mechanics, Making and Unoccupied and Occupied Bed  
Nutritional Support  
Supporting Consumer's Dignity While Providing Personal Care According to Consumer Preference and Care Plan, during Bathing  
Supporting Consumer's Dignity While Providing Personal Care, Oral Care, Haircare, Dressing  
Supporting Consumer's Dignity While Providing Personal Care, Ambulating and Transfers  
Supporting Consumer's Dignity While Providing Personal Care, Dressing and Toileting  
Basic Restorative Skills  
Working with a Consumer Who is Depressed, Introduction to Mental Illness, Working with Consumers with Dementia, Developmental Disabilities  
Working with an Adult with Physical Disabilities, Managing Difficult Behaviors

Abuse and Neglect Prevention, Signs, and Reporting  
Worker Rights, Managing Stress, Working with Family/Responsible Persons  
Paramedical Services, Safety and Emergencies

## Lab

Concurrent Class for lab activities that align with lecture content

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## Course Objectives

### At the end of the course, the student will be able to:

1. describe challenges faced by consumers with dementia and their families.
2. describe services available to consumers and their families.
3. identify techniques to prevent abuse and neglect. Appropriately identify and report signs of abuse and neglect.
4. list reasons why a clean and orderly home is beneficial to home care consumers. Describe ways in which housekeeping in home care differs from the housekeeping in own home.
5. observe and document key information about safety in the home environment. Describe procedures for fire and medical emergencies.

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## Methods of Instruction

- Discussion
- Lecture

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## Assignments

- **Sample Assignment(s)**  
Student to complete a "My Plate" Nutritional Fact Check

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## Methods of Evaluation

- Quizzes
- Projects
- Field Trips
- Class Participation
- Class Work
- Home Work
- Other  
Field trips such as going to the grocery store to purchase food for the home.

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## Texts and Other Instructional Materials

### Adopted Textbooks

None

### Supplemental Texts

None

### Instructional Materials

1. Open Educational Resources (OER) to include teaching and learning materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.

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## Student Learning Outcomes

1. HLTH7001 SLO1: Understand the tasks and responsibilities associated with the role of the Person Care Attendant.

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## Distance Learning

## Delivery Methods

- Audio/videoconferencing (Zoom, Cranium Café), etc.
- Internet
- DE synchronous and asynchronous

**Instructor Initiated Contact Hours Per Week:** 2.000

## Contact Types

1. This course can be offered in person or as a distance learning class.
2. Email Communication (group and/or individual communications)  
As Needed

## Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an DE setting for this course.

- Assignments will be submitted primarily through the district Course Management System (CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and/or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor-initiated contact.
- When appropriate, instructors may use group assignments.

List of possible tools employed to adjust for ERT/DL course may include but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio/videoconferencing (Zoom, Cranium Café)
- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours

## Adjustments to Evaluation Tools

DE courses allow for multiple evaluation tools with online technology.

This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types, and the use of the mastery gradebook.

If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.

Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

## Strategies to Make Course Accessible to Disabled Students

The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities be provided. Title 5, section 55200 explicitly makes these requirements applicable to all distance learning offerings. All DL courses and resources must be designed to afford students with disabilities maximum opportunity to access distance learning resources without the need for outside assistance (i.e. sign language interpreters, aides, etc.). Distance learning courses and resources must generally be designed to provide "built-in" accommodation (i.e. closed or open captioning, "alt tags") which are accessible to "industry standard" assistive computer technology in common use by persons with disabilities.

All courses must meet the WCAG 2.0 level AA standards including but not limited to the items listed below:

1. Images, graphs, charts or animation. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. This will enable a screen reader to read the text equivalent to a blind student.
2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.
3. Documents and other learning materials. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
5. Outside webpages and links
  1. Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
  2. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen

reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.

6. Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.

7. Avoid text images. Images of text are avoided OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)

8. Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.

9. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.

10. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

Comment: Is there any aspect of the course that cannot be made accessible to students with disabilities? No

### **Inform Students**

Via Canvas, email, and/or Zoom contact.

### **Additional Comments**

N/A

# Allan Hancock College Course Outline

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**Discipline Placement:** Health Care Ancillaries

**Department:** Noncredit Education

**Prefix and Number:** HLTH 7002

**Catalog Course Title:** Personal Care Attendant II

**Banner Course Title:** Personal Care Attendant II

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## Hours

**Unit Type:** Standard

**Weekly Lab Hour:** 1.0

**Total Hours:** 1.0

**Total Min Semester Contacts Hours for 16 weeks:** 16.000

**Total Min Semester Contacts Hours for 18 weeks:** 18.000

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## Grading Method

Noncredit

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## Requisites

### Corequisite

HLTH 7001 Personal Care Attendant I

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## Entrance Skills

None

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## Catalog Description

This is the corresponding laboratory course to the Personal Care Attendant program. It prepares students to assist patients and families with non-medically directed personal care; assist with home management activities; care for patients with dementia and Alzheimer's disease; and/or assist in the needs associated with end-of-life care.

---

## Course Content

### Lecture

N/A

### Lab

These lab activities align with lecture course

1. Introduction to the lab, communication skills and documentation
2. Infection control, clean and orderly home environment
3. Body mechanics: Making an unoccupied and occupied bed
4. Supporting consumer's dignity while providing personal care, positioning a person in bed, wheelchair, recliner and use of pressure relieving devices.
5. Nutritional support
6. Supporting consumer's dignity while providing personal care according to consumer preference and care plan and during bathing
7. Supporting consumer's dignity while providing personal care and oral care
8. Supporting consumer's dignity while providing personal care, hair care, and dressing
9. Supporting consumer's dignity while providing personal care, ambulating

10. Supporting the consumer's dignity while assisting with transfers
  11. Supporting the consumer's dignity while using mechanical lifts
  12. Supporting the consumer's dignity while providing personal care and toileting
  13. Supporting the consumer's dignity while providing personal care, eye glasses, hearing aids and prosthetics
  14. Basic restorative skills, range of motion and use of restorative devices
  15. Abuse and neglect prevention, signs, and reporting
  16. Safety and emergencies procedures.
- 

## **Course Objectives**

### **At the end of the course, the student will be able to:**

1. support the consumer's dignity while providing personal care.
  2. demonstrate safe practices for activities of daily living.
  3. demonstrate infection control measures in the home environment.
  4. demonstrate safety procedures in the home environment including fire prevention and medical emergencies.
- 

## **Methods of Instruction**

- **Demonstration**

A demonstration of each Personal Care skill is demonstrated by the instructor before a student is asked to demonstrate a personal care skill.

- **Discussion**

Theoretical concepts are reviewed before a skill or procedure is demonstrated.

- **Lab**

Return demonstration of patient care skills by the student with the instructor present.

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## **Assignments**

- **In-Class Assignments**

Example, Visiting Ombudsmen Site to report Abuse or Neglect.

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## **Methods of Evaluation**

- **Projects**
- **Class Participation**
- **Class Work**
- **Lab Activities**
- **Other**

A skills checkoff list can be used to document successful demonstration of lab assignments.

---

## **Texts and Other Instructional Materials**

### **Adopted Textbooks**

None

### **Supplemental Texts**

None

### **Instructional Materials**

1. Open Educational Resources (OER) to include teaching and learning materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.
-

## Student Learning Outcomes

1. HLTH7002 SLO1 - Understand the tasks, roles, and responsibilities of the personal care attendant.
- 

## Distance Learning

### Delivery Methods

- DE synchronous only

**Instructor Initiated Contact Hours Per Week:** 1.000

### Contact Types

1. Email Communication (group and/or individual communications)  
As Needed

### Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an DE setting for this course.

- Assignments will be submitted primarily through the district Course Management System (CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and/or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor-initiated contact.
- When appropriate, instructors may use group assignments.

List of possible tools employed to adjust for ERT/DL course may include but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio/videoconferencing (Zoom, Cranium Café)
  
- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours

### Adjustments to Evaluation Tools

DE courses allow for multiple evaluation tools with online technology.

This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types, and the use of the mastery gradebook.

If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.

Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

### Strategies to Make Course Accessible to Disabled Students

The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities

be provided. Title 5, section 55200 explicitly makes these requirements applicable to all distance learning offerings. All DL courses and resources must be designed to afford students with disabilities maximum opportunity to access distance learning resources without the need for outside assistance (i.e. sign language interpreters, aides, etc.). Distance learning courses and resources must generally be designed to provide "built-in" accommodation (i.e. closed or open captioning, "alt tags") which are accessible to "industry standard" assistive computer technology in common use by persons with disabilities.

All courses must meet the [WCAG 2.0 level AA](#) standards including but not limited to the items listed below:

1. [Images, graphs, charts or animation](#). A text equivalent or [alt text](#) is provided for every non-text element, including all types of images and animated objects. *This will enable a screen reader to read the text equivalent to a blind student.*
2. [Multimedia](#). Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.
3. [Documents and other learning materials](#). [PDFs](#), [Microsoft Word documents](#), [PowerPoint presentations](#), [Adobe Flash](#) and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. [Timed quizzes/exams](#). Extended time on quizzes and exams is one of the most common accommodations. [Instructions for extending time in Canvas](#).
5. [Outside webpages and links](#)
  1. Ensure that all webpages meet 508 standards by testing through [Cynthia Says](#). Follow the Accessibility Guidelines [WCAG 2.0 Level AA](#)
  2. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. *Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.*
6. [Applications, software, and outside learning systems](#). All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with [WebAIM WAVE toolbar](#).
7. [Avoid text images](#). Images of text are avoided OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
8. [Color contrast](#). Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
9. [Text objects](#). If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
10. [Disability statement](#). The course syllabus contains the college's [suggested Disability Statement](#) as well as current information on the location and contact information for the [Learning Assistance Program \(LAP\)](#).

Comment: Is there any aspect of the course that cannot be made accessible to students with disabilities? No

#### **Inform Students**

Via Canvas, email, and/or Zoom contact.

#### **Additional Comments**

N/A



- Nursing Advisory Committee
- Members Joann Bellrose, Allan Hancock College
- Veronica Deleija, Allan Hancock College
- Eileen Donnelly, Allan Hancock College
- Martha Hull, Allan Hancock College
- Larry Manalo, Allan Hancock College
- Megan McComas, Allan Hancock College
- Mary Pat Nelson, Allan Hancock College
- Sue Barce, Marian Hospice
- Kristine Blanchard, Marian Regional Medical Center
- Yvette Calhoun, County of Santa Barbara Public Health
- Brenda Cisney, Country Oaks Care Center
- Kim Culliver, Atterdag Care Center
- Art Dominguez, Sierra Vista Regional Medical Center
- Julia Fogelson, French Hospital Medical Center
- David Garcia, Villa Maria Care Center
- Leah Holmes, Department of State Hospitals Atascadero
- Debbie Mockler-Young, Marian Extended Care Center
- Candice Monge, Marian Regional Medical Center
- Heather Plackplyler, Department of State Hospitals Atascadero
- Amber Rogers, Arroyo Grande Community Hospital
- Aaron Thorne, Sierra Vista Regional Medical Center
- Marcia Scott, Cuesta College
- Michelle Lehne, Allan Hancock College
- Erin Stevens, Marian Regional Medical Center
- Crystal Davis, Marian Regional Medical Center
- Heidi Summers, Marian Regional Medical Center
- Yvette Cope, Lompoc Valley Medical Center
- Karen Koppes, Lompoc Valley Medical Center
- Sue Davis, Sierra Vista Regional Medical Center
- Karen Koppes, Lompoc Valley Medical Center
- Cynthia Barker, Lompoc Skilled Nursing and Rehab
- Sasha Keller, Lompoc Comprehensive Care Center
- Carolyn Beasley, Country Oaks Care Center
- Lorraine Jones, Lompoc Comprehensive Care Center
- Bethany Conner, Allan Hancock College

# SECTION 4

## Student Learning Outcomes

Includes: Program Learning Outcomes, Assessment Methods, alignment of Course SLOs, Assessment Calendar, Plan for Dissemination of Results

This part of the program review demonstrates alignment of courses with coverage of program student learning outcomes and lays out the program’s plans for conducting assessments over the forthcoming five years.

The assessment and monitoring of program learning outcomes (PLOs) and student learning outcomes (SLOs) is currently transitioning to a new software program. The new implementation date for program input is scheduled for Fall 2022. Assessment data is shared with the Health Science Faculty at the monthly department meetings. Routinely, student enrollment, attrition rates, student progress and the state exam pass rates are shared with department members. Internal conditions that are affecting the program this year include the need for additional PPEs (Person Protective Equipment), lab space, environmental cleaning, lab simulation equipment and office support.

Assessment Cycles

CNA Program Student Learning Outcomes, 6-Year Assessment Schedule

PSLO1 Demonstrate clinical skills in varied environments in long-term and acute care facilities
PSLO2 Demonstrate theoretical concepts as they apply to patient care
PSLO3 Identify and demonstrate an understanding of the standards of Professionalism for the healthcare provider
Refer to Section 2-IV for Assessment Plan starting in the Fall of 2022

Course: NURS 300 CNA/Acute Care Aide
SLO1 Under the direct supervision of an instructor, demonstrate clinical skills essential for a CNA to function safely in the clinical area
SLO2 Meet established theory objectives through state mandated theory hours and class participation

SLO3 Identify legal and ethical responsibilities of the nursing assistants.					
SLO4 Demonstrate skills and knowledge necessary to successfully complete and pass the state board examination					
Semester Assessed	Collection Process	Team to review data	Resource Needed	Reporting Responsibility	Completion Date
Spring Annually	NNAAP Exam Results	Joann Bellrose Mary Nelson	NNAAP Exam	Joann Bellrose Mary Nelson	End of Spring Semester

Course: NURS 416 Certified Home Health Aide					
SLO 1 Demonstrate proficiency of client care skills performed in the home health setting.					
SLO 2 Demonstrates theoretical concepts as they apply to clients in the home health setting.					
Semester Assessed	Collection Process	Team to Review Data	Resources Needed	Reporting Responsibility	Completion Date
Summer Annually	Final Exam	Joann Bellrose Mary Nelson	Collect Data	Joann Bellrose	End of Summer Semester

NURS 422 EKG/Monitor Observer					
SLO 1 Describe basic anatomy and electrophysiology					
SLO 2 Recognize life threatening abnormal EKG rhythms and interventions required of a monitor observer.					
SLO 3					

Verbalize the role and responsibilities of the monitor observer as a member of the healthcare team.					
Semester Assessed	Collection Process	Team to Review Data	Resources Needed	Reporting Responsibility	Completion Date
Summer Annually	Final Exam	Bethany Conner	Collect Data	Bethany Conner	End of Summer Semester

Student Learning Outcomes	
Program	Course
PSLO 1	CNA/CSLO 1
PSLO 2	CNA/CSLO 2 & CSLO 4
PSLO 3	CNA/CSLO 3

# SECTION 5

Institutional Directions

Goals & Objectives

Strategic Plan is available on the

Allan Hancock College myHancock Portal:

<http://myhancockcollege.edu>

# SECTION 6

Pre-Validation, Plan of Action

PLAN OF ACTION – PRE-VALIDATION

Six Year Review: 2022

DEPARTMENT: Health Science

PROGRAM: CNA/Acute Care Aide

List below as specifically as possible the actions which the department plans to take as a result of this program review. Be sure to address any problem areas which you have discovered in your analysis of the program. Number each element of your plans separately and for each, please include a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)

