ANNUAL ASSESSMENT REPORT

for

WCC ETC Programs

Health Programs
Certified Nurse Aide (CNA) Training

for

Fiscal Year 2008 - 2009

October, 2009
Program Review Health Indicator Summary

ETC Programs
HEALTH PROGRAMS
for Fiscal Year 2008 - 2009

Overall Program Status

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
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Overall Program Demand

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
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Overall Program Efficiency

<table>
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Overall Program Outcome

<table>
<thead>
<tr>
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Considerations for ETC Program Reviews

The Employment Training Center (ETC) offers non-credit vocational training programs designed to ease the transition to the workforce and prepare individuals for academic and/or professional careers. These programs operate year-round and have frequent entry and exit dates (at least one per month). The durations of the programs range from 3 weeks to 17 weeks. The training programs are terminal by design.

In addition to our programs, ETC is able to create, modify, and design customized workshops and courses tailored to meet the needs of Hawaii’s employers and the dynamic changing labor market.

As such, ETC programs do not generate data in semesters, majors, SSHs, transfer rates, persistence or other indicators used in credit-based program review. ETC intakes may also bridge fiscal years, i.e., a training program with an intake in June (with a course completion in September) may bridge into the next fiscal year; consequently, enrollment data for these training programs will not be detailed in this report.

The indicators used in this program review report have been modified and re-labeled to reflect the nature of ETC training program
Mission Statements

College mission statement
Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing culturally aware members of our community.

Employment Training Center mission statement
The mission of Windward Community College, Employment Training Center, is to serve the community by providing short-term, career-focused education and training in a flexible, learner-centered and supportive environment.

Health Program mission statement
The mission of the Health Program at Windward Community College, Employment Training Center is to increase access to entry level health career training and provide culturally-based instruction to prepare individuals to succeed in skill proficiency and course completion.
I. Executive Summary of Program Status
Review of the program rating

A. Overall Program Status

1. The Health Program within WCC ETC continues to experience good health while striving to meet its mission and goals. We offer a State approved curriculum that:
   - Achieves greater than 90% of its training goal through efficient, 8 weeks long, 150-hour, career-focused sessions that result in students earning a certificate of completion a high-demand career field.
   - Training in a flexible, learner-centered and supportive environment. The curriculum combines classroom learning and hands-on clinical training with culturally based knowledge about the healing practices of Native Hawaiians in ways responsive to the vocational learning styles common among Native Hawaiian and other at-risk students.

2. Our success is owed in part to constant evaluation in partnership with staff, community partners, volunteers, and students to make informed decisions that support student and program success.

In the ETC assessment report for 2007-2008, we identified programmatic strengths and limitations. This report will show that in 2008-2009 we implemented actions to minimize limitations and expand upon strengths.

B. Overall Program Demand

1. Student demand for the Health Program is directly related to the growing demand for health care professionals. The program meets workforce demands by:
   - Training health care professionals to care for an aging population. As the elder population grows in number and proportion, the demand for caregivers and other professionals trained to serve the senior population increases. According to Hawaii’s Executive Office on Aging and the U.S. Census Bureau, the population 65 and over will increase from 35 million in 2000 to 40 million in 2010 (a 15% increase) and then to 55 million in 2020 (a 36% increase for that decade). The oldest old (aged 85+) population is projected to increase from 4.2 million in 2000 to 6.1 million in 2010 (a 40% increase) and then to 7.3 in 2020 (a 44% increase for that decade). Meeting increased workforce demands in response to increases in the aging population will require innovative solutions in staffing and training. (Appendix B: 1)
   - Training health care professionals from minority populations trained to serve minority clients. According to American Nurses Association, a key solution to issues involving cultural competence in health care is to recruit people who have traditionally been underrepresented in nursing – people of color and men. In Hawaii, Native Hawaiians presently comprise nearly 30% of the population, yet they only make up 4% of the nursing workforce. (Appendix B: 2)

2. Interest in the program remains robust with an estimated 500 prospective students participating in telephone and bi-monthly individualized informational sessions. According to Ryan Perriera, Counselor Coordinator for WCC, we receive on
average 10 inquiry calls per week, or stated another way, for every one student who attends our classes, 9 others contact us to express interest. (Appendix B: 3)

3. Demand for lower-level training than nurse aide. We identified a need in the market for a shorter-term health care training. We designed a 40-hour Personal Care Assistant course to prepare individuals for jobs in home settings so that clients could receive care in their own home. The course includes first aid and CPR, and skills training).