Recommendations to improve Student Learning Outcomes & Achievements	Theme/Objective/Strategy Number AHC from the Strategic Plan	Target Date
1. Implement new monitoring software that identifies the effectiveness of the program and student learning outcomes for student success.	ILO 2, Critical Thinking and Problem Solving	Fall 2022

Recommendations to Accommodate Changes in Student Characteristics	Theme/Objective/Strategy Number AHC from the Strategic Plan	Target Date
2. Increase student enrollment for the CNA/Acute Care Aide Program as Covid guidelines allow for expansion into SNF clinical sites.	CTE-To meet the communities' need for CNAs and HHAs, enrollment must be increased	F2023
3. Implement an online CNA application process that allows students to upload required documents	ISLO 7-Personal Responsibility and Development	S2023
4. Identify space for a Computerized Application Station near the HS Office		S2028



	ISLO 7-Personal Responsibility and Development	
--	--	--

Recommendations to Improve the Educational Environment	Theme/Objective/Strategy Number AHC from Strategic Plan	Target Date
5. Curricular Changes Maintain CDPH accreditation for the CNA/Acute Care Aide and Home Health Aide and meet the mandated CDPH curriculum and hours	SLO 4-Information and Technology Literacy  ILO 6-Scientific Literacy	S2023 S2025 S2027
6. Co-Curricular Changes Expand noncredit classes to include the option for classes to serve as CEUs for the CNA/HHA	ILO 6-Scientific Literacy	F2023
7. Neighboring College & University Plan Several CNA programs throughout the State are closed, because of the Pandemic. Continue to work with community partners to keep the program open during both the spring and fall semesters	CTE-Meet the communities' need for more CNAs and HHAs	F2022
8. Develop an "Open House" informational session for students interested in taking classes at the Lompoc Campus	CTE-Meeting the communities need for workers in the field of health care, CNAs, HHAs, & PCAs	F2023

Recommendations that Require Additional Resources	Theme/Objective/Strategy Number AHC from Strategic Plan	Target Date
---	---	-------------

9. Facilities Identify and implement a formal pathway that results in the expansion of the nursing lab space	ILO 6, Scientific Literacy	F2028
10. Workplace Safety Plant serves to install new classroom door lock, M129	Workplace Safety	F2028
11. Equipment Purchase (2) new patient beds for the Santa Maria Nursing lab, to include an annual maintenance agreement.	ILO 4, Information and Technology Literacy	F2024
12. Purchase (2) new patient beds for the Lompoc Nursing lab, to include an annual maintenance agreement.	ILO 4, Information and Technology Literacy	F2024
13. Purchase online documentation training software for students to practice charting	ILO 4, Information and Technology Literacy	S2025
14. Renew maintenance agreement for patient beds through the budget argumentation process	ILO 6-Scientific Literacy	S2023
15. Staffing Identify funding source to hire a DSD approved instructor for a 12/1 ratio in the clinical area	ILO 6-Scientific Literacy	S2023
16. Staffing Hire a 10 month/40-hour technician for the Health Science Office-to assist in the conversion to an online application process.	CTE-Enrollment Expansions	F2028

# SECTION 7

Validation Procedures

Validation Team Members

PROGRAM EVALUATION - EVA Statistical Report

Fill in the appropriate numbers using the EVA printout.

COURSE NAME CNA/Acute Care Aide Program PREFIX & NUMBER Nurs 300

PREREQUISITE/COREQUISITE/ADVISORY STATEMENT: English 101

Students enrolled who completed the prerequisite

Total Number 100% Successful \_\_\_\_\_ Not Successful \_\_\_\_\_

+(PLUS) +(PLUS) +(PLUS)

Students enrolled who did not complete the prerequisite

Total Number 0 Not Successful \_\_\_\_\_ Successful \_\_\_\_\_

EQUALS EQUALS EQUALS

Total All Students \_\_\_\_\_ Accurate Predictions \_\_\_\_\_ Erroneous Predictions \_\_\_\_\_

Is the total number of student greater than 25? (A reasonable statistical sample) Yes x No \_\_\_\_\_

If no, do not continue. Proceed with content review or other alternative method for establishing or modifying the course prerequisite, corequisite, or advisory statement.

CONCLUSION FROM THE EVA PRINTOUT:

TO DROP THE PREREQUISITE, COREQUISITE, OR ADVISORY STATEMENT:

(All answers must be "Yes.")

1.	Is the number of erroneous predictions greater than one-half of the number of accurate predictions?	Yes ___ No ___
2.	Can the prerequisite/corequisite/advisory statement be dropped without affecting the transfer articulation?	Yes ___ No ___
3.	Can all of the objectives of the course be accomplished without the prerequisite/corequisite/advisory?	Yes ___ No ___

TO ADD OR MODIFY THE PREREQUISITE, COREQUISITE, OR ADVISORY STATEMENT:

(At least one answer must be "YES.")

1.	Is the number of accurate predictions at least double that of the erroneous predictions?	Yes ___ No ___
2.	Is the prerequisite/corequisite/advisory statement necessary for transfer articulation?	Yes ___ No ___
3.	Is it impossible to successfully complete (grade A, B, C, or credit) the course without the prerequisite/corequisite/advisory?	Yes ___ No ___

Circle type of statement Prerequisite, corequisite, or advisory and indicate action to be taken.

Based on analysis of these statistics, it is the recommendation of the department that the prerequisite/corequisite/advisory be X retained \_\_\_\_\_ dropped or \_\_\_\_\_ modified to read: \_\_\_\_\_

Mary Pat Nelson Mary Pat Nelson  
Mary Pat Nelson (Sep 15, 2021) (2:50 PM) Mary Pat Nelson (Sep 15, 2021) (2:02 PM)  
 INITIATOR DATE DEPARTMENT CHAIR DATE  
Margaret Lee Sep 15, 2021  
 ACADEMIC DEAN DATE

Completed forms and all backup documentation should be maintained at the department. Transfer conclusion information to the Program Evaluation PCA Summary Report.

## VALIDATION TEAM DUTIES

A program review involves the visitation, observation, and analysis of a program/discipline by a team with the purpose of providing suggestions for improvement.

### Duties of a Team Member

#### Previsit Responsibilities

1. Study the self-study report prepared by the faculty.

#### Visit Responsibilities

1. Meet with program/discipline faculty.
2. Examine teaching materials, supplies and equipment presently being used in the program.

#### Postvisit Responsibilities

1. Develop an executive summary of team findings and recommendations.

### The Role of the Validation Team

The validation team has been selected to include professionals who can assist the program by reviewing the self-study and plan of action, then making comments and suggestions that will lead to program improvement. In addition to reviewing the materials included in the written packet, team members are asked to visit the facility which houses the program, talk with instructors and students in the program, and request any further information or materials which would be helpful in preparing the executive summary.

# SECTION 8

Executive Summary

Plan of Action, Post-Validation



EXECUTIVE SUMMARY  
(Validation Team Report)

I. MAJOR FINDINGS

Strengths of the program/discipline:

- The program continues to foster strong student outcomes.
  - From fall 2015 to spring 2021, the program's student retention and success rates averaged 98.27%.
  - From fall 2016 to fall 2021, the students' reported pass rates on the National Nurse Aide Assessment Program (NNAAP) state exam ranged from 90.59% to 100.00% and averaged 96.47%.
- The program upholds a record of stringent, biannual California Department of Public Health (CDPH) accreditations of its two CNA and one Certified Home Health Aide (CHHA) programs, currently expiring January 30, 2023.
- As permitted, the program successfully pivoted to emergency remote teaching through the global COVID-19 pandemic and transitioned to in-person classroom instruction and clinical lab settings.
- Regional occupation labor market data validate ongoing program need
  - Nursing assistant and home health care/personal aide jobs are forecasted to grow 16.8% between 2021 and 2026 in the San Luis Obispo County and Santa Barbara County microregion.
  - The area's median annual wage (\$30,902) for nursing assistants and home health care/personal aides is 10% above the nation's and 34.5% above the adjusted cost of living for the two-county area.
- According to a fall 2021 class climate survey of CNA students, 96% of respondents are satisfied with the program's quality of instruction, how it meets their educational goals and the content of courses offered in the program.
- The program has utilized Rupe Foundation grant funds to offer student scholarships that provide for some students' instructional supply needs. If successful in the course, the student is also awarded a \$120 scholarship to cover the NNAAP testing fee. The program has also leveraged Perkins CTEA and Strong Workforce Program funds to support instructional supply and equipment needs.

Concerns regarding the program/discipline:

- M-129 classroom safety concerns continue. The only door to the classroom can only be locked from the outside with a key. For example, in a shelter-in-place emergency, installing a keyless, thumb-locking mechanism from inside the classroom could help

save time and lives.

- Departmental-level, full-time administrative support continues to be an unmet, identified need across all Health Science programs, including CNA.
- While initially promising, the pilot implementation of an online CNA program application process revealed technology and user issues that have not yet been resolved. Troubleshooting has been hampered by the dynamic demands for time and attention of staff needing to address higher campus priorities exacerbated by the COVID-19 pandemic.
- Results of a fall 2021 CNA class climate survey indicate that 77.0% of respondents are satisfied with counselors' advice about the program. The Counseling Department has yet to identify a new dedicated Counselor to succeed the professional providing Health Sciences Department student counseling services, mainly targeting the Nursing programs, twice a month.
- Scheduling of limited Building M Nursing skills lab spaces shared among MA, CNA, LVN, and RN students is impacted daily between 0800 and 1600. Storage areas for instructional supplies and equipment are at maximum capacity, made even more acute by COVID-19

## II. RECOMMENDATIONS

1. Re-establish communications with the Director, Facilities & Operations, and the Academic Senate Faculty Co-Chair of the Facilities Council to confirm the installation timeline of keyless, thumb-locking mechanisms for all M-100 classrooms.
2. Continue collaboration with the Academic Dean, Cabinet, and Human Resources to identify ongoing district funding to recruit a full-time, Administrative Assistant II, Health Sciences Department.
3. To enhance the district's apportionment under the Student-Centered Funding Formula and to permanently document certificate attainment on CNA graduates' college transcripts, the Validation Team recommends that the program prepare submission for Chancellor's Office approval and chaptering of a Certified Nursing Assistant Certificate of Achievement program, consisting of two core courses: ENGL 101 and NURS 300.
4. Continue close consultation and collaboration with the California Department of Public Health to maintain accreditation of the two CNA and CHHA programs while maximizing enrollments and efficiencies in the skills lab and clinical placements of CNA student cohorts.



5. As COVID-19 health orders and institutional safety restrictions may accommodate, explore funding and staffing resources to pilot a way to respond to the technology needs of prospective and currently enrolled CNA students. For example, offer a computer station onsite for students to apply online and promptly and upload required documentation.
6. Continue to collaborate with the Academic Dean to leverage district, Rupe Foundation, Barbara Andrastek Foundation Endowment, and grant funding sources to meet the program's annually-identified and updated instructional supply, equipment, technology, and professional development needs and to strengthen the program's and Health Science Department's plans for contingency, continuity, and resiliency.
7. In consultation and collaboration with other Health Sciences program coordinators, the Academic Dean, and the Facilities Council, draft a request, justification, and proposed scheduling plan for expanded, shared skills lab facilities, either on-campus or within the community.

#### VALIDATION TEAM SIGNATURES

*Margaret Lau*

---

Margaret Lau  
Dean, Academic Affairs

*Carmen Bissin RN*

Carmen Bissin RN (May 9, 2022 10:39 PDT)

---

Carmen Bissin  
Adjunct Faculty, CNA and MA Programs

*Alex de Jounge*

---

Alexandra De Jounge  
Coordinator, Student Health Services

*Michelle Lehne*

Michelle Lehne (May 9, 2022 12:49 PDT)

---

Michelle Lehne  
Assistant Professor, LVN Program

PLAN OF ACTION-POST VALIDATION  
(Sixth-Year Evaluation)

DEPARTMENT: Health Science PROGRAM: CNA/Acute Care Aide

In preparing this document, refer to the Plan of Action develop by the discipline/program during the self-study, and the recommendations of the Validation Team. Note that while the team should strongly consider the recommendations of the validation team, these are recommendations only. However, the team should provide a rationale when choosing to disregard or modify a validation team recommendation.

Identify the action the discipline/program plans to take during the next six years. Be as specific as possible and indicate target dates. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives) The completed final plan should be reviewed by the department as a whole.

Please be sure the signature page is attached.

Recommendations to improve Student Learning Outcomes & Achievements	Theme/Objective/Strategy Number AHC from Strategic Plan	Target Date
Implement new software for program and student learning outcomes that monitor effectiveness and accuracy in identifying student success and program performance	ILO 2-Critical Thinking and Problem Solving	Fall 2022

Recommendations to Accommodate Changes in Student Characteristics	Theme/Objective/Strategy Number AHC from Strategic Plan	Target Date
Increase student enrollment for the CNA/Acute Care Aide Program as Covid guidelines allow for expansion into SNF clinical sites.	CTE-To meet the communities' need for CNAs and HHAs, enrollment must be increased	F2023
Implement an online CNA application process that allows students to upload required documents (As COVID-19 health orders and institutional safety restrictions may accommodate, explore funding and staffing resources to pilot a way to respond to the technology needs of prospective and currently enrolled CNA students. For example, offer a computer station onsite for students to apply online and promptly and upload required documentation)	ISLO 7-Personal Responsibility and Development	S2023
Continue to collaborate with the Academic Dean to leverage district, Rupe Foundation, Barbara Andrastek Foundation Endowment, and grant funding sources to meet the program's annually-identified and updated instructional supply, equipment, technology, and professional	ILO 6, Scientific Literacy	F2022

development needs and to strengthen the program's and Health Science Department's plans for contingency, continuity, and resiliency.		
Demographic Changes No changes identified		

Recommendations to Improve the Educational Environment	Theme/Objective/Strategy Number AHC from Strategic Plan	Target Date
Curricular Changes Maintain CDPH accreditation for the CNA/Acute Care Aide and Home Health Aide and meet the mandated CDPH curriculum and hours (Continue close consultation and collaboration with the California Department of Public Health to maintain accreditation of the two CNA and CHHA programs while maximizing enrollments and efficiencies in the skills lab and clinical placements of CNA student cohorts.)	SLO 4-Information and Technology Literacy  ILO 6-Scientific Literacy	S2023
Co-Curricular Changes Expand noncredit classes to include the option for classes to serve as CEUs for the CNA/HHA	ILO 6-Scientific Literacy	F2023
Neighboring College and University Plans Several CNA programs throughout the State are closed as a result of the Pandemic. Continue to work with community partners to keep the program open during both the spring and fall semesters	CTE-Meet the communities' need for more CNAs and HHAs	F2022
Develop an "Open House" informational session for students interested in taking classes at the Lompoc Campus	CTE-Meeting the communities need for working in the field of health care, CNAs, HHAs, & PCAs	F2023
To enhance the district's apportionment under the Student-Centered Funding Formula and to permanently document certificate attainment on CNA graduates' college transcripts, the Validation Team recommends that the program prepare submission for Chancellor's Office approval and chartering of a Certified Nursing Assistant Certificate of Achievement program, consisting of two core courses: ENGL 101 and NURS 300.	SLO 4-Information and Technology	F2026

Recommendations that Require Additional Resources	Theme/Objective/Strategy Number AHC from Strategic Plan	Target Date
Facilities Identify and implement a formal pathway that results in the expansion of the nursing lab	ILO 6, Scientific Literacy	F2028