C. Overall Program Efficiency
We identify five main indicators in determining overall efficiency:

- Recruiting and enrollment
  Are we recruiting and enrolling as many students into available classes as we are able? For 2008-2009, we had openings to accommodate 50 students (maximum of ten students in each of five sections). We have a class fill rate of 9 (90%) students per class. This is a slight decrease from 92% course capacity from the previous year. (Appendix B: 4)

- Completion and Certification
  Are we able to maximize the number of students who successfully complete the Certified Nurses Aide (CNA) course and also pass the American Red Cross certification exam? For 2008-2009, of the 44 students who enrolled in the CNA course, 42 completed the course. Of these course completers, 37 applied for the certification exam, and of these, 23 or 62% successfully passed the exam and earned their certification. (Appendix B: 5)
  Note: The $250.00 cost of the ARC certification exam remains a barrier.

- Cost Ratio
  Does the tuition we receive sufficiently cover the cost of running the course? Unlike the majority of other ETC courses, tuition for the CNA course it does not. Even at 100% enrollment a competitive tuition could not meet the cost of employing a registered nurse as required.

Access to training
We recognize that many students interested in participating in CNA training experience various barriers (financial, transportation, child care, low academic attainment, etc.). Unfortunately, CNA students are ineligible for FAFSA based financial assistance. Instead, students are required to come up with the entire $1,900 tuition without external support. Exacerbating these barriers is the downturn in the economy experienced 2008-2009.

In PYs 2007-2009, we secured a $150,000 grant from the Office of Hawaiian Affairs (OHA) that allowed us to provide tuition free-of-charge to 60 students of Hawaiian descent. With the close of the OHA grant we noted that interest remained constant, but enrollment dropped significantly (90% to 70%).

Flexibility
Due to limitations with classroom space and having one registered nurse instructor, we continue to offer the CNA course Mon – Thurs during weekday hours.
D. **Overall Program Outcomes**

For 2008-2009, Health Programs exceeded key Perkins measurement goals:

- Number of total students enrolled: 44 students or 88% enrolled in 50 available class seats.
- Number of total students completing the CNA course and receiving certificates of completion: 42 or 95% of enrolled students.
- Number of total students successfully transitioned to employment: 21 students or 47%.
- Number of total students successfully transitioned into continuing education: 22 or 50%.

In addition to the key Perkins measurements, the program tracks additional grantor related goals:

- Number of total students applying to take the American Red Cross certification exam: 37 or 84% of enrolled students.
- Number of total students passing the certification exam: 23 or 52% of enrolled students.

As grantee of an OHA grant, we also engaged in the recruitment, enrollment, training, and support of Native Hawaiian students. Data on the success rates of this student population show that:

- Number of Native Hawaiian students enrolled: 28 students or 63% of enrolled students.
- Number of Native Hawaiian students completing the CNA course and receiving certificates of completion: 26 or 59% of enrolled students.
- Number of Native Hawaiian students applying to take the American Red Cross certification exam: 23 or 52% of enrolled students.
- Number of Native Hawaiian students passing the certification exam: 12 or 27% of enrolled students.
II. Program Description

A. Description and history of the program

Description of the program
This State of Hawai‘i approved Certified Nurse’s Aide program provides classroom and supervised clinical training in the basic fundamentals of safe and knowledgeable care giving. Nursing procedures such as taking vital signs; positioning; bathing; dressing and other personal care; and when/what to report to the nurse are covered in the classroom. Application of these procedures and skills are practiced in the clinical setting. Adult CPR training and job assistance services are included in the course. Integrated Academics (IA) sessions are included in the training, incorporating basic skills in medical vocabulary and math relevant to the nurse assistant field.