(In consultation and collaboration with other Health Sciences program coordinators, the Academic Dean, and the Facilities Council, draft a request, justification, and proposed scheduling plan for expanded, shared skills lab facilities, either on-campus or within the community.)		
Workplace Safety, plant serves to install new classroom door lock, M129  (Re-establish communications with the Director, Facilities & Operations, and the Academic Senate Faculty Co-Chair of the Facilities Council to confirm the installation timeline of keyless, thumb-locking mechanisms for all M-100 classrooms.)	Workplace Safety	F2028
Equipment Purchase (2) new patient beds for the Santa Maria Nursing lab, to include an annual maintenance agreement.	ILO 4, Information and Technology Literacy	F2024
Purchase (2) new patient beds for the Lompoc Nursing lab, to include an annual maintenance agreement.	ILO 4, Information and Technology Literacy	F2024
Purchase online documentation training software for students to practice charting	ILO 4, Information and Technology Literacy	S2025
Renew maintenance agreement for patient beds through the budget argumentation process	ILO 6-Scientific Literacy	S2023
Staffing Identify funding source to hire a DSD approved instructor to implement a 12-1 student to instructor ratio in the clinical area.	ILO 6-Scientific Literacy	S2023
Hire a 11 month/37-hour technician for the Health Science Office (Continue collaboration with the Academic Dean, Cabinet, and Human Resources to identify ongoing district funding to recruit a full-time, Administrative Assistant II, Health Sciences Department.)	CTE-Enrollment Expansions	F2028

**PLAN OF ACTION – Post-Validation**

Review and Approval

Plan Prepared By

Joann Bellrose

Date: 5/9/2022

Mary Pat Nelson

Date: 5/9/2022

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Reviewed:

Department Chair\*

*Mary Pat Nelson*

Mary Pat Nelson (May 20, 2022 13:03 PDT)

Date: May 20, 2022

\*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Dean of Academic Affairs

*Margaret Lau*

Date: May 20, 2022

Vice President, Academic Affairs

*Robert Curry*

Robert Curry (Jul 6, 2022 10:58 PDT)

Date: Jul 6, 2022






# CNA Program Review\_2021-22\_6.22

Final Audit Report

2022-07-06

Created:	2022-07-06
By:	Lisa Gutierrez (lisa.gutierrez@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAASvVllkrxcMCPVVdmRa1sTdAWBfe7r2An

## "CNA Program Review\_2021-22\_6.22" History

-  Document created by Lisa Gutierrez (lisa.gutierrez@hancockcollege.edu)  
2022-07-06 - 3:08:08 PM GMT- IP address: 209.129.94.61
-  Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature  
2022-07-06 - 3:09:21 PM GMT
-  Email viewed by Robert Curry (rcurry@hancockcollege.edu)  
2022-07-06 - 5:58:06 PM GMT- IP address: 209.129.94.61
-  Document e-signed by Robert Curry (rcurry@hancockcollege.edu)  
Signature Date: 2022-07-06 - 5:58:40 PM GMT - Time Source: server- IP address: 209.129.94.61
-  Agreement completed.  
2022-07-06 - 5:58:40 PM GMT

# EXHIBITS

Certified Nurse Aide CDPH Approved Curriculum

Certified Nurse Aide CDPH Approved Skills List

Certified Nurse Aide CDPH Approved Theory List

Certified Nurse Aide State Examination Scores

Certified Nurse Aide Community Reference Tile:

Allan Hancock College Home>Program of Study>Health Sciences>Nursing>CNA

Lompoc CNA Program of Interest Link

Application Information

Continuing Education Units

Home Health Aide

EKG class

DAILY NURSE ASSISTANT TRAINING  
PROGRAM SCHEDULE  
ALLAN HANCOCK COLLEGE  
SANTA MARIA

THEORY HOURS: 0830-1230  
CLINICAL HOURS: 0700:1500  
1130-1200-LUNCH

<p>Held 4 days/week</p> <p>MAKEUP DAY IF INDICATED: 8 HOURS (only 1 day absence allowed)</p> <p>Attention: Revised 11/16/2020 Revised 11/21/2020</p>	<p>Current Instructors:</p> <p>Joann Bellrose RN Carmen Bissin RN Eileen Donnelly RN Deanette Hall RN Martha Hull RN Michelle Lehne RN Mary Pat Nelson RN (Director/Coordinator)</p> <p>Note: all instructors may teach in any CNA program depending on their availability and program needs.</p> <p>Clinical Sites:</p> <p>Country Oaks Care Center (F-1411) Dignity Marian Extended Care Center (F-1033) Used if above clinical sites not available: Lompoc Comprehensive Care Center (F-0905) Villa Maria Post Acute Care Center</p>
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<p align="center"><b>Theory Day 1</b> 4 Hours</p>	<p align="center"><b>Theory Day 2</b> 4 Hours</p>	<p align="center"><b>Theory Day 3</b> 7.5 Hours</p>	<p align="center"><b>Theory Day 4</b> 7.5 Hours</p>
<p><b>WELCOME AND ORIENTATION TO PROGRAM: (2 hr) Time: 0830-1030</b></p> <ol style="list-style-type: none"> <li>Faculty and Student Introductions, Class hours, Facilities</li> <li>Text and Mindtap Workbook</li> </ol> <p><b>DISCUSS THE FOLLOWING ITEMS</b></p> <ol style="list-style-type: none"> <li>Schedule</li> <li>Syllabus</li> <li>Emphasis on Professionalism</li> <li>Student Agreement Statement Discussed &amp; Signed</li> </ol> <p><b>Theory Module 1 Introduction</b> <u><b>Title 22 Requirements Met</b></u> <b>(2 hrs) Time: 1030-1230</b> To introduce California Code of Regulations which regulate health care facilities.</p> <ol style="list-style-type: none"> <li>Role and responsibilities of the CNA</li> <li>Title 22</li> <li>Requirements for certification</li> <li>Professionalism</li> <li>Ethics and Confidentiality</li> </ol>	<p><b>Theory Module 2: Patients' Rights</b> <u><b>Title 22 Requirements Met</b></u> <b>(2 hrs) Time: 0830-1030</b></p> <ol style="list-style-type: none"> <li>Title 22</li> <li>Health and Safety Code</li> <li>Code of Federal Regulations</li> </ol> <p><b>(1 hrs) Time: 1030-1130</b></p> <ol style="list-style-type: none"> <li>Preventing, recognizing, and reporting residents' right Residents Rights Violations</li> </ol> <p><b>(1 hr) Time: 1130-1230</b> Mandated Reporter (DVD) &amp; Related Quiz Group Scenarios Patients' Rights</p>	<p><b>Theory Module 16C Rights of the Dying Patient</b> <b>(1 hr) Time: 0700-0800</b></p> <p><b>Theory Module 6 Medical and Surgical Asepsis</b> <u><b>Title 22 Requirement Met</b></u> <b>(2 hrs) Time: 0800-1000</b></p> <ol style="list-style-type: none"> <li>Microorganisms</li> <li>Standard Precautions</li> <li>Principles of Asepsis</li> </ol> <p><b>Orientation to Nursing Skills Lab:</b> <b>(1.5 hrs) Time: 1000-1130</b></p> <ol style="list-style-type: none"> <li>Bed</li> <li>Over-bed Table</li> <li>Call Light</li> <li>Privacy Curtain</li> <li>Toileting and Personal Items</li> </ol> <p><b>Practice Related Skills</b> <b>(3 hrs) Time: 1200-1500</b> Hand washing Isolation Techniques Operation of bed and beside equipment</p>	<p><b>Theory Module 5 Body Mechanics</b> <u><b>Title 22 Requirement Met</b></u> <b>(2 hrs) Time: 0700-0900</b></p> <ol style="list-style-type: none"> <li>Basic Body Mechanics</li> <li>Transfer Techniques</li> <li>Ambulation</li> <li>Proper Body Mechanics/Positioning Techniques</li> </ol> <p><b>Theory Module 14 Rehabilitative Nursing</b> <u><b>Title 22 Requirement Met</b></u> <b>(2 hrs) Time: 0900-1100</b></p> <ol style="list-style-type: none"> <li>Promoting patient potential</li> <li>Devices and equipment</li> <li>ADL's</li> <li>Family interactions</li> <li>Complications of inactivity</li> <li>Ambulation</li> <li>ROM</li> </ol> <p><b>Return Demonstration on Ambulation, Transfer Techniques and Positioning Techniques (3.5 hrs)</b> Time: 1100-1130 &amp; 1200-1500</p>

<p align="center"><b>Theory Day 5 4 Hours</b></p>	<p align="center"><b>Theory Day 6 4 Hours</b></p>	<p align="center"><b>Theory Day 7 7.5 Hours</b></p>	<p align="center"><b>Theory Day 8 7.5 Hours</b></p>
<p><b>Theory Module 4: Prevention and Management of Catastrophe and Unusual Occurrences</b> <b><u>Title 22 requirement Met</u></b> <b>(1 hr)</b> Time: 0830-0930 A. Emergency B. General safety rules C. Fire and disaster plans D. Roles and procedures for CNA E. Patient Safety</p> <p><b>Theory Module 12</b> <b>Emergency Procedures</b> <b><u>Title 22 Requirement Met</u></b> <b>(2 hrs)</b> Time: 0930-1130 A. Signs and symptoms of distress B. Immediate and temporary interventions C. Emergency codes</p> <p><b>Group Scenarios</b> <b>Emergency Preparedness</b> <b>(1 hr)</b> Time: 1130-1230</p>	<p><b>Module 11: Nutrition</b> <b><u>Title 22 Requirement Met</u></b> <b>(2 hrs)</b> Time: 0830-1030 A. Proper Nutrition B. Feeding Techniques C. Diet Therapy</p> <p><b>Theory Module 9</b> <b>Patient Care Procedures</b> <b>(1 hr)</b> Time: 1030-1130 C. I &amp; O</p> <p><b>Theory Module 7</b> <b>Weights and Measures</b> <b><u>Title 22 Requirement Met</u></b> <b>(1 hr)</b> Time: 1130-1230 A. Metric System B. Weight, length, and liquid volume C. Military time, i.e., twenty-four hour clock</p> <p><b>Return Demonstration on Feeding Techniques, Documentation and I&amp;O</b></p>	<p><b>Theory Module 10: Vital Signs</b> <b><u>Title 22 Requirement Met</u></b> <b>(3 hrs)</b> Time: 0700-1000 A. Purpose of vital signs B. Factors affecting vital signs C. Normal range D. Methods of Measurement E. Temperature, pulse, and respiration F. Blood pressure G. Abnormalities H. Recording Include: Pain assessment as 5<sup>th</sup> vital sign Practice Related Vital Sign Skills <b>(1.5 hrs)</b> Time: 1000-1130</p> <p><b><u>Module 17: Instances of Resident Abuse</u></b> <b>(2 hrs)</b> 1200-1400 A. Recognizing B. Reporting C. Preventing</p> <p><b>Practice Related Skills</b> <b>(1 hr)</b> Time 1400-1500 Blood Pressure Pulse Respiration Temperature Documentation</p>	<p><b>Theory Module 9</b> <b>Patient Care Procedures</b> <b>(2 hrs)</b> Time: 0700-0900 D. Bed Making</p> <p><b>Theory Module 8</b> <b>Patient Care Skills</b> <b>(1 hr)</b> Time: 0900-1000 A. Bathing/medicinal baths Practice Related Bedmaking &amp; Bathing Skills <b>(1.5 hrs)</b> Time: 1000-1130</p> <p><b>Theory Module 8</b> <b>Patient Care Skills</b> <b>(3 hrs)</b> Time: 1200-1500 B. Dressing (affected and unaffected side) C. Oral Hygiene (included denture care) D. Hair care, shampoo, medicinal shampoo, nail care, shaving</p>

<p align="center"><b>Theory Day 9 4 Hours</b></p>	<p align="center"><b>Theory Day 10 4 Hours</b></p>	<p align="center"><b>Theory Day 11 7.5 Hours</b></p>	<p align="center"><b>Theory Day 12 7.5 Hours</b></p>
<p><b>Theory Module 3</b>  <b>Communication/Interpersonal Skills</b>  <u><b>Title 22 Requirement Met</b></u>  <b>(2 hrs)</b> Time: 0830-1030                      A. Communications                      B. Defense Mechanisms                      C. Sociocultural factors                      D. Attitudes towards illness/health care                      E. Family interaction</p> <p><u><b>Module 17: Instances of Resident Abuse: (2 hrs)</b></u> 1030-1230                      A. Recognizing                      B. Reporting                      C. Prevention  <b>Include comfort, pain and sleep</b>  <b>Basic Human Needs</b>  <b>Visit Ombudsmen Reporting site</b></p> <p><b>Scenarios and Class Discussion related to Theory Content</b></p>	<p><b>Theory Module 15</b>  <b>Observation and Charting</b>  <u><b>Title 22 Requirement Met</b></u>  <b>(4 hrs)</b> Time: 0830-1230                      A. Observation of patients and reporting responsibilities                      B. Patient care plan                      C. Patient care documentation                      D. Legal issues of charting                      E. Medical terminology and abbreviations</p> <p><b>Discuss Electronic Medical Records</b></p>	<p><b>Theory Module 8</b>  <b>Patient Care Skills</b>  <b>(4.5 hrs)</b> Time: 0700-1130                      E. Prosthetic devices                      F. Skin care and decubitus ulcers                      G. Elimination needs                      H. Bowel and bladder retraining                      I. Weigh and measure patient</p> <p><b>Theory Module 9</b>  <b>Patient Care Procedures</b>  <b>(2 hrs)</b> Time: 1200-1400                      A. Collection of specimens including stool, urine, and sputum                      B. Care of patient with tubing gastric, oxygen, urinary, IV. (This does not include inserting, suctioning or changing tubes)</p> <p><b>Return Demonstration of Related Skills: (1 hr)</b>                      Time: 1400-1500</p>	<p><b>Theory Module 8</b>  <b>Patient Care Skills</b>  <u><b>Title 22 Requirement Met</b></u>  <b>(7.5hrs)</b>                      Time: 0700-1130                      Time: 1200-1500                      A. Bathing/medicinal bath                      B. Dressing                      C. Oral hygiene                      D. Hair care, shampoo, medicinal shampoo, nail care, shaving                      E. Prosthetic devise                      F. Skin care, decubitus ulcers                      G. Elimination needs                      H. Bowel and bladder retraining                      I. Weighing and measuring patient</p> <p><b>Practice and Return Demonstration of Related Skills</b></p>