This program is focused on teaching job skills, attitudes and behaviors necessary for competent caregivers and preparing students for the American Red Cross certification exam. After successful completion of the examination the graduate is certified as a Certified Nurse Aide (CNA) as titled by state and federal laws under the Omnibus Budget Reconciliation Act (OBRA) of 1987. Certified Nurse Aides may obtain employment in hospitals, long-term care facilities (nursing homes), care homes, private homes, adult day care programs, and clinics.

History of the program
In 1999, WCC ETC developed the nurse aide training program (NAPT). The program was developed in response to the State of Hawaii, Department of Labor’s report on labor market demands for nurse aides and unemployment reports. The NAPT was planned in to reduce unemployment with job training that would meet the State’s need for nurse aides.

During recruitment activities it was discovered that students seeking training to be a nurse aid and taking the required Test for Adult Basic Education (TABE) did not meet minimum reading and math score requirements. Minimum requirements were determined by the level of reading and math proficiency needed to understand the American Red Cross certification exam. In response to the high frequency of low TABE scores, ETC developed an IA component to complement skills training and to support successful course completion.

Between 1999 and 2005 the Hawaii State legislature recognized that 42 States were already requiring nurse aids working in facilities that participate in Medicare and Medicaid to be certified. ETC kept pace with legislative policy and in February 2005, WCC ETC NATP was the first on O‘ahu to meet national requirements and acquire State of Hawaii approval.

The program was not offered during the 2006-2007 academic year due to inability to hire a qualified Registered Nurse instructor.

In the summer of 2007, Dr. Jamie Boyd was hired as the Health Program Coordinator. In 2007, Dr. Boyd revised the 2005 NATP course that was originally based on the American Red Cross curriculum. She selected up-to-date course material and modified
the curriculum to incorporate traditional Native Hawaiian healing practices and learning styles in order to better prepare local students for careers in nursing.

In our second year of the program we experienced similar successes as the first year (2007-2008). With a maximum capacity of 50 students during the reporting period, 44 students were enrolled and 42 or 95% of those students completed the program. 48% of students transitioned to employment and 50% transitioned to continuing education.

B. Program goals/occupations for which this program prepares students

We track four goals to determine student success:

1. Students will enroll in WCC’s State of Hawaii-approved CNA training course
2. Students will successfully complete WCC’s State of Hawaii-approved CNA training course.
3. Successful course completers will also pass the CNA certification exam, as regulated by the State of Hawaii, American Red Cross, Nurse Aide Exam (SHARCNAE).
4. Successful course completers will transition to entry level nurse aide jobs or advanced training.

C. ETC Student Learning Outcomes (SLOs)

Students who successfully complete ETC programs will:

1. Identify and use tools and resources necessary to continue their chosen lifelong learning pursuits.
2. Provide and accept constructive criticism, conflicting points of view.
3. Demonstrate proficiency in basic math, reading, writing, listening, and speaking skills
4. Transfer learning from one environment to another
5. Update vocational, technological skills.
6. Develop, practice, and evaluate problem-solving strategies
7. Develop, practice, and evaluate goal-setting strategies
8. Demonstrate cultural awareness; acknowledge and respect the uniqueness of others.
9. Demonstrate learning related to employability skills and attitudes
10. Demonstrate interpersonal skills necessary to work effectively in groups.

D. Program Student Learning Outcomes

The Student Learning Outcomes of the CNA program are extremely specific and skills-based. Examples of the 37 SLOs as listed on the CNA Termination Report used at the end of the clinical portion of the course to determine successful completion of the course are as follows:

- Demonstrates understanding and proper technique in hand washing procedures.
- Reads and utilizes thermometer.
- Places individual in supine position.
D. Admission requirements
Due to the fact that students completing the program will need to be prepared not only to pass a rigorous certification exam, but will be working to provide critical health care directly to individuals, the admission requirements for the CNA program are more stringent than other ETC programs. We require:
- Application form
- Physical exam
- Two step TB test: Health care provider TB clearance
- Proof of immunization or immunity to Mumps, Measles and Rubella.
- Test for Adult Basic Education (TABE), minimum 9th grade reading level
- COMPASS Test: a computer-adaptive college placement test
- Criminal Abstract stating no criminal record found (required by clinical training site and the American Red Cross.

F. Credentials, licensures offered
Course completers earn a certification of completion from WCC ETC. After completing the course, students are supported to go on to take the American Red Cross certification exam. Nurse's Aide certification (CNA) is granted after passing the certification exam.

G. Faculty and staff
Summary: One FT instructor and one FT program assistant position.

Dr. Jamie Boyd, Ph.D., APRN was hired in April, 2007 and approved by The State of Hawaii, Department of Health to instruct nurse's aide courses in August, 2007. This faculty has been the Program Coordinator and supervised one grant funded contractual instructor during this report period.

Dr. Boyd has created a new and innovative program titled the 'CNA to LPN to RN Pathway Program', the purpose of the program is to eliminate barriers to training that leads to living-wage jobs and set in place supports to advanced training in the nursing field, therefore, increasing both employment preparedness and earning potential. Dr. Boyd also functions as the primary researcher and grant writer.

For the time period of this report, there was one full-time, casual hire serving as program assistant for Health Programs. Cheri Pokipala, past graduate of the CNA program and present participant in the CNA to LPN to RN Pathway Program, provided administrative assistance to Dr. Boyd, recruitment and enrollment services to potential students, and program support to present CNA and Pathway Program students.

H. Articulation agreements
Dr. Boyd met with Kapiolani Community College in 2009 to determine how WCC's CNA course may be able to provide transferable credit hours to the Associate Degree in Nursing (A.D.N.) program. It was determined that the CNA course would only provide one credit hour and that this credit would not serve to meet any of the required or
elective courses of the A.D.N. program, therefore, articulation was not found to be advantageous to students.

I. **Community Connections**

One of the key successes of the Health Program is its numerous community connections.

We have a strong partnership with our Clinical training partner, Ann Pearl Nursing Facility and Adult Day Care Center, a 110 bed long term care facility located in Kāne`ohe, Hawaii. We work in conjunction with them to provide two weeks of hands-on clinical training for the students in each class session.

Our current list of collaborators includes the following: Kapiolani Community College, Queens Medical Center, Kamehameha Schools, Ka Ola Mamo, and Kōkua Kahili Valley. These collaborations are mutually-beneficial in a number of ways. First, we obtain from our partners either funding supports or opportunities for students to build job skills through hands-on experiences by serving as volunteers who provide health services at organized health events. In return, our partners get much needed volunteer support to offer health care services to people in need of health information and care.

We obtain support and guidance through our Advisory Panel comprised of 17 peer professionals, community members, and student participants. This panel meets semi-annually to provide input on our programs. (Appendix D)

For 2007-2009, we received funding support by the following community partners:

- Office of Hawaiian Affairs - $150,000
- Perkins PCATT - $9,750
- Kamehameha Schools Bishop Estate - $528,000 (2008 – 2011)

III. **Quantitative Indicators for Program Review**

According to the Bureau of Labor Statistics, jobs in health care and social assistance are expected to have the fastest growth rate over the next 10 years. Two of the fastest growing occupations – personal and home care aides and home health aides -- are projected to grow by about 50 percent each from 2006 to 2016. The increase in demand for health care workers is primarily the result of an increase in the elder population, which consumes significantly more health care and social services than any other age group. The number of people aged 55 and older is expected to increase by 20 million – reaching 87 million by 2016. (1)

This trend is predicted for the national and state levels. According to the State Department of Labor, of the top 50 fastest-growing occupations in the state of Hawaii, Personal and home care aides is ranked #1 and Home health aides is ranked #4. Hawaii will experience a 42% growth and a 37% growth respectively in these two career opportunities. (Appendix B: 6)
B. Program training hours
The CNA program includes 100 hours of classroom lecture and 50 hours of clinical skill training in a long-term care facility. Course duration is eight weeks (six weeks of lecture and two weeks of clinical training).