<p align="center"><b>Theory Day 13</b> <b>4 Hours</b></p>	<p align="center"><b>Theory Day 14</b> <b>4 Hours</b></p>	<p align="center"><b>Clinical Day 1</b> <b>7.5 Hours</b></p>	<p align="center"><b>Clinical Day 2</b> <b>7.5 Hours</b></p>
<p><b>Theory Module 13</b> <b>Long-Term Care Resident</b> <b>(2 hrs)</b> Time: 0830-1030 A. Needs of persons with retardation, Alzheimer's, Cerebral Palsy, epilepsy, dementia, mental illness <b>Alzheimer's/Dementia Training</b></p> <p><b>Theory Module 13</b> <b>Long-Term Care Resident</b> <b>(2 hrs)</b> Time 1030-1230 B. Introduction to Anatomy and Physiology (covered in depth with body systems) C. Physical and behavioral needs and changes</p> <p><b>Reportable S &amp; Sx of Psychotropic Medications</b></p>	<p><b>Theory Module 13</b> <b>Long-Term Care Resident</b> <b>Title 22 Requirement Met</b> <b>(2 hrs)</b> Time: 0830-1030 D. Community resources available (refer to current Area Agency on Aging Community Resource Guide) E. Psychological, social, and recreational needs F. Common diseases/disorders including signs and symptoms and aging changes (covered in depth as they pertain to each body system)</p> <p><b>Theory Module 17: Instances of Resident Abuse</b> <b>(2 hr)</b> Time: 1030-1230 <b>HSC 1337.3 REQUIREMENT MET</b> A. Recognizing B. Reporting C. Prevention of Resident Abuse <b>Caring for the Emotionally Stressed Patient</b> <b>De-escalation Techniques for the Emotionally Stressed Patient</b></p> <p><b>Mandatory Theory Hours Complete. Student May Now Begin Clinical Training</b> Orientation to Facility is Mandatory</p>	<p>Time: 0700-1500 Skills as listed on CDPH276A <b>ORIENTATION TO FACILITY</b> <b>MANDATORY ATTENDANCE</b> <b>Clinical Module 2: Patient Rights</b> <b>(2 hr) Title 22 Requirements Met</b> 1. Knocks on door before entering 2. Pulls privacy curtains during personal care 3. Keeps resident information confidential 4. Treats resident with respect and dignity 5. Encourages resident to make choices 6. Explains procedures to resident <b>Clinical Module 6</b> <b>Medical and Surgical Asepsis (3.5 hrs)</b> 1. Handwashing 2. Proper Handling of Linen 3. Use of Standard Precautions a. Gloving b. Gowning c. Applying Mask 4. Dispose of trash and waste by double-bagging <b>Clinical Module 4: Prevention &amp; Management of Catastrophe &amp; Environmental Emergencies</b> <b>(1 hr) Title 22 Requirements Met</b> 1. Demonstrate fire/disaster procedures 2. Handles oxygen safely 3. Use of fire extinguisher <b>Clinical Module 12: Emergency Procedures</b> <b>(1 hr) Title 22 Requirements Met</b> 1. Apply postural supports as safety devices 2. Apply soft wrist/ankle restraints as safety devices 3. Heimlich maneuver for conscious patient 4. Heimlich maneuver for unconscious patient 5. Position call light properly <b>Only One absence Allowed After This Point.</b> <b>Mandatory Makeup Day Required</b></p>	<p>Time: 0700-1500 <b>Clinical Module 6</b> <b>Medical and Surgical Asepsis</b> <b>(3.5 hrs) Title 22 Requirement Met</b> 2. Proper handling of linen 3. Use of Standard Precautions a. Gloving b. Gowning c. Applying Mask</p> <p><b>Clinical Module 5</b> <b>Body Mechanics (1hr)</b> 2. Assist patient up to the head of the bed with two assistants 3. Turning and positioning the resident Supine Side-lying Use of lift sheet</p> <p><b>Clinical Module 9</b> <b>Resident Care Procedures (1 hr)</b> 2. Occupied bed making 3. Unoccupied bed making</p> <p><b>Clinical Module 11</b> <b>Nutrition (2 hrs)</b> 1. Feed the patient who is unable to feed themselves 2. Assisting the patient who can feed self 3. Verifying patient given correct diet tray 4. Use of feeding assistance devices such as orthopedic utensils, cups and other devices</p>

Theory Day 15 4 Hours	Theory Day 16 4 Hours	Clinical Day 3 7.5 Hours	Clinical Day 4 7.5 Hours
<p><b>Medical Terminology, Body Organization and Classification of Disease (1 hr)</b> Time: 0830-0930</p> <p><b>Expanding on Theory Module 13,F Integumentary (2 hrs)</b> Time: 0930-1130</p> <ol style="list-style-type: none"> <li>1. Anatomy &amp; Physiology</li> <li>2. Lesions</li> <li>3. Pressure Ulcers</li> <li>4. Mechanical Aids</li> <li>5. Aging Changes</li> </ol> <p><b>Theory Module 9 (1hr)</b> Time: 1130-1230</p> <p>G. Bandages, nonsterile dry dressing application of nonlegend topical ointment to intact skin</p>	<p><b>Theory Module 9 Patient Care Procedures Title 22 Requirement Met (2 hr)</b> Time: 0830-1030</p> <p>E. Cleansing enemas, laxative suppositories</p> <p>F. Admission, transfer and discharge</p> <p><b>Student Presentation on Community Resources in the Area (1 hr)</b> Time: 1030-1130</p> <p><b>Theory Module 16 Death and Dying Title 22 Requirements Met (1 hrs)</b> Time: 1130-1230</p> <p>A. Stages of grief</p> <p>B. Emotional and Spiritual needs of patient and family</p> <p>C. Rights of dying patient</p> <p>D. Signs of approaching death</p> <p>E. Monitoring the patient</p> <p>F. Postmortem care</p>	<p>Time: 0700-1500</p> <p><b>Clinical Module 5: Body Mechanics (1hr)</b></p> <ol style="list-style-type: none"> <li>1. Use of gait belt</li> <li>2. Assist patient up to the head of the bed with two assistants</li> <li>3. Turning and positioning the resident <ul style="list-style-type: none"> <li>Supine</li> <li>Side-lying</li> <li>Use of lift sheet</li> </ul> </li> <li>4. Assisting transfer from bed to chair or w/c</li> <li>5. Assisting transfer from chair or w/c to bed</li> <li>6. Mechanical lift</li> </ol> <p><b>Clinical Module 6 Medical and Surgical Asepsis (1 hrs) Title 22 Requirements Met</b></p> <ol style="list-style-type: none"> <li>3. Use of Standard Precautions <ul style="list-style-type: none"> <li>a. Gloving</li> <li>b. Gowning</li> <li>c. Applying Mask</li> </ul> </li> <li>4. Dispose of trash and waste by double-bagging</li> </ol> <p><b>Clinical Module 8: Patient Care Skills (2.5 hrs)</b></p> <ol style="list-style-type: none"> <li>1. Back rub</li> <li>2. Bed bath/partial bath</li> <li>3. Tub bath</li> <li>4. Shower</li> <li>5. Assisting with oral hygiene</li> <li>6. Mouth care of the unconscious resident</li> <li>7. Denture care</li> <li>9. Comb patient's hair</li> <li>11. Shampoo with shower or tub bath</li> <li>14. Dress and undress patient</li> <li>21. Perineal care</li> </ol>	<p>Time: 0700-1500</p> <p><b>Clinical Module 5: Body Mechanics(1hr)</b></p> <ol style="list-style-type: none"> <li>1. Use of gait belt</li> <li>2. Assist patient up to the head of the bed with two assistants</li> <li>3. Turning and positioning the resident <ul style="list-style-type: none"> <li>Supine</li> <li>Side-lying</li> <li>Use of lift sheet</li> </ul> </li> <li>4. Assisting transfer from bed to chair or w/c</li> <li>5. Assisting transfer from chair or w/c to bed</li> <li>6. Mechanical lift</li> </ol> <p><b>Clinical Module 8 Patient Care Skills (2.5 hrs)</b></p> <ol style="list-style-type: none"> <li>1. Back rub</li> <li>2. Bed bath/partial bath</li> <li>3. Tub bath</li> <li>4. Shower</li> <li>5. Assisting with oral hygiene</li> <li>6. Mouth care of the unconscious resident</li> <li>7. Denture care</li> <li>9. Comb patient's hair</li> <li>11. Shampoo with shower or tub bath</li> <li>14. Dress and undress patient</li> <li>21. Perineal care</li> </ol> <p><b>Clinical Module 9 Resident Care Procedures (1 hr)</b></p> <ol style="list-style-type: none"> <li>2. Occupied bed making</li> <li>3. Unoccupied bed making</li> </ol>

		<p><b>Clinical Day 3 Continued</b></p> <p><b>Clinical Module 9 Resident Care Procedures (1 hr)</b></p> <ol style="list-style-type: none"> <li>2. Occupied bed making</li> <li>3. Unoccupied bed making</li> </ol> <p><b>Clinical Module 11: Nutrition (2 hrs)</b></p> <ol style="list-style-type: none"> <li>1. Feed the patient who is unable to feed themselves</li> <li>2. Assisting the patient who can feed self</li> <li>3. Verify patient been given correct diet tray</li> <li>4. Use of feeding assistance devices such as orthopedic utensils, cups and other devices</li> </ol>	<p><b>Clinical Day 4 Continued</b></p> <p><b>Clinical Module 10: Vital Signs (1 hr)</b></p> <ol style="list-style-type: none"> <li>1. Measure and Record temperature using mercury-free and electronic devices fo: Temperature: Oral, Axillary, &amp; Rectal</li> <li>2. Measure and record pulse: Radial and Apical</li> <li>3. Measure and record Respiration</li> <li>4. Measure and record blood pressure: Manual (stethoscope, sphygmomanometer), and digital/electronic)</li> </ol> <p><b>Clinical Module 11: Nutrition (2 hrs) <u>Title 22 Requirements Met</u></b></p> <ol style="list-style-type: none"> <li>1. Feed the patient who is unable to feed themselves</li> <li>2. Assisting the patient who can feed self</li> <li>3. Verify patient given correct diet tray</li> <li>4. Use of feeding assistance devices such as orthopedic utensils, cups and other devices</li> </ol>
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Theory Day 17 4 Hours	Theory Day 18 4 Hours	Clinical Day 5 7.5 Hours	Clinical Day 6 7.5 Hours
<p><b>Expand on Theory Module 13: F Respiratory System (3 hrs) Time: 0830-1130</b></p> <ol style="list-style-type: none"> <li>1. Anatomy and Physiology</li> <li>2. Common Disorders in Long-term Care               <ol style="list-style-type: none"> <li>a. COPD</li> <li>b. Pneumonia</li> <li>c. Tuberculosis</li> <li>d. Malignancies</li> <li>e. Upper Respiratory Infections</li> </ol> </li> <li>3. O<sub>2</sub> therapy</li> <li>4. Incentive Spirometer</li> <li>5. Tracheostomy Care</li> <li>6. Respiratory Therapy</li> <li>7. Review Collecting a sputum sample</li> <li>8. Diagnostic Technique</li> </ol> <p><b>Group Scenarios for Diseases/Disorders of the Respiratory System (1 hrs) Time: 1130-1230</b></p>	<p><b>Expand on Theory Module 13: F Circulatory System: (3 hrs) Time: 0830-1130</b></p> <ol style="list-style-type: none"> <li>1. Anatomy and Physiology</li> <li>2. Common Long-Term Care Disorders               <ol style="list-style-type: none"> <li>a. CHF</li> <li>b. Anemia</li> <li>c. Angina</li> <li>d. MI</li> <li>e. Hypertension</li> <li>f. Atherosclerosis</li> </ol> </li> <li>3. Diagnostic Techniques</li> </ol> <p><b>Group Scenarios for Diseases/Disorders of the Respiratory System (1 hr) Time: 1130-1230</b></p>	<p>Time: 0700-1500</p> <p><b>Clinical Module 5: Body Mechanics (1hr) Title 22 Requirements Met</b></p> <ol style="list-style-type: none"> <li>1. Use of gait belt</li> <li>4. Assisting transfer from bed to chair or w/c</li> <li>5. Assisting transfer from chair or w/c to bed</li> <li>6. Mechanical lift</li> </ol> <p><b>Clinical Module 8: Patient Care Skills (3.5 hrs)</b></p> <ol style="list-style-type: none"> <li>1. Back rub</li> <li>2. Bed bath/partial bath</li> <li>3. Tub bath</li> <li>4. Shower</li> <li>5. Assisting with oral hygiene</li> <li>6. Mouth care of the unconscious resident</li> <li>7. Denture care</li> <li>9. Combing the resident's hair</li> <li>10. Shampoo of bedridden resident</li> <li>11. Shampoo with shower or tub bath</li> <li>14. Dress and undress patient</li> <li>15. Change clothes of patient with IV</li> <li>21. Perineal care</li> </ol> <p><b>Clinical Module 10: Vital Signs (1 hr)</b></p> <ol style="list-style-type: none"> <li>1. Measure and Record temperature using mercury-free and electronic devices for: Temperature: Oral, Axillary, &amp; Rectal</li> <li>2. Measure and record Pulse: Radial and Apical</li> <li>3. Measure and record Respiration</li> <li>4. Measure and record Blood Pressure: Manual (stethoscope, sphygmomanometer), and digital/electronic</li> </ol> <p><b>Clinical Module 15 Observation and Charting (2 hrs)</b></p> <ol style="list-style-type: none"> <li>1. Reports appropriate information to nurse</li> <li>2. Documents V/S, ADLs timely/Correctly</li> <li>3. Documents changes in resident's body functions/behavior</li> <li>4. Participates in resident care planning</li> </ol>	<p>Time: 0700-1500</p> <p><b>Clinical Module 8 Patient Care Skills (3.5 hrs)</b></p> <ol style="list-style-type: none"> <li>1. Back rub</li> <li>2. Bed bath/partial bath</li> <li>3. Tub bath</li> <li>4. Shower</li> <li>5. Assisting with oral hygiene</li> <li>6. Mouth care of the unconscious resident</li> <li>7. Denture care</li> <li>9. Combing the resident's hair</li> <li>10. Shampoo of bedridden resident</li> <li>11. Shampoo with shower or tub bath</li> <li>14. Dress and undress patient</li> <li>15. Change clothes of patient with IV</li> <li>21. Perineal care</li> </ol> <p><b>Clinical Module 10: Vital Signs (2 hr)</b></p> <ol style="list-style-type: none"> <li>1. Measure and Record temperature using mercury-free and electronic devices for: Temperature: Oral, Axillary, &amp; Rectal</li> <li>2. Measure and record Pulse: Radial and Apical</li> <li>3. Measure and record Respiration</li> <li>4. Measure and record Blood Pressure: Manual (stethoscope, sphygmomanometer), and digital/electronic</li> </ol> <p><b>Clinical Module 15 Observation and Charting (2 hrs) Title 22 Requirements Met</b></p> <ol style="list-style-type: none"> <li>1. Reports appropriate information to nurse</li> <li>2. Documents V/S, ADLs timely/Correctly</li> <li>3. Documents changes in patient's body functions/behavior</li> <li>4. Participates in resident care planning</li> </ol>