C. Demand - Program Data

<table>
<thead>
<tr>
<th>DEMAND</th>
<th>Head Count</th>
<th>Registrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Number of applicants</td>
<td>44</td>
<td>47 (dupl.)</td>
</tr>
<tr>
<td>B Enrollment - head count</td>
<td>44</td>
<td>45 (dupl.)</td>
</tr>
<tr>
<td>C Student contact hours</td>
<td>8388</td>
<td>N/A</td>
</tr>
<tr>
<td>D Number of classes</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>E Number of work-based learning placements</td>
<td>0</td>
<td>N/A</td>
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D. Demand - Perkins Core Indicators

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<thead>
<tr>
<th>Program</th>
<th>Annual County New &amp; Replacement Positions</th>
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<tbody>
<tr>
<td>Business Tech</td>
<td>265</td>
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<tr>
<td>Health</td>
<td>20</td>
</tr>
<tr>
<td>Hospitality</td>
<td>220</td>
</tr>
<tr>
<td>Autobody Repair &amp; Painting</td>
<td>17</td>
</tr>
<tr>
<td>Intro Construction</td>
<td>129</td>
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E. Efficiency – Program Data

<table>
<thead>
<tr>
<th>EFFICIENCY</th>
<th>Results</th>
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<tbody>
<tr>
<td>F Maximum enrollment</td>
<td>50 (5 classes with 10 per session)</td>
</tr>
<tr>
<td>G Average class size</td>
<td>9.0 students</td>
</tr>
<tr>
<td>H Class fill rate</td>
<td>90%</td>
</tr>
<tr>
<td>I FTE G-funded faculty</td>
<td>1.2</td>
</tr>
<tr>
<td>J FTE all faculty &amp; instructional support</td>
<td>2.2</td>
</tr>
<tr>
<td>K Budget allocation - General funds only</td>
<td>$102,751</td>
</tr>
<tr>
<td>L Budget allocation - Special funds only</td>
<td>$109,419</td>
</tr>
<tr>
<td>K+L Total Budget</td>
<td>$212,170</td>
</tr>
<tr>
<td>(K+L)/C Cost per student contact hour</td>
<td>$25</td>
</tr>
<tr>
<td>C:J Student contact hour to instruction FTE ratio</td>
<td>3813</td>
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F. Effectiveness - Program Data

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<tr>
<th>EFFECTIVENESS</th>
<th>Head Count</th>
<th>Registrations</th>
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</thead>
<tbody>
<tr>
<td>O No. of enrolled students (B) scheduled to complete before reporting deadline</td>
<td>44</td>
<td>45</td>
</tr>
<tr>
<td>P</td>
<td>No. of scheduled completers actually retained in the program</td>
<td>42</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>P/O</td>
<td>Percent retained</td>
<td>95%</td>
</tr>
<tr>
<td>R</td>
<td>Number of scheduled completers receiving certificates</td>
<td>42</td>
</tr>
<tr>
<td>O/R</td>
<td>Percent of scheduled completers receiving certificates</td>
<td>95%</td>
</tr>
<tr>
<td>T</td>
<td>Number of scheduled completers who successfully transitioned</td>
<td>43</td>
</tr>
<tr>
<td>O/T</td>
<td>Percent of scheduled completers who successfully transitioned</td>
<td>98%</td>
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G. Effectiveness – Perkins Measures