Theory Day 19 4 Hours	Theory Day 20 4 Hours	Clinical Day 7 7.5 Hours	Clinical Day 8 7.5 Hours
<p><b>Expand on Theory Module 13: F Musculoskeletal System:</b> (3 hrs) Time: 0830-1130</p> <ol style="list-style-type: none"> <li>1. Structure/Function</li> <li>2. Common long-term care (LTC) disorders               <ol style="list-style-type: none"> <li>a. Osteoporosis</li> <li>b. Arthritis</li> <li>c. Fibromyalgia</li> <li>d. THA (total hip arthroplasty)</li> <li>e. CPA (continuous passive motion)</li> <li>f. Amputation</li> </ol> </li> <li>3. Review ROM</li> </ol> <p><b>Group Scenarios for Diseases/Disorders of the Musculoskeletal System</b> (1 hr) Time: 1130-1230</p>	<p><b>Expand on Theory Module 13: F Endocrine System:</b> (3 hrs) Time: 0830-1130</p> <ol style="list-style-type: none"> <li>1. Anatomy and Physiology</li> <li>2. Common Disorders in LTC               <ol style="list-style-type: none"> <li>a. Diabetes Mellitis</li> <li>b. Thyroid Disorders</li> <li>c. Cushing's Syndrome</li> <li>d. Addison's Disease</li> </ol> </li> <li>3. Finger-stick glucose testing</li> <li>4. Urine testing: acetone/ketosis</li> <li>5. Diagnostic Testing</li> </ol> <p><b>Group Scenarios for Diseases Disorders of the Endocrine System</b> (1 hr) Time: 1130-1230</p>	<p>Time: 0700-1500</p> <p><b>Clinical Module 8</b> <b>Patient Care Skills (3.5 hrs)</b></p> <ol style="list-style-type: none"> <li>12. Use of Medicinal shampoo</li> <li>13. Shave patient with razor and electric shaver</li> <li>15. Change clothes of patient with IV</li> <li>16. Assist in the use of the urinal</li> <li>17. Assist in the use of the bedpan</li> <li>18. Assist to toilet or bedside commode</li> <li>19. Bladder retraining</li> <li>20. Bowel retraining</li> <li>21. Perineal care</li> <li>25. Measure height of patient in bed</li> <li>26. Weigh patient in bed</li> <li>27. Measure &amp; weigh patient using upright scale</li> </ol> <p><b>Clinical Module 9</b> <b>Resident Care Procedures (2 hrs)</b></p> <ol style="list-style-type: none"> <li>10. Admitting, transfer and discharge patient</li> </ol> <p><b>Clinical Module 7</b> <b>Weights and Measures (1 hr)</b> <b>Title 22 Requirements Met</b></p> <ol style="list-style-type: none"> <li>1. Measuring oral intake</li> <li>2. Measuring urinary output</li> <li>3. Use military time in documentation</li> </ol> <p><b>Module 13(as per HSC 1337.1 &amp; 1337.3)</b> <b>(1hr)</b></p> <ol style="list-style-type: none"> <li>1. Use of dementia-related communication skills, including listening and speaking strategies</li> </ol>	<p>Time: 0700-1500</p> <p><b>Clinical Module 8</b> <b>Patient Care Skills (3.5 hrs)</b></p> <ol style="list-style-type: none"> <li>12. Use of Medicinal shampoo</li> <li>13. Shave patient with razor &amp; electric shaver</li> <li>15. Change clothes of patient with IV</li> <li>16. Assist with of the urinal</li> <li>17. Assist in the use of the bedpan</li> <li>18. Assist to toilet or bedside commode</li> <li>19. Bladder retraining</li> <li>20. Bowel retraining</li> <li>21. Perineal care</li> </ol> <p><b>Clinical Module 9</b> <b>Resident Care Procedures (2 hrs)</b></p> <ol style="list-style-type: none"> <li>7. Empty urinary bags</li> <li>8. Care of resident with tubing Oxygen, IV, Gastrostomy, Nasogastric, Urinary catheter</li> </ol> <p><b>Clinical Module 14</b> <b>Rehabilitative/Restorative Care (1 hr)</b></p> <ol style="list-style-type: none"> <li>1. Perform Range of motion exercises</li> <li>2. Assist ambulation of patient using gait belt</li> <li>3. Assist patient to ambulate with walker</li> <li>4. Assist patient to ambulate with cane</li> <li>5. Proper use of Rehabilitative devices</li> </ol> <p><b>Module 13 (as per HSC 1337.1 &amp; 1337.3)</b> <b>(1hr)</b></p> <ol style="list-style-type: none"> <li>2. Identify your name and purpose of interaction</li> <li>3. Make eye contact at patient's eye level</li> </ol>



<p align="center"><b>Theory Day 21</b> <b>4 Hours</b></p>	<p align="center"><b>Theory Day 22</b> <b>4 Hours</b></p>	<p align="center"><b>Clinical Day 9</b> <b>7.5 Hours</b></p>	<p align="center"><b>Clinical Day 10</b> <b>7.5 Hours</b></p>
<p><b>Expand on Theory Module 13:F Nervous System</b> <b>(3 hrs) Time: 0830-1130</b></p> <ol style="list-style-type: none"> <li>1. Anatomy and Physiology</li> <li>2. Common long-term care disorders               <ol style="list-style-type: none"> <li>a. Increased Intracranial Pressure</li> <li>b. TIA</li> <li>c. Brain Attach (CVA)</li> <li>d. Parkinson’s Disease</li> <li>e. Amyotrophic lateral sclerosis (ALS)</li> <li>f. Seizure Disorder</li> <li>g. Multiple Sclerosis</li> <li>h. Post Polio Syndrome</li> <li>i. Spinal Cord Injuries</li> <li>j. Cataracts</li> <li>k. Retinal Degeneration</li> <li>l. Otosclerosis (Hearing Loss)</li> <li>m. Neuropathy</li> </ol> </li> <li>3. Warm Eye Compresses</li> <li>4. Cool Eye Compresses</li> <li>5. Artificial Eye</li> <li>6. Caring for the Hearing Aide</li> <li>7. Diagnostic Testing</li> </ol> <p><b>Group Scenarios for Related Diseases and Disorders</b> <b>(1 hr) Time: 1130-1230</b></p>	<p><b>Expand on Theory Module 13: F Gastrointestinal System</b> <b>(3 hrs) Time: 0830-1130</b></p> <p>A. Cleansing enemas, laxative, suppositories</p> <ol style="list-style-type: none"> <li>1. Anatomy and Physiology</li> <li>2. Common long-term care disorders and aging changes:               <ol style="list-style-type: none"> <li>a. Diarrhea</li> <li>b. Incontinence (bowl)</li> <li>c. Ostomy Care</li> <li>d. Impaction/Constipation</li> <li>e. Gallbladder conditions</li> <li>f. Hernias</li> <li>g. Malignancy</li> <li>h. Hepatitis</li> </ol> </li> <li>3. Skills               <ol style="list-style-type: none"> <li>a. Fecal incontinence collection system</li> <li>b. Collecting a stool sample</li> <li>c. Laxative suppository (glycerine)</li> <li>d. Enemas: SSE, Fleets, Harris Flush</li> </ol> </li> </ol> <p><b>Practice Related Skills and Return Demonstrations</b> <b>(1 hr) Time: 1130-1230</b></p>	<p>Time: 0700-1500</p> <p><b>Clinical Module 8 Patient Care Skills (3.5 hrs)</b></p> <ol style="list-style-type: none"> <li>8. Nail care</li> <li>12. Use of Medicinal shampoo</li> <li>13. Shave patient with razor and electric shaver</li> <li>15. Change clothes of patient with IV</li> <li>16. Assist with use of urinal</li> <li>17. Assist with use of the bedpan</li> <li>18. Assist to toilet or bedside commode</li> <li>19. Bladder retraining</li> <li>20. Bowel retraining</li> </ol> <p>Continue to practice all areas 1-22</p> <p><b>Clinical Module 9 Resident Care Procedures (2 hrs)</b></p> <ol style="list-style-type: none"> <li>9. Apply Antiembolic hose, elastic stockings (TED hose)</li> </ol> <p><b>Module 13 (as per HSC 1337.1 &amp; 1337.3) (1hr)</b></p> <ol style="list-style-type: none"> <li>2. Identify your name and purpose of interaction</li> <li>3. Make eye contact at patient’s eye level</li> <li>4. Use of a continuum of verbal and other non-physical techniques such as redirect, for combative patients</li> </ol>	<p>Time: 0700-1500</p> <p><b>Clinical Module 8 Patient Care Skills (3.5 hrs)</b></p> <ol style="list-style-type: none"> <li>8. Nail care</li> <li>12. Use of Medicinal shampoo</li> <li>13. Shave patient with razor and electric shaver</li> <li>15. Change clothes of patient with IV</li> <li>16. Assist with use of urinal</li> <li>17. Assist with use of the bedpan</li> <li>18. Assist to toilet or bedside commode</li> <li>19. Bladder retraining</li> <li>20. Bowel retraining</li> </ol> <p>Continue to practice all areas 1-22</p> <p><b>Clinical Module 9 Resident Care Procedures (2 hrs)</b></p> <ol style="list-style-type: none"> <li>4. Administering the commercially prepared cleansing enema</li> <li>5. Administering enemas-tap water, soap suds</li> <li>6. Administering laxative suppository</li> </ol> <p><b>Module 13: (1hr) HSC 1337.1 &amp; 3 Requirements Met</b></p> <ol style="list-style-type: none"> <li>2. Identify your name and purpose of interaction</li> <li>3. Make eye contact at patient’s eye level</li> <li>4. Use of a continuum of verbal and other non-physical techniques such as redirect, for combative patients</li> </ol>

		<p><b>Clinical Day 9 Continued</b></p> <p><b>Clinical Module 14 Rehabilitative/Restorative Care (1 hr)</b></p> <ol style="list-style-type: none"> <li>1. Perform Range of motion exercises</li> <li>2. Assist ambulation of patient using gait belt</li> <li>3. Assist patient to ambulate with walker</li> <li>4. Assist patient to ambulate with cane</li> <li>5. Proper use of Rehabilitative devices</li> </ol>	<p><b>Clinical Day 10 Continued</b></p> <p><b>Clinical Module 14 Rehabilitative/Restorative Care (1 hr)</b></p> <ol style="list-style-type: none"> <li>1. Perform Range of motion exercises</li> <li>2. Assist ambulation of patient using gait belt</li> <li>3. Assist patient to ambulate with walker</li> <li>4. Assist patient to ambulate with cane</li> <li>5. Proper use of Rehabilitative devices</li> </ol>
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Theory Day 23 4 Hours	Theory Day 24 4 Hours	Clinical Day 11 7.5 Hours	Clinical Day 12 7.5 Hours
<p><b>Expand on Theory Module 13: F Urinary System</b> (3 hrs) Time: 0830-1130</p> <ol style="list-style-type: none"> <li>1. Anatomy and Physiology</li> <li>2. Common long-term care disorders and aging changes               <ol style="list-style-type: none"> <li>a. Cystitis</li> <li>b. Nephritis</li> <li>c. Urinary Incontinence</li> <li>d. Renal Dialysis</li> </ol> </li> </ol> <p><b>Group Scenarios and Return Demonstration of related skills</b> (1 hr) Time: 1130-1230</p>	<p><b>Expand on Theory Module 13:F Reproductive System:</b> (3 hrs) Time: 0830-1130</p> <ol style="list-style-type: none"> <li>1. Anatomy and Physiology</li> <li>2. Common long-term care disorders and aging changes               <ol style="list-style-type: none"> <li>a. Prostate enlargement and cancer</li> <li>b. Rectocele and Cystocele</li> <li>c. Cancer of the testes</li> <li>d. Vulvovaginitis</li> <li>e. Sexually Transmitted Diseases (STDs)</li> </ol> </li> </ol> <p><b>Group Scenarios and Return Demonstration of related skills</b> (1 hr) Time: 1130-1230</p>	<p>Time: 0700-1500</p> <p><b>Clinical Module 8</b> <b>Patient Care Skills (4.5 hrs)</b></p> <ol style="list-style-type: none"> <li>22. Care and use of artificial limbs</li> <li>23. Use and application of splints</li> <li>24. Applying and remove behind-the-ear hearing aid</li> </ol> <p>Continue to practice and return demonstration on all items</p> <p><b>Clinical Module 9</b> <b>Resident Care Procedures (2 hrs)</b></p> <ol style="list-style-type: none"> <li>1. Collect and identify specimen</li> </ol> <p>Sputum specimen Urine specimen: clean catch Stool specimen</p> <p><b>Clinical Module 14</b> <b>Rehabilitative/Restorative Care (1 hr)</b> <b>Title 22 Requirements Met</b></p> <ol style="list-style-type: none"> <li>1. Perform Range of motion exercises</li> <li>2. Assist ambulation of patient using gait belt</li> <li>3. Assist patient to ambulate with walker</li> <li>4. Assist patient to ambulate with cane</li> <li>5. Proper use of Rehabilitative devices</li> </ol>	<p>Time: 0700-1500</p> <p><b>Clinical Module 8</b> <b>Patient Care Skills (4.5 hrs)</b></p> <p>Continue practice and return demonstration on all items</p> <p><b>Clinical Module 9</b> <b>Resident Care Procedures (2 hrs)</b></p> <ol style="list-style-type: none"> <li>11. Apply of nonsterile dressing</li> <li>12. Apply topical non-prescription ointment</li> </ol> <p>Continue practice and return demonstration on all items</p> <p><b>Clinical Module 10: Vital Signs (1 hr)</b></p> <ol style="list-style-type: none"> <li>1. Measure and Record temperature using mercury-free and electronic devices for:           <ul style="list-style-type: none"> <li>Temperature: Oral, Axillary, &amp; Rectal</li> </ul> </li> <li>2. Measure and record Pulse: Radial and Apical</li> <li>3. Measure and record Respiration</li> <li>4. Measure and record Blood Pressure: Manual (stethoscope, sphygmomanometer), and digital/electronic</li> </ol>

<p align="center"><b>Tuesday-Theory Day 25 4 Hours</b></p>	<p align="center"><b>Wednesday-Theory Day 26 4 Hours</b></p>	<p align="center"><b>Thursday-Clinical Day 13 7.5 Hours</b></p>	<p align="center"><b>Friday-Clinical Day 14 7.5 Hours</b></p>
<p>BEGIN STATE BOARD THEORY EXAMINATION PREPERATION</p> <p>Review All Theory Material and Weekly Examination (2 hrs) Time: 0830-1030</p> <p>Take Practice Exams, Group Assignments, "Jeopardy" to review vocabulary (2 hrs) Time: 1030-1230</p>	<p>FINAL EXAMINATION (2 hrs) Time: 0830-1030</p> <p>Open Skills Lab: Stations Set Up to Practice all Clinical Skills to Prepare for State Board Skills Examination (2 hrs) Time: 1030-1230</p>	<p>Time: 0700-1500</p> <p><b>Clinical Module 8</b> <b>Patient Care Skills (3.5 hrs)</b> Continue practice and return demonstration on all items</p> <p><b>Clinical Module 9</b> <b>Resident Care Procedures (3 hrs)</b> Continue practice and return demonstration on all items</p> <p><b>Clinical Module 10: Vital Signs (1 hr)</b> <b>Title 22 Requirement Met</b></p> <ol style="list-style-type: none"> <li>1. Measure and Record temperature using mercury-free and electronic devices for:     Temperature: Oral, Axillary, &amp; Rectal</li> <li>2. Measure and record Pulse: Radial and Apical</li> <li>3. Measure and record Respiration</li> <li>4. Measure and record Blood Pressure: Manual (stethoscope, sphygmomanometer), and digital/electronic</li> </ol>	<p>Time: 0700-1500</p> <p><b>Clinical Module 8</b> <b>Patient Care Skills (5.5 hrs)</b> <b><u>Title 22 Requirements Met</u></b> Continue to Practice and Return Demonstration on all Items</p> <p><b>Module 9</b> <b>Resident Care Procedures (2 hrs)</b> <b><u>Title 22 Requirements Met</u></b> Continue to Practice and Return Demonstration on all items</p> <p><b>Students to Continue Clinical Skills Practice as Directed by the Instructor</b></p> <p>MANDATORY makeup requirements for either Clinical or Theory Day missed. Student cannot take State Board Exam if make-up day and correlating assignments are not complete. A DSD approved instructor will be present during the Clinical or Theory Make-up Day.</p>

End of Document

## NURSE ASSISTANT CERTIFICATION TRAINING PROGRAM INDIVIDUAL STUDENT RECORD

TYPE OR PRINT LEGIBLY

Student Name	Social Security Number*(1)	Start Date	Completion Date
Instructor Signature	Instructor Name (Printed)	Date	Final Grade

**Instructor: Date and initial in each theory section when student completes required theory training.**

THEORY			CONTENT	TEST SCORES
			Per 42 CFR 483.152(b)(1), at least a total of 16 hours of training in the following areas [must be provided] prior to direct contact with a resident. Federal requirement. . . . . Title 22 equivalent (i) Communications and interpersonal skills. . . . . Modules 1, 3 (ii) Infection control. . . . . Module 6 (iii) Safety and emergency procedures, including the Heimlich maneuver. . . . . . . . . . Modules 4, 5, 12 (iv) Promoting residents' independence . . . . . Modules 14 v) Respecting residents' rights . . . . . Modules 2	
<b>HOURS</b>	<b>DATE</b>	<b>INITIALS</b>	<b>MODULE 1: Introduction (2 hours)</b>	
			A) Roles and responsibilities of a Certified Nurse Assistant (CNA)	
			B) Title 22, division 5, California Code of Regulations, overview	
			C) Requirements for nurse assistant certification	
			D) Professionalism	
			E) Ethics and confidentiality	
			<b>MODULE 2: Patients' Rights (3 hours total)</b>	
			A) Title 22	
			B) Health and Safety Code	
			C) Code of Federal Regulations	
			D) Preventing, recognizing, and reporting residents' right violations. <b>(1 hour required for this component)</b>	

**INFORMATION COLLECTION AND ACCESS-PRIVACY STATEMENT**

(1)\*Social Security Number Disclosure: Pursuant to Section 666(a)(13) of Title 42 of the United States Code and California Family Code, Section 17520, subdivision (d), the California Department of Public Health (CDPH), is required to collect social security numbers from all applicants for nursing assistant certificates, home health aide certificates, hemodialysis technician certificates or nursing home administrator licenses. Disclosure of your social security number is mandatory for purposes of establishing, modifying, or enforcing child support orders upon request by the Health Integrity and Protection Data Bank as required by 45, CFR §61.1 et seq. Failure to provide your social security number will result in the return of your application. Your social security number will be used by CDPH for internal identification, and may be used to verify information on your application, to verify certification with another state's certification authority, for examination identification, for identification purposes in national disciplinary databases or as the basis of a disciplinary action against you.

# NURSE ASSISTANT CERTIFICATION TRAINING PROGRAM INDIVIDUAL STUDENT RECORD

TYPE OR PRINT LEGIBLY

Student Name (Printed)			Instructor Signature	Date
THEORY			CONTENT	TEST SCORES
HOURS	DATE	INITIALS		
			<b>MODULE 8: Patient Care Skill (14 hours)</b>	
			A) Bathing and medicinal baths	
			B) Dressing	
			C) Oral hygiene	
			D) Hair care, hair shampoo, medicinal shampoo, nail care, and shaving	
			E) Prosthetic devices	
			F) Skin care including prevention of decubitus ulcers	
			G) Elimination needs	
			H) Bowel and bladder retraining	
			I) Weighing and measuring the patient	
			<b>MODULE 9: Patient Care Procedures (7 hours)</b>	
			A) Collection of specimens, including stool, urine, and sputum	
			B) Care of patients with tubing to include but not be limited to urinary, gastric, oxygen and intravenous. This care does not include inserting, suctioning, or changing the tubes.	
			C) Intake and Output	
			D) Bedmaking	
			E) Cleansing enemas and laxative suppositories	
			F) Admission, transfer and discharge	
			G) Bandages and nonsterile dry dressings, including the application of nonlegend topical ointments to intact skin surfaces	
			<b>MODULE 10: Vital Signs (3 hours)</b>	
			A) Purpose of vital signs	
			B) Factors affecting vital signs	
			C) Normal ranges	
			D) Methods of measurement	
			E) Temperature, pulse, respiration	

# NURSE ASSISTANT CERTIFICATION TRAINING PROGRAM INDIVIDUAL STUDENT RECORD

TYPE OR PRINT LEGIBLY

Student Name (Printed)			Instructor Signature	Date
THEORY			CONTENT	TEST SCORES
HOURS	DATE	INITIALS		
			<b>MODULE 14: Rehabilitative Nursing (2 hours)</b>	
			A) Promoting patients' potential	
			B) Devices and equipment	
			C) Activities of daily living	
			D) Family interactions	
			E) Complication of inactivity	
			F) Ambulation	
			G) Range of motion	
			<b>MODULE 15: Observation and Charting (4 hours)</b>	
			A) Observation of patients and reporting responsibility	
			B) Patient care plan	
			C) Patient care documentation	
			D) Legal issues of charting	
			E) Medical terminology and abbreviations	
			<b>MODULE 16: Death and Dying (2 hours)</b>	
			A) Stages of grief	
			B) Emotional and spiritual needs of the patient and family	
			C) Rights of the dying patient	
			D) Signs of approaching death	
			E) Monitoring of the patient	
			F) Post mortem care	
			<b>MODULE 17: Abuse (as per HSC 1337.1 and 1337.3) (6 hours)</b>	
			A) Preventing, recognizing and reporting instances of resident abuse.	

Pursuant to Section 71835(l), all records pertaining to individuals who have successfully completed the program shall be available for the Department's inspection for a period of four (4) years beginning from the date of enrollment. Compliance with the Bureau for Private Postsecondary Education requires that all student records (including those who do not complete the course) must be kept for five (5) years from the date of enrollment.





Student Name	Instructor Signature			Date
NURSE ASSISTANT TRAINING PROGRAM SKILLS DEMONSTRATED	S / U	COMMENTS	DATE PERFORMED	LICENSED NURSE INITIALS
<b>MODULE 8: Patient Care Skills (40 Clinical Hours) Cont'd</b>				
8) Nail care				
9) Comb patient's hair				
10) Shampoo bedridden resident				
11) Shampoo with shower or tub bath				
12) Use of Medicinal shampoo				
13) Shave patient with razor and electric shaver				
14) Dress and undress patient				
15) Change clothes of patient with IV				
16) Assist with use of urinal				
17) Assist with use of the bedpan				
18) Assist to toilet or bedside commode				
19) Bladder retraining				
20) Bowel retraining				
21) Perineal care				
22) Care and use of artificial limbs				
23) Use and application of splints				
24) Apply and remove behind-the-ear hearing aid				
25) Measure height of patient in bed				
26) Weigh patient in bed				
27) Measure and weigh patient using upright scale				
<b>MODULE 9: Resident Care Procedures (20 Clinical Hours)</b>				
1) Collect and identify specimens;				
<input type="checkbox"/> Sputum				
<input type="checkbox"/> Urine: clean catch				
<input type="checkbox"/> Stool				
2) Make occupied bed				
3) Make unoccupied bed				
4) Administer commercially prepared cleansing enema				

Student Name	Instructor Signature			Date
NURSE ASSISTANT TRAINING PROGRAM SKILLS DEMONSTRATED	S / U	COMMENTS	DATE PERFORMED	LICENSED NURSE INITIALS
<b>MODULE 12: Emergency Procedures (1 Clinical Hour)</b>				
1) Apply postural supports as safety devices				
2) Apply soft wrist/ankle restraints as safety devices				
3) Heimlich maneuver for conscious patient				
4) Heimlich maneuver for unconscious patient				
5) Position call light properly				
<b>MODULE 13: (as per HSC 1337.1 and 1337.3) (4 Clinical Hours REQUIRED; specific skills suggested.)</b>				
1) Use of dementia-related communication skills, including listening and speaking strategies				
2) Identify your name and purpose of interaction				
3) Make eye contact at patient's eye level				
4) Use of a continuum of verbal and other non-physical techniques such as redirect, for combative patients				
<b>MODULE 14: Rehabilitative/Restorative Care (4 Clinical Hours)</b>				
1) Perform range of motion exercises				
2) Assist ambulation of patient using gait belt				
3) Assist patient to ambulate with walker				
4) Assist patient to ambulate with cane				
5) Proper use of rehabilitative devices		Type:		
<b>MODULE 15: Observation and Charting (4 Clinical Hours)</b>				
1) Report appropriate information to charge nurse				
2) Document vital signs, and activities of daily living timely and correctly				
3) Document changes in patient bodily functions and behavior				
4) Participate in resident care planning				

# NNAAP®

National Nurse Aide Assessment Program  
An NCSBN® Examination

CODE: S0008

## NURSE AIDE COMPETENCY EVALUATION PROGRAM FOR CALIFORNIA

PROGRAM: ALLAN HANCOCK COLLEGE/SOUTH  
800 S. COLLEGE DR.  
SANTA MARIA CA 93454  
Attn: MARY PAT NELSON

STATE: CALIFORNIA  
REPORT: TRNGGXCA  
REPORT DATE: 01/19/2021  
REPORTING PERIOD: 10/01/2020-12/31/2020

### SUMMARY OF RESULTS FOR WRITTEN EXAMINATIONS ADMINISTERED TO YOUR GRADUATES

T/S CODE	TEST SITE NAME:	AW			AO			AS			Written Exam total		
		#TESTED	#PASS	%PASS	#TESTED	#PASS	%PASS	#TESTED	#PASS	%PASS	#TESTED	#PASS	%PASS
S0008	NO TEST CENTER INFO	0014	0014	100%	0000	0000	000%	0000	0000	000%	0014	0014	100%

TOTALS FOR YOUR GRADUATES	0014	0014	100%	0000	0000	000%	0000	0000	000%	0014	0014	100%
TOTALS FOR ALL CALIFORNIA	04682	04001	085%	00083	00061	073%	00000	00000	000%	04765	04062	085%

### SUMMARY OF CONTENT AREA PERFORMANCE FOR WRITTEN EXAMINATIONS ADMINISTERED TO YOUR GRADUATES

CONTENT AREA	AW			AO			AS			Totals for Your Graduates		
	#TESTED	#PASS	%	#TESTED	#PASS	%	#TESTED	#PASS	%	#TESTED	#PASS	%
Activities of Daily Living	0014	0014	100%	0000	0000	000%	0000	0000	000%	0014	0014	100%
Basic Nursing Skills	0014	0013	092%	0000	0000	000%	0000	0000	000%	0014	0013	092%
Restorative Skills	0014	0012	085%	0000	0000	000%	0000	0000	000%	0014	0012	085%
Emotional and Mental Health	0014	0012	085%	0000	0000	000%	0000	0000	000%	0014	0012	085%
Spiritual and Cultural Needs	0014	0012	085%	0000	0000	000%	0000	0000	000%	0014	0012	085%
Communication Needs	0014	0014	100%	0000	0000	000%	0000	0000	000%	0014	0014	100%
Client Rights	0014	0014	100%	0000	0000	000%	0000	0000	000%	0014	0014	100%
Legal and Ethical Behavior	0014	0013	092%	0000	0000	000%	0000	0000	000%	0014	0013	092%
Member of Health Care Team	0014	0013	092%	0000	0000	000%	0000	0000	000%	0014	0013	092%

#### All Written Exams

Content Area	Your Graduates			All Graduates Statewide		
	#TESTED	#PASS	%	#TESTED	#PASS	%
Activities of Daily Living	0014	0014	100%	04765	04191	087%
Basic Nursing Skills	0014	0013	092%	04765	04108	086%
Restorative Skills	0014	0012	085%	04765	03929	082%
Emotional and Mental Health	0014	0012	085%	04765	03697	077%
Spiritual and Cultural Needs	0014	0012	085%	04765	03864	081%
Communication Needs	0014	0014	100%	04765	04224	088%
Client Rights	0014	0014	100%	04765	04371	091%
Legal and Ethical Behavior	0014	0013	092%	04765	03919	082%
Member of Health Care Team	0014	0013	092%	04765	04018	084%

AW = Written  
AO = Oral  
AS = Spanish

# NNAAP®

National Nurse Aide Assessment Program

An NCSBN® Examination

PROGRAM: ALLAN HANCOCK COLLEGE/SOUTH  
800 S. COLLEGE DR.  
SANTA MARIA CA 93454

STATE: CALIFORNIA  
REPORT: TRNGGXCA  
REPORT DATE: 01/19/2021  
REPORTING PERIOD: 10/01/2020-12/31/2020

Attn: MARY PAT NELSON  
CODE: S0008

NURSE AIDE COMPETENCY EVALUATION PROGRAM FOR CALIFORNIA

SUMMARY OF RESULTS FOR SKILLS EXAMINATIONS ADMINISTERED TO YOUR GRADUATES

T/S CODE	TEST SITE NAME:	#TESTED	#PASS	%
S0008	NO TEST CENTER INFO	0014	0014	100%

TOTALS FOR YOUR GRADUATES	0014	0014	100%
TOTALS FOR ALL CALIFORNIA	04600	04252	092%

SUMMARY OF CONTENT AREA PERFORMANCE FOR SKILLS EXAMINATIONS ADMINISTERED TO:

Content Area	Your Graduates			All Graduates Statewide		
	#Tested	#Pass	%	#Tested	#Pass	%
Hand Hygiene (Hand Washing)	0014	0014	100%	04600	04575	099%
Applies One Knee-High Elastic Stocking	0000	0000	000%	00455	00442	097%
Assists Client to Ambulate	0007	0007	100%	00935	00896	095%
Assists Client with Use of Bedpan	0000	0000	000%	00948	00918	096%
Cleans Upper or Lower Dentures	0000	0000	000%	00076	00075	098%
Counts and Records Radial Pulse	0007	0007	100%	00997	00921	092%
Counts and Records Respirations	0000	0000	000%	00984	00948	096%
Donning and Removing PPE (Gown and Gloves)	0007	0007	100%	02140	02095	097%
Dresses Client with Affected Right Arm	0007	0007	100%	02147	02084	097%
Feeds Client Who Cannot Feed Self	0000	0000	000%	00084	00077	091%
Give Modified Bed Bath	0014	0014	100%	02140	02095	097%
Measures and Records Electronic Blood Pressure	0000	0000	000%	00000	00000	000%
Measures and Records Urinary Output	0007	0007	100%	01276	01265	099%
Measures and Records Weight	0000	0000	000%	00639	00603	094%
Performs Passive ROM for Knee and Ankle	0000	0000	000%	00639	00621	097%
Performs Passive ROM for One Shoulder	0007	0007	100%	01563	01498	095%
Positions Client on Side	0000	0000	000%	01030	00988	095%
Provides Catheter Care	0000	0000	000%	00000	00000	000%
Provides Foot Care	0000	0000	000%	00479	00464	096%
Provides Mouth Care	0000	0000	000%	00062	00059	095%
Provides Perineal Care (Peri-Care)	0000	0000	000%	00752	00718	095%
Transfers Client from Bed to Wheelchair	0000	0000	000%	00350	00342	097%
Measures and Records Blood Pressure	0000	0000	000%	00704	00666	094%

# NNAAP®

National Nurse Aide Assessment Program

An NCSBN® Examination

PROGRAM: ALLAN HANCOCK COLLEGE/SOUTH  
800 S. COLLEGE DR.  
SANTA MARIA CA 93454  
Attn: MARY PAT NELSON  
CODE: S0008

STATE: CALIFORNIA  
REPORT: TRNGGXCA  
REPORT DATE: 01/20/2022  
REPORTING PERIOD: 10/01/2021-12/31/2021

NURSE AIDE COMPETENCY EVALUATION PROGRAM FOR CALIFORNIA  
SUMMARY OF RESULTS FOR SKILLS EXAMINATIONS ADMINISTERED TO YOUR GRADUATES