Program Outcomes - Perkins

<table>
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<tr>
<th>Perkins Measures</th>
<th>Performance (%)</th>
<th>Baseline (%)</th>
<th>+/-</th>
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<tbody>
<tr>
<td>Technical Skill Attainment (1P1)</td>
<td>95%</td>
<td>90%</td>
<td>+5%</td>
</tr>
<tr>
<td>Credential, Certificate, or Degree (2P1)</td>
<td>95%</td>
<td>44%</td>
<td>+51%</td>
</tr>
<tr>
<td>Student Retention or Transfer (3P1)</td>
<td>N/A</td>
<td>55%</td>
<td>N/A</td>
</tr>
<tr>
<td>Student Placement (4P1)</td>
<td>48%</td>
<td>50%</td>
<td>-2%</td>
</tr>
<tr>
<td>Nontraditional Participation (5P1)</td>
<td>11%</td>
<td>16%</td>
<td>-5%</td>
</tr>
<tr>
<td>Nontraditional Completion (5P2)</td>
<td>10%</td>
<td>15%</td>
<td>-5%</td>
</tr>
</tbody>
</table>

(Appendix B: 8)

H. Attainment of Student Learning Outcomes

ETC’s Student Learning Outcomes

1. Identify and use tools and resources necessary to continue their chosen lifelong learning pursuits.
2. Provide and accept constructive criticism, conflicting points of view.
3. Demonstrate proficiency in basic math, reading, writing, listening, and speaking skills.
4. Transfer learning from one environment to another.
5. Update vocational, technological skills.
7. Develop, practice, and evaluate goal-setting strategies.
8. Demonstrate cultural awareness; acknowledge and respect the uniqueness of others.
9. Demonstrate learning related to employability skills and attitudes.
10. Demonstrate interpersonal skills necessary to work effectively in groups.

Health Program met and exceeded vocational skill acquisition, career preparation, cultural awareness, and interpersonal skills outcomes as witnessed by:
• 42 or 95% of enrolled students meeting at least 80% of skill competencies and earning a Certificate of Completion.
• 37 or 88% of students who completed the course sat for the American Red Cross certification test, and of those, 23 or 60% passed the exam.
• 98% of students transitioned to jobs or enrolled in further training or college credit courses.

Attainment of Program Student Learning Outcomes
The Student Learning Outcomes of the CNA program are extremely specific and skills-based. Examples of the 37 SLOs as listed on the Termination Report used at the end of the clinical portion of the course to determine successful completion of the course are as follows:
• Demonstrates understanding and proper technique in hand washing procedures.
• Reads and utilizes thermometer.
• Places individual in supine position. (Appendix C)

Students have demonstrated their attainment of the program SLOs with the successful completion of the course (95% of enrolled students completed the course in 2008-2009) and reinforce this attainment through the passing of the ARC certification exam (60% of students who took the exam passed).

IV. Graduate / Leavers

A. Tracking data – successful transitions

<table>
<thead>
<tr>
<th></th>
<th>#</th>
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<tbody>
<tr>
<td>Employed</td>
<td>21</td>
</tr>
<tr>
<td>Work-based learning / Internships</td>
<td>0</td>
</tr>
<tr>
<td>Secondary School / GED program</td>
<td>0</td>
</tr>
<tr>
<td>Higher Education</td>
<td>22</td>
</tr>
<tr>
<td>Military</td>
<td>0</td>
</tr>
<tr>
<td>Additional training</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44</strong></td>
</tr>
</tbody>
</table>

V. Curriculum Revision and Review

Revisions to the CNA curriculum were not necessary in 2008-2009. Moreover, since the CNA course is a state-approved curriculum, the materials cannot be altered without state approval. The course was reapproved by the Hawai‘i State, Department of Health in February, 2009. Current approval is valid through January 2011.

In response to student feedback related to the CNA to LPN to Pathway Program offered by the Health Program, a new course is being piloted. The course is titled Preparatory to Nursing. Two simultaneous pilots are being offered. Each is worth 3 credits. The course is being tested for its effectiveness in improving the medical vocabulary, medical
math skills, and critical thinking skills of CNA graduates continuing on to LPN and RN training, and ultimately to living-wage jobs. The ultimate goal of the Health Program faculty is to create a permanent, tuition-bearing course for submission to curriculum central for approval by 2011.