T/S CODE	TEST SITE NAME:	#TESTED	#PASS	%
S0008	NO TEST CENTER INFO	0015	0015	100%

TOTALS FOR YOUR GRADUATES	0015	0015	100%
TOTALS FOR ALL CALIFORNIA	05122	04576	089%

SUMMARY OF CONTENT AREA PERFORMANCE FOR SKILLS EXAMINATIONS ADMINISTERED TO:

Content Area	Your Graduates			All Graduates Statewide		
	#Tested	#Pass	%	#Tested	#Pass	%
Hand Hygiene (Hand Washing)	0015	0015	100%	05122	05096	099%
Applies One Knee-High Elastic Stocking	0004	0004	100%	00789	00772	097%
Assists Client to Ambulate	0006	0006	100%	01021	00993	097%
Assists Client with Use of Bedpan	0000	0000	000%	01020	00987	096%
Cleans Upper or Lower Dentures	0000	0000	000%	00086	00086	100%
Counts and Records Radial Pulse	0006	0006	100%	00987	00877	088%
Counts and Records Respirations	0000	0000	000%	01166	01130	096%
Donning and Removing PPE (Gown and Gloves)	0009	0009	100%	02171	02095	096%
Dresses Client with Affected Right Arm	0005	0005	100%	02116	02029	095%
Feeds Client Who Cannot Feed Self	0000	0000	000%	00267	00260	097%
Give Modified Bed Bath	0015	0015	100%	02169	02090	096%
Measures and Records Electronic Blood Pressure	0000	0000	000%	00000	00000	000%
Measures and Records Urinary Output	0005	0005	100%	01203	01176	097%
Measures and Records Weight	0004	0004	100%	00926	00874	094%
Performs Passive ROM for Knee and Ankle	0000	0000	000%	00658	00636	096%
Performs Passive ROM for One Shoulder	0006	0006	100%	01580	01491	094%
Positions Client on Side	0000	0000	000%	01319	01248	094%
Provides Catheter Care	0000	0000	000%	00000	00000	000%
Provides Foot Care	0000	0000	000%	00633	00614	096%
Provides Mouth Care	0000	0000	000%	00240	00228	095%
Provides Perineal Care (Peri-Care)	0000	0000	000%	00854	00815	095%
Transfers Client from Bed to Wheelchair	0000	0000	000%	00443	00429	096%
Measures and Records Blood Pressure	0000	0000	000%	00840	00780	092%

# NNAAP®

National Nurse Aide Assessment Program

An NCSBN® Examination

CODE: S0359

NURSE AIDE COMPETENCY EVALUATION PROGRAM FOR CALIFORNIA

PROGRAM: ALLAN HANCOCK COLL LOMPOC CMP  
800 SOUTH COLLEGE DRIVE  
SANTA MARIA CA 93454  
Attn: MARY PAT NELSON

STATE: CALIFORNIA  
REPORT: TRNGGXCA  
REPORT DATE: 01/19/2021  
REPORTING PERIOD: 10/01/2020-12/31/2020

SUMMARY OF RESULTS FOR WRITTEN EXAMINATIONS ADMINISTERED TO YOUR GRADUATES

T/S CODE	TEST SITE NAME:	AW			AO			AS			Written Exam total		
		#TESTED	#PASS	%PASS	#TESTED	#PASS	%PASS	#TESTED	#PASS	%PASS	#TESTED	#PASS	%PASS
S0359	NO TEST CENTER INFO	0015	0015	100%	0000	0000	000%	0000	0000	000%	0015	0015	100%

TOTALS FOR YOUR GRADUATES	0015	0015	100%	0000	0000	000%	0000	0000	000%	0015	0015	100%
TOTALS FOR ALL CALIFORNIA	04682	04001	085%	00083	00061	073%	00000	00000	000%	04765	04062	085%

SUMMARY OF CONTENT AREA PERFORMANCE FOR WRITTEN EXAMINATIONS ADMINISTERED TO YOUR GRADUATES

CONTENT AREA	AW			AO			AS			Totals for Your Graduates		
	#TESTED	#PASS	%	#TESTED	#PASS	%	#TESTED	#PASS	%	#TESTED	#PASS	%
Activities of Daily Living	0015	0013	086%	0000	0000	000%	0000	0000	000%	0015	0013	086%
Basic Nursing Skills	0015	0015	100%	0000	0000	000%	0000	0000	000%	0015	0015	100%
Restorative Skills	0015	0015	100%	0000	0000	000%	0000	0000	000%	0015	0015	100%
Emotional and Mental Health	0015	0015	100%	0000	0000	000%	0000	0000	000%	0015	0015	100%
Spiritual and Cultural Needs	0015	0013	086%	0000	0000	000%	0000	0000	000%	0015	0013	086%
Communication Needs	0015	0015	100%	0000	0000	000%	0000	0000	000%	0015	0015	100%
Client Rights	0015	0013	086%	0000	0000	000%	0000	0000	000%	0015	0013	086%
Legal and Ethical Behavior	0015	0014	093%	0000	0000	000%	0000	0000	000%	0015	0014	093%
Member of Health Care Team	0015	0015	100%	0000	0000	000%	0000	0000	000%	0015	0015	100%

All Written Exams

Content Area	Your Graduates			All Graduates Statewide		
	#TESTED	#PASS	%	#TESTED	#PASS	%
Activities of Daily Living	0015	0013	086%	04765	04191	087%
Basic Nursing Skills	0015	0015	100%	04765	04108	086%
Restorative Skills	0015	0015	100%	04765	03929	082%
Emotional and Mental Health	0015	0015	100%	04765	03697	077%
Spiritual and Cultural Needs	0015	0013	086%	04765	03864	081%
Communication Needs	0015	0015	100%	04765	04224	088%
Client Rights	0015	0013	086%	04765	04371	091%
Legal and Ethical Behavior	0015	0014	093%	04765	03919	082%
Member of Health Care Team	0015	0015	100%	04765	04018	084%

AW = Written  
AO = Oral  
AS = Spanish

# NNAAP®

National Nurse Aide Assessment Program

An NCSBN® Examination

PROGRAM: ALLAN HANCOCK COLL LOMPOC CMP  
800 SOUTH COLLEGE DRIVE  
SANTA MARIA CA 93454

STATE: CALIFORNIA  
REPORT: TRNGGXCA  
REPORT DATE: 01/19/2021  
REPORTING PERIOD: 10/01/2020-12/31/2020

CODE: S0359 Attn: MARY PAT NELSON

NURSE AIDE COMPETENCY EVALUATION PROGRAM FOR CALIFORNIA  
SUMMARY OF RESULTS FOR SKILLS EXAMINATIONS ADMINISTERED TO YOUR GRADUATES

T/S CODE	TEST SITE NAME:	#TESTED	#PASS	%
S0359	NO TEST CENTER INFO	0015	0015	100%

TOTALS FOR YOUR GRADUATES	0015	0015	100%
TOTALS FOR ALL CALIFORNIA	04600	04252	092%

SUMMARY OF CONTENT AREA PERFORMANCE FOR SKILLS EXAMINATIONS ADMINISTERED TO:

Content Area	Your Graduates			All Graduates Statewide		
	#Tested	#Pass	%	#Tested	#Pass	%
Hand Hygiene (Hand Washing)	0015	0015	100%	04600	04575	099%
Applies One Knee-High Elastic Stocking	0000	0000	000%	00455	00442	097%
Assists Client to Ambulate	0007	0007	100%	00935	00896	095%
Assists Client with Use of Bedpan	0000	0000	000%	00948	00918	096%
Cleans Upper or Lower Dentures	0000	0000	000%	00076	00075	098%
Counts and Records Radial Pulse	0007	0007	100%	00997	00921	092%
Counts and Records Respirations	0000	0000	000%	00984	00948	096%
Donning and Removing PPE (Gown and Gloves)	0008	0008	100%	02140	02095	097%
Dresses Client with Affected Right Arm	0008	0008	100%	02147	02084	097%
Feeds Client Who Cannot Feed Self	0000	0000	000%	00084	00077	091%
Give Modified Bed Bath	0015	0015	100%	02140	02095	097%
Measures and Records Electronic Blood Pressure	0000	0000	000%	00000	00000	000%
Measures and Records Urinary Output	0008	0008	100%	01276	01265	099%
Measures and Records Weight	0000	0000	000%	00639	00603	094%
Performs Passive ROM for Knee and Ankle	0000	0000	000%	00639	00621	097%
Performs Passive ROM for One Shoulder	0007	0007	100%	01563	01498	095%
Positions Client on Side	0000	0000	000%	01030	00988	095%
Provides Catheter Care	0000	0000	000%	00000	00000	000%
Provides Foot Care	0000	0000	000%	00479	00464	096%
Provides Mouth Care	0000	0000	000%	00062	00059	095%
Provides Perineal Care (Peri-Care)	0000	0000	000%	00752	00718	095%
Transfers Client from Bed to Wheelchair	0000	0000	000%	00350	00342	097%
Measures and Records Blood Pressure	0000	0000	000%	00704	00666	094%

# NNAAP®

National Nurse Aide Assessment Program  
An NCSBN® Examination

CODE: S0008

NURSE AIDE COMPETENCY EVALUATION PROGRAM FOR CALIFORNIA

PROGRAM: ALLAN HANCOCK COLLEGE/SOUTH  
800 S. COLLEGE DR.  
SANTA MARIA CA 93454  
Attn: MARY PAT NELSON

STATE: CALIFORNIA  
REPORT: TRNGGXCA  
REPORT DATE: 10/16/2020  
REPORTING PERIOD: 07/01/2020-09/30/2020

## SUMMARY OF RESULTS FOR WRITTEN EXAMINATIONS ADMINISTERED TO YOUR GRADUATES

T/S CODE	TEST SITE NAME:	AW			AO			AS			Written Exam total		
		#TESTED	#PASS	%PASS	#TESTED	#PASS	%PASS	#TESTED	#PASS	%PASS	#TESTED	#PASS	%PASS
S0008	NO TEST CENTER INFO	0029	0027	093%	0000	0000	000%	0000	0000	000%	0029	0027	093%

TOTALS FOR YOUR GRADUATES	0029	0027	093%	0000	0000	000%	0000	0000	000%	0029	0027	093%
TOTALS FOR ALL CALIFORNIA	02739	02390	087%	00045	00034	075%	00000	00000	000%	02784	02424	087%

## SUMMARY OF CONTENT AREA PERFORMANCE FOR WRITTEN EXAMINATIONS ADMINISTERED TO YOUR GRADUATES

CONTENT AREA	AW			AO			AS			Totals for Your Graduates		
	#TESTED	#PASS	%	#TESTED	#PASS	%	#TESTED	#PASS	%	#TESTED	#PASS	%
Activities of Daily Living	0029	0027	093%	0000	0000	000%	0000	0000	000%	0029	0027	093%
Basic Nursing Skills	0029	0027	093%	0000	0000	000%	0000	0000	000%	0029	0027	093%
Restorative Skills	0029	0024	082%	0000	0000	000%	0000	0000	000%	0029	0024	082%
Emotional and Mental Health	0029	0022	075%	0000	0000	000%	0000	0000	000%	0029	0022	075%
Spiritual and Cultural Needs	0029	0021	072%	0000	0000	000%	0000	0000	000%	0029	0021	072%
Communication Needs	0029	0028	096%	0000	0000	000%	0000	0000	000%	0029	0028	096%
Client Rights	0029	0028	096%	0000	0000	000%	0000	0000	000%	0029	0028	096%
Legal and Ethical Behavior	0029	0027	093%	0000	0000	000%	0000	0000	000%	0029	0027	093%
Member of Health Care Team	0029	0028	096%	0000	0000	000%	0000	0000	000%	0029	0028	096%

### All Written Exams

Content Area	Your Graduates			All Graduates Statewide		
	#TESTED	#PASS	%	#TESTED	#PASS	%
Activities of Daily Living	0029	0027	093%	02784	02452	088%
Basic Nursing Skills	0029	0027	093%	02784	02409	086%
Restorative Skills	0029	0024	082%	02784	02333	083%
Emotional and Mental Health	0029	0022	075%	02784	02272	081%
Spiritual and Cultural Needs	0029	0021	072%	02784	02029	072%
Communication Needs	0029	0028	096%	02784	02522	090%
Client Rights	0029	0028	096%	02784	02468	088%
Legal and Ethical Behavior	0029	0027	093%	02784	02360	084%
Member of Health Care Team	0029	0028	096%	02784	02522	090%

AW = Written  
AO = Oral  
AS = Spanish



# NNAAP®

National Nurse Aide Assessment Program

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PROGRAM: ALLAN HANCOCK COLLEGE/SOUTH  
 800 S. COLLEGE DR.  
 SANTA MARIA CA 93454  
 Attn: MARY PAT NELSON  
 CODE: S0008

STATE: CALIFORNIA  
 REPORT: TRNGGXXCA  
 REPORT DATE: 10/16/2020  
 REPORTING PERIOD: 07/01/2020-09/30/2020

SUMMARY OF RESULTS FOR SKILLS EXAMINATIONS ADMINISTERED TO YOUR GRADUATES

T/S CODE	TEST SITE NAME:	#TESTED	#PASS	%
S0008	NO TEST CENTER INFO	0030	0028	093%

TOTALS FOR YOUR GRADUATES	0030	0028	093%
TOTALS FOR ALL CALIFORNIA	02743	02557	093%

SUMMARY OF CONTENT AREA PERFORMANCE FOR SKILLS EXAMINATIONS ADMINISTERED TO:

Content Area	Your Graduates			All Graduates Statewide		
	#Tested	#Pass	%	#Tested	#Pass	%
Hand Hygiene (Hand Washing)	0030	0030	100%	02743	02733	099%
Applies One Knee-High Elastic Stocking	0005	0005	100%	00195	00192	098%
Assists Client to Ambulate	0006	0006	100%	00578	00569	098%
Assists Client with Use of Bedpan	0003	0003	100%	00677	00665	098%
Cleans Upper or Lower Dentures	0000	0000	000%	00059	00059	100%
Counts and Records Radial Pulse	0006	0005	083%	00634	00572	090%
Counts and Records Respirations	0000	0000	000%	00485	00474	097%
Donning and Removing PPE (Gown and Gloves)	0021	0021	100%	01241	01220	098%
Dresses Client with Affected Right Arm	0019	0019	100%	01374	01343	097%
Feeds Client Who Cannot Feed Self	0000	0000	000%	00090	00089	098%
Give Modified Bed Bath	0027	0027	100%	01283	01254	097%
Measures and Records Electronic Blood Pressure	0000	0000	000%	00000	00000	000%
Measures and Records Urinary Output	0016	0016	100%	00907	00900	099%
Measures and Records Weight	0008	0007	087%	00418	00399	095%
Performs Passive ROM for Knee and Ankle	0000	0000	000%	00280	00271	096%
Performs Passive ROM for One Shoulder	0006	0006	100%	00818	00784	095%
Positions Client on Side	0000	0000	000%	00542	00516	095%
Provides Catheter Care	0000	0000	000%	00000	00000	000%
Provides Foot Care	0003	0003	100%	00391	00386	098%
Provides Mouth Care	0000	0000	000%	00033	00032	096%
Provides Perineal Care (Peri-Care)	0000	0000	000%	00463	00446	096%
Transfers Client from Bed to Wheelchair	0000	0000	000%	00205	00203	099%
Measures and Records Blood Pressure	0000	0000	000%	00299	00286	095%