VI. Analysis of the Program

A. Alignment with the mission statement
The CNA program is closely aligned both the WCC and the ETC missions.

*College mission statement*
Windward Community College is committed to **excellence** in the liberal arts and **career development**; we support and challenge individuals to **develop skills**, fulfill their potential, **enrich their lives**, and become contributing **culturally aware** members of our **community**. (9)

- *Excellence*: The CNA program is a strenuous program that demands an above-average commitment to class participation, course-work completion, and hands-on training in a clinical setting.
- *Career Development*: The program is committed to facilitating access to entry-level jobs in the medical field, and then encouraging continued escalation of the nursing career path through our **CNA to LPN to RN Pathway Program**.
- *Skills*: Our students have access to a classroom that is fully supplied with materials and equipment to practice skills on a daily basis and then hone those skills during their weeks of clinical practice in an actual medical care facility.
- *Enrich lives*: We believe that assisting students into the medical field will allow for greater career and earning potential.
- *Culturally aware*: Our CNA program is unique in its incorporation of Hawaiian culture and traditional healing practices in our curriculum.

*Employment Training Center mission statement*
The mission of Windward Community College, Employment Training Center, is to serve the community by providing **short-term, career-focused** education and training in a flexible, **learner-centered** and supportive environment. (9)

- *Short-term*: The CNA program is only 8 weeks long, so that students can begin their careers in the health-care field very rapidly.
- *Career-focused*: Students learn the skills necessary for a career in a field that is in high demand now and in the future.
- *Learner-centered*: Our incorporation of Hawaiian culture into the curriculum naturally supports more of a communal learning environment.

In addition, the CNA program directly supports the University of Hawai’i’s strategic plan to increase availability of math and science instruction and increasing enrollment of Native Hawaiians.
B. Analysis of Demand Data

**Strengths:**
The external employment research overwhelmingly indicates that the CNA program is poised to meet a growing demand for health-care workers. We are in an excellent position to be a key player in meeting the needs of students and the health-care community. The internal data also confirms that there is no lack of interest; according to our records nine times as many people inquire about the program than the 10 seats that we have space to accommodate in each 8-week session.

**Weaknesses:**
The primary weakness we must contend with is our limitation in providing more CNA instruction to meet the demand:
- We presently have access to only one classroom on a full-time base, restricting our ability to run multiple courses simultaneously.
- We presently have only one registered nurse instructor available to teach courses, therefore, allowing a maximum of five 8-week courses each year.
- Since instructional salaries at the community college level are non-competitive compared to nursing salaries offered in acute care settings, we remain challenged to meet the salary demands of additional instructor(s).

C. Analysis of Efficiency Data

**Strengths:**
- During the report period there was an opportunity to enroll 10 students in each of five 8-week sessions (50 students). Class Fill Rate was at 90%. Of those enrolled, 64% are Native Hawaiian and 36% are non-Native Hawaiian.
- Total enrollment into all ETC programs was 431; the CNA program enrolled 44 or 10% of total enrollment.
- In attempts to address our weaknesses in the area of cost efficiency as listed below, the CNA program is distinctive in its interventions – the program staff engaged in grant writing to secure funds from agencies that serve at-risk populations including Native Hawaiians. In the program period, we were awarded more than $500,000.00 to subsidize program costs, thereby reducing the financial burden on students, Health Programs, and ETC.

**Weaknesses:**
We have inherent limitations related to our cost efficiency, primarily due to mandatory State of Hawaii, Department of Health regulations:
- CNA courses must be taught by a Registered Nurse. The cost of employing a Registered Nurse is considerably higher than instructional costs for other ETC programs.
- CNA courses are mandated to maintain a maximum 1:10 teacher-to-instructor ratio, which is a lower ratio than other ETC programs.