National Nurse Aide Assessment Program

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CODE: S0359

NURSE AIDE COMPETENCY EVALUATION PROGRAM FOR CALIFORNIA

PROGRAM: ALLAN HANCOCK COLL LOMPOC CMP  
 800 SOUTH COLLEGE DRIVE  
 SANTA MARIA CA 93454  
 Attn: MARY PAT NELSON

STATE: CALIFORNIA  
 REPORT: TRNGGXCA  
 REPORT DATE: 10/16/2020  
 REPORTING PERIOD: 07/01/2020-09/30/2020

SUMMARY OF RESULTS FOR WRITTEN EXAMINATIONS ADMINISTERED TO YOUR GRADUATES

T/S CODE	TEST SITE NAME:	AW			AO			AS			Written Exam total		
		#TESTED	#PASS	%PASS	#TESTED	#PASS	%PASS	#TESTED	#PASS	%PASS	#TESTED	#PASS	%PASS
S0359	NO TEST CENTER INFO	0013	0013	100%	0000	0000	000%	0000	0000	000%	0013	0013	100%

TOTALS FOR YOUR GRADUATES	0013	0013	100%	0000	0000	000%	0000	0000	000%	0013	0013	100%
TOTALS FOR ALL CALIFORNIA	02739	02390	087%	00045	00034	075%	00000	00000	000%	02784	02424	087%

SUMMARY OF CONTENT AREA PERFORMANCE FOR WRITTEN EXAMINATIONS ADMINISTERED TO YOUR GRADUATES

CONTENT AREA	AW			AO			AS			Totals for Your Graduates		
	#TESTED	#PASS	%	#TESTED	#PASS	%	#TESTED	#PASS	%	#TESTED	#PASS	%
Activities of Daily Living	0013	0013	100%	0000	0000	000%	0000	0000	000%	0013	0013	100%
Basic Nursing Skills	0013	0013	100%	0000	0000	000%	0000	0000	000%	0013	0013	100%
Restorative Skills	0013	0012	092%	0000	0000	000%	0000	0000	000%	0013	0012	092%
Emotional and Mental Health	0013	0012	092%	0000	0000	000%	0000	0000	000%	0013	0012	092%
Spiritual and Cultural Needs	0013	0012	092%	0000	0000	000%	0000	0000	000%	0013	0012	092%
Communication Needs	0013	0013	100%	0000	0000	000%	0000	0000	000%	0013	0013	100%
Client Rights	0013	0013	100%	0000	0000	000%	0000	0000	000%	0013	0013	100%
Legal and Ethical Behavior	0013	0013	100%	0000	0000	000%	0000	0000	000%	0013	0013	100%
Member of Health Care Team	0013	0013	100%	0000	0000	000%	0000	0000	000%	0013	0013	100%

All Written Exams

Content Area	Your Graduates			All Graduates Statewide		
	#TESTED	#PASS	%	#TESTED	#PASS	%
Activities of Daily Living	0013	0013	100%	02784	02452	088%
Basic Nursing Skills	0013	0013	100%	02784	02409	086%
Restorative Skills	0013	0012	092%	02784	02333	083%
Emotional and Mental Health	0013	0012	092%	02784	02272	081%
Spiritual and Cultural Needs	0013	0012	092%	02784	02029	072%
Communication Needs	0013	0013	100%	02784	02522	090%
Client Rights	0013	0013	100%	02784	02468	088%
Legal and Ethical Behavior	0013	0013	100%	02784	02360	084%
Member of Health Care Team	0013	0013	100%	02784	02522	090%

AW = Written  
 AO = Oral  
 AS = Spanish

# NNAAP®

National Nurse Aide Assessment Program

An NCSBN® Examination

PROGRAM: ALLAN HANCOCK COLL LOMPOC CMP  
800 SOUTH COLLEGE DRIVE  
SANTA MARIA CA 93454

STATE: CALIFORNIA  
REPORT: TRNGGXCA  
REPORT DATE: 10/16/2020  
REPORTING PERIOD: 07/01/2020-09/30/2020

Attn: MARY PAT NELSON  
CODE: S0359

## NURSE AIDE COMPETENCY EVALUATION PROGRAM FOR CALIFORNIA

### SUMMARY OF RESULTS FOR SKILLS EXAMINATIONS ADMINISTERED TO YOUR GRADUATES

T/S CODE	TEST SITE NAME:	#TESTED	#PASS	%
S0359	NO TEST CENTER INFO	0013	0013	100%

TOTALS FOR YOUR GRADUATES	0013	0013	100%
TOTALS FOR ALL CALIFORNIA	02743	02557	093%

### SUMMARY OF CONTENT AREA PERFORMANCE FOR SKILLS EXAMINATIONS ADMINISTERED TO:

Content Area	Your Graduates			All Graduates Statewide		
	#Tested	#Pass	%	#Tested	#Pass	%
Hand Hygiene (Hand Washing)	0013	0013	100%	02743	02733	099%
Applies One Knee-High Elastic Stocking	0000	0000	000%	00195	00192	098%
Assists Client to Ambulate	0006	0006	100%	00578	00569	098%
Assists Client with Use of Bedpan	0000	0000	000%	00677	00665	098%
Cleans Upper or Lower Dentures	0000	0000	000%	00059	00059	100%
Counts and Records Radial Pulse	0006	0006	100%	00634	00572	090%
Counts and Records Respirations	0000	0000	000%	00485	00474	097%
Donning and Removing PPE (Gown and Gloves)	0007	0007	100%	01241	01220	098%
Dresses Client with Affected Right Arm	0007	0007	100%	01374	01343	097%
Feeds Client Who Cannot Feed Self	0000	0000	000%	00090	00089	098%
Give Modified Bed Bath	0013	0013	100%	01283	01254	097%
Measures and Records Electronic Blood Pressure	0000	0000	000%	00000	00000	000%
Measures and Records Urinary Output	0007	0007	100%	00907	00900	099%
Measures and Records Weight	0000	0000	000%	00418	00399	095%
Performs Passive ROM for Knee and Ankle	0000	0000	000%	00280	00271	096%
Performs Passive ROM for One Shoulder	0006	0006	100%	00818	00784	095%
Positions Client on Side	0000	0000	000%	00542	00516	095%
Provides Catheter Care	0000	0000	000%	00000	00000	000%
Provides Foot Care	0000	0000	000%	00391	00386	098%
Provides Mouth Care	0000	0000	000%	00033	00032	096%
Provides Perineal Care (Peri-Care)	0000	0000	000%	00463	00446	096%
Transfers Client from Bed to Wheelchair	0000	0000	000%	00205	00203	099%
Measures and Records Blood Pressure	0000	0000	000%	00299	00286	095%

State of California- Health and Human Services Agency

California Department of Public Health (CDPH)  
Licensing and Certification Program (L&C)  
Aide and Technician Certification Section (ATCS)  
Training Program Review Unit (TPRU)  
P.O. Box 997416, MS 3301  
Sacramento, CA 95899-7416  
FAX: (916) 324-0901 EMAIL: TPRU@cdph.ca.gov

**SCHOOL: NURSE ASSISTANT TRAINING PROGRAM NOTICE**

ATTN: Administrator

County: Santa Barbara

Name and Main Address:

Allan Hancock College  
800 South College Drive  
Santa Maria CA 93454

Theory Training Location Address:  
(If different from Main address)

Telephone Number: 805-922-6966

**COMMENTS**

Program Identification Number(s):  
S-0008

PROGRAM STATUS:

Approved

Program Expiration Date: JANUARY 31, 2023

Training Program Schedule: Revision Date: 11/21/2020  
Theory: 90 Hrs.; 0830 - 1230  
Clinical: 105 Hrs.; 0700 - 1500

The written plan of the program is incomplete regarding:

- Nurse Assistant Certification Training Program (NATP) Application (CDPH 276S)
- Nurse Assistant Training Program Skills Checklist (CDPH 276A)
- Daily Nurse Assistant Training Program Schedule (CDPH 276B)
- Nurse Assistant Training Program Individual Student Record (CDPH 276C)
- Disclosure Ownership and Control Interest Statement (CDPH 276D)
- Clinical Site Agreement (CDPH 276E)

Instructor(s):

- Director of Staff Development (DSD) / Instructor Application (CDPH 279)
- Resume(s) with verifiable qualifications
- 1 year of verifiable experience in teaching adults OR
- 1 year of verifiable experience supervising nurse aides OR
- Completion of a course in teaching adults (Attach the certificate of completion)

Other (See Comments)

Mary Pat Nelson, RN

Name of Approved RN Program Director

Lynn Davidson, RN

Lynn Davidson, Nurse Surveyor (916-552-8875)

Training Program Review Unit Staff 11/30/2020

\*Please include a copy of this notice when responding to requests made by the Department.  
\*This form is for the exclusive use of TPRU.  
Form 280B (06/20)

The Department has received, reviewed and approved the renewal application dated 10/05/2020 for this NATP.  
\*\*\*\*\*  
This Nurse Assistant Training Program (NATP) may only use instructors "approved" on this communication notice.  
Approved Instructors:  
1. Mary Pat Nelson, RN, Program Director  
2. Joann Bellrose, RN  
3. Carmen Bissin, RN  
4. Eileen Donnelly, RN  
5. Deanette Hall, RN  
6. Martha Hull, RN  
7. Michelle Lehne, RN  
\*\*\*\*\*  
Approved Clinical Site(s):  
1. Country Oaks Care Center (F-1411)  
2. Lompoc Valley Medical Center Comprehensive Care Center D/P SNF (F-0905)  
3. Marian Regional Medical Center D/P SNF (F-1033)  
4. Villa Maria Post Acute (F-0705)  
All clinical site approvals expire concurrent with the program expiration unless otherwise specified.  
\*\*\*\*\*  
Reminders:  
All changes of RN Program director, instructor(s), approved training program schedule, location of NATP, etc. must be approved by the Department prior to implementation.  
  
Please submit your renewal paperwork 60-90 days prior to your program expiration date.

**SCHOOL: NURSE ASSISTANT TRAINING PROGRAM NOTICE**

ATTN: Administrator \_\_\_\_\_

County: Santa Barbara

Name and Main Address:

Allan Hancock College  
800 South College Drive  
Santa Maria CA 93454

Theory Training Location Address: 1 Hancock Drive  
(If different from Main address) Lompoc CA 93436

Telephone Number: 805-922-6966

**COMMENTS**

Program Identification Number(s):  
S-0359

**PROGRAM STATUS:**

Approved

Program Expiration Date: JANUARY 31, 2023

Training Program Schedule: Revision Date: 11/21/2020  
Theory: 90 Hrs.; 0830 - 1230  
Clinical: 105 Hrs.; 0700 - 1500

The written plan of the program is incomplete regarding:

- Nurse Assistant Certification Training Program (NATP) Application (CDPH 276S)
- Nurse Assistant Training Program Skills Checklist (CDPH 276A)
- Daily Nurse Assistant Training Program Schedule (CDPH 276B)
- Nurse Assistant Training Program Individual Student Record (CDPH 276C)
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- Resume(s) with verifiable qualifications
- 1 year of verifiable experience in teaching adults **OR**
- 1 year of verifiable experience supervising nurse aides **OR**
- Completion of a course in teaching adults (Attach the certificate of completion)

Other (See Comments)

Mary Pat Nelson, RN  
Name of Approved RN Program Director

Lynn Davidson, RN

Lynn Davidson, Nurse Surveyor (916-552-8875)

Training Program Review Unit Staff 11/30/2020

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3. Carmen Bissin, RN
4. Eileen Donnely, RN
5. Deanette Hall, RN
6. Martha Hull, RN
7. Michelle Lehne, RN

\*\*\*\*\*  
Approved Clinical Site(s):

1. Country Oaks Care Center (F-1411)
2. Lompoc Valley Medical Center Comprehensive Care Center D/P SNF (F-0905)
3. Marian Regional Medical Center D/P SNF (F-1033)
4. Villa Maria Post Acute (F-0705)

All clinical site approvals expire concurrent with the program expiration unless otherwise specified.

\*\*\*\*\*  
Reminders:

All changes of RN Program director, instructor(s), approved training program schedule, location of NATP, etc. must be approved by the Department prior to implementation.

Please submit your renewal paperwork 60-90 days prior to your program expiration date.



SANDRA SHEWRY, MPH, MSW  
Acting Director

State of California—Health and Human Services Agency  
California Department of Public Health



GAVIN NEWSOM  
Governor

**PROGRAM APPROVAL/NONAPPROVAL NOTICE  
HOME HEALTH AIDE 40-HOUR PROGRAM**

TO: Name and Address:

ALLAN HANCOCK COLLEGE  
800 SOUTH COLLEGE DRIVE  
SANTA MARIA CA 93454

HHP: 001

Telephone Number: 805-925-2206

Program Hours: 40

County: SANTA BARBARA

Program Status:

Approved

Program Expiration Date: 01/31/2023

The program plan is incomplete/unsatisfactory regarding:

- Introduction to Aide and Agency Role  
(Minimum of **two (2) hours** Theory required)
- Interpretation of Medical and Social Needs of people being served  
(Minimum of **five (5) hours** Theory required)
- Personal Care Services  
(Minimum of **twenty (20) hours** required):  
Minimum of **five (5) hours** Theory  
Minimum of **fifteen (15) hours** Clinical Practice
- Cleaning and Care Tasks in the Home  
(Minimum of **five (5) hours** required):  
**Three (3) hours** Theory  
**Two (2) hours** clinical
- Nutrition  
(Minimum of **eight (8) hours** required):  
**Five (5) hours** Theory  
**Three (3) hours** Clinical
- Other (See Comments Section)

**COMMENTS:**

The Department has received, reviewed and APPROVED the renewal application dated 10/29/2020 for the Home Health Aide Program number 001.

Approved Theory Site Address:

1. 800 South College Drive  
Santa Maria CA 93454

Approved Instructor(s):

1. Mary Pat Nelson, RN, Program Director
2. Joann Bellrose, RN
3. Carmen Bissin, RN
4. Jill Cralley, RN
5. Megan McComas, RN

Approved Clinical site(s):

1. Country Oaks Care Center (F-1411)
2. Marian Regional Medical Center D/P SNF (F-1033)

All Clinical Site Agreements expire concurrently with the program expiration date.

Students must be a CNA in order to take this 40-hour program and become a certified Home Health Aide.

Upon enrollment of the class, submit a copy of the student's CDPH 283D and BCII 8016 Live scan form to the Department. See address and fax on the form. Upon completion of the training, sign the original CDPH 283D, keep for your records and send the completed CDPH 183 to the Department.

Any changes in the program must be reported to the Department within 30 days.

*Lynn Davidson, RN*

Signature of TPRU Representative

Lynn Davidson, Nurse Surveyor 12/14/20

Name/Title

Date

Aide and Technician Certification Section (ATCS), MS 3301, 1615 Capitol Avenue, P.O. Box 997416, Sacramento, CA 95899-7416

Fax (916) 324-0901 Email: TPRU@cdph.ca.gov

Internet Address: [www.cdph.ca.gov](http://www.cdph.ca.gov)

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