We are limited in our ability to improve cost efficiency through an increase in tuition rates. First, we do have competition in the marketplace by both for-profit and non-profit organizations providing CNA training. We must offer employment training at
tuition rates that are consistent with market trends. Second, and of greater concern to us, is that any increases in tuition will likely prove prohibitive to the student population traditionally served by ETC.

A minor area in need of improvement is related to our internal recruiting processes. We recognize a slight decrease in average class size from 92% in 2007-2008 to an average class size of 90% in 2008-2009. We are confident we can increase efficiency in recruitment with procedural changes in how the Health Program staff handles inquiries and with some minor increases in staff support and coordination with the ETC counseling staff.

D. Analysis of Effectiveness Data

Strengths:
The CNA program produces high completion and transition rates. Of the 44 students who initially enrolled in the CNA course, 42 or 95% completed the course. Of the 42 course completers, 23 or 52% took the certification exam as given by the American Red Cross and passed, thus earning state-regulated certification. And 98% of the students successfully transitioned into employment or continued education. According to ARC, the WCC Health Program students are consistently the best prepared students sitting for examination. We will continue to review course design and exam preparation in order to maintain the pass-rate for the certification exam.

Weaknesses:
None noted.

E. Evidence of student learning

The rate of students passing the course and the certification exam are strong evidence of student learning.

F. Resource sufficiency

Strengths:
- The ETC Health Program is budgeted for one Full-Time, tenure track, G-funded faculty which is adequate to support instruction for 5 courses or 50 students per year.
- A well supplied classroom is dedicated to CNA training.
- For 2008-2009, grant funds have adequately covered the cost of current program promotion needs. A particular success is related to the securing of tuition assistance to 60 Native Hawaiian students, thereby, allowing increased access to entry-level for at-risk populations.

Weaknesses:
- One Full-Time faculty limits the programs ability to enroll more than 50 students per year and limits the program’s potential to offer other health career courses to students seeking health career training in fields other than CNA.
• With only one classroom dedicated to Health Programs, the opportunity to offer other courses is limited to scheduling on nights and weekends when the nurse aide course is not offered.
• Instructor time to seek and manage outside funding is limited by instructional demands.
• We are in need of additional recruitment resources; an increase in the designated time of a counselor and/or an increase in Program Assistant resources to talk to the roughly 500 people per year inquiring about the program and assisting them to apply to and enroll in the program.

G. Recommendations for improving outcomes
We will focus on the following areas to make necessary improvements to 2008-2009 results:
• Improving recruitment and enrollment procedures to meet maximum program capacity and cost efficiencies.
• Identify and secure funding sources to increase student access and program.
• Seek a new faculty position for the program

VII. Action Plan
We maintain four primary goals for Health Program in 2009-2010 for program improvement and growth:
• Increase capacity to train more students by securing:
  o additional instructor resources.
  o additional classroom space.
  o improved recruitment strategies and procedures.
  o expand course offerings to include Personal Care Assistant (PCA) and Preparatory to Nursing classes.
• Identify funding sources to:
  o support student access.
  o support instructional costs.
  o develop additional employment training opportunities.
• Improve recruitment and enrollment processes to maximize program capacity.
• Continue and improve data collection to assist with targeted recruitment, program improvement, new program development, and funding requests.

VIII. Budget Implications
To meet our goals for 2009-2010, we will require additional financial support for the following:
• One additional Full-Time Instructor
• Access to a fully-supplied classroom.
• .33 Full Time Equivalent of Counselor or Program Assistant to maximize recruitment and enrollment efforts.
Sources of Information

The information sources for this report are:


3. Anecdotal information from Ryan Perriera, WCC Counselor Coordinator.


5. Health Program data sheet for use with Office of Hawaiian Affairs (OHA) annual grant report.


8. Perkins College Core Indicators provided by APAPA.

## Advisory Panel

### WCC CNA to LPN to RN Pathway
#### 2008 List of Collaborators and Advisory Panel Members

<table>
<thead>
<tr>
<th>Collaborator Name</th>
